CHAPTER 1
INTRODUCTION

1.1 Background of the Study

Peer feedback has a crucial role in the learning process. Students can play a more active role in learning by contributing and providing feedback. Chekol (2020) said peer feedback is interactive, making students take responsibility for their learning and motivating each other. Giving and receiving peer feedback becomes a form of self-evaluation by identifying weaknesses that need further development. Students' level of confidence in learning can increase through peer feedback activities. Kusumayanthi (2022) stated that students feel confident, know each other's weaknesses, and are motivated to learn. In this context, the benefits of peer feedback are not only limited to improving cognitive skills but also involve essential aspects such as collaboration skills and increasing student motivation and self-confidence.

Peer feedback is usually provided during the learning and teaching process, for example, in the English Public Speaking course. Peer feedback in public speaking courses provides the speakers with information on their performance and suggestions for future improvement, whether peer feedback is presented orally or in written. Each student performs, and their peers evaluate their performance objectively according to the format usually prepared by the teacher. This activity is expected to motivate speakers to continue speaking better in public and develop confidence in speaking English.

Feedback from peers can increase students' learning motivation by reflecting their growth mindset and positive academic motivation (Zhang et al, 2020). When they know the aspects that need to be improved and receive recognition for their achievements, students can increase their self-confidence to develop, which in turn becomes more motivated to study harder. This creates a collaborative and supportive classroom climate, which is critical for students' emotional and academic development. Hojeij and Baroudi (2018) also show that peer feedback increases learning motivation and student involvement in learning

and increases student abilities. In learning English, motivation is the key that influences student success or failure (Ai et al., 2021). Motivation will make students more concentrated and motivated to follow lessons (Uddiniyah & Silfia, 2019). With this motivation, students will be more interested and try as hard as possible to learn.

Previous research from Kusumayanthi (2022) examines how peer feedback influences students' skills in public speaking and their motivation levels. The research found that peer feedback has benefits for students. The peer feedback makes the students feel more confident speaking English, know each other's weaknesses, and get motivated to learn. Then, Musfirah (2019) also revealed the positive impact of peer feedback on students' public speaking abilities in her study, which focused on observations in speaking classes that implemented peer feedback. Musfirah found that constructive and positive feedback was more effective in increasing motivation compared to negative or critical feedback. This research also reveals that the preparation of the feedback instrument that the feedback provider will use must contain the aspects needed to increase ability and motivation. In addition, Chekol (2020), in his study, which focused on students' perceptions regarding the use of peer feedback on students' speaking achievement, found that students who were involved in the process of giving and receiving feedback felt more involved in learning and had encouragement stronger to improve their speaking skills.

The researcher found the use of peer feedback in public speaking courses at one university in Tasikmalaya to evaluate students' public speaking performance by the audience, which was their classmates. This provision of peer feedback is applied to informative speech material in semester two, where students present informative speeches with free themes, and their friends will then give written feedback. The peers have been divided randomly by the lecturer and the feedback form that must be filled out. After that, students give each other feedback as a reflection and then submit it to the lecturer.

It has been explained that previous research is focused on the influence of peer feedback on student motivation (Musfirah, 2019); this research also focuses on peer feedback on learning motivation but investigates more deeply the types of peer feedback that motivate students to conduct public speaking performances in a public speaking course. Unlike previous research from Kusumayanthi, which carried out direct observations and made field notes from the research place, this research conducted interviews by adopting Chi's concept (1996) regarding the types of peer feedback. The results of this research can provide insight into providing feedback that motivates students to learn, especially in public speaking courses.

1.2 Formulation of the Problem

The question of the research is, what are the types of peer feedback that motivate students to conduct speaking performances in public speaking courses?

1.3 Operational Definitions

The researcher provides three definitions related to this research to avoid misunderstandings about the terms set out in this research, as follows:

1.3.1   **Peer feedback**: The practice of assessment by one student of another student's performance by giving commands, critiques, or suggestions based on the criteria of the types of peer feedback to improve public speaking skills.

1.3.2   **Motivation**: Encouragement that comes from within oneself or from outside, which gives rise to the desire and enthusiasm to master public speaking skills and deliver speeches in public.

1.3.3   **Public Speaking**: An activity to convey ideas, messages, or opinions through an oral speech in front of an audience that involves communication skills with the aim of informing and influencing.

1.4 Aim of the Study

According to the research question, this research aims to investigate peer feedback that can motivate students to conduct public speaking performances in a public speaking course.

1.5 Significance of Study

1.5.1 Theoretical Significance

This research can add insights about types of peer feedback on EFL students' learning motivation to conduct speaking performances in a public speaking course.

1.5.2 Practical Significance

This research can be used by teachers to create appropriate feedback to correct students' speaking performance.

1.5.3 Empirical Significance

This research aims to expand EFL students' perceptions by focusing on types of peer feedback that motivates them to conduct speaking performances.