

**EXPLORING STUDENTS' PERCEPTIONS OF PEER FEEDBACK ON  
ENGLISH SPEAKING**

*Skripsi*

**Presented to**

**Undergraduate Program**

**English Education Program**

**Nurul Jadid University**

**in partial fulfillment of the requirements for the degree of**

***Bachelor in English Language Education***



By:

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UNIVERSITY OF NURUL JADID**

**2025**

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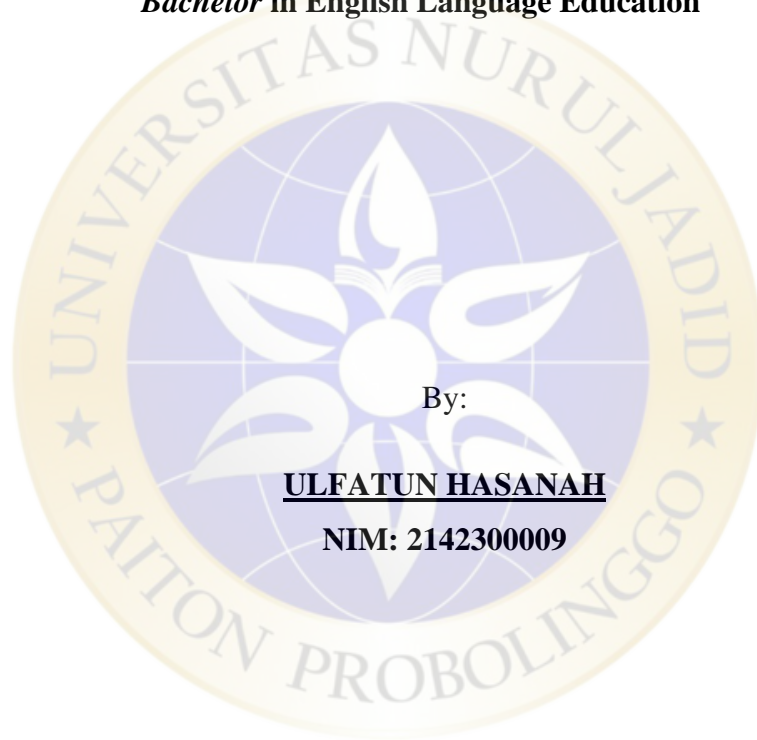
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2025**

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## **MOTTO AND DEDICATION**

**“Knowledge is the key that unlocks the door to success”**

**THIS SKRIPSI IS DEDICATED FOR:**

- 1. My lovely parents, Abdul Efendi and Yuliana**
- 2. All my family, especially my grandmothers & grandfathers**



## DECLARATION OF AUTHORSIHP

### DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

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Declare that:

1. This *skripsi* is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
2. If at a later time it is found that the *skripsi* is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

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## ABSTRACT

**Hasanah, Ulfa.2024.** *Exploring Students' Perceptions of Peer Feedback on English Speaking.* undergraduate program Nurul Jadid University. Advisor (1) Bradhiansyah Tri Suryanto, S.S., M.Pd

key word: Students' perception, peer feedback, english speaking.

This research aims to explore students' perceptions of the use of peer feedback in English speaking classes at the Nurul Jadid Foreign Language Development Institute (LPBA). The main objective of this study is to determine how students view the use of peer feedback in speaking classes and to identify the internal and external factors that influence these perceptions. This study uses a qualitative descriptive approach with data collection techniques through observation and semi-structured interviews with eight intermediate-level students at LPBA. The results of the study show that most students have a positive perception of peer feedback, as it is considered helpful in identifying mistakes, improving pronunciation, building confidence, and creating a more interactive learning atmosphere. However, there were also some students who felt uncomfortable due to unclear or rude comments from their peers. In conclusion, peer feedback has good potential in improving students' speaking skills, but its effectiveness greatly depends on the quality and manner of delivering feedback. Therefore, guidance from teachers is needed so that this method can be implemented optimally.

## ACKNOWLEDGEMENT

First, alhamdulillahirobbilalamin, all praise be to Allah SWT, in the compassionate, the merciful and lord of the universe, who always gives his blessing and helps in every step of mine. Peace and prayers be upon his final prophet Muhammad SAW who always wished his syafa'at in the day where there is nobody could help others.

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My gratitude is also to all my English lectures at English department of UNUJA who have given me the benefit of knowledge and encouragement during my study in this university.

I know, I am just a human being. I realize that this skripsi is far from the perfectness. Hence, I warmly welcome and appreciate many corrections, suggestions and, critics. Finally I hope this skripsi will be useful reference for further researcher.

**The researcher**

**Ulfatun Hasanah**



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