

LECTURERS' PERCEPTIONS OF PEER FEEDBACK IN PUBLIC SPEAKING ACTIVITY

A THESIS

*Intended To Fulfill One of the Requirements
for the Award Sarjana Degree
in English Study Program*



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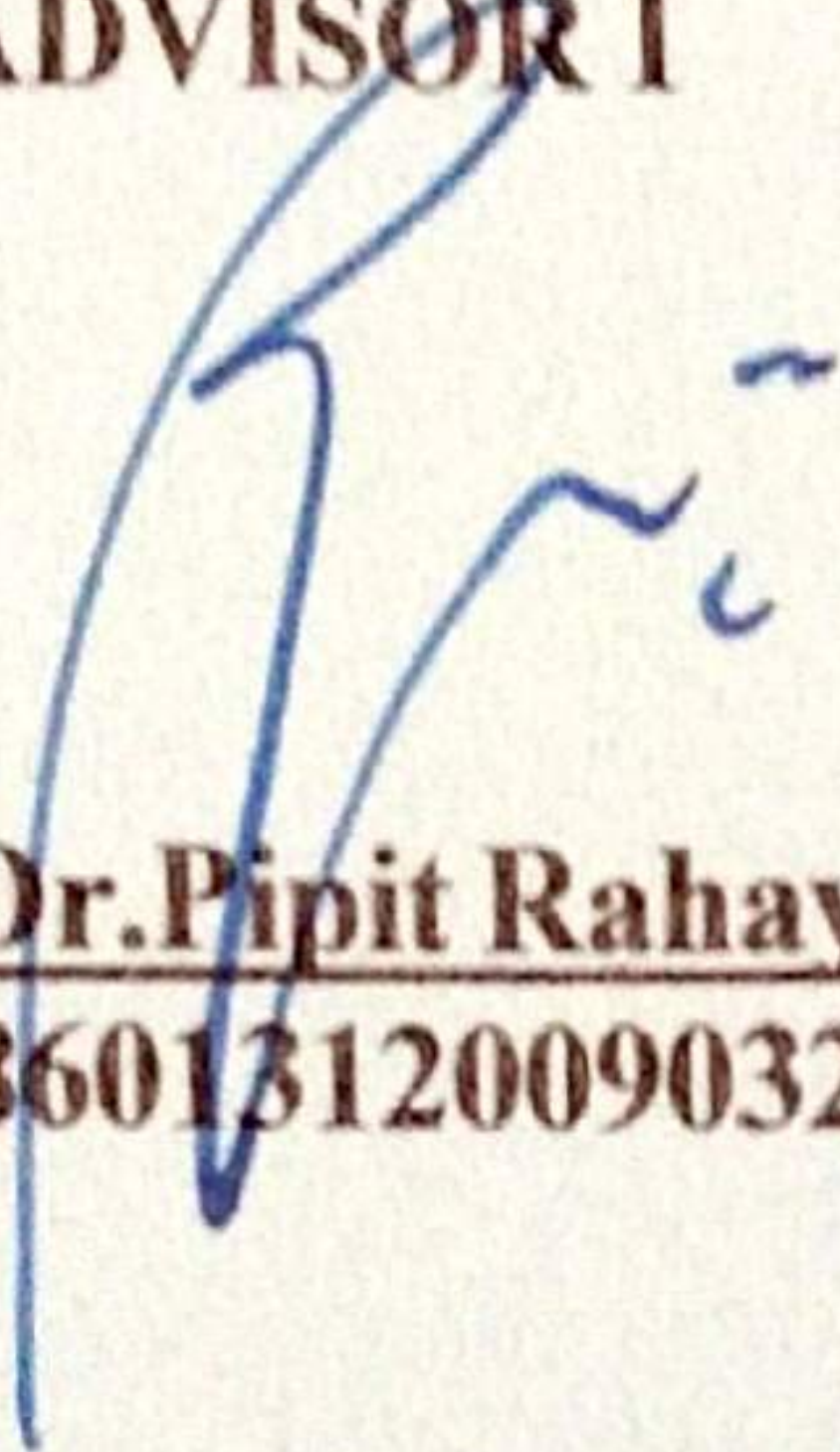
