

CHAPTER I

INTRODUCTION

This chapter gives the introduction of the research. The content of the research is : background of the research, limitation of the problem, formulation of the problem, purpose of the problem, significance of the problem, and definition of key terms. The background provides an overview of the research. The remaining sections describe the scope, research questions, objectives and contributions of the research.

A. Background of the Research

Public speaking is an essential communication skill for students of the English as a Foreign Language (EFL) especially at the university level. The ability to communicate ideas well in oral presentations contributes to students' academic success and prepares them for future professional responsibilities such as teaching in a classroom, participating in academic seminars, and communicating in the workplace. Public speaking in English language education requires linguistic competency as well as critical thinking, awareness of audience, confidence and effective delivery of messages. Recent studies have indicated that the development of public speaking competence allows students to be more active in academic discourse and enhances their communicative competence in general (Yan & Carless, 2022; Panadero, 2022).

However, public speaking is one of the most difficult language skills for EFL students, despite its importance. To be able to deliver a speech effectively,

students are required to combine linguistic elements such as grammar, vocabulary and pronunciation with non-linguistic factors such as confidence, eye contact, body language, organization of thoughts, and audience interaction. Many EFL learners have speaking anxiety, fear of making mistakes and low self-confidence which affect their performance negatively. In addition, students are frequently unaware of the criteria on which public speaking is assessed, so they are unable to easily evaluate the strengths and weaknesses of their own performance.

Assessment is important to support students' development as speakers because it provides information about their progress and areas for improvement. However, in many EFL classrooms, public speaking assessment remains mostly teacher-centered. In this model, teachers are the main assessors and students are passive recipients of scores and comments. Such practices give little opportunities for students to engage in the evaluation of speaking performance, to develop critical judgment or to reflect on the criteria in measuring speaking competence. Consequently, students might show excessive dependence on teacher feedback and less opportunity to enhance self-regulated learning and assessment literacy.

To overcome these limitations, educational practices are increasingly promoting formative assessment practices, which actively involve students in the assessment process. Peer feedback is one of the most common approaches in which students can assess the performance of their classmates and provide constructive criticism based on pre-determined criteria. Instead of being merely evaluators, students are active participants involved in reflection, collaborative learning and critical evaluation. Previous research has shown that peer feedback enhances

learning autonomy, reflective thinking, communication skills and understanding of assessment criteria, and increases students' engagement with the learning process (Hattie & Timperley, 2007; Panadero, 2022; Yan & Carless, 2022).

In public speaking classes, peer feedback offers students a chance to receive comments on their performances, as well as to learn by observing and evaluating others. In the process, students become more conscious of effective speaking strategies, common weaknesses in presentations and how to improve their communication skills. But peer feedback can be a tough thing to put into practice. Students may have difficulty providing objective and helpful feedback, may feel awkward about assessing their classmates, or may not have a clear enough understanding of what is being assessed. These challenges can impact the quality of the feedback and the effectiveness of peer feedback as a formative assessment practice.

Several earlier studies have demonstrated the positive effect of peer feedback on language learning and speaking performance. However, most of these studies have focused on measuring the effectiveness of peer feedback quantitatively or experimentally. The application of peer feedback in the public speaking assessment has been relatively less discussed, especially in the higher education context in Indonesia. Moreover, few studies have investigated students' experiences of giving and receiving written peer feedback in public speaking assessments with descriptive qualitative approaches. These findings suggest a research gap on the practical implementation of peer feedback in authentic classroom assessment practices.

To fill this gap, this study investigated the use of peer feedback in public speaking assessments of fourth-semester students of English as a Foreign Language (EFL) in the English Education Program at the University of Pasir Pengaraian. This study differs from previous research, which mainly investigated the effectiveness of peer feedback on learning outcomes, in that it has focused on the implementation process. This is achieved thru the thematic analysis of students' written peer feedback combined with their responses to a questionnaire. This combination enables a more comprehensive view of the practice of peer feedback, how students give and receive feedback and how the assessment process contributes to students' development in public speaking.

The research aims to investigate the implementation of peer feedback in public speaking assessments and explore how fourth-semester EFL students provide and receive feedback during these assessments. The findings are expected to contribute to the growing body of knowledge on formative assessment and provide practical implications for English language lecturers implementing peer feedback to support students' public speaking competence.

