USING PEER ASSESSMENT IN STUDENTS' PRESENTATION: EFL STUDENTