

TABLE OF CONTENTS

ABSTRACT	i
APPROVAL	ii
DECLARATION OF AUTHENTICITY	iii
MOTTO	iv
BIOGRAPHY	v
PREFACE	vi
AKCNOWLEDGEMENT	vii
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
CHAPTER I	1
INTRODUCTION	1
A. Research Background	1
B. Research Questions	2
C. Research Purpose	3
D. Research Significance	4
E. Conceptual Framework	5
F. Hypothesis	6
G. Previous Study	8
CHAPTER II	10
LITERATURE REVIEW	10
A. Theoretical Framework	10
1. Definition of speaking skills	10
2. The concept of speaking in language learning	11
3. Speaking component	12
4. The importance of speaking English in learning	14
B. Teaching Speaking in an EFL Context	15
1. Characteristics of EFL learners in vocational high schools	15

2. Approaches and methods in teaching speaking	16
3. Challenges in teaching and learning speaking skills.....	18
C. Peer Feedback in Language Learning	21
1. Definition and types of feedback roles	21
2. Role of peer feedback vs role of teacher feedback	24
3. Benefits and challenges of the peer feedback role	25
D. The Role of Peer Feedback in Speaking Development	27
1. How peer feedback can improve speaking performance	28
2. Psychological and social aspects of peer interaction	28
3. Peer feedback as a tool for formative assessment.....	29
CHAPTER III	31
RESEARCH METHODOLOGY	31
A. Research Design	31
B. Data Source.....	32
C. Data Collection Techniques	33
1. Speaking test	34
D. Research Location and Participants	45
E. Research Instrument and Procedures.....	45
1. Research instrument.....	46
2. Research procedure	46
F. Data Analysis.....	48
CHAPTER IV.....	50
FINDINGS AND DISCUSSION	50
A. Findings.....	50
1. Description of research subjects	50
2. Results of the speaking test before using the treatment speaking test (Self- Introduction, Small Group Discussion, Short Presentation, and Dialogue Performance).....	51
3. Implementation of Treatment using the Role of Peer Feedback through Speaking activities in the aspects of self-introduction, small group discussion, short presentation and dialogue performance.	58

4. Students' speaking test results after using the speaking test treatment (self-introduction, small group discussion, short presentation, and dialog performance).....	75
5. The effect of peer feedback on changes in English speaking skills of vocational students in Garut	82
B. Discussion	88
1. Significant impact on speaking ability after receiving peer feedback	88
2. The magnitude of speaking skill improvement based on posttest results after receiving peer feedback	89
CHAPTER V	90
CONCLUSIONS AND SUGGESTIONS	90
A. Conclusions	90
C. Suggestions	91
REFERENCES	92
APPENDICES	i

