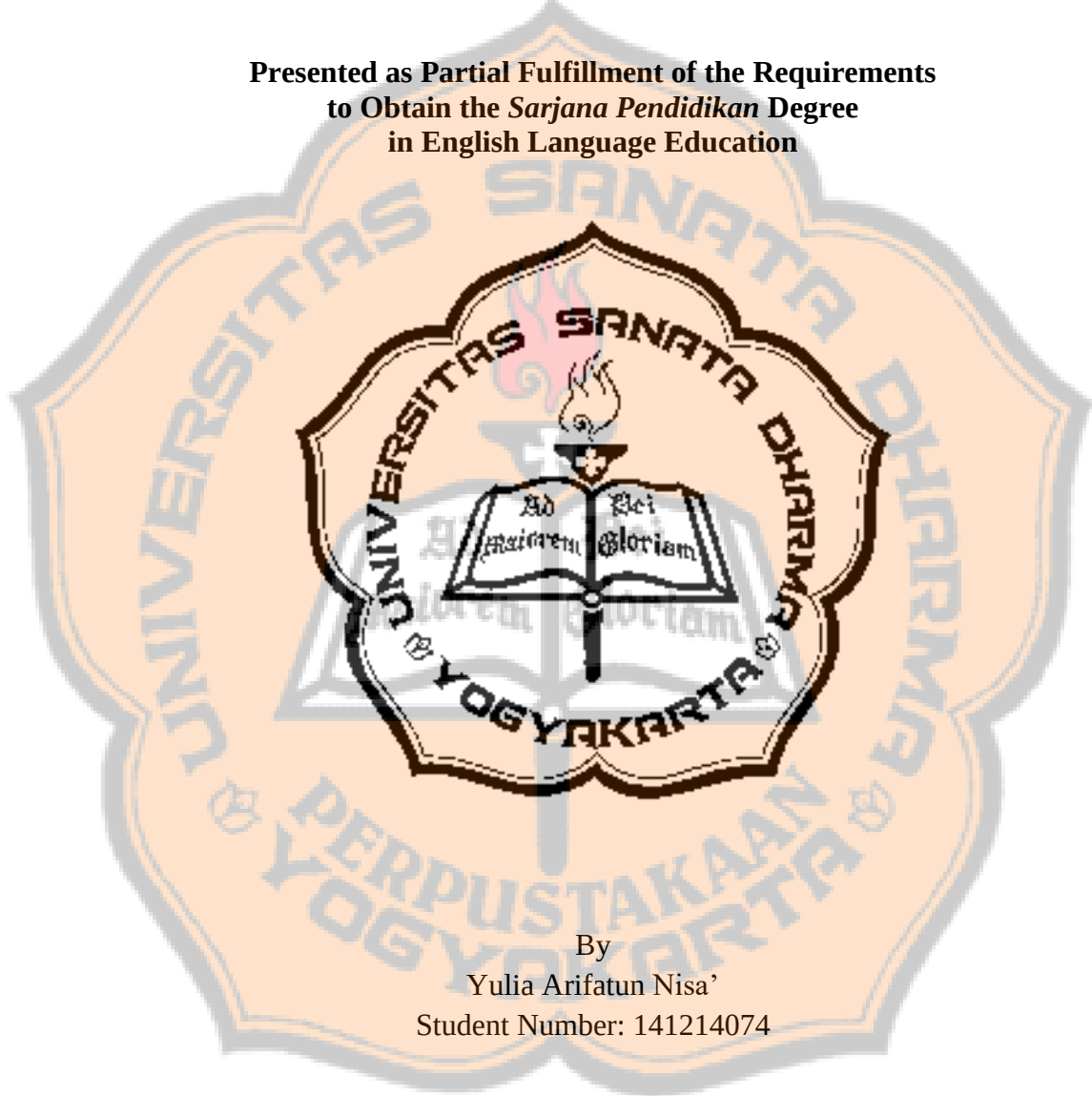


**STUDENTS' PERCEPTION ON THE USE
OF ORAL PEER-FEEDBACK IN CRITICAL LISTENING
AND SPEAKING 2 COURSE**

A SARJANA PENDIDIKAN RESEARCH PAPER

**Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree
in English Language Education**



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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2018**

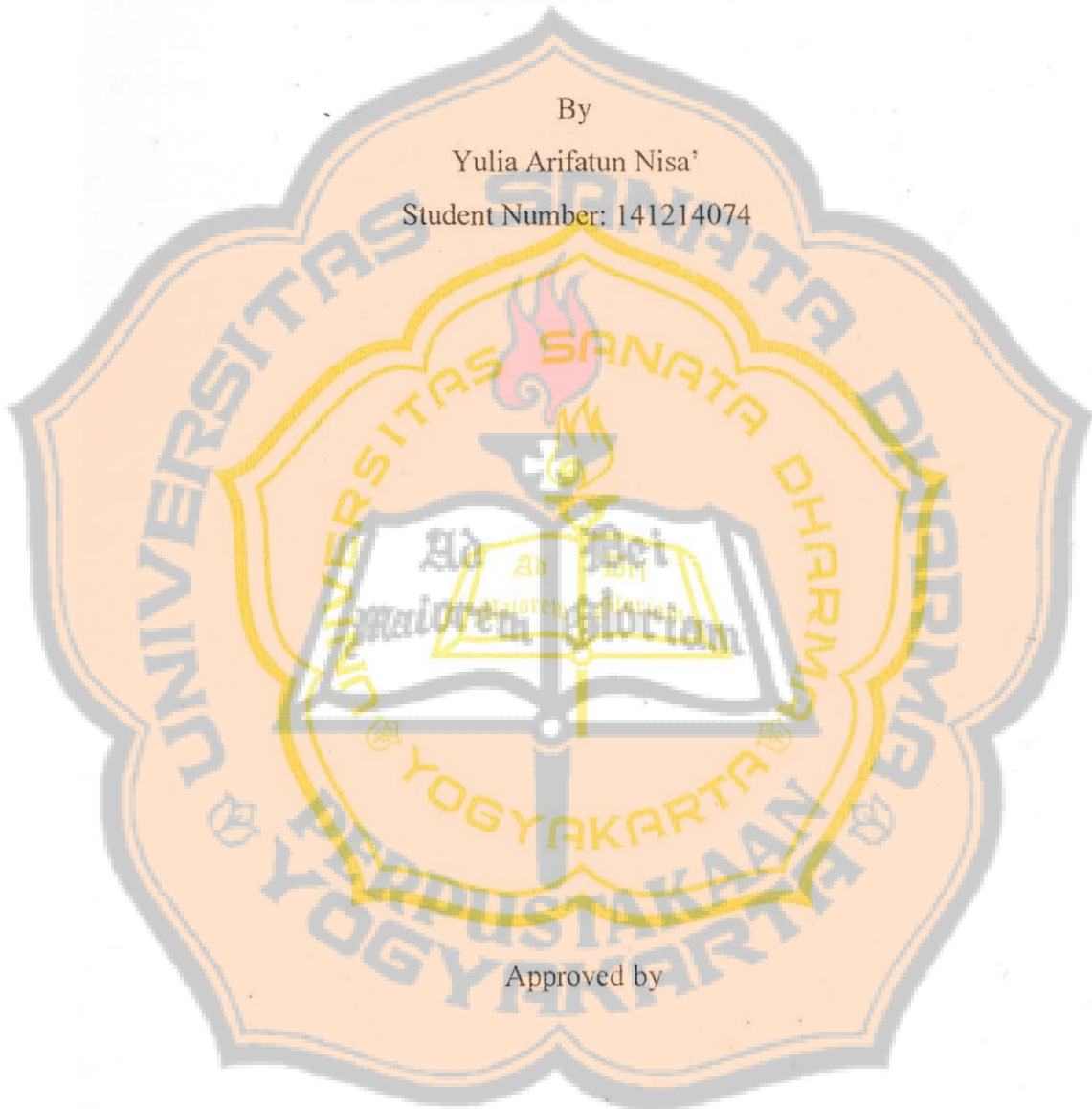
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Approved by

