THE USE OF ORAL PEER FEEDBACK IN SPEAKING CLASS

A SARJANA PENDIDIKAN FINALPAPER

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

By

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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Dean

Rohandi, Ph.D.
I Dedicate This Final Paper to:

❤ My Beloved God
❤ My Beloved Lecturers
❤ My Beloved Parents
❤ My Beloved Sisters and Brother
❤ My Big Family
❤ My Beloved Boyfriend
❤ All PBJ 2010
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this final paper, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, July 31, 2015

The Writer

Veronika Meianna Simamora
101214007
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ABSTRACT

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Generally, feedback is given by a teacher to the students in writing class. However, feedback is needed by adult learners in speaking class. The granting correction in speaking class can be done by giving comments to the students after finishing speaking in front of the class. Usually, feedback is always given by the teacher. The types of feedback can create learning environment which is inactive and not independent. Commonly, a friend can also contribute in giving feedback. This type of feedback is called oral peer feedback. Oral peer feedback makes the students more independent, active, brave, and confident in speaking class. Therefore, the writer intends to identify how oral peer feedback is done in speaking class and what are the advantages and disadvantages of oral peer feedback that is used in speaking class.

To identify how oral peer feedback is done, the writer gives procedure that can be done in giving feedback. The procedure is started with an explanation of the purpose of the speaking, the functions, the variations, and the types of speaking delivery. Besides, the provision of topic and example of the text are given before speaking. This procedure should also be given by the teacher. After that, the students are given the rubric that consists of categories to comments to the other students’ speaking performance. After a student performs his/her speaking ability in front of other students, his/her peer feedback gives feedback based on the rubric. Those are the procedures that are used to give feedback in speaking performance that supports the students to be more active, independent, and confident.

Besides, there are advantages and disadvantages of oral peer feedback in speaking class. The advantages are: 1) students find it is easy being corrected by a peer, peer feedback can make the students become confident, 2) the students can learn in giving feedback when the others students do the process of giving feedback, 3) peer feedback can help the teacher to know the students’ awareness when giving feedback. The disadvantages of giving feedback are: 1) the feedback might be wrong, 2) the process of giving feedback spends much time, 3) the students are hesitant if the feedback is not accurate, and 4) some students think that feedback is only given by the teacher. The advantages and disadvantages of peer feedback can be used by teacher and the students so that it can be used maximally.

Keywords: advantages and disadvantages, oral peer feedback, speaking
ABSTRAK


Untuk mengetahui bagaimana oral peer feedback ini dilakukan, penulis memberikan prosedur yang dapat dilakukan dalam pemberian umpan balik. Langkah-langkah tersebut dimulai dengan menjelaskan tujuan dari berbicara, fungsinya, variasinya, dan juga jenis penyampaianannya dalam berbicara. Selain itu, pemberian topik dan contoh naskah sebelum berbicara juga harus diberikan oleh guru. Setelah itu, murid diberikan rubrik yang berisi kategori-kategori untuk mengomentari performa berbicara murid. Setelah seorang murid menampilkan kemampuan berbicaranya di depan murid-murid lain, pasangannya memberikan komentar berdasarkan rubrik yang diberikan terhadap penampilan murid tersebut. Inilah prosedur yang digunakan untuk memberikan komentar pada performa speaking yang menunjukkan murid menjadi lebih aktif, mandiri, dan percaya diri.

Selain itu, terdapat keuntungan dan ketidakuntungan dalam pemakaian peer feedback dalam kelas berbicara. Keuntungannya adalah beberapa murid merasa sangat mudah jika umpan balik diberikan oleh teman, peer feedback dapat membuat murid menjadi percaya diri, murid dapat belajar memberikan umpan balik ketika murid lain melakukan proses pemberian umpan balik, peer feedback dapat membantu guru untuk mengetahui kesadaran dari murid ketika memberikan umpan balik. Ketidakuntungan dalam pemberian oral peer feedback adalah umpan balik dari murid mungkin salah, proses pemberian umpan balik menghabiskan waktu yang banyak, murid ragu jika koreksinya tidak akurat, dan beberapa murid berpikir bahwa umpan balik hanya diberikan oleh guru. Keuntungan dan ketidakuntungan dalam pemakaian peer feedback ini dapat dimanfaatkan oleh guru dan murid supaya peer feedback digunakan semaksimal mungkin.

Kata kunci: advantages and disadvantages, oral peer feedback, speaking
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CHAPTER I
INTRODUCTION

Learning a foreign language, especially English, is necessary for students in Indonesia. According to Regulation of the Republic of Indonesia number 20, 2003 about national education system, a foreign language can be used as a medium language on a certain unit of education to support the ability of foreign language learners (p. 11). Learning a foreign language is an important thing for the students because it supports the students’ ability in education. Besides, a foreign language, especially English language, is an international language that is very useful and interesting in the global dealing (p. 33). It amplifies that English language as an international language is very needed by the students in the global world. It also helps the students to go abroad for studying, doing research, exchanging students, studying tour and others. For such reasons, the Indonesian government considers to put English lesson in the school curriculum. The Government has constructed English curriculum for elementary school, junior high school, senior high school, and also college.

