

CHAPTER I

INTRODUCTION

This chapter is divided into six parts. The background of the research is covered in the first section. The identification of the research is covered in the second section. The third section discusses research limitations. Research formulation is covered in the fourth section. The purpose of research is covered in the fifth section. The next section discusses the significance of the research, followed by the definitions of the key terms in the final section.

1.1 Background of the Research

During academic conversations and classroom presentations, university students in EFL higher education are required to communicate ideas with confidence and clarity. Because of this, public speaking is crucial to students' development of good communication skills for both academic and future professional settings. Higher education public speaking courses aim to improve students' oral communication abilities in terms of confidence, fluency, and clarity. However, a lot of EFL students still have trouble speaking in front of an audience because of things like speaking anxiety, lack of confidence, fear of making mistakes, and trouble articulating concepts. Low participation and subpar performance in public speaking classes may be the outcome of these problems. In order to help students become better public speakers, feedback is crucial. It gives them information on the advantages and disadvantages of their presentations, enabling them to pinpoint areas that require development. According to Panadero and Lipnevich (2022), feedback enables students to assess their present

performance and apply that knowledge to enhance future learning. Feedback can boost students' motivation and help them become more self-sufficient in their study, in addition to enhancing their speaking skills.

Lecturers typically give feedback to students in public speaking classes following their speeches. However, due to time limits and the size of the class, lecturer comments is occasionally restricted. Students might not get thorough feedback on every facet of their performance as a result. As a result, more feedback techniques are required to promote ongoing development in public speaking courses. Peer feedback is one tactic that can be utilized to supplement professor input. Peer feedback in public speaking lessons enables students to comment on and offer suggestions for their peers' presentations, allowing them to evaluate their own performance and pinpoint areas that require work. According to Hornstein et al. (2025), when students are given explicit evaluation criteria and instructions on how to offer helpful criticism, peer feedback is more successful.

Peer feedback can help students improve their speaking skills and promote increased engagement in class activities, according to earlier research. Additionally, it gives pupils more self-assurance and encourages them to participate more fully in their education. Fewer studies have looked at how students view peer feedback in public speaking classes, especially in EFL higher education settings, despite the fact that many have evaluated the efficacy of peer feedback. As a result, student views continue to be a crucial topic for future research. Furthermore, initial findings show that pupils react differently to

activities including peer feedback. While some students view peer critique as beneficial and inspiring, others doubt its value because of peers' poor language skills, inexperience, or reluctance to offer criticism. Students' reactions to criticism are not always consistent. The reliability of the person providing the feedback, the clarity of the remarks, and if the feedback is that to be helpful for enhancing their performance are some of the variables that may influence their readiness to accept and apply it. According to Lipnevich et al. (2025), these factors influence how students interpret feedback and whether or not they use it to improve their learning. Different perspectives on peer criticism may have an impact on students' participation in feedback activities and their attempts to improve their public speaking performance. Students are more likely to use peer input for improvement when they perceive it as helpful and trustworthy. It is important to examine how students view peer evaluation in order to determine whether this tactic is relevant and appropriate in public speaking programs. Given this, the current study examines how students perceive peer criticism in an EFL public speaking setting.

1.2 Identification of the Research

1. Among the difficulties that many EFL students face during public speaking sessions are speaking anxiety, a lack of confidence, and difficulty communicating concepts clearly. Due to time limits and large class sizes, feedback is sometimes less effective in meeting the requirements of individual students, even if it is essential for helping students progress.
2. Peer feedback is used as an alternative strategy in public speaking workshops, although students' perceptions of its reliability and worth differ. These opinions may affect how students engage with peer feedback in Indonesian EFL higher education and how it aids in their public speaking development.

1.3 Limitation of the Research

1. Students' opinions on peer criticism in public speaking classes are the sole subject of this research. The usefulness of peer input in enhancing students' public speaking abilities is not examined.
2. The research was carried out in a single EFL public speaking course at a university in Indonesia. As a result, the results are specific to this class and might not apply to other learning environments.

