

IMPLEMENTATION OF PEER FEEDBACK IN 4th SEMESTER STUDENTS PUBLIC SPEAKING ASSESSMENT

A THESIS

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



BY:

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FACULTY OF TEACHER TRAINING AND EDUCATION
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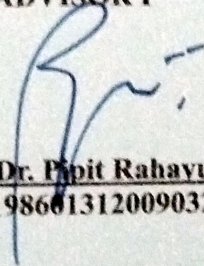
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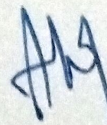
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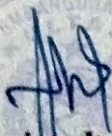
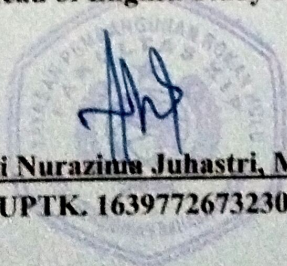
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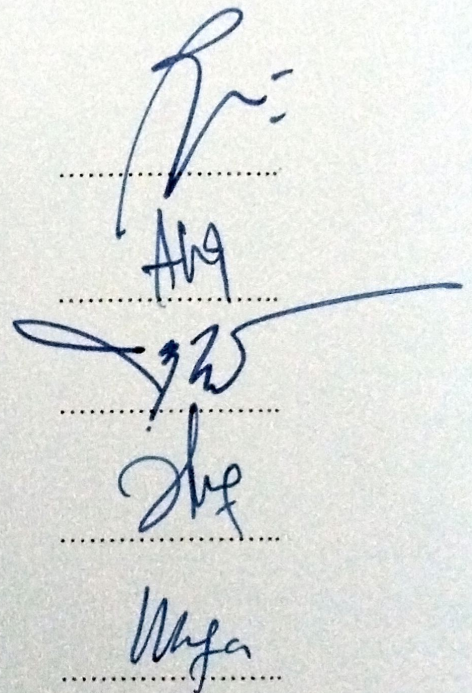
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ABSTRACT

This study investigated the implementation of peer feedback in public speaking assessment and explored how fourth-semester EFL students gave and received peer feedback during the assessment process. A descriptive qualitative research design was employed involving 23 fourth-semester students of the English Education Study Program at Universitas Pasir Pengaraian. The data were collected through classroom observation, students' written peer feedback, questionnaires, and documentation. The written peer feedback was analyzed thematically, while questionnaire responses were analyzed using descriptive statistics to complement the qualitative findings. The results showed that peer feedback was implemented systematically and collaboratively as a formative assessment strategy. The thematic analysis identified six main aspects addressed by students: delivery skills, content quality, nonverbal communication, visual aids, audience engagement, and presentation organization. Students actively participated in giving and receiving feedback by identifying strengths, weaknesses, and suggestions for improvement based on the assessment criteria. Furthermore, all nine questionnaire sub-indicators under peer feedback and public speaking assessment were categorized as high. The findings indicate that peer feedback supported students' understanding of assessment criteria, encouraged self-reflection, and promoted collaborative and continuous improvement in public speaking.

Keywords: *peer feedback, public speaking assessment, EFL students, formative assessment, descriptive qualitative*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan penerapan peer feedback dalam penilaian public speaking serta mengeksplorasi bagaimana mahasiswa EFL semester empat memberikan dan menerima umpan balik selama proses penilaian. Penelitian ini menggunakan desain deskriptif kualitatif yang melibatkan 23 mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris Universitas Pasir Pengaraian. Data dikumpulkan melalui observasi kelas, written peer feedback mahasiswa, kuesioner, dan dokumentasi. Data written peer feedback dianalisis menggunakan analisis tematik, sedangkan respons kuesioner dianalisis menggunakan statistik deskriptif untuk melengkapi temuan kualitatif. Hasil penelitian menunjukkan bahwa peer feedback diterapkan secara sistematis dan kolaboratif sebagai strategi asesmen formatif. Analisis tematik menghasilkan enam aspek utama yang menjadi perhatian mahasiswa, yaitu keterampilan penyampaian, kualitas isi, komunikasi nonverbal, media visual, keterlibatan audiens, dan organisasi presentasi. Mahasiswa secara aktif memberikan dan menerima umpan balik dengan mengidentifikasi kelebihan, kekurangan, serta saran perbaikan berdasarkan kriteria penilaian. Selain itu, seluruh sembilan subindikator kuesioner pada peer feedback dan penilaian public speaking berada pada kategori tinggi. Temuan menunjukkan bahwa peer feedback mendukung pemahaman mahasiswa terhadap kriteria penilaian, mendorong refleksi diri, serta meningkatkan pembelajaran kolaboratif dan perbaikan berkelanjutan dalam kemampuan public speaking.

Kata kunci: *peer feedback, penilaian public speaking, mahasiswa EFL, asesmen formatif, deskriptif kualitatif*

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Pasir Pengaraian, July 31, 2026

The Researcher

Astriani

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