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CHAPTER II REVIEW OF RELATED LITERATURE

A. Review of the Related Theories

1. The Concept of Peer Support

a. Definition of Peer Support

Peer support is a teaching strategy in which people or students in a community help each other to achieve a goal. It is a form of cooperative learning which has a variety of more specific roles students may take on to enhance the learning of others. Peer support, which is received from friends of similar age, plays a crucial role in encouraging and sustaining their presence in the educational environment (Suryani et al., 2024: 60). Peer support refers to an organized method of offering and receiving assistance, grounded in the inherent human tendency to show empathy and provide help, drawing from the knowledge gained through their shared experiences (Penny, 2018: 1).

According to Sato & Ballinger (2016) in Ukhra, et al (2020: 321) in the context of language learning, peer support refers to the help learners provide to one another to achieve success in acquiring a foreign language. This implies that peer support involves every student playing an active role in assisting others to achieve learning objectives. Solomon (2004) in Wulandari (2022: 33) further explains that peer support encompasses social emotional support, often combined with instrumental support which

individuals with shared experiences or challenges mutually provide to one another to encourage positive social or personal development.

Based on the definition above, it can be concluded that peer support is a collaborative teaching strategy where individuals with shared challenges or experiences work together to help each other achieve common goals. It emphasizes cooperative learning, with students actively participating in assisting their peers to meet learning objectives. Peer support not only enhances academic growth, particularly in language learning, but also provides social emotional and instrumental support, fostering positive social and personal development within a supportive community.

Santrock in Desmita (2013) in Wulandari (2022: 34) highlights six essential roles of peer support, they are:

- 1) **Companionship**, Peers serve as partners who spend time together and participate in shared activities, creating a sense of connection and belonging through joint experiences.
- 2) **Stimulation**, Peers contribute to a stimulating environment by offering interesting information, engaging discussions, excitement, and entertainment. This interaction can enhance cognitive development and social enjoyment.
- 3) **Physical Support**, peers offer practical assistance, including their time, skills, and help with tasks, encouraging collaboration and mutual aid in achieving goals.



- 4) **Ego Support**, relationships with peers offer emotional reinforcement by providing encouragement, motivation, and constructive feedback. This helps children maintain a positive self-concept, reinforcing their sense of capability, attractiveness, and overall self-worth.
- 5) **Social Comparison**, peers supply information about how to interact with others and how well children are performing certain tasks in comparison to others.
- 6) **Intimacy and Affection**, peers offer close, trusting relationships that involve mutual sharing and emotional support. These relationships foster a deeper emotional bond, trust, and the ability to self-disclose, which is crucial for emotional development and personal growth.

b. Types of Support

As stated by Solomon (2004) in Yanti (2020: 21) there are three types of support, namely:

1) Emotional Support

This aspect refers to the presence of individuals who offer emotional support by providing attention, fostering closeness, and offering comfort or entertainment. Emotional support also helps individuals feel valued and cared for, often motivating them to enhance their overall well-being (Harvey & Alexander, 2012 in Monica, 2018: 22)



2) Instrumental Support

This aspect includes assistance in the form of goods or services to help someone in need. Such support is typically offered when a friend is experiencing challenges or requires practical help to overcome a problem. Examples of this type of support include lending money, sharing items or resources, offering transportation, explaining concepts that are difficult to understand, and assisting with tasks or assignments. This kind of assistance not only addresses immediate needs but also fosters a sense of trust, reliability, and mutual cooperation within relationships, strengthening social bonds and encouraging a culture of helping and sharing among peers.

3) Information Support

This aspect involves providing support through advice, guidance, and feedback that can help others address their challenges or solve problems. Such support is often demonstrated by offering recommendations on what actions to take, sharing relevant information about tasks or responsibilities, and engaging in discussions about previously studied material. This type of interaction not only aids in problem solving but also fosters collaboration and mutual understanding. By exchanging ideas and knowledge, individuals can clarify concepts, enhance their learning, and develop effective strategies for overcoming difficulties, creating a more supportive and productive environment.



Based on the previous explanation, it can be concluded that the aspects of peer support as described by Solomon are emotional support, instrumental support, and informational support.

2. The Concept of English Speaking Confidence

According to Jones (2004) in Nety, et al (2020: 9), effective communication involves not only the content of the message but also how it is delivered, emphasizing the importance of conveying meaning clearly. This suggests that speaking is not merely about articulating words but also about ensuring that the message is comprehensible to the listener. Furthermore, Nety, et al (2020: 10) stress the essential role of self-confidence in speaking competence. Self confidence enables individuals to confront challenges with assurance and motivation. It allows learners to rely on themselves, feel liberated, and be aware of their abilities, fostering a positive outlook towards their learning process. Conversely, low confidence among learners can lead to discomfort and hindered performance in academic settings. This discomfort may manifest as fear or frustration, ultimately affecting their ability to effectively engage in spoken communication tasks. As a result, learners with low confidence may exhibit less effectiveness and satisfaction in their academic performance overall (Al-Hebaish, 2012 in Nety, et al 2020: 10).

