Peer-feedbacks based application in teaching speaking and students' perception towards peer-feedbacks

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Abstract – Most of students in EFL class have less exposure and chances to speak with friends and colleagues in English. In the present study, students were situated in video. The peer feedback-based application was employed for guiding students to provide comments on peers' speaking performance. In order to investigate the peer feedback, an online observation was conducted in English education study program online class. The online questionnaire was also done to recognize the students' perceptions towards the peer feedbacks. The study results reveal some steps done in doing the peer-feedback-based application in terms of the learners' speaking aspect including pronunciation, grammar and vocabulary and fluency. Moreover, it was found that the students can give feedback comprehensively to their peers. The perception of students towards peer feedback is positive and significantly help students to improve their speaking ability. In conclusion students have to think about their feedback before sending to their peers' performance. The future research should find the effectiveness of teacher feedback-based application and the correlation with type of feedbacks.

Keywords: peer-feedback; application; speaking performance; students' perception

1. Introduction

There is a long discussion about the way to design assessment on students' oral skills. The discussion revolves around the question of whether we should encourage learning or test learning. Instead of contradicting these assumptions researchers have argumentation that two kinds of assessment should be applied to achieve our ultimate objective of teaching to improve student learning. Based on this, the experts propose a learning process-oriented evaluation framework that focuses on the goal of emphasizing students who are actively involved in activity of assessment. One of the key components of this strategy is feedback. Positive or negative feedback is possible. Positive feedback validates the accuracy of a learner's response to an activity. It may indicate whether the content of a learner's utterance is accurate or whether the utterance is grammatically proper. Positive feedback is considered significant in pedagogical philosophy because it helps learners feel supported and encourages them to keep studying (Ellis, 2009; Wajdi, 2018). Provide constructive feedback from students (peers and self) and teachers, and enjoy feedback in the feedback process (for example, use feedback to improve conversation). In its application, students are encouraged not only to become recipients of language knowledge, but also to become language producers and to be actively responsible for learning. Additionally, peer feedback may be limited to large classes. However, there are various challenges regarding the effectiveness of peer feedback, and teachers must be careful in selecting the types (Tseng & Yeh, 2019).

The teacher's function as a source of feedback is reversed as the method switches from teacher-centred to student-centred. This is so because recent approaches and methods to learning have placed a strong emphasis on the cognitive and autonomous development of learners. Peer feedback is one example of how student-focused evaluation strategies have advanced. Peer feedback is a procedure that involves interaction and allows students to discuss and set standards for their performance. The researchers discovered that the new assessment techniques that put a strong emphasis on assessment for learning include peer feedback on speaking performance. According to Ha (Ha et al., 2021) peer input has the ability to enhance student learning. Peer feedback can assist students in discovering their learning, identifying their strengths and weaknesses, focusing on areas that need improvement, sharing knowledge, and developing metacognitive skills (Triassanti et al, n.d.).

Feedback is strategy in teaching that involves students in assessing peers' work or outcomes by scoring or ratings and giving oral feedback (Hardi, 2020; Watrianthos et al, 2022). Peer feedback is defined as students grading the work or performance of their peers using relevant criteria (Hattie & Timperley, 2007). After obtaining peer evaluation, the pupils' overall speaking abilities significantly improved. This indicates that students frequently commented on each other's grammatical correctness, fluency, and vocabulary, which helped to enhance these speaking skills. Peer feedback was shown to be most beneficial for enhancing vocabulary, grammar, and fluency. Giving feedback, in particular, on their peers' pronunciation proved challenging for the students. In accordance with this finding, the students' English-speaking performance was much higher for those who employed the peer-assessment-based application technique than for those who did not.

Teacher have changed the pattern of feedbacks during the pandemic. There are changes in feedback practice giving by the teachers. The pattern changed positively in the feedback-giving motivation, design, and awareness of the relational nature of teacher feedback, and the next change was reducing the format of activities in feedback. The last was unchanged, underpinned by a conception of feedback as transmission of information. Some factors that influence the changes are including student readiness to uptake feedback, were also found (Jiang & Yu, 2021).

The majority of the teachers made a connection between their personal use of feedback and their awareness of how language skills assessment is used to support learning. The emphasis on testing, however, appeared to be part of a covert accountability system that obscured the real potential of assessment for learning for the teachers. The feedback practices of half the teachers were thought to be difficult because of aspects of marking, student interaction, and dialogic feedback. Regarding the usefulness of feedback for teaching strategy and self-control, the teachers disagreed even more. Although the majority of teachers emphasized the value of feedback for students' self-efficacy, unrealistic standards and grades were seen as obstacles to learning by students. We address the implications for education and professional development. (Vattøy, 2020).

