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**AN ANALYSIS ⁵ OF PEER AND TEACHER SUPPORT ^{IN} ENHANCING
STUDENTS' SELF-CONFIDENCE IN SPEAKING PERFORMANCE**

AT SMK DR. INDRA ADNAN INDRAGIRI COLLEGE

**¹
A THESIS**

**Submitted to Fullfill One of the Requirements
for the Award for *Sarjana Degree (SI)* in English Study Program**



WRITTEN BY :

**WAHYUNI NURSITAH
NIM. 502221010008**

Approved by

Supervisor I

Supervisor II

**³⁰
Edi Ardian S.S.M.A**

**³⁰
Melda Yeni., S. Pd., M.Pd**

ENGLISH STUDY PROGRAM

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TEMBILAHAN

2026

DECLARATION

Name: WAHYUNI NURSITAH
Index Number: 502221010008
Faculty : ¹Teacher Training and Education faculty
Study Program: English Study Program
Title : An Analysis of Peer and Teacher Support in Enhancing
Students' Self-Confidence in Speaking Performance at SMK
Dr. Indra Adnan Indragiri College

⁸⁰
I honestly declare that this thesis is the result of my own work. Any ideas, statements, and materials taken from other sources have been properly acknowledged¹ and cited in the references. I am fully responsible for the authenticity and accuracy of the data presented in this thesis.

Tembilahan, May 20th 2026
The Researcher

WAHYUNI NURSITAH
NIM.502221010008

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Tembilahan, May 21st 2026
The Researcher,

Wahyuni Nursitah
NIM. 502221010008

ABSTRAK

WAHYU⁷⁷ NI NURSITAH. 2026. Analisis Peran Dukungan Teman Sebaya dan Guru dalam Meningkatkan Kepercayaan Diri Siswa pada Penampilan Berbicara di SMK Dr. Indra Adnan Indragiri College

¹³ Kepercayaan diri siswa dalam berbicara bahasa Inggris sering ⁸⁶ kali dipengaruhi oleh dukungan yang mereka terima dari lingkungan sekitar. Oleh karena itu, penelitian ini bertujuan untuk mengetahui bagaimana dukungan teman sebaya dan guru dapat meningkatkan kepercayaan diri siswa kelas X Farmasi 1, Farmasi 2, dan TLM di SMK Dr. Ind¹ Adnan Indragiri College dalam penampilan berbicara selama kegiatan di kelas. Metode yang digunakan dalam penelitian ini adalah pendekatan deskriptif kuantitatif dengan teknik pengumpulan data melalui ¹ kuesioner yang terdiri dari 16 butir pernyataan dan disebarkan kepada 62 siswa. Data dianalisis menggunakan skala Likert 4 poin. Hasil penelitian menunjukkan bahwa mayoritas siswa memberikan respons positif terhadap dukungan teman sebaya dan guru selama kegiatan berbicara di kelas. Dukungan guru berupa motivasi, dorongan, dan umpan balik positif terbukti membantu siswa merasa lebih nyaman dan mengurangi rasa kurang percaya diri saat berbicara bahasa Inggris. Sementara itu, dukungan teman sebaya menciptakan lingkungan belajar yang suportif melalui kerja sama, apresiasi, dan interaksi positif, sehingga membantu siswa mengurangi rasa gugup, takut melakukan kesalahan, dan keraguan saat berbicara di depan kelas. Secara kuantitatif, total skor keseluruhan mencapai 212, yang berada pada rentang 202–248 dengan kategori “Sangat Tinggi”. Dapat disimpulkan bahwa dukungan teman sebaya dan guru memberikan pengaruh positif terhadap kepercayaan diri siswa serta berperan penting dalam mendukung proses pembelajaran berbicara di kelas. Temuan ini menegaskan pentingnya bagi para pendidik untuk terus merawat atmosfer kelas yang kolaboratif dan memperkuat umpan balik positif secara konsisten, sekaligus membudayakan interaksi antar siswa yang saling mendukung guna mengoptimalkan penguasaan keterampilan berbicara bahasa Inggris di lingkungan sekolah.

Kata Kunci: *Dukungan Guru Dan Teman Sebaya, Kepercayaan Diri, Penampilan Berbicara.*

ABSTRACT

5
WAHYUNI NURSITAH. 2026. An Analysis of Peer and Teacher Support in Enhancing Students' Self-Confidence in Speaking Performance at SMK Dr. Indra Adnan Indragiri College

Students' self-confidence in speaking English is often influenced by the support they receive from their surrounding environment. Therefore, this study aimed to examine how peer and teacher support enhance the self-confidence of tenth-grade students of Pharmacy 1, Pharmacy 2, and Medical Laboratory Technology (TLM) at SMK Dr. Indra Adnan Indragiri College in speaking performance during classroom activities. This study employed a descriptive quantitative approach. The data were collected through a questionnaire consisting of 16 statements distributed to 62 students and were analyzed using a four-point Likert scale. The findings showed that most students gave positive responses toward peer and teacher support during speaking activities in the classroom. Teacher support in the form of motivation, encouragement, and positive feedback helped students feel more comfortable and reduced their lack of confidence when speaking English. Meanwhile, peer support created a supportive learning environment through collaboration, appreciation, and positive interactions, which helped students reduce nervousness, fear of making mistakes, and hesitation when speaking in front of the class. Quantitatively, the overall score reached 2101 which falls within the range of 202–248 and is categorized as Very High. It can be concluded that peer and teacher support positively enhance students' self-confidence and play an important role in supporting speaking learning activities in the classroom. These findings highlight the importance of educators continuously fostering a collaborative classroom atmosphere, consistently providing positive feedback, and encouraging supportive interactions among students to optimize the development of English speaking skills in school settings.

Keywords: *Teacher and Peer Support, Self-Confidence, Speaking Performance.*

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INTRODUCTION

A. Background of the Problem

Speaking ability is an essential component of English language learning because it directly influences students' academic performance and communication skills. ³⁶ The ability to articulate ideas clearly and concisely in spoken language is frequently used to characterize effective communication (Asnaini, Tohamba, and Rusli, 2025: 57). Effective speaking does not only involve correct pronunciation but also includes expressing ideas, delivering arguments, participating in discussions, and responding appropriately in academic contexts. In the 21st century, English speaking skills are considered a crucial requirement for global communication, academic engagement, and professional development. Therefore, ² speaking skill is recognized as one of the most fundamental competencies that students must master in higher education.

Despite its importance, speaking performance is strongly influenced by affective factors, particularly students' self-confidence. Many students possess adequate linguistic knowledge but are still unable to express their ideas orally due to low confidence. In learning English, ²⁶ a lack of self-confidence often becomes a barrier that makes students reluctant to engage in active communication (Amalia and Dalimunte, 2025:8). According to Supriyanto et al. (2024:62) ³ Students who believe in their abilities tend to participate more actively in classroom activities, including contributing to group discussions and delivering presentations to their peers. Self-confidence strongly influences

³ speaking performance, as confident learners are more willing to take communicative risks and engage in meaningful interactions necessary for developing fluency. According to Tauchid (2025:125), A lack of self-confidence can substantially impede learners' performance and active engagement in the classrooms.

Students' self-confidence in speaking does not develop independently but is closely related to the social support they receive in the learning environment.

³⁸ Social support, particularly from teachers and peers, plays a significant role in shaping students' willingness to speak and engage in oral communication.

⁴³ Support from peers and teachers plays a vital role in determining speaking proficiency, especially within language learning settings (Tauchid, 2025:129).

¹⁰⁸ In this study, the term enhancing refers to the process of strengthening and improving students' self-confidence through continuous emotional, motivational, and instructional support that enables them to participate more actively in speaking activities. These crucial sources of support provide essential emotional, motivational, and instructional scaffolding that helps students overcome ingrained less-confidence, enhance self-belief, and actively increase their participation in oral communication. Support from the instructor is vital because the educator, as the authority figure, can directly impact a student's sense of competence by providing clear structure, consistent positive reinforcement, and constructive feedback. According to Hayati (2025:844) Teacher support encompasses instructional guidance, motivation, mentoring, and personalized feedback.

69 However, Based on the researcher's experience during teaching practice at SMK Dr. Indra Adnan Indragiri College, 26 many students experience fear, embarrassment, nervousness, and less-confidence when speaking English in class. 18 They are afraid of making mistakes, being judged by others, and lack sufficient opportunities to practice speaking. According to Soha (2025:2), students frequently feel anxious about making errors and being judged, which 12 reduces their confidence and willingness to participate in speaking activities. These conditions clearly 93 indicate that low self-confidence in speaking is closely connected to limited emotional and instructional support in the classroom.

2 Previous studies have examined the relationship between social support and students' speaking-related outcomes from different perspectives. Tauchid (2025), for example, examined 15 teacher and peer support in relation to students' speaking anxiety and speaking proficiency in an online EFL learning environment. Meanwhile, Ayu et al. (2026) investigated peer support in relation to students' 96 self-confidence and English speaking proficiency among EFL students. Similarly, Khairunnisa et al. (2025) examined 1 the correlation between peer support and English speaking confidence among eleventh-grade students at SMA Negeri 1 Tembilahan Hulu. These studies indicate that 5 peer support and teacher support are relevant to students' speaking experiences and confidence. However, the existing studies have mainly examined peer support separately, or have focused on speaking anxiety, speaking proficiency, or specific learning environments. The combined consideration of peer and teacher support in relation to students' self-confidence in speaking performance, particularly

among vocational high school students, remains less specifically addressed. Therefore, this study focuses on analyzing peer and teacher support in relation to students' self-confidence in speaking performance at SMK Dr. Indra Adnan Indragiri College.

B. Identification of the Problem

Based on the background of the study, several real problems are identified among tenth grade students of SMK Dr. Indra Adnan Indragiri College:

1. Many tenth grade students at SMK Dr. Indra Adnan Indragiri College experience low self-confidence when speaking English in front of the class. They feel nervous, are afraid of making mistakes, and worry about being judged or criticized by lecturers and peers.
2. Many students show reluctance to participate in speaking activities due to anxiety, embarrassment, and fear of negative evaluation, which limits their willingness to express ideas orally.
3. Many students have limited opportunities to practice speaking English, which reduces their confidence and fluency in oral communication.

C. Limitation of the Problem

Based on the background of the study, This research is limited to examining peer support and teacher support in enhancing students' self-confidence in speaking performance. This research is conducted among tenth grade students of SMK Dr. Indra Adnan Indragiri College?

¹ **D. Research Question**

Based on the background of the problem, this study is formulated with the following question: How is peer and teacher support enhance students' confidence in speaking performance among tenth grade students at the SMK Dr. Indra Adnan Indragiri College?

¹³ **E. Objective of the Research**

Based on the research question above, the objective of this study is to examine how is peer and teacher support enhance students' confidence in speaking performance among tenth grade students at SMK Dr. Indra Adnan Indragiri College.