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Date

Dr. Retno Muljani, M.Pd.

13 September 2018

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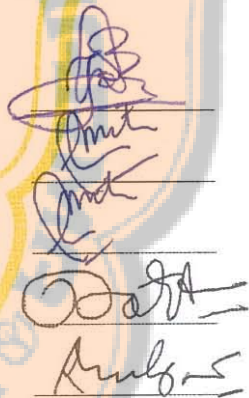
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Defended before the Board of Examiners
on 23 October 2018
and Declared Acceptable

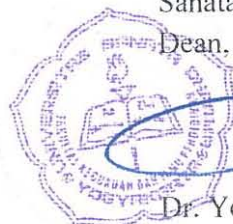
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The Writer



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ABSTRACT

Nisa', Yulia Arifatun (2018). *Students' Perception on the Use of Oral Peer-Feedback in Critical Listening and Speaking 2 Course*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Oral peer-feedback is one of many methods to enhance students' reading, writing, listening skill, and speaking skill. In Critical Listening and Speaking 2 course, especially on the speaking category, the students must perform an impromptu speech in front of their classmates and lecturer. After the students delivered their impromptu speech, they would get oral feedback from their friends. In this study, the researcher plans to uncover about students' perceptions on the oral feedback given by their peers. The researcher came up with a research question: *What are students' perceptions toward the use of oral peer-feedback after the impromptu speech?*

To answer the question, the researcher conducted a survey by distributing a set of online questionnaires via Google Form. The questionnaire consists of eighteen (18) questions. The first fifteen (15) questions were close-ended questions and the last three (3) questions were open-ended questions.

The result based on the close-ended questions showed that (1) there was indeed a process of oral feedback delivery in the class; (2) the students genuinely perceived that the oral peer-feedback was beneficial for them; (3) the students believed they would gain certain benefits from the oral peer-feedback; (4) the students still have mixed preference upon the form of feedback; (5) the students have mixed view on the benefits they gain from the oral peer-feedback; and (6) a vast number of students still prefer written feedback, compared to oral feedback, although the number is still relatively low at 30%.

The result based on the open-ended questions showed that (1) students felt positive feeling such as happy and comfortable upon receiving oral peer-feedback from their friends; (2) the students believed oral peer-feedback help them become more confident in terms of public speaking; and (3) the students sincerely believe that oral peer-feedback help improve their fluency.

Keywords: perception, oral peer-feedback, impromptu speech, critical listening and speaking

ABSTRAK

Nisa', Yulia Arifatun (2018). *Students' Perception on the Use of Oral Peer-Feedback in Critical Listening and Speaking 2 Course*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Umpan balik lisan adalah salah satu dari banyak metode untuk meningkatkan keterampilan membaca, menulis, mendengar, dan keterampilan berbicara siswa. Dalam kelas *Critical Lisetening and Speaking 2*, terutama pada kategori berbicara, para siswa harus melakukan pidato spontan di depan teman sekelas dan dosen mereka. Setelah siswa menyampaikan pidato dadakan mereka, mereka harus mendapatkan umpan balik lisan dari rekan mereka. Dalam penelitian ini, peneliti mencoba menemukan persepsi siswa tentang umpan balik lisan yang diberikan oleh rekan-rekan mereka. Peneliti mengajukan pertanyaan penelitian: *apa persepsi siswa terhadap pelaksanaan umpan balik lisan setelah pidato dadakan?*

Untuk menjawab pertanyaan tersebut, peneliti melakukan survei dengan mendistribusikan satu set kuesioner online melalui Google Form. Kuesioner terdiri dari delapan belas (18) pertanyaan. Lima belas (15) pertanyaan pertama adalah pertanyaan tertutup dan empat (3) pertanyaan terakhir adalah pertanyaan terbuka.

Berdasarkan hasil pertanyaan tertutup menunjukkan bahwa (1) memang ada proses pemberian umpan balik lisan di kelas; (2) para siswa benar-benar merasa bahwa umpan balik lisan bermanfaat bagi mereka; (3) para siswa percaya bahwa mereka akan mendapatkan manfaat tertentu dari umpan balik secara lisan; (4) siswa masih memiliki preferensi campuran pada bentuk umpan balik; (5) para siswa memiliki pandangan yang beragam tentang manfaat yang mereka peroleh dari umpan balik lisan; dan (6) sejumlah besar siswa masih lebih suka umpan balik tertulis, dibandingkan dengan umpan balik lisan, meskipun jumlahnya masih relatif rendah pada 30%.

Berdasarkan hasil pertanyaan terbuka menunjukkan bahwa (1) siswa merasakan perasaan yang positif, seperti senang dan nyaman setelah menerima umpan balik lisan dari teman-teman mereka; (2) siswa percaya umpan balik lisan membantu mereka menjadi lebih percaya diri dalam hal berbicara di depan umum; dan (3) para siswa benar-benar percaya bahwa umpan balik lisan membantu meningkatkan kefasihan mereka.

Kata kunci: perception, oral peer-feedback, impromptu speech, critical listening and speaking

ACKNOWLEDGEMENTS

This final paper has received continuous support from my advisor, family, and friends. Therefore, I would like to present my deepest gratitude to my advisor, **Ms.Dr. Retno Muljani, M.Pd.**, as well as **Ms.Yuseva Ariyani Iswandari S.Pd., M.Ed.**. Without their guidance, this final paper would not be finished.

