

# The Role of Peer Feedback in Improving Speaking Skills During Classroom Presentations

 <https://doi.org/10.31004/jele.v11i1.1394>

\*Shinta Isnani, Christianiti Tri Hapsari<sup>ab</sup>

<sup>12</sup>Universitas Negeri Semarang, Indonesia

Corresponding Author: [shintajplus@students.unnes.ac.id](mailto:shintajplus@students.unnes.ac.id)

## A B S T R A C T

Speaking skills remain a challenging aspect of English as a Foreign Language (EFL) learning, particularly in classroom presentations. Due to limited time for individualized teacher feedback, peer feedback has been adopted as an alternative strategy. This qualitative descriptive study investigates EFL students' perceptions of peer feedback in improving speaking skills and identifies challenges in its implementation. Data were collected through an open-ended questionnaire administered to 27 third-semester undergraduate EFL students at an Indonesian university and analyzed thematically based on Naeem et al. (2023) and Topping's (2009) peer assessment theory. The findings reveal that peer feedback supports cognitive development, social interaction, and improvements in fluency, pronunciation, vocabulary, and grammatical awareness, while also enhancing teachers' time efficiency. However, challenges related to feedback accuracy, students' confidence, and social discomfort persist. Overall, peer feedback is effective when supported by clear guidelines and teacher supervision.

**Keywords:** *Peer Feedback, Speaking Skills, EFL, Classroom Presentations, Qualitative Study*

### Article History:

Received 30<sup>th</sup> December 2025

Accepted 12<sup>th</sup> February 2026

Published 14<sup>th</sup> February 2026



## INTRODUCTION

Speaking skills are frequently seen as one of the toughest abilities to develop in English as a Foreign Language (EFL) setting, particularly during classroom presentations. Although teacher-provided feedback has been standard practice, issues like time constraints, overcrowded classes, and scarce feedback chances have led educators to seek more cooperative evaluation methods. Peer feedback has gained traction as an effective tool, allowing students to actively assess and assist each other's work, which boosts learner independence, social interaction, and thoughtful analysis (Anjarani & Yupiter, 2024). However, many learners lack confidence and skill in speaking because of insufficient genuine practice and input in conventional teacher-led environments (Wahyuningsih & Afandi, 2021). As a result, creative teaching methods that involve students in practical speaking exercises are becoming increasingly vital.

Peer feedback, defined as a process where students provide constructive critiques, suggestions, and responses based on established criteria, allows learners to assume dual roles as presenters and evaluators. Drawing from Topping's (2009) peer assessment model, this approach emphasizes reciprocal engagement, collective accountability, and formative evaluation to enhance learning outcomes. Topping (2009) argues that peer feedback cultivates self-awareness, self-regulation, and analytical skills through reflective interactions with peers' outputs. In speaking tasks, particularly presentations, it enables students to observe and critique verbal delivery elements such as coherence, articulation, and audience engagement, thereby bridging gaps in conventional teacher-dominated environments where authentic practice is scarce (Sulhah & Oktaviana, 2024).

The significance of peer feedback in speaking education lies in its ability to position students as active participants in their learning journey. By observing and assessing peers, learners gain insights into effective speaking strategies, fostering a deeper understanding of performance criteria. Research indicates that peer feedback promotes self-reflection and skill refinement, as students internalize feedback to address their own verbal shortcomings (Anjarani & Yupiter, 2024). Moreover, it creates an inclusive atmosphere where students view feedback as an empowering activity, boosting participation and motivation in speaking lessons. Beyond linguistic gains, peer feedback supports emotional and intellectual growth, encouraging thoughtful evaluation and personal improvement (Setiawan et al., 2025). Ratih et al. (2024) further highlight how students' confidence and self-efficacy influence their willingness to provide meaningful input, underscoring the interplay of cognitive and affective dimensions in peer feedback processes.

Apart from language gains, peer feedback also supports emotional and intellectual growth. Setiawan, Rahman, and Jupri (2025) contend that it fosters thoughtful learning by urging students to critically assess criteria and apply feedback for personal betterment. Likewise, Ratih, Pratiwi, and Suryani (2024) discovered that students' assurance and belief in their abilities affect their readiness to give useful input to peers, showing that peer feedback encompasses both mental and emotional aspects. These insights imply that peer feedback serves as both an evaluation instrument and a way to cultivate learner independence and accountability.

Despite its benefits, implementing peer feedback in EFL speaking classes presents notable challenges. Students may hesitate to offer critical feedback due to language proficiency gaps or fears of offending peers, particularly in collectivist cultures like Indonesia where maintaining harmony is prioritized (Ayub & Purnamaningwulan, 2023). Additionally, some learners perceive teacher feedback as more authoritative, potentially undermining trust in peer evaluations during presentations (Al-Khresheh et al., 2024). These issues highlight that peer feedback's success depends on implementation quality and contextual factors, such as cultural norms of deference to authority and public speaking anxiety prevalent in Indonesian EFL settings.

While increasing research has investigated peer feedback's impact on speaking improvement, most studies have concentrated on measurable results like scores or performance boosts. Few have delved into students' personal experiences, especially their views and difficulties with peer feedback in presentations. Furthermore, little work has examined peer feedback in Indonesian higher education EFL settings, where cultural elements such as dominant teacher influence, hesitation to criticize peers, and public speaking anxiety could affect its success. This scarcity of detailed qualitative data points to a research void on how EFL students navigate peer feedback in actual presentation scenarios.

Addressing this gap, the present study adopts a qualitative descriptive approach grounded in Topping's (2009) peer assessment theory to explore EFL students' perceptions of peer feedback and the challenges they face during its implementation in classroom presentations. By foregrounding students' voices, this study aims to provide a deeper understanding of how peer feedback contributes to speaking development and what factors may hinder its effectiveness in EFL classrooms. Accordingly, this study seeks to answer the following research questions: (1) How do EFL students perceive the role of peer feedback in improving their speaking skills during classroom presentations? and (2) What challenges do EFL students encounter when participating in peer feedback activities during classroom presentations?

This study contributes to the field by offering contextualized insights from an under-researched setting, potentially informing pedagogical practices that integrate peer feedback more effectively. It also extends Topping's theory by applying it to speaking-specific contexts, emphasizing affective and cultural dimensions often

overlooked in quantitative studies. In the following sections, the methodology, findings, and implications are detailed to provide a holistic understanding of peer feedback's role in EFL speaking education.

## METHOD

### Research Design

This study adopted a qualitative descriptive research design to delve into EFL students' perceptions of peer feedback and the challenges they face in its implementation during classroom presentations. Qualitative descriptive research, as delineated by Sandelowski (2000), is ideal for delivering a straightforward, comprehensive description of phenomena as experienced by participants, without imposing preconceived theoretical frameworks beyond essential grounding. This design was chosen for its ability to capture the richness of subjective experiences, perceptions, and challenges in a naturalistic EFL setting, aligning with the study's objective to foreground students' narratives. Unlike more interpretive methods such as phenomenology, which seek underlying meanings, or grounded theory, which generates new theories, qualitative descriptive research focuses on detailed depictions of events, processes, and experiences, making it suitable for exploring nuanced realities in Indonesian higher education contexts.

The qualitative descriptive approach was further anchored in Topping's (2009) peer assessment theory, which posits that peer feedback facilitates reciprocal interaction, shared responsibility, and formative assessment to bolster learning outcomes. This theoretical lens guided the development of interview protocols and data analysis, ensuring perceptions and challenges were interpreted through the lens of core peer assessment elements, such as dual roles as assessors and assessees, metacognitive awareness, and critical thinking. For instance, the design facilitated an examination of how students apply feedback to refine speaking components like fluency and pronunciation, while addressing affective aspects such as confidence and self-efficacy, as evidenced in prior literature (e.g., Setiawan et al., 2024; Ratih et al., 2024).

### Research Participants

Participants were selected through purposive sampling, a strategic method in qualitative research to identify individuals with pertinent experiences (Patton, 2015). The focus was on third-semester undergraduate EFL students at a university in Indonesia, where peer feedback is integrated into speaking classes, particularly presentations. This criterion ensured alignment with research objectives, providing contextually grounded insights into authentic EFL practices. Targeting third-semester students captured participants with adequate exposure to peer feedback beyond introductory levels yet not overly experienced to avoid biased views from prolonged engagement.

The sample comprised 27 students balanced by gender 14 male and 13 female aged 18-20, reflecting typical demographics in Indonesian universities. Their EFL proficiency ranged from intermediate to upper-intermediate, assessed informally via classroom observations and self-reports. All had participated in at least two peer feedback sessions, ensuring firsthand insights. Purposive criteria included active involvement in providing and receiving feedback, and consultation with instructors to encompass diverse confidence and proficiency levels. This diversity enriched data, revealing how factors like anxiety or cultural norms intersect with peer feedback.

### Research Instruments

The primary instrument was an open-ended questionnaire designed to gather detailed, subjective responses on students' perceptions of peer feedback and associated challenges in classroom presentations. Open-ended questionnaires were chosen for their flexibility in eliciting rich, narrative data without the limitations of closed-ended formats, aligning with qualitative descriptive research (Sandelowski, 2000). This

approach captured nuances of lived experiences and affective responses often missed in quantitative methods.

The questionnaire was developed based on Topping's (2009) peer assessment theory, focusing on reciprocal interaction, shared responsibility, and formative assessment. It included 18 questions exploring benefits like additional perspectives on speaking skills like fluency, pronunciation, vocabulary, grammar and obstacles, while addressing cognitive gains such as analytical and reflective skills. Pilot testing with a small group of similar students ensured clarity and validity, confirming the instrument's ability to elicit thoughtful responses.

#### **Data Collecting Techniques**

Data were collected via an online open-ended questionnaire distributed through Google Forms to the 27 purposive-selected participants. The questionnaire, comprising 18 questions, explored perceptions of peer feedback's role in improving speaking skills and related challenges, aligned with research questions and Topping's (2009) theory. Participants completed it in 10-15 minutes, a duration validated through pilot testing to encourage detailed responses without fatigue.

The process began with informed consent, and the form was shared via email and classroom announcements, allowing access within a one-week window for flexibility. Google Forms enabled efficient data collection, organization, and real-time monitoring. To ensure ethical standards, responses were anonymous, with data stored securely on encrypted servers. Clear instructions and response examples were provided to enhance quality, and follow-up clarifications were offered via email if needed. This method was cost-effective, scalable, and suitable for qualitative descriptive research, capturing rich narratives directly from participants.

#### **Data Analysis Technique**

The collected data were analysed using a thematic analysis approach following the procedures outlined by Naeem et al. (2023). The analysis began with familiarisation with the data, in which the researcher repeatedly read the students' written responses to gain an overall understanding of their experiences with peer feedback during classroom presentations.

An inductive coding process was then employed by identifying meaningful units of data related to students' perceptions of peer feedback and the challenges they encountered. These initial codes were subsequently grouped into broader categories that reflected recurring patterns across participants' responses.

Through a process of constant comparison, the categories were refined and organised into overarching themes that captured students perceived benefits of peer feedback as well as the difficulties in its implementation. This iterative process ensured the internal consistency of each theme and that the findings accurately represented participants' perspectives.

To enhance the trustworthiness and reliability of the analysis, the researcher conducted peer debriefing and maintained a detailed audit trail documenting all analytical decisions throughout the coding and theme development processes.

## **FINDINGS AND DISCUSSIONS**

### **Findings**

#### **Peer Feedback as a Meaningful Source of Feedback**

Peer feedback serves as a meaningful source of feedback by providing emotional support, diverse perspectives, and constructive insights. Although initially feeling anxious, students generally find peer feedback useful for their learning and personal development, reinforcing its importance in presentation-based speaking activities.

Table 1. Peer Feedback as a Meaningful Source of Feedback

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Respondent	Statement
R1	"I feel encouraged when receiving feedback from classmates because it shows they care about my improvement. Even critical feedback helps me grow. It motivates learning."
R14	"When I receive feedback from my classmates, I usually feel more aware of my speaking performance. Sometimes the feedback makes me realize mistakes that I never noticed before. Even though it can feel uncomfortable, I appreciate the honesty because it helps me improve."
R17	"I feel motivated when receiving feedback from my classmates because it helps me understand my speaking from different perspectives. Even critical comments push me to improve. It makes me more confident in the learning process."
R22	"I generally feel quite appreciative because it provides a diverse range of perspectives that a single instructor might miss. It makes me feel supported by my academic community."

**Cognitive Development through the Peer Feedback Process**

The process of providing peer feedback contributes significantly to students' cognitive development. Through this activity, students not only act as commentators, but also as active evaluators. They are forced to read, understand, and consciously apply assessment criteria, such as fluency, pronunciation, grammar, eye contact, and organization. This process encourages higher-order thinking skills, such as analyzing speaking performance, comparing ideal and actual performance, and reflecting on others' mistakes for self-improvement. Peer feedback helps students transform assessment criteria that were originally abstract into something more concrete and meaningful, thereby increasing their metacognitive awareness and evaluative skills in speaking.

Table 2. Cognitive Development through the Peer Feedback Process

Respondent	Statement
R7	"It helps me see what the 'ideal' presentation looks like. When I have to check a box for eye contact, it reminds me to actually look at the audience next time I'm up there."
R18	"It forces me to look at the rules. It makes me realize that speaking isn't just about talking, but about specific structures."
R21	"When I am required to grade another person I go over the rules such as fluency or grammar."
R25	"Giving feedback helps me understand the speaking assessment criteria more clearly because I have to apply them actively. I become more aware of what fluency, pronunciation, and coherence actually mean in real speaking situations."

**Enhancement of Group Work and Social Interaction**

Peer feedback plays an important role in improving group work and social interaction in the classroom. Participants emphasized that this activity creates a more collaborative, interactive, and participatory classroom atmosphere, where students not only focus on individual performance but also engage in supporting their peers' learning. Peer feedback encourages students to pay more attention to their peers' presentations, share experiences, and build a sense of togetherness as a learning community. However, the findings also reveal social challenges, such as feelings of tension, anxiety, or pressure when receiving criticism, especially if the feedback is delivered in an insensitive manner. This shows that although peer feedback strengthens social interaction, its effectiveness is highly dependent on the manner of delivery and the culture of mutual respect within the group.

Table 3. Enhancement of Group Work and Social Interaction

Respondent	Statement
R3	"Peer feedback creates an interactive classroom. Students become more active. However, some feel anxious."
R6	"It makes the class feel more active. Instead of just sleeping while others talk, we have to pay attention so we can give feedback."
R9	"Peer feedback creates a collaborative classroom environment. Students support each other's learning. However, criticism can sometimes cause tension."

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- R22 "It fosters a collaborative environment. Instead of a 'student vs. teacher' dynamic, it becomes a 'community of practice' where everyone is invested in each other's success."
- R27 "Peer feedback generally creates a more interactive and supportive classroom atmosphere. Students become more engaged and attentive during presentations. However, it can also create tension if feedback is not delivered respectfully."

**Improvement in Speaking Fluency**

The results demonstrate that input from classmates significantly contributes to enhancing students' speaking skills when they give presentations in class. The majority of those surveyed said that getting feedback from fellow students made them more conscious of their speech delivery, specifically concerning breaks, uncertainty, filler words, and how fast they talked. Being more aware in these way motivated students to rehearse further and speak with better ease. Also, students found feedback from their peers helpful, easy to understand, and less frightening because it came from others who were at about the same level. This feeling of ease lowered stress and increased self-assurance, which then helped students improve how smoothly they spoke. Nevertheless, a small number of those surveyed doubted this, thinking that speaking smoothly mostly gets better through practicing alone instead of listening to what classmates say.

