

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Peer Feedback

Peer feedback is a strategy that allows students to participate in the evaluation process, making them more informed about teaching and learning activities (Mercader et al., 2020). Peer feedback is a communication process through which students engage in conversations about performance and standards (Huisman et al., 2019). On the other hand, Roman et al. (2020) defined peer feedback as a part of assessment where students engage in reflective criticism of other students' performance and provide them with comments using predetermined criteria. It can be concluded that peer feedback is one of the assessment activities in the learning process, where students offer comments, criticisms, or suggestions on their performance or other work based on the criteria to improve their skills.

Chi (1996) has proposed a framework for categorizing learning feedback. The framework included four types of feedback: corrective, reinforcing, didactic, and suggestive. The researchers used the same framework to classify peer feedback revealed in this research. Chi's theory of peer feedback can provide a framework for understanding how certain types of feedback can increase student motivation. Using Chi's peer feedback theory, research can focus on how feedback from peers can help students develop their motivation specifically. This includes speech techniques that involve communication skills, the use of body language, and audience management. Applying the Chi theory can help identify the most effective type of feedback to improve both aspects.

Corrective feedback is effective in reducing students' incorrect information in their performance. This kind of feedback is used if students' information is erroneous or still has weaknesses, and then peers give feedback to point it out or correct it. This kind of feedback can effectively reduce the inaccurate information students may have involved in their performance. Corrective feedback emphasizes students' shortcomings and mistakes in their performance or work, for

example, grammar errors, pronunciation, and other skills in conveying topics (Kusumayanthi, 2022). Reinforcing feedback is given when what the student does is proper or correct. A positive feeling or recognition of the work is expressed. This kind of feedback sometimes occurs in situations where students may be encouraged without explicitly knowing the reasons. Several forms of reinforcing feedback proposed by Chi (1996) include praise and agreement. The praise is positive feedback from peers by showing appreciation for their superior appearance. Meanwhile, agreement in reinforcing feedback is a statement of agreement from the feedback giver regarding the delivery of the feedback recipient's performance.

Didactic feedback provides lengthy explanations when students make mistakes or provide inaccurate information. A lengthy explanation of this type of feedback is needed to direct students to the right side. In this kind of feedback, a peer may provide lengthy explanations when a student makes errors or provides inadequate information. In didactic feedback, lengthy explanations with a lecture tone are taken to direct the students on the right track. This didactic feedback helps the recipient understand the feedback given by their friend, whether it is about strengths or weaknesses. Suggestive feedback is also considered a kind of scaffolding. This type of feedback is used as a solution to correct deficiencies in students' performance or work results. This feedback also aims to improve students' performance even better than their already good performance. The suggestions given can vary depending on what needs to be improved. It is also possible for the giver of feedback to adjust the advice given to the character or learning style of the feedback recipient. In the phenomena observed by researchers, the classification according to Chi (1996) is suitable to the peer feedback used, so Chi's theory was adapted to the interview guidelines.

Peer feedback can give students good ideas and help them develop self-confidence. Kusumayanthi (2022) stated that peer feedback can be a solution to meet students' needs for receiving feedback to help them improve their learning process. Peer feedback encourages student participation and fosters communicative competence through two-way interaction. The peer feedback process engages students in the learning process, helps develop self-management, strengthens self-

assessment skills, helps build expertise, allows students to receive feedback more quickly, and promotes social interaction (Huisman et al., 2019).

Peer feedback can increase learning motivation, which can increase interest in learning. This is also supported by Hojeij and Baroudi (2018), who show that peer feedback increases learning motivation. Peer feedback is widely applied in learning because of the positive benefits above, which largely influence students' internal aspects, be it self-confidence, awareness of strengths and weaknesses, and motivation to learn. Peer feedback can be a strong motivating factor in learning English. With proper implementation, peer feedback helps students not only in improving their public speaking skills, but also in motivating them to continue improving.

2.1.2 Motivation

Motivation is a kind of internal drive that encourages someone to do something to achieve something. Motivation explains a person's actions, desires, and needs (Dornyei, 1994). Motivation can also be interpreted as a person's direction in behavior or what causes someone to want to repeat their behavior, and vice versa. According to Mese and Sevilen (2021), motivation combines effort, the desire to achieve language learning goals, and a supportive attitude towards language learning. Motivation moves us to do or not do something. From the definition above, it can be concluded that motivation encourages students to be more enthusiastic about doing something related to their goals.

Motivation is an essential aspect of the learning process. Motivation is the main support system for every student in the learning process, especially when learning English as a foreign language. According to Husna and Murtini (2019), motivation encourages students to learn a second or foreign language. Through motivation, students will be involved in planning goals, implementing actions, and evaluating results to better master English (Dornyei, 1994, as cited in Pham, 2022). Therefore, students must have the enthusiasm to build motivation that will help them learn English. When students are motivated to learn English, they try their best to achieve it.

According to Deci and Ryan's self-determination theory (1985), also cited in Borah (2021), there are two types of motivation: intrinsic and extrinsic. These two factors are essential for increasing student learning motivation. Intrinsic motivation plays a significant role in increasing student motivation. However, without extrinsic motivation, students will feel dissatisfied, impacting their performance in the learning process (Supriyono & Susmonowati, 2022).