English learning activities and teaching activities in Indonesia are formulated by the national curriculum. Indonesia curriculum has changed several times. Its change depends on the era development. According to Wahyuni (2014), curriculum has changed since 1945 until 2015. Even though the curriculum always changes, English lesson is still taught in the school levels. In 2013, the curriculum is changed into curriculum 2013. According to the Ministry of Culture
and Education (2013), English lesson in elementary school is omitted and changed as a local content (p. 66). In junior high school and senior high school, the curriculum is also changed into curriculum 2013 and English lesson is still taught as the obligatory lesson. In 2014, the government changes the curriculum into 2006, which is also known as KTSP (Kurikulum Tingkat Satuan Pendidikan). It is continuously changed in accordance with the era so that it makes the students and the teacher confused about the use of the curriculum. In this case, the writer just focuses on English lesson for adult learners because English lesson in elementary school, junior high school, and senior high school undergo confusion.

In learning English, there are four skills which are learned. Those four skills of English are divided into productive and receptive skill. According to Riddell (2003), reading and listening are receptive skills, and then speaking and writing are productive skills (pp. 96-129). According to Harmer (2007), “receptive skills is a term used for reading and listening, skill where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves (p. 265)”.

The students should know the meaning of productive and receptive skills so that the students know how to apply those skills correctly. Those skills are important to be learned because those skills are used by students in class activity especially in English lesson. The students learn how to listen and read something and then produce what their listen and read through speaking and writing.

Learning four English skills is important and interesting but learning speaking is the most challenging. According to Read (2007), speaking is a
complex skill and the difficulty for children learning a foreign language should not be underestimated (p. 18). Speaking English is not easy because English is a foreign language in Indonesia. Besides, speaking English needs confidence. Sometimes, the students are shy and afraid to speak in front of others. They are afraid if they make errors. Besides, according to Lewis (2002), “an error arises when students communicate in a more complicated language than they have so far learned. It happens when the students learn English language” (p. 8). Generally, the students make errors because the students feel nervous even though the students have already prepared their speech. In addition, the students are rarely unaware of their errors. When the teacher gives correction for the students’ error directly in front of others, generally, some students will shy and do not want to speak again. In this case, the teacher has to change the students’ mindset that the correction is able to help the students to improve their speaking. Therefore, the correction is really needed for helping the students to know and correct their error.

The correction as feedback helps the students to correct their errors and learn from their errors. According to Harmer (2007), when responding to errors, the teacher should be seen as providing feedback, helping that reshaping rather than telling students off because they are wrong (p. 100). The teacher should help the students to accept the feedback well and does not judge the students because of their error. The teacher should give good motivation so that the students can understand if the errors should be corrected and the students should not be afraid if the errors come in their performance.
Generally, feedback is given by the teacher. The students rarely give the feedback to other students because most of them assume that the teacher is the one who takes most responsibility in providing insights. If only the teacher who gave the feedback, the student could not be active in class. The students just listen to the teacher’s feedback. According to Hattie and Timperley (2007), feedback is conceptualized as information provided by agent (e.g. teacher, peer, book, parent, self, and experience) (p. 81). In a class, the teacher and the peer can be feedback provider. Feedback by book, self, and experience can be used out of class. Feedback by peer can be one of the ways in giving feedback in the speaking class. According to Harmer (2007), feedback can be given during oral work and written work. It means that feedback can be given through written and orally (pp. 142-147). In speaking activity, oral feedback is used, while in writing activity, written feedback is used. Thus, feedback can be given by peer orally in speaking class so that this paper is focused on how peer oral feedback is practiced in speaking class. In addition, the advantages and disadvantages of oral peer feedback will be discussed as well.
CHAPTER II
DISCUSSION

This chapter includes two parts. The first is the concept of speaking that consists of the nature of speaking, the purposes of speaking, and teaching speaking English for adult learners. The second is the concept of oral peer feedback that consists of the meaning of oral peer feedback and the implementation of oral peer feedback.

A. Speaking

This part discusses the basic theory of speaking that consists of the nature of speaking, the purposes of speaking, and teaching speaking English for adult learners.

1. The Nature of Speaking

Speaking appears naturally in human beings. Brown and Yale (1983) as cited in Nunan (1989) begin their discussion on the nature of speaking by distinguishing between spoken and written language. Spoken language and written language are different (pp. 26-27). Turk (2003) states that spoken language is the first form of communication between human beings (p. 9). It comes along before written language, and writing is a transcript of speech, not vice versa. Before people know writing, they learn speaking first. Speaking and writing are parts of English skills.
Speaking is one of the English skills that are included into productive skill. As Harmer (2007) who states “a productive skill is the term for speaking and writing, skill where the students actually have produced language themselves” (p. 265). In addition, Grice and Skinner (1995) state:

Speaking is an active process. People discover ideas; shape them into a message, and deliver that message using voice and body. The process of developing and delivering an idea clarifies it and helps make it uniquely your own. By learning how to construct an effective public speech, you will further increase your learning (p. 3).