In light of these findings, it becomes evident that there exists a crucial interplay between effective communication and self-confidence. While effective communication ensures that the message is conveyed



clearly, self-confidence empowers individuals to engage in communication with assurance and resilience. English speaking confidence thus emerges as a significant aspect of one's communicative competence, influencing not only the clarity and efficacy of communication but also the individual's overall performance and satisfaction in academic settings.

Nety, et al (2020: 10) defined the characteristic of people who have self confidence namely:

- 1) Self confidence involves believing in oneself, understanding one's abilities, and knowing how to take action.
- 2) Independence is a key trait of confident individuals, as they rely on their own capabilities to accomplish tasks.
- 3) A sense of self-worth means having positive self-esteem, which allows individuals to be valued and appreciated by others.
- 4) Confidence eliminates hesitation, enabling individuals to approach tasks with certainty.
- 5) Confident individuals do not feel the need to boast about their abilities or show them off to others.
- 6) Confidence includes having the courage to take action and face challenges with bravery.

B. Review of Related Findings

Several previous studies have been conducted by the former researches discussing the same focus with this research. Firstly, *"Examining the Relationship Between Peer Support and Foreign Language Emotions in Online Learning: The*



Mediating Effect of Self-Efficacy" by Huang (2023). This research aims to examine how peer support impacts self-efficacy and to investigate the mediating role of self-efficacy in the relationship between peer support and foreign language emotions such as enjoyment and anxiety. The researcher used non random sampling, and the sample consisted of 481 Chinese undergraduate students taking online English courses. Data were collected through questionnaires and interviews. The findings show that peer support positively influences enjoyment and reduces anxiety. Additionally, self-efficacy partially mediates this relationship, enhancing enjoyment and mitigating anxiety. It was concluded that peer collaboration opportunities are essential in online learning to improve students' emotional well-being and learning outcomes.

Secondly, *"Exploring Peer Support Among Young Learners During Regular EFL Classroom Lessons"* by Kos (2023). This research aims to investigate how young learners support one another during pair tasks in EFL classrooms and how this peer support creates learning opportunities. The researcher paired students based on similar proficiency levels, selecting six pairs (12 students) of Grade 5 German EFL learners aged 10-11. Data were collected through audio/video recordings and classroom observations. The findings show that students provided both cognitive and linguistic support, such as suggesting solutions and correcting errors. Although social-emotional support was less frequent, it encouraged participation and meaningful interaction. However, challenges such as impatience and lack of awareness of partner contributions were observed. It was concluded



that a positive classroom helping culture fosters collaborative learning and collective scaffolding, enhancing students' language development.

Lastly, "*The Relationship Between Peer Support and Public Speaking Anxiety in Islamic Boarding School Students During Da'wah Activities*" by Suryani, Agustina, & Bijaksana (2024). This research aims to determine whether there is a significant relationship between peer support and public speaking anxiety in high school students participating in da'wah activities. The researchers used purposive sampling, with a sample of 100 students from Islamic boarding schools who engage in da'wah activities. Data were collected through questionnaires. The results show a significant negative correlation between peer support and public speaking anxiety. It was concluded that higher peer support reduces public speaking anxiety.

The three studies share a common focus on the role of peer support in educational settings, particularly its impact on students' emotional and psychological outcomes. Each study highlights how peer support positively influences learning experiences, emphasizing its importance in enhancing students' emotional well being and academic performance. Structured data collection methods, such as questionnaires, interviews, and observations, are used across all studies to examine the effects of peer support. Despite these similarities, the studies differ in their specific context, participants, research methods, and in diverse educational environments, from online learning to offline learning and religious institutions. These differences show how peer support can be used in many ways to help students in different learning environments and situations.



This research, entitled "*The Correlation Between Peer Support and English Speaking Confidence Among Eleventh Grade Students at SMA Negeri 1 Tembilahan Hulu,*" shares a common interest in several reviewed studies above in examining the role of peer support in enhancing students' language abilities. However, it differs significantly in context and population.



