



Students' perceptions on the impact of peer feedback in their speaking performance at 10th grade students of SMA Pembangunan Laboratorium UNP

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Abstract:

Peer feedback has become one of the student-centered learning strategies widely implemented in English language classrooms to support speaking development. This study aimed to explore students' perceptions on the impact of peer feedback in their speaking performance at the tenth grade students of SMA Pembangunan Laboratorium UNP. This research employed a descriptive quantitative design. The population consisted of all tenth-grade students of SMA Pembangunan Laboratorium UNP in the academic year 2025/2026. Using cluster random sampling, one class (X4) consisting of 31 students was selected as the sample. The data were collected through a questionnaire containing 15 statements based on four indicators: improvement of speaking performance, speaking fluency development, cognitive and self-regulation skills, and error awareness and affective factors. The questionnaire utilized a four-point Likert scale and the data were analyzed using descriptive statistics, including frequency, percentage, and mean scores. The findings revealed that students had very positive perceptions toward the impact of peer feedback in their speaking performance. The mean score for improvement of speaking performance was 3.27, speaking fluency development was 3.44, cognitive and self-regulation skills was 3.32, and error awareness and affective factors was 3.44. The overall mean score was categorized as very positive. These findings indicate that peer feedback contributes positively not only to students' speaking performance and fluency but also to their reflective learning, confidence, and awareness of speaking errors. Therefore, peer feedback can be considered an effective strategy to support speaking performance development in EFL classrooms.

Keywords: *Students' Perception, Peer Feedback, Speaking performance*

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1. INTRODUCTION AND LITERATURE REVIEW

In the era of globalization, English has become a dominant language for communication, education, science, and technology across the world. Its role as a lingua franca has positioned English as an essential tool for accessing global knowledge, participating in international collaboration, and enhancing professional opportunities. Consequently, the mastery of English is no longer optional but a necessity, particularly for students in developing countries such as Indonesia. Among the four fundamental language skills—listening, speaking, reading, and writing—speaking is often regarded as the most complex and demanding skill to acquire. This complexity arises because speaking requires real-time cognitive processing, including the rapid retrieval of vocabulary, the application of grammatical rules, and the ability to organize ideas coherently while simultaneously maintaining fluency and confidence. Unlike receptive skills such as reading and listening, speaking involves immediate production, leaving little time for reflection or correction. As a result, learners often struggle to express their thoughts effectively, especially in formal or academic contexts.

In English as a Foreign Language (EFL) contexts such as Indonesia, the development of speaking fluency remains a persistent challenge. Despite years of formal instruction, many students demonstrate limited oral proficiency and struggle to engage in spontaneous communication. This issue is largely attributed to the nature of classroom practices, which tend to emphasize grammar, reading comprehension, and written exercises rather than communicative interaction. According to Ulpa et al (2025), Indonesian students frequently rely on memorized expressions and scripted dialogues, which do not reflect authentic language use. This reliance inhibits their ability to produce spontaneous and meaningful communication, thereby limiting their communicative competence. Furthermore, the EF English Proficiency Index (2023) indicates that Indonesia remains in the low proficiency category globally, highlighting systemic issues in language teaching practices. These conditions suggest that traditional instructional approaches may not adequately support the development of speaking skills, particularly fluency, which requires continuous practice and meaningful interaction.

Speaking fluency is widely recognized as a crucial indicator of language proficiency and communicative competence. It is not merely the ability to speak quickly but rather the capacity to produce speech smoothly, coherently, and naturally with minimal hesitation or interruption. Marliana et al. (2025) define speaking fluency as the ability to produce continuous and meaningful speech that aligns with communicative purposes and situational contexts. Similarly, Lestari et al. (2023) identify several key indicators of fluency, including speech rate, pause frequency, the use of fillers, and repetition. These elements reflect the extent to which learners can manage cognitive processing during speech production. However, achieving fluency is particularly challenging for EFL learners, as it requires both linguistic competence and psychological readiness. Many Indonesian students experience anxiety, fear of making mistakes, and lack of confidence when speaking English, which significantly affects their fluency. These psychological barriers often lead to hesitation, excessive pauses, and avoidance of speaking opportunities, creating a cycle of limited practice and slow improvement.