Speaking is defined as a process of how to develop and deliver an idea. People deliver their speech through voice and body. Thus, speaking is a form of communication between human being. By speaking, people can also become active and increase their knowledge.

Speaking has several variations. Those variations help people talk to the others. The variations of speaking have similar meaning to manner of speaking. The variations of speaking can be differentiated into talking to chat and to inform, talking in different social situations, and roles, role relationships and politeness (Luoma, 2004, p. 22). Those variations are very important for people to differentiate between talk to their friends and talk to the others.

a. Talking to Chat and Talking to Inform

Talking to chat is different from talking to inform. Brown, Anderson, Shillcock, and Yule (1984) as quoted by Luoma (2004) define chatting as the exchange of amicable conversational turns with another speaker (p. 22). The
primary purpose is to make and to maintain social contact, to oil the social wheels, and thus to chat forms a large part of anyone’s social life. Talking to chat is usually done in the daily life. People do conversations with others. Telling about experiences, daily activities, families, and others are the examples of talking to chat.

According to Brown et al. (1984) as cited in Luoma (2004) state “talking to inform refers to speech aimed at transferring information on a particular topic” (p. 23). It can be used by the teacher at school, the policemen in the way when people ask about direction, and the nurse and doctors at hospital. Thus, talking to chat is usually done in our daily life such as talk with friends, teachers, and parents. Then, talk to inform is talk to give information to the others such as the teacher gives explanation, the doctor explains the disease and the policemen explain the direction.

b. Talking in Different Social Situations

Talking in different social situations is summarized into a framework that forms the acronym SPEAKING (Hymes, 1997 as cited in Luoma, 2004, p. 24). S is for situation (the physical setting and the nature of event), P is for participants (speaker, hearer, audience, and others), E is for ends (conventional outcomes of the event, if any), A is for act sequence (the form and content of speech acts), K is for key (tone, manner, or spirit of act), I is for instrumentalities (channel or mode), N is norms (norms of interpretation and norms of interaction), and G is for genre.
(categories such as a joke, lecture, description and others). If people want to talk to the others in different situations, people should think about the situation, the participant, the end, the act sequence, the key, the instrument, the norm, and the genre. Talking in different situations is not easy because every person has different social status.

c. Roles, Role Relationships and Politeness

Another feature that influences speakers’ choice of words in interaction is speaker’s roles and role relationship (Luoma, 2004, p. 26). Then, politeness is usually being the reason why people do not communicate ‘maximally efficiently’ (Luoma, 2004, p. 26). Grice (1975) as cited in Luoma (2004) promotes four conversational maxims: quantity (give sufficient information but not too much), quality (say only you know to be true), relation (be relevant), and manner (be brief, clear and orderly). Those conversational maxims are an important for those who have a willingness to work in several jobs. People are indicated to have a good quantity, quality, relation with others, and manner in working.

2. The Purposes of Speaking

Speaking needs a purpose. By speaking, people give information to others, and vice versa. There are three major purposes of speaking: to entertain, to inform, and to persuade (Koch, 1988, p. 15). The first purpose is to entertain. According to Koch (1988), entertainment is used to elicit a pleasure response, to
provoke curiosity, to provide suspense, or to amuse. It can be seen in standup comedy (p. 15). It is used to make people laugh because of funny story and also speaker’s exciting experience. The second purpose is to inform. In addition, Koch (1988) proposes that the second purpose is to inform is used to add to the knowledge or understanding of the listener (p. 15). For example, the headmaster speaks in ceremony, the teacher explains some courses, the employee gives informational report in company, and the other formal events. In English lesson, the example of talking to inform is when the teacher asks the students to speak in front to give information to the others such as information about the school, self, and daily activity. It is more formal than to entertain.

The third purpose is to persuade. Further, Koch (1988) states that the purpose to persuade is used to convince, to reinforce, or to actuate (p. 15). This purpose is more complex than entertain and inform. There are three types of persuasion based on Koch (1988: 16). The first type of persuasion is to convince. To convince in the persuasion occurs frequently in a debate and in problem solving discussion. It happens in debate event. However, it is rarely done in speaking activity in class. It is only given when the students prepare for debate events. The second type of persuasion is to reinforce. Persuasion to reinforce largely employs a psychological approach—appealing to the attitudes, beliefs, sentiments, and motivates of the audience. Reinforcement is usually used by the motivator. The teacher also uses it to give motivations to the students. The third type of persuasion is to actuate. To actuate is used to put an instruction into an
action. This purpose is done to ask the audience to do something based on the instruction. It is usually done by the teacher in giving instruction to the students to do something.