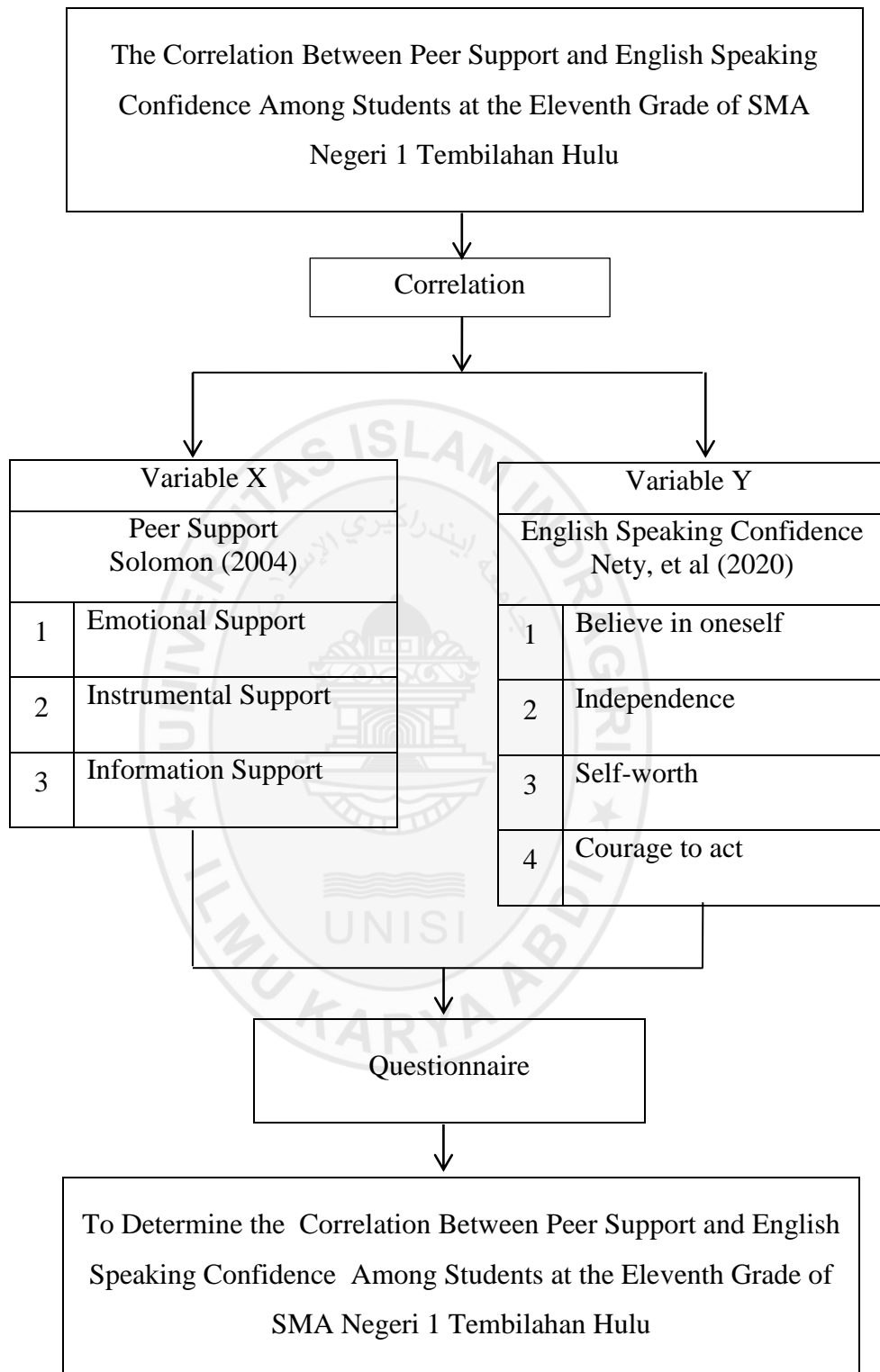
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C. Conceptual Framework



Based on the conceptual framework above, this research includes two variables: the independent variable (X) and the dependent variable (Y). The independent variable (X) is Peer Support, while the dependent variable (Y) is English Speaking Confidence. This research will employ a correlational design to know the correlation between Peer Support, with indicators; 1) emotional support, 2) instrumental support, 3) information support and English Speaking Confidence will be measured through indicators; 1) self-belief, 2) independence, 3) self-worth, 4) courage to act.

The data was collected through questionnaire. After collecting the data, researcher analyzed it by testing the hypothesis derived from the questionnaire data. The aimed of this study was to determine the correlation between Peer Support and English Speaking Confidence among eleventh grade students at SMA Negeri 1 Tembilahan Hulu.



D. Hypothesis

According to Sugiyono (2015) in Wulandari (2022: 47) a hypothesis serves as a temporary answer to the research problem, which has been clearly articulated in the form of declarative statements. Based on the theoretical explanation above, the hypothesis can be formulated as follows:

1. Null Hypothesis (H_0)

There is no significant correlation between peer support and English speaking confidence among eleventh grade students at SMA Negeri 1 Tembilahan Hulu.

2. Alternative Hypothesis (H_1)

There is a significant correlation between peer support and English speaking confidence among eleventh grade students at SMA Negeri 1 Tembilahan Hulu.