The challenges associated with speaking fluency are further exacerbated by teacher-centered instructional practices commonly found in Indonesian classrooms. In many cases, teachers dominate classroom interaction, while students play a passive role as recipients of knowledge. This approach limits students' opportunities to engage in meaningful speaking activities and reduces their exposure to authentic communication. Moreover, large class sizes and limited instructional time make it difficult for teachers to provide individualized feedback to each student. As a result, students receive minimal guidance on their speaking performance, which hinders their progress. According to Ashrafova (2025), the lack of interactive and

student-centered activities in EFL classrooms contributes significantly to the underdevelopment of speaking skills. Therefore, there is a growing need for innovative teaching strategies that can promote active participation, increase speaking opportunities, and address psychological barriers in language learning.

One promising approach that has gained attention in recent years is peer feedback. Peer feedback refers to the process in which students provide constructive comments, evaluations, and suggestions to their classmates regarding their performance. This approach is grounded in social constructivist theory, which posits that learning occurs through interaction, collaboration, and the co-construction of knowledge. According to Wisniewski et al. (2020), feedback plays a crucial role in reducing the gap between learners' current performance and their learning goals. In the context of peer feedback, students actively participate in both giving and receiving feedback, which encourages deeper engagement with the learning process. By evaluating their peers, students develop critical thinking skills and become more aware of language use, while receiving feedback helps them identify their strengths and weaknesses.

Peer feedback offers several pedagogical advantages, particularly in speaking classrooms. First, it increases opportunities for interaction, allowing students to practice speaking more frequently in a supportive environment. Unlike teacher feedback, which is often limited due to time constraints, peer feedback enables continuous evaluation and discussion among students. Second, it promotes learner autonomy by encouraging students to take responsibility for their own learning. According to Gutierrez (2016), peer feedback enhances metacognitive awareness, enabling learners to monitor and regulate their learning processes. Third, it fosters a collaborative classroom atmosphere where students feel more comfortable expressing their ideas and taking risks in communication. Brown (2019) highlights that peer feedback reduces students' dependence on teacher authority and increases motivation and engagement in learning activities.

Empirical studies have demonstrated the effectiveness of peer feedback in improving speaking performance and fluency. For instance, Dagnew Chekol (2020) found that peer feedback significantly enhances students' speaking achievement, including fluency, grammar, and vocabulary use. Similarly, Triassanti et al. (2023) reported that students who engage in peer feedback activities show increased confidence, motivation, and awareness of their speaking abilities. In addition, Gonzalez & Castaneda (2018) revealed that trained peer feedback leads to improved speaking quality and more positive student perceptions. These findings suggest that peer feedback is not only beneficial for linguistic development but also for affective factors such as confidence and motivation.

Furthermore, peer feedback contributes to the development of cognitive and self-regulation skills. Through the process of evaluating peers, students learn to analyze performance, identify errors, and provide constructive suggestions. This process enhances critical thinking and reflective learning, which are essential components of language acquisition. According to Cendani & Purnamaningwulan (2023), peer feedback encourages students to become active learners who can assess their own progress and make necessary improvements.

Additionally, peer feedback helps students develop error awareness, which is crucial for improving accuracy in speaking. By recognizing and understanding their mistakes, students can make informed adjustments to their language use. Despite its numerous benefits, the effectiveness of peer feedback largely depends on students' perceptions. Perception plays a critical role in determining how students respond to instructional strategies. According to Gibson et al. (2019), perception is a cognitive process that involves interpreting and organizing

sensory information based on prior experiences and expectations. In the context of language learning, students' perceptions influence their motivation, engagement, and willingness to participate in activities. If students perceive peer feedback as useful, fair, and supportive, they are more likely to engage actively and benefit from the process. Conversely, negative perceptions, such as doubts about the reliability of peer feedback or fear of criticism, may lead to resistance and reduced participation.