Peer feedback can aid in learning since it forces students to take the assessment criteria into account. Typically, students examine their own work and compare it to that of others by using the rubrics that the teacher has provided. (Wu & Miller, 2020) found positive orientation towards the use of mobile technology showed by students and the teacher as a mean to improve performance in English speaking with in-class activity. In survey students rated some questions of the extent students responded the app helped them improving preparation for the assignment (Amrullah, 2023; Susanto et al, 2022) . The students' response that it helped them very much. This might not be surprising as all students really wanted to see if using smartphones can promote in their language progress. They also listed some benefits in the open-ended questions, such as direct and anonymous feedback, involving of the whole class, and the environmentally friendly and convenient-to-use app (Watrianthos et al, 2022; Handayani & Sudiana, 2015; Amrullah, 2023; Susanto et al, 2022) . Peer feedback not only improve students' vocabulary, grammar and etc but the implementation of online peer feedback into video blogging primarily benefitted students' expressive language skills such as gesture, speech volume, and the use of pauses and voice hesitations (Saito, 2013) .

Feedbacks uptake by the students has relation to some factors especially intrapersonal factors including tolerance of error, tolerance of feedback and writing self-efficacy (Lestari, 2023; Laksana et al, 2021). Interpersonal factors (feedback provider's language skills, as perceived by the feedback recipient). Students are divided into two groups and received the same feedback on writing performance they have done, provided by trained researchers' assistants. Half the students was managed to believe that feedback was given by a peer supposed to have stronger language abilities than themselves, however the other students was managed to believe that feedback was given by a peer perceived to have lower language abilities than themselves. Results showed that error tolerance was related to feedback tolerance, perceived language skills of the feedback provider positively related to the uptake of peer-feedback on writing style, and (3) error tolerance, feedback tolerance, and writing self-efficacy did not relate to peer-feedback uptake. These results emphasize the central role of errors in peer-feedback processing and they imply that the importance of interpersonal factors should not be discounted when planning and explaining peer-feedback uptake (Aben et al, 2022).

Though feedback has some advantages for students, it can also challenging for them. Based on a study done by Liu (Liu, 2022) peer feedback has some benefits for students, including giving them the opportunity to actively manage their own learning. In respect to standards, students also learn objectivity, which they can later apply to their own work. Students gain valuable information from peer feedback that can be used by individuals to create their own self-evaluations. It also gives students chances to develop and communicate criteria and standards. Since students must take the evaluation criteria into account, giving peer feedback can be helpful for learning. Typically, students use the teacher-provided rubrics to examine their own work and compare it to that of others. Students use their knowledge engage in interaction.

Collaborative learning is critically dependent on online peer input. This approach enhances learning and aids in the growth and improvement of both the provider and the receiver's metacognitive knowledge. Understanding the effect of feedback on collaborative knowledge improvement requires a closer look at the forms, specificity, and emotive character of the feedback. The outcomes demonstrated that pre-service teachers were assisted in raising the standard through peer feedback. It was discovered that constructive criticism and suggested criticism both helped the work to become even better. The responses to the input were also impacted by detailed comments as opposed to verification feedback with concise responses. Discussion is held regarding the implications of how online peer feedback promotes collaborative knowledge advancement (Tan & Chen, 2022). When students are aware of their learning objectives, teachers' input is more valuable. Path analyses revealed that students' perceived self-efficacy and EFL instruction, when mediated by perceived external goal orientation and self-regulation, positively influenced their assessments of teacher feedback practice (Chekol, 2020). Based on the background of the study the present study investigated to describe the process of peer feedback based application and to know students perception towards peer feedback.

2. Method

This section includes research design, data collection instruments, participants/sample, procedure of data collection, and data analysis.

2.1 Research Design

This research applied qualitative research focusing on process of implementing peer feedback and students perception towards peer feedbacks. The data of teaching process were collected though online observation in subject research proposal class. The students has done the class for one semester using this strategy.

2.1 Research participants

The participants of this study are 20 Students of English Education Study Program in Universitas PGRI Ronggolawe Tuban. They were the students had research proposal subject. The students' ability is heterogenous and most of them have average ability in speaking and writing.

2.3 Data Collection Techniques

The data of peer feedbacks process was collected by online observation in research proposal subject class. Students had joined class for sixteen meetings that were done online. The teacher made a class group in telegram in order to easily monitored the online teaching and learning process. Students had task to submit presentation video on group a day before the online meeting. In group teacher and students give feedbacks to the video based on the students' performance on students' speaking and writing the proposal. However the study focus on the process of students feedback in speaking done in form of presentation. The teacher give online questionnaire for all students and they fill in the questionnaire during the class.

