CHAPTER II

LITERATURE REVIEW

2.1 Assessment in Language Learning

Assessment plays an important role in teaching-learning. Assessments are used to investigate what people know and can do and to make decisions regarding whether they have learned what was expected (Baird, Andrich, Hopfenbeck, & Stobart, 2017). The literature review showed some theories that are interconnected with assessment in the teaching and learning process Cheng and Fox (2017) noted that assessment is an umbrella term, which includes both our daily classroom assessment practices and large-scale testing, which is externally designed and administered to our students. From the outset, it is clear that assessment is part of the activity that takes place within the teaching-learning process.

According to Cheng and Fox (2017) There are two terms best represent these dimensions of assessment:

a. Assessment for learning refers to the process of seeking and interpreting evidence for use by students and their teachers to decide where students are in their learning process, where they need to go, and how best to get there.

b. Assessment of learning refers to assessments that happen after learning has occurred, to determine whether learning has happened. They are used to make statements about a student's learning status at a particular point in time.

There are other names for defining assessment, such as Formative Assessment and Summative Assessment. In day-to-day classroom practices, teachers use both assessments for learning and assessment of learning, this combination requires teachers to use both summative assessment involving the evaluation of learning with a mark or a score and formative assessment providing quality feedback (Cheng & Fox, 2017). Further, Language tests are used for a variety of purposes; these can be grouped into two broad categories. First, the results of language tests may be used to make inferences about test

takers' language abilities or to make predictions about their capacity for using language to perform future tasks in contexts outside the test itself. Second, decisions (e.g., selection, diagnosis, placement, progress, grading, certification, employment) may be made about test takers based on what we infer from test scores about their levels of ability or their capacity for non test language use (Bachman, 1991). Language assessment is a broad term referring to a systematic procedure for eliciting test and non test data (e.g., a teacher checklist of student performance) to make inferences or claims about certain language-related characteristics of an individual (Purpura, 2016). Moreover, Assessment in a speaking test will take into account multiple factors including range, accuracy and appropriacy of grammar and vocabulary; coherence, extent, and relevance of a speaker's contribution (discourse management); ability to produce comprehensible utterances, in terms of stress and rhythm, intonation and individual sounds; and ability to use interactive strategies to achieve meaningful communication (Taylor, 2006). and a current view of 'what L2 assessment is would certainly recognize 'assessment' in its simplest form as a principled collection of information elicited under certain conditions for some intended purpose, leading to performance that can be scored or characterized verbally, analyzed, and interpreted to produce assessment records (Purpura, 2016). Speaking assessment in language learning most lecturers used rubric assessment as guidance. Since performance tasks are often assessed with the guidance of scoring rubrics, the effective design, understanding, and competent use of rubrics is crucial, no matter if they are used for high-stake or classroom assessments (Jonsson & Svingby, 2007). Adams & Mabusela, (2015) are of the view that the provision of a rubric does not only serve as a guideline for assessing performance but also serves as a confidence booster to the assessor, and trust crystalliser to the assessee. Likewise, assessment in language learning was used based on the learning needs and goals to gain the information of capabilities of students in language learning also providing an assessment rubric can help to assess as a guideline.

2.2 Peer Assessment

Peer assessment is an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners, Products to be assessed can include writing, oral presentations, portfolios, test performance, or other skilled behaviors, Peer assessment can be summative or formative (Topping, 2009). In a simple definition peer assessment is students judge and make decisions about the work of their peers against particular criteria (Adachi et al., 2018). Thus, Peer assessment aims to integrate learning and assessment by promoting the active engagement of learners in the assessment process, yielding better learning outcomes (Asikainen, Virtanen, Postareff, & Heino, 2014). Peer assessment can be used as an assessment method in writing or speaking but in using peer assessment a teacher should provide the rubric assessment so the students know what they have to assess their pair and also rubric assessment but to make sure the validity that should provide the assessment rubric. As Shen, Bai, & Xue, (2020) that grading rubrics/checklists have been frequently reported as an effective component. And also, the reliability of an assessment can always, in theory, be raised to acceptable levels by providing tighter restrictions to the assessment format (Jonsson & Svingby, 2007). Also, 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 (Murillo-Zamorano & Montanero, 2018).

Furthermore, using peer assessment as the method of assessment might be faced with challenges. As Adams & Mabusela (2015) noted Peer assessment can be more successful when students are involved in developing the assessment process. It challenges students to have double tasks in the learning process. Participants should be understanding of the materials and assessment process of the participants as peer judges who give the assessment mark. The implementation of peer assessment is not easy, as Mok (2011) said that the students felt inadequate about the implementation of peer assessment and needed to help teachers to understand the students' apprehensiveness about

the new assessment. The pre-and in-service teacher training programs should aim to work on how to implement peer assessment in ways that increase students' peer assessment accuracy (Rotsaerta Panaderob, Schellensa, 2018). Ohaja, Dunlea, and Muldoon (2013) noted that Peer assessment was less than not favored by most of the participants, as it created an uncomfortable and competitive learning environment for which most felt unprepared, the participants suggested that marking should remain within the lecturer remit. Ethical challenges may emerge, such as tensions related to making a judgment on peers' work and dealing with diversity in their backgrounds, learning modes and achievement (Vu, Dall'Alba, 2007). Receiving peer assessments was, however, somewhat of a disappointment for the less confident students, potentially due to difficulties in really grasping the content of the assessment (Carlsson Hauff & Nilsson, 2022). Peer assessment can evoke mixed feelings and create ambivalence about being assessed by peers, going through such feelings is not a surprising finding, because their work is exposed to the criticism of peers (Adams & Mabusela, 2015). In reliable peer assessments of oral presentations, if the presenter seems pleasant and affable but the presentation is not effective, the raters should not be influenced by the amiability of the presenter (Aryadoust, 2017). Effective peer assessment requires making important decisions regarding mark allocation, the level of anonymity of the assessment process, the peer assessment tools to be used and the choice of questions for the peer assessment (Sridharan, Muttakin, & Mihret, 2018).

