

CHAPTER I

INTRODUCTION

This chapter establishes the foundation of the study by presenting the background and core objectives regarding public speaking in higher education. It explores the pedagogical potential of peer feedback as a strategic tool for enhancing students' communicative competence. Furthermore, this section delineates the research problem, objectives, and significance, while addressing the study's limitations and providing clear definitions of key terms.

1.1 Background of the Research

Public speaking is a fundamental skill that is of significant importance in higher education, particularly in the fields of language and communication. Public speaking competence is a multifaceted phenomenon that encompasses various dimensions, including but not limited to delivery aspects such as voice projection, speaking rate, fluency, and clarity; linguistic accuracy; nonverbal communication including eye contact and body language; and audience awareness (Amelia et al., 2022; Rahayu et al., 2022). The capacity to articulate ideas verbally is not only a vital component of students' communicative competence in an academic context but also serves as a strategic asset for graduates as they enter the professional world (Harahap & Rozimela, 2021; Rahayu, 2015).

However, students frequently perceive public speaking as an intimidating undertaking. Speaking in front of an audience causes fear in many students, which can lead to a lack of preparation and a decline in confidence (Hidayat et al., 2023). Giving pupils constructive criticism is essential to helping them get past these psychological and rhetorical obstacles. Feedback provides students with a clear path to growth by assisting them in identifying the discrepancy between their academic performance and expectations (Black & Wiliam, 2009). In the academic community, peer feedback has received a lot of attention. This approach is consistent with social constructivism theory and the Student-Centered Learning (SCL) model. According to these viewpoints, learning is a social activity in which student cooperation fosters cognitive development (Vygotsky, 1978). Students become active assessors instead of passive recipients through peer feedback. Active listening, sympathetic communication, and higher-order thinking can all be developed through this two-way interaction. Additionally, collaborating on assessments can enhance self-directed learning and promote a positive learning environment. Students' confidence in public speaking can be increased and anxiety reduced with this assistance (Topping, 2020).

However, the efficacy of peer feedback is contingent upon the perceptions and pedagogical aptitude of instructors who also serve as instructional designers. On the one hand, instructors recognize the benefits of peer feedback in enhancing student engagement and alleviating the assessment burden. Conversely,

concerns have been voiced regarding the objectivity, accuracy, and quality of student evaluations, particularly in instances where students exhibit inadequate assessment literacy. These concerns pertain to the validity of final assessments and the integrity of academic standards (Liu & Carless, 2021). In essence, the decision to formally incorporate peer feedback into the curriculum is contingent upon the manner in which instructors assess the value of these collaborative opportunities in relation to the potential risks involved.

A substantial body of research has been dedicated to understanding students' perceptions of peer feedback; however, there is a dearth of studies that have explored the perspectives of lecturers on this subject. Borg (2003) posits that classroom practices are significantly influenced by practitioners' mental constructs. Consequently, disregarding lecturers' beliefs entails a loss of crucial understanding regarding the factors that influence the success or failure of pedagogical innovations. Comprehension of lecturers' perceptions constitutes a pivotal initial step in identifying the socio-pedagogical factors that facilitate or impede the efficacy of peer feedback.

In light of this background, the objective of this study is to examine the perspectives of Pasir Pengaraian University's lecturers' perceptions specializing in English Language Education who incorporate peer feedback into their instruction of public speaking. In addition to producing pertinent strategic recommendations for curriculum design and professional guidelines, the current

study is anticipated to offer deeper institutional insights into difficulties and best practices. The findings of this research have the potential to enhance the quality of instruction and the preparation of graduates within the local context by addressing the discrepancy between the theoretical benefits of implementing feedback (including the use of digital technologies) and its practical application in the classroom setting.

1.2 Identification of the Problem

Based on the background of the research, the following problems are identified:

1. There is a scarcity of research in scholarly literature regarding lecturers' perceptions of implementing peer feedback in public speaking activities in higher education, especially in the University of Pasir Pengaraian. This is mainly because the vast majority of previous studies have focused predominantly on students' viewpoints.
2. There is a lack of adequately documented understanding of the actual benefits and challenges for lecturers in integrating peer feedback into public speaking activities, leading to pedagogical uncertainty in classroom practices.

1.3 Limitation of the Research

To maintain a clear focus and ensure the depth of the investigation, this study is limited by the following boundaries:

1. Scope of Participants: This study involves Five English lecturers at the University of Pasir Pengaraian selected through purpose ve sampling. By

including the entire faculty population of the English Study Program, this study aims to gather a richer, more comprehensive, and diverse range of institutional perspectives regarding how educators perceive and execute peer feedback

2. Contextual Boundary: The study is restricted to formal learning contexts within the classroom, specifically during public speaking activities. External speaking contexts, such as non-academic training programs, seminars, or public speaking competitions outside the university curriculum, are excluded from this study.
3. Nature of Investigation: Aligning with the research core, this investigation is strictly limited to identifying and describing lecturers' perceptions and their management of peer feedback in public speaking activities. This study is qualitative in nature and does not aim to measure statistical improvements in students' speaking performance, nor does it evaluate the direct functional outcomes of the feedback given.

