

CHAPTER 2

LITERATURE REVIEW

2.1 Students' perceptions of peer feedback

One important aspect of peer feedback is its impact on students' motivation to give and receive peer feedback as measured through their perceptions of the peer feedback experience (Carson & Nelson, 1998). According to Harmer (2007) noted that motivation is an internal drive that encourages someone to do something in order to achieve something. Afzal (2010) stated that "students' motivation is the element that leads students' attitude towards the learning process" (p.81). Promoting motivation to learn is one of the main principles for efficient education (Kim & W. Frick, 2011). Thus, learning motivation can be influenced by several learning activities such as providing feedback.

Khunaivi and Hartono (2015) claimed that students' perceptions of peer feedback in speaking class are to remind and correct their peers' mistakes and to find out their shortcomings, after knowing their shortcomings, students can provide input to their peers so that they can be corrected. Carson and Nelson (1998) identified several themes; specifically, students expressed a preference for negative comments, expressed a preference for teacher's comments, perceived peers' comments as ineffective, and perceived the effectiveness of peer feedback differently based on cultural differences.

According to Gamlem & Smith (2013), "Not only is feedback potentially threatening, yielding a sensitive dimension, but the usefulness

(utility) of feedback forms a unique perceptual dimension, asking which students may vary” (p. 156). King, Schrodts, & Weisel (2009) say that more students need to experience feedback as useful, and teachers need to find ways to make feedback more useful. Learners interpret feedback information according to reasonably stable and relatively potent systems of beliefs concerning subject areas, learning processes, relations and the products of learning (Andrade, 2010).

Likewise, Tsui & Ng (2000) identified several results of peer feedback; specifically, peer feedback (a) enhanced students’ sense of audience, who therefore viewed their peers as the real audience; (b) raised students’ awareness through their giving and receiving feedback, and thus contributed to helping students transfer the ability to spot their own; (c) encouraged collaborative learning and negotiation of meaning among students; and (d) fostered a sense of text ownership among student writers, especially since students viewed their peers’ comments as lacking authoritativeness, which let them decide whether to incorporate their peers’ comments into their final drafts without feeling compelled to do so.

As indicated in the study Carson and Nelson (1998), students may perceive a singular focus on local aspect errors as unhelpful, which may cause them to become discouraged from giving and receiving peer feedback. Giving and receiving feedback can be developed if attention is given to some useful feedback attributes and how it can be given in ways that increase its contribution in learning. In this sense, it is important that students, as peer

feedback, recognize the significance of focusing on both global and local aspects in order to be able to provide meaningful feedback. By seeing those facts, it can be concluded that to create perception of students; peer feedback should be clear, helpful, objective, and encouraging in learning.

2.2 Peer Feedback in the learning process

Peer feedback has many important implications for student learning goals, learner empowerment, and career preparation (Poe & Gravett, 2016). As said by Konold (2004) states one purpose of feedback is providing important information and helping students become effective and efficient learners.

Peer feedback, in which students offer comments on one another's writing in written and oral formats through active engagement over multiple drafts (Stanley, 2011). By highlighting and weakness, the comments provide information about individual progress. It means feedback which must be clear so students can know how they have done, what parts are lacking, and which parts are good. According to Lin and Yang (2011), "Peer feedback allows students to interact with peers by providing comments on others' writing, engendering a social space for communication and discussion" (p.89). Also, Lewis (2002) states that "The purpose of feedback is a form of motivation" (p.4). Peer coaching and feedback can encourage cooperative learning and increase learner motivation (Asghar 2010). Therefore, motivating or encouraging aspects must be included in feedback.

In this study, peer feedback is an activity to give suggestions, comments, and errors correction between student and students in pairs. Also, the teacher may give a feedback guideline to allow students to understand peer feedback better.

2.3 Public Speaking in an EFL Classroom

“Public speaking is one of the most important and effective ways of getting people’s ideas across” (Li, Gao, and Zhang, 2016, p. 53). “Public speaking aims to convey information and ideas to specific public groups” (Li, 2018, p. 470). Li (2018) argues that public speaking is a skill that one can learn with proper practice. Students improve public speaking through practice or develop stronger beliefs about public speaking by learning more about it (Stewart, Conell, Stallings, and Roscoe, 2019).

However, performing public speaking in English is not an easy task for EFL learners (Fuyuno, Komiya, Saitoh, 2018). The preparation of public speaking needs to consider a few elements like the situation in which the speech is delivered, the technique the speaker tends to use, and the expected response from the audience (Li, 2018). As said by Li, Gao, and Zhang (2016) noted that “the most important aspect of public speaking is what to say; in other words, how to help students choose an appropriate topic so that they are really able to form ideas in their mind and willing to share with others (p.54). According to Wan, 2011, 2013; Zhang, 2009, “that English public speaking can be an effective approach to help students develop communicative awareness, build confidence, use English in a comprehensive way, and more

importantly, enhance their critical thinking ability” (p.53). According to Li (2018), “Public speaking course not only helps students to further improve their oral English presentation skills, what’s more it is conducive to students to develop ideas, master communication skills and guide students to understand the charm of speech, improve their speech delivering skills” (p.472).

According to Mabuan (2017), “practicing public speaking in the classroom, whether individually or in small groups, can help students develop their confidence in preparing and delivering oral presentations” (p.2). Practicing oral presentations can also develop students’ listening, speaking, reading, writing, critical thinking, and higher order research skills (Ciarocca, 2015). Al- Issa and Al- Qubtan (2010) claimed that, “aside from building students’ confidence and decision-making skills in topic selection, performing oral presentations is an integrative approach that helps develop students’ English macro skills as they practice writing notes and scripts for their slides, read texts related to their presentation, speak to audience, and listen for questions and feedback cues from the audience” (p. 238). Finally, Munby (2011) as cited in (Nguyen, 2015) argued that performing oral presentations can develop self-directed learning and empowerment among students, help them identify their individual capacities, and enhance their presentation skills through peer feedback mechanisms.

Therefore, public speaking is a process of communication that is conducted orally about a thing or topic that will be delivered in front of

many people. Moreover, public speaking is a skill that the ability is more determined based on exercise, practice, or experiences.