¹ **F. Signification of the Research**

1. For Students, This research provides valuable insight for students in understanding the importance of peer and teacher support in enhancing their self-confidence in speaking English. A supportive learning environment from teachers and classmates helps students overcome fear of making mistakes, reduce anxiety, and increase their willingness to participate in speaking activities. When students receive encouragement, constructive feedback, and emotional support, they feel more confident to express their ideas and practice speaking English actively. Peer collaboration, such as participating in group discussions and giving mutual feedback, strengthens speaking confidence and reduces fear of negative judgment. As a result, students develop stronger self-confidence and communicate more effectively in both academic and social contexts.

2. ¹ For Teachers, This research provides teachers with practical insight into the importance of both peer support and teacher support in enhancing students' self-confidence in speaking performance. Teachers apply these findings by providing consistent encouragement, constructive feedback, and clear guidance during speaking activities. They also design classroom ¹ activities that promote peer collaboration, such as pair work, group discussions, and peer feedback sessions, to create a supportive speaking environment. These strategies help students reduce ¹² fear of making mistakes, increase their confidence, and participate more actively in speaking tasks. ¹ Teachers are encouraged to create a safe, supportive, and inclusive classroom atmosphere where students feel comfortable expressing their ideas and developing ³ their speaking performance.
3. For Future Researchers, The findings of this study provide a specific reference for future researchers ¹¹⁰ who intend to examine the combined role of peer support and teacher support in enhancing students' self-confidence in speaking performance. Future researchers replicate this study using different research designs, such as ⁶² experimental or longitudinal approaches, to measure the direct effect of peer and teacher support on students' speaking performance. They expand the scope by involving ⁵⁷ different educational levels, such as junior high school, senior high school, or university students, to compare the influence of social support across contexts. In addition, future studies investigate the ⁵ relationship between peer and teacher support and other affective variables, such as speaking

anxiety, motivation, or classroom engagement, to provide a broader understanding of students' speaking development.

G. Definition of Key Terms

1. Peer and Teacher Support

Teacher and peer support, a kind of special social support in school environment is the concern and help for students' studies as well as the encouragement and affirmation offered by teachers and peers (Xie & Guo 2023:440) It includes teachers providing guidance, motivation, and constructive feedback, as well as peers offering cooperation and emotional support. Together, they create a positive atmosphere that helps reduce students' low confidence in speaking English and encourages them to participate more actively in class.

2. Self-Confidence

Self-confidence becomes a success factor for students in learning to speak English (Asnaini et al., 2025:59). It refers to a student's confidence in their ability to speak English correctly and successfully in the context of language instruction. Pupils who are confident in themselves are more likely to participate in discussions, share their thoughts, and get over their fear of speaking incorrectly.

3. Speaking Performance

Speaking performance refers to the ability of students to express ideas, opinions, and feelings orally in English accurately, fluently, and appropriately. Speaking is a productive skill, meaning that students need to

practice the language by speaking performance to demonstrate their competence Hasanah, (2019) in (Sintayani and Adnyayanti 2022:84). Speaking performance is a measure of a student's success in oral communication and is the language skill that most determines a person's proficiency in using a language (Jaya, Petrus, and Pitaloka 2022:106)

2 CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Peer and Teacher Support

a. Definition of Peer and Teacher Support

Peer support is defined as the assistance and encouragement students receive from their classmates through collaboration, idea sharing, and mutual motivation. Meanwhile, Teacher ¹¹³ support refers to the academic and emotional assistance provided by teachers through instructional guidance, encouragement, and the creation of a supportive learning atmosphere. ⁴³ Social support from peers and teachers plays a very important role in improving students' academic success. According Hu & Talib (2023:38) A positive relationship between students and teachers is characterized by mutual trust, respect, and effective communication, and students become more engaged and motivated in the learning process. Students will be ³ more motivated to participate actively in learning activities and to engage in more extensive activities in order to meet academic challenges if they perceive that their teachers are kind and emotionally supportive. This indicates that teacher support affects not just cognitive aspects but also practical aspects related to students self-confidence. ¹⁶ Within the higher education context, perceived peer support, as a significant component of social support, demonstrates substantial influence on students' academic adjustment processes (Zhu

et al., 2025:2). Peer support establishes a safe and supportive environment for students, helping them better navigate academic and social challenges.

Furthermore, it fosters motivation, positive collaboration, ultimately boosting their adaptability and confidence in the learning process. According Hayatunnufus and Utari (2025:664) peer interactions enable adolescents to assess ideas, develop understanding, and engage in shared learning experiences, particularly within collaborative educational settings such as schools. Likewise, Ulpa, Tahir, and Amin (2025:371) emphasize that teachers shape students' confidence through the learning atmosphere they establish and the teaching strategies they apply. These two perspectives complement each other, as both peer and teacher support play crucial roles in creating a positive and motivating learning environment. when teachers encourage cooperative learning and students receive continuous support from their peers, they are more likely to feel confident and capable of expressing their ideas during speaking activities. This is because both sources of support peers and teachers provide emotional reassurance, constructive feedback, and a sense of belonging that helps strengthens students' self-confidence in language performance. Thus, peer collaboration and

teacher guidance together form a strong foundation for students' development of self-confidence in speaking performance.

b. The Role of Peer and Teacher Support in Students' Self-Confidence in Speaking Performance

In the process of language learning, especially in speaking performance, students' success is not only determined by their linguistic competence but also by the social and emotional support they receive from both peers and teachers. These forms of support play a crucial role in shaping students' confidence, and active participation in speaking activities. Peer support activities in English serves as an activity that aims to enhance students' confidence in speaking. Through this activity, students have opportunities to discuss potential solutions and openly share their experiences related to English proficiency. It also provides a platform for them to interact more frequently with their peers, ask questions, and exchange ideas or elaborate on various topics collaboratively (Romadlon 2022:823). This interaction among peers not only enhances students' language skills but also builds their confidence to express ideas in English. When students communicate regularly in a supportive peer environment, they tend to feel less anxious and more motivated to participate in speaking activities. Thus, supportive peer interaction can be seen as an effective form of peer support that helps students develop both their communicative competence and self-confidence in speaking.

Teachers' supportive behavior is reflected in students' self-confidence. By offering emotional support and positive feedback, teachers foster a sense of security and competence that encourages students to participate actively and perform better in speaking tasks (Wu and Cai 2025:3). This supportive environment helps learners feel safe and confident and encourages them to participate actively in speaking activities. As a result, students become more enthusiastic about participating in class, feel less afraid of making mistakes, and show greater confidence in demonstrating their communication skills, which ultimately improves their speaking performance. Therefore, support from peers and teachers ⁹² plays an important complementary role in boosting students' confidence and speaking skills, ⁹⁴ creating a supportive learning environment where students can learn and express themselves effectively. The five roles of peer and teacher support in the learning process

a. Enhancing Academic Engagement and Motivation

¹⁰ When students feel emotionally supported by peers and teachers they are more motivated to actively engage in learning activities.

b. Building Self-Confidence in Learning and Speaking Performance

Support from teachers and peers provides ⁶ a greater sense of security and confidence in speaking and expressing ideas.

c. Creating a Supportive and Positive Learning Climate

Teacher support through empathetic teaching strategies and peer support through cooperation create a positive and calming learning environment.

d. Reducing Learning Anxiety and Increasing Emotional Security

The combination of teacher guidance and peer support helps students reduce anxiety, especially in the context of public speaking.

e. Facilitating Social and Academic Adjustment

Support from peers plays a major role in helping students adjust to the academic environment, build social relationships, and overcome learning difficulties.

c. Type of Peer and Teacher Support Enhancing Student' Self-confidence in Speaking Performance

According to Xie & Guo, (2023:441) the construct of ⁶teacher and peer support in English learning can be categorized into four main aspects, ⁶peer academic support, peer emotional support, teacher academic support, and teacher emotional support. These aspects provide a comprehensive framework to understand how social support functions within the EFL classroom context.

1. Peer Academic Support, Involves students helping one another to understand speaking tasks, exchange ideas, and practice collaboratively in order to enhance communicative competence.

2. Peer Emotional Support, Highlights emotional reassurance and a sense of belonging among classmates, which contribute to creating a safe, supportive, and motivating environment for speaking.
3. Teacher Academic Support, Refers to the extent to which teachers assist students in achieving learning goals by providing instructional guidance, constructive feedback, and opportunities to practice speaking skills.
4. Teacher Emotional Support, Emphasizes the teacher's role in offering encouragement, empathy, and a caring attitude that helps foster students' confidence and reduce anxiety during speaking activities.

These four dimensions collectively shape students' academic engagement, emotional well being, and self-confidence in speaking English. Therefore, in the present study, the indicators of peer and teacher support are adopted and adapted from the peer and teacher support in English learning scal. In view of its functional aspects, social support theory suggests that social support consists of four main characteristics emotional, instrumental, informational, and appraisal (Luo et al., 2024:10). Each of these types serves a distinct yet complementary function in facilitating individuals' academic, social, and emotional well being.

1. Emotional support refers to expressions of empathy, care, and encouragement that help individuals feel valued and secure, Thus, this can boost self-confidence.
2. Instrumental support involves providing tangible assistance or practical help, such as study materials, resources, or direct aid that enables students to accomplish learning tasks effectively.
3. Informational support encompasses guidance, advice, and constructive feedback that help learners solve problems, enhance performance, and make informed academic decisions.
4. Appraisal support relates to positive reinforcement, affirmation, or evaluative feedback that helps individuals assess their progress and strengthen their self-confidence.

Within the educational context, these four types of support often interact dynamically. Peers tend to offer instrumental and emotional assistance through collaboration and shared learning experiences teachers primarily provide emotional and informational support through motivation, feedback, and empathy, while. When effectively combined, these various forms of support foster a positive learning environment that motivates student participation, provides emotional security, and enhances their confidence, especially in speaking performance, where confidence and social interaction ²⁵ play a crucial role in learning outcomes.

2. ²⁶ The Concept of Students' Self-Confidence in Speaking

Performance

Self-confidence plays a crucial role in determining students' speaking performance, especially in second language communication (Jaya ⁷⁵ et al., 2022:106). In the context of English language learning, particularly in oral communication, self-confidence can be ⁷² defined as an individual's belief in their ability to express ideas, emotions, and opinions verbally in a clear, coherent, and socially appropriate manner using the target language. It reflects the extent to which learners trust their linguistic competence, feel comfortable using English in various communicative situations, and are willing to take initiative in expressing themselves. According to Permatasari and Volya (2024:483) ³ self-confidence is an essential factor for students since it enables them to perform different aspects of speaking smoothly and effectively. Students with high self-confidence tend ³⁴ to take linguistic risks, engage actively in classroom discussions, and express their ideas openly without excessive fear of making mistakes. This emotional assurance helps them overcome anxiety, reduce communication apprehension, and participate more dynamically in oral activities.

