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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of this study, it could be concluded that peer and teacher support had a positive influence on students' self-confidence in speaking performance at SMK Dr. Indra Adnan Indragiri College. The questionnaire consisted of 16 statements related to peer and teacher support during speaking activities. The questionnaire was distributed to the students of class X1 Pharmacy, X2 Pharmacy, and X TLM. The overall total score reached 212, which fell into the range of 202–248 and was categorized as Very High. This result indicated that students showed very positive responses toward the support provided by their peers and teachers. Therefore, peer and teacher support were considered important during speaking activities.

The findings also revealed that support from peers and teachers helped students feel more comfortable, motivated, and confident during speaking activities. Teachers gave motivation, encouragement, and positive feedback to students during the learning process. Meanwhile, peers provided support through cooperation, appreciation, and positive interaction in the classroom. These forms of support helped students feel less nervous and hesitant when speaking English in front of the class. Students also became more willing to participate in classroom speaking activities. In



addition, a supportive classroom atmosphere made students feel more comfortable when expressing their ideas during speaking activities.

Furthermore, the study showed that both peer and teacher support created a positive influence on students during the speaking learning process. Students who received support from their classmates and teachers became more confident in participating in classroom speaking activities. Teachers and peers played important roles in creating a positive learning environment during speaking activities. Guidance, motivation, emotional encouragement, and positive interaction helped students feel more confident when speaking English. The support from teachers and peers also encouraged students to participate actively during classroom activities. In conclusion, peer and teacher support could be considered important factors in enhancing students' self-confidence in speaking English.

B. Suggestion

Based on the findings of this study, several suggestions are proposed for students, teachers, and future researchers.

1. For students, it is suggested that they actively use both peer and teacher support to improve their confidence in speaking English. Students are encouraged to participate in group discussions, share ideas, and give feedback to their peers in order to strengthen their speaking ability. Building positive relationships with classmates can help create a supportive learning environment and reduce students' lack of confidence when speaking. Therefore, students are expected to be more

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active and confident in practicing English both inside and outside the classroom.

2. For teachers, it is recommended that they consistently provide both academic and emotional support during the learning process. Teachers are encouraged to give clear explanations, constructive feedback, and continuous encouragement to help students develop their speaking confidence. In addition, teachers should design classroom activities such as pair work, group discussions, and peer feedback to promote collaboration among students. Creating a safe and supportive classroom atmosphere is important to help students feel comfortable in expressing their ideas. As a result, students can participate more actively and improve their speaking performance.
3. For future researchers, it is suggested that further studies be conducted on peer and teacher support in different contexts and with larger samples. Future researchers are encouraged to use various research designs, such as experimental studies, to examine the effect of social support on students' speaking performance. They may also involve different educational levels to compare the role of support across contexts. In addition, future studies can explore other factors related to students' confidence in speaking, such as motivation, learning strategies, and classroom engagement. Therefore, future research is expected to provide a deeper understanding of the factors that support students' speaking development.