My special gratitude goes for my beloved ones, my parents and Mas **Yoga**, for their endless love and support. I would also like to thank my friends, **Priska**, **Ayu**, and **Della** who continuously push me to finish this paper.

Yulia Arifatun Nisa'

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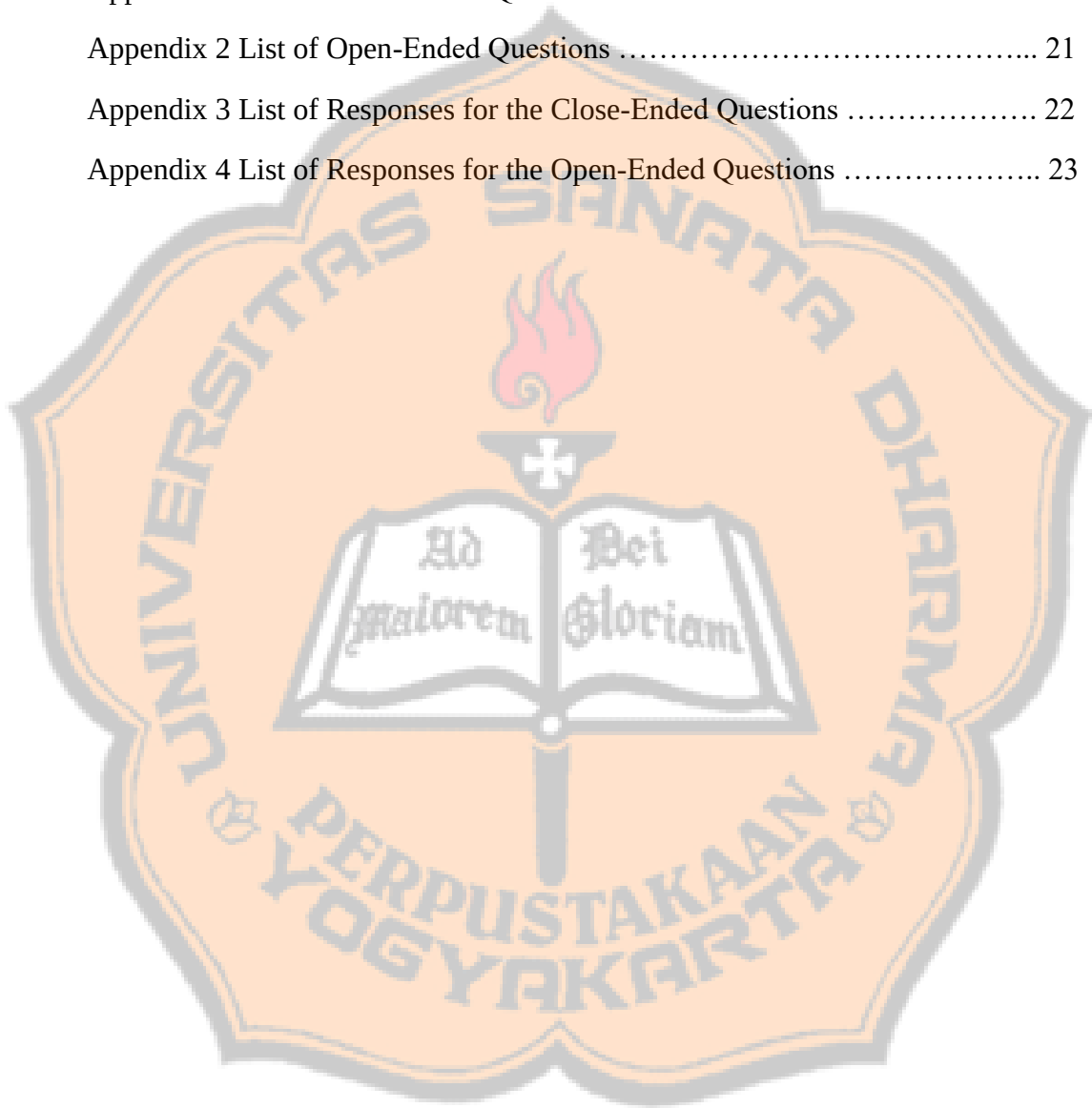
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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses two parts of the study; namely, the background of the study and the methodology. In the background of the study, the researcher discusses the investigated problem which provides a brief explanation of perception, peer-feedback, and impromptu speech. The importance of the study provides a research question and overview of the study strategy. The second part highlights the methodology employed in this study.

A. Research Background

Perception

Students' perception toward oral peer-feedback plays an important part in teaching learning process. The reason is that oral peer-feedback ultimately helps improve students' skills. If perceived positively, oral peer-feedback can encourage students to take extra care in order to improve their study. However, problems arise when the feedback is perceived negatively by the students. Kreitner (1992; p.126) states that perception will also lead to the change of attitude, motivation, and behavior. Moreover, Stiggins (2007) adds that students' emotional response is a determinant factor of success in learning. The two experts support the importance of perception to a student's success.

As for perception, notable experts have also come up with some definitions, including George and Jones (2012) that define perception as the

procedure by which people select, sort out, and translate the contribution from their five senses (vision, hearing, touch, smell, and taste) to give significance and request to their general surroundings. Additionally, Robbins (2001) declares that perception is a procedure in which individuals arrange and translate their tangible suppositions to offer elucidation to nature around them (p. 121). In other words, giving perception implies giving conclusions or communicating thoughts because of their senses to the earth. Thus, in this study, perception implies the conclusions and thoughts in light of students' senses about the learning procedure in their learning context.

Oral peer-feedback

Feedback is a remark on the students' execution or remark on the students' work. From a motivational point of view, Dornyei (2001) mentions that feedback increases learners' satisfaction and learning spirit which he calls as "gratifying function" of feedback. Giving feedback does not mean giving a review to the students.

In speaking skill, Turk (1985) states that oral feedback is an indispensable part of effective speech. As a crucial part, feedback in the verbal skill enables the students to enhance their speech since it gives data about speech execution. However, oral feedback should not offer praise after success in easy tasks (Graham 1994). Feedback should be given wisely by the teacher to the students, in order to deliver positive impacts.

Lewis (2002) declares that there are three sources of feedback, they are teacher feedback, peer feedback, and self-feedback. The first is teacher feedback.