B. Identification of the Research

1. The implementation of peer feedback in public speaking assessment is not structured and consistent, which limits its effectiveness in supporting students' learning and speaking development.
2. Students still experience difficulties in giving and receiving peer feedback in public speaking assessment particularly in providing constructive

criticism and responding appropriately to feedback based on the assessment criteria.

C. Limitations of the Research

1. This research is limited to the exploration of the implementation of peer feedback and the process of giving and receiving peer feedback in public speaking assessment for the fourth semester of EFL students in a public speaking course at the university.
2. The study employed a qualitative descriptive approach utilizing observation, questionnaires, and documentation to investigate the implementation of peer feedback and students' experiences in giving and receiving feedback. The purpose is not to measure how effective peer feedback is statistically, nor to compare students' public speaking performance before and after its introduction.

D. Formulation of the Research

1. How is peer feedback implemented by fourth-semester EFL students in the assessment of public speaking performances?
2. How do EFL students in the fourth semester give and receive peer feedback in a public speaking assessment?

E. Purpose of the Research

1. To describe the implementation of peer feedback in the assessment of students public speaking in an EFL classroom.
2. To describe how fourth-semester EFL students give and receive peer feedback during public speaking assessment.

F. Significance of the Research

1. **Theoretical Significance** This study is expected to contribute to the existing literature on peer feedback in EFL contexts by providing empirical evidence on the application of peer feedback in the assessment of public speaking. The current study contributes to a better understanding of the role of peer feedback as an alternative assessment strategy in speaking classes.
2. **Practical Significance** The results of this study can be used in practice as a reference for teachers to design and implement peer feedback more effectively in public speaking classes. Beside, the findings of this study can be beneficial to develop students' increased consciousness, responsibility and reflection skills in evaluating public speaking performances.

G. The Definition of the Key Terms

1. **Peer Feedback** is defined as feedback given by students to their peers regarding their public speaking performance based on specific assessment criteria.
2. **Public speaking** is defined as the ability to convey ideas or information verbally in front of an audience in a structured manner in the context of English as a Foreign Language (EFL).
3. **The Public Speaking Assessment** is a process that involves the evaluation of students' speaking performance based on linguistic and non-linguistic aspects.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, it is important to discuss the relevant literature review. This chapter is a literature review related to the research. The sections discussed in this chapter include a review of the theory from the research, a review of the findings, and the conceptual framework. The explanation regarding this matter will be discussed as follows.

A. Review of Related Theories

a. Speaking in English Foreign Language

Speaking is one of the most essential language-learning skills, especially in English as a Foreign Language (EFL) contexts. It is a productive skill, meaning learners must actively produce language in oral form to convey meaning, ideas, and messages. Speaking is unlike receptive skills such as reading and listening, as it demands real-time language processing. Learners are required to think, organize their ideas and articulate them at the same time.

Speaking skill is defined as the learners' ability to convey ideas and communicate effectively thru the spoken language in real-life interaction (Wulandari & Salsabilla, 2026). The definition emphasizes speaking as a process of producing words and making sure the message is clearly understood in meaningful communication settings.

In the same context, Abrar et al. (2024) state that speaking is a communicative activity as it involves the production of language, management of meaning and interaction, and providing suitable responses in different contexts. Thus, interactional competence is required for spoken language; learners need to be able to respond, negotiate meaning and maintain communication with other speakers.

In addition, Azizi and Yusuf (2024) stated that speaking skills are related to a learner's ability to communicate messages in a clear and effective manner using appropriate strategies, linguistic knowledge, and communicative competence. This includes the use of correct grammar, vocabulary and pronunciation, and communication strategies such as paraphrasing, clarifying and emphasizing important points.

Additionally, recent studies emphasize that effective communication requires developing several important components of speaking simultaneously: fluency, accuracy, pronunciation, and confidence (Azzahra et al., 2025). Fluency refers to the smoothness of speech, accuracy to the correct use of language, pronunciation to intelligibility, and confidence to effective delivery in front of an audience.

Furthermore, language use in the academic setting (such as in public speaking or presentations) demands both proficiency and performance skills. This involves ordering ideas logically, using the right language, making eye contact and

engaging the audience. Speaking is therefore a complex skill that integrates linguistic knowledge and performance ability.