Those purposes should be explained by the teacher before the students do their speech in class. If the teacher asks the students to deliver their speech in front, the purpose of the students’ speech should be appropriate with their topic. For example, the topic is to entertain, the students can use the purpose to entertain and also for the purpose to inform and to persuade.

3. Teaching Speaking English for Adult Learners

The mastery of speaking skill is important to learn. The mastery of speaking skills in English is a priority for many second language or foreign language learners (Richards, 2008, p. 19). Therefore, speaking skill in English is learned by adult learners.

In the speaking class, the purpose of learning speaking is making the students are able to speak English fluently and correctly. The teacher teaches the students to be able to speak with others by doing conversation. Generally, to make sure that the students can speak English, the teacher asks the students to speak in front of class. Before the students start to speak, the teacher should tell and explain the purpose and the function of speaking to the students as explained in the previous section.
There are three functions of speaking: talk as interaction, talk as transaction, and talk as performance (Brown and Yule, as cited by Richards, 2008, p. 21). Talk as interaction refers to what people normally mean by “conversation” and describes interaction that serves a primarily social function. It happens when people meet together and do conversation. Talk as transaction refers to situations where the focus is on what is said or done. It usually happens when the teacher gives and receives information for the students. Different from talk as interaction, talk as performance refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcement and speeches (Richards, 2008, p. 27). Talk as performance can be used for speaking class activity.

Talk as performance is used by the teacher to ask the students to present their speech in front of class. The material of speaking can be taken from learning syllabus which is expressing a meaning in simple short monologue use diversity of spoken language accurately, smoothly and appreciation for interaction with neighborhood in descriptive and recount text. In this case, the teacher asks the students to speak in front of the class about descriptive text. Speaking in front of class is not easy. It needs some preparations and practices. Sometimes errors will arise when the students speak in front of the others. Thus, feedback is one way to help the students to correct their errors.

According to Harmer (2004), “feedback includes all messages, verbal and non-verbal, sent by listeners to speaker” (p. 13). The speaker is given feedback by
the listener because the listener listens to what the speaker says. Giving feedback means telling students about the progress they are making as well as guiding them to areas improvement (Lewis, 2002, p. ii). Feedback is not given to look for errors but it helps students to decrease their errors. It is a progress for the students to correct the other students’ errors. Binjami, Kashef, and Nejad (2013) state that, “feedback is designed to provide to a learner to inform the learner on his or her actual state of learning or performance” (p. 92). Thus, feedback is telling the students about their errors and helping them to decrease their errors. In giving feedback, the students need purposes so that they can give feedback clearly.

There are some purposes of giving feedback: provides information for the teachers and the students, provides the students with advice about learning, provides the students with language input, motivates the students, and leads the students toward autonomy (Lewis, 2002, pp. 3-4). Feedback can be given in written and/or oral form (Brookhart, 2008). Written feedback is usually found in writing activity which is shared by the students and the teachers. Then, oral feedback occurs in speaking activity.

B. Oral Peer Feedback

Oral peer feedback means feedback which is given by peer orally. This part consists of the meaning, the implementation, and the advantages and the disadvantages of oral peer feedback.
1. The Meaning of Oral Peer Feedback

Giving feedback does not mean giving grade to the students. Feedback is comment on the students’ performance or comment on the students’ work. In speaking skill, Turk (1985) states that feedback is a vital component of successful speaking (p. 9). As a vital component, feedback in the speaking skill help the students improves their speech since it provides information about speaking performance. In addition, Hattie and Timperley (2007) propose that feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative (p. 81). Because the feedback is something most powerful, it becomes effective in classroom activity. Feedback can be positive or negative. It depends on the feedback giver. In this case, the teacher gives information to the students how to give effective feedback to the students.

Lewis (2002) states that three sources of feedback are namely teacher-feedback, peer feedback, and self-feedback (pp. 15-23). The first source is teacher feedback. In many classes, teachers are the main source of feedback on oral and written language (Lewis, 2002, p. 15). The teacher feedback is needed when the students have difficulties. In speaking, the teacher can give feedback written and/or orally. Written feedback is usually done on paper after the students finished their performance. Different from written feedback, oral feedback is done orally after the students’ performance. The second source of feedback is peer feedback. Lewis (2002) states that it is boring if all feedback comes from the teacher every day (p. 21). If feedback is only given by teacher, the students cannot be active in
class. Peer feedback is useful for the students to make them active in commenting on other students’ performance. The third source of feedback is self-feedback. Finally, students can correct and evaluate their own work (Lewis, 2002, p. 23). After the students accept the feedback from the teacher or peers, the students can correct and evaluate their errors.