The teacher can give feedback orally and/or written. Oral feedback is given orally after the students' performance. While, written feedback is usually given on paper after the students finished their performance. The second source is peer feedback. This feedback is given to make students to be more active in the class. Lewis (2002) states that oral peer-feedback is an input that comes from other students toward the one who asked for feedback that delivered orally. Oral peer-feedback is one of many approaches to diminish students' weariness in the classroom. The oral peer-feedback can be a useful and helpful method for the students. Also, the oral peer-feedback gives the students more opportunity to share and examine their speaking. The last source of feedback is self-feedback. It is used by the students to correct their own work. After the students accept the feedback from the teacher or peers, the students can correct their errors.

Impromptu speech

According to Chaney (as cited in Kayi 2006), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts." Thornbury (2005; p.2) adds that one of the essential features of speaking is that it takes place in real time, means that there is a direct oral interaction between the first individual to the others, for example like students tell their story to their classmates as a speaking practice in the classroom. Due to the time constraints that allow speakers only limited planning time, speech production requires real-time processing. In other words, it means that impromptu speech is rehearsed immediately.

Ross (1995) states that impromptu speech practice is one that is conveyed on the off the cuff without notification ahead of time or time for nitty-gritty arrangement. Moreover, as indicated by Koch (1995), impromptu speech practice requests the students to talk immediately since it only gives limited time for thinking or to be ready. While conveying impromptu speech, the speakers have a brief period to dissect the subject, gathering of people, or event. The speakers must think and react quickly to pick and arrange the material. The impromptu speech practice can bestow suddenness and straightforwardness to the conveyance. It can, however, likewise result in improper articulations, unexpressed musings, and dreariness (Koch, 1995).

Besides, Burns and Joyce (1997) also state that "...speech, far from being disorganized, has its systematic patterns and structures – they are just somewhat different from those in written language" (p. 7).

In this study, the students' speaking skills are tested by using impromptu speech to measure students' capability in speaking English. Speaking is a way to deliver messages, communicate with others, give arguments, and share the information.

In Critical Listening and Speaking 2 course, impromptu speech is one of the methods to improve the verbal skill of the students. In the classroom, the students take turn to give their impromptu speech, and later, their classmates should give oral feedback (peer-feedback) to their friend who had done the impromptu speech. In this case, the lecturer instructs the other students besides the one who will be giving an impromptu speech beforehand.

Based on those theories, there is a research question formulated in this research, namely, what are students' perceptions towards the implementation of the oral peer-feedback after the impromptu speech of Critical Listening and Speaking 2 course? This research provides information about how the students' perception towards the implementation of the oral peer-feedback after the impromptu speech of Critical Listening and Speaking 2. The result of students' perception in this study can be a consideration for the lecturers in English Language Education Study Program to choose impromptu speech as a way to measure students' capability in speaking English. However, the focus of this study is students' perception towards the implementation of the oral peer-feedback after the impromptu speech. Moreover, this research helps the students to know more about their strengths and weaknesses in speaking English. Also, this research can be a reference for the future researches in order to collect data about the impromptu speech.

B. Research Question

What are students' perception toward the use of oral peer-feedback after the impromptu speech of Critical Listening and Speaking 2 class?

C. Methodology

Ary, Jacobs, Sorensen, and Razavieh (2002) cite that a survey is a researcher system in which information was assembled by making inquiries on a gathering of people called respondents. Wiersma (1995) also says that a survey is

utilized to quantify attitudes, perceptions, or accomplishment in any number of factors in standard settings.

This research was conducted in English Language Education Study Program of Sanata Dharma University. The participants in this research were 22 students in 4th semester of English Language Education Study Program from batch 2016 who had already experienced about impromptu speech in Critical Listening and Speaking 2 course.

The researcher distributed a set of questionnaires related to the research problems to the students who had taken Critical Listening and Speaking 2 course using Google Form. As questionnaires are printed frames that solicit a similar inquiry from all people, it is utilized to record the respondents' answer verbally and also written (Gall, Gall, and Borg, 2007). The questionnaires were based on the blue print. In the process of making blue print, the researcher arranged the theoretical framework and then interpreted the blue print into statements.

In this study, the students filled the questionnaire and then answered eighteen questions on students' perception on the implementation of the oral peer-feedback after they delivered impromptu speeches.

There were two different sets of questions in the questionnaire. The first set is close ended question and the second is close ended question. In order to support the open-ended questions, Frankael and Wallen (2008) express that open-ended questions permit more flexibility of reactions and allow follow up by respondent which give a chance to the researcher to make extended inquiries

concerning the reactions. The blue print, full questions and responses were attached in Appendix 1, 2, 3, 4, and 5.



CHAPTER II

DISCUSSION

A. Review of related literature

In this section, the researcher will review the theories which are used to support this study and to answer the research questions. The theories are perception, oral peer-feedback, and impromptu speech.

1. Perception

As Altman, Valenzi, and Richard (1985) said, perception is "a man's perspective of the real world" (p. 85). Perception alludes to the path to seeing something. In other words, perception is the manner by which somebody comprehends or considers something (Al-Samarraie et al., 2016). Each has a different perception relying upon the specific circumstance, for instance, instruction, information, or culture. Those components impact the manner in which they see something.

Besides, despite looking at a similar object, different individual might have different perception, as perception is considerably past experiences. Wick and Pick (1978) take note of that perception and experience have a reliable connection. Therefore, if the students feel that learning together is gainful, the outcome would be positive.

In this study, the researcher is intrigued to discover the students' perception of the implementation of the oral peer-feedback in the Critical Listening and Speaking course.

2. Oral peer-feedback

We have distinctive methods for giving classroom feedback. We can give the input by oral and also written. Oral feedback can be communicated by positive or negative notes. Beneficial oral feedback propels the students to learn language with the inspirational disposition. Ordinarily students see the positive note and respond on it

As Lewis (2002) states that oral peer-feedback is an input that originates from different students. Peer-feedback is one of the numerous approaches to diminish students' weariness in the classroom. The peer-feedback can be a useful and helpful technique for the students. Also, the peer-feedback gives the students more opportunity to share and examine their speaking.

Hyland (2006) states that oral peer-feedback is a formative developmental process that gives students a space to share and talk about their speaking together. Oral peer-feedback can be one of the numerous methods for learning English intuitively. Also, the procedure of oral peer-feedback can be valuable since it winds up one of the numerous routes for students to learn. Lewis (2002) states that oral peer-feedback can be a fun and effective procedure of learning. The students can gain from speaking and correcting their friends. The students likewise demonstrate that they do utilize that peers' feedback in their up and coming speaking. Also, Hyland (2003) states that oral peer-feedback is a procedure to refine speakers' draft into a plain speaking.