These explanations lead to the conclusion that speaking is a productive, interactive skill that allows learners to orally communicate ideas thru the integration of linguistic knowledge, communication strategies and confidence in real communication situations. Speaking is more than talking. It is a dynamic process of meaning-making, interaction and effective delivery of messages.

b. Public Speaking Assessment

A public speaking assessment is a systematic process of evaluating a student's ability to communicate ideas effectively to an audience. In English as a Foreign Language (EFL) classrooms, this assessment measures not only speaking proficiency, but also the ability to organize ideas, deliver messages confidently, and interact effectively with the audience. Therefore, public speaking assessments play an essential role in measuring students' communicative competence and supporting their continuous learning.

According to Brown and Abeywickrama (2019), an effective assessment of public speaking should be based on the following principles: clear criteria for assessment, appropriate speaking tasks, reliable scoring procedures, authenticity, and constructive criticism. These principles make sure that the assessment measures students' speaking ability accurately and gives meaningful information to improve future performance. Speaking assessments consider both linguistic features

(pronunciation, fluency, grammar, vocabulary) and non-linguistic features (confidence, delivery, interaction with the audience).

This theoretical perspective is supported by recent studies. Werdiningsih and MukminATIEN (2023) explain that public speaking assessments evaluate students' performance based on aspects such as fluency, pronunciation, organization, eye contact, gestures, and language use. Similarly, Nurkhofifah et al. (2023) state that speaking assessments measure students' ability to communicate meaningfully in authentic situations and encourage continuous improvement. Furthermore, Widiastuti (2025) emphasizes that effective speaking assessments require clear criteria, authentic speaking tasks, and reliable scoring procedures to ensure fairness and consistency. Additionally, Amin et al. (2025) argue that assessment rubrics enable lecturers and students to identify strengths and weaknesses in speaking performance, making the assessment process more objective, transparent, and meaningful.

Supported by recent studies, this theoretical perspective. According to Werdiningsih and MukminATIEN (2023) assessment of public speaking is the assessment of students' performance from the aspects of fluency, pronunciation, organization, eye contact, gesture and language use. Similarly, Nurkhofifah et al. (2023) mention that speaking assessments evaluate students' ability to communicate meaningfully in real situations and promote continuous improvement. Moreover, Widiastuti (2025) points out that effective speaking assessments require clear criteria, authentic speaking tasks, and reliable scoring

procedures to ensure fairness and consistency. Amin et al. (2025) further state that assessment rubrics help lecturers and students identify strengths and weaknesses in speaking performance, making the assessment process more objective, transparent, and meaningful.

In this research, we assessed public speaking using a written peer feedback instrument which consisted

This research used six indicators adapted from the speaking assessment principles proposed by Brown and Abeywickrama (2019), which were further strengthened by recent public speaking assessment studies conducted by Werdiningsih and MukminATIEN (2023), Nurkhofifah et al. (2023), WIDIASTUTI (2025), and AMIN et al. (2025). Brown and Abeywickrama established fundamental principles of speaking assessment, such as validity, reliability, authenticity, clear assessment criteria, and constructive feedback. The recent studies expand on these principles by emphasizing important aspects of public speaking performance, such as delivery, content quality, nonverbal communication, visual aids, audience engagement, and organization. Therefore, these six indicators are suitable to guide students to give objective and constructive written feedback to peers in public speaking evaluations.

Based on the above explanations, it can be inferred that public speaking assessment is a systematic and structured process of evaluating students' oral communication performance thru valid assessment criteria and reliable scoring procedures. The assessment covers linguistic and nonlinguistic aspects of speaking

and provides meaningful feedback to students for improving their speaking competence. In this study, public speaking was evaluated thru written peer feedback based on six predetermined indicators, allowing students to objectively evaluate the presentation of their peers and to provide constructive suggestions for improvement.

c. Peer Feedback

Peer feedback is a peer-assessment mechanism where students evaluate and comment on the performance of others based on specific criteria. It calls for EFL students to take a more active role in their learning and assessment by assessing peers while reflecting on their own performance. Thus, it supports the development of critical thinking abilities alongside collaboration among students and student autonomy.

Panadero and Lipnevich (2022) explain that students can utilize peer feedback as formative assessment enhancement to determine their areas of strength and weaknesses, the feedback they received in these activities can aid their learning endeavors in the long run. To be effective, peer feedback must be guided by clear assessment criteria so students provide objective, specific, and constructive comments rather than subjective opinions. Thus, peer feedback functions as both an assessment activity and a learning strategy that supports continuous improvement.