Table 4. Improvement in Speaking Fluency

Respondent	Statement
R3	"Peer feedback helps improve fluency by providing practical tips. Learning from peers feels less intimidating. This boosts confidence."
R6	"It helps because I know people are actually listening for my flow. It pressures me to practice more so I don't sound choppy."
R10	"Peer feedback helps me become more fluent because I receive suggestions based on real communication experience."
R18	"It really helps me because I finally knew in which aspects should I develop my ability."
R19	"It doesn't help much with fluency, in my opinion. Fluency comes from practice, not from a classmate telling you that you're slow."
R27	"Peer feedback helps me become more fluent because I receive practical suggestions from people at the same level."

**Increased Awareness and Improvement of Pronunciation**

Students become much more conscious of their pronunciation problems through peer feedback, particularly errors they didn't know they were making before. Numerous participants mentioned that fellow students are more adept at spotting particular sound problems, for example with "the" or "v," particularly when speakers aren't aware of their own errors while speaking. Students find feedback from their classmates simpler to internalize, more specifically pertinent, and conducive to introspection. Moreover, peer feedback not only enhances awareness but also gives students the drive to fix and refine their pronunciation skills, which helps prevent misunderstandings when speaking. To that end, peer feedback functions as a trigger for ongoing gains in pronunciation precision, along with its function as a tool for fixing errors.

Table 5. Increased Awareness and Improvement of Pronunciation

Respondent	Statement
R3	"Yes, peer feedback increases awareness of pronunciation errors. Classmates notice mistakes. This helps improvement."
R7	"Yes, definitely. My friends usually point out when I say 'the' or 'v' sounds wrong. It's easier to hear it from a friend than a teacher."
R13	"Yes, peer feedback helps me notice pronunciation mistakes. Classmates often point out errors I miss. This improves accuracy."
R20	"Yes, I become more aware because I usually believe that I pronounce a word correctly. Then my colleagues tell me that they have no idea what I am talking about."
R21	"Absolutely. I often don't hear my own mispronunciations in the heat of the moment, but when a peer points out a specific word, I remember it forever."

**Vocabulary Development in Speaking**

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Most students feel that peer feedback contributes positively to vocabulary development in speaking. Peer feedback helps students learn alternative words, synonyms, and new expressions, either through direct suggestions or by listening to other students' presentations. This process encourages students to reduce their use of repetitive and simple vocabulary and to improve the diversity and quality of their spoken language. However, the findings also show that not all students rely on peer feedback; a small number of respondents expressed a preference for learning vocabulary independently, for example through a dictionary. This suggests that the effectiveness of peer feedback in vocabulary development is influenced by the quality of the feedback provider and individual learning preferences.

Table 6. Vocabulary Development in Speaking

Respondent	Statement
R4	"Maybe a little, depends if the students giving me the feedback helped me to improve my vocabulary."
R6	"I pick up new slang or 'academic' words that my smarter classmates use during their talks."
R17	"It really helps me, so I can use various words through learning its synonym, etc."
R18	"Not really. I prefer looking up words in a dictionary rather than relying on what a peer suggests."
R20	"Listening to my peers, I could hear them use new or better words that I did not consider before."

**Improvement in Grammatical Awareness and Use**

Peer feedback plays an important role in increasing awareness and use of grammar when speaking. The majority of respondents stated that feedback from friends helped them realize frequently repeated grammar mistakes, such as tense errors, subject-verb agreement, and sentence structure. When the same mistake was mentioned by several friends, respondents became more aware that the mistake was serious and needed to be corrected. In addition, peer feedback also serves as a direct reminder when speaking, encouraging students to be more careful in their use of grammar. However, some respondents highlighted the limitations of peer feedback, especially when peers have the same or even incorrect understanding of grammar, meaning that the corrections provided are not always accurate. Overall, these findings show that peer feedback is effective in improving grammatical awareness, although its quality is highly dependent on the linguistic competence of the feedback provider.