Other hand, according to Rahmah and Susilowati (2024:52) explain that several affective ²⁰ factors such as low confidence, fear of making mistakes, shyness, anxiety, and lack of motivation may hinder students' speaking performance. These barriers can significantly reduce ⁴⁵ learners' willingness to communicate and limit their opportunities to practice speaking in

authentic contexts. Self-confidence also contributes to students' ability to perform different dimensions³ of speaking, including pronunciation, fluency, accuracy, and interactional skills.³ Students who possess strong self-confidence² are generally more prepared to participate actively in learning activities, articulate their thoughts with clarity, and maintain positive attitudes toward speaking tasks. They are also more capable of viewing errors as a natural⁷⁸ part of the learning process rather than as failures. As a result, learners² who believe in their own abilities tend to show greater participation, motivation, and resilience in improving their speaking performance. This suggests that self-confidence not only supports linguistic competence but also fosters communicative willingness and leads to better oral proficiency. Self-assured learners³ are more likely to engage actively in classroom interactions,⁷ participate in discussions, and express their opinions without being hindered by fear or lack of confidence. Their confidence encourages them to use English more frequently, which eventually enhances their fluency and overall speaking ability. Consequently,⁷ self-confidence becomes an important psychological factor that promotes students' readiness to communicate, strengthens their⁷ motivation, and improves their speaking performance in English.

Given the significant role of self-confidence in enhancing students' speaking performance, it becomes essential to identify specific indicators that can effectively measure this construct within the context of oral communication. Burton and Platts (2006) in Aulia and Apoko (2022:552)

Ten core aspects of self-confidence are proposed for in depth exploration, including clarity of ³⁵direction and values, motivation, emotional stability, a positive mindset, self-awareness, adaptability ³⁵in dealing with situations, a desire for personal growth, physical health and energy, willingness to face uncertainty, and a sense of purpose. These aspects collectively reflect the multifaceted nature of self-confidence, which influences individuals' thoughts, emotions, and behaviors when engaging in challenging situations, particularly in learning and communication contexts.

³⁹a. The Role of Self-confidence in Speaking Performance

Self-confidence is widely recognized as a crucial affective factor that clearly improves students' English speaking ability. Akbari and Sahibzada (2020) in Supriyanto et al. (2024:62) emphasize that a strong sense of confidence supports the overall development of English language skills, particularly in oral communication. Similarly, Suratullah et al. (2023) in Supriyanto et al. (2024:62) highlight ³that self-confidence plays an essential role in helping learners master various aspects of speaking proficiency. According to Permatasari and Volya (2024:484), ³students with higher levels of self-confidence are more capable of performing the key components of speaking such as fluency, accuracy, pronunciation, vocabulary use, and interactional competence more effectively.

Confident learners tend to express their ideas more clearly, convey their opinions more fluently, and speak with more confidence without

much hesitation. Their level of confidence also helps improve their pronunciation skills, better control of grammatical structures, and more appropriate word choice during speaking. As stated by Mubarok (2017) in Permatasari and Volya (2024:483), self-confidence helps students reduce nervousness, overcome lack of self-confidence, and minimize communication apprehension, enabling them to speak more comfortably and spontaneously in various communicative situations. In addition, students who possess strong self-¹⁰ confidence are more willing to take linguistic risks, engage actively in interactive exchanges, and respond more effectively to their interlocutors, which strengthens their interactional competence.

Therefore, self-confidence plays a role as a psychological factor that supports students' linguistic performance. Self-confidence increases³ students' willingness to communicate in various speaking situations. Self-confidence helps reduce lack of self-confidence that often hinders spoken language production. In addition, self-confidence also fosters motivation and encourages students to actively participate in speaking activities. As a result, students are able to perform with more confidence and be more communicative in various speaking tasks and contexts.

B. Review of Related Findings

The researcher presents several previous studies that are relevant to the present research. These studies discuss peer support and teacher support, and students' self-confidence in relation to speaking performance. The first previous research is *"The Effects of Teacher and Peer Support on EFL Learners' Speaking Anxiety and Speaking Proficiency in Online Learning."* By Tauchid (2025) This study aimed to investigate the effect of teacher and peer support on students' speaking anxiety and speaking proficiency in an online EFL context. Using a true experimental design, the study involved 26 university students in Indonesia. The findings showed a significant reduction in speaking anxiety and a significant improvement in speaking proficiency among students who received teacher and peer support. This study is relevant to the present research because it highlights the importance of teacher and peer support in improving students' speaking related outcomes, although the present study focuses on students' self-confidence in speaking performance rather than speaking anxiety and proficiency in an online setting.

The second previous research is *"English Peer Counseling to Engage Students' Speaking Confidence and Motivation in Higher Education"* conducted by Farid Noor Romadlon (2022). This study employed a qualitative case study design and aimed to investigate students' perceptions of English peer counseling toward their speaking confidence and motivation. The findings revealed that students generally had a positive perception of English peer counseling in enhancing their speaking confidence and motivation. The study

also found that English peer counseling encouraged ¹⁴ students to be more active in small conversations and discussions, helped them feel more confident when interacting with peers, and increased their motivation to speak. ² This study is ¹ relevant to the present research because it highlights the role of peer support in fostering students' speaking confidence, although the present research focuses on the analysis of peer and teacher support in a different educational context.

The last previous research used by the researcher is ¹ “*The Correlation Between Peer Support and English Speaking Confidence Among Eleventh Grade Students at SMA Negeri 1 Tembilahan Hulu*.” By Khairunnisa (2025). ¹ This study aimed to determine the relationship between peer support and students' English speaking confidence. Using a correlational research design, the study involved 98 eleventh-grade students, with data collected through questionnaires ¹ using Likert scales and analyzed using the Pearson Product Moment correlation formula. The findings showed a low but significant positive ⁷¹ correlation between peer support and English speaking confidence, indicating that higher peer support was associated with higher speaking confidence among students. ² This study is relevant to the present research because ¹ it highlights the contribution of peer support to students' speaking confidence. however, the present research expands the scope by also ¹ examining the role of teacher support ²⁰ in enhancing students' self-confidence in speaking performance.

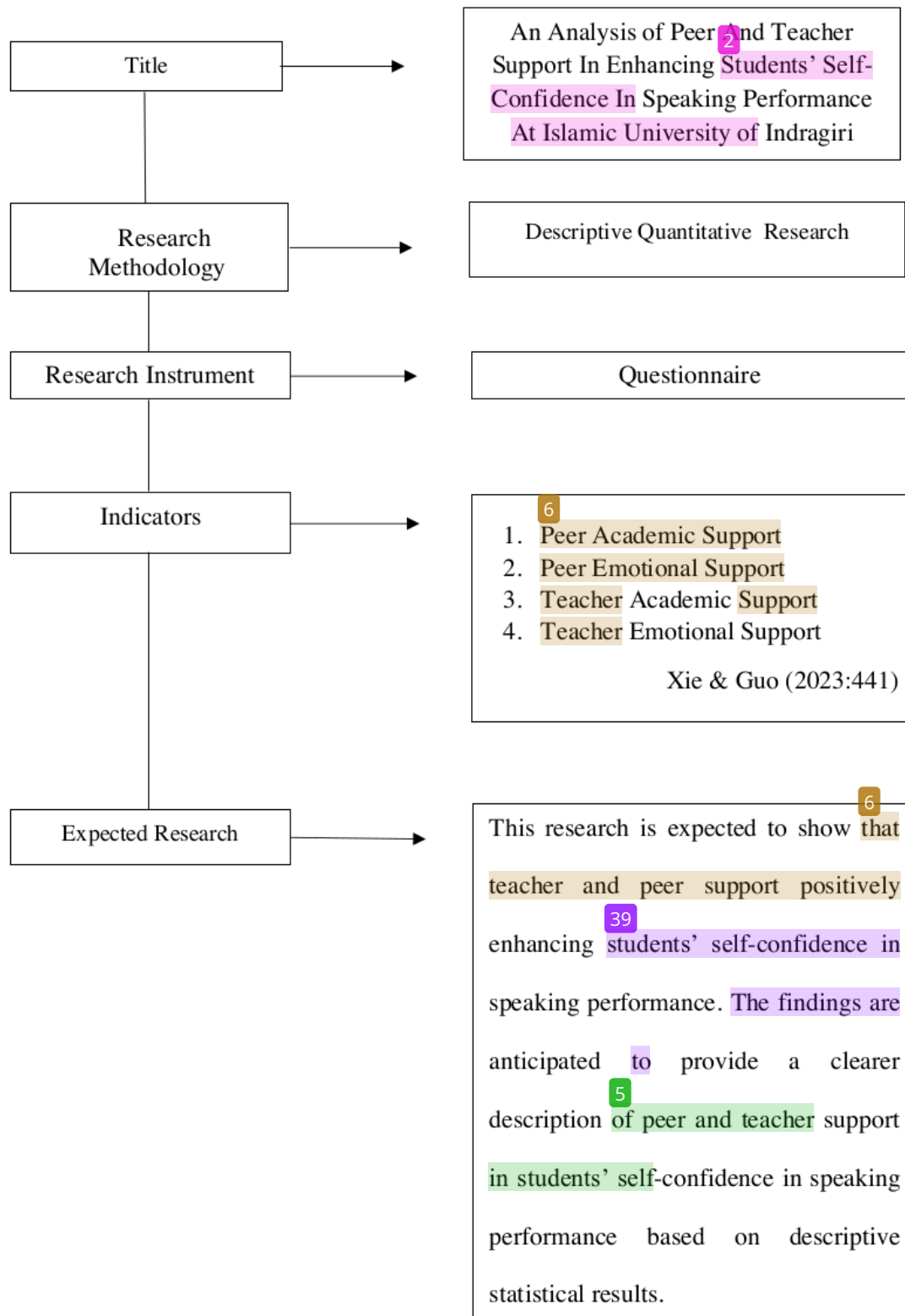
Based on the three previous studies, it is concluded that social support and psychological factors play ³ an important role in the development of students' English speaking skills. Support from peers and teachers reduces students' low

self-confidence and increases their confidence in speaking activities. Peer support also positively influences students' confidence and motivation to speak, which encourages more active participation and interaction in speaking performance. Although previous studies highlight the importance of peer support or teacher support, most of them examine these factors separately or focus on different outcomes such as anxiety, motivation, or speaking ability. This study differs from previous studies in that it analyzes the influence of peer support and teacher support on student self-confidence as a key factor in speaking performance in vocational high school environments, particularly at Dr. Indra Adnan Indragiri College.

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C. Conceptual Framework

The conceptual framework this research can see below:



Based on the conceptual framework, this research concludes that peer and teacher support ²⁹ play an important role in enhancing students' self-confidence in speaking performance. Peer and teacher support, which consist of academic and emotional support, are expected to positively enhancing students' confidence in speaking English. Through descriptive quantitative research using questionnaires as the research instrument, ¹¹⁶ this study aims to describe how these forms of support enhance to students' speaking performance. Overall, the conceptual framework indicates that academic and emotional support from peers and teachers enhances students' self-confidence, which in turn improves their speaking performance.

