

## Exploring the Role of Peer Feedback in Enhancing EFL Learners' English Speaking Fluency and Accuracy

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### Abstract

The ability to speak fluently and accurately in English remains a central goal for learners in English as a Foreign Language (EFL) contexts. However, limited classroom time and teacher-centered approaches often hinder opportunities for meaningful oral practice. This study investigates the impact of peer feedback as a pedagogical strategy to enhance fluency and accuracy in English speaking among EFL learners. The research aimed to examine not only linguistic development but also the broader cognitive and motivational effects of peer interaction. A mixed-methods design was employed, involving both quantitative and qualitative approaches. The participants were EFL learners who underwent a structured peer feedback intervention. Data were collected through pre- and post-tests, peer feedback forms, classroom observations, and semi-structured interviews. Quantitative analysis revealed statistically significant improvements in both fluency and accuracy after the intervention. Qualitative findings highlighted increased metacognitive awareness, motivation, and active engagement, as learners critically reflected on their performance and collaborated with peers. Notably, gender-based differences in feedback styles added depth to the peer learning dynamic. While the study was limited by its short duration and relatively homogeneous participant proficiency, the findings affirm the effectiveness of peer feedback in promoting oral communication skills. It is concluded that peer feedback fosters learner autonomy and supports linguistic and interpersonal growth. The study recommends incorporating peer feedback into EFL speaking curricula and suggests that future research explore its long-term impacts, involve diverse proficiency levels, and utilize technological tools to optimize feedback practices.

**Keywords:** Peer feedback; Speaking fluency; Speaking accuracy; Collaborative learning; Language acquisition

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## INTRODUCTION

The ability to communicate effectively in spoken English is a central goal in English as a Foreign Language (EFL) instruction. As globalization intensifies, the demand for communicative competence in English becomes increasingly vital for students, especially in academic and professional contexts (Richards, 2008; Harmer, 2015). Among the four language skills, speaking is considered the most complex to master due to its spontaneous nature and the need for real-time language processing (Thornbury, 2005). Fluency and accuracy are the two primary dimensions that define effective speaking: fluency involves producing speech effortlessly and coherently, while accuracy refers to the correct use of grammar, vocabulary, and pronunciation (Skehan, 2009). In Indonesian secondary

education, many EFL learners face challenges in developing these aspects, often due to limited exposure to authentic speaking opportunities and insufficient individualized feedback (Derakhshan, Khalili, & Beheshti, 2016).

These challenges are often compounded by traditional classroom practices that prioritize written grammar exercises and rote memorization over interactive speaking tasks (Nunan, 2003; Littlewood, 2007). In such environments, students may lack confidence in expressing themselves orally, fearing judgment or correction. Moreover, the large class sizes and time constraints that are typical in Indonesian public schools limit the teacher's ability to provide immediate, personalized feedback on students' oral performance. Consequently, students may not receive the corrective input necessary for language development, leading to fossilization of errors and stagnation in speaking proficiency (Brown & Abeywickrama, 2010).

To address these challenges, educators are increasingly turning to interactive and learner-centered strategies. One promising approach is peer feedback, a formative assessment technique in which students evaluate and provide constructive input on each other's speaking performances. This method is grounded in socio-constructivist theories of learning, which emphasize the role of interaction and social negotiation in knowledge construction (Vygotsky, 1978; Swain, Kinnear, & Steinman, 2015). Peer feedback has been shown to not only enhance speaking performance but also to develop critical thinking, foster collaborative skills, and promote learner autonomy. For example, studies by Sato and Lyster (2012), Lundstrom and Baker (2009), and Yu and Hu (2017) confirm that peer feedback can lead to measurable gains in fluency and accuracy, especially when learners are guided with clear criteria and structured reflection.

Peer feedback facilitates learning in multiple ways. Cognitively, it encourages learners to engage with the linguistic features of speech more critically, thereby improving their awareness of grammar, vocabulary, and pronunciation (Cho & Cho, 2011; Saito & Akiyama, 2017). Socially, it creates a low-anxiety environment where students feel more comfortable making mistakes and learning from one another (Topping, 2019). Emotionally, peer feedback fosters a sense of responsibility and empathy, as students learn to give and receive constructive criticism respectfully (Carless & Boud, 2021). This comprehensive approach aligns with 21st-century competencies that prioritize not only knowledge but also skills such as communication, collaboration, and adaptability (Trilling & Fadel, 2009).

From a pedagogical standpoint, the implementation of peer feedback in EFL speaking classes requires careful planning and scaffolding. Teachers must provide students with explicit training on how to deliver and respond to feedback effectively (Zhang & Zou, 2020). This includes teaching the language of feedback (e.g., using hedging phrases and polite suggestions), setting clear assessment criteria, and modeling constructive critique. Without such preparation, peer feedback may devolve into vague praise or overly critical comments that hinder rather than help language development (Hattie & Timperley, 2007).

Despite the growing body of international research, there is a notable gap in studies focusing on the application of peer feedback in Indonesian EFL speaking classrooms, particularly in public senior high schools (Mourad, 2023; Faridah, Ahmad, & Yusuf, 2020). Most prior investigations have centered on writing skills or were conducted in higher education settings. Moreover, few studies have examined how gender differences in communication styles might influence the peer feedback process and its outcomes (Teng & Zhang, 2020). Cultural norms and classroom hierarchies in Indonesia may also affect how feedback is perceived and delivered, especially in mixed-gender groups. Thus, there is a pressing need to explore how peer feedback functions within the unique social and educational contexts of Indonesian classrooms.

This study offers a novel contribution by implementing a structured peer feedback intervention in a real classroom context at SMAN 2 Kilo, involving 28 EFL learners. The intervention is designed to promote fluency and accuracy through iterative practice and peer evaluation, supported by training sessions and rubrics that guide the feedback process. By combining quantitative measures (pre- and post-tests) with qualitative data (interviews, observations, and peer feedback forms), this study provides a holistic view of how peer feedback influences speaking development.

The scientific novelty of this study lies in its context-specific exploration of peer feedback's dual impact on speaking fluency and accuracy. It extends existing research by examining not only linguistic improvement but also learners' perceptions, engagement patterns, and the socio-emotional dynamics that emerge during peer evaluation. This article also introduces gender-based interaction analysis as a dimension often overlooked in peer feedback literature, thereby providing new insights into inclusive and equitable classroom practices.

Moreover, this study contributes to the understanding of how peer feedback fosters metacognitive awareness among learners. When students evaluate their peers' performance, they become more aware of their own linguistic strengths and weaknesses (Noroozi et al., 2021). This reflective process enhances their ability to monitor, regulate, and adapt their speaking strategies—a key component of successful language acquisition (Teng, 2020). Furthermore, by encouraging students to articulate feedback in English, the activity itself becomes an authentic communicative task, thereby serving dual purposes: language practice and performance assessment (Yu & Lee, 2016).

The aim of this article is to analyze the effectiveness of peer feedback in enhancing EFL students' speaking skills and to explore how classroom dynamics, peer interactions, and learner perceptions contribute to the development of fluency and accuracy. Through this study, we hope to provide practical recommendations for integrating peer feedback into speaking instruction in Indonesian EFL contexts and to offer a theoretical basis for future investigations into socially mediated language learning. The research is guided by two primary questions: (1) How does peer feedback influence the fluency and accuracy of EFL learners' speaking performance? (2) What challenges do students encounter during the implementation of peer feedback activities?

## RESEARCH METHOD

### Research Design

This study utilized a convergent mixed-methods research design, in which both quantitative and qualitative data were collected and analyzed separately, and then merged during interpretation to draw holistic conclusions about the impact of peer feedback on EFL learners' speaking skills. This approach allowed for triangulation of findings and addressed both measurable improvements and the learners' lived experiences in classroom settings (Creswell & Plano Clark, 2018).

The quantitative strand aimed to determine the effectiveness of peer feedback in improving students' speaking fluency and accuracy. Structured pre- and post-tests were administered using an established analytic rubric adapted from Luoma (2004), targeting core speaking elements such as pronunciation, fluency, grammatical accuracy, and vocabulary use. These tests provided numerical data that were analyzed using paired-sample t-tests to identify statistically significant changes in performance (Isaacs & Trofimovich, 2012).