1.4 Formulation of the Research

1. What is the opinion of fourth-semester English Education Study Program students at FKIP University of Pasir Pengaraian about the use of peer feedback in the Public Speaking course?
2. How do fourth-semester students view the advantages and difficulties of peer review in the Public Speaking course?

1.5 Purpose of the Research

1. To describe how fourth-semester students at FKIP University of Pasir Pengaraian's English Education Study Program perceive peer feedback in the Public Speaking class
2. To investigate how students perceive the benefits and challenges of peer feedback in the Public Speaking class.

1.6 Significance of the Research

1. Theoretical Significance: It is anticipated that this study will advance our understanding of English as a Foreign Language (EFL), specifically in relation to peer evaluation in public speaking courses. The results could contribute to the body of material already in existence and be used as a guide by future academics who want to know how students perceive peer criticism.
2. Practical Significance: It is anticipated that teachers and students will benefit practically from this research. The results might be taken into account by instructors when creating engaging peer review exercises for public speaking courses. The study may motivate students to actively

participate in developing their public speaking abilities and raise awareness of the advantages of peer feedback.

1.7 The Definition of the Key Terms

1. Public Speaking

Public speaking refers to the process of delivering a speech or oral presentation to an audience in a clear and effective manner. According to Lucas (2020), public speaking involves preparing and presenting a message to inform, persuade, or entertain an audience.

2. Peer Feedback

Peer feedback is a learning process in which students give comments and suggestions to their classmates about their presentations or speaking performances. The purpose of this activity is to help students identify strengths and weaknesses and improve their learning. Topping (1998) states that peer feedback involves learners evaluating and responding to the work or performance of other students as part of the learning process.

3. Students' Perceptions

Students' perceptions in this study refer to the ways students understand, evaluate, and respond to the use of peer feedback in the Public Speaking class. Their perceptions reflect their opinions, beliefs, and attitudes toward the feedback activities they experience during the learning process. Robbins and Judge (2023) explain that perception is the process through which people interpret their experiences and assign meaning to them.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three main sections. The first section presents the review of related theories, which discusses public speaking, students' perceptions, and peer feedback in EFL contexts. The second section provides a review of related findings from previous studies relevant to peer feedback and students' perceptions in public speaking classes. The final section presents the conceptual framework of the research.

2.1 Review of Related Theories

2.1.1 Peer Feedback in EFL Public Speaking

Peer feedback is a teaching and learning technique where students assess and remark on the work of their peers. Instead of depending just on teacher input, peer feedback in English as a Foreign Language (EFL) classes enables students to take an active role in their education. Peer feedback exercises help students reflect on their own learning while seeing, analyzing, and evaluating the work of their peers. Peer feedback in EFL public speaking courses gives students valuable chances to apply English in real-world conversation. Students must use the target language to share their thoughts, offer recommendations, and justify their assessments. This technique fosters critical thinking and reflective learning in addition to improving speaking skills.

Peer connection during feedback activities facilitates language acquisition thru conversation, introspection, and cooperative engagement, according to Ureña-Rodríguez, Lowell, and Yan (2025). Because they are involved in both giving and receiving feedback from their peers as well as lecturers, this practice promotes students to engage more actively in the learning process in EFL courses. Students watch their peers' performances, pinpoint their advantages and disadvantages, and consider their own speaking skills during peer assessment exercises. Students are also encouraged to become reflective learners by peer feedback. Students have the chance to evaluate their own speaking abilities when they watch their peers' presentations. Thru this process, they are able to identify both the areas of their presentations that still want improvement and their strengths. According to Setiawan et al. (2025), assessing peers' work encourages self-reflection and assists students in identifying areas that need improvement. Students become more self-reliant learners and progressively become more conscious of their speaking performance thru this reflective process. Peer feedback also promotes learner autonomy, which is a significant benefit. Thru contact with their peers, students learn to monitor, evaluate, and enhance their own performance rather than relying just on teacher judgment. They take more ownership of their education and actively participate in the evaluation process.