1.4 Formulation of the Problem

Based on the identification of the problem above, the research questions of this study are formulated as follows:

1. How do the lecturers perceive the implementation of peer feedback within the context of public speaking activities?
2. What are the pedagogical benefits and challenges of peer feedback in public speaking activities as perceived by the lecturers?

1.5 Purpose of the Research

In accordance with the research questions formulated above, the specific purposes of this study are:

1. To explore and describe the lecturers' professional perceptions regarding the implementation of peer feedback within public speaking activities.
2. To identify and analyze the pedagogical benefits and challenges experienced by the lecturers during the application of peer feedback in public speaking classes.

1.6 Significance of the Research

In theory, the findings of this study are expected to supplement the existing body of literature on instructional strategies in higher education, particularly with regard to the implementation of peer feedback in public speaking courses. This study aims to provide a deeper academic understanding of how lecturers' perceptions and professional experiences shape the quality of student-centered learning environments. By addressing the scholarly gap concerning the instructors' viewpoint, this study contributes to the theoretical development of pedagogical approaches in language and communication studies.

Practically, the results of this study serve as a valuable reflective tool for the lecturers at the University of Pasir Pengaraian. It provides them with documented insights into the benefits and challenges of managing peer assessment, allowing for the evaluation and improvement of instructional

practices in the classroom. Furthermore, for the institution, these findings can provide essential recommendations for the English study program to enhance the curriculum and the overall quality of speaking-related instruction based on authentic academic experiences.

Finally, this study offers significant advantages for both students and future researchers. Although the primary focus is on the lecturers, the students indirectly benefit from more structured and effective peer feedback mechanisms that can ultimately enhance their speaking confidence and proficiency. For future researchers, this study serves as a credible reference or a comparative basis for those interested in conducting further investigations into peer feedback, particularly from different academic perspectives or within broader institutional contexts.

1.7 Definition of Key Term

Here is some Definition of the Key Term of this study:

1. Lecturer Perceptions

Lecturers' perceptions refer to the beliefs, knowledge, attitudes, and understandings developed through professional experiences that influence their instructional decisions and classroom practices (Borg, 2003).

2. Peer Feedback

Peer feedback is a process where learners assess and offer constructive comments on their peers' work or performance against defined criteria to support learning and improve performance (Topping, 1998).

3. Public Speaking Activity

Public speaking is the process of delivering a message to an audience in a structured manner (Lucas, 2015).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter establishes a robust academic foundation by synthesizing the theoretical framework and empirical studies relevant to Public Speaking, Formative Assessment, and Peer Feedback. Grounded in Social Constructivism and Collaborative Learning, it delineates how lecturers' perceptions and pedagogical beliefs act as primary determinants of instructional success. Furthermore, this section reviews previous studies to identify existing literature gaps and concludes with a conceptual framework that integrates these theoretical underpinnings into a logical pathway for the research conducted at Universty of Pasir Pengaraian.

2.1. Review of the Related Findings

A substantial amount of research has investigated the use of peer feedback in language learning and public speaking, consistently identifying a duality between its pedagogical advantages and practical challenges. The first study by Hidayat, Purwati, and Setiawan (2023) concerning teachers' perceptions of oral peer feedback in public speaking classes at the secondary level. They found that while peer feedback encouraged student involvement and self-awareness, it was frequently hindered by the presence of inaccurate comments and challenges related to managing the classroom environment. This study highlighted the role of teacher facilitation and structured rubrics to avoid students' superficial critiques.

Building on the student-centred approach, Utami and Kusumastuti (2022) examined how English education students at a private university in Purwokerto perceived feedback from lecturers in online speaking classes. The positive grand mean score of 3.65 indicates a preference for oral feedback due to its communicative and immediate nature. This finding is consistent with that of Putra, Santosa and Pratiwi (2021), who conducted a mixed-methods study in the context of EFL writing. They found that 58.3% of students regarded peer feedback as a means of developing 21st-century skills, such as self-assessment and collaboration. However, both studies pointed to a continued dependence on teacher approval and a sense of social awkwardness in open feedback sessions.

Kurniawati (2025) did a qualitative study on three lecturers in Surabaya regarding higher education teaching. The participants viewed peer feedback as a multi-faceted tool that enhanced critical thinking and strategically lessened lecturer workload by refocusing attention to content and not technicalities. However, the report did note that the power of peer-to-peer review compared with feedback from expert teachers was often diminished by students' lack of confidence. Similarly, Ureña-Rodriguez, Lowell, and Yan (2025) employed a quasi-experimental design in the United States to compare feedback platforms (LMS vs. SocialMedia). Their findings revealed that the medium was incidental

to the process; the act of peer feedback had a powerful effect on public speaking self-efficacy and anxiety, for 80% of the participants.

Ardill (2025) also investigated the dialogic characteristics of formative peer review for architecture students in the United Kingdom. Peer review, the study noted, allows students to internalize academic standards and develop evaluative judgment through collaborative dialogue. Ardill also cautioned that the power relations between tutor and student and the emotional discomforts remain major obstacles to honest peer-to-peer exchange.

