

ABSTRACT

Fauziah, M. (2025). The Effect of Peer Feedback on English Speaking Skills of Tenth-grade Students at a Vocational High School in Garut

This study aims to determine the effect of the implementation of a peer feedback strategy on the speaking ability in English of tenth-grade students in one of the State Vocational High Schools (SMK) in Garut. The background of this study is based on the importance of speaking skills for SMK students as a preparation for the world of work, as well as the gap in students' speaking skills caused by the lack of active practice in class and the dominance of teacher-centred learning methods.

This study used a quantitative approach with a quasi-experimental design, involving two groups: an experimental group that was given peer feedback treatment, and a control group that received feedback from the teacher. The main instrument in this study was a speaking test consisting of four activities: self-introduction, small group discussion, short presentation, and interactive dialogue. The assessment was conducted based on aspects of fluency, pronunciation, grammar, vocabulary, and coherence using a validated assessment rubric.

The results of data analysis using the t-test showed that there was a significant difference between the posttest results of the experimental and control groups, with a higher average value in the experimental group. In addition, the N-Gain test results showed an increase in students' speaking ability in the moderate to high category after receiving peer feedback. These findings show that the peer feedback strategy is effective in improving vocational students' English speaking skills.

Based on the findings of this study, it can be concluded that the implementation of a peer feedback strategy has a positive and significant effect on improving the English speaking skills of tenth-grade vocational high school students. The peer feedback strategy not only enhances student engagement but also fosters a more active and collaborative learning environment that encourages students to reflect on and improve their speaking performance. Therefore, it is recommended that English teachers, especially in vocational high schools, consider integrating peer feedback activities into speaking lessons to maximize student participation and autonomy. Future research is suggested to explore the long-term impact of peer feedback on speaking proficiency and to apply this strategy in other language skills or educational contexts.

Keywords: peer feedback, speaking skill, English language learning, vocational school, collaborative learning.