As stated by Hyland (2003), the procedure of oral peer-feedback should be possible in numerous forms, yet ordinarily, peer-feedback activity consists of

allocating students into groups of two, three or four who talk and offer remark to each other. The students offer a remark to each other's speaking before they enhance it. Therefore, Lewis (2002) states that it is vital to advise the students that their friends will hear their speaking. Also, the teacher may give a feedback guideline to allow students to understand peer-feedback better.

3. Impromptu speech

There are four skills in learning English. They are speaking, reading, listening, and writing. Speaking is the most important to master in order to have good communication. To avoid miscommunication or misunderstanding people should have good communication from one to another. Nowadays people are not confident enough to speak in public. By doing an impromptu speech and getting feedback from the audience directly, students can learn from their mistakes and motivate themselves to have fluent and accurate speech. In this activity, the students' speaking skills developed because the students are "forced" to speak with good structures in limit time.

As indicated by Lucas (2015), impromptu speech is a speech conveyed with next to zero quick arrangement (p. 241). Likewise, the impromptu speech also frequently depicted as intuition on the spot or talking without any preparation (Beebe & Beebe, 2016, p. 259). It implies that the speaker needs to think rapidly and talk with no planning. Another meaning of impromptu speech is talking on the spontaneous (Gregory, 1987, p. 273). In like manner, it implies that the speaker needs to settle on a decent choice with no arrangements. To sum up, the

meaning of impromptu speech is a speech by a speaker that must be conveyed rapidly and unexpectedly.

An impromptu speech is a decent practice to enhance speaking skills since it trains somebody to think quick and talk suddenly. As Lucas (2015) said in regards to the significance of impromptu speech, the speaker dependably talks with no readiness. It implies that impromptu speech trains somebody to think rapidly in talking. In any case, the speaker needs to convey the speech successfully. To begin with, the speaker needs to think about the group of audiences (Beebe & Beebe, 2016; Mehl, 2017). The speaker should check who the group of audiences are and their interests, expectations, and knowledge. Second, the speaker should be brief (Beebe & Beebe, 2016; Mehl, 2017). Three minutes is the most likely time to talk in the impromptu speech. Third, the speaker needs to sort out the thoughts viably (Beebe & Beebe, 2016; Mehl, 2017). Fourth, the speaker needs to depend on the individual experience and information (Beebe & Beebe, 2016; Mehl, 2017). It happens because there is no chance to direct any research before conveying an impromptu speech, the speaker needs to talk from the experience and information. Fifth, the speaker needs to talk sincerely (Beebe & Beebe, 2016). The speaker does not have to make up data or give realities or assumes that they are not 100 percent certain. Last, the speaker should be wary (Beebe and Beebe, 2016; Mehl, 2017). If the subject of the impromptu speech is a sensitive topic, the speaker should be watchful while examining it.

The essential structure of an impromptu speech is an introduction, body, and conclusion. As Fredericks (2005) has explained, the impromptu introduction

rehashes the inquiry and after that answers it with three reasons, in this manner takes the theme from the general to the more particular and point to the body for additional information. The body at that point solidly develops the reasons with testimony, illustration, and statistics. The conclusion at that point repeats the inquiry replied with the three reasons. In this way, the conclusion takes the point from the body and sums up once more (p. 76).

B. Findings

1. Close-ended questions

The findings of the first fifteen (15) questions (close-ended) about oral peer-feedback following impromptu speech in Critical Listening and Speaking 2 Course are on the following page. The researcher decided to divide the responses based on the percentage of yes and no answers. The first category will group the questions that have 100 percent yes as their answers. The second category will highlight the mixed responses. The last category will specifically single out the question with the least amount of yes as the response. The answers from the respondents are translated into the following graph. See Appendix 2 for a list of the questions based on numerical order.

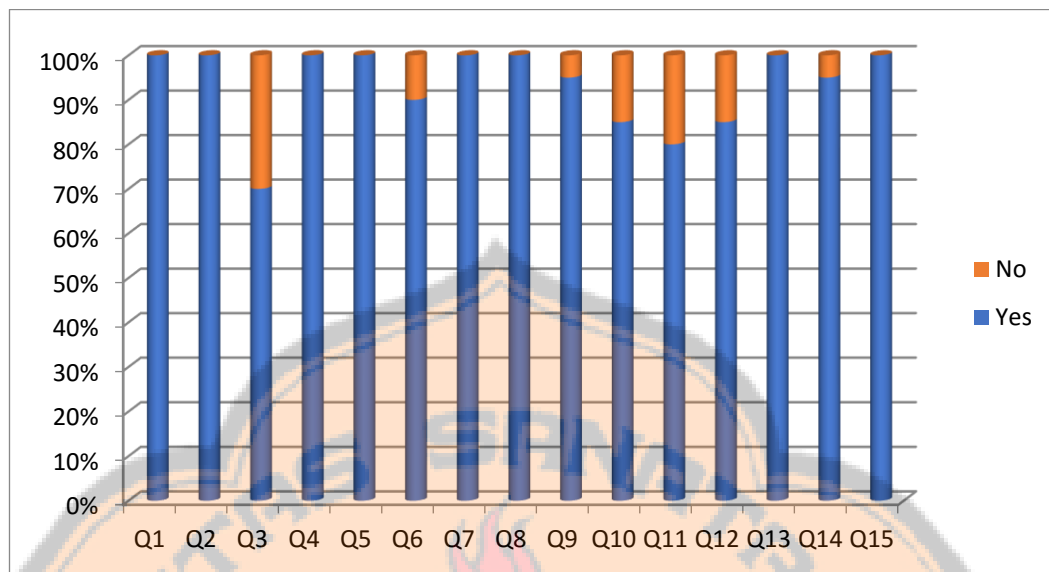


Figure 2.1 Students response on the close ended questions.

Upon looking into the responses for the first category, the researcher noticed the responses could be grouped into three different findings. Responses for Q4 and Q5 confirm that there was indeed a process of oral feedback delivery following in the class. Responses for Q1, Q2, and Q7 exhibit that the students genuinely perceived that the oral peer-feedback is beneficial for them. Responses for Q8, Q13, and Q15 exhibit the benefits that the students believed they would gain from the oral peer-feedback.

Upon looking into the responses for the second category, the researcher noticed the responses could be grouped into two different findings. Responses for Q3 and Q6 confirm the students still have a mixed preference upon the form of feedback. Responses for Q9, Q10, Q11, Q12, and Q14 exhibit that the students have mixed view on the benefits they gain from the oral peer feedback.

Upon looking into the responses for the third category or Q3, the researcher concluded that a considerable number of students still preferred written

feedback, compared to oral feedback, although the number is still relatively low at 30 percent.

2. Open-ended questions

The followings are the findings of the last four questions (open-ended) about oral peer-feedback following impromptu speech in Critical Listening and Speaking 2 Course. The researcher chose only two of the most representative answers from each question, in accordance to the purposive sampling method.