2. The Implementation of Oral Peer Feedback

This part discusses two parts: a sample rubric and the procedure of oral peer feedback in speaking class. A rubric is used to help the students in giving feedback in speaking class. Therefore, the procedure of peer feedback is the process of giving feedback in speaking class.

a. A Sample Rubric

A rubric helps the students to comment on other students’ performance. “Give students feedback about their process; notice strengths and make suggestions to improve weaknesses. Keep in focus the criteria for the end product, as described in the rubrics” (Brookhart, 2008, p.94). The following is the example of public speaking rubric. This rubric is considered for adult learners because this rubric consists of elements that are appropriate with the students’ speech. Categories of this rubric are derived into six categories.

There are four different levels in every category which indicate students’ speaking performances. Those four levels address four different explanations.
Table 2.1 A Sample Rubric

<table>
<thead>
<tr>
<th>Categories</th>
<th>1 Baseline</th>
<th>2 Attempts the Standard</th>
<th>3 Approaching the Standard</th>
<th>4 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Familiarity With Your Material</td>
<td>You are obviously <strong>not familiar with your speech</strong>. You <strong>pronounce few words correctly</strong> and often use filler words such as “like” or “um” Overall, you show a very limited comfort with the material.</td>
<td>You are only <strong>fairly familiar with your speech</strong>. You <strong>pronounce many words</strong> correctly, but also many incorrectly. You may sometimes use filler words such as “like” or “um”. Overall, you show limited comfort with the material.</td>
<td>You are <strong>generally familiar with your speech</strong> and it is evident that you have practiced. You <strong>pronounce most words</strong> correctly and seem comfortable with what you have to say. You may use filler words such as “like” or “um” a few times. Overall, you know your speech generally well.</td>
<td>You have obviously <strong>practiced your speech repeatedly</strong>. You pronounce <strong>almost all</strong> words correctly and seem to be very comfortable with what you have to say. You never use filler words such as “like” or “um.” Overall, you know your speech quite well.</td>
</tr>
<tr>
<td>B: Posture</td>
<td>You have poor <strong>posture throughout your speech</strong>. You often lean from side to side and slouch onto the podium, or fidget with your hands.</td>
<td>You have good <strong>posture throughout some parts of your speech</strong>. In most of parts of the speech you lean from side to side, slouch onto the podium, or fidget with your hands.</td>
<td>You have good <strong>posture throughout most your speech</strong>. You rarely lean from side to side, slouch onto the podium, or fidget with your hands. Most of your movements serve to enhance the speech rather than distract from it.</td>
<td>You have good posture throughout your speech. You do not lean from side to side, nor do you slouch onto the podium, or fidget with your hands. All of your movements serve to enhance the speech rather than distract from it.</td>
</tr>
<tr>
<td>C: Pacing</td>
<td>You move through your speech very quickly or too slowly. As a result, the words that you say are not understood, or felt by the audience.</td>
<td>You move through your speech at an <strong>appropriate pace only in some parts of your speech</strong>. Sometimes you make awkward pauses or sometimes you speed up unexpectedly.</td>
<td>You move through your speech at an <strong>appropriate pace for most of your speech</strong>. A few times (2-3) you may make awkward pauses or speech up unexpectedly.</td>
<td>You move through your speech at an <strong>appropriate pace</strong>. You pause in at the end of sentences or at significant moments so that your words are felt by the audience.</td>
</tr>
</tbody>
</table>
Table 2.1 A Sample Rubric (Continued)

<table>
<thead>
<tr>
<th>Categories</th>
<th>1 Baseline</th>
<th>2 Attempts the Standard</th>
<th>3 Approaching the Standard</th>
<th>4 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>D: Volume</td>
<td>You speak very soft or too loud for most of the speech. As a result, you do not command the attention of the audience.</td>
<td>You speak clearly and forcefully in parts of your speech, but in most parts you are either too loud or too soft.</td>
<td>You speak clearly and forcefully throughout most your speech. In a few parts you may be too loud or too soft.</td>
<td>You speak clearly and forcefully throughout the entirety of your speech. In no parts are you too loud or too soft.</td>
</tr>
<tr>
<td>E: Eye Contact</td>
<td>You make eye contact 1-3 times with your audience during your speech.</td>
<td>You make eye contact with your audience in some parts of your speech.</td>
<td>You consistently make eye contact with your audience throughout the entirety of your speech, but you make eye contact with limited sections of the room. Or you make eye contact throughout most of your speech, but only with limited section.</td>
<td>You consistently make eye contact with your audience throughout the entirety of your speech. You make eye contact with all sections of the room throughout your speech. Your eye contact flows well with the words of your speech.</td>
</tr>
<tr>
<td>E: Language</td>
<td>The grammar and vocabulary are so poor that you cannot understand most of the message.</td>
<td>You make many grammatical mistakes. You use very simplistic, bland language. You use a “restricted code,” a style of communication characterized by simple grammatical structure and concrete vocabulary.</td>
<td>You make few grammatical mistakes. You use language which is appropriate for the task, e.g., descriptive language when describing, clear and concise language when giving information and explaining, persuasive language when persuading. The speaker uses an “elaborate code,” a style of communication characterized by complex grammatical structure and abstract vocabulary.</td>
<td>You make very few grammatical mistakes. You use language in highly effective ways to emphasize or enhance the meaning of the message. As appropriate to the task, the speaker uses a variety of language techniques such as vivid language, emotional language, humor, imagery, metaphor, simile.</td>
</tr>
</tbody>
</table>
The first category is familiarity to the material. In this category, the students as the speaker should be familiar with the topic of their speech. Besides, pronunciation is also commented. Pronunciation involves articulating the correct consonant and vowel sounds of a word and accenting that word in a proper manner (Koch, 1995, p. 105). The second category is posture. It is similar to body movement. If the students are nervous, it can be seen in the students’ gesture. The students need to notice their body movement during doing their speech. The third category is pacing. In this category, the students are demanded not to speak too quickly or too slowly. The speed should be proper. The fourth category is volume. Koch (1995) states that an essential element to any communication is adequate volume—the loudness or softness of the voice (p. 103). If the audience cannot hear what the speaker speaks, it will make the audience stop to listen.