Several studies have highlighted the importance of students' perceptions in the success of peer feedback. Harutyunyan & Poveda (2018) found that while most students view peer feedback positively, some face challenges in providing meaningful feedback due to limited language proficiency. Similarly, Esperanza et al. (2025) reported that peer feedback reduces anxiety and increases participation, but its effectiveness depends on students' confidence in their peers' abilities. These findings indicate that understanding students' perceptions is essential for designing effective peer feedback activities. Teachers need to provide clear guidelines, training, and support to ensure that peer feedback is constructive and beneficial.

Previous research on peer feedback has primarily focused on its impact on writing skills, with limited attention given to speaking. Writing tasks are more conducive to peer review because they are static and can be revised multiple times. In contrast, speaking tasks are dynamic and require immediate feedback, making peer evaluation more challenging. Additionally, many studies emphasize speaking performance or achievement rather than students' perceptions, particularly in the context of speaking fluency. This creates a gap in the literature, as perception is a key factor influencing the success of instructional strategies.

In the Indonesian context, research on peer feedback in speaking remains limited. Most studies focus on technological applications or experimental interventions, rather than exploring how students perceive peer feedback in real classroom settings. This lack of research highlights the need for further investigation into students' perceptions of peer feedback in speaking activities. Understanding these perceptions can provide valuable insights into the effectiveness of peer feedback and inform the development of more effective teaching strategies.

Based on the importance of peer feedback in speaking activities and the limited studies focusing on students' perceptions in senior high school contexts, this study aims to find out students' perceptions on the impact of peer feedback in their speaking performance at the tenth grade students of SMA Pembangunan Laboratorium UNP. Specifically, this study explores students' perceptions regarding the improvement of speaking performance, speaking fluency development, cognitive and self-regulation skills, as well as error awareness and affective factors resulting from the implementation of peer feedback.

2. METHOD

This study employed a descriptive quantitative research design to find out students' perceptions on the impact of peer feedback in their speaking performance in an English as a Foreign Language (EFL) classroom. The quantitative approach was selected because it allows the researcher to systematically measure students' attitudes, opinions, and perceptions using numerical data, thereby providing objective and generalizable findings. Descriptive research, in particular, aims to present an accurate description of a phenomenon without manipulating variables, making it appropriate for examining students' perceptions in a natural classroom setting.

The population of this study consisted of all tenth-grade students at SMA Pembangunan Laboratorium UNP in the academic year 2025/2026, a total of 155 students distributed across

five classes. The sample was determined using a cluster random sampling technique, in which one class was randomly selected to represent the population. Class X4, consisting of 31 students, was chosen as the sample. This sampling technique was considered efficient and suitable for educational research, as it allows the researcher to study naturally formed groups while maintaining representativeness.

The primary instrument used in this study was a structured questionnaire comprising 15 statements designed to measure students' perceptions of peer feedback. The questionnaire was developed based on four key indicators: (1) improvement of speaking performance, (2) speaking fluency development, (3) cognitive and self-regulation skills, and (4) error awareness and affective factors. Each item was measured using a four-point Likert scale ranging from strongly disagree (1) to strongly agree (4), which enables respondents to express varying degrees of agreement without a neutral option.

Data collection was conducted directly in the classroom, where the researcher administered the questionnaire and provided clarification when necessary to ensure that all participants clearly understood each item. This procedure helped minimize misinterpretation and ensured the completeness and reliability of the responses.

The collected data were analyzed using descriptive statistical techniques, including frequency, percentage, and mean scores. The mean scores were then interpreted using a perception scale categorized into four levels: very positive, positive, negative, and very negative. This analysis provided a comprehensive overview of students' perceptions on the impact of peer feedback in their speaking performance.