Peer review has many benefits, but it can also have drawbacks. Because they fear offending their peers, students could be reluctant to offer feedback. It's possible that some pupils don't completely believe what their peers have to say. Additionally, peer critique may be either general or too detailed to help students

develop their speaking skills. Clear evaluation criteria, instructor support, and sufficient practice are essential for students to give accurate, comprehensive, and appropriate comments. In general, peer feedback can be regarded as a helpful teaching method in EFL public speaking courses since it motivates students to work together with their peers, evaluate their speeches, develop into more self-reliant learners, and gradually enhance their presentation abilities.

2.1.2 Peer Feedback in Public Speaking Classes

Students in higher education are expected to have effective public speaking skills, especially in English language learning environments. These skills help students communicate their ideas properly and convincingly during academic presentations and other speaking exercises. Enhancing students' ability to successfully, confidently, and clearly communicate ideas in front of an audience is the aim of public speaking classes. These classes improve students' confidence, critical thinking, and communication skills in addition to helping them become more fluent speakers. However, EFL students frequently find it difficult to speak in front of an audience. Anxiety, low self-esteem, a little vocabulary, trouble pronouncing words correctly, and a fear of making mistakes are common among students. These difficulties could lower student engagement and have a detrimental impact on their speaking abilities. By giving students the chance to get advice and helpful criticism from their peers, peer feedback can assist them in overcoming these obstacles. Students receive feedback on a variety of areas of their speaking performance during presentation activities, including content, organization, pronunciation, fluency, grammar, voice projection, eye

contact, body language, confidence, and audience involvement. Students can identify their strengths and areas for improvement by getting feedback from their peers. According to Ureña-Rodríguez et al. (2025), systematic peer criticism helps students recognize the particular elements of a successful speaking performance. Because peers frequently notice different aspects of a presentation, peer evaluation provides multiple viewpoints as compared to teacher comments alone. Students are able to assess their own performance more thoroughly because to these diverse viewpoints. The feedback providers gain from the feedback process as well. Students gain analytical skills and become more attentive listeners while assessing their peers' presentations. They gain the ability to recognize typical speaking issues, develop effective presentation strategies, and use these insights to enhance their own speaking abilities.

Peer feedback affects pupils' affective development in addition to enhancing their speaking abilities. When given politely, constructive criticism can boost students' self-esteem, lessen their nervousness when speaking, and promote more involvement in class. On the other hand, students' confidence and willingness to contribute may be diminished by feedback that is ambiguous or unduly critical. Therefore, the effective utilization of peer feedback in public speaking workshops requires appropriate instructional support. Teachers should provide clear evaluation criteria, scoring rubrics, examples of good feedback, and guidance on how to provide constructive criticism. When given this kind of support, students are more equipped to provide objective, thorough, and perceptive feedback during class activities.

2.1.3 Vygotsky's Sociocultural Theory: Peer Feedback and Social Interaction

Vygotsky's Sociocultural Theory, in especially the idea of social interaction, serves as the foundation for this study. According to Vygotsky, learning occurs thru social engagement, where students build comprehension thru cooperation and conversation before internalizing new information. Peer feedback and social contact are closely associated in this study since students share ideas, comments, and answers while participating in presentation exercises. This research focuses on how students perceive peer feedback in the Public Speaking course rather than on how useful it is. According to Vygotsky, students' interactions with their peers during peer review exercises might influence their perceptions. Students assess the value, utility, and clarity of their peers' comments as they provide and receive feedback. Thus, the theoretical foundation for comprehending how students develop their opinions about peer criticism in the Public Speaking course is social interaction.