RESEARCH METHODOLOGY

A. Research Design

This research employs a quantitative descriptive approach. According to (Maksum, 2018) in Sekardayu & Suroto (2022:341) Quantitative descriptive research does not test hypotheses but describes research variables as they are based on numerical data. This design is appropriate because the purpose of the study is to measure and describe peer and teacher support in enhancing students' self-confidence in speaking performance numerically and statistically. A quantitative descriptive approach allows the researcher to analyze existing conditions objectively by focusing on summarizing and interpreting respondents' responses through descriptive statistical measures. This approach emphasizes the use of mean scores, interval class classification, and percentage distributions to describe patterns and tendencies in the data related to peer and teacher support enhancing students' self-confidence in speaking performance. Quantitative research designs center on numerical data collection and analysis to answer the research question (Slater and Hasson 2025:656). In this study, a structured Likert-scale questionnaire is used to measure the variables objectively. The descriptive aspect of the research aims to present and describe the existing condition of peer and teacher support enhancing students' self-confidence in speaking performance.

In this study, the quantitative descriptive approach is applied to describe the existing condition of the research variables, including peer and teacher support

students' self-confidence in speaking performance. This research design enables the researcher to present numerical results that describe peer and teacher support enhancing students' self-confidence in speaking performance based on students' responses. Through statistical descriptions such as interval class classification, mean scores, and percentages the findings ² provide a clear and objective overview of respondents' perceptions of peer and teacher support as well as students' self-confidence in speaking performance.

¹³ Based on the definition above, it can be concluded that a quantitative descriptive method is the most suitable approach for investigating the main variable examined in this study, namely peer and teacher support in enhancing ⁷ students' self-confidence in speaking performance. The use of a quantitative descriptive methodology aims to measure and present numerical descriptions of the research variable in order to understand the existing condition of peer and teacher support ³ related to students' self-confidence in speaking English. This approach allows the researcher to collect numerical data through a structured Likert-scale questionnaire, enabling objective and systematic measurement. By applying this approach, the findings are expected to be objective, reliable, and useful in describing how peer and teacher support are perceived as enhancing students' self-confidence in speaking performance.

B. Location and Time

This research is conducted at SMK Dr. Indra Adnan Indragiri College, It is located on Trimas Street, Tembilahan Kota Indragiri Hilir Regency. And The research takes place from February to April 2026.

2 C. Population and Sample

1. Population

According to Willie (2024:75) Population refers to a larger group of individuals who have common characteristics in a specific context. In this research, The population consists of tenth grade students at SMK Dr. Indra Adnan Indragiri College. More specifically, the participants include students from class X.1 Pharmacy, X.2 Pharmacy, and X.TLM, as they have learned English and practice speaking several times in class. This population is expected to provide meaningful data regarding the role of peer support in enhancing students' self-confidence in speaking performance.

2
Table III. 1 The Population of the Research

No.	Semester	Population
1.	X.1	21
2.	X.2	22
3.	X.TLM	19
Total		62

7 2. Sample

A sample refers to a selected group of individuals taken from a larger population and used to represent the entire group in a research study (Makwana et al. 2023:763). Using a sample allows researchers to gather data and draw conclusions without necessarily involving every member of the population. The process of selecting this group is known as sample, which involves choosing participants from the population in a systematic way to meet the goals of the research and ensure that the selected individuals accurately represent the characteristics of the whole population. In this

study, the sampling method used is total sampling. According to Darudono & Siregar, (2023:201) The ²total sampling method is a technique in which all members of the population are included as the research sample. Total sampling is ²carried out when the population size is small or less than 100 (Nasution, 2011:100) in (Rahayu & Christiani 2020:85). Since the total number of students in the target population is only 62, it is practical and more accurate to involve all individuals rather than selecting only a portion. Using total sampling also minimizes sampling error and increases the accuracy, representativeness, and reliability of the research findings.

²Table III. 2 Sample of the Research

No.	Semester	Sample
1.	X.1	21
2.	X.2	22
3.	X.TLM	19
Total		62

D. Research Procedure

The research procedure to be carried out by the researcher is as follows:

1. The researcher will prepare a questionnaire containing statements related to the variables of peer and teacher support student self confidence in speaking performance. This questionnaire uses indicators that have been determined for variable.
2. After the questionnaire is prepared, the researcher distributes it to the respondents to collect data on peer and teacher support in enhancing

students' self-confidence in speaking performance.

3. Each statement in the questionnaire will use ⁵⁰ a 4 point Likert scale with the following answer options: strongly agree, agree, disagree, and strongly disagree.
4. The questionnaire will be distributed online via Google Form so that it is easily accessible to all participants.
5. The questionnaire link will be shared with participants via a WhatsApp group to facilitate the distribution process.
6. The researcher will give participants three days to complete and submit their questionnaire responses.
7. The questionnaire distributed is a research instrument on peer and teacher support in enhancing self-confidence in student speaking performance.
8. After all responses have been collected, the researcher will continue ⁴⁷ the process of processing and analyzing the data from the questionnaire.

E. Research Instrument

In this study, a questionnaire is used as the instrument for data collection. ⁵⁸ A questionnaire is a structured tool used in research to systematically gather information about perceptions and behaviors, (Koo and Yang 2025:1). This instrument allows the researcher to obtain responses efficiently and ensures that the collected data remains consistent, comparable, and measurable. The questionnaire in this research will developed by the researcher based on indicators adapted from previous relevant studies. While the statements are constructed independently, the adaptation of existing indicators ensures that the

instrument is aligned with established theoretical foundations and previously validated measurement constructs. Before distribution, the questionnaire will be reviewed to guarantee clarity, suitability, and alignment with the research objectives, particularly regarding peer and teacher support and students' self-confidence in speaking performance. The questionnaire consists of 16 items, as shown in the table below:

Table III. 3 Blue Print of Questionnaire

Indicators		Number of Item	Item Number
Peer Academic Support		1, 2, 3, 4	4
Peer Emotional Support		5, 6, 7, 8	4
Teacher	Academic Support	9, 10, 11, 12	4
Teacher	Emotional Support	13, 14, 15, 16	4
Total			16

Overall, this questionnaire blueprint helps ensure that each aspect of the variables is measured clearly and fairly. By organizing the items based on specific indicators, the instrument becomes easier for respondents to understand and helps avoid confusion during the answering process. At the same time, this structure allows the researcher to analyze the results more effectively because the data are categorized based on what each item intends to measure. With this format, the questionnaire is expected to collect accurate and meaningful information that supports the purpose of the research.

F. Data Collection Technique

This research employed a questionnaire to collect data on peer and teacher support as the main variable associated with students' self-confidence in speaking performance. The questionnaire will be provided in both English and Bahasa to ensure clarity and prevent misunderstandings among respondents. All items are rated using a four point Likert scale ranging from Strongly Agree to Strongly Disagree. The questionnaire measured students' self-perception of the academic and emotional support provided by peers and teachers during English speaking performance. The instrument will be designed to align with the research objectives and ensure the collection of accurate and meaningful data.

G. Data Analysis Technique

According to Almoete et al., (2022, p. 3172), A Likert scale is a rating system used in questionnaires to measure individuals' attitudes, opinions, or perceptions. A four point Likert scale will be used to collect data, as this scale effectively measures respondents' perceptions in quantitative studies. A four point scale is chosen to eliminate neutral responses and encourage participants to clearly indicate agreement or disagreement with each statement. According to Widoyoko (2012, p. 105), a four-point Likert scale has good variability, allowing it to more effectively reveal differences in respondents' attitudes. In addition, the absence of a neutral option encourages respondents to take a clear position regarding the social phenomena presented in the instrument.

2
Table III. 4 Likert scale

Response Option	Scale
Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Widoyoko (2012:105)

2
The collected data is analyzed using quantitative descriptive statistical analysis by applying class intervals and then calculating the mean score. The data obtained from the questionnaire responses will analyzed to describe the extent of peer and teacher support in enhancing students' self-confidence in speaking performance. Each questionnaire item will measured using a four point Likert scale, where responses ranged from 1 (Strongly Disagree) to 4 (Strongly Agree).

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After all responses are collected, the total score of the variable will be calculated by summing the scores from all respondents. Since a four point Likert scale will be used and the questionnaire will be administered to 62 respondents, the highest possible score will be obtained by multiplying the highest Likert scale value (4) by the total number of respondents, resulting in a maximum score of 248. Meanwhile, the lowest possible score will be calculated by multiplying the lowest Likert scale value (1) by the total number of respondents, resulting in a minimum score of 62. This classification will be used to determine the perceived peer and teacher support in enhancing students' self-confidence in speaking performance. The determination of class intervals in this study use the theory developed by Widiyoko (2012: 110). Class intervals will calculated by dividing the difference between the highest and lowest scores by the number of

predetermined categories, using the following formula:

$$\text{Class Interval} = \frac{(\text{Highest score} - \text{Lowest score})}{(\text{Number of response categories})}$$

$$\text{Class Interval} = \frac{(248 - 62)}{4} \times \frac{186}{4} = 46$$

Widoyoko (2012:110)

Formula Explanation:

1. Finding the Highest Score

The highest score is calculated by multiplying the highest score on the Likert scale by the total number of respondents. This score represents the maximum possible score that can be obtained by the respondents. (4 x 62 = 248)

2. Finding the Lowest Score

The lowest score is calculated by multiplying the lowest Likert scale by the total number of respondents. This score represents the minimum possible score that can be obtained by the respondents. (1 x = 62)

3. Finding the Class Interval

$$\text{Class Interval} = \frac{(\text{Highest score} - \text{Lowest score})}{(\text{Number of response categories})}$$

Table III. 5 Category of Peer and Teacher Support Scores

Score Range	Category
62 – 108	Very Low
109 – 155	Low
156 – 201	High
202 – 248	Very High

Widoyoko (2012:110)

4. Finding the mean score

$$\text{Mean Score} = \sum x \frac{\text{All of the score of the statements}}{\text{All of the statments}}$$

The mean score is calculated by dividing the total score of all questionnaire statements ¹³ by the total number of statements. The resulting mean score is then matched with the score classification table to determine its category.

The mean score will be calculated ⁷⁶ by dividing the total score obtained by the respondents by the number of questionnaire items. The resulting mean score will then be interpreted using a classification table based on the Likert scale. To determine the category levels, the score range will be divided into four class intervals, namely Very Low, Low, High, and Very High. This classification is used to interpret peer and teacher support in enhancing to students' self-confidence in speaking performance.

a. Validity test

Validity testing helps researchers determine whether each item in a questionnaire or test accurately captures the intended indicators and does not measure unrelated aspects. ² According to Zahfa et al., (2025:2) Validity refers to the extent to which a test actually measures what it is intended to measure. Valid measurement tools increase the reliability of research conclusions, as the results are more likely to reflect the actual conditions or views of respondents. Validity testing ensures that each question or statement represents the entire theoretical basis of the research topic (Yanti et al., 2025:174). This testing helps reduce potential measurement bias and ensures that the data collected is conceptually appropriate, this

strengthening the interpretability and credibility of the research findings.

