# ABSTRACT

AURA SEKAR NURAZIZAH. 2024. **"PEER FEEDBACK IN SPEAKING PERFORMANCE: AN INVESTIGATION ON EFL STUDENTS' LEARNING MOTIVATION IN PUBLIC SPEAKING COURSE. "** English Education Department. Faculty of Educational Sciences and Teachers' Training. Siliwangi University. Tasikmalaya.

Peer feedback in public speaking classes helps students learn the strengths and weaknesses of their performance through other people's perspectives, which is expected to motivate students to improve their public speaking skills. Therefore, a relevant type of peer feedback is needed that motivates students to continue learning and trying to do better. This research aims to investigate the types of peer feedback that are relevant in increasing students' learning motivation in public speaking classes. A qualitative method with a descriptive case study design was applied in this research. It involved three students in the English Language Education Department at a University in Tasikmalaya, West Java, Indonesia. Data was collected through semi-structured interviews and then analyzed using data analysis proposed by Miles, Huberman, and Saldana (2014). Research findings show that the types of peer feedback that motivate learning in public speaking classes are corrective feedback, reinforcing feedback, didactic feedback, and suggestive feedback. Appropriate peer feedback can be an effective strategy for increasing learning motivation. By providing peer feedback, a collaborative classroom culture is created through a mutually supportive learning environment that directly involves students. The implications of this research can be used by teachers to integrate relevant types of peer feedback in the learning process to increase student learning motivation and improve student skills.

**Keywords:** Peer Feedback, Motivation, Public Speaking