Based on these findings, it is clear that peer feedback is universally regarded as beneficial for fostering collaboration, self-efficacy, and critical thinking; however, ongoing challenges remain regarding students' reliability and self-confidence. Much of the existing literature to date has focused on students' perceptions or the secondary education setting. There is a significant gap in the scientific literature regarding a deeper perspective from faculty members in the context of higher education, particularly in the field of performance-based public speaking. This study aims to fill this gap by exploring the perceptions and approaches of faculty members at the university level in addressing the complexities of peer feedback, thereby forming the basis of this study's Conceptual Framework.

2.2. Review of Related Theories

A. Lecturers' Perceptions Theories

1. Definition of Perception

Within the fields of cognitive psychology and education, perception is understood as a complex mental process. When interacting with their environment, individuals do not merely absorb raw information passively; instead, they actively select, organize, and interpret stimuli into a coherent and meaningful understanding. Highlighting this phenomenon in academia, Borg (2003) explains that lecturers' perceptions serve as a fundamental framework guiding how they interpret their professional experiences in the classroom. This perspective is far from static. Rather, it develops dynamically, shaped by accumulated teaching experiences, professional knowledge, and how educators respond to real-time situations in the field.

2. Components of Perception

Looked at more closely, a lecturer's perception does not emerge in a vacuum. It is born from a reciprocal interaction between two primary dimensions: internal and external factors. Internal factors are based on the lecturer's personal and professional profile. These include years of teaching experience, the level of their pedagogical content knowledge (PCK) and their attitude toward student-centred learning philosophies. Lecturers with mature knowledge of PCK teachers

are more open and flexible and they are ready to use new assessment models in their classes. External factors are not directly controlled by the lecturer, but are contextual conditions that may have a significant influence on their perceptions. They include students' readiness and learning characteristics, the availability of instructional resources and digital learning platforms, and departmental curriculum policies. Therefore, lecturers' perceptions are shaped by their own beliefs and professional experiences, but also by the wider institutional and instructional context of how peer feedback is implemented.

4. Lecturers' Perceptions toward Peer Feedback

Exploring lecturers' perceptions of peer feedback is vital to the higher education ecosystem. This is because lecturers hold full authority as primary decision-makers who design and direct classroom learning activities. In performance-based courses like public speaking, a lecturer's perception of the utility of peer feedback becomes the deciding factor in whether this pedagogical innovation will succeed or fail.

Lecturers with a positive view see peer feedback as a valuable learning tool. They view it as a prime opportunity to foster learner autonomy, critical thinking, and a collaborative atmosphere among students, rather than an exhausting administrative burden (Hidayat et al., 2023). Conversely, if lecturers are skeptical from the outset worrying that student feedback might be biased or that students lack sufficient competence the implementation of peer feedback will falter. Lecturers with negative perceptions tend to limit student autonomy or hesitate to provide proper training on how to assess peers accurately. Given this reality, deeply

analyzing lecturers' perspectives is a crucial first step toward optimizing the success of peer feedback in public speaking classes.

B. Peer Feedback

1. Definition of Peer Feedback

In the higher education landscape, peer feedback is understood as a dynamic, interactive process in which students exchange comments, evaluations, and constructive suggestions regarding the academic performance of their peers based on mutually agreed-upon assessment criteria. This practice is essentially the primary manifestation of peer assessment, which is deliberately designed to shift the old paradigm by emphasizing students' active role in evaluating and reflecting on their own learning process (Topping, 2020). Through this mechanism, students undergo a significant role transformation; those who initially positioned themselves as passive recipients of evaluation now transition into active evaluators. This role shift has proven effective in deepening students' understanding of applicable academic standards while fostering a sense of personal responsibility for their academic progress (Liu & Carless, 2021).

2. Characteristics of Peer Feedback

To function optimally in the classroom, peer feedback possesses unique characteristics that distinguish it from conventional assessment systems conducted by instructors. One of its key characteristics is its multimodal and flexible nature, allowing for implementation through oral feedback, written feedback, and the use of digital platforms (online feedback). These three modalities offer complementary advantages; verbal interaction enables instant clarification, rubric-based written

notes provide structured documentation, while online spaces offer high flexibility for participation. This multimodal approach ensures that evaluation can adapt to various student learning styles as well as specific course objectives, particularly in communication-intensive disciplines such as public speaking.

Furthermore, this is a practice that is firmly rooted in the dimensions of relationships and trust. The effectiveness of feedback is not solely determined by assessment tools but is also influenced by emotional aspects and social trust. Harmonious interpersonal relationships between the giver and receiver of feedback are the key factor determining the extent to which constructive criticism can be internalized without triggering negative self-defense mechanisms (Noble et al., 2020; Winstone & Carless, 2020). The final characteristic, which is no less important, is the requirement for feedback literacy. Ideal peer feedback does not simply occur by merely distributing evaluation sheets. This process involves students' ability to understand and interpret rubrics through evaluative judgment, and to take concrete actions based on the input they receive to improve the quality of their learning (Carless & Winstone, 2023).

3. Types of Peer Feedback

Peer feedback is not a uniform activity in the educational practice. Rather, it can be systematically categorised into a number of types according to the medium of delivery and pedagogical purpose of the feedback given. Peer feedback, when classified by the communication medium, is mainly divided into oral feedback and written feedback. Oral feedback involves verbal interaction that occurs in real time during or immediately after a student completes their performance. This type is

highly dynamic and beneficial in communication-intensive activities, as it allows for instant clarification, direct discussion, and spontaneous dialogue exchange among peers. Conversely, written feedback offers a more structured and permanent alternative, typically facilitated through predetermined rubrics, descriptive comments, or reflective notes. The primary strength of written feedback lies in its permanence, providing documented evaluative evidence that students can revisit and analyze systematically during self-revision phases or independent practice. In the modern classrooms, oral written feedback is increasingly being integrated into digital spaces to maximise flexibility of participations.