A. List of Open-Ended Questions

- Question 1 : How do you feel after receiving oral feedback from your friends (peer feedback)?
- Question 2 : To what extent does oral peer feedback help you to improve your speaking performance?
- Question 3 : Which speaking element has improved the most after getting oral peer feedback?

Table 2.2 Selected responses for open ended questions

Q	Selected Responses
1	<i>I feel good. It means they pay attention to my speech and they are willing to speak up for the sake of our improvement in speaking.</i>
	<i>Sometimes I regret my performance, but the feedback makes me happy, because I can know what makes my performance bad.</i>
2	<i>It helps me boost my confidence in public speaking</i>
	<i>It helps me become more confident. I makes me be able to organize my topic</i>
3	<i>Fluency</i>
	<i>Confidence. Accuracy. Fluency</i>

Upon looking into the selected responses for Q1, the researcher noticed that the students gain certain benefits from oral peer-feedback. As for selected

responses for Q2, the researcher noticed that the students believed oral peer-feedback help them become more confident regarding public speaking, in line with the goal of Critical Listening and Speaking 2 course. Lastly on Q3, the students believed that oral peer-feedback help improve their fluency, among other things such as confidence and accuracy.



CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

There was one question addressed in this study, namely what are students' perceptions toward the implementation of the oral peer feedback after the impromptu speech of Critical Listening and Speaking 2 Class. The findings of the study indicated that oral peer-feedback perceived positively by the students.

Based on the findings, oral peer feedback helps CLS 2 students improve their speaking performance. First, students state that it helps them identify their strengths and weaknesses. By knowing their strengths and weaknesses, they can focus more on what needs to improve. Second, they also claim that the feedback improves their confidence because their peers also mention the good things from their performance. Therefore, they become confidence. The next is improving their accuracy because the other students also focus on giving feedback of the grammar.

Another finding shows that oral peer feedback result on positive feeling such as happy and comfortable. In a nutshell, the findings show that the students enjoy getting oral peer-feedback. When they feel enjoy getting oral peer-feedback, they will feel motivated in learning. So, it will improve their speaking skill performance.

B. Recommendations

There are two recommendations which the researcher could recommend in this study: the first one is for the lecturers and the second one is for the future researcher as presented on the following pages:

1. Lecturers

The lecturers of English Language Education Study Program could combine oral peer-feedback and also written peer-feedback when giving feedback in the classroom. As shown in the findings, there are still some students that prefer the written feedback.

2. Future researchers

This study could become a reference for other future researchers who want to conduct a study regarding peer-feedback. This study could also be recommendation for other future researchers to conduct a study in written peer-feedback.

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APPENDICES

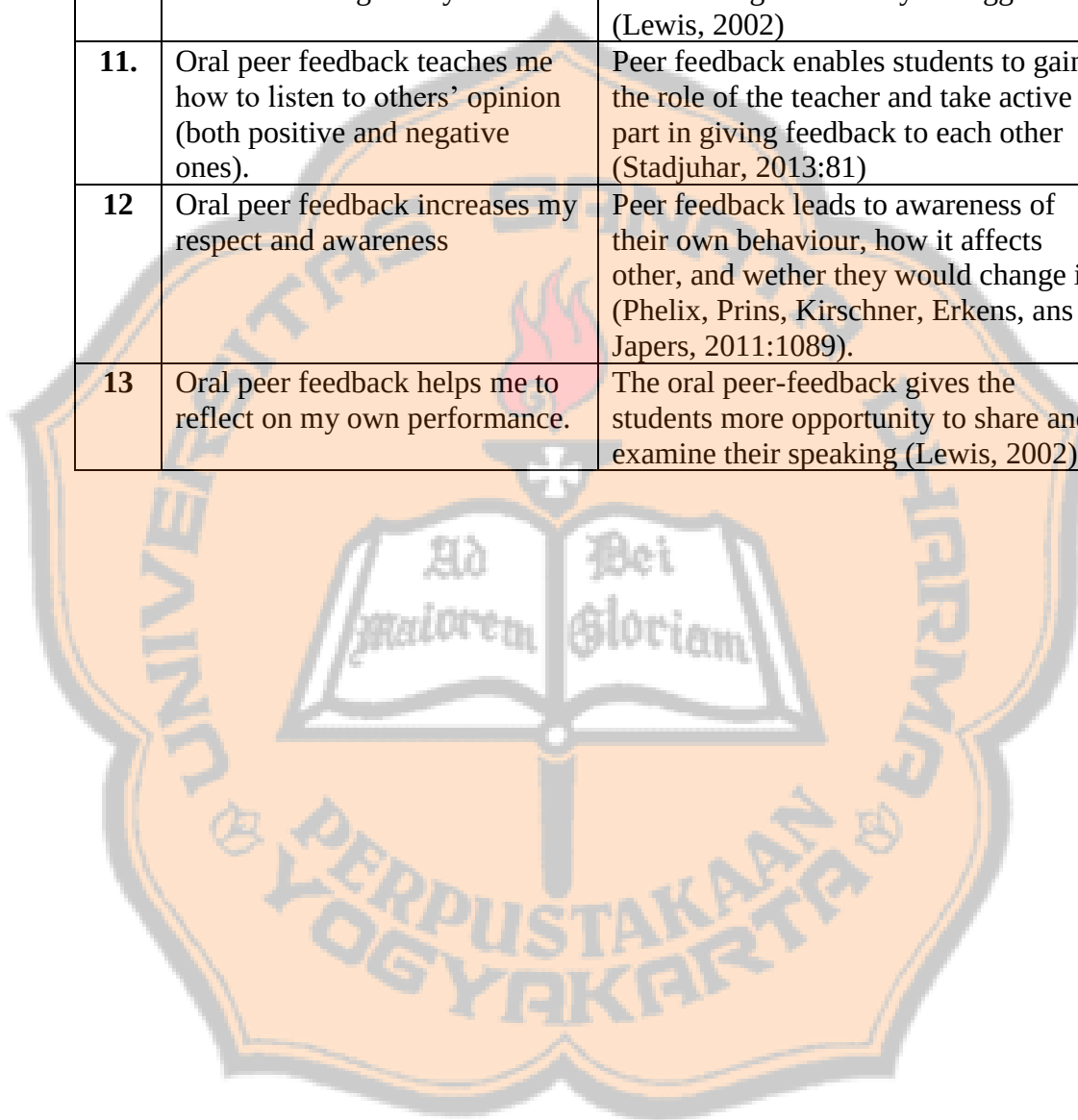


Appendix 1.