3. RESULTS AND DISCUSSION

The findings of this study are categorized into four main indicators, namely: (1) improvement of speaking performance, (2) speaking fluency development, (3) cognitive and self-regulation skills, and (4) error awareness and affective factors. These indicators were measured using a Likert-scale questionnaire distributed to 31 students of class X4 at SMA Pembangunan Laboratorium UNP. The results were analysed using descriptive statistics, particularly mean scores, to determine students' perceptions on the impact of peer feedback in their speaking performance.

3.1 Result of the questionnaire

3.1.1 Finding 1 : Students' Perceptions of Improvement of Speaking Performance

Table Finding 1: Improvement of Speaking Performance

No.	Statements	Answers				Total Score	Total of Students	Mean	Category
		SA (4)	A (3)	D (2)	SD (1)				
1	The feedback from my peers helps me to improve the organization of my	17	12	1	1	107	31	3.45	Very positive

	own speaking performance.								
2	The feedback from my peers allows me to improve my oral production.	8	17	6	0	95	31	3.06	Positive
3	The feedback from my peers helps me to improve the language of my speech.	18	11	2	0	109	31	3.52	Very positive
4	The feedback from my peers helps me to enrich the content of my speech.	17	12	1	1	92	31	3.45	Very positive
5	The feedback from my peers contributes to supporting the development of my speaking performance.	8	17	6	0	100	31	3.06	Positive
6	The feedback from my peers allows me to improve my speaking performance.	18	11	2	0	105	31	3.52	Very positive
Total Mean								3.27	Very positive

The first indicator focuses on students' perceptions of how peer feedback contributes to the improvement of their speaking performance. Based on the data presented in Table 1, the overall mean score for this indicator is 3.27, which falls into the "very positive" category. This result indicates that students strongly perceive peer feedback as an effective tool in improving various aspects of their speaking performance. From the detailed data in the questionnaire, it can be seen that students particularly benefit from peer feedback in terms of language use, organization of ideas, and overall oral production. The highest mean scores within this indicator

are related to the improvement of language and speaking performance, suggesting that students are highly aware of the linguistic benefits of receiving feedback from their peers. However, slightly lower scores appear in items related to content enrichment, which implies that while peer feedback effectively supports technical aspects of speaking, students may still face challenges in providing deeper, content-based evaluations. Overall, these findings demonstrate that peer feedback plays a significant role in enhancing students' speaking performance, as it provides opportunities for reflection, correction, and continuous improvement.

3.1.2 Finding 2 : Students' Perceptions of speaking fluency development

Table Finding 2. Speaking Fluency Development

No.	Statements	Answers				Total Score	Total of Students	Mean	Category
		SA (4)	A (3)	D (2)	SD (1)				
7	Peer feedback helps me improve my speaking fluency.	21	9	1	0	113	31	3.65	Very positive
8	The feedback from my peers allows me to reduce the use of fillers when I am speaking.	11	18	0	2	100	31	3.23	Positive
9	The feedback from my peers increases my speech rate (words per minute) in my speaking.	17	11	3	0	107	31	3.45	Very positive
Total Mean								3.44	Very positive

The second indicator examines students' perceptions of speaking fluency development through peer feedback. As shown in Table 2, the mean score for this indicator is 3.44, which is categorized as "very positive." This suggests that students perceive peer feedback as highly effective in improving their speaking fluency. Specifically, students agree that peer feedback helps them speak more smoothly, reduce hesitation, and increase their speech rate. The highest mean score in this category is related to the statement that peer feedback improves overall speaking fluency, indicating strong agreement among students. Meanwhile, the ability to reduce fillers receives a slightly lower but still positive score, suggesting that although peer feedback

contributes to fluency, some aspects of speech production require more time and practice to develop. These findings highlight the importance of peer interaction in fostering fluency, as it allows students to engage in meaningful communication in a less pressured environment. The consistent exposure to peer evaluation encourages students to practice speaking more frequently, which ultimately leads to improved fluency.

