Teachers' Perspective on Using Oral Peer Feedback in Public Speaking

Novita Sari Hidayat[1], Oikurema Purwati[2], Slamet Setiawan[3]

[1] Universitas Negeri Surabaya, Indonesia; novita.20031@mhs.unesa.ac.id
[2] Universitas Negeri Surabaya, Indonesia; pungki_unesa@yahoo.co.id
[3] Universitas Negeri Surabaya, Indonesia; slametsetiawan@unesa.ac.id

ARTICLE INFO	ABSTRACT
	Assessment activities are closely related to the process of learning activities that cannot be separated. There are three processes in teaching and learning activities. That is input, process and output. Peer assessment has an important role in an English learning process, especially in the realm of speaking. Input is the student himself, the process is related to the curriculum, teaching materials, and teaching methods. And output is the result of learning. Assessment is available in all three domains. Assessment is carried out before the learning process, when learning is carried out, and after learning is carried out. Because of the importance of assessment factors in learning, there are many forms of assessment during learning. One form of assessment that supports the process of learning English in the realm of speaking is peer assessment activities. Some researchers believe that peer assessment plays an active and beneficial role for both students and teachers themselves. This qualitative research aims to determine and evaluate the benefits of peer assessment and perceptions of four subject teachers in an upper secondary school as teaching material from the results of assessments conducted by their students. Data was obtained through semi-structured interviews containing opinions, challenges and benefits from the application they obtained from this oral peer feedback assessment method

Corresponding Author:
Novita Sari Hidayat
Universitas Negeri Surabaya, Indonesia; novita.20031@mhs.unesa.ac.id

1. INTRODUCTION

Speaking is difficult for English as a foreign language (EFL) students. Students must grasp grammar, pronunciation, fluency, and other speaking skills. (Cisneros & Ávila, 2022) It is not easy to master all of things; rigorous practice is required. Not only are components of speaking used in learning, but practically all social aspects use English as their language of communication. Furthermore, English is used in 85% of the study. Peer evaluation is a distinct type of assessment from general assessment. There is universal, tacit consensus that judgment serves two fundamental

goals. Specifically, as a summative (certification) and formative learning experience. (Liu & Carless, 2006). Many students are simply concerned with achieving good grades as their initial priority. According to (Carless & Boud, 2018), assessment can bring even more benefits to the learning process itself. Several alternative judgment procedures, which differ from one-way summative evaluation approaches such as standard testing, have been proposed. Formative assessment offers learners and instructors with feedback at various points in time, allowing learning and teaching to be adjusted. Feedback on student performance is an effective kind of assessment in learning to speak.

Topping defines peer evaluation as "an assessment that takes into account the amount, level, value, quality, or success of learning carried out by peers with the same status" (Keith Topping, 1998). According to Falchikov, as cited in (Liu & Carless, 2006), peer assessment is an assessment conducted by peers using appropriate criteria. He feels that peer feedback is superior to and has greater potential than peer assessment. Feedback is an essential part of the formative evaluation process. Formative assessment informs teachers and students on how students are performing in relation to the learning objectives in the class, as well as defined learning aims and clear lessons and assignments that communicate those targets to students. After providing constructive comments, assist students in developing goals, new ideas for themselves, and a plan of action to achieve those goals. When pupils know what they are trying to learn, they learn more effectively. Criteria can be used by teachers to actively compare their present work to their initial goals and take action to better the goals they will attain (Moss & Brookhart, 2012). And formative input is an important component of the process. In the same learning cycle, formative feedback entails making remarks, administering self- or peer-assessments, and then providing students with more performance chances. Feedback from additional student work must be able to prepare pupils for future learning (Suttrisno, Habibullah, & Ulya, 2023).

Because each student has unique learning traits and styles, it is critical to identify the optimal manner for each student to learn and adapt feedback to them. By imitating, teachers can help students develop the tools they need to receive feedback (Sackstein, 2017). Teachers can contract with students while offering feedback by articulating what they require and then doing their best to convey the feedback in a way that students can understand. (Swain & Lapkin, 1995) that interactive feedback can help students focus on their learning outcomes and understand their difficulties in learning English. Another meta-analysis on the role of corrective feedback reveals that it is an essential aspect in interactive research. This can aid in the acquisition of the target grammatical form in both short-term and long-term measurements.