As stated by Swan et al. (2023:7), content validity comprises three aspects: relevance, comprehensiveness, and comprehensibility. Relevance refers to the extent to which the items are appropriate and relevant to the target construct, comprehensiveness refers to whether the instrument covers all aspects of the construct, and comprehensibility refers to whether the items are easy for users to understand and interpret. In addition, quality criteria should be applied to evaluate the quality of the study methods used to verify the content validity of an instrument (Mokkink et al., 2019, as cited in Swan et al., 2023). In this study, content validity is used to ensure that the questionnaire items appropriately represent the indicators of peer and teacher support in enhancing students' self-confidence in speaking performance. The questionnaire is reviewed by the researcher's supervisor to assess the relevance, comprehensiveness, and comprehensibility of the items based on the indicators and theoretical concepts used in this study. The questionnaire is then revised according to the supervisor's suggestions and approved for use as the research instrument.

b. Reliability test

Reliability means the extent to which measurement results can be trusted (Saputra 2025: 792). When a measuring instrument produces consistent results across repeated administrations, it indicates that the instrument functions reliably and minimizes random measurement errors. As a result, reliable measurements support accurate data interpretation and

enhance the credibility ⁵⁶ of research findings. According to Zahfa et al., (2025:2). Reliability refers to the extent to which a test provides the same outcomes when applied to the same group at different times. This consistency indicates that the measuring instrument functions in a stable manner and produces dependable data, which supports accurate interpretation and strengthens the credibility of the research findings.

DATA PRESENTATION AND RESEARCH FINDINGS**A. Data Presentation****a. Validity Testing**

The validity of the research instrument was evaluated through expert judgment using content validity. In this study, the questionnaire was reviewed by the researcher's supervisors to ensure that the items appropriately represented the indicators of peer and teacher support in enhancing students' self-confidence in speaking performance. The validation focused on three aspects of content validity: relevance, comprehensiveness, and comprehensibility. Relevance referred to the extent to which each item was appropriate and related to the indicators being measured. Comprehensiveness concerned whether the questionnaire adequately covered the important aspects of the constructs, while comprehensibility referred to whether the items were clear and easy for the respondents to understand.

Based on the validation process, the questionnaire items were considered relevant to the indicators of peer and teacher support and appropriate for the purpose of the study. The supervisors also reviewed the wording and clarity of the items to ensure that the statements were understandable and did not contain unclear or overlapping meanings. Several items were revised according to the suggestions provided during the validation process to improve their clarity and suitability. The revisions

were made while maintaining the original meaning and alignment with the research indicators.

After the revision process, the questionnaire was reviewed and approved by the supervisors. Therefore, the final version of the questionnaire was considered appropriate in terms of content validity and was suitable for use as the research instrument to collect data on peer and teacher support in enhancing students' self-confidence in speaking performance.

b. Reliability of the Test

According to Subhaktiyasa (2024:5599) ⁸¹ Reliability refers to the consistency of the results obtained by an instrument when used in different measurements under similar conditions. Reliability is pertinent of an instrument to estimate consistently, Amirrudin et al., (2021:223).

Table IV. 1
The Reliability Statistics of Peer and Teacher Support Questionnaire

⁴¹ Reliability statistic	
Cronbach Alpha	N of items
0.889	16

Based on the results presented in the table, the Cronbach's Alpha value was 0.889. This value was higher than standard of 0.60, indicating ² that the questionnaire was reliable. Furthermore, the reliability level of the instrument could be categorized as high.

c. The Result of the Questionnaire

¹⁹ In this section, the researcher presented the results related to the research question: "How is peer and teacher support enhance students'

confidence in speaking performance among tenth-grade students at SMK Dr. Indra Adnan Indragiri College?” Each statement from the questionnaire was carefully analyzed to provide clear and easy to understand explanations. This analysis aimed to show how peer and teacher support enhance students’ self confidence in speaking. The researcher explained the results of each statement in detail so that they were simple and accessible for readers. The data, collected from the questionnaire in April 2026, were summarized in the table below:

Table IV. 2

1st statement (My classmates help me understand the speaking assignments given by the teacher. (Peer Academic Support))

No.	Response Categories	Number of Respondents	Respondents x score	Result	Category
1.	SA	27	27 x 4	108	
2.	A	35	35 x 3	105	
3.	D	0	0 x 2	0	
4.	SD	0	0 x 1	0	
Total		62		213	Very High

Based on the data, there were 27 students who selected Strongly Agree, 35 Agree, while no students chose Disagree or Strongly Disagree, indicating that classmates provided help in understanding speaking assignments. The total score of 213 fell into the Very High category. Therefore, teachers are encouraged to continue promoting peer collaboration during speaking activities to maintain a supportive learning environment and encourage students to participate more confidently.

Table IV. 3

2nd statement (My classmates are willing to exchange ideas and opinions before speaking activities. (Peer Academic Support))

No.	Response Categories	Number of Respondents	Respondents x score	Result	Category
1.	SA	19	19 x 4	76	
2.	A	43	43 x 3	129	
3.	D	0	0 x 2	0	
4.	SD	0	0 x 1	0	
Total		62		205	4 Very High

Based on the data, there were 19 students who selected Strongly Agree, 43 Agree, while 8 no students chose Disagree or Strongly Disagree. This indicated that classmates were willing to exchange ideas and opinions before speaking activities. The total score of 205 fell into the Very High category. Therefore, teachers are encouraged to provide opportunities for students to exchange ideas and opinions before speaking activities through pair work or group discussions. Such activities can help students prepare their responses, build confidence, and participate more actively in speaking tasks.

Table IV. 4

3rd statement (My classmates invite me to practice speaking collaboratively. (Peer Academic Support))

No.	Response Categories	Number of Respondents	Respondents x score	Result	Category
1.	SA	23	23 x 4	92	
2.	A	39	39 x 3	117	
3.	D	0	0 x 2	0	

4.	SD	0	0 x 1	0	4
Total		62		209	Very High

Based on the data, there were 23 students who selected Strongly Agree, 39 Agree, while no students chose Disagree or Strongly Disagree, indicating that classmates invited them to practice speaking collaboratively. The total score of 209 fell into the Very High category. These findings suggest that collaborative speaking practice was well established in the classroom, with classmates consistently encouraging one another to participate in speaking activities. Such a supportive learning environment provides students with frequent opportunities to practice speaking, build their confidence, and engage in meaningful interaction, which contributes to the development of their speaking skills and fosters more active participation during the learning process.

Table IV. 5

4th statement (The help and collaboration of my classmates help improve my speaking performance. (Peer Academic Support))

No.	Response Categories	Number of Respondents	Respondents x score	Result	Category
1.	SA	20	20 x 4	80	
2.	A	41	41 x 3	123	
3.	D	1	1 x 2	2	
4.	SD	0	0 x 1	0	4
Total		62		205	Very High

Based on the data, there were 20 students who selected Strongly Agree, 41 selected Agree, 1 selected Disagree, and none selected Strongly Disagree, indicating that the help and collaboration of classmates

contributed to improving students' speaking performance. The total score of 205 fell into the Very High category. These findings indicate that classmates played an important role in supporting one another during speaking activities. Through mutual assistance and collaboration, students had more opportunities to exchange ideas, practice speaking, and receive encouragement from their peers, ²⁹ creating a positive learning environment that supported the development of their speaking performance.

Table IV. 6

5th statement (My classmates give me emotional support when I feel nervous about speaking English. (Peer Emotional Support))

No.	Response Categories	Number of Respondents	Respondents x score	Result	Category
1.	SA	19	19 x 4	76	
2.	A	38	38 x 3	114	
3.	D	4	4 x 2	8	
4.	SD	1	1 x 1	1	
Total		62		199	High

² Based on the data, there were 19 students who ²¹ selected Strongly Agree and 38 selected Agree, while 4 students chose Disagree and 1 student chose Strongly Disagree, indicating that classmates gave them emotional support when they felt nervous about speaking English. The total score of 199 fell into the High category. These findings indicate that emotional support from classmates was generally present and helped students cope with speaking anxiety during classroom activities. Encouragement, reassurance, and positive responses from peers created a more comfortable learning atmosphere, enabling most students to participate more confidently

in speaking tasks despite the fact that a small number of students still perceived limited emotional support.

Table IV. 7
6th statement (I feel accepted and become part of the class group during speaking activities. (Peer Emotional Support))

No.	Response Categories	Number of Respondents	Respondents x score	Result	Category
1.	SA	15	15 x 4	60	
2.	A	44	44 x 3	132	
3.	D	3	3 x 2	6	
4.	SD	0	0 x 1	0	
Total		62		198	High

Based on the data, there were 15 students who selected Strongly Agree and 44 selected Agree, while 3 students chose Disagree and no students chose Strongly Disagree, indicating that students felt accepted and became part of the class group during speaking activities. The total score of 198 fell into the High category. These findings indicate that most students experienced a sense of belonging and acceptance within their classroom during speaking activities. Feeling included in the class group encouraged students to participate more actively, interact with their classmates, and express their ideas with greater confidence. However, the presence of a few students who reported disagreement suggests that not all students experienced the same level of inclusion, highlighting the need to maintain an inclusive classroom environment where every student feels valued and supported.

Table IV. 8

7th statement (My classmates create a safe and comfortable environment, so I am not afraid to make mistakes when speaking. (Peer Emotional Support))

No.	Response Categories	Number of Respondents	Respondents x score	Result	Category
1.	SA	25	25 x 4	100	
2.	A	36	36 x 3	108	
3.	D	1	1 x 2	2	
4.	SD	0	0 x 1	0	
Total		62		210	4 Very High

Based on the data, there were 25 students who selected Strongly Agree and 36 selected Agree, while 1 student chose Disagree and no students chose Strongly Disagree, indicating that classmates created a safe and comfortable environment so that students were not afraid to make mistakes when speaking. The total score of 210 fell into the Very High category. These findings indicate that the classroom environment was highly supportive, allowing students to feel safe and comfortable when participating in speaking activities. The positive atmosphere created by classmates encouraged students to express their ideas without fear of making mistakes, increased their willingness to communicate, and promoted more active participation in speaking tasks.

Table IV. 9

8th statement (Support from my classmates motivates me to participate more actively in speaking activities. (Peer Emotional Support))

No.	Response Categories	Number of Respondents	Respondents x score	Result	Category
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1.	SA	28	28 x 4	112	
2.	A	34	34 x 3	102	
3.	D	0	0 x 2	0	
4.	SD	0	0 x 1	0	
Total		62		214	4 Very High

Based on the data, there were 28 students who selected Strongly Agree and 34 selected Agree, while no students chose Disagree or Strongly Disagree, indicating that support from classmates motivated them to participate more actively in speaking activities. The total score of 214 fell into the Very High category. These findings indicate that classmates' support played a significant role in encouraging students to engage actively in speaking activities. Consistent encouragement and positive interactions from peers increased students' motivation to participate, express their ideas, and communicate more confidently, contributing to a more active and collaborative learning environment.

Table IV. 10

9th statement (The teacher provides clear guidance and explanations to help me understand the speaking material. (Teacher Academic Support)

No.	Response Categories	Number of Respondents	Respondents x score	Result	Category
1.	SA	42	42 x 4	168	
2.	A	19	19 x 3	57	
3.	D	1	1 x 2	2	
4.	SD	0	0 x 1	0	
Total		62		227	4 Very High

Based on the data, there were 42 students who selected Strongly Agree and 19 selected Agree, while 1 student chose Disagree and no students chose Strongly Disagree, indicating that the teacher provided clear guidance and explanations to help students understand the speaking material. The total score of 227 fell into the Very High category. These findings indicate that the teacher's guidance and explanations were highly effective in supporting students' understanding of the speaking material. Clear instruction enabled students to follow learning activities more easily, reduced confusion during speaking tasks, and helped them participate with greater confidence and accuracy in classroom speaking activities.