When classified based on instructional objectives and evaluative tone, peer feedback is divided into positive feedback and corrective feedback. Positive feedback focuses on highlighting strengths, successful strategies, and commendable elements of a peer's performance. This type serves a vital affective function in higher education: boosting student motivation, reducing communication anxiety, and reinforcing good academic habits. On the other hand, corrective feedback sometimes referred to as negative feedback or developmental feedback is explicitly aimed at identifying gaps, conceptual errors, or areas of weakness in a peer's performance. To have pedagogical value, corrective feedback must be formative and actionable, offering concrete suggestions on how the recipient can bridge the gap between current performance and targeted learning standards. Maintaining a strategic balance between positive and corrective feedback is essential in a peer assessment ecosystem; corrective feedback provides the cognitive challenge necessary for skill development, while positive feedback fosters the psychological

safety students need to accept such criticism.

4. Functions of Peer Feedback

Functionally, the implementation of peer feedback in the classroom serves several crucial instructional and social functions. The first function is to promote self-regulated learning. This method serves to diversify sources of guidance within the classroom, so that students no longer rely on the instructor as the sole authority for evaluation. Through this active engagement, students are trained to internalize academic standards independently.

The second function is to stimulate students' metacognitive awareness. When students are required to critique their peers' work using an objective rubric, they are indirectly compelled to externalize their own internal standards. This review activity triggers higher-order cognitive functions, which in turn sharpen students' critical and evaluative thinking skills. Finally, from a social perspective, peer feedback serves to foster a collaborative learning community by reducing an unhealthy competitive atmosphere in the classroom. This practice guides students to view their classmates as strategic partners or mutual resources that support each other's academic growth, enabling them to take full ownership of their academic journey (Liu & Carless, 2021).

5. Components of Peer Feedback

Despite all its theoretical merits, the structure of peer feedback in real-world classroom management involves critical components that are contradictory yet must be balanced namely, the potential for success and the risks of challenges. The first

component involves balancing the skills of the feedback giver and the feedback receiver. The tangible benefits of this review process are actually shared equally by both parties. For the giver, this component requires deep engagement with the assignment material in order to provide substantive criticism. However, the greatest challenge is the competency gap; without mature guidance and modeling from the instructor, students tend to get stuck on superficial minor details, such as merely correcting typographical or they grammatical errors and the substance and quality of peers' performance.

The second crucial component is the establishment of psychological safety. This emotional factor determines whether peer feedback will remain a mere classroom formality or become a meaningful assessment tool. The biggest obstacle that often arises in practice is a sense of reluctance or anxiety among students, as they worry that honest feedback might damage their friendships. If instructors fail to establish this psychological safety, the resulting feedback will tend to be overly biased toward praise and lose its critical edge. Ultimately, if this risk is not mitigated with effective strategies, peer feedback has the potential to trigger resistance, academic misconceptions, and even interpersonal conflicts that can hinder the achievement of learning objectives.

C. Public Speaking Activity

1. Definition of Public Speaking

Public speaking is defined as a multidimensional competency centered on the effective delivery of verbal messages to an audience (Lucas, 2021; Beebe &

Beebe, 2023). This activity takes place in both formal and informal settings, with the primary objective of informing, persuading, or influencing the listeners' perspectives (Lucas, 2021; Beebe & Beebe, 2023). At the higher education level, this skill serves as a crucial asset that combines students' self-confidence, critical thinking, and professional communication abilities. Therefore, proficiency in public speaking should not be measured solely by linguistic accuracy or grammatical mastery; rather, it must be viewed as a comprehensive and complex communicative performance (Rahayu & Eripuddin, 2023).

1. Types of Public Speaking Activities

The implementation of public speaking activities in academic settings depends on the instructional objectives to be achieved. Generally, these activities can be classified based on three main functions: the informative function to provide knowledge or present new data; the persuasive function to change perspectives and persuade the audience to take specific actions; and the recreational or situational function, which aims to entertain or commemorate a specific moment. In college classrooms, these functions are realized through various forms of performance activities, such as scientific paper presentations, formal speeches, debate simulations, practice in hosting events (master of ceremonies), and the presentation of assignment project reports in front of professors and fellow students. These various types of performance activities are ideally managed through a modern approach that integrates peer feedback as an innovative solution within the learning system. Traditionally, assessment methods in various types of public speaking have positioned the instructor as the sole source of evaluation, which often makes

classroom activities feel like high-stakes, high-pressure assessments. Through the integration of peer feedback guided by clear rubric instruments, all types of public speaking learning activities can be transformed into a practical environment that is far more supportive and low-risk, where students can observe each other's speech structure, vocal variations, and even body language as a means of collaborative formative evaluation (Topping, 2020).