The role of peer feedback in participant performance revealed that the amount of feedback received during the first round of evaluation (particularly meta-cognitive feedback such as "evaluating and planning" and "regulating and reflecting") was positively correlated with experiencing improvement from the first to the second round. However, several types of peer criticism had little impact on the development between the second and final rounds. Accordinggg to (Davies, 2006) he underlined the significance of evaluating student work through comments rather than ratings. According to the foregoing statement, the focus of this research is on two questions: (1) What types of oral peer feedback do teachers use to improve students' public speaking? (2) What difficulties does the teachers have when applying oral peer feedback to improve students' public speaking?

2. METHOD

This study will employ a qualitative research method with a case study methodology. According to Fraenkel and Wallen, a case study is a qualitative approach research that studies individuals, groups, or notable examples to produce an interpretation of a specific case or to provide relevant generalizations (Sidiq, Umar & Mifthacul, 2019).

Furthermore, qualitative research, according to (Ary, Jacobs, Sorensen, & Walker, 2013), attempts to provide in-depth insight and data holistically, rather than statistically. Qualitative research is inductive and exploratory in character, with researchers gathering data directly from what is

happening in the field without any artificial aspects in terms of both the participants and the conclusions to be created. As a result, by delivering a thorough rich narrative report on this study, the author is able to analyze students' mastery of speaking abilities through peer-to-peer feedback. This study included four EFL English teachers from one of the senior secondary schools. Several considerations were considered when selecting these four teachers. First, they are teachers at senior high schools where peer feedback may be used to improve future learning. Second, they come from diverse origins. They differ in age and teaching experience. In this study, a semistructured interview will be used. According to Gordon, an interview is a conversation between two people in which one party is the interviewer who asks the question and the other party is the interviewee or the person who provides answers concerning information with a specific aim (Sidiq, Umar & Mifthacul, 2019). In addition to data collection, the researcher employed interview techniques in order to gather clearer and fuller information from the teacher in order to answer the first and second study questions. The interview will be conducted immediately by asking the interviewee many questions. The benefit of using this data collection technique is that the researcher can learn about the students' feelings and opinions directly and completely, and the interviewer can change the questions even during the interview process, even if the questions were created and formulated beforehand (Ary et al., 2010).

3. RESULT AND DISCUSSION

For the first research question is dealing with types of oral peer feedback do teachers use to improve students' public speaking. In this result besed on varied teachers have varied perspectives on this issue. Researchers can describe the following responses as follows:

Teacher 1: I routinely used peer feedback in my classroom, particularly during speaking activities. Because I believe that peer comments can encourage kids to be more active and involved in the activity. Students will obtain several benefits by providing feedback to their friends. They will discover jointly what areas they need to improve on, as well as their weaknesses and strengths. For the initial feedback, most students will comment on their performance. They also give suggestions on how to pronounce the word correctly and advise on the emphasis and expression for students who have a decent level of speaking. As a result, other students will learn alongside you and exchange their thoughts. Teacher 2: When practicing a discussion, I always incorporate peer feedback. When a student has a high level of speaking ability, she or he will directly correct the word and perhaps offer an appropriate word that is commonly used in comment discourse.   Teacher 3 rarely used peer feedback; she only used it for a specific exercise in speaking. She began with praise from peers and then moved on to criticism or comment.   Teacher 3: I almost never used peer feedback. However, I have used peer feedback and it can be counted. I only used peer feedback when students had a presentation or performance assignment. Before offering criticism, I normally ask students to pay attention and write down what their strengths and weaknesses are when presenting or performing. When it comes time to give comments after their classmates' presentations, the students will initially praise them with claps or say, "Good presenting for you." Following that, the student will read the previous comment. Teacher 4: has a different perspective on peer feedback; she believes that if a student does not speak English well, it will be difficult for them to provide comments on their peers' work. As a result, she rarely, if ever, employs this strategy.

According to the findings, three out of four teachers have developed a feedback-based assessment system for their students. In their English lesson, they also use peer feedback. All of these teachers stated that they provided feedback on their students' speaking performance in the form of suggestions (K. Hyland, 2002), criticism, praise, and comments (Chien, Hwang, & Jong, 2020). Criticism, suggestions, input, or comments on student performance are the most prevalent types of feedback utilized by EFL teachers in an East Java school. These four feedback characters have a significant impact on their capacity to talk. This is consistent with the idea that criticism is a type of negative feedback based on unhappiness with the outcomes of other people's performance (K.

