

STUDENTS' PERCEPTIONS OF PEER FEEDBACK IN PUBLIC SPEAKING CLASS

A THESIS

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



BY:

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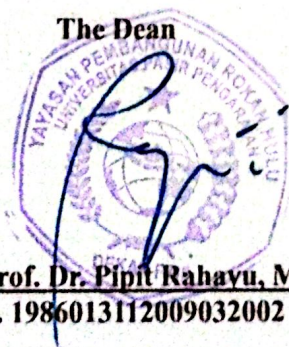
**ENGLISH EDUCATION STUDY PROGRAM
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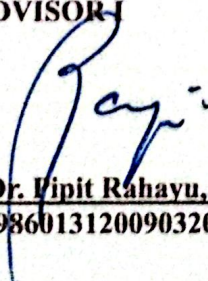
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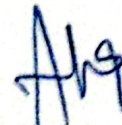
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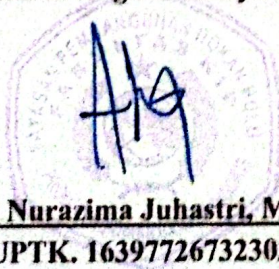
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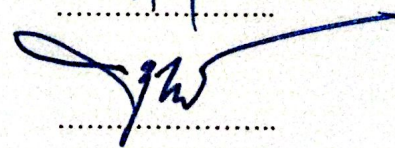
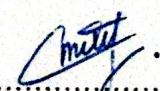
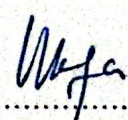
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State that the thesis I have written entitled "Students' Perceptions of Peer Feedback in Public Speaking Class", which I have written, is submitted as one of the requirements to obtain an undergraduate degree in the English Study Program, Faculty of Teacher and Education, University of Pasir Pengaraian. All references and materials cited in this thesis are properly acknowledged in accordance with the norms and ethics of academic writing. However, if it is later proven that this thesis contains elements of plagiarism or that it is not fully my original work, I am willing to accept any consequences, including the possible revocation of my degree and other sanctions in accordance with applicable regulations.

The Researcher



RISA SURYANI
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ABSTRACT

Risa Suryani, 2026, Students' Perceptions of Peer Feedback In Public Speaking Class

This study investigates how fourth-semester students in the English Education Study Program at FKIP University of Pasir Pengaraian perceive the implementation of peer feedback in a Public Speaking course, as well as the benefits and challenges they encounter during the feedback process. Public speaking skills are essential in higher education; however, many English as a Foreign Language (EFL) learners face barriers such as speaking anxiety, low confidence, and difficulty articulating ideas. While lecturer feedback is often limited by class size and time constraints, peer feedback serves as an alternative interactive strategy grounded in Vygotsky's Sociocultural Theory. Employing a descriptive quantitative design, this study involved 23 fourth-semester EFL students. Primary data were collected using a 50-item closed-ended questionnaire measured on a 5-point Likert scale, supported by semi-structured interviews and document analysis to enrich data interpretation. Quantitative data were analyzed using descriptive statistics to calculate response frequencies and percentages.

The results consistently demonstrated a strong positive response across all indicators. Under the Perceived Value sub-indicator, 83% of respondents agreed that peer feedback is an essential part of learning, and 96% agreed that it enhances active engagement. Regarding Understanding, 78% understood its definition, and 74% recognized its purpose in improving peer performance. For Learning Functions, 74% agreed that peer feedback promotes critical thinking and helps identify strengths and weaknesses, while 78% noted it creates an active learning atmosphere. Furthermore, for Effective Characteristics, 65% emphasized the necessity of clarity and politeness. Overall, students perceived the Public Speaking class favorably, with 87% agreeing that it supports them in becoming better speakers. The findings suggest that structured and polite peer feedback significantly fosters active learning and confidence in EFL public speaking instruction.

Keywords: Peer Feedback, Public Speaking, Students' Perceptions, EFL Learners, Social Interaction.

ABSTRACT

Risa Suryani, 2026, Students' Perceptions of Peer Feedback In Public Speaking Class

Penelitian ini bertujuan untuk mendeskripsikan persepsi mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris di FKIP Universitas Pasir Pengaraian terhadap penggunaan umpan balik teman sebaya (*peer feedback*) dalam mata kuliah *Public Speaking*, serta mengidentifikasi manfaat dan tantangan yang mereka hadapi. Kemampuan *public speaking* sangat krusial bagi mahasiswa di perguruan tinggi, namun banyak pembelajar *English as a Foreign Language* (EFL) masih menghadapi kendala seperti kecemasan berbicara, kurang percaya diri, dan kesulitan menyampaikan gagasan. Di sisi lain, umpan balik dari dosen sering kali terbatas oleh durasi waktu dan jumlah mahasiswa yang besar, sehingga *peer feedback* hadir sebagai strategi alternatif berbasis Teori Sosiokultural Vygotsky. Penelitian ini menggunakan desain kuantitatif deskriptif yang melibatkan 23 mahasiswa semester empat. Pengumpulan data utama dilakukan melalui angket tertutup berisi 50 item dengan skala Likert 5 poin, serta didukung oleh wawancara semi-terstruktur dan analisis dokumen sebagai data penunjang. Data kuantitatif dianalisis secara deskriptif untuk menghitung frekuensi dan persentase.

Hasil penelitian menunjukkan tren positif yang konsisten di seluruh indikator. Pada sub-indikator Nilai yang Dirasakan (*Perceived Value*), 83% responden setuju bahwa *peer feedback* adalah bagian penting dari pembelajaran, dan 96% setuju bahwa hal ini meningkatkan keterlibatan aktif. Pada aspek Pemahaman (*Understanding*), 78% memahami definisi dan 74% menyadari tujuannya untuk meningkatkan kinerja rekan. Pada Fungsi Pembelajaran (*Learning Functions*), 74% setuju bahwa *peer feedback* mendorong pemikiran kritis dan membantu mengidentifikasi kelebihan serta kelemahan, sementara 78% merasa hal ini menciptakan suasana belajar yang aktif. Mengenai Karakteristik Efektif, 65% menekankan pentingnya kejelasan dan kesantunan. Secara keseluruhan, 87% mahasiswa setuju bahwa kelas *Public Speaking* membantu mereka menjadi pembicara yang lebih baik. Temuan ini menyimpulkan bahwa *peer feedback* yang terstruktur dan santun secara signifikan meningkatkan partisipasi aktif serta rasa percaya diri dalam pembelajaran *public speaking* EFL.

Kata Kunci: Peer Feedback, Public Speaking, Persepsi Mahasiswa, Pembelajar EFL, Interaksi Sosial.

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Bismillahirrahmanirrahim...

All praise and gratitude I sincerely offer to Allah SWT, the Most Merciful and the Most Compassionate, for granting me health, strength, patience throughout the journey of complementing this thesis entitled “ **STUDENTS’ PERCEPTIONS OF PEER FEEDBACK IN PUBLIC SPEAKING CLASS**”. May peace and blessings be upon the Prophet Muhammad SAW, who has guided us from the darkness of ignorance into the light of knowledge. This thesis is submitted to the English Education Study Program, Faculty of Teacher Training and Education, University of Pasir Pengaraian as one of the requirements for obtaining a bachelor’s degree in education.

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Ultimately, the researcher realizes that this thesis is not perfect; therefore, criticism and suggestions are expected to make it even better. The researcher hopes this study can be beneficial to various parties.

Pasir Pengaraian, 2026

Risa Suryani

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