The qualitative strand focused on exploring students' perceptions, attitudes, and behavioral changes throughout the peer feedback process. It involved semi-structured interviews, classroom observations, and analysis of peer feedback forms, which were thematically analyzed using the Braun and Clarke (2006) six-phase model. This helped

reveal patterns of interaction, metacognitive development, and the socio-emotional impact of peer evaluations. By combining both strands, the design provided not only evidence of learning gains but also contextual insights into how and why peer feedback affected learners. This comprehensive approach helped address both the cognitive and affective dimensions of EFL speaking development in an Indonesian secondary school context.

### **Population and Sample**

The population of this study consisted of all students enrolled in Class XI at a public senior high school located in Dompu Regency, West Nusa Tenggara, Indonesia. This setting provided a relevant and accessible context for examining English as a Foreign Language (EFL) speaking development among high school learners. The total population comprised approximately 84 students distributed across three different class sections. These students represented a typical demographic of Indonesian EFL learners at the secondary level, with varying degrees of English proficiency.

To ensure focused and meaningful analysis, the study employed a purposive sampling technique to select a representative sample of 28 students. These participants were specifically chosen based on their intermediate proficiency level in English, which was assessed using a standardized diagnostic test administered by the school's English teacher. This sampling method allowed for the selection of students with relatively similar linguistic capabilities, thereby reducing variability that could confound the results. Such homogeneity was important to effectively investigate the influence of peer feedback on speaking fluency and accuracy without external proficiency-related discrepancies.

The final sample consisted of 15 male and 13 female students, offering a balanced gender distribution. This balance facilitated additional insights into gender-related patterns in peer interaction and feedback delivery—an often underexplored dimension in studies of peer assessment. Notably, while all participants had some prior exposure to peer evaluation practices in written English assignments, they had not previously participated in structured oral peer feedback. This novelty provided a unique opportunity to examine the effectiveness of peer feedback in speaking tasks. Participants were selected not only for their proficiency level but also for their willingness and availability throughout the research period. Ethical procedures were strictly followed, including obtaining informed consent from both the students and the school administration, ensuring that participation was entirely voluntary and ethically sound.

### **Data Collection**

The data collection process in this study was designed with methodological rigor to ensure comprehensive, credible, and valid findings regarding the impact of peer feedback on speaking fluency and accuracy among EFL learners. A multi-instrumental approach was employed, incorporating both quantitative and qualitative tools to capture a holistic picture of learners' progress and experiences. These instruments included pre-tests and post-tests, systematic classroom observations, semi-structured interviews, peer feedback forms, and audio/video recordings of student interactions.

The pre-tests and post-tests were used to measure participants' speaking performance before and after the intervention. These assessments utilized standardized speaking tasks evaluated using calibrated rubrics that focused specifically on fluency and accuracy. This allowed for reliable comparisons and quantifiable evidence of learning gains. To complement the test data, classroom observations were conducted using structured checklists to record real-time behavioral indicators such as student engagement, peer interaction, and feedback responsiveness.

The semi-structured interviews provided valuable qualitative insight into the participants' perceptions, attitudes, and experiences with peer feedback. These interviews helped uncover affective and cognitive dimensions of the learning process, including

motivation, self-awareness, and perceived improvement. Meanwhile, the peer feedback forms documented specific feedback exchanged between learners, offering concrete data for analyzing the depth, focus, and language used in peer evaluations. Additionally, audio and video recordings of the speaking sessions served as objective data sources, enabling a deeper analysis of speech patterns, interaction quality, and feedback delivery mechanisms.

Importantly, the study employed data triangulation—the integration of multiple data sources—to cross-validate findings and enhance the credibility and trustworthiness of the results (Creswell & Creswell, 2018; Dörnyei, 2021; Braun & Clarke, 2019). This comprehensive approach ensured a nuanced and robust understanding of how structured peer feedback supports the development of speaking skills in an EFL context.

### **Data Analysis**

The data analysis in this study employed a robust mixed-methods approach, integrating both quantitative and qualitative analytical techniques to capture a comprehensive understanding of the effects of peer feedback on EFL learners' speaking fluency and accuracy. This dual approach was essential for addressing the research objectives from multiple dimensions—measuring objective performance outcomes while also interpreting learner experiences and perceptions.

On the quantitative side, data obtained from pre-tests and post-tests were analyzed using paired sample t-tests, a statistical method appropriate for examining differences in performance before and after the intervention. Descriptive statistics, including means and standard deviations, were calculated to provide a clear picture of central tendencies and variability within the data. These inferential statistical tests assessed the significance of improvement in learners' fluency and accuracy scores, thereby offering empirical support for the effectiveness of structured peer feedback (Tavakoli & Wright, 2019; Saito & Akiyama, 2017). The results from this analysis served as a solid foundation for validating the observed performance gains.