The Questionnaire Blueprint

No.	Statements	Theories
1.	Getting feedback is important for me.	Dornyei (2001) mentions that feedback increases learners' satisfaction and learning spirit which he calls as "gratifying function" of feedback
2.	I am motivated to receive both oral and written feedback.	"Feedback is viewed as a motivation and provides a reinforcing message that would connect responses to prior stimuli and provides information for learners to use in their previous responses" (Kulhavy and Wager, 1993)
3.	For impromptu speech, I'd rather receive oral feedback than written feedback.	Lewis (2002) states that oral peer feedback can be a fun and effective procedure of learning.
4.	My friends give me oral feedback after my impromptu speech performance. My lecturer gives me oral feedback after my impromptu speech performance.	"Feedback is always present in schools, and thus it has been studied before from different angles. One has, for example, looked at corrective feedback and the use of it both from teachers' and students' perspective (Lyster and Ratna, 1997)
5.	I am comfortable to receive oral feedback from my friends (peer feedback) to improve my speaking performance.	Kreitner (1992: 126) states that perception will also lead to the change of attitude, motivation, and behavior.
6.	I am comfortable to receive oral feedback from the lecturer to improve my speaking performance	Stiggins (2007) adds that students' emotional response is a determinant factor of success in learning.
7.	Oral peer feedback helps me know my strenghts and weaknesses in speaking.	Feedback may help the students to improve their performance to recognize the weakness and their strength (Brown and Glover, 2006)
8.	Getting oral peer feedback increases my confidence in speaking.	If the learnerss feel they can have effect on thei own learning, they will also more likely have motivaion and confidence (Westburg and Hilliard, 2001:2-8)
9.	Oral peer feedback helps me to	Feedback helps to improve learners'

	improve my accuracy. Oral peer feedback helps me to improve my fluency	accuracy and fluency (Freiermuth, 1998:7)
10.	Oral peer feedback increases my critical thinking ability.	By doing peer feedback the students can have a greter variety of suggestions (Lewis, 2002)
11.	Oral peer feedback teaches me how to listen to others' opinion (both positive and negative ones).	Peer feedback enables students to gain the role of the teacher and take active part in giving feedback to each other (Stadjuhar, 2013:81)
12	Oral peer feedback increases my respect and awareness	Peer feedback leads to awareness of their own behaviour, how it affects other, and wether they would change it (Phelix, Prins, Kirschner, Erkens, ans Japers, 2011:1089).
13	Oral peer feedback helps me to reflect on my own performance.	The oral peer-feedback gives the students more opportunity to share and examine their speaking (Lewis, 2002)



Appendix 2.

List of Close Ended Questions

- Question 1 : Getting feedback is important for me.
- Question 2 : I am motivated to receive both oral and written feedback.
- Question 3 : For impromptu speech, I'd rather receive oral feedback than written feedback.
- Question 4 : My friends give me oral feedback after my impromptu speech performance.
- Question 5 : My lecturer gives me oral feedback after my impromptu speech performance.
- Question 6 : I am comfortable to receive oral feedback from my friends (peer feedback) to improve my speaking performance.
- Question 7 : I am comfortable to receive oral feedback from the lecturer to improve my speaking performance.
- Question 8 : Oral peer feedback helps me know my strenghts and weaknesses in speaking.
- Question 9 : Getting oral peer feedback increases my confidence in speaking.
- Question 10 : Oral peer feedback helps me to improve my accuracy.
- Question 11 : Oral peer feedback helps me to improve my fluency.
- Question 12 : Oral peer feedback increases my critical thinking ability.
- Question 13 : Oral peer feedback teaches me how to listen to others' opinion (both positive and negative ones).

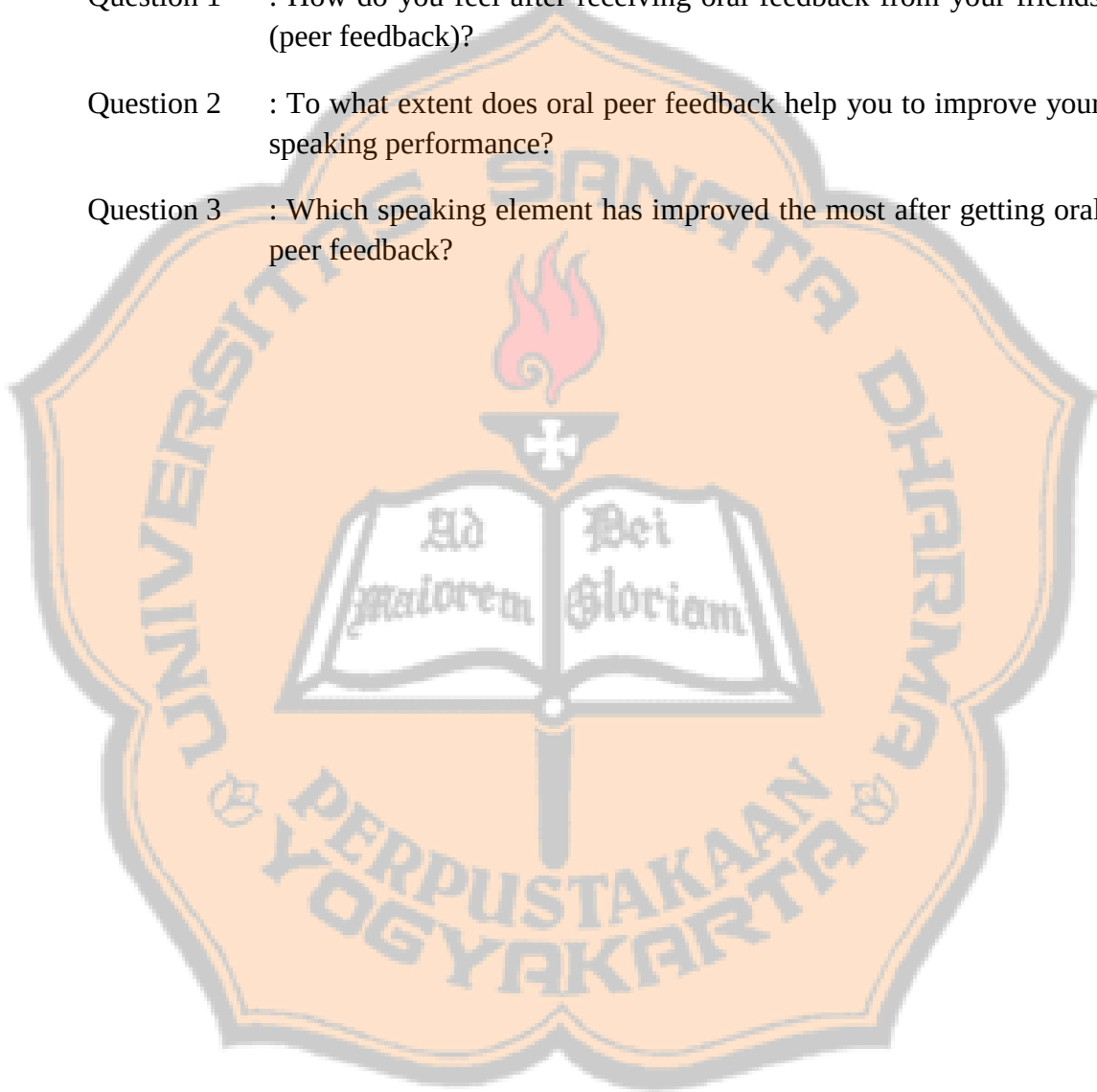
Question 14 : Oral peer feedback increases my respect and awareness

Question 15 : Oral peer feedback helps me to reflect on my own performance.