Similarly, Yan and Carless (2022) explain that peer feedback develops students' feedback literacy the ability to understand, provide, interpret, and use feedback effectively. Through this process, students learn to critically evaluate their performance, reflect on the feedback they receive, and apply suggestions to improve their future performance. Thus, peer feedback promotes reflective and self-regulated learning, both of which are essential in higher education.

Recent studies also support the effectiveness of peer feedback in English as a Foreign Language (EFL) learning. Research has shown that peer feedback increases student engagement, confidence, communication skills, and collaborative learning. This is because students actively participate in evaluating their peers and discussing performance based on predetermined criteria. Thus, peer feedback fosters a more interactive, student-centered, and meaningful learning environment.

To implement peer feedback effectively, students should provide feedback using predetermined assessment criteria. In this research, the written peer feedback instrument consisted of six indicators: Delivery Skills, Content Quality, Nonverbal Communication, Visual Aids, Audience Engagement, and Organization. "Delivery Skills" focuses on pronunciation, fluency, voice clarity, and confidence during the presentation. Content quality refers to the relevance, clarity, accuracy, and completeness of the presentation content. Nonverbal communication includes eye contact, facial expressions, gestures, and body language. Visual aids evaluate the effectiveness of the media used to support communication during the presentation. Audience engagement assesses the speaker's ability to maintain audience attention

and interaction. Organization evaluates the logical structure and coherence of ideas throughout the presentation. These indicators guided students in providing constructive written peer feedback and later served as the basis for the thematic analysis conducted in this research.

Based on the above explanations, it can be concluded that peer feedback is a structured, collaborative, formative assessment process in which students evaluate their peers' performance using predetermined criteria and provide constructive, written feedback. Through this process, students develop reflection, critical thinking, communication, and collaboration skills, while also improving their public speaking abilities. In this research, peer feedback was implemented using a written instrument with six indicators to guide students in objectively and systematically evaluating their classmates' presentations.

B. Review of Related Findings

Researchers should be given an overview of the related findings as a whole in order to have principles, comparisons, and contributions to the research. This research has several interrelated findings:

First, Hidayat and Nurhayati (2023) conducted a research examining the impact of peer feedback on students' speaking skills. This research focused on the implementation of peer feedback and the types of feedback students provided on their peers' speeches. Their findings showed that implementing peer feedback significantly improved students' oral communication proficiency, especially in

terms of clarity of delivery, organization of ideas, and confidence in public speaking. Furthermore, student involvement as feedback providers has been shown to facilitate the development of critical and reflective thinking skills regarding spoken performance. However, this research maintains that, although peer feedback is a speaking learning strategy, its application in a formal public speaking assessment system has not been examined.

Second, Sari and Wahyuni (2024) examined students' perceptions of formative peer feedback in public speaking classes. This research examined aspects of speaking performance, such as body language and speech content, as well as student satisfaction with peer feedback. The findings showed that students responded positively to the implementation of peer feedback because it helped them understand the strengths and limitations of their public speaking performance. However, this research emphasized student perceptions and the role of peer feedback as formative, rather than as part of formal assessment.

Third, Putri, Ramadhani, and Lestari (2023) conducted a research to determine the efficacy of peer feedback administered via Instagram on the speaking skills of tenth-grade students. Their findings showed that implementing social media-based peer feedback significantly improved students' speaking skills, especially fluency and confidence. However, this research focused on improving speaking skills as an educational outcome and did not examine the role of peer feedback in public speaking assessments.

Fourth, Herman and Yusuf's (2024) research examined students' perceptions of the efficacy of peer feedback in English as a Foreign Language (EFL) learning contexts. Their findings showed that implementing peer feedback improved group performance, increased student engagement, and heightened awareness of speaking quality. However, this research was general in the context of EFL and did not address the application of peer feedback in individual public speaking assessments.

The fifth research was conducted by Wijaya and Lestari (2024). Their research examined the perceptions, practices, and reflections of prospective English teachers regarding the use of peer assessment in public speaking courses. The results show that peer assessment helps reflective and collaborative learning and helps learners comprehend the principles of the public speaking evaluation. This research, however, focuses more on the student's reflections and perceptions rather than on the implementation of peer feedback as a structured system of assessment.