2. Characteristics of Public Speaking Activity

A public speaking activity is a complex form of communication closely related to the general preparedness of the speaker. This characteristic involves the cognitive aspect of information processing, the physical aspect of displaying body language, and the affective aspect of managing emotions (Rahayu & Eripuddin, 2023). It is also a very interactive and situational activity so the success is very dependent on how the speaker builds a dynamic relationship with the audience and adapts to the atmosphere of the room in which the presentation or assignment is being done.

3. Functions of Public Speaking Activity

The use of public speaking activities in academic settings has various pedagogical objectives. These can typically be divided into three main functions. The first is the informative function, which intends to provide the audience with new information or knowledge. The second is the persuasive function, whose aim is to change opinions and to induce the audience to act in certain ways. The third is the recreational or situational function which is used to entertain or commemorate

special occasions. In university classrooms, these three functions are manifested in different types of assignments, such as scientific paper presentations, formal speeches, debate simulations, master of ceremonies (MC) practices and project report presentations to lecturers and peers.

4. Components of Public Speaking Performance

Achieving successful learning outcomes in public speaking depends heavily on the balanced integration of several essential components. The first component is delivery skills, which include vocal projection control, pacing, fluency, and clarity of articulation. The second component involves language use, where a broad vocabulary and grammatical precision are key to ensuring the message is accurately understood by the listeners. The third component consists of nonverbal elements, such as the intensity of eye contact, body posture, and appropriate gestures, which when combined with a high level of audience awareness serve as the primary determinants of the presentation's overall impact (Amelia et al., 2022; Rahayu et al., 2022).

5. Assesment in Public Speaking Activity

The evaluation process in public speaking activities should ideally be designed to measure all elements of student performance objectively and comprehensively. In traditional learning models, assessment methods frequently position the instructor as the sole source of evaluation, making students experience these activities as high-stakes and high-pressure tests. To address this limitation, modern approaches integrate peer feedback as an innovative solution

within the assessment system. Guided by clear rubrics, evaluation is transformed into a collaborative formative process (Topping, 2020). Through this method, students can observe each other's speech structure, vocal variations, and body language, thereby establishing a supportive and low-risk practice environment (Topping, 2020).

6. Challenges in Public Speaking Activity

Despite its high urgency for academic and professional career development, public speaking learning often faces significant psychological barriers among university students. The primary challenges most frequently encountered are communication apprehension and low self-confidence. Many students view speaking in front of the class as a daunting task due to a deep-seated fear of being poorly evaluated or judged negatively by their audience (Hidayat et al., 2023; Israt et al., 2025). These emotional barriers, if worsened by rigid and conventional assessment methods that lack room for discussion, can hinder students' actual performance and prevent them from fully engaging in reaching the pedagogical objectives of the course.

D. Peer Feedback in Public Speaking Activity

1. The Importance of Peer Feedback in Speaking

Theoretically, student engagement in the peer feedback process has a strong causal relationship with improvements in their public speaking skills. This relationship is based on the concept of dual engagement, whereby students simultaneously gain academic benefits, whether acting as feedback givers or

receivers. For students as recipients, input from peers provides a richer, more contextual, and generally less intimidating alternative perspective compared to a single evaluation from an instructor. This low-stakes learning environment is psychologically crucial for reducing communication apprehension while gradually building students' self-confidence.

Meanwhile, from the perspective of the feedback provider, the activity of critiquing and analyzing others' performance using a standard rubric forces students to externalize and simultaneously sharpen their own metacognitive standards. By identifying the strengths and weaknesses in their peers' presentations, students will indirectly internalize the indicators of successful public speaking. This understanding can then be applied reflectively to improve the quality of their own speaking performance.

2. Implementation of Peer Feedback

The implementation of peer feedback in public speaking classes is adopted as a pedagogical strategy aimed at transforming the learning environment specifically, shifting the classroom from a teacher-centered to a student-centered approach. In practice, when a student gives a presentation or speech in front of the class, the other students are no longer positioned as a passive audience that merely listens. They are required to position themselves as responsible active evaluators. Through the diversification of modalities whether conducted orally, in writing, or using digital platforms students are encouraged to identify specific elements of their peers' performances. This identification process covers essential aspects such as vocal projection, clarity of articulation, intensity of eye contact, and the strength of

the argumentative structure presented in the speech.

3. The Role of Instructors

Although some control over assessment has been transferred to students, the role of instructors remains an indispensable pillar in ensuring the success of this strategy. Lecturers no longer act as rigid sole evaluators but transform into facilitators and designers of learning scenarios. The crucial role of lecturers begins at the initial stage, namely by providing clear instructions and formulating objective assessment instruments or rubrics so that students do not lose their way during the evaluation process. Additionally, faculty members are fully responsible for monitoring classroom dynamics, providing guidance or modeling on how to deliver constructive criticism, and offering reinforcement at the end of the session to prevent academic misconceptions among students.