Additionally, Vygotsky established the ideas of scaffolding and the Zone of Proximal Development (ZPD), which explain how social contact can promote learning. During peer feedback exercises, students can support one another by offering advice, exchanging ideas, and responding to practice presentations. Social interaction is the primary theoretical emphasis of this work, and these ideas are merely provided as supporting explanations. During peer feedback exercises, students can offer advice or helpful criticism to support one another while practicing presentations. These ideas, however, are simply employed in this study

to bolster the explanation of peer interaction. Students' views of peer evaluation in the Public Speaking class are explained by social interaction, which is the study's primary theoretical focus. Vygotsky's sociocultural theory is pertinent because it sees education as a process that grows via social interaction. Students share their thoughts, recommendations, and answers with their peers during peer feedback exercises, and these exchanges may have an impact on how they perceive the value and utility of peer feedback. In order to comprehend how students' experiences during peer feedback activities influence their opinions of the feedback process, this study makes use of the notion of social interaction.

2.1.4 Students' Perceptions of Peer Feedback

Students' perceptions of the feedback process have a direct impact on how effective peer feedback is. Whether or not students actively engage in feedback activities and use the input to enhance their learning can be influenced by their attitudes, opinions, and beliefs regarding peer feedback. The way people perceive, comprehend, and assess encounters in light of their prior experiences, knowledge, and beliefs is referred to as perception. Students' views affect how they react to instructional tactics and learning activities in educational contexts.

Students' perceptions of peer feedback, according to Okumuş Dağdelen (2025), relate to how students understand, appreciate, and react to remarks and recommendations made by their peers throughout the learning process. Students' desire to engage in peer feedback activities and whether they use the input to enhance their learning are influenced by these attitudes. In general, students who

have a positive perception of peer feedback are more inclined to actively participate in providing and receiving comments. They typically see feedback as an important chance to pinpoint their areas of strength and weakness and enhance their performance. Because they actively take into account recommendations from their peers and incorporate them into subsequent learning activities, positive perceptions also motivate students to become more reflective learners. Students may be less inclined to take part in feedback activities if they have unfavorable opinions about peer criticism. Because they are worried about their peers' feelings, they could not completely believe what their classmates have to say, feel uneasy when they get criticism, or refrain from making candid recommendations. Peer input may therefore become less useful in promoting students' growth and learning.

According to Lipnevich et al. (2025), when feedback is perceived as clear, helpful, and coming from a reliable source, students are more likely to accept and use it. How people assess the caliber and value of the input they receive affects how they react to it. Feedback that is courteous, constructive, and specific has a higher chance of being accepted and put to use. Conversely, remarks that are unclear, vague, or too critical may be ignored. Furthermore, previous research indicates that students often experience both benefits and challenges when engaging in peer review activities. Many students concur that getting feedback from their peers improves their speaking skills, increases self-awareness, and encourages participation.

However, some students still struggle with giving constructive criticism or accepting it from their peers. According to Hornstein et al. (2025), in order to assist students in giving insightful and helpful feedback, teacher assistance, assessment rubrics, and feedback training are crucial. Based on the theories of students' perceptions and peer feedback, this study investigates students' perceptions of peer feedback by focusing on four aspects: Perceived Value of Peer Feedback, Understanding of Peer Feedback, Learning Functions of Peer Feedback, and Characteristics of Effective Peer Feedback. These four aspects served as the framework for constructing the questionnaire items and for interpreting the questionnaire results presented in Chapter IV.

2.2 Review of Related Findings

Peer feedback in EFL speaking and public speaking classes has been the subject of earlier research, with generally positive results. Peer feedback increased students' awareness of their speaking ability, promoted classroom involvement, and aided in the development of presentation abilities, according to the majority of these research. Simultaneously, a number of researches found that students continued to have trouble reacting to critical remarks during peer feedback exercises and providing feedback to their peers.

Students' opinions on peer criticism in a speaking class were investigated in a study by Dewi, Hasanah, and Nurul Huda (2024). According to the survey, the majority of students had favorable opinions of peer feedback since it enabled them to identify both their speaking performance's strong points and areas for

improvement. The participants stated that their awareness of several aspects of speaking, such as pronunciation, body language, eye contact, and presentation delivery, enhanced as a result of remarks made by their peers. According to the results, students were able to reflect more critically on their learning process and improve their speaking abilities thanks to peer criticism.

