

## ABSTRACT

**Meutia, Joeifa Rina, Registration Number 2203121061, Students' Peer Feedback in Presentation Performance at SMK Telkom 1 Medan, A Thesis, English Language and Literature Department, Faculty of Language and Arts, Universitas Negeri Medan, 2024.**

This thesis investigates the dynamics of peer feedback and the role of instructors in motivating students during presentations at SMK Telkom 1 Medan. The objectives of the investigation are to ascertain the forms of peer feedback that students employ and to provide an account of the ways in which instructors influence and facilitate this process. Video recordings of classroom presentations, transcriptions of interactions, and interviews with educators were implemented to accumulate data. These results indicate that peer feedback can be classified into five categories: positive, specific, neutral, negative, and general. Positive peer feedback was the most common, accounting for 33.3% of all instances. It was characterized by the affirmation of presenters' strengths and the provision of encouragement. Detailed critiques and suggestions for development were provided in specific peer feedback, which accounted for 23.8% of the total. Objective observations without strong opinions were provided by neutral peer feedback, which accounted for 19.2%. Negative peer feedback, which accounted for 14.2% of the total, emphasized deficiencies and errors, providing valuable insights for enhancement. General peer feedback, which was the least prevalent at 9.5%, consisted of general comments or inquiries. In 92.3% of interactions, teachers as facilitators, guiding discussions, and encouraging student participation, which was a critical role in this process. Occasionally, teacher as counselors (7.7%), providing direct solutions to presentation challenges. The significance of teacher support and balanced feedback in improving students' learning outcomes and presentation skills is emphasized by the study.

***Keywords: Peer Feedback, Presentation Performance, Teacher's Motivation***