4. Assessment and Feedback Process

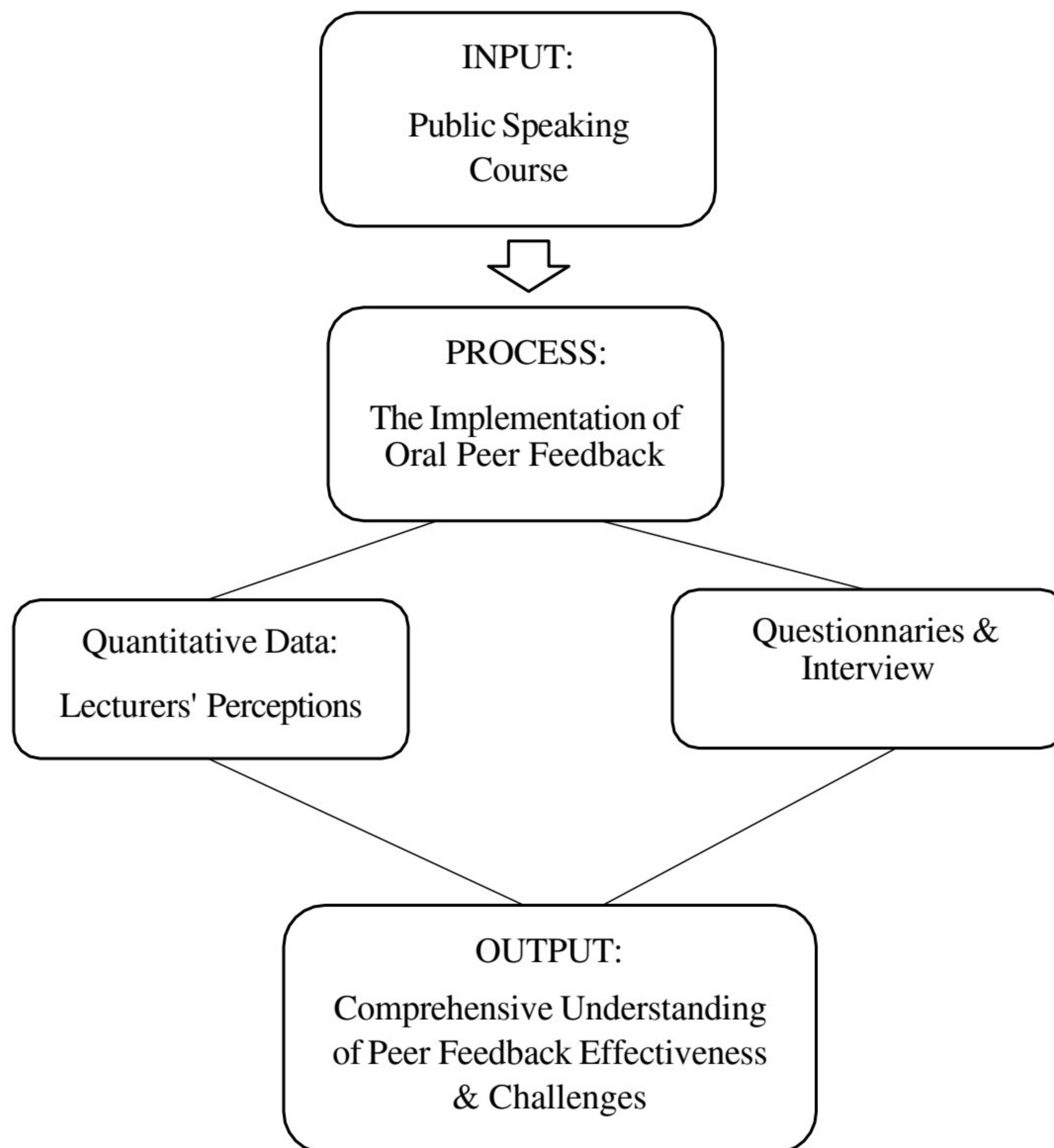
The assessment and feedback process in this public speaking class should ideally be conducted through structured and systematic stages to ensure its formative objectives are met. This process typically begins with the instructor distributing objective assessment instruments to all students before the performances begin. Subsequently, students take turns delivering their oral presentations in front of the class according to their assigned topics. Once the performances are complete, the activity immediately continues with a small-group discussion session or the completion of the provided written feedback forms. Through this consistent assessment cycle, evaluation is no longer viewed as

the nerve- wracking conclusion of a learning experience, but rather as a continuous improvement process that helps students understand the quality of their performances in a comprehensive and transparent manner.

2.3 Conceptual Framework

The conceptual framework of this study is structured using the Input-Process-Output (IPO) model to illustrate the logical progression of the study.

Figure 2.3 Conceptual Framework of the Research



The conceptual framework of this study is structured using the Input-Process-Output (IPO) model to illustrate the logical progression of the research. The framework begins with the Public Speaking course as the research context, with the implementation of peer feedback in public speaking activities as the main focus of the study. The study specifically examines lecturers' perceptions of peer feedback, including their views on its implementation, pedagogical benefits, and challenges in public speaking activities.

The input of the framework consists of the Public Speaking course context, the implementation of peer feedback, and the five English lecturers who participated in the study. The process involves collecting data primarily through a structured questionnaire to obtain quantitative information about lecturers' perceptions. The questionnaire data are analyzed using descriptive statistics, including frequency, percentage, and mean scores, to describe the lecturers' perceptions of the implementation, benefits, and challenges of peer feedback. Semi-structured interviews are also conducted with the same lecturers to provide supporting information and additional explanations for the questionnaire findings.