Asih (2024) studied how students in an online public speaking course felt about peer criticism. According to the results, students generally saw peer feedback favorably since it allowed them to gain insight from their peers' viewpoints and enhanced their speaking skills. However, the study also discovered that when providing or getting feedback, some students felt hesitant and less confident. These findings suggest that emotional factors affect students' opinions and participation in peer review exercises.

El Mortaji (2022) investigated the use of peer feedback in a blended learning speaking course. According to the research, peer feedback enabled students to assess their speaking abilities, pinpoint areas that required development, and create more effective presentations for upcoming speaking exercises. According to the study, students thought peer criticism was helpful since it gave them the chance to pick up tips from their peers' presentation techniques and experiences. According to recent studies, instructor guidance is crucial to the effective execution of peer feedback exercises. According to these research, students may give more insightful and impartial feedback when they have access to assessment rubrics, explicit feedback criteria, constructive remark examples,

and teacher coaching. Without sufficient preparation, students frequently make overly generic remarks or are hesitant to assess their peers' achievements. Peer feedback has typically been seen as helpful for students' learning, according to the results of earlier research. These results do, however, also imply that a lot of students still have trouble taking part in peer review exercises. Some students are anxious when they get criticism, are reluctant to speak candidly, or doubt the veracity of their classmates' comments. These results show that students' opinions of peer feedback include both favorable and unfavorable experiences that affect how well they learn.

2.3 Conceptual Framework

This research employs a conceptual framework to illustrate its primary emphasis and the connections among its variables. The framework outlines how peer feedback is implemented in the EFL Public Speaking course as well as the elements this study looks at, such as how students view peer feedback, its perceived advantages, and the difficulties encountered throughout the feedback process. The framework also provides a basis for organizing the survey and evaluating the findings presented in Chapter IV. Figure 1 depicts the study's conceptual structure.

Figure 1 Conceptual Framework

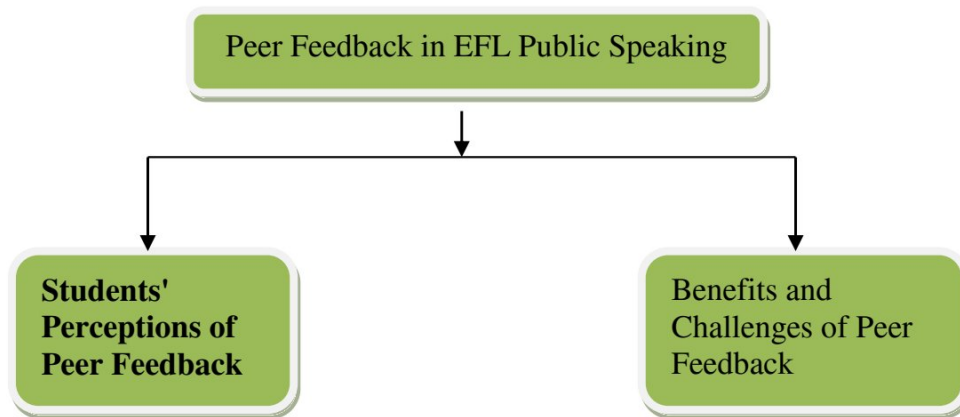


Figure 1 depicts the conceptual foundation for this research. The framework states that the study focuses on how peer feedback is used in an EFL Public Speaking course where students participate in giving and receiving feedback on each other's presentations. Students share feedback, recommendations, and assessments about a range of public speaking topics, including content, organization, pronunciation, fluency, eye contact, body language, confidence, and presentation delivery.