The fifth category is eye contact. If the speaker never looks at the audience, it makes the audience do not want to pay attention and listen to the speaker’s speech. It is good for the speaker to look at the audience while the speaker says. The last category is language. It is about the grammatical and the vocabulary.

b. Procedure of Oral Peer Feedback in Speaking Class

There are three steps in giving oral peer feedback in speaking class: preparing for the content of the speech, preparing for delivery, and using oral peer feedback on performance. Those steps relate to each other. The first is the students
should prepare the content. After that, the students should prepare for delivery on their speech, and then, they apply oral peer feedback based on their performance.

1) Preparing the Content the of Speech

A speech is divided into three parts: introduction, body, and conclusion (Koch, 1995, p. 57). An introduction should capture the attention of the audience, give them a reason of listening, and clearly state the central idea of the speech. In this part, the students raise the audience’s (the other students) attention by making them curious of the students’ speech. If the topic is interesting, the audience will pay more attention to the speech. The body of speech is where the speaker’s message is presented in the body of speech. The body part is the point of the speech. It should be suitable for the topic. The last is conclusion. A conclusion should be short and to the point. A conclusion is the summary of the introduction and the body. Generally, the content of the conclusion is not like the introduction and the body.

2) Preparing to the Delivery

Delivering the speech also needs preparation. It helps the students to avoid some unexpected errors. There are four types of speech delivery based on Ross (1995): reading from a manuscript, memorization, impromptu delivery, and speaking extemporaneously (p. 145). Those types are important to the students to differentiate how to speak by reading for manuscript, memorization, impromptu
delivery, and speaking extemporaneously. The students are able to use one of these types of speech.

a) **Delivering by Reading from Manuscript**

Delivering by reading from manuscript is often seen in ceremony, church, and presidential speech. Speaking from manuscript or delivering speech from a complete text prepared in advance does not only ensure that the speaker will not be at a loss for words, but it is also essential in some situation (Grice and Skinner, 1995, p. 265). The text for the speech is already prepared. Then, the speaker speaks based on the text but the speaker does not read all the text. The speaker still looks at the audience. Delivering by reading from manuscript is not difficult because the speaker is able to see the text but cannot read all the text. The speaker does not need to memorize the content of the text. Because the speaker reads the text and generally the speaker reads without improvement, it makes the audience sleepy and stops to listen to the speaker’s speech.

b) **Delivering by Memorizing**

Delivering by memorizing is seldom found in class. Generally, the teacher wants the students to speak in front without taking some notes. Different from delivering by reading, delivering by memorizing demands the students to memorize word by word. According to Grice and Skinner (1995), the students speak from memory when they prepare a written text and then memorized it word
for word (p. 264). The text is already prepared and the speaker memorizes the text before starting to speak. It consumes much time because memorizing something is difficult. However, it can help the students to train their memorization.

c) Delivering by Impromptu

Delivering by impromptu is challenging because the students are pointed to speak without preparation. Based on Grice and Skinner (1995), “we engage in impromptu speaking whenever a teacher, a colleague, or a boss calls on us express an opinion on some issue, or whenever someone unexpectedly asks us to “say a few words” to a group” (p. 264). It is similar to speaking directly without any kinds of preparation. In a class, the teacher asks the students to do something like answering a question. If the students are pointed to delivering by impromptu, it will make the students nervous and the speech will not clear because the students should think before speaking.

d) Delivering by Extemporaneous Speaking

Delivering by speaking extemporaneous is almost similar to the delivering by memorizing. Like the manuscript and memorized speech, the extemporaneous speech is carefully prepared in advance. The difference is that the speaker does not deliver their speech in a predetermined word order (Koch, 1995, p. 98). Delivering by extemporaneous speaking is done without preparation and the speaker does not know the sequence of the speech. Delivering by
extemporaneously speaking is demanded the students to speak without preparation. The students speak in front directly or looking for some funny story based on the speaker’s experience. This delivery is usually found in stand-up comedy.