The output of the study is a descriptive account of lecturers' perceptions of the implementation of peer feedback in public speaking activities. The findings describe how lecturers perceive the use of peer feedback, its potential pedagogical benefits, and the challenges encountered in its implementation. Thus, the conceptual framework provides a logical connection between the research context, the data collection and analysis process, and the resulting description of lecturers' perceptions.

collection and analysis process, and the resulting description of lecturers' perceptions.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology employed in this study. It describes the research design, research setting and participants, research instrument, data collection procedure, and data analysis technique used to investigate lecturers' perceptions of the implementation of peer feedback in public speaking activities.

3.1 Research Design

This study employed a descriptive quantitative research design to describe lecturers' perceptions of the implementation of peer feedback in public speaking activities at the English Education Study Program University of Pasir Pengaraian.

A descriptive quantitative research design is appropriate for studies that aim to describe characteristics, perceptions, or conditions of a particular group through the collection and analysis of numerical data. In this study, the descriptive quantitative design was used because the primary purpose of the research was to obtain a numerical description of lecturers' perceptions regarding the implementation of peer feedback, including its perceived pedagogical benefits and challenges in public speaking activities.

The primary data in this study were obtained through a structured questionnaire using a five-point Likert scale. The questionnaire responses were

converted into numerical scores and analyzed using descriptive statistical procedures, including frequency, percentage, and mean scores. These procedures were used to identify the general tendency of the participating lecturers' perceptions across the indicators examined in the questionnaire.

In addition to the questionnaire, semi-structured interviews were conducted to obtain supporting qualitative information. The interviews were not used as the primary basis for determining the overall findings of the study. Instead, they were used to provide additional explanations, clarification, and contextual information concerning the quantitative findings obtained from the questionnaire. In this way, the interview data supported the interpretation of the primary questionnaire results without changing the main research design.

The use of supporting interview data was considered useful because questionnaire results provide a structured numerical description of lecturers' perceptions, while interview responses can provide contextual information concerning lecturers' experiences, views, perceived benefits, and challenges related to the implementation of peer feedback. Therefore, the two sources of data were used in complementary roles, with the questionnaire serving as the primary source of evidence and the interview serving as supporting information. The descriptive quantitative design was also appropriate because this study did not involve experimental treatment, manipulation of variables, testing of causal relationships, or inferential statistical hypothesis testing. The purpose was to describe the perceptions of the participating lecturers within the specific research setting.

Because the study involved five English lecturers, the quantitative findings were interpreted descriptively within the context of the English Education Study Program University of Pasir Pengaraian. The findings were not intended to establish statistical generalizations to a wider population.

3.2 Setting and Participants of the Research

A. Research Setting

This study was conducted in the English Education Study Program University of Pasir Pengaraian. The setting was selected because the study focused on lecturers' perceptions of the implementation of peer feedback in public speaking activities.

B. Participants of the Research

The participants were five English lecturers from the English Education Study Program University of Pasir Pengaraian. They were selected through purposive sampling based on their involvement in teaching speaking-related courses and their experience with or familiarity with peer feedback in public speaking activities.

Initially, six lecturers were considered as potential participants; however, one lecturer was unavailable and did not provide consent to participate. Therefore, five lecturers participated in the study and completed the questionnaire and semi-structured interview

3.3 Instrumentation of the Research

This study employed two research instruments: a structured questionnaire and a semi-structured interview. The questionnaire served as the primary research instrument, while the semi-structured interview guide was used to obtain supporting qualitative information.

A. Structured Questionnaire

The structured questionnaire was used as the primary instrument to obtain quantitative data concerning lecturers' perceptions of the implementation of peer feedback in public speaking activities. The questionnaire employed a five-point Likert scale consisting of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The response categories were assigned numerical scores as follows: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1. The use of a five-point Likert scale enabled the respondents to indicate their degree of agreement with statements concerning the implementation of peer feedback and its perceived pedagogical benefits and challenges.

The questionnaire statements were organized according to the indicators relevant to the research questions. The indicators covered lecturers' understanding of peer feedback, attitudes toward peer feedback, characteristics and forms of peer feedback, functions and supporting elements, suitability of peer feedback for public speaking activities, perceived benefits for public speaking development, improvement of speaking performance, the role of peer feedback as formative assessment, and challenges encountered in its implementation.

The questionnaire was administered to the five participating lecturers. Their responses were coded numerically and analyzed using descriptive statistical procedures. The results obtained from the questionnaire constituted the primary basis for describing the lecturers' perceptions in the research findings.

B. Semi-Structured Interview Guide

A semi-structured interview guide was used to obtain supporting qualitative information from the same five lecturers. The interview questions were developed in accordance with the research questions and focused on the lecturers' experiences, views, perceived benefits, challenges, and practices related to the implementation of peer feedback in public speaking activities. The semi-structured format allowed the researcher to maintain consistency across participants through predetermined questions while also providing opportunities for clarification and follow-up questions when necessary. The interview was conducted to obtain information that could provide additional context for the quantitative questionnaire findings. For example, when the questionnaire indicated a particular tendency in lecturers' perceptions, the interview responses could provide explanations concerning the experiences or classroom conditions underlying that tendency. The interview instrument therefore functioned as a supporting instrument rather than the main instrument of the study. The interview findings were used to enrich and contextualize the interpretation of the questionnaire results.