This research's primary focus is on how students in the Public Speaking class perceive peer criticism. This component looks at how students perceive the use of peer feedback, including its value, how it aids in learning, and how it helps them become better speakers. Students' opinions of the advantages and difficulties of peer feedback in the Public Speaking course are the study's second main topic. This component examines how students view peer feedback's impact on their confidence, speaking abilities, enthusiasm to learn, and involvement in class activities, as well as the challenges they face when providing and receiving

criticism. Because students' perceptions affect how they perceive the application of peer feedback, these two characteristics are related. Pupils who see peer input favorably are more likely to react candidly to remarks made by their peers. In general, they are more open to taking advice into account, assessing their own speaking abilities, and using the criticism to enhance subsequent presentations. As a result, the conceptual framework offers a foundation for investigating the two research issues in this investigation. It describes how the study looks into how students in the Public Speaking class perceive peer feedback as well as its advantages and difficulties.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methods and procedures used in this research, including the research design, research setting, participants, instruments used, and data collection and analysis methods. This section is very important because it provides a clear overview of the design and procedures used in the research. The purpose is for readers to understand how this research was conducted, what were measured, and how the data was collected and analyzed.

3.1 Research Design

This research used a descriptive quantitative research design to examine students' perceptions of peer feedback in the Public Speaking class. This design was chosen since the study's goal was to use numerical data gathered from a questionnaire to characterize students' perceptions. Descriptive statistics, specifically frequencies and percentages, were used to examine the questionnaire responses in order to summarize and characterize the general trend of the students' answers. As part of the usual learning exercises in the Public Speaking course, the study looked at peer feedback. Students' opinions on peer feedback, particularly their opinions of its advantages and the difficulties they encountered during peer feedback exercises, were the main focus of the analysis. The researcher additionally gathered additional data thru semi-structured interviews and document analysis to aid in the interpretation of the questionnaire results.

3.2 Setting of the Research

The research was conducted at the University of Pasir Pengaraian's English Education Study Program. Students enrolled in the Public Speaking course for the fourth semester participated. The Public Speaking course was chosen because it offers a suitable setting for peer review exercises and speaking practice. The goal of the course is to enhance students' oral communication abilities, including body language, eye contact, content organization, fluency, pronunciation, and confidence. Students had the chance to give presentations in front of the class and give comments to other groups over the course. Without changing the current teaching methodology, this setup allowed the researcher to watch peer feedback in a real classroom situation.

3.3 Population and Sample

The participants of this study were 23 fourth-semester students taking the Public Speaking course in the English Education Study Program. These students were chosen because they had participated in public speaking presentations and had experience in giving and receiving peer feedback during classroom activities. The participants' responses were relevant to this study because they reflected students' experiences of giving and receiving peer feedback in the EFL Public Speaking class. Their experiences provided information about how peer feedback was understood and implemented during classroom presentations. The participants provided information through questionnaires, interviews, and feedback

documents. Their involvement helped the researcher explore their general perceptions and real experiences with giving and receiving peer feedback.

3.4 Instrumentation of the Research

A questionnaire was the primary tool utilized in this study to get quantitative information on how students felt about peer feedback in the Public Speaking course. The researcher also employed document analysis and a semi-structured interview guide to provide further details for analyzing the questionnaire data. Rather than being regarded as distinct qualitative findings, these two sources were used as supporting information to enhance and explain the interpretation of the quantitative results.

3.4.1 Questionnaire

A closed-ended questionnaire with fifty statements was employed in this study. The research indications and pertinent ideas discussed in Chapter II served as the foundation for the development of these claims. Students' Perceptions of Peer Feedback and Public Speaking Class were the two sections of the questionnaire. Students' answers to each statement were measured using a five-point Likert scale in the questionnaire. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) were the possible answers. Based on the distribution of their answers, the scale was used to characterize how students in the Public Speaking course perceived peer input.

Table 3.1

Likert Scale

Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
5	4	3	2	1

Once all the questionnaires had been collected, the researcher calculated the frequency and percentage of responses for each statement using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Notes :

P = Percentage

F = The frequency of respondents who selected a particular response option

N = The total number of respondents

Students' opinions about peer criticism in the Public Speaking class were explained thru a narrative presentation of the descriptive analysis of the questionnaire data.