Table IV. 11
10th statement (The teacher provides constructive feedback on my mistakes and weaknesses in speaking. (Teacher Academic Support)

No.	Response Categories	Number of Respondents	Respondents x score	Result	Category
1.	SA	25	25 x 4	100	
2.	A	34	34 x 3	102	
3.	D	2	2 x 2	4	
4.	SD	1	1 x 1	1	
Total		62		207	Very High

Based on the data, there were 25 students who selected Strongly Agree and 34 selected Agree, while 2 students chose Disagree and 1 student chose Strongly Disagree, indicating that the teacher provided constructive feedback on students' mistakes and weaknesses in speaking. The total score of 207 fell into the Very High category. These findings indicate that the teacher consistently provided constructive feedback to help students

improve their speaking performance. Feedback on students' mistakes and weaknesses enabled them to recognize areas that required improvement, refine their speaking skills, and develop greater confidence in subsequent speaking activities. Although a few students reported less positive perceptions, the overall results demonstrate that constructive feedback played an important role in supporting students' speaking development.

Table IV. 12

11th statement (The teacher gives me sufficient opportunities to practice speaking in class. (Teacher Academic Support)

No.	Response Categories	Number of Respondents	Respondents x score	Result	Category
1.	SA	32	32 x 4	128	
2.	A	29	29 x 3	87	
3.	D	1	1 x 2	2	
4.	SD	0	0 x 1	0	
Total		62		217	4 Very High

Based on the data, there were 32 students who selected Strongly Agree and 29 selected Agree, while 1 student chose Disagree and 1 student chose Strongly Disagree, indicating that the teacher gave students sufficient opportunities to practice speaking in class. The total score of 217 fell into the Very High category. These findings indicate that the teacher successfully created ample opportunities for students to engage in speaking practice during classroom activities. Regular speaking practice allowed students to apply the speaking material, improve their fluency and confidence, and become more actively involved in the learning process.

Although a small number of students expressed less favorable perceptions, the overall findings suggest that the opportunities provided by the teacher effectively supported the development of students' speaking skills.

Table IV. 13
12th statement (The teacher helps me achieve my speaking learning goals.
(Teacher Academic Support)

No.	Response Categories	Number of Respondents	Respondents x score	Result	Category
1.	SA	21	21 x 4	84	
2.	A	41	41 x 3	123	
3.	D	0	0 x 2	0	
4.	SD	0	0 x 1	0	
Total		62		207	4 Very High

Based on the data, there were 21 students who selected Strongly Agree and 41 selected Agree, while no students chose Disagree or Strongly Disagree, indicating that the teacher helped students achieve their speaking learning goals. The total score of 207 fell into the Very High category. These findings indicate that the teacher played a significant role in supporting students in achieving their speaking learning goals. Through appropriate guidance, continuous support, and well-organized learning activities, students were able to develop their speaking abilities more effectively and participate with greater confidence. The absence of negative responses further suggests that the teacher's efforts were consistently perceived as beneficial in facilitating students' progress toward their speaking objectives.

Table IV. 14

13th statement (The teacher encourages and motivates me when I feel insecure about speaking English. (Teacher Emotional Support))

No.	Response Categories	Number of Respondents	Respondents x score	Result	Category
1.	SA	46	46 x 4	184	
2.	A	16	16 x 3	48	
3.	D	0	0 x 2	0	
4.	SD	0	0 x 1	0	
Total		62		232	4 Very High

Based on the data, there were 46 students who selected Strongly Agree and 16 selected Agree, while no students chose Disagree or Strongly Disagree, indicating that the teacher encouraged and motivated students when they felt insecure about speaking English. The total score of 232 fell into the Very High category. These findings indicate that the teacher provided strong encouragement and motivation to help students overcome feelings of insecurity when speaking English. The teacher's positive support fostered students' confidence, reduced their hesitation to communicate, and encouraged them to participate more actively in speaking activities. The absence of negative responses further reflects that the teacher's motivational approach was consistently perceived as effective in creating a supportive and confidence-building learning environment.

Table IV. 15

14th statement (The teacher shows empathy and understanding when I have difficulties in speaking. (Teacher Emotional Support))

No.	Response Categories	Number of Respondents	Respondents x score	Result	Category
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1.	SA	33	33 x 4	132	
2.	A	29	29 x 3	87	
3.	D	0	0 x 2	0	
4.	SD	0	0 x 1	0	
Total		62		219	4 Very High

Based on the data, there were 33 students who selected Strongly Agree and 29 selected Agree, while no students chose Disagree or Strongly Disagree, indicating that the teacher showed empathy and understanding when students had difficulties in speaking. The total score of 219 fell into the Very High category. These findings indicate that the teacher consistently demonstrated empathy and understanding toward students who experienced difficulties in speaking. By responding to students' challenges with patience, encouragement, and emotional support, the teacher created a positive learning atmosphere where students felt respected and comfortable expressing themselves. This supportive approach helped students build confidence, participate more actively in speaking activities, and gradually overcome the difficulties they encountered in learning to speak English.

Table IV. 16

15th statement (The teacher shows concern and respect for me during speaking activities. (Teacher Emotional Support))

No.	Response Categories	Number of Respondents	Respondents x score	Result	Category
1.	SA	30	30 x 4	120	
2.	A	32	32 x 3	96	
3.	D	0	0 x 2	0	
4.	SD	0	0 x 1	0	

Total	62	216	4 Very High
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Based on the data, there were 30 students who selected Strongly Agree and 32 selected Agree, while no students chose Disagree or Strongly Disagree, indicating that the teacher showed concern and respect for students during speaking activities. The total score of 216 fell into the Very High category. These findings indicate that the teacher consistently demonstrated care and respect toward students throughout speaking activities. Such attitudes fostered a positive and supportive classroom environment where students felt valued, comfortable, and confident in expressing their ideas. As a result, students were more willing to participate actively in speaking tasks and engage in meaningful classroom interactions, contributing to the development of their speaking skills.

Table IV. 17

16th statement (The teacher's attitude and emotional support make me feel more confident and comfortable speaking English. (Teacher Emotional Support))

No.	Response Categories	Number of Respondents	Respondents x score	Result	Category
1.	SA	28	28 x 4	112	
2.	A	34	34 x 3	102	
3.	D	0	0 x 2	0	
4.	SD	0	0 x 1	0	
Total		62		214	4 Very High

Based on the data, there were 28 students who selected Strongly Agree and 34 selected Agree, while no students chose Disagree or Strongly Disagree, indicating that the teacher's attitude and emotional support made

students feel more confident and comfortable speaking English. The total score of 214 fell into the Very High category. These findings indicate that the teacher's positive attitude and emotional support played an essential role in fostering students' confidence and comfort during speaking activities. By providing encouragement, understanding, and reassurance, the teacher helped create a supportive classroom atmosphere where students felt more willing to express their ideas without fear of making mistakes. This positive learning environment encouraged greater participation and contributed to the improvement of students' speaking confidence and performance.

Table IV. 18
Recapitulation of Peer and Teacher Support in Enhancing Students Self-Confidence in Speaking Performance

NO.	STATEMENT	SA 4	A 3	D 2	SD 1	TOTAL	CATEGORY
1.	Statement 1	108	105	0	0	213	Very High
2.	Statement 2	76	129	0	0	205	Very High
3.	Statement 3	92	117	0	0	209	Very High
4.	Statement 4	80	123	2	0	205	Very High
5.	Statement 5	76	114	8	1	199	High
6.	Statement 6	60	132	6	0	198	High
7.	Statement 7	100	108	2	0	210	Very High
8.	Statement 8	112	102	0	0	214	Very High
9.	Statement 9	168	57	2	0	227	Very High
10.	Statement 10	100	102	4	1	207	Very High
11.	Statement 11	128	87	2	0	217	Very High

12.	Statement 12	84	123	0	0	207	Very High
13.	Statement 13	184	48	0	0	232	Very High
14.	Statement 14	132	87	0	0	219	Very High
15.	Statement 15	120	96	0	0	216	Very High
16.	Statement 16	112	102	0	0	214	Very High
TOTAL SCORE						3.392/16 = 212	Very High

⁸² Based on the recapitulation of the 16 statements, the findings showed that students gave very high toward peer and teacher support in enhancing self-confidence in speaking performance. Most students selected “Strongly Agree” and “Agree” on the questionnaire items provided by the researcher. The data indicated ⁴⁰ that students felt supported by both their peers and teachers during speaking activities in the classroom. Students also believed that the support helped them become more confident when speaking English. Therefore, peer and teacher support were considered important aspects during the speaking learning process.

⁵ 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 provided motivation, encouragement, and positive feedback that made students feel more comfortable during speaking activities. Meanwhile, peers created a supportive learning environment through cooperation, appreciation, and positive interaction in the classroom. These conditions

helped students feel less nervous and hesitant when speaking ² English in front of the class. As a result, students became more active during speaking activities.

Furthermore, the overall total score reached 212, which was classified within the range of 202–248 and categorized as Very High. This finding indicated that students had very high perceptions of peer and teacher support in the speaking learning process. The result also showed that peer and teacher support were perceived as important in enhancing students' self-confidence during speaking activities. Therefore, peer and teacher support were considered important in creating a supportive learning environment ⁵² and encouraging students to participate in speaking activities.

B. Research Findings

⁸⁷ This chapter aims to answer the research question: How is peer and teacher support enhance students' confidence in speaking performance among tenth grade students at the SMK Dr. Indra Adnan Indragiri College? To address this question, the researcher distributed ¹² a questionnaire consisting of 16 items to students in the 10th grade students in pharmacy 1, pharmacy 2, and TLM. The questionnaire was designed to examine how is peer and teacher support enhanced students' ³ self-confidence in speaking performance. The questionnaire consisted of 16 statements that represented ⁶ peer academic support, peer emotional support, teacher academic support, and teacher emotional support. The results of the data analysis provided a comprehensive overview of how is peer and teacher support enhanced

³ students' self-confidence in speaking performance. The findings were analyzed based on each statement to present a clearer description of students' responses. The following sections discussed the results in detail.

¹⁰⁵ The findings from the questionnaire showed that students gave very high responses toward peer and teacher support during speaking activities. Most students selected "Strongly Agree" and "Agree" on the questionnaire statements. The results indicated that peer support helped students feel more comfortable when practicing speaking English with their classmates. Students also felt that cooperation and interaction with peers reduced their lack of confidence during speaking activities. Through discussion, encouragement, and collaborative practice, students became more confident in expressing their ideas orally.