Moreover, there are still benefits of using peer assessment as an assessment method as Topping (1998) noted for the assessor, peer assessment involves quite high-order cognitive skills, like comparing, contrasting, and communicating, which can help to consolidate and deepen the assessor's understanding of the topic, for the assessed, peer feedback related to discussed or negotiated criteria can help students to improve the quality of their work by comparing their work to that of others, encouraging self-reflection or more accurate self-assessment and (if the feedback is given soon) avoiding

cumulative errors (cited in Snowball & Mostert, 2013). Involving students in assessment processes contributes to their empowerment, and provides them with skills for their professional development and lifelong learning (Planas Lladó et al., 2014). Thus, In the process of teamwork, the academics indicated that peer learning brings positive learning experiences and that peer assessment plays a critical role in effective teamwork (Adachi et al., 2018). Its many other benefits notwithstanding, peer assessment is most often used specifically to overcome the challenge of fairly evaluating teamwork (Carvalho, 2013). In Vygotsky's social development view, children's development occurs on the social level through interacting with peers, teachers, and/or parents in a community (H. Li, Xiong, Hunter, Guo, & Tywoniw, 2020). And a rich social environment would foster student interaction and hence promote student learning and development (H. Li et al., 2020). Also, The social constructivist approach, including the more knowledgeable other and the zone of proximal development concepts, is involved in most formative peer assessment models where students first act on what they can do independently; and then with assistance from peers, teachers, or other supporting systems, advance their concept knowledge and improve the quality of their work (L. Li & Gao, 2016). The peer assessment practice supported their learning about the subject, but it also supported students in learning important skills such as interaction skills and evaluating their learning already in the beginning of studies (Asikainen et al., 2014).

Thus, in using peer assessment the students and teachers might be faced with challenges in a peer assessment activity, also a benefit for students and teachers. For students, peer assessment is to support their learning because it can involve evaluating learning activities and also can raise the collaboration and interaction between student and student and also students and teachers. For the teacher, peer assessment can be an alternative assessment method to facilitate summative assessment which might be more effective.

2.3 Oral Presentation

Oral presentation skills are considered key employability skills (Fallows & Steven, 2000, Cited in de Grez, Valcke, & Roozen, 2014). Also, oral presentations are of great importance to students because it helps increase their understanding of the subject and helps them acquire critical and analytic skills that are required in higher education and future careers (Al-Nouh, Abdul-Kareem, & Taqi, 2015). Presentation skills are acquired from presentations that students have to do as part of the requirements in other subjects and as a result, there is a wide spectrum in the graduate's ability to present a seminar well (Liow, 2008). Oral presentations can be divided into three types: controlled, guided, and free, This depends on a number of factors such as choice of topic, time allocated to the presentation, grammar, vocabulary, method of presentation, and, most important, learners' proficiency levels (Al-Issa & Al-Qubtan, 2010). Oral presentations have become a useful and effective way to increase students' awareness of communication skills (Živković, 2014). EFL students' involvement in assessing their own and peers' oral presentations can enhance their motivation to learn (Nejad & Mahfoodh, 2019). The conception of the presentation as a position to be argued was associated with a particularly powerful student learning experience, with students describing the oral presentation as being more demanding than the written assignments, more personal, requiring deeper understanding, and leading to better learning (Joughin, 2007). Moreover, oral presentations are ideal tools for introducing students to advanced and sophisticated technology and training and encouraging them to use it for two significant purposes. First, to bring change into the classroom, which in turn breaks the monotony and adds new flavor to foreign language education (Al-Issa & Al-Qubtan, 2010). An important format to this end is the oral presentation: students singly or in groups present a prepared talk according to a specification that combines language skills (pronunciation, grammar, lexical range, and word choice) with related aspects such as register and discourse skills, critical perspectives and multimedia information management (e.g. use of PowerPoint or other visual

displays) (Sundrarajun & Kiely, 2010). Further, oral presentation skill has specific competence as an indicator of a good presenter as Murillo-Zamorano and Montanero (2018) noted these are the proper selection of the content of the presentation depending on context and audience, making the purpose clear, articulating ideas around an appropriate organizational pattern, providing effective material support (electronic, audiovisual), using appropriate and (grammatically) correct language, as well as other paralinguistic elements (rhythm, tone, volume), vocal articulation and non-verbal aspects (gestures, postures). Additionally, Oral presentations can be assessed by teachers, peers, the presenting students, and the audience (Al-Issa & Al-Qubtan, 2010). Thus, the relevant study talked about oral presentation as a tool for students' ability measurements that have competencies that are strategic for the presenter in delivering his presentation and can be assessed using peer assessment as an assessment method.