

CHAPTER I

INTRODUCTION

1.1 Background

Peer assessment is one of several methods to assess the students in which the students can determine their friend's presentation and can also motivate them to learn and understand the materials deeply. In the present situation, peer assessment is used as an effective approach in the teaching-learning process and also as an alternative method of formative assessment. As White (2009) said Peer assessment has a vital role to play in formative assessment by involving students in judging the work of their colleagues, and, with careful implementation, can also be used as a component in summative assessment. Moreover, peer assessment gives the students a chance to improve their skills and knowledge. Students are actively involved in evaluating their learning by judging others and giving feedback. So, students do not make the same mistake as their friends do. In addition, their many products can be assessed by using peer assessment. Topping (2009) noted that a wide variety of products or outputs can be peer-assessed, including writing, portfolios, oral presentations, test performance, and other skilled behavior, and oral presentation is one of the skills that used peer assessment as an alternative method to assess the students speaking skill and knowledge.

Studies about Peer assessment have been progressively researched and discussed in English as a second language and English as a foreign language and also both written and oral performance is common at the higher education level. such as Vu & Dall'Alba (2007) investigated the practice of peer assessment in a professional course, with particular emphasis on students' experience. Another research by White (2009) investigated student feelings about a student-centered assessment procedure, and whether it was useful in promoting effective learning and the result showed that the students' perspectives on using peer assessment were positive. Moreover, Adams & Mabusela (2015) found that students perceive peer assessment positively in

that it enabled them to reflect on the quality of their assignments whilst assessing the work of peers. Shen, Bai, & Xue (2020) noted that peer assessment employed in an English writing class, in place of teacher assessment, could enhance students' LA, with marked effects on reducing learners' dependence on the teacher and boosting learners' confidence in study ability. And also previous research conducted by research Wanner & Palmer (2018) has shown that students value formative self and peer assessment as they can see the benefits of being involved in the assessment and feedback process. Murillo-Zamorano & Montanero (2018) noted that a simple activity of peer assessment supported by a rubric may be enough to generate significant improvements in the quality of a second presentation on the same subject. Zou, Schunn, Wang & Zhang (2017) also explore the student attitudes that predict participation in online peer assessment with English and engineering majors.

Nevertheless, a few studies emphasize using peer assessment as an assessment method in the teaching-learning process, but a few studies are focusing on exploring students' experience of peer assessment as White (2009) said that student perceptions and experiences with peer assessment have been little reported in the extensive PA literature. And, Carlsson Hauff & Nilsson (2022) there is little research investigating the underlying factors exercising an impact on student experiences of peer assessment, and even less research focusing on these experiences about the making and receiving of peer assessment respectively. Also, Li & Gao (2016) suggest that future studies examine the possible impact of peer assessment on students, especially Higher achievement students, in other domains and other types of learning. Moreover, the little study examined the impact of the use of peer assessment on students' experiences and this research exposed the case about the impact of using peer assessment in oral presentations at ESP classrooms is a subject that refers to teaching English language to a particular field in one of university in Indonesia that subject required to pay attention and a deep understanding of the materials, in consequence, ESP subject used peer assessment as a method to assess students in the oral presentation because it is considered a useful method that

can help students to motivate them to have deep understanding about the materials. In order to fill this gap, the present study investigated the experiences of students' challenges and opportunities of using peer assessment in the oral presentation.

1.2 Formulation of the Problem

The study attempts to answer the following research question "What are students' challenges and opportunities of peer assessment in the oral presentation?"

1.3 Operational Definitions

To avoid misunderstanding the terms set out in this study, the researcher provides some definitions related to this study, as follows:

1.3.1 Peer Assessment: one of several tools to assess the students in which a student can determine their friend's performance and each student is required to listen and give grades to his/her friend's performance or written and also peer assessment can be used as an assessment for learning and assessment as learning.

1.3.2 Oral presentation: students' group performance in front of the class to explain specific materials to one another using the media such as poster presentation or PowerPoint and also oral presentation activity can develop students' speaking skills.

1.4 Aim of the Research

This research aims to investigate students' challenges and opportunities of peer assessment in the oral presentation.

1.5 Significance of the Research

1.5.1 Theoretical Contribution

Theoretically, this present study about peer assessment in oral presentation can develop the existing theories about peer assessment in oral presentation and give evidence that peer assessment can be used as an assessment method.

1.5.2 Empirical Contribution

The results of this present study about peer assessment in oral presentation to expose authentic experiences related the experience of students 'challenges and opportunities for using peer assessment in the oral presentation.

1.5.3 Practical Contribution

The research about peer assessment in oral presentation obtained is expected to offer beneficial information about ways to evaluate students in an oral presentation in which students are involved directly in their learning and assessment achievement.