

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background**

Peer feedback is the process of giving comments, criticism and suggestions given by students to peers. Feedback is not only given by teacher but also by students, feedback plays an active role to make revisions, provide comments, participate in dialogue and discuss experiences in the socio-cultural paradigm (Harutyunyan & Poveda, 2018). According to Hojeij dan Baroudi (2018) “Learning happens within a social process, where interaction, scaffolding, and/or cooperation from a mentor or a more capable peer greatly aids in the learning” (p. 655). There, students extend their understanding when they are actively engaged in collaborative communities where they are supported by another or more experienced peers.

On the other hand, feedback is given by students to peers in order to assess students’ performance during the learning process. According to Hojeij & Baroudi (2018) “Peer feedback is a reliable and valid approach for encouraging students’ collaborative learning and increasing their engagement with their learning” (p.656). This approach is considered a tool for measuring student learning and achievement with various features of their abilities to think critically and self-evaluate (Boase-Jelinek, Parker & Herrington, 2013).

The reason is that peer feedback ultimately helps improve students’ knowledge and skills. In short, through the feedback given by peers, students will be able to know their abilities in general.

In addition, peer feedback is needed in the public speaking activities. For the reason in basic communication courses, peer feedback is now a common practice in public speaking classes (Broeckelman-Post & Hosek, 2014). According to Li (2018), "Public speaking aims to convey information and ideas to certain public groups" (p.470). Therefore, public speaking is one of the most important students' skills that must be performed in an English-speaking class. Students are often encouraged by the teacher to provide peer feedback after public speaking activities carried out in the classroom and outside the classroom.

Regarding the importance of speaking, a teacher should direct students to be good speakers because it is impossible to succeed without hindrances. Students also find difficulties in speaking by producing mistakes before they require English proficiency. According to Hosni (2014) as cited Rababa'h (2005) showed that there are many factors that cause difficulties in speaking English among EFL students, some of these factors are related to lack of vocabulary and lack of motivation to speak in public. In addition to the feedback given by the teacher, students can also help their friends give feedback about their speaking performance.

In terms of learning objectives, students can be practiced providing valuable feedback and provide better suggestions for the improvement through peer feedback (Prins, Sluijsmans, Kirschaner, & Strijbos, 2005). It can get students know how they speak well in public and show the aspects of speaking

that should be improved by them, in other words students need feedback to facilitate their performance results.

Several studies conducted so far investigated peer feedback. Like research conducted by Poverjuc, Brooks, and Wray (2012) drew on the findings of a longitudinal case study, which investigated the writing experiences of five students who spoke English as an additional language (EAL). Altstaedter & Doolittle (2014) investigated American students' perceptions of peer feedback in college foreign language courses, the results show that peer feedback is perceived highly among students and that peer feedback has immediate benefits in terms of providing students with a chance to enhance the quality of their essays, including both global and local aspects. Duruk (2016) investigated that students who attend a preparatory program at Turkish state university change their perception of peer feedback after training them. The researcher found that training students on peer feedback yielded different results about their perceptions on peer feedback. Hojeij and Baroudi (2018) investigated students' perceptions and attitudes. The results have shown that peer feedback improves writers' text, helps in identifying their writing strategies, and develops their motivation and confidence.

In the previous research conducted by Hosek, Munz, Bistodeau, Jama, Frisbie (2017) examined data from 110 students enrolled in a basic communication course to determine their perceptions of the peer feedback process and the role of peer feedback for students in the peer feedback process. The results showed that students' perceive peer feedback as a form of

agency, influence, and skills building perceive their role as a content editor, audience/ body, and performance evaluator. Therefore to fill this gap, the researcher tried to investigate students' perceptions on peer feedback in English speaking at public speaking classrooms. Hence, this study is worth conducting and to find out students' perceptions of peer feedback.

## **1.2 Formulation of The Problem**

The problem of this research is formulated as: "What are students' perceptions on peer feedback in English Speaking at Public Speaking Classroom?" By adopting this question, it is expected to gain views points on how students perceive peer feedback in English speaking at Public Speaking Classrooms.

## **1.3 Operational Definitions**

**1.3.1 Perception** : Perception is about an object or event that occurs or the relationships obtained by conveying or concluding information and interpreting messages.

**1.3.2 Peer Feedback** : Peer feedback is the process of giving feedback carried out by students to other students or to their own peers. Peer feedback is also said to be an interactive learning process that allows students to respond or check other

people's work as well as their own work.

**1.3.3 English Public Speaking** : In a public speaking classroom, English public speaking is an activity of oral communication or speaking skills which is done directly in public or in front of a group of people using English.

#### **1.4 The aim of the Research**

This research intends to reveal and to know students' perceptions of peer feedback in English Speaking at Public Speaking Classroom.

#### **1.5 Significance of the Research**

##### **1.5.1 Theoretical**

This research provides the theory of peer feedback in EFL context focusing on students' perceptions in English speaking at public speaking classrooms.

##### **1.5.2 Practical Use**

This research will provide to the students and teacher the suitable pedagogical speaking course assessments to reveal students' perception toward it.

### **1.5.3 Empirical Use**

This research provides to expand students' perceptions of peer feedback when students learn in a public speaking classroom.