3.4.2 Semi-structured interview guide

An additional way of gathering data for this study was a semi-structured interview. The interview comprised pre-planned open-ended questions, but when participants' answers needed more explanation, the researcher might ask more questions (Adeoye-Olatunde & Olenik, 2021). Instead of producing distinct qualitative findings, the interviews were carried out to support the interpretation of the questionnaire data. Students' perspectives of peer feedback, including its perceived advantages, difficulties, and contribution to public speaking performance, were the main emphasis of the interview guide, which was created in accordance with the research objectives. During the interviews, probing questions were used when needed to elucidate participants' answers and gather more details on the results of the questionnaire.

3.4.3 Document Analysis Form

The methodical process of examining and analyzing textual materials in order to extract pertinent and significant information is known as document analysis (Bowen, 2021). Students' written peer feedback forms that were gathered during public speaking exercises were the materials examined in this study. The feedback forms included remarks and recommendations about the students' speaking ability in a number of areas, such as delivery, material organization, pronunciation, fluency, confidence, eye contact, and audience involvement. Additionally, suggestions for improvement were offered in the forms. Only the interpretation of the questionnaire results was supported by document analysis.

3.5 Technique of Collecting the Data

The primary tool utilized to gather data for this research was the questionnaire. To further aid in the interpretation and clarification of the questionnaire data, semi-structured interviews and document analysis were employed as supplementary sources. The primary source of data was the questionnaire; interviews and document analysis were used to enhance the quantitative findings.

3.5.1 Questionnaire

The questionnaire was distributed to 23 fourth-semester Public Speaking course students as the first stage of data gathering. Every participant in the classroom presentation activities had previously given and received peer evaluations. Each responder filled out the questionnaire independently for each statement on the five-point Likert scale: Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree. The questionnaire served as the main source of quantitative data used to explain how students in the Public Speaking class felt about peer criticism.

3.5.2 Semi-Structured Interview

The researcher conducted semi-structured interviews with few selected participants after analyzing the questionnaire results. Rather than generating distinct qualitative findings, these interviews served to elucidate and bolster the interpretation of the questionnaire data. Students' opinions of peer feedback, its

perceived advantages and difficulties, and its impact on public speaking performance were all examined in the interviews. Lastly, for document analysis, the researcher gathered written peer review sheets from classroom presentation exercises. In order to determine the traits and subject matter of the student feedback, the researcher examined these documents. Only the interpretation of the questionnaire results was strengthened and supplemented by document analysis.

3.6 Technique of Analyzing Data

The questionnaire data gathered for this research was analyzed using a descriptive quantitative method. The frequency and percentage of responses for each statement were computed in order to examine the primary data, which were the questionnaire responses. Students' opinions of peer evaluation in the Public Speaking class were explained thru the interpretation and descriptive presentation of the questionnaire answers. Data from interviews and document analysis were solely utilized as supplementary information. The results of the questionnaire were further explained by summarizing and transcribing the interview responses. To support the interpretation of the questionnaire data, the researcher examined textual peer feedback papers. In this research, the questionnaire data was the main source of evidence, and the data from the interviews and document analysis were utilized to support and elucidate the quantitative findings' interpretation.

3.6.1 Questionnaire Data Analysis

Descriptive statistics were used to summarize the questionnaire results, and each questionnaire item's frequency and percentage were determined. Students' opinions about peer criticism in the Public Speaking class were explained thru the

interpretation and narrative presentation of the questionnaire answers. The main conclusions of this study were derived from the questionnaire results.

3.6.2 Interview Data Analysis

Transcribing the interview recordings and summarizing the participants' answers in relation to the research questions allowed for the analysis of the interview data. The results of the interviews were not regarded as separate qualitative findings; rather, they were solely utilized to offer more justifications for the results of the questionnaire.

3.6.3 Document Analysis

Comments about students' public speaking performances, such as delivery, content organization, pronunciation, fluency, confidence, eye contact, audience involvement, and recommendations for improvement, were identified from the written peer feedback forms. The results of the document analysis were solely utilized as additional information to help interpret the results of the questionnaire.