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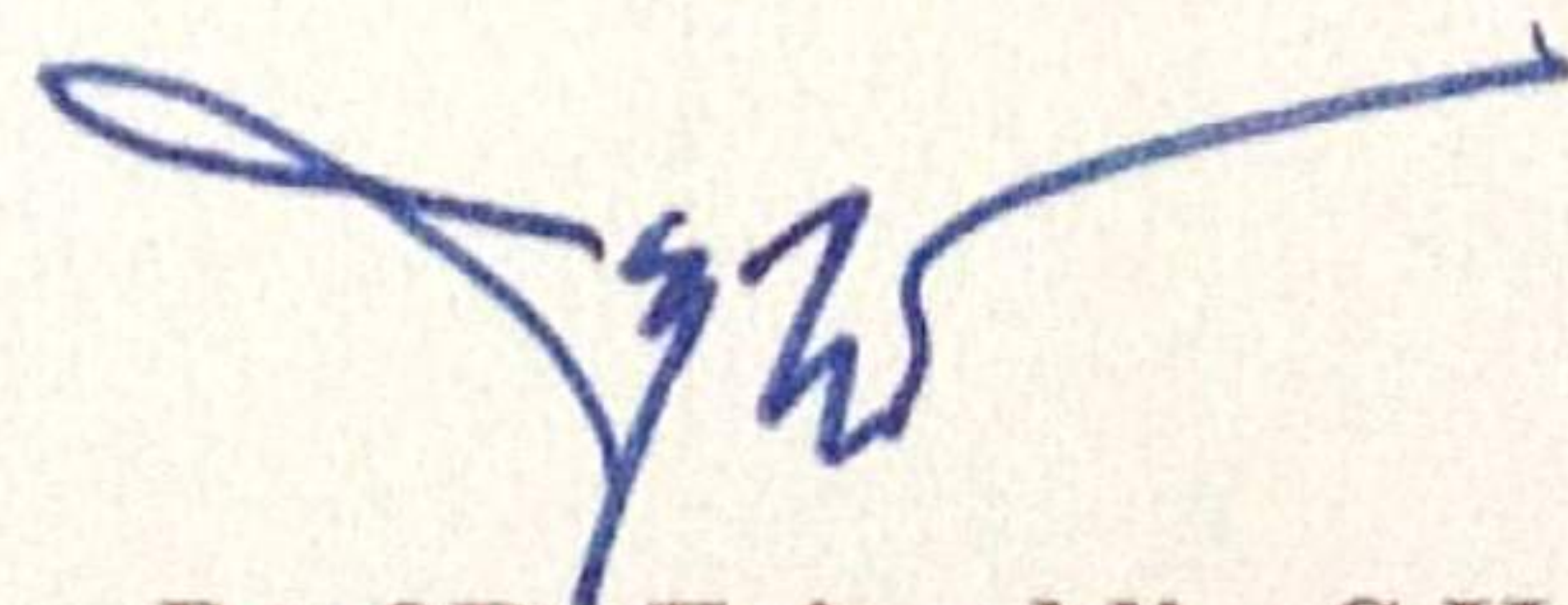
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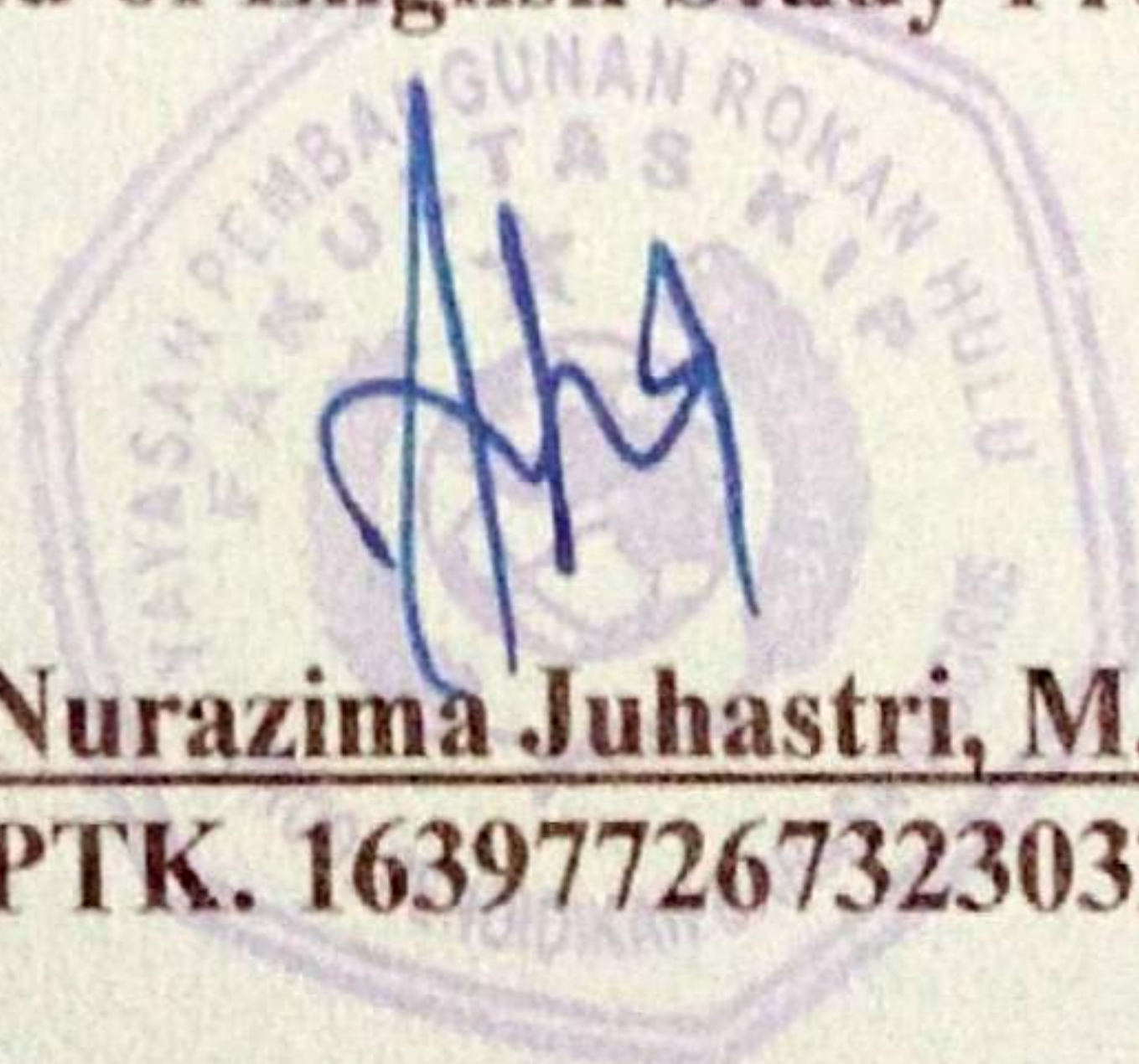
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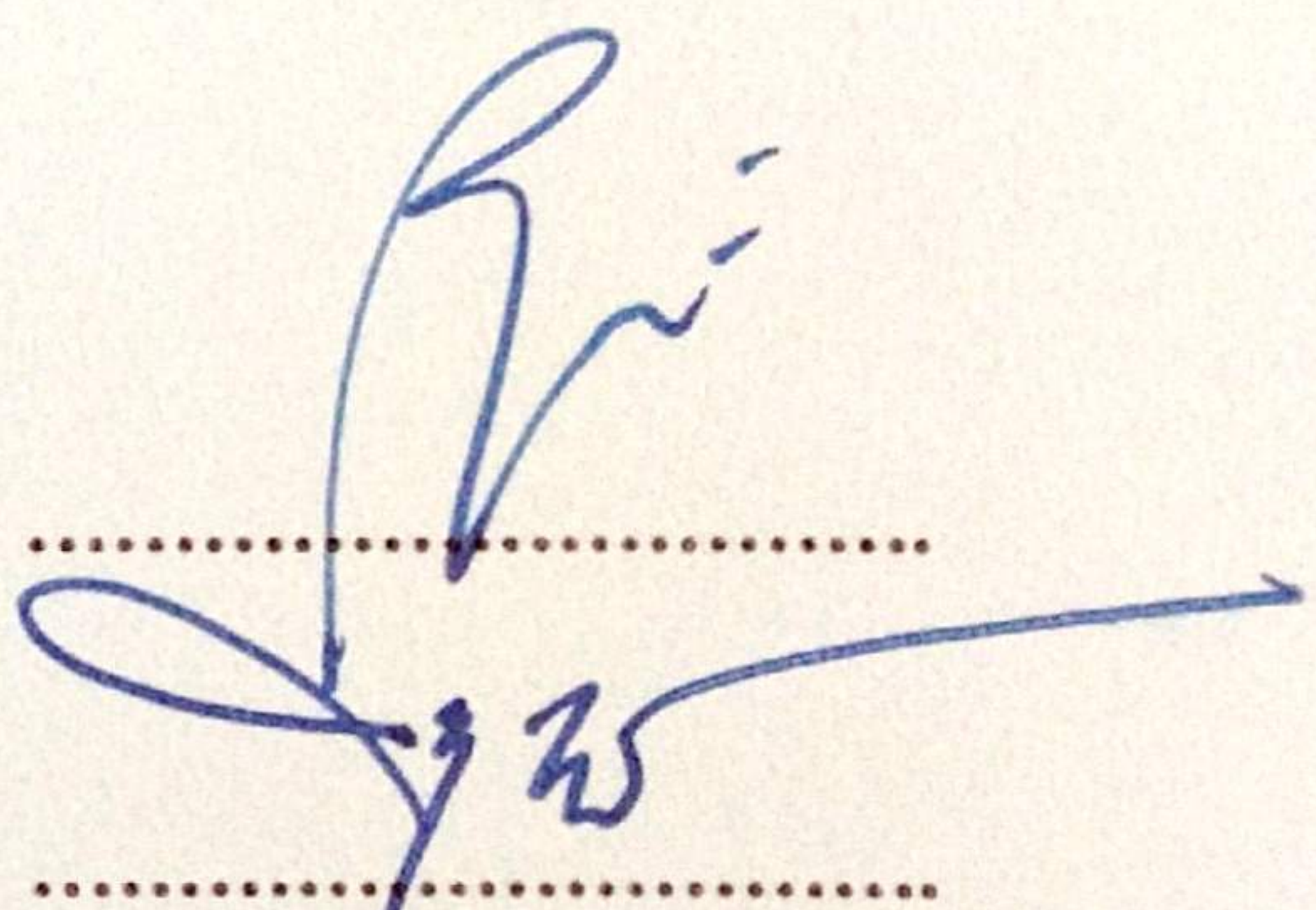