Hyland, 2002). While praising is defined as "an act of giving appreciation to others for some characteristics, attributes, skills, etc." (F. Hyland & Hyland, 2001)

The most useful feedback is always geared toward helping students develop. If comments do not provide guidance on "where to next" or "how to improve the work," grades may be the sole useful indicator. However, if grades are presented without any other information, it may be difficult to interpret what could be preserved for current or future improvement. They feel that giving students grades, comments, or both after class is the most significant and desirable kind of feedback. This is consistent with the belief (Davies, 2006) that the phrase "assessment" is frequently taken as "tagging, ranking, measuring, or rating," and as a result, "peer assessment" is primarily viewed as students valuing one another.

Praise and criticism are significant components of teaching and learning situations, but they are also tools for guiding learning processes. The teachers in this study were fully aware that the types of comments they made had a significant impact on learning, both directly and indirectly, and that these two categories of feedback also contributed to the creation of interpersonal situations conducive to learning (F. Hyland & Hyland, 2001). It was also discovered that, unless they required student responses, most of the comments were frequently ignored by students if they were not accompanied by a time allotment for students to read the comments, leaving no opportunity to use them in enhancing learning or determining to what extent they learned.

However, one of the teachers believed that delivering feedback and applying it to learning should be done by students who have a strong command of the English language. Because providing feedback to students who do not speak English will make it difficult for them to comprehend the input. Previous research has shown that students who struggle to speak English find it more difficult to understand and accept comments from their teachers (Wenqing, Chunhua, Junnan, Xiaolu, & Xuexiao, 2021).

According to Falchikov, as reported in (Henderson, Ryan, & Phillips, 2019), the context of higher education does not support professors' ability to deliver effective and timely feedback to students. Some students are unsatisfied with feedback for a variety of reasons, including issues with the substance itself, such as confusing, questionable, unclear, or not precisely stated comments (Huxham, 2007). Timeliness issues, such as being too late in the subject to be employed (Hartley & Chesworth, 2000) and the influence of the feedback itself, such as remarks that are irrelevant and related to the next assignment (Boud & Molloy, 2013). Furthermore, frustrated educators may refer to increased workloads or students' refusal to use the technology.

For the second research question is dealing with the difficulties does the teachers have when applying oral peer feedback to improve students' public speaking? Teacher 1: Sometimes the students' grading isn't exact or objective, but I always remind them to go back over the criteria I've given with them for each student's grade. And more emphasis should be placed on class control. Because the classroom has come to life and students are more engaged in providing feedback, they frequently race to provide criticism, suggestions, and have disagreements with their peers. So the teacher's responsibility is to mediate those discrepancies. Allow each student to provide more explanation and reasoning for their feedback.

Teacher 2: For me, the problems include figuring out how to convey to students that all of the criticism and correction from their peers is part of the process of becoming better. And pay special attention to the student who is continually ridiculing when his or her friends use incorrect pronouns or words. Because sometimes when the teacher corrects a student on how to pronounce a word correctly, the student becomes a laughingstock because they rarely hear it and also associate the word with a bad meaning.

Teacher 3: The challenges, when I used peer feedback, I really had to pay more attention to the whole class because sometimes the students don't really pay attention to their peer's work, so as a teacher I have to remain them again to make sure that the student will be focused and know what they should do by giving feedback, and it can also take more time. While the students are still

learning how to give feedback, it takes a long time for me, and sometimes the students just criticize their peers' attitudes while presenting/performing. So I have to prepare carefully again and think of another strategy to ensure students truly understand how to conduct a good and efficient presentation.

Teacher 4: Because I have never used peer feedback in my classroom. If you ask me about the challenge, I believe that the student's feedback is not really useful to their peer work. If the student's English skill level is low and they are still in the process of learning, I believe that the feedback from their peers is not accurate and perhaps not really relevant.