²⁹ In addition, teacher support also played an important role in enhancing students' self-confidence in speaking performance. Teachers provided guidance, motivation, constructive feedback, and emotional encouragement during the learning process. These forms of support helped students reduce fear, nervousness, and hesitation ¹⁰⁶ when speaking English in front of the class. A supportive classroom atmosphere created by the teacher ⁷ encouraged students to participate more actively in speaking activities. As a result, students felt more secure and motivated to improve their speaking ability.

Furthermore, the overall total score of all statements reached 212, which fell within the range of 202–248 and was categorized as Very High.

This finding indicated that students showed very high responses toward peer and teacher support in the speaking learning process. The results also showed that support from teachers and peers played an important role in enhancing students' self-confidence when they spoke in front of the class. Academic and emotional support encouraged students to communicate more confidently during classroom activities. Therefore, peer and teacher support were considered important factors in enhancing students' self-confidence in speaking performance.

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, ³⁷ a supportive classroom atmosphere made students feel more comfortable when expressing their ideas during speaking activities.

Furthermore, the study ⁵ 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 ³ students' self-confidence in speaking English.

B. Suggestion²⁵

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 ¹⁸ 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, ⁶¹ students are expected to be more

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.

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APPENDICES

Appendix 1: Sample Data

No.	Name	Class
1.	Abyan Muzaki	X Pharmacy 1
2.	Kamisah Nur Amelia	X Pharmacy 1
3.	Olivia Rusty Rahayu	X Pharmacy 1
4.	Nurhaliza	X Pharmacy 1
5.	Widy Eka Putri	X Pharmacy 1
6.	Nimatul Azizah	X Pharmacy 1
7.	Fatimatus Sehroh	X Pharmacy 1
8.	Anjaini Saputri	X Pharmacy 1
9.	Fika Aulia	X Pharmacy 1
10.	Luna Kutdiyawati	X Pharmacy 1
11.	Diva Syaira Anaya Putri	X Pharmacy 1
12.	Alni Aurilla	X Pharmacy 1
13.	Naura Salsabil Haq	X Pharmacy 1
14.	Rezi Alfian Hanan	X Pharmacy 1
15.	Regina Anggraini	X Pharmacy 1
16.	Shania Nurhafiza	X Pharmacy 1
17.	Alyra Dekayna	X Pharmacy 1
18.	Siti Nurhalizah	X Pharmacy 1
19.	Hilyah Afifah	X Pharmacy 1
20.	Marsya Kharunisa	X Pharmacy 1
21.	Nurinda Malika Akmal	X Pharmacy 1
22.	Septia Lestari	X Pharmacy 2
23.	Suci Ramadhani	X Pharmacy 2
24.	Raja Hamisza	X Pharmacy 2
25.	Nelly Septia Zahra	X Pharmacy 2
26.	Bilqis Putri Wifia Astute	X Pharmacy 2

27.	Amrina Radyada	X Pharmacy 2
28.	Alina Ramadhani	X Pharmacy 2
29.	Rindiani Acne Imelda Putri	X Pharmacy 2
30.	Raisha Nandini Salsabilah	X Pharmacy 2
31.	Nurlia Widianty	X Pharmacy 2
32.	Olivia Dira Saputri	X Pharmacy 2
33.	Amalia Putru Anggraini	X Pharmacy 2
34.	Salsabila Putri	X Pharmacy 2
35.	Syafa Mumfaridah	X Pharmacy 2
36.	Dieldha Suci Juhaezah	X Pharmacy 2
37.	Kalisa Rahma	X Pharmacy 2
38.	Eliza Syevina	X Pharmacy 2
39.	Zaskia Nur Zahra	X Pharmacy 2
40.	Ziqratul Fitri	X Pharmacy 2
41.	Rizka Fadilah	X Pharmacy 2
42.	Selfa Yuliani	X TLM
43.	Nabila Ahza Suhendra	X TLM
44.	Selvi	X TLM
45.	Intan Nurafifah	X TLM
46.	Vania Dwi Rahmadhan	X TLM
47.	Saidah	X TLM
48.	Nurfaizah	X TLM
49.	Naila Syahira	X TLM
50.	Nikma Savira	X TLM
51.	Salsabila Natasya	X TLM
52.	Nurhafizah	X TLM
53.	Zahraa Andriani	X TLM
54.	Afriani Putri Adevi	X TLM
55.	Siti Padilah	X TLM
56.	Azmatun Arifah	X TLM

57.	Fadilla Rahmadhani	X TLM
58.	Feby	X TLM
59.	Lisnita	X TLM
60.	Muhammad Ikhsan Saputra	X TLM
61.	Khairina Dwi Alya	X Pharmacy 2
62.	Muhammad Naufal	X Pharmacy 2

Appendix 2: Research Instrument

RESEARCH QUESTIONNAIRE

“An Analysis of Peer and Teacher Support in Enhancing Students’ Self Confidence in Speaking Performance at SMK Dr. Indra Adnan Indragiri College”

Dear Student, My name is Wahyuni Nursitah (NIM. 502221010008). I am a eighth-semester student of the English Language Education Study Program, Faculty of Teacher Training and Education, Islamic University of Indragiri. This research is conducted to fulfill the requirement for completing the undergraduate (S1) program.

You are invited to participate in a research study entitled “An Analysis of Peer and Teacher Support in Enhancing Students’ Self Confidence in Speaking Performance at SMK Dr. Indra Adnan Indragiri College.” This study aims to examine the role of peer and teacher support in enhancing students’ confidence in speaking performance. Your participation is important to provide valuable data for this research. The questionnaire consists of 16 statements and takes approximately 10–15 minutes to complete.

There are no right or wrong answers in this questionnaire. All answers are correct as long as they reflect your personal experience and opinion. Please answer all questions honestly and independently without discussing them with others. All responses are kept confidential and are used only for research purposes.

Scale Description:

SA (Strongly Agree) : SS (Sangat Setuju)

Setuju) = 4 points A (Agree) : S (Setuju) = 3

points

D (Disagree) : TS (Tidak Setuju) = 2 points

SD (Strongly Disagree) : STS (Sangat Tidak Setuju) = 1 point

Sincerely,

Wahyuni Nursitah

RESPONDENT IDENTITY

Name :

Email Address :

Class :

Peer Academic Support

No.	Instrumen	Students' Response				
		SA	A	N	D	SD
1.	My classmates help me understand the speaking assignments given by the teacher. <i>(Teman sekelas membantu saya memahami tugas-tugas speaking yang diberikan oleh guru.)</i>					
2.	My classmates are willing to exchange ideas and opinions before speaking activities. <i>(Teman sekelas bersedia bertukar ide dan pendapat dengan saya sebelum melakukan kegiatan speaking.)</i>					
3.	My classmates invite me to practice speaking collaboratively. <i>(Teman sekelas mengajak saya untuk berlatih speaking bersama secara kolaboratif.)</i>					
4.	The help and collaboration of my classmates help improve my speaking performance. <i>(Bantuan dan kerja sama dari teman sekelas membantu meningkatkan kemampuan keterampilan saya dalam berbicara.)</i>					

Peer Emotional Support

No.	Instrumen	Students' Response				
		SA	A	N	D	SD
5.	My classmates give me emotional support when I feel nervous about speaking English. <i>(Teman sekelas memberikan dukungan emosional kepada saya ketika saya merasa gugup saat berbicara dalam bahasa Inggris.)</i>					

6.	I feel accepted and become part of the class group during speaking activities. (Saya merasa diterima dan menjadi bagian dari kelompok kelas saat melakukan kegiatan speaking.)					
7.	My classmates create a safe and comfortable environment, so I am not afraid to make mistakes when speaking. (Teman sekelas menciptakan suasana yang aman dan nyaman sehingga saya tidak takut melakukan kesalahan saat speaking.)					
8.	Support from my classmates motivates me to participate more actively in speaking activities. (Dukungan dari teman sekelas membuat saya lebih termotivasi untuk berpartisipasi aktif dalam kegiatan speaking.)					

Teacher Academic Support

No.	Instrumen	Students' Response				
		SA	A	N	D	SD
9.	The teacher provides clear guidance and explanations to help me understand the speaking material. (Guru memberikan bimbingan dan penjelasan yang jelas untuk membantu saya memahami materi speaking.)					
10.	The teacher provides constructive feedback on my mistakes and weaknesses in speaking. (Guru memberikan umpan balik yang membangun terhadap kesalahan dan kekurangan saya dalam speaking.)					
11.	The teacher gives me sufficient opportunities to practice speaking in class. (Guru memberikan kesempatan yang cukup kepada saya untuk berlatih speaking di dalam kelas.)					

12.	The teacher helps me achieve my speaking learning goals. (<i>Guru membantu saya mencapai tujuan pembelajaran speaking yang telah ditetapkan.</i>)					
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Teacher Emotional Support

No.	Instrumen	Students' Response				
		SA	A	N	D	SD
13.	The teacher encourages and motivates me when I feel insecure about speaking English. (<i>Guru memberikan dorongan dan motivasi kepada saya ketika saya merasa kurang percaya diri saat berbicara dalam bahasa Inggris.</i>)					
14.	The teacher shows empathy and understanding when I have difficulties in speaking. (<i>Guru menunjukkan sikap empati dan memahami perasaan saya ketika saya mengalami kesulitan dalam speaking.</i>)					
15.	The teacher shows concern and respect for me during speaking activities. (<i>Guru menunjukkan sikap peduli dan menghargai saya selama kegiatan speaking berlangsung.</i>)					
16.	The teacher's attitude and emotional support make me feel more confident and comfortable speaking English. (<i>Sikap dan dukungan emosional dari guru membuat saya merasa lebih percaya diri dan tidak takut berbicara dalam bahasa Inggris.</i>)					

Appendix 3: Documentation



Image I: The researcher explained how to answer the questionnaire using Google Forms to students of Grade X Pharmacy 1, Pharmacy 2, and TLM 1



Image II Questionnaire distribution process via WhatsApp, allowing students to complete the questionnaire.

Appendix 4: Google Form Questionnaire

6/8/26, 12:07 PM

AN ANALYSIS OF PEER AND TEACHER SUPPORT IN ENHANCING STUDENTS' SELF-CONFIDENCE IN SPEAKING PER...

AN ANALYSIS OF PEER AND TEACHER SUPPORT IN ENHANCING STUDENTS' SELF-CONFIDENCE IN SPEAKING PERFORMANCE AT SMK DR. INDRA ADNAN INDRAGIRI COLLEGE

Dear Students, My name is Wahyuni

Nursitah (NIM. 502221010008). I am a eighth-semester student of the English Language Education Study Program, Faculty of Teacher Training and Education, Islamic University of Indragiri. This research is conducted to fulfill the requirement for completing the undergraduate (S1) program.

You are invited to participate in a research study entitled "An Analysis of Peer and Teacher Support in Enhancing Students' Self Confidence in Speaking Performance at SMK Dr. Indra Adnan Indragiri College." This study aims to examine the role of peer and teacher support in enhancing students' confidence in speaking performance. Your participation is important to provide valuable data for this research. The questionnaire consists of 16 statements and takes approximately 10–15 minutes to complete.