3.4 Technique of Collecting the Data

The data collection process involved two complementary techniques: the administration of a structured questionnaire and the conduct of semi-structured interviews.

A. Questionnaire

The questionnaire was administered to the five participating lecturers as the primary data collection procedure. Before completing the questionnaire, the researcher explained the purpose of the study and provided instructions concerning how the questionnaire should be completed. The respondents were asked to read each statement carefully and select the response that best represented their perception. The respondents selected one of five response categories: Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree.

After all questionnaires had been completed, the researcher collected and organized the responses according to the predetermined indicators. Each response was assigned a numerical score based on the five-point Likert scale. The data were then tabulated and prepared for descriptive statistical analysis.

B. Semi-Structured Interview

Following the administration of the questionnaire, semi-structured interviews were conducted with the same five participating lecturers to obtain supporting information related to the research questions and the questionnaire findings. The interviews focused on lecturers' perceptions and experiences concerning the implementation of peer feedback in public speaking activities. The questions

addressed issues such as lecturers' attitudes toward peer feedback, its perceived pedagogical benefits, its suitability for public speaking activities, its role in formative assessment, and challenges encountered during implementation.

The interviews were conducted using the prepared interview guide while allowing the researcher to ask relevant follow-up questions when clarification was necessary. With the participants' consent, the interview responses were recorded and subsequently transcribed for analysis. The transcripts were reviewed to identify information relevant to the research questions and the main indicators examined through the questionnaire. The interview data were used as supporting qualitative information. Therefore, they were not treated as a second primary dataset but were used to clarify, illustrate, and provide contextual explanations for the main quantitative findings.

3.5 Technique of Analyzing the Data

The data analysis consisted of two complementary procedures: descriptive statistical analysis of the questionnaire data and qualitative analysis of the supporting interview data. The questionnaire analysis served as the primary basis for the research findings, while the interview analysis was used to support and contextualize the interpretation of the quantitative results.

A. Analysis of Questionnaire Data

The questionnaire data were analyzed using descriptive statistical analysis. The purpose of this analysis was to describe the general tendency of lecturers' perceptions based on their responses to the questionnaire statements.

The responses were coded according to the five-point Likert scale as follows:

Table 3.1 Five-point Likert scale

Response Category	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

After the responses were coded, the data were organized according to the indicators of the questionnaire. The researcher calculated the frequency and percentage of responses for each statement and indicator. The frequency was used to identify the number of respondents selecting each response category, while the percentage was used to describe the distribution of responses.

The percentage was calculated using the following formula:

$$P = (F / N) \times 100\%$$

Where:

P = Percentage

F = Frequency of responses

N = Total number of respondents

In addition to frequency and percentage, the mean score was calculated to identify the general tendency of lecturers' perceptions for each indicator. The mean score was calculated using the following formula:

$$M = \Sigma X / N$$

Where:

M = Mean score

ΣX = Total score obtained from all respondents

N = Number of respondents

The mean scores were interpreted using the following criteria:

Table 3.2 Mean Score Interpretation Criteria

Mean Score Interval	Interpretation
4.21 – 5.00	Very Positive
3.41 – 4.20	Positive
2.61 – 3.40	Moderate
1.81 – 2.60	Negative
1.00 – 1.80	Very Negative

The mean score interpretation was used to determine the general tendency of lecturers' perceptions across the indicators examined in the questionnaire. A higher mean score indicated a more positive perception, whereas a lower mean score indicated a less positive perception.

Because this study only involved five respondents, the analysis was limited to descriptive statistics. No inferential statistical tests were conducted because the purpose of the study was to describe the perceptions of the participating lecturers rather than to test statistical relationships, differences, or causal effects.

B. Analysis of Supporting Interview Data

The interview data were analyzed qualitatively to identify information that could support and contextualize the questionnaire findings.

First, the recorded interviews were transcribed into written form. The researcher then read the transcripts repeatedly to become familiar with the participants' responses. Second, relevant statements were identified based on their relationship to the research questions and the main questionnaire indicators. The relevant information was organized into broad categories, including lecturers' perceptions of peer feedback implementation, attitudes toward peer feedback, perceived pedagogical benefits, the role of peer feedback in public speaking activities, formative assessment, and challenges in implementation. Third, the categorized interview information was summarized descriptively. Relevant statements from the participants were selected as supporting evidence when they provided clarification or examples related to the quantitative findings.

The interview analysis was not intended to produce a separate set of primary findings with equal weight to the questionnaire results. Instead, the interview data were used to provide contextual explanations and support for the patterns identified through the questionnaire.

C. Interpretation of the Questionnaire and Interview Findings

After the questionnaire data had been analyzed, the quantitative findings were interpreted together with the relevant supporting information obtained from the interviews. The questionnaire findings constituted the primary basis for determining the general pattern of lecturers' perceptions. The interview findings were then used to clarify or provide contextual explanations for the quantitative patterns. The two sources of data were therefore used in complementary roles. The questionnaire provided the numerical description of lecturers' perceptions, while

the interview provided supporting explanations concerning lecturers' experiences and views. The final interpretation was given as descriptive narratives. Quantitative results were reported in terms of frequencies, percentages, mean scores and their interpretations while some interview statements were provided as supporting data where relevant to the quantitative findings.