3) The Use of Oral Peer Feedback on Performance

Speaking really needs preparation and plan. Riddell (2003) states that speaking is no different from any other kind of classroom activity- it needs planning and it needs proper execution (p. 123). Planning is needed to make the students know the act of steps in the future. The teacher takes a part when the students determine their planning.

In the classroom activity, the teacher’s role is very important to make the students become active through speaking. The teacher guides the students in learning speaking. The teacher should pay attention of three stages of the teacher’s role: before, during, and after of teaching speaking. Before teaching, the teacher wants the students to speak. According to Riddell (2003), before starting to speak, the teacher wants the students to speak; the teacher should explain the aim of their speaking (p. 123). Then, the teacher chooses an activity that is suitable for their level and interest and that is appropriate with the terms of the lesson fit and aim.

The first thing that the teacher needs to do in the learning is explaining the aim of speaking. The teacher needs to choose a certain interesting activities to increase the students’ motivation. She/he should also give a good instruction to
make the students understand of the activity. Besides, she/he needs to plan activity properly. When the teacher wants the students to do an activity in pair, he/she should think if the students obtain an odd number.

The second is during teaching. During the students’ activity, the teacher is a part of them. The teacher does an activity in the class with the students. The teacher also has to manage the time well. Moreover, the teacher monitors them alternately. The last is after teaching. Before it comes to the end of the class, the teacher needs to make sure that the students receive effective feedback. The students should try to allow enough time to get some feedback from the class (Riddell, 2003, p. 125). Feedback can be received from the teacher and/or other students.

The next part is how oral peer feedback is done in speaking class. This is the process of preparing the speech and the process of giving feedback. First, the teacher needs to explain the purposes of the speaking, which are to entertain, to inform, and to persuade. The teacher explains the function of those purposes and makes sure the purposes of the speaking are suitable for the topic. Then, the students are also explained the variations of speaking such as talking to chat and talking to inform, talking in different social situations, and role, role relationship, and politeness. In this part, the teacher has to give clear explanations so that the students can understand the purpose of their speaking. Second, the teacher should explain the types of delivery such as delivering by reading, delivering by memorizing, delivering by impromptu, and delivering by extemporaneous
speaking before the students do their performance. The teacher is demanded to explain what kind of delivery the students can do for their performance. **Third,** the teacher is expected to illustrate the example of the content of the speech. The teacher has to clarify three parts of content: introduction, body, and conclusion. **Fourth,** the teacher gives them certain topics. The topic has to be suitable for the syllabus.

**Next,** the teacher gives the students the rubric and explains how to use the rubric. They are also informed about the advantages or strengths of the rubric which provides effective feedback. **Sixth,** the teacher asks the students to find a partner to help them in sharing and giving feedback. **Seventh,** the students prepare for their speech. It should be appropriate with the purposes of speaking, the variations of speaking, and the types of delivery. The speech should consist of introduction, body, and conclusion. **Last,** the students do their speaking performance one by one. Then, every student is allowed to give feedback using the rubric. The teacher only monitors what the students do in class. According to Riddell (2003), “don’t interrupt the speaking activity with correction because you will stop the flow and the students will not be able to improve their fluency” (p. 125). The students are not allowed to give feedback during the students’ performance because it makes the students forget their speech. It is good for the students to give feedback after performance.
3. The Advantages and Disadvantages of Oral Peer Feedback for Students

The students need to know the advantages and disadvantages of oral peer feedback. Those advantages and disadvantages of oral peer feedback are described in the following.

a. Advantages

There are some advantages which are offered by an oral peer feedback.

1) Some students find it is easy being corrected by a peer (Riddell, 2003, p. 153). This kind of feedback makes the students feel comfortable since it is given by their friends. They are not afraid to know their errors. The students are more confidence because the students are given feedback by the other students on the same age.

2) Since oral peer feedback involves the students, it gains the students’ self-confidence (Riddell, 2003, p. 153). Feedback by the students involves the other students. Hylan (2000) as cited in Bijami, Kashef, and Nejad (2013) states that peer feedback encourages the students to participate in the classroom activity and make them less passively teacher-dependent (p. 94). Peer feedback makes the students become active in the class. It helps the students become confident to share feedback.

3) It encourages other students to stay involved in the lesson (Riddell, 2003, p. 153). After the student does performance, her/his partner will give feedback. The
rest students of the class will certainly pay attention to that activity. Thus, the other students can learn from the feedback of every individual’s errors.