Peer feedback has been explored as a tool for enhancing speaking skills, fostering confidence, and boosting student engagement in English as a Foreign Language (EFL) learning. However, most of these studies have treated peer feedback as a learning or formative strategy, focusing on students' perceptions and learning outcomes. Unlike the previous studies, the present study is concerned with the application of peer feedback during public speaking assessment. This research investigates students' use of peer feedback, the criteria they use to evaluate peer feedback, and the difficulties students encounter in formal public speaking assessments.

C. Conceptual Framework

A conceptual framework provides methodical guidance for the research process by illuminating the connections between important concepts that direct a study. The framework in this study describes how peer feedback is used in public speaking assessments for fourth-semester EFL students and how it is investigated using a variety of data sources.

Peer feedback is used in the educational context of public speaking assessment. Students use pre-established public speaking assessment criteria to provide written feedback on their classmates' performances during class presentations. Students are required to evaluate their peers' performances, gain a deeper comprehension of successful public speaking, and participate in reflective learning during this exercise.

Written peer feedback and questionnaire responses were the two data sources used in this study to examine the application of peer feedback. In order to determine the elements that students prioritized when assessing their peers' public speaking performances, the written comments was subjected to thematic analysis. Descriptive statistics, such as frequency, percentage, total score, mean score, and category, were used to examine the questionnaire responses in order to characterize students' experiences providing and getting input from peers throughout the evaluation procedure.

In order to provide a thorough knowledge of the application of peer feedback in public speaking assessments, the results from these two data sources were combined. In particular, the researcher was able to investigate the implementation process and students' experiences with peer feedback by combining the quantitative descriptions from the questionnaire with the qualitative findings from written peer feedback. In order to address the study issues, the data collection, analysis, and interpretation were guided by this conceptual framework.

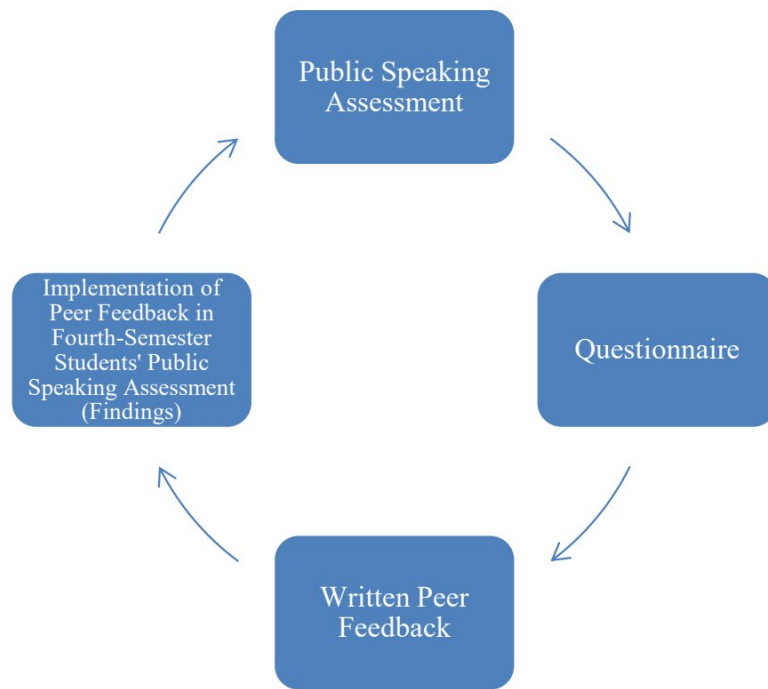


Figure 2.1 Conceptual Framework

The study's conceptual framework is depicted in Figure 2.1. The framework emphasizes the use of peer feedback and starts with public speaking assessment as the educational context. Two data sources are used to analyze implementation: written peer reviews and questionnaire answers. The research concerns of this study

are eventually addressed by analyzing both data sets, which offers a thorough comprehension of how peer feedback is applied in the public speaking assessment of fourth-semester students.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the description of the research method applied in the study of Peer Feedback Implementation in the Assessment. The discussion includes research design, research background, population and sample, research instruments, data collection techniques, and data analysis techniques.

A. Research Design

In this study, a descriptive qualitative research design was employed to explore the implementation of peer feedback in the assessment of public speaking for fourth-semester students. This strategy was selected because the purpose of the research was not to investigate causal relationships or to test hypotheses but to provide a detailed description of the implementation of peer feedback and students' experience of this practice in an authentic classroom context.