The first teacher noted that the most difficult aspect of using peer feedback was the inaccuracy of the findings given by pupils, such that the student who was assessed felt unhappy since his friend's skills were not better than his. Furthermore, the teacher has difficulty training the class since when offering criticism, the class comes alive, which eventually produces noise, and it is not uncommon for students to disagree. The teacher's role is also expanded by acting as a mediator for pupils who dispute with one another. In the last few years, there has been a rapid development of scholarly writing on feedback (Liu & Carless, 2006). To improve feedback practices, a more basic rethinking of the curriculum of evaluation and feedback placement is required. It will be feasible to make feedback more robust - primarily focused on learning needs and teacher needs - by understanding the basis for assessment and feedback as relevant to the curriculum.

While the second teacher believed that the difficulty in integrating peer feedback to English learning was that students rarely listened to new vocabulary, some of the word seemed humorous to them and they ended up making fun of each other. Due to a dearth of terminology in their vocabulary dictionary, the new vocabulary they hear appears odd, prompting criticism. The teacher's involvement in managing the class is critical in this scenario. There is learning what students can disconnected, unmotivated, many students are not active learners, but are meant to be "taught", or in other words, "instructed," they wait a lot without a strong desire to acquire new language without being instructed by the teacher. If nothing can be done to change the situation, perhaps only model teachers give feedback and encourage students to evaluate and assess their own development (Boud & Molloy, 2013).

Another challenge is communicating the purpose of peer feedback to students. Many students still assume that providing peer critique is exclusively for highlighting shortcomings. The teacher's responsibility here is to clarify that providing feedback is also important for their advancement by providing mutual assessments. And the third teacher perceived his greatest problem to be when he had to offer his complete focus to the class. Because, as is well known, offering feedback entails not only criticizing but also making constructive suggestions.

The potential for students to take an active role in the management of their own learning is a student's conceptual motivation for doing peer assessment and peer feedback (Liu & Carless, 2006). When this factor is met, the teacher is no longer too focused on his students. He can concentrate on the ongoing evaluation process.The fourth teacher's perspective on the difficulties encountered when using peer feedback is the inaccuracy of an evaluation, given that the pupils being assessed are not better than their friends in English. Furthermore, because of their limited vocabulary, their buddies do not grasp what the other person is saying.

4. CONCLUSSION

The second teacher favors the practice of praising and criticizing. People prefer to receive positive feedback such as praise rather than criticism, according to (Chien et al., 2020) delivering feedback in the form of criticism, according to him, helps students grow their speaking skills more than delivering criticism since, according to him, giving criticism has no effect on students' speaking talents.

According to these data, using the evaluation method and offering feedback is very beneficial and has an effect on students' speaking development. Feedback for educators can be utilized to

determine whether the subjects or skill areas that have been adopted need to be improved or continued, and whether it will consistently improve student learning accomplishment. Feedback on student motivation should focus on: a) the quality of student work rather than comparing it to other students' work; b) specific strategies to enhance student work; and c) an increase in student work compared to earlier work, according to Crooks (2001), as mentioned in. Learning in high school will be more effective if accompanied with training or assignments. Feedback allows educators and students to determine the amount to which students have mastered the training content or assignments provided in Processes and activities for teaching and learning. Bait Educators submitted feedback Student work is a way for students to demonstrate mastery of the concepts learned in class. As a result, in The assessment must be carried out by educators. Consider feedback to be one of the components, and it should be done in a systematic, periodic, and planned manner in order to boost student speaking abilities.

According to these data, using the evaluation method and offering feedback is very beneficial and has an effect on students' speaking development. Feedback for educators can be utilized to determine whether the subjects or skill areas that have been adopted need to be improved or continued, and whether it will consistently improve student learning accomplishment. Feedback on student motivation should concentrate on: a) the quality of student work rather than comparing it to other students' work; b) specific approaches to enhance student work; and c) an increase in student work compared to earlier work. Learning in high school will be more effective if accompanied with training or assignments. Feedback allows educators and students to determine the amount to which students have mastered the training content or assignments provided in Processes and activities for teaching and learning. Bait Educators submitted feedback Student work is a way for students to demonstrate mastery of the concepts learned in class. As a result, educators must administer the assessment. Consider feedback to be one of the components that should be carried out in a systematic, periodic, and scheduled manner in order to help pupils.

REFERENCES

Ary, D., Jacobs, L. C., Sorensen, C., & Walker, D. (2013). Introduction to Research in Education: Cengage Learning. *Journal Of Correctional Education*, 9–22.