Intrinsic motivation is based on humans' needs and enjoyment of their environment (Dwinalida & Setiaji, 2022). Moreover, every human being's needs are different. This can be one of the reasons people have different motivation levels. Supporting evidence was also found in research by Morris et al. (2022) that intrinsic motivation has potential effects that can improve individual outcomes. Additionally, intrinsic motivation is based on behavioral observations. Based on this behavior, it will give rise to a desire to do and learn something. This can also have an impact on student learning behavior. Learning behavior is one of the keys that will influence student achievement in English. Students with better learning behaviors will create better results, too. Apart from that, the learning process will be more enjoyable for them. Supriyono and Susmonowati (2022) also said the same thing: individual attitudes, personalities, education, and experience can encourage intrinsic motivation. Therefore, students' interest and enthusiasm in learning English are significant to building better performance in the learning process.

Extrinsic motivation is a type of motivation that comes from outside or external factors. According to Supriyono and Susmonowati (2022), everything obtained through observation, advice, or encouragement from other people is called extrinsic motivation. This means that feedback from other people is an example of extrinsic motivation. Apart from that, support from the social environment and feedback from others can also motivate them to learn English. In the English teaching and learning context, extrinsic motivation is the motivation that comes from outside the student (Dwinalida & Setiaji, 2022). This type of motivation focuses more on obtaining rewards from the social environment. The external environment, such as technological support, teaching facilities, feedback from friends or teachers, and teacher methods in the learning process, really encourages

students to achieve their goals. Chen and Liu (2023) found that students who were involved in peer feedback tended to have greater motivation to learn English. Peer feedback provides an opportunity for students to give each other constructive feedback, while motivation influences their learning attitudes and performance. External encouragement, such as getting rewards, avoiding punishment, and fulfilling social expectations, will help students focus more on the learning process and master English well. Students will receive rewards if they succeed in the learning process and master English. Therefore, students feel happy because of encouragement from outside, not within themselves.

It can be concluded that motivation is crucial in learning another language, such as English as a foreign language. For people who learn a new language, their motivation for learning is the key to success in mastering it. Apart from that, the contribution they get from life in society, especially from their friends, such as support, praise, or feedback, also plays a role as extrinsic motivation. It is also influenced by the importance of learning English according to people's desires and needs as intrinsic motivation.

2.1.3 Public Speaking

Speaking is one of the language skills that is very important to master. In the industrial era 4.0, speaking in public is crucial because information can no longer be limited. According to Lucas and Stob (2020), public speaking does not merely mean speaking in public. It is the means to express and deliver the speaker's notion or opinion to the public. Tucker et al. (2019) stated that public speaking is an organized, prepared, and deliberate effort to inform, entertain, or persuade a group of people through words, physical delivery, or visual or audio aids. When people do public speaking, they have important messages or ideas that they want to deliver to audiences. The speech cannot be considered public speaking without a message or purpose. Moreover, public speaking is different from talking to others in daily conversation. Public speaking is exceptional and cannot be learned by talking with your friends or family alone.

According to Lucas and Stob (2020), public speaking aims to provide informative and persuasive speech. Informative speech conveys information, knowledge, and understanding by describing and explaining objects, processes, concepts, events, and problems accurately and clearly. This speech is helpful for commenting, comparing, contrasting, and personalizing something from the speaker's point of view with clear words to make it easier for the audience to understand. Examples include teacher presentations in front of their students. Persuasive speech is used to persuade, create, strengthen, and change people's beliefs, actions, attitudes, and feelings by communicating persuasive messages and inviting critical thinking. In business, for example, persuasive speeches are essential to convince and gain clients' trust. Another example of a persuasive speech is a teacher who motivates and guides his students to do good, study diligently, or maintain cleanliness.

In public speaking, a speaking appearance that is fluent, correct, interesting, and easy to understand is required. So that, in practice, the audience can understand the meaning conveyed by the speaker. Therefore, mastery of topics and speaking in public need to be considered. Especially in the context of speaking English, which is more challenging. One way to improve your speaking skills is to take a public speaking course. Public speaking course in which students are prepared to speak in class. This course aims to help me become knowledgeable, understand the theory and basic principles of effective public speaking, demonstrate the ability to prepare and deliver an effective speech, and improve my listening and critical thinking skills (Iftikhar, 2019). This course is designed to provide theory and the opportunity to understand and improve communication skills in professional public speaking situations.

2.2 Study of Relevant Research

Several studies investigate the effect of peer feedback on students' learning motivation in speaking class. The study by Kusumayanthi (2022) focuses on the impact of peer feedback on students' public speaking. It has been revealed that peer feedback benefits students. From that peer feedback, the students feel more

confident speaking English, know each other's weaknesses, and are motivated to learn.

In addition, in their research, Musfirah (2019) focused on observing the use of peer feedback in speaking classes. They stated that peer feedback positively impacted students' public speaking abilities in their study, focusing on observations in speaking classes that implemented peer feedback. Peer feedback can positively impact a public speaking course if prepared well. The preparation of the feedback instrument that the feedback provider will use must contain the aspects needed to increase ability and motivation.

Chekol (2020) researched peer feedback based on EFL students' perceptions. The research results indicate that peer feedback is an interactive process that makes learners take responsibility for their learning and motivates them to improve their overall speaking achievement. Chekol (2020), in his study, which focused on students' perceptions regarding the use of peer feedback on students' speaking achievement, found that peer feedback benefits both the giver and the recipient. Apart from being able to motivate students to improve their speaking skills, students can play a more active role during learning.