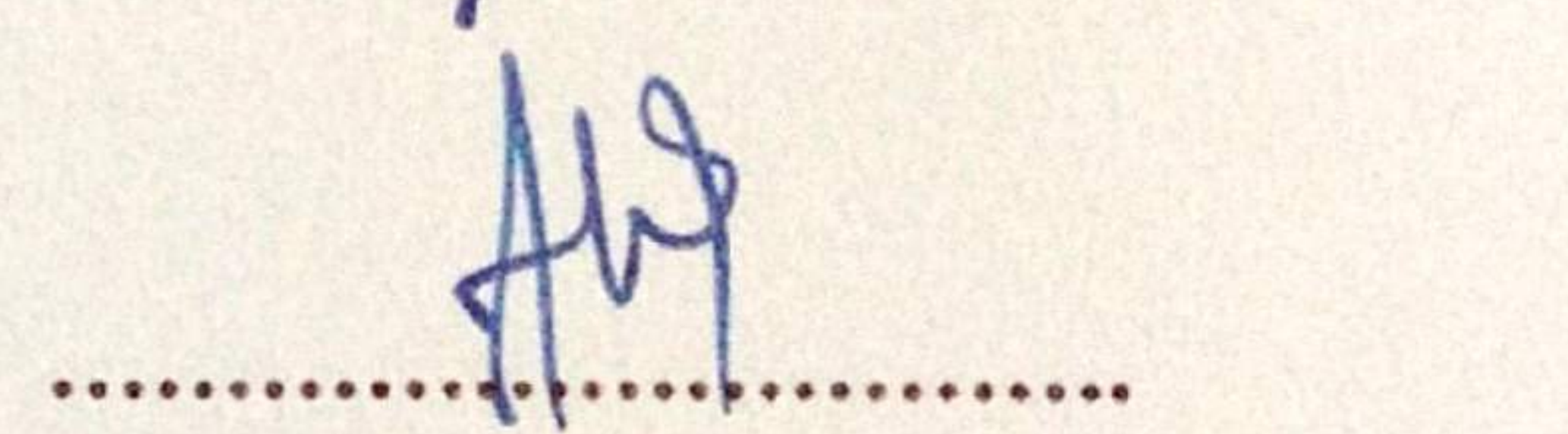
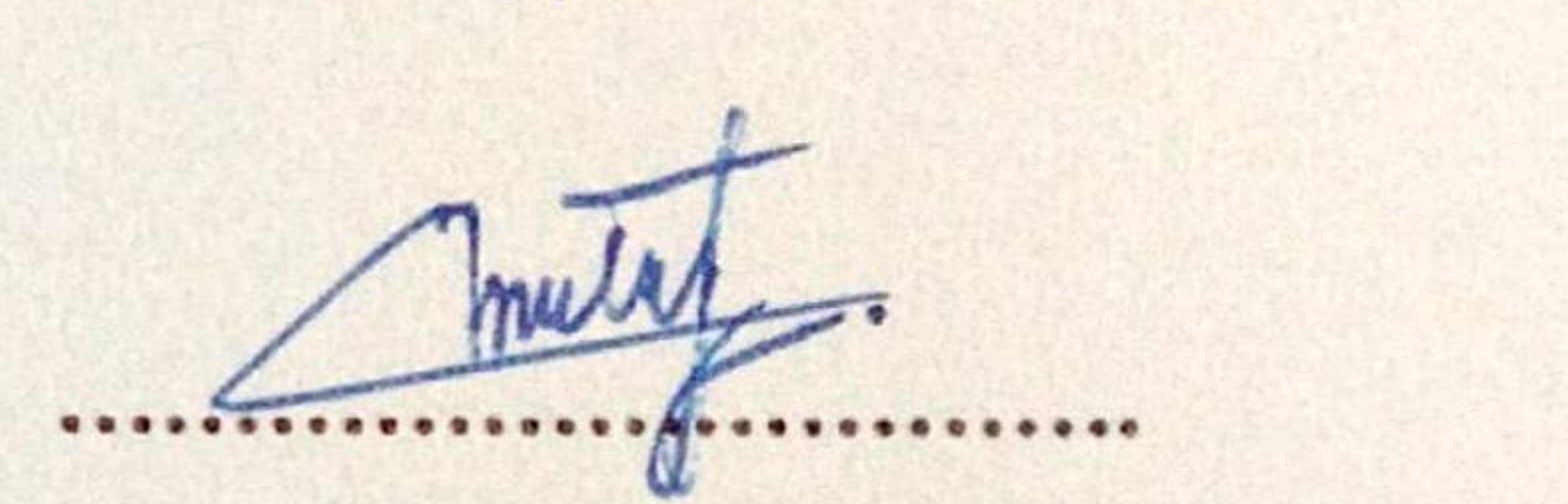
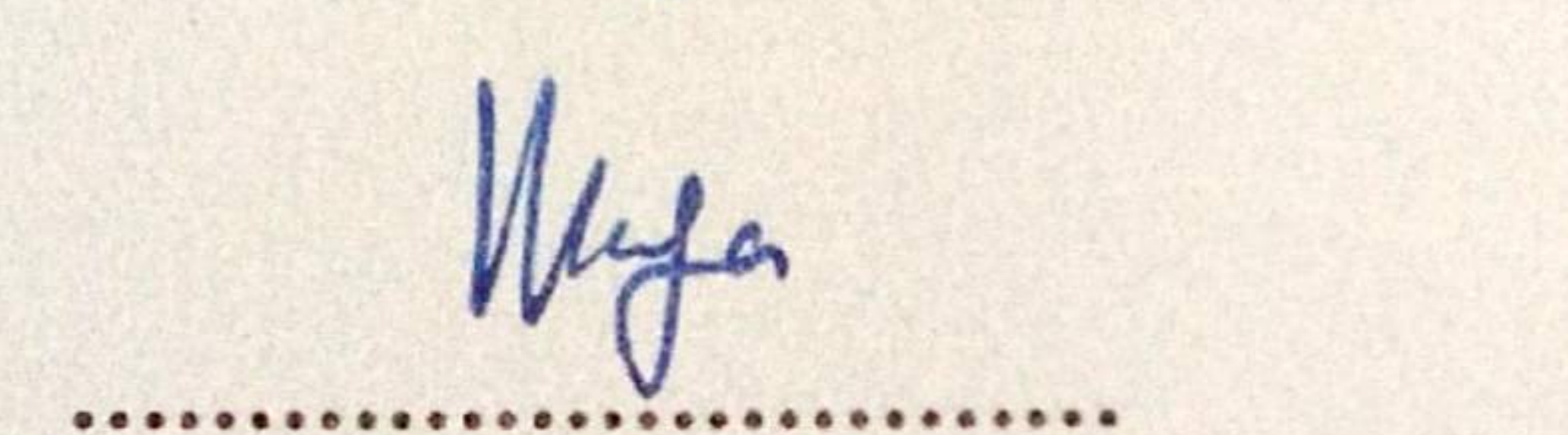
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State that the thesis I have written entitled "LECTURERS' PERCEPTIONS OF PEER FEEDBACK IN PUBLIC SPEAKING ACTIVITY" to meet one of the requirements for Sarjana Degree in English Study Program in faculty of teacher training education University of Pasir Pengaraian in my own work. While the material in this thesis quoted from others resources have been clearly stated on the norms and etctucs of scientific writing. However, if later discovered that all or some parts of the thesis are not my own work or I have committed plagiarism. I will take the consequence my degree is removed as well as taking other sanction to the existing law.