(Yth. Para Siswa, Perkenalkan, nama saya Wahyuni Nursitah (NIM. 502221010008). Saya adalah mahasiswa semester delapan Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Indragiri. Penelitian ini dilakukan untuk memenuhi salah satu persyaratan dalam menyelesaikan program sarjana (S1).

Saya mengharapkan partisipasi anda dalam penelitian yang berjudul "Analisis Dukungan Teman Sebaya dan Guru dalam Meningkatkan Kepercayaan Diri Siswa dalam Performa Berbicara di SMK Dr. Indra Adnan Indragiri College." Penelitian ini bertujuan untuk mengkaji peran dukungan teman sebaya dan guru dalam meningkatkan kepercayaan diri siswa dalam performa berbicara.

Partisipasi Anda sangat penting untuk memberikan data yang berharga bagi penelitian ini. Kuesioner ini terdiri dari 16 pernyataan dan membutuhkan waktu sekitar 10–15 menit untuk diselesaikan.)

Salam hormat,

Wahyuni Nursitah

Name *

SUCI RAMADHANI

6/8/26, 12:07 PM

AN ANALYSIS OF PEER AND TEACHER SUPPORT IN ENHANCING STUDENTS' SELF-CONFIDENCE IN SPEAKING PER...

Email Address *

suciramadhani

Kelas *

- ☐ X TLM
- ☐ X PHARMACY 1
- ☒ X PHARMACY 2

A QUESTIONNAIRE OF PEER AND TEACHER SUPPORT

The following statements are used to determine whether peer and teacher support improve students' self-confidence when speaking in front of the class. Please answer honestly and choose one response that best matches your condition.

(Pernyataan berikut digunakan untuk mengetahui apakah dukungan teman sebaya dan guru dapat meningkatkan kepercayaan diri siswa ketika berbicara di depan kelas. Jawablah dengan jujur dan pilih satu jawaban yang paling sesuai dengan kondisi Anda.)

1. The teacher provides clear guidance and explanations to help me understand the speaking material. *(Guru memberikan bimbingan dan penjelasan yang jelas untuk membantu saya memahami materi speaking.)* *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

6/8/26, 12:07 PM

AN ANALYSIS OF PEER AND TEACHER SUPPORT IN ENHANCING STUDENTS' SELF-CONFIDENCE IN SPEAKING PER...

2. The teacher provides constructive feedback on my mistakes and weaknesses in speaking. *(Guru memberikan umpan balik yang membangun terhadap kesalahan dan kekurangan saya dalam speaking.)* *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

3. The teacher gives me sufficient opportunities to practice speaking in class. *(Guru memberikan kesempatan yang cukup kepada saya untuk berlatih speaking di dalam kelas.)* *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

4. The teacher helps me achieve my speaking learning goals. *(Guru membantu saya mencapai tujuan pembelajaran speaking yang telah ditetapkan.)* *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

6/8/26, 12:07 PM

AN ANALYSIS OF PEER AND TEACHER SUPPORT IN ENHANCING STUDENTS' SELF-CONFIDENCE IN SPEAKING PER...

5. The teacher encourages and motivates me when I feel insecure about speaking English. *(Guru memberikan dorongan dan motivasi kepada saya ketika saya merasa kurang percaya diri saat berbicara dalam bahasa Inggris.)* *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

6. The teacher shows empathy and understanding when I have difficulties in speaking. *(Guru menunjukkan sikap empati dan memahami perasaan saya ketika saya mengalami kesulitan dalam speaking.)* *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

7. The teacher shows concern and respect for me during speaking activities. *(Guru menunjukkan sikap peduli dan menghargai saya selama kegiatan speaking berlangsung.)* *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

6/8/26, 12:07 PM

AN ANALYSIS OF PEER AND TEACHER SUPPORT IN ENHANCING STUDENTS' SELF-CONFIDENCE IN SPEAKING PER...

8. The teacher's attitude and emotional support make me feel more confident and comfortable speaking English. *(Sikap dan dukungan emosional dari guru membuat saya merasa lebih percaya diri dan tidak takut berbicara dalam bahasa Inggris.)* *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

9. My classmates help me understand the speaking assignments given by the teacher. *(Teman sekelas membantu saya memahami tugas-tugas speaking yang diberikan oleh guru.)* *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

10. My classmates are willing to exchange ideas and opinions before speaking activities. *(Teman sekelas bersedia bertukar ide dan pendapat dengan saya sebelum melakukan kegiatan speaking.)* *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

6/8/26, 12:07 PM

AN ANALYSIS OF PEER AND TEACHER SUPPORT IN ENHANCING STUDENTS' SELF-CONFIDENCE IN SPEAKING PER...

11. My classmates invite me to practice speaking collaboratively. *(Teman sekelas mengajak saya untuk berlatih speaking bersama secara kolaboratif.)* *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

12. The help and collaboration of my classmates help improve my speaking performance. *(Bantuan dan kerja sama dari teman sekelas membantu meningkatkan kemampuan keterampilan saya dalam berbicara.)* *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

13. My classmates give me emotional support when I feel nervous about speaking English. *(Teman sekelas memberikan dukungan emosional kepada saya ketika saya merasa gugup saat berbicara dalam bahasa Inggris.)* *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

6/8/26, 12:07 PM

AN ANALYSIS OF PEER AND TEACHER SUPPORT IN ENHANCING STUDENTS' SELF-CONFIDENCE IN SPEAKING PER...

14. I feel accepted and become part of the class group during speaking activities. *(Saya merasa diterima dan menjadi bagian dari kelompok kelas saat melakukan kegiatan speaking.)* *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

15. My classmates create a safe and comfortable environment, so I am not afraid to make mistakes when speaking. *(Teman sekelas menciptakan suasana yang aman dan nyaman, sehingga saya tidak takut melakukan kesalahan saat speaking.)* *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

16. Support from my classmates motivates me to participate more actively in speaking activities. *(Dukungan dari teman sekelas membuat saya lebih termotivasi untuk berpartisipasi aktif dalam kegiatan speaking.)* *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

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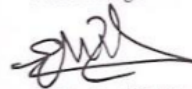
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Nama : Wahyuni Nursitah
 Nim : 502221010008
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : An Analysis of Peer and Teacher Support in Enhancing Students' Self Confidence in Speaking Performance at SMK Dr. Indra Adnan Indragiri College

NO	DOSEN PENGUJI	REVISI PERBAIKAN	TANDA TANGAN
1.	Maizarah, S.Pd., M.Pd	Background of the Problem Research Question	
2.	Dr. Ahmad, S.Pd.I., MM	Title of the Research Background of the Problem Gap and Novelty of the Research Instrument	 126/02 2026
3.	Sri Erma Purwanti, M.Pd	Background of the Problem Population & Sample Grammar	

Tembilahan, 09 Februari 2026

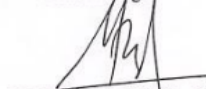
Pembimbing I



Edi Ardian S.S. MA
 NIDN. 1023027901

Mengetahui,

Pembimbing II



Melda Yeni S.Pd., M.Pd
 NIDN. 1029108801

APPROVAL SHEET OF VALIDATION TEST

Name : Wahyuni Nursitah

Nim 502221010008

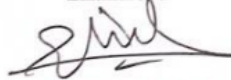
Department : English Study Program

Title : An Analysis of Peer and Teacher Support in Enhancing Students' Self-Confidence in Speaking Performance at SMK Dr. Indra Adnan Indragiri College

This research instrument is examined and tested for suitability and can be continued for further research processes.

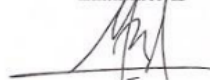
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Examiner I



EDI ARDIAN S.S.MA
NIDN. 1023027901

Examiner II



MELDA YENI, S.Pd., M.Pd
NIDN. 1029108801



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Tembilahan, 02 April 2026

Nomor : 036/UNISI/G/IV/2025
 Lampiran : -
 Sifat : Rutin
 Perihal : **Mohon Izin Penelitian**

Kepada Yth:
Kepala SMK Dr. Indra Adnan Indragiri College
 Di -
 Tempat

Dengan Hormat,

Melalui surat ini kami informasikan kepada Bapak/Ibu, bahwa salah seorang mahasiswa Program Strata I (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Indragiri Tembilahan yang namanya tertera dibawah ini :

Nama : **Wahyuni Nursitah**
 NIM : 502221010008
 Program Studi : Pendidikan Bahasa Inggris

Akan melaksanakan penelitian di Sekolah yang Bapak/Ibu pimpin dalam rangka penulisan skripsi dengan judul : *"An analysis of Peer and Teacher Support in Enhancing Students' self Confidence in Speaking Performance at SMK Dr. Indra Adnan Indragiri College"*

Untuk kelancaran kegiatan tersebut, kami mengharapkan bantuan dan izin Bapak/Ibu.

Demikian disampaikan, atas perhatian dan kerjasama Bapak/Ibu kami haturkan terima kasih.

UNIVERSITAS ISLAM INDRAGIRI
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 DEKAN



Andriansyah, M.Pd
 NIDN. 1006078902



Ilmu Karya Abdi



YAYASAN SYECH WALID THAIB SALEH INDRAGIRI
PONPES MODERN DAARUL MUTTAQIEN
SMKS DR. INDRA ADNAN INDRAGIRI COLLEGE
AKREDITASI A



NPSN : 69734436

Jl. Trimas No. 88 Tembilahan, Inhil, Riau
 email : pmdaarulmuttaqientbh@gmail.com - smkindraadnan@gmail.com

NSS : 612.09.05.04.003

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
NOMOR : 400.3.8.1/027/SMK.IAIC/IV/2026

Yang bertanda tangan di bawah ini :

Nama : Gr. LIDYA DEPEGA, S.ST., M.Kes
 NIP : -
 Jabatan : Kepala Sekolah SMKS Dr. Indra Adnan Indragiri College
 Alamat : Jl. Trimas No. 88 Tembilahan, Indragiri Hilir, Riau

Dengan ini menerangkan bahwa :

Nama : Wahyuni Nursitah
 NIM : 502221010008
 Prodi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan Dan Ilmu Pendidikan
 Universitas : Universitas Islam Indragiri

Bahwa mahasiswa yang tersebut di atas **BENAR** telah melaksanakan penelitian di SMKS Dr. Indra Adnan Indragiri College, dengan Judul Penelitian "An analysis of Peer and Teacher Support in Enchancing Students' self Confidence in Speaking Performance at SMK Dr. Indra Adnan Indragiri College"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Tembilahan, 10 April 2026

Mengetahui,
 Kepala SMKS Dr. Indra Adnan
 Indragiri College,



Gr. LIDYA DEPEGA, S.ST., M.Kes
 NIP. : -

Tembusan

Disampaikan Kepada YTH :

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2. Ketua Yayasan SWTSI
3. Arsip

RIWAYAT SINGKAT PENELITIAN

Nama Lengkap : Wahyuni Nursitah

Tempat/Tanggal Lahir : Tembilahan, 30 Juni 2004

Program Studi : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Pendidikan

(2008 – 2010) TK : TK Rotan Semelur

(2010 – 2016) SD : 025 RSE

(2016 – 2019) SLTP : MTS Sabilal Muhtadin

(2019 – 2022) SLTA : MAN 1 INHIL

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