4) It helps the teacher ‘assesses’ awareness of the other students (Riddell, 2003, p. 153). The students should be careful in giving feedback. Yang (2006) as cited in Bijami, Kashef, and Nejad (2013) also add that peer feedback is beneficial in developing critical thinking, learner autonomy and social interaction among students (p. 94). Thus, the teacher can assess the students’ awareness through interaction among students.

b. Disadvantages

Unfortunately, there are some disadvantages which can be found in giving oral peer feedback. The first disadvantage is the students’ corrections might be wrong (Riddell, 2003, p. 153). Corrections which are given are not always correct. Sometimes, the students give inappropriate feedback. The teacher is expected to check the feedback after the students finished in giving feedback. It is good for the teacher to correct the students’ feedback. The second disadvantage which might be occurring in oral peer feedback is it can be less effective (Riddell, 2003, p. 153). It consumes much time so that it makes the speaking activity run slowly. The third advantage is the student may not understand their friend’s feedback (Riddell, 2003, p. 153). The other students’ feedback may make the students do not understand because of their pronunciation, diction, vocabulary, and grammar.
The last advantage it is doubtful if the correction is not accurate (Riddell, 2003, p. 153). The students feel doubtful because the feedback is given by the other students and not from teacher. Last, some students may feel that correcting errors is teacher’s duty. Some students think that feedbacks are only given by teacher. Ng (2000) as cited in Bijami, Kashef, and Nejad (2013) state that all students prefer teacher feedback than peer feedback (p. 94). That is why the students believe more in teacher’s feedback than peer’s feedback.
CHAPTER III
CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two sections. The first section presents the conclusions derived from the questions in this paper. The second section provides some recommendations addressed to English teachers, adult learners, and future writers.

A. Conclusions

There are two questions will be answered in this part: (1) How is the oral peer feedback used? and (2) What are the advantages and the disadvantages of oral peer feedback in speaking class? Before the students start to perform their speaking, the teacher explains the purpose of speaking, the function of those purposes, the variations of speaking, and the types of speaking. Those are very important to the students for their speaking performance.

The next is the teacher illustrates the example of the content of speech: introduction, body, and conclusion. Those parts are needed by the students to make their speech well-organized. Then, the teacher gives some topics based on the syllabus. After determining some topics, the teacher gives a rubric and explains how to use the rubric. Next, the students look for a partner (peer) to share their feedback. Last, the students do their speaking performance one by one in front of the others. After that, a partner comments or gives feedback based on the rubric after doing performance.
In doing oral peer feedback, there are some advantages and disadvantages. The advantages are some students find it is easy being corrected. The students may feel shy if the teacher who gives feedback. The students feel comfortable if the other students (friends) who give feedback. Besides, oral peer feedback gains the students’ self-confidence. The students are brave to give comment to the others students. It helps the students to train their self-confidence. Next, the students can learn from the other students’ feedback. For example, when some students do the process of giving feedback, automatically, the other students pay attention and learn from that process. The last is oral peer feedback helps the teacher ‘assess’ awareness of other students. The teacher can see the students’ awareness from this process.

Unfortunately, there some disadvantages which can be found in giving oral peer feedback. First, the students’ feedback might be wrong. Feedback which is given is not always correct. Second, oral peer feedback can be less effective. It spends much time because the students do their performance one by one and the giver feedback is only one. Third, oral peer feedback is doubtful if the correction is not accurate. Sometimes, the students feel that they have already done the best in their performance. However, the other students feel that the students’ performance have many mistakes. In this case, the doubtful comes. The last is some students feel that correcting mistakes is teacher’s duty. The teacher should explain the aim of this activity. The students think if feedback is only given by teacher.
Before the teacher applies this activity, the teacher should know the advantages and the disadvantages of oral peer feedback. The teacher can avoid the disadvantages and it helps the teacher manage the class activity well.

B. Recommendations

In this section, the writer would like to present some recommendations to English teachers, adult learners and future researchers.

1. For English Teachers

Oral peer feedback is recommended for the English teachers to be implemented in speaking class. The teacher can make the students become active in class and raise their confident in giving feedback. Besides, the teacher can help the students to speak English. Furthermore, the teacher can assess the students’ awareness. The teacher can see the students’ awareness when the students give feedback to the others. It can also make the students aware when the other students make errors.

2. For Adult Learners

Oral peer feedback make the students can be active in class. Besides, the students can be more confident in giving feedback and it is useful to the students in continuing their study. The student can train to speak English and the students are also trained to aware of errors.
3. For Future Writers

The writer offers some recommendations to future writers who intend to conduct similar research. Oral peer feedback is used to adult learners. There are some steps or procedure to apply oral peer feedback in speaking class. This process also has advantages and disadvantages.

Since oral peer feedback was not applied by the writer in the classroom, the future writers can apply this oral peer feedback to teach speaking English. The future writers can also improve the quality and the effectiveness of the procedure of oral peer feedback in speaking class. The writers can also use other rubrics that are related to the categories.
REFERENCES