Rokan Hulu, July 2026

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ABSTRACT

Nur Maulina, 2026, Lecturers' Perceptions of Peer Feedback in Public Speaking Activity.

Public speaking is an essential skill in English Education, and peer feedback can support students in evaluating their performance and identifying areas for improvement. This study aimed to investigate lecturers' perceptions of peer feedback in public speaking activities and its perceived pedagogical benefits and challenges at the English Education Study Program University of Pasir Pengaraian. A descriptive quantitative design was employed involving five English lecturers. Data were collected primarily through a five-point Likert-scale questionnaire and analyzed using frequency, percentage, and mean scores, with semi-structured interviews serving as supporting data.

The findings indicated generally favorable perceptions of peer feedback, with mean scores ranging from 3.20 to 3.74. The highest mean score concerned perceived improvement in students' speaking performance ($M = 3.74$). Lecturers perceived peer feedback as beneficial for public speaking development, critical thinking, confidence, reflection, and active participation. However, challenges included friendship bias, subjectivity, limited confidence in evaluating peers, and reluctance to provide honest feedback. The study concludes that peer feedback is a useful supporting activity in public speaking classes when implemented with clear assessment criteria, appropriate guidance, and continuous lecturer supervision. The findings represent lecturers' perceptions and do not constitute direct evidence of actual improvement in students' speaking performance.

Keywords: *lecturers' perceptions, peer feedback, public speaking, formative assessment, English Education*

ABSTRACT

Nur Maulina, 2026, Lecturers' Perceptions of Peer Feedback in Public Speaking Activity.