2.4 Data Analysis

After the students did the presentation, all group members give their feedbacks on quizizz poll provided by the teacher. All students had to do the questionnaire. When all poll finished, the teacher sent to the presenter. Presenter would read the feedbacks. The students perception is also collected using online questionnaire with quizizz application with grade strongly agree, agree, disagree and strongly disagree.Data from the teaching process is classified based on the steps chronologically. Only the activities relevant to the research was classified. The poll is automatically analysed by the application. The poll result was concluded base on the percentage of students' answers.

3. Results and Discussion

In teaching research proposal subject, teacher prepared some applications to be used. Telegram group is the main media for teacher and students to communicate. In this group teacher send material related to research proposal, give instruction and reviewing students work. Video of students' presentation must be created a week before uploading in the group. Everybody in group can see the video and prepare the discussion for the zoom meeting in the next day.

Zoom meeting was set for the classroom discussion without presentation because it was displayed in video. Before the discussion, teacher explained the instruction of how to give verbal feedback using quizizz application. The students were familiar with this application, but they needed to know the content of the poll and how to answer it. They have problems in understanding some items in poll and the teacher explained to them. There next step was sending the poll to the students that can be filled after the discussion finished. The poll was filled by the students without knowing who give feedback. This blind feedback was more objective because they felt free to give suggestions or arguments. After the discussion students who became presenter receive the result of peer feedback and had to revise their proposal based on the feedbacks.

The teaching steps of giving feedback is not fix but it is flexible based on the class condition. However, there are some steps that cannot be put in incorrect order. Teacher gave students opportunity to learn the rubric of speaking performance first before the fill in the poll. The rubric of speaking performance can be seen in table 1.

Table 1 Speaking Performance Rubric

Grade	1-2	3	4
Comprehensibility	Most parts of the response not comprehensible to the listener.	Some parts of the response are comprehensible; others require interpretation on the part of the listener.	Response comprehensible; requires minimal interpretation on the part of the listener.
Fluency	Speech halting and uneven with long pauses or incomplete thoughts.	Speech choppy and/or slow with frequent pauses, most thoughts are complete.	Some hesitation but manages to continue and complete thoughts.
Pronunciation	Multiple problems with pronunciation/intonation that may interfere with communication.	Some problems with pronunciation/intonation that may interfere with communication.	Sounds somewhat natural.
Vocabulary	Vocabulary does not convey meaning most of the time; too basic for level.	Vocabulary does not convey meaning some of the time; too basic for level.	Vocabulary conveys appropriate meaning most of the time; appropriate for the level.
Grammar	Grammar is rarely accurate or appropriate for the level.	Grammar is sometimes accurate and/or not appropriate for the level.	Grammar is mostly accurate and appropriate for the level.

The class was started by watching video presentation that made before the meeting. The students made video presentation one week before the real presentation. They have free choices of the video setting. It can give them more time to prepare. It is more efficient than direct presentation regarding to the time spent. The video duration is ten minutes in which students presented report of their research proposal. They played the video in zoom meeting.

Teacher gave chance for the group members to discuss about the topic presented. They may ask questions or gave suggestion to the presenter. After that the students fill in online poll based on three aspects including pointing out the good aspects of the

presentation, showing the errors including pronunciation, grammar, and vocabulary), and providing suggestions for improvement. Some students failed once in doing the poll, but most of them could finish the poll.

The first step is students presented their task in video. Before the presentation, teacher asked students to prepare video of presenting their paper. The video was created using any applications that are familiar to the students. In the video, they explained power point presentation their research proposal. We could see their face in the video. They record the video when they thought the video was ready to watch. In the process of creating video, they reviewed their own languages including pronunciation, vocabulary and grammar and they realized that the video display not only their presentation but also their ability in speaking. The sentenceswritten in the poll were very limited and some feedbacks were too general and not specific to the topic.

The closing was made by the teacher including giving feedback and concluding the meeting. Teachers' gave feedbacks on students' performance. In general, the performances were well prepared. Students told the teacher that they take recording for many times until they were confident to share. Pronunciation and grammatical sentences were still become the most problems faced by the students. They sometimes miss some vocabularies to express something.