Creswell and Creswell (2018) state that qualitative research seeks to explore and understand the meaning that individuals or groups ascribe to social or educational phenomena. Researchers collect data in naturalistic settings, analyze the data inductively and interpret the findings from the perspective of the participants. The choice of this approach was based on the fact that it enabled the researcher to observe the implementation of peer feedback during classroom based public speaking assessments.

In addition, Sandelowski (2000) notes qualitative descriptive research is intended to provide a complete and uncomplicated description of a phenomenon while remaining close to the experiences of the participants and the events being studied. Qualitative descriptive research does not aim to create theory or causal links but seeks to give a true picture of a phenomenon. Thus, the research design employed was appropriate to describe the implementation of peer feedback on public speaking assessments of fourth-semester English as a Foreign Language (EFL) students.

The researcher was the main instrument of data collection in the research process. According to Creswell & Creswell (2018), the researcher is responsible for collecting, organizing, interpreting, and analyzing qualitative data. The position allowed the researcher to gain an in-depth knowledge of the implementation of peer feedback thru direct involvement in the research setting and interpretation of the data thru the lens of the participants' experiences. The subsequent sections describe data collection procedures, research instruments, and data analysis.

B. Setting of the Research

This research was done in English Education Program, Faculty of Teacher Training and Education (FKIP) Universitas Pasir Pengaraian Riau Indonesia. The site of the research was chosen because the fourth-semester public speaking course used peer feedback as an assessment strategy during classroom presentations. It was considered a suitable context to explore the practice of peer feedback in public

speaking assessment in a genuine English as a Foreign Language (EFL) learning context.

This research took the fourth-semester students who took the Public Speaking subject as the research subjects. The research was realized in the 2nd semester of the 2025/2026 academic year, with a length of approximately two months. During this time, the researcher attended the public speaking class twice a week to see how peer feedback was implemented during learning activities.

In each meeting the students did different activities of public speaking like individual presentations, evaluation of the performance of their classmates and written feedback for their peers based on pre-determined assessment criteria. The researcher observed these activities in the classroom without intervening in the teaching and learning. These observations enabled the researcher to gain a holistic view of the peer feedback implementation in the assessment activities.

Classroom observations provided contextual information about student participation, peer feedback implementation procedures, and classroom interactions during the assessment process. These observations supported the interpretation of primary data collected from students' written peer feedback and responses to questionnaires.

Thus, the research setting provided an authentic learning environment to investigate the implementation of peer feedback in public speaking assessment. Furthermore, the setting gave the researcher the opportunity to collect rich and

contextual data to answer the research questions and achieve the objectives of this research.

C. Population and Sample

The study was conducted on all students in the fourth semester taking the Public Speaking course in the fourth semester academic year 2025/2026 in the English Language Education Research Program at the Faculty of Teacher Training and Education (FKIP), University of Pasir Pengaraian. Total number of students was 23.

The sample of this research is also 23 fourth-semester students. Because of the small size of the population, total sampling was used, so all members of the population were included in the study as research participants. Sugiyono (2019) states that the total sampling is a technique used if the population size is relatively small. Then all members of the population are taken as samples. All of the 23 students were involved in this research.

They were chosen because they had participated in the full implementation of peer feedback during the public speaking assessment. They participated in: classroom presentations, assessment of their fellow students based on pre-established criteria, written peer assessment and completion of the research questionnaire. Thus, this sample was suitable to address the research objectives and to provide answers to the research questions.

D. Instrumentation of the Research

In qualitative research, the researcher is the instrument for data collection, interpretation, and analysis (Creswell & Creswell, 2018). The researcher directly observed classroom activities, administered questionnaires and collected supporting documents in the course of the research. The three research instruments used for data collection were observation, questionnaire and documentation.

a) Observation

A structured questionnaire was administered to all 23 fourth-semester students who participated in the research. The questionnaire consisted of 50 statements measured using a five-point Likert scale ranging from Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The questionnaire was designed to obtain students' responses regarding their experiences in giving and receiving peer feedback during public speaking assessment. The responses were analyzed using descriptive statistics, including frequency, percentage, total score, mean score, and category, to complement the observation findings.

b) Questionnaire

A structured questionnaire was given to all the 23 students of the fourth semester who participated in the research. The questionnaire consisted of 50 statements that were rated on a five-point Likert scale with anchors Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). The questionnaire aimed to obtain students' responses concerning their experiences of

giving and receiving peer feedback within the framework of public speaking assessment. In addition to the observation findings, descriptive statistics like frequency, percentage, total score, mean score and category were used for analyzing the responses.

c) Documentation

Documentation was used to validate and corroborate the data collected from observation and questionnaires. The documents included: course syllabus, lesson plans, public speaking assessment rubric, students' written peer feedback forms, attendance lists, and photographs of classroom activities. These documents complemented the evidence regarding implementation of peer feedback and enhanced credibility of the research findings thru data triangulation.

