



CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data analysis presented in previous chapter, this study concludes that there is a significant correlation between peer support and English speaking confidence among eleventh grade students at SMA Negeri 1 Tembilahan Hulu in the academic year 2024/2025. The *Pearson Product Moment* correlation coefficient resulted in an r_{observed} of 0,356, indicates a positive relationship, meaning that higher levels of peer support are associated with higher levels of speaking confidence. Although the correlation is not strong, it highlights the potential of peer interactions in supporting students' development of speaking skills in English.

This result implies that peer support plays an important role in the classroom, particularly in reducing students' anxiety and encouraging them to speak more confidently. A collaborative and supportive learning environment, where students feel comfortable expressing themselves and receiving feedback from peers, can foster better engagement in speaking activities. Therefore, teachers are encouraged to design and implement structured peer based activities such as pair discussions, group presentations, or peer feedback sessions. These strategies can complement formal instruction and create more opportunities for students to use English in meaningful ways.

However, the modest strength of the correlation suggests that peer support is not the only factor influencing students' speaking confidence. Several limitations



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
 2. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
 3. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia.
 4. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
 5. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

Hak Cipta Dilindungi Undang-Undang

may have affected the results. Not all peer interactions offer meaningful encouragement, and some students may still struggle with speaking anxiety, limited vocabulary, or fear of making mistakes. Additionally, time constraints in classroom schedules and the limited use of interactive speaking activities may reduce the potential benefits of peer collaboration.

This study also acknowledges its own limitations. It focused solely on the relationship between peer support and speaking confidence, without exploring other possible contributing factors such as teaching style, student motivation, prior experience, or parental involvement. Future research is recommended to expand the scope by including these variables or by using methods which approach to gain deeper insights into the complex factors that influence students' confidence in speaking English.

B. Suggestions

In light of the findings, several suggestions are put forward to guide future research and educational practice:

1. For Teachers

The research indicates that peer support has a significant positive correlation with students' speaking confidence. Therefore, teachers are encouraged to apply structured peer-based activities such as pair speaking exercises, small group discussions, and peer feedback sessions. These activities should be conducted regularly to help reduce students' anxiety and improve their confidence in using English. Teachers can also rotate speaking partners to ensure equal participation and exposure.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
 Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
 2. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia.
 Plagiarisme juga dilarang dan dapat dikenakan sanksi.
 3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

Universitas Islam Indragiri

2. For Students

Students are advised to take an active role in building supportive peer relationships. The findings show that students who engage more frequently with peers in English tasks tend to have higher confidence in speaking. Forming peer practice groups, exchanging vocabulary lists, or working together on speaking assignments are practical ways to support each other. Encouraging classmates through positive reinforcement can also help reduce fear of making mistakes.

3. For Future Researchers

This study focused solely on peer support and speaking confidence, leaving room for future research to explore other influential variables, such as student motivation, anxiety levels, or teaching style. An approach which combining quantitative data with interviews or classroom observations is recommended to provide a more holistic view.

4. For Schools

Schools are encouraged to support student confidence by creating a culture that values peer collaboration. Initiatives such as peer mentoring programs, English speaking corners, and extracurricular English projects (e.g., drama, podcasts, or mini debates) can provide more space for authentic peer interaction. These programs reflect the research finding that peer support plays a key role in enhancing speaking confidence and student engagement in language learning.