The students perception is positive about peer feedback. Based on the poll students strongly agree (17%) that peer feedback help them to learn better and they agree to the statement (71%). Peer feedback can improve their speaking skill (29%) strongly agree and 58 % agree. The third statement is students can reflect speaking using PF (23%) strongly agree and 54 % agree. By peer feedback their friend can share their knowledge and experience (35%) strongly agree and (50%) agree. The finding of students' perception can be found in figure 1.

More than 80% students strongly agree and agree about the statement. It revealed the role of feedback in their speaking improvement. Peer assessment lead positive students' perception in learning speaking (Joo, 2016). Otherwise, verbal peer feedback is more effective for students than rubric based (Rodríguez-González & Castañeda, 2018). The students feedback is based on their own knowledge and experience that can only presented using verbal feedback. Engaging students in providing peer feedback give them more chances to become knowledge producers (Chekol, 2020). They try their best to give idea. However, affective concerns have both facilitated and hindered the effectiveness of peer feedback (Chien et al., 2020) because many students did not want to criticize their friends. They tended to show the good point of the presentation because they don't want to make their friends upset (Mcgarrell, 2010). Most of Students become more active and involved in learning speaking process (Zarei & Rezadoust, 2020). Technological constraints pose some challenges for students (Khademi et al., 2020). They sometimes left unfinished poll because of low internet network. Students also skip some questions because they didn't finish the answer and directly move to another questions.

Statement	Strongly agree (%)	Agree (%)
Peer feedback help me to learn better in speaking	17	71
Peer feedback can improve my speaking skill	29	58
I can reflect my speaking using peer feedback	35	50
By peer feedback my friend can share their knowledge and experience	23	63
By doing peer feedback the standard criteria for speaking performance	23	65
By doing peer feedback I can get rich information from friends	27	56
I feel confidence to share my knowledge and experience in peer feedback	35	48
Peer feedback motivate me to improve my speaking skill	19	63
Peer feedback enables me to manage my own learning	21	60

Figure 1 Students perception percentage on peer feedback

Peer feedback on students speaking performance through video recordings appear to be an effective tool for enhancing student presentations in class, and students felt that they enhanced their learning. Because they pay attention to more than just their outward appearances and pedagogical techniques, students are better able to take charge of their own learning and behavior improvement. After watching the presentation video, they are resolved to make changes and put them into practice. For instance, after viewing one of the students' video recordings in, the teacher questioned her about her impressions of it. She claimed that there was something that needed to be disposed of. During the lecture, she claimed to have noticed that her entire body was trembling and moving. The teacher fully concurred with the student's assessment and expressed gratitude that she had seen it and was prepared to share it.

Despite finding that each student had strengths and limitations in various areas, observations also showed that it was usual for most students to forget to include a conclusion or summary in their presentations. However, the benefits of using video recordings enabled pupils to pinpoint their areas of weakness and develop strategies for improvement.

Liu (Liu, 2022)found that online peer feedback is beneficial in helping students improve their speaking abilities as evidenced by their achievement of the course's stated learning outcomes. For this particular sample in the study, findings from earlier research on the use peer feedback based application as a technique to improve students' presentation skills still hold true. All of the study's participants agreed that using peer feedback on video recordings had significantly improved their ability to present. The results of the present study are consistent with those of earlier investigations by Xu & Peng (Xu & Peng, 2022) the findings showed that more motivated EFL students were more likely to provide feedback on timing using longer sentences. They also identified distinctive features of mobile-assisted peer feedback among highly motivated students.

The majority of the participants were teachers in service. Some of them believed it could be challenging to change their teaching habits because they already had established ones. After taking part in this study, they came to the conclusion that there was always room for growth and that when given the chance to see their own mistakes, change was feasible.

4. Conclusion

Doing peer feedback with application have some benefits. The first it is easy and simple for both teacher and students. The automatic result help teacher to analyse faster. By doing per feedback, students reflex their own work. Teacher can easily identify students need and students' problems because by filling the online poll they feel free to give idea or suggestion to their friends. However there some problems should be resolved in peer feedback application including network low bandwidth of students' internet connection and students understanding of the feedbacks items. Besides all students have to confirm that they wanted to fill in the feedbacks form completely.

There are three things should be considered by the teachers in doing peer feedbacks. The first is technology including application used should be simple and easy for the students to use. Students will feel hesitate to fill in the online poll if they are not friendly with the apps. Mobile based apps worked better than PC because students use it more often. The second is rubric in the feedback should be designed based on students need. It focused on what students need to be improved in speaking and the last is motivation and positive feeling about the feedback. Students with high motivation will improve themselves with

feedback. Positive feeling will lead them into positive attitude towards their friend's feedback. Without feedback students will stuck on the same problems.

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