3.1.3 Finding 3 : Students' Perceptions of cognitive and self-regulation skills

Table Finding 3. Cognitive and Self-Regulation Skills

No.	Statements	Answers				Total Score	Total of Students	Mean	Category
		SA (4)	A (3)	D (2)	SD (1)				
10	Peer feedback increases my critical thinking ability.	15	13	2	1	104	31	3.35	Very positive
11	The feedback from my peers allows me to evaluate my speaking performance.	11	19	1	0	103	31	3.32	Very positive
12	The feedback from my peers helps me to facilitate my self-monitoring.	14	12	5	0	102	31	3.29	Very positive
13	Peer feedback helps me to reflect on my own performance.	11	19	1	0	103	31	3.32	Very positive
Total Mean								3.32	Very positive

The third indicator focuses on the development of cognitive and self-regulation skills through peer feedback. The mean score for this indicator is 3.32, which falls into the “very positive” category. This indicates that students perceive peer feedback as an effective strategy for enhancing their critical thinking, self-evaluation, and reflective abilities. The data show that students strongly agree that peer feedback helps them evaluate their own performance and reflect on their speaking abilities. In addition, students report that peer feedback increases their critical thinking skills, as they are required to analyze their peers’ performance and provide constructive comments. Although the mean score for self-monitoring is slightly lower compared

to other items, it still remains within the very positive category, indicating consistent benefits across all aspects. These findings suggest that peer feedback not only supports linguistic development but also promotes higher-order thinking skills and learner autonomy. By engaging in the process of giving and receiving feedback, students become more aware of their learning process and develop the ability to regulate their own progress.

3.1.4 Finding 4 : Students’ Perceptions of error awareness and effective factors in the use of peer feedback

Table Finding 4. Error Awareness and Affective Factors

No.	Statements	Answers				Total Score	Total of Students	Mean	Category
		SA (4)	A (3)	D (2)	SD (1)				
14	The feedback from my peers helps me to do error recognition.	16	10	5	0	104	31	3.35	Very positive
15	Getting peer feedback increases my confidence in speaking.	17	13	1	0	109	31	3.52	Very positive
Total Mean								3.44	Very positive

The fourth indicator examines students’ perceptions of error awareness and affective factors, particularly confidence in speaking. As shown in Table 4, the mean score for this indicator is 3.44, which is categorized as “very positive.” This indicates that peer feedback has a strong positive impact on both students’ ability to recognize errors and their emotional readiness in speaking activities. Students strongly agree that peer feedback helps them identify their mistakes and improve their speaking accuracy. In addition, the highest score within this indicator is related to increased confidence, suggesting that peer feedback plays a crucial role in reducing anxiety and building self-confidence. These findings highlight the dual function of peer feedback as both a cognitive and affective support mechanism. While it enhances students’ awareness of linguistic errors, it also creates a supportive learning environment where students feel more comfortable expressing their ideas. Overall, this indicator demonstrates that peer feedback contributes significantly to both the technical and psychological aspects of speaking development.

3.2 Discussion

The findings of this study reveal that students have very positive perceptions toward the impact of peer feedback on their speaking performance. The overall mean scores across the four indicators indicate that students perceive peer feedback as a valuable learning strategy that supports not only speaking development but also reflective learning and emotional readiness in speaking activities. These findings suggest that students recognize the benefits of receiving comments, suggestions, and evaluations from their classmates during speaking activities. Through the process of giving and receiving feedback, students become more aware of their speaking strengths and weaknesses, which encourages them to improve their performance. This result highlights the important role of peer interaction in creating a more collaborative and student-centered learning environment. Therefore, peer feedback can be viewed as an effective instructional strategy that contributes positively to speaking development in EFL classrooms.