Meanwhile, the qualitative data derived from semi-structured interviews, classroom observations, and peer feedback forms were subjected to thematic analysis based on the systematic coding framework proposed by Braun and Clarke (2019). This analysis uncovered recurrent themes such as increased metacognitive awareness, enhanced engagement, positive peer dynamics, and evolving learner perceptions of feedback. Participants reported greater confidence, more strategic language use, and a heightened willingness to take communicative risks—factors crucial to oral language development.

To ensure validity and reliability, the study employed triangulation, integrating multiple data sources to cross-check and reinforce findings. This methodological rigor revealed how peer feedback functioned not only as a tool for linguistic improvement but also as a mechanism for fostering collaborative learning, critical reflection, and learner autonomy (Creswell & Creswell, 2018; Yu & Hu, 2017).

## **RESULTS AND DISCUSSION**

The role of peer feedback in language learning has gained increasing attention in recent years, particularly in contexts where traditional teacher-centered instruction limits opportunities for student interaction and communicative practice. This study provided substantial evidence that peer feedback can serve as an effective pedagogical tool for improving both fluency and accuracy in English speaking among EFL learners. Through a carefully structured intervention involving pre- and post-tests, classroom observations, and qualitative feedback analysis, it became clear that student speaking performance improved significantly after engaging in guided peer feedback activities.

The improvements in fluency observed among the participants were attributed to their increased exposure to meaningful, low-stakes speaking practice. In the peer feedback sessions, students were encouraged to speak more freely and frequently, which helped

reduce hesitation, eliminate unnecessary pauses, and promote smoother speech production. The findings in line with Zou & Lambert (2017) who inform that feedback increase in oral engagement led to greater speech automatization, allowing students to produce language with greater ease and coherence. The comfortable and collaborative atmosphere of peer interaction further contributed to reducing the anxiety typically associated with speaking tasks (Xu et al., 2017; Fadli et al., 2022), creating a supportive environment conducive to language development.

Simultaneously, improvements in accuracy emerged from the emphasis that peer feedback placed on the form and structure of language. During feedback exchanges, learners were trained to pay attention to grammar, vocabulary use, and pronunciation (Xianwei et al., 2016; Hamidi et al., 2022). This not only enabled them to recognize errors in their peers' performances but also encouraged self-reflection on their own language output. Over time, this iterative process of observing, commenting, and adjusting led to more accurate speech production. Students began to internalize grammatical structures and lexical choices, improving their ability to construct well-formed sentences spontaneously (Wigglesworth & Storch, 2012; Cahyani et al., 2023). The approach aligns with the principles of the focus-on-form theory, which suggests that learners benefit from drawing attention to linguistic accuracy within communicative contexts.

The effectiveness of peer feedback was also evident in the qualitative findings. Interview data and written feedback revealed a growing awareness among students of the intricacies of spoken English. They reported becoming more conscious of the elements that contribute to effective communication, such as pronunciation clarity, syntactic correctness, and contextual vocabulary use. Furthermore, students noted that giving and receiving feedback helped them to take more responsibility for their learning and to evaluate their own progress more critically (Muzaki et al., 2024; Mao & Crosthwaite, 2019). This shift toward self-regulated learning indicated the development of metacognitive skills that are essential for language acquisition.

A noteworthy aspect of the study was the exploration of gender-based differences in feedback styles. Male students tended to provide brief and direct evaluations, often highlighting issues and offering quick suggestions. In contrast, female students offered more elaborate, reflective feedback, engaging more deeply with the nuances of performance. These differences enriched the overall feedback process, offering a balance between efficiency and depth. Rather than viewing these contrasting styles as a limitation, the study interpreted them as complementary, suggesting that varied approaches to feedback can provide learners with a broader range of insights and learning opportunities.

Despite the evident benefits, the study also identified several obstacles that affected the optimal implementation of peer feedback. One major challenge was the lack of access to digital tools. In the semi-urban school where the research took place, technological resources were limited, and many students lacked familiarity with digital platforms. This hindered the use of video recordings or online tools that could have facilitated asynchronous peer feedback and allowed for more detailed analysis of speaking performance (Jupri et al., 2022; Haerazi et al., 2019). Digital literacy also emerged as a concern, with some students struggling to navigate basic functions of devices or software, thus reducing the efficiency of the feedback process.