Public speaking merupakan keterampilan penting dalam Pendidikan Bahasa Inggris, dan *peer feedback* dapat membantu mahasiswa mengevaluasi kinerja mereka serta mengidentifikasi aspek yang perlu diperbaiki. Penelitian ini bertujuan untuk mengetahui persepsi dosen terhadap penerapan *peer feedback* dalam kegiatan *public speaking* serta manfaat pedagogis dan tantangan yang dirasakan di Program Studi Pendidikan Bahasa Inggris Universitas Pasir Pengaraian. Penelitian ini menggunakan desain kuantitatif deskriptif yang melibatkan lima dosen Bahasa Inggris. Data dikumpulkan terutama melalui kuesioner berskala Likert lima poin dan dianalisis menggunakan frekuensi, persentase, dan skor rata-rata, dengan wawancara semi-terstruktur sebagai data pendukung.

Hasil penelitian menunjukkan bahwa dosen memiliki persepsi yang secara umum positif terhadap *peer feedback*, dengan skor rata-rata berkisar antara 3,20 hingga 3,74. Skor rata-rata tertinggi terdapat pada persepsi terhadap peningkatan kemampuan berbicara mahasiswa ($M = 3,74$). Dosen memandang *peer feedback* bermanfaat dalam mendukung perkembangan *public speaking*, berpikir kritis, kepercayaan diri, refleksi, dan partisipasi aktif mahasiswa. Namun, beberapa tantangan yang ditemukan meliputi bias pertemanan, subjektivitas, keterbatasan kepercayaan diri dalam mengevaluasi teman sebaya, dan keengganan memberikan umpan balik secara jujur. Penelitian ini menyimpulkan bahwa *peer feedback* merupakan kegiatan pendukung yang bermanfaat dalam pembelajaran *public speaking* apabila diterapkan dengan kriteria penilaian yang jelas, bimbingan yang tepat, dan pengawasan dosen secara berkelanjutan. Temuan penelitian ini mencerminkan persepsi dosen dan tidak merupakan bukti langsung terhadap peningkatan kemampuan berbicara mahasiswa.

Kata kunci: *persepsi dosen, peer feedback, public speaking, asesmen formatif,*
Pendidikan Bahasa Inggris

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Finally, the researcher admits that this thesis is still far from being perfect. Therefore, the researcher will happily accept constructive criticism in order to make it better. However, the writer also hopes this thesis can be useful to the development of science especially.

Pasir Pengaraian, July 31 2026

The Researcher

Nur Maulina

TABLE OF CONTENTS

COVER.....	
ABSTRACT.....	i
ABSTRAK.....	ii
ADKONOLEGMENT	iv
TABLE OF CONTENTS	vi
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Research	1
1.2 Identification of the Problem	4
1.3 Limitation of the Research.....	4
1.4 Formulation of the Problem	5
1.5 Purpose of the Reseach	6
1.6 Significance of the Research	6
1.7 Defenition of the Key Term	7
CHAPTER II REVIEW OF RELATED FINDINGS	9
2.1 Review of Related Findings.....	9
2.2 Review of the Related Theories	12
2.3 Conceptual Framework	26
CHAPTER III RESEARCH METHODOLOGY	29
3.1 Research Design.....	29
3.2 Setting of the Research	31
3.3 Instrumentation of the Research	32

3.4 Technique of Collecting the Data	34
3.5 Tecnique of Analyzing the Data	35
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	40
4.1 Research Findings	40
4.2 Discussion	44
CHAPTER V CONCLUSION AND SUGGESTION	52
5.1 Conclusion	52
5.2 Suggestion.....	54
BIBLIOGRAPHY	
APPENDIX.....	

LIST OF FIGURE

Figure 2.1 Conceptual Framework	26
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LIST OF TABLE

Table 3.1 Five-point Likert scale.....	36
Table 3.2 Mean Score Interpretation Criteria.....	37
Table 4.1 Lecturers Perceptions of Peer Feedback in Public Speaking Activity	41