The first indicator examined students' perceptions regarding the improvement of speaking performance. The findings show that this indicator obtained a very positive category, indicating that students believe peer feedback helps them improve various aspects of speaking, including language use, organization of ideas, oral production, and overall speaking quality. The results suggest that students benefit from receiving direct comments from their classmates because such feedback enables them to identify mistakes and areas that require improvement. Furthermore, the process of evaluating peers also helps students become more conscious of the criteria used to assess speaking performance. As a result, students gain a clearer understanding of effective speaking practices and can apply this knowledge to improve their own performance. This finding demonstrates that peer feedback functions not only as an evaluation tool but also as a learning opportunity that encourages continuous improvement.

This finding is consistent with Prastika (2020), who found that the implementation of peer assessment significantly improved students' speaking performance, particularly in pronunciation, vocabulary, and fluency. The improvement occurred because students received continuous feedback from their peers, allowing them to recognize and correct their weaknesses during the learning process. Similarly, Fang et al. (2018) reported that peer feedback contributes positively to oral communication performance when students perceive the feedback as useful and trustworthy. Their study emphasized that feedback containing specific suggestions and supportive comments can help learners improve the quality of their speaking performance. The consistency between the present findings and previous studies indicates that peer feedback serves as an important source of information that helps students improve their speaking abilities. Therefore, the findings strengthen the argument that peer feedback can effectively support speaking performance development in EFL classrooms.

Another important finding of this study relates to speaking fluency development. The results indicate that students perceive peer feedback as highly beneficial in helping them speak more fluently, reduce hesitation, and increase their speaking rate. These findings suggest that peer feedback creates opportunities for students to engage in meaningful speaking practice and become more comfortable using English during communication. Through repeated exposure to speaking activities and feedback sessions, students gradually develop greater confidence in expressing their ideas orally. In addition, the supportive nature of peer feedback may reduce the fear of making mistakes, which often prevents students from speaking freely. Consequently, students are able to focus more on communicating their ideas rather than worrying about potential errors.

The findings are supported by Prastika (2020), who found that peer assessment contributed significantly to students' fluency development during speaking activities. Likewise, Isnani and Hapsari (2026) reported that learners who participated in peer feedback activities

demonstrated higher levels of oral fluency and speaking accuracy than those who did not receive peer feedback. These studies suggest that peer feedback encourages students to practice speaking more frequently while simultaneously receiving constructive suggestions for improvement. As students become accustomed to expressing their ideas and responding to feedback, they gradually develop smoother and more natural speech production. Therefore, the present findings further confirm the important contribution of peer feedback to speaking fluency development.

The third indicator focused on cognitive and self-regulation skills. The results show that students perceive peer feedback as beneficial in developing critical thinking, self-evaluation, self-monitoring, and reflective learning skills. This finding indicates that peer feedback involves more than simply giving comments on speaking performance. Instead, students are required to analyze speaking performances, identify strengths and weaknesses, and provide constructive suggestions based on specific criteria. Such activities encourage learners to become active participants in the learning process rather than passive recipients of information. Furthermore, students who receive feedback are encouraged to reflect on their own performance and determine strategies for future improvement. Consequently, peer feedback contributes to the development of learner autonomy and self-regulated learning.

These findings are in line with Faridah et al. (2020), who found that peer feedback promotes critical thinking skills in oral communication classrooms. Their study revealed that students became more analytical and reflective when evaluating the performances of their peers. Through the feedback process, students learned to justify their evaluations and provide meaningful suggestions for improvement. Similar patterns were observed in the present study, where students reported that peer feedback helped them evaluate and reflect on their own speaking abilities. Therefore, peer feedback can be considered an effective pedagogical strategy for developing higher-order thinking skills alongside speaking competence.

The final indicator examined students' perceptions regarding error awareness and affective factors. The findings reveal that students perceive peer feedback as highly effective in helping them recognize speaking errors and increase their confidence during speaking activities. This result suggests that peer feedback serves both cognitive and emotional functions in language learning. From a cognitive perspective, students become more aware of mistakes related to pronunciation, vocabulary, grammar, and speaking delivery. From an affective perspective, students feel more confident because they receive support and encouragement from their classmates. As a result, students experience a more positive and less intimidating learning environment, which encourages greater participation in speaking activities.