Table 7. Improvement in Grammatical Awareness and Use

Respondent	Statement
R2	"Grammar feedback helps me notice errors. Peer comments remind me to improve. This enhances accuracy."
R5	"Depends if they give me feedback regarding that, of course it will help with my grammar."
R7	"It's okay, but honestly, we all make the same grammar mistakes, so sometimes we don't even notice each other's errors."
R9	"Feedback from peers helps me notice grammar mistakes I often repeat. When several people mention the same error, I realize it is a serious issue."

**Teachers' Time Efficiency through Peer Feedback**

According to participants, incorporating feedback from fellow students can potentially reduce the amount of time instructors spend evaluating and providing feedback on student work. The majority of those surveyed stated that when students participate in giving feedback, it distributes the responsibilities involved in assessing assignments. This ultimately means instructors are not required to comment on every single aspect of a student's work. This arrangement allows instructors to concentrate more on broader advice, central topics, and general patterns in student progress within the classroom setting. However, certain survey participants were doubtful regarding the dependability and quality of feedback from peers, stressing that instructor feedback

remains essential as a more precise and trustworthy source of insight. Therefore, although feedback from peers can assist instructors in saving time, it should preferably act as an addition to, rather than a total substitute for, the feedback given by instructors.

Table 8. Teachers' Time Efficiency through Peer Feedback

Respondent	Statement
R6	"For sure. The teacher doesn't have to write a novel about every student if we are already helping each other with the small stuff."
R16	"Teachers do not have to comment on every detail because students help identify issues. This makes the assessment process more efficient."
R18	"Because we do the simple corrections, so it is beneficial to the teacher as he or she is not required to provide all the details to every student."
R19	"With 30+ students, a teacher can't catch every detail. Peer feedback provides a broader data set, allowing the teacher to focus on overall trends."

## Discussion

The findings of this study demonstrate that peer feedback plays a multifaceted role in improving EFL students' speaking skills during classroom presentations. Overall, the results confirm that peer feedback functions not only as an evaluative tool but also as a pedagogical strategy that supports cognitive, linguistic, social, and affective development. These findings align closely with Topping's (2009) peer assessment theory, which emphasizes reciprocal interaction, shared responsibility, and formative learning.

First, peer feedback was perceived as a meaningful source of feedback that provides encouragement, emotional support, and diverse perspectives. Students reported feeling motivated and more aware of their speaking performance when receiving feedback from classmates. This finding corroborates previous studies indicating that peer feedback is often perceived as less intimidating and more relatable than teacher feedback, particularly because it comes from peers who share similar learning experiences (Anjarani & Alvianingrum, 2024; Sulhah & Oktaviana, 2024). In the Indonesian EFL context, where students may experience anxiety during public speaking, peer feedback helps create a supportive learning environment that encourages reflection and improvement rather than fear of evaluation (Wahyuningsih & Afandi, 2020).

Second, the findings reveal that peer feedback significantly contributes to cognitive development. By evaluating peers' presentations, students actively engaged in higher-order thinking processes such as analyzing performance, applying assessment criteria, and reflecting on strengths and weaknesses. This supports Topping's (2009) assertion that peer assessment promotes metacognitive awareness and evaluative judgment. Similar results were reported by Setiawan et al. (2025), who found that peer feedback fosters reflective learning by requiring students to internalize assessment standards and apply them meaningfully. Thus, peer feedback transforms abstract assessment criteria into concrete learning experiences.

In terms of social interaction and group work, peer feedback was found to enhance classroom engagement and collaboration. Students became more attentive during presentations and felt a stronger sense of collective responsibility for learning. The findings also highlight social challenges, such as tension and anxiety when feedback is delivered insensitively. This supports Ayub and Purnamaningwulan's (2023) conclusion that peer feedback requires careful scaffolding and the establishment of respectful communication norms to be effective.