Boud, D., & Molloy, E. (2013). Rethinking Models of Feedback for Learning: The Challenge Of Design. *Assessment and Evaluation in Higher Education*, *38*(6), 698–712. Https://Doi.Org/10.1080/02602938.2012.691462

Carless, D., & Boud, D. (2018). The Development of Student Feedback Literacy: Enabling Uptake of Feedback. *Assessment and Evaluation In Higher Education*, *43*(8), 1315–1325. Https://Doi.Org/10.1080/02602938.2018.1463354

Chien, S. Y., Hwang, G. J., & Jong, M. S. Y. (2020). Effects of Peer Assessment Within the Context of Spherical Video-Based Virtual Reality on EFL Students' English-Speaking Performance and Learning Perceptions. *Computers And Education*, *146*. Https://Doi.Org/10.1016/J.Compedu.2019.103751

Cisneros, C. P., & Ávila, M. R. R. (2022). Influence of Peer-Assessment on Speaking Skills. *Peer Assessment For Speaking Skill*, (June), 19.

Davies, P. (2006). Peer Assessment: Judging The Quality of Students Work by Comments Rather Than Marks. *Innovations In Education And Teaching International*, *43*(1), 69–82. Https://Doi.Org/10.1080/14703290500467566

Hartley, J., & Chesworth, K. (2000). Qualitative and Quantitative Methods in Research on Essay Writing: No One Way. *Journal Of Further And Higher Education*, *24*(1), 15–24. Https://Doi.Org/10.1080/030987700112282

Henderson, M., Ryan, T., & Phillips, M. (2019). The Challenges of Feedback in Higher Education. *Assessment and Evaluation in Higher Education*, *44*(8), 1237–1252. Https://Doi.Org/10.1080/02602938.2019.1599815

Huxham, M. (2007). Fast And Effective Feedback: Are Model Answers The Answer? *Assessment and Evaluation In Higher Education*, *32*(6), 601–611. Https://Doi.Org/10.1080/02602930601116946

Hyland, F., & Hyland, K. (2001). Sugaring The Pill Praise and Criticism in Written Feedback. *Journal Of Second Language Writing*, *10*(3), 185–212. Https://Doi.Org/10.1016/S1060-3743(01)00038-8

Hyland, K. (2002). Directives: Argument and Engagement in Academic Writing. *Applied Linguistics*, *23*(2), 215-239+280. Https://Doi.Org/10.1093/Applin/23.2.215

Keith Topping. (1998). Peer Assessment Between Students in Colleges and Universities. *Review Of Educational Research*, *68*(3), 249–276.

Liu, N. F., & Carless, D. (2006). Peer Feedback: The Learning Element of Peer Assessment. *Teaching in Higher Education*, *11*(3), 279–290. Https://Doi.Org/10.1080/13562510600680582

Sackstein, S. (2017). Peer Feedback In The Classroom: Empowering Students To Be The Experts. *Ascd*, 129. Diambil Dari Https://Www.Amazon.Com/Peer-Feedback-Classroom-Empowering-Students/Dp/1416623663

Sidiq, Umar & Mifthacul, M. (2019). Metode Penelitian Kualitatif di Bidang Pendidikan. *Journal Of Chemical Information And Modeling*, *53*(9), 59–64. Diambil dari Http://Repository.Iainponorogo.Ac.Id/484/1/Metode Penelitian Kualitatif di Bidang Pendidikan.Pdf

Suttrisno, Habibullah, R., & Ulya, K. (2023). Pengembangan Media Pembelajaran Math Garden dalam Meningkatkan Kemampuan Numerasi pada Kelas II Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, *5*(2), 934–943.

Swain, M., & Lapkin, S. (1995). Problems In Output and The Cognitive Processes They Generate: A Step Towards Second Language Learning. *Applied Linguistics*, *16*(3), 371–391. Https://Doi.Org/10.1093/Applin/16.3.371

Wenqing, D., Chunhua, S., Junnan, Y., Xiaolu, C., & Xuexiao, C. (2021). Exploration of Geography Curriculum Reform Under STEAM Education Concept. *Creative Education Studies*, *09*(04), 1095–1100. Https://Doi.Org/10.12677/Ces.2021.94180