E. Technique of Collecting the Data

Data collection is a critical stage in the research process, as it is the stage where information needed to answer the research questions is collected. Data collection in this study was by observation, questionnaire, and documentation. The classroom observations focused on the use of peer feedback in public speaking assessment in actual classrooms. The primary qualitative data were the students' written peer feedback forms collected during the observation. The questionnaire was distributed to collect students' responses on the implementation of peer feedback. The documentation was also gathered to support and verify the results of the research.

The questionnaire was disseminated using Google Forms to facilitate quick, automatic and easy collection of responses by the researcher.

The primary source of data was the written peer feedback provided in the public speaking assessment. Following the presentations students had to make written comments on the performance of their colleagues in accordance with the assessment criteria of the course. These included students' perspectives, suggestions and evaluations about different aspects of public speaking performance. When all the presentations had been completed the researcher gathered up all the feedback sheets and organized them for thematic analysis.

The second data source was taken from a questionnaire distributed to 23 fourth semester students in the English Language Education program. The questionnaire was comprised of 50 statements. The statements were divided into two main indicators and nine sub-indicators. Respondents rated each statement on a five-point Likert scale with Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1). After the peer feedback activities, the students completed the online Google Forms questionnaire. All responses were automatically recorded in the researcher's Google Forms database form.

F. Technique of Analyzing the Data

In this research, data collected is analyzed using descriptive qualitative approach supported by descriptive statistics. This study aims to describe the implementation of peer feedback and students' experiences in giving and receiving

peer feedback in the public speaking assessment. The findings from observation, questionnaire and documentation were integrated to provide an in-depth overview of the implementation of peer feedback in the Public Speaking course.

a) Analysis of Observation and Documentation

Data gathered from observations and document analysis were analyzed using the interactive model of Miles, Huberman and Saldaña (2014), which has 3 stages: data condensation, data display, and conclusion drawing and verification.

1. Data Condensation

Data condensation is the selection, simplification, organization, and focusing of data from classroom observations and supporting documents. In this step, the researcher found the information related to the implementation of peer feedback, students' participation in providing and receiving feedback, and the role of the lecturer in the assessment process. Irrelevant data were excluded to keep the focus of the research.

2. Data Display

The researcher then classified the data and presented the findings in descriptive narratives and tables after reducing it. This stage allowed the researcher to identify relationships and patterns related to the implementation of peer feedback in public speaking assessment.

3. Conclusion Drawing and Verification

The last step was to conclude the analyzed data and to continuously check the findings by confrontation of the observation results with the supporting documentation and questionnaire answers. This process of verification confirmed that the conclusions were a true reflection of the results of the research and the research questions were answered.

b) Analysis of Written Peer Feedback

Thematic analysis was used to analyze the written peer feedback forms of the students. Thematic analysis is a qualitative method that identifies, analyzes and reports patterns or themes within data (Braun and Clarke, 2006). This method was deemed suitable because it allowed the researcher to analyze students' written comments systematically to find out the main aspects emphasized during peer feedback in public speaking assessment.

The analysis started with reading all the written peer feedback forms several times to get a sense of the data. Then the researcher identified meaningful units of information and assigned initial codes to similar comments. The codes were then grouped into larger categories based on their similarities, and these categories were then organized into themes that represent the implementation of peer feedback. The final stage involved reviewing and interpreting the identified themes to explain how students provided feedback on their peers' public speaking performances.

c) Analysis of Questionnaire

Descriptive statistics were used to analyze data from the questionnaire. The responses from all 23 participants were calculated using frequency, percentage, total score, mean score, and category. The descriptive results were interpreted to describe students' experiences in giving and receiving peer feedback during public speaking assessment. Rather than testing hypotheses or determining statistical significance, the questionnaire findings were used to complement and strengthen the qualitative findings obtained from observation, written peer feedback, and documentation.