Appendix 3.**List of Open-Ended Questions**

- Question 1 : How do you feel after receiving oral feedback from your friends (peer feedback)?
- Question 2 : To what extent does oral peer feedback help you to improve your speaking performance?
- Question 3 : Which speaking element has improved the most after getting oral peer feedback?



Appendix 4.**List of Responses for the Close Ended Questions**

No	Questions	Yes	No
1	Getting feedback is important for me.	100%	0%
2	I am motivated to receive both oral and written feedback.	100%	0%
3	For impromptu speech, I'd rather receive oral feedback than written feedback.	70%	30%
4	My friends give me oral feedback after my impromptu speech performance.	100%	0%
5	My lecturer gives me oral feedback after my impromptu speech performance.	100%	0%
6	I am comfortable to receive oral feedback from my friends (peer feedback) to improve my speaking performance.	90%	10%
7	I am comfortable to receive oral feedback from the lecturer to improve my speaking performance.	100%	0%
8	Oral peer feedback helps me know my strengths and weaknesses in speaking.	100%	0%
9	Getting oral peer feedback increases my confidence in speaking.	95%	5%
10	Oral peer feedback helps me to improve my accuracy.	85%	15%
11	Oral peer feedback helps me to improve my fluency.	80%	20%
12	Oral peer feedback increases my critical thinking ability.	85%	15%
13	Oral peer feedback teaches me how to listen to others' opinion (both positive and negative ones).	100%	0%
14	Oral peer feedback increases my respect and awareness.	95%	5%
15	Oral peer feedback helps me to reflect on my own performance.	100%	0%

Appendix 5.

List of Responses for the Open-Ended Questions

1. How do you feel after receiving oral feedback from your friends (peer feedback)?
 - *Shocked cause I can see their thought about my performance*
 - *It is nice to get advices from someone who understands me and is in the same situation as me*
 - *It helps me finding my own mistakes*
 - *I'm happy and thankful. Then, I'll improve my weakness.*
 - *I don't think it will be enough, but it is necessary to obtain the lack in speaking from differ perspective.*
 - *Sometimes good friend is the one who is honest to you. When I did something wrong, I hope that someone will remind me. This proves the point that I'll really enjoy and I'll be thankful for friends who help me to improve.*
 - *sometimes i feel not really comfortable because of the present of my friends who listen my feedback, it makes me feel unconfidence*
 - *Rilex , not nervous too much*
 - *I feel good. It means they pay attention to my speech and they are willing to speak up for the sake of our improvement in speaking.*
 - *Appreciated.*

- *I feel happy because I know my friends are honest persons, so they said what they see and hear, they tell me everything that I need to fix, and they give me support.*
 - *I could know about my deficiency in front of my friend. They had the same way of thinking with me, so I could accept their feedback.*
 - *Know my false*
 - *Getting feedback by my friends, I feel appreciated, again. Some friends do not listen to me at all, but some still listen and give feedback to me. That is why I feel appreciated.*
 - *I feel really good because their feedback is a motivation for me to be better in the next impromptu*
 - *good because it means my friends are paying attention on my speech*
 - *Feel happy and excited because usually friends can speak more honest.*
 - *Lucky to have a friend that will to give those feedback.*
 - *Sometime I feel regret when I get bad result from performance. But with the feedback I feel happy, because I can know what the things that makes my performance bad*
 - *Ashamed*
2. To what extent does oral peer feedback help me improve my speaking performance?
- *accuracy*
 - *It helps me to boost my confidence in public speaking*
 - *It really helps me.*

- *Consciousness about the weak side from the performance that is needed to be improved.*
- *I think, for the same status level, we can get feedback as the condolence and it can make us relax.*
- *Maybe you still realise if you made grammatical mistakes, but you'll almost never realise your gesture, your eye contact, some trivial things you barely notice. This way, we can improve lots of things, including our physical appearance or movement by listening the audiences' POV.*
- *on grammar*
- *hjn*
- *It is pretty helpful. Sometimes friends can be so frank that it makes me realize my weaknesses. Also, it encourages me to develop better and better.*
- *Sometimes, it's about tips or my weaknesses.*
- *I can know my mistakes, so I can fix all of it gradually.*
- *It helped me a lot. My friends, they could see my mistake, they could see the positive things in my speaking, that couldn't be seen by me. So it helped me a lot*
- *Become more confident, and be able to organize my topic*
- *My confidence, ideas organization, and fluency is getting better after getting feedback.*
- *To my grammar, gesture, and accuracy*
- *voice volume and gesture*

- *Usually what i got from feedback make me want do better.*
 - *It really touch me in the eye*
 - *The oral feedback not really help me to improve my skill, but the feedback can help to motivate me to be brave to try.*
 - *It makes me realize my mistakes*
3. Which speaking element has improved the most after getting oral peer feedback?
- *Fluency (2)*
 - *ideas*
 - *Confidence. Accuracy. Fluency*
 - *Becoming more confident*
 - *Self-confidence*
 - *Gesture, some pauses, and then how to be presentable towards the audiences. Yeah, gesture....*
 - *public speaking*
 - *Movement, content and eye contact.*
 - *Impromptu speech.*
 - *Usually, fluency, because when*
 - *I speak infront of all my classmates,*
 - *I got nervous and it influences my fluency, so, after getting feedback, I can fix my fluency.*
 - *Many aspects. From the contents, gesture, eye contact, etc.*
 - *Confident*

- *I feel my confidence is the extent that is affected the most by oral feedback.*
- *Gesture and intonation*
- *voice volume, grammar, and gesture*
- *Grammar and pronunciation*
- *Gesture, eye contact, and critical thinking*
- *Impromptu Speech*

Voice volume, content