Pedagogically, the consistency and quality of feedback varied across students. Although training sessions were provided, not all participants demonstrated equal aptitude in providing constructive and actionable feedback. Some learners gave vague or generic comments, while others were overly critical without offering useful suggestions. This inconsistency highlighted the importance of scaffolding the feedback process with clear guidelines, explicit language models, and continued practice (Haerazi, 2023; Jupri et al., 2019). Additionally, the development of rubrics that define specific criteria for speaking

performance could help standardize peer assessments and improve their instructional value.

Cultural factors also played a significant role in shaping students' responses to peer feedback. In traditional Indonesian classrooms, authority tends to be centralized in the teacher, and learners may be unaccustomed to evaluating one another. Some students expressed discomfort with the idea of criticizing their peers, fearing it might damage relationships or be perceived as disrespectful. This cultural resistance underscores the need for teachers to carefully frame peer feedback as a collaborative and supportive process rather than a judgmental one (Aprianoto & Haerazi, 2019; Amerian & Tajabadi, 2020). Creating a classroom culture that values feedback as a means for growth is essential for the success of such interventions.

Furthermore, the contrast between this study's findings and those from more urban, resource-rich environments in Indonesia illustrates a digital divide that influences the implementation of feedback strategies. While urban schools may benefit from technological advancements and better infrastructure, schools in rural and semi-urban settings often face significant limitations. These disparities must be considered in policy planning, especially if peer feedback is to be adopted widely as a pedagogical practice. Equitable access to technology and training should be prioritized to ensure all learners can benefit from innovative approaches to language learning. In sum, the study affirmed that peer feedback is a powerful mechanism for improving oral proficiency in EFL learners, especially when implemented with proper support and consideration of contextual factors (Kinasih & Olivia, 2022). The gains in fluency and accuracy were not only statistically significant but also pedagogically meaningful, as they translated into greater learner autonomy, increased engagement, and enhanced classroom interaction. The findings support the integration of peer feedback into language curricula as a way to extend learning beyond the teacher's input, fostering collaborative knowledge-building and communication skills.

At the same time, the research emphasized that the success of peer feedback depends on how it is introduced and supported. Teachers play a crucial role in preparing students to participate effectively, modeling the language of feedback, and mediating the classroom culture to promote openness and respect (Hamidi et al., 2022; Van Beuningen, 2010). Institutions must also invest in professional development and technological resources to bridge existing gaps. By addressing these practical and cultural challenges, peer feedback can become a sustainable and transformative strategy in EFL instruction.

This study contributes valuable insights into the multifaceted role of peer feedback in language learning. It illustrates that when properly guided and contextualized, peer assessment not only enhances linguistic competence but also cultivates important cognitive and interpersonal skills. Future research could expand on these findings by exploring longitudinal effects, assessing the role of technology in facilitating feedback, and examining cross-cultural variations in feedback perception and delivery. These avenues would deepen our understanding and help refine best practices for integrating peer feedback in diverse educational settings.

## CONCLUSION

Based on the findings of this study, it can be concluded that peer feedback has a significant impact on enhancing fluency and accuracy in EFL learners' speaking skills. The integration of structured peer feedback fostered not only technical improvements in speaking but also developed learners' metacognitive awareness, critical thinking, and engagement in collaborative learning environments. The quantitative data confirmed significant gains in fluency and accuracy, while qualitative insights revealed increased learner autonomy, reflective practices, and enhanced confidence in communication. These

outcomes align with current global trends in EFL pedagogy, demonstrating the effectiveness of peer feedback when supported by clear guidelines and an inclusive classroom environment.

However, this study also highlighted challenges such as limited digital literacy and infrastructure, inconsistent feedback quality, and cultural resistance to peer assessment, particularly in semi-urban settings. Addressing these challenges requires targeted interventions, including policy support for digital learning, teacher training, and the cultivation of feedback-friendly school cultures. The findings underscore the need for a holistic approach to implementing peer feedback in diverse educational contexts, ensuring its sustainability and maximizing its potential to improve language learning outcomes.

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