Regarding speaking fluency, students reported that peer feedback increased their awareness of pauses, fillers, and speech rate, motivating them to practice more. These findings are consistent with Setiawan, Rahman, and Jupri (2025), who found that peer feedback positively affects fluency and accuracy by encouraging repeated practice and self-monitoring. Nonetheless, a small number of students believed that fluency develops primarily through individual practice, indicating that peer feedback should complement, rather than replace, speaking rehearsal.

Peer feedback also played a crucial role in improving pronunciation awareness, as peers were often able to identify specific pronunciation errors that speakers themselves failed to notice. This finding supports Ebadijalal and Yousofi (2023), who reported that peer feedback enhances pronunciation accuracy while simultaneously reducing speaking anxiety. The immediacy and specificity of peer feedback appear to make pronunciation input more memorable and impactful.

In terms of vocabulary development, peer feedback facilitated exposure to new expressions and alternative word choices, helping students diversify their spoken language. However, some students preferred independent vocabulary learning strategies, such as using dictionaries. This suggests that individual learning preferences and the linguistic competence of peers influence the effectiveness of peer feedback in vocabulary acquisition, as also noted by Pratama and Suryasa (2024).

Similarly, grammatical awareness improved as students became more conscious of recurring errors through repeated peer comments. Nevertheless, concerns regarding the accuracy of peer feedback were raised, particularly when peers shared similar grammatical weaknesses. This finding echoes Al-Khresheh et al. (2025), who emphasize that peer feedback should be supported by teacher monitoring to ensure reliability and correctness.

Finally, peer feedback was perceived as beneficial in enhancing teachers' time efficiency. By sharing assessment responsibilities, teachers were able to focus on broader instructional guidance rather than correcting every detail. This finding supports Topping's (2009) view of peer assessment as a means of distributing cognitive and evaluative workload. However, students emphasized that teacher feedback remains indispensable, reinforcing the idea that peer feedback should function as a complementary, not substitutive, assessment strategy.

## CONCLUSION

This study concludes that peer feedback plays a significant and multidimensional role in improving EFL students' speaking skills during classroom presentations. Through a qualitative descriptive approach, the findings reveal that peer feedback contributes to students' speaking development by serving as a meaningful source of feedback, fostering cognitive growth, enhancing social interaction, and improving specific speaking components such as fluency, pronunciation, vocabulary use, and grammatical awareness. Additionally, peer feedback supports instructional efficiency by reducing teachers' assessment workload while promoting student autonomy. Despite its benefits, the study also highlights several challenges in the implementation of peer feedback, including concerns about feedback accuracy, social discomfort, and students' varying levels of confidence and linguistic competence. These challenges indicate that peer feedback cannot function effectively without proper guidance. Therefore, structured training, clear assessment criteria, and continuous teacher supervision are essential to maximize the effectiveness of peer feedback practices. Pedagogically, this study suggests that EFL instructors should integrate peer feedback systematically into speaking instruction while cultivating a respectful and supportive classroom culture. Providing explicit training on how to give constructive feedback and combining peer feedback with teacher input can enhance both the reliability and impact of the feedback process. Finally, this study contributes to the growing body of literature on peer feedback in EFL contexts by providing qualitative insights from Indonesian higher education settings. Future research may explore longitudinal effects of peer feedback, comparative analyses between peer and teacher feedback, or the use of digital tools to support peer feedback practices in speaking classrooms. Future researchers are encouraged to conduct longitudinal studies to examine the long-term impact of peer feedback on students' speaking development across multiple semesters. Such designs may provide deeper insights into how peer

feedback influences sustained improvement in fluency, pronunciation, and overall speaking competence. In addition, future research may employ multiple data collection methods, such as interviews, classroom observations, and audio or video recordings of presentations, to triangulate findings and capture the dynamic interactional processes involved in peer feedback. Exploring the use of digital or technology-mediated peer feedback platforms may further enrich understanding of how peer feedback can be implemented effectively in contemporary EFL speaking classrooms.

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