This finding is supported by Au Connie (2020), who found that peer feedback contributed to reducing speaking anxiety and improving learners' self-efficacy in oral communication. Similarly, Fang et al. (2018) emphasized that supportive and constructive feedback can increase students' confidence and willingness to communicate. The present findings indicate that students value peer feedback not only because it helps them improve their speaking performance but also because it creates a supportive classroom atmosphere. When students feel comfortable receiving feedback from their peers, they become more willing to take risks, express their ideas, and participate actively in speaking activities. Therefore, peer feedback contributes significantly to both the linguistic and psychological dimensions of language learning.

Overall, the findings of this study confirm that peer feedback is perceived very positively by students and contributes to multiple aspects of speaking development. The results support previous studies that have highlighted the benefits of peer feedback in improving speaking performance, enhancing fluency, promoting critical thinking, fostering self-regulated learning,

and increasing students' confidence. The consistency between the present findings and previous research demonstrates that peer feedback can be an effective instructional strategy for supporting speaking performance in EFL classrooms. Therefore, English teachers are encouraged to incorporate structured peer feedback activities into speaking lessons and provide clear guidance to ensure that students can deliver meaningful and constructive feedback. By doing so, peer feedback can become a powerful tool for enhancing both students' speaking performance and their overall learning experience.

4. CONCLUSION

This study concludes that peer feedback has a significantly positive impact on students' speaking performance in the English as a Foreign Language (EFL) classroom. The findings indicate that peer feedback not only enhances students' speaking performance but also contributes to the improvement of fluency, the development of cognitive and self-regulation skills, and the strengthening of affective factors such as confidence and motivation. The consistently high mean scores across all indicators demonstrate that students perceive peer feedback as a meaningful and beneficial strategy in supporting their speaking development. This suggests that peer feedback is not merely an alternative assessment technique but an essential component of effective language learning.

Furthermore, peer feedback plays a crucial role in fostering a more interactive, collaborative, and student-centered learning environment. Unlike traditional teacher-centered approaches, peer feedback encourages students to actively engage in the learning process by giving and receiving constructive feedback. This interaction creates more opportunities for authentic communication, which is essential for developing speaking fluency. In addition, peer feedback helps reduce students' anxiety and fear of making mistakes, as they feel more comfortable interacting with their peers than being evaluated solely by the teacher. As a result, students become more confident and willing to participate in speaking activities, which ultimately enhances their communicative competence.

Another important implication of this study is the role of peer feedback in promoting learner autonomy and higher-order thinking skills. Through the process of evaluating their peers' performance, students develop critical thinking, reflection, and self-assessment abilities. These skills are essential for independent learning and long-term language development. Peer feedback also encourages students to take responsibility for their own learning, shifting their role from passive recipients of knowledge to active participants in the learning process.

However, despite its numerous benefits, the successful implementation of peer feedback requires careful planning and guidance from teachers. The findings suggest that students may still face challenges in providing detailed, accurate, and constructive feedback. Therefore, teachers need to provide clear instructions, structured guidelines, and appropriate rubrics to ensure that peer feedback is effective and meaningful. Training students on how to give constructive feedback is also essential to maximize its benefits and avoid potential misunderstandings or superficial comments.

Finally, this study recommends that future research explore the implementation of peer feedback in different educational contexts and proficiency levels to gain a broader understanding of its effectiveness. In addition, integrating qualitative approaches such as interviews or classroom observations would provide deeper insights into students' experiences and perceptions. Further studies could also investigate the long-term impact of peer feedback on speaking proficiency and its integration with digital learning tools. Overall, peer feedback holds great potential as an innovative and effective strategy for enhancing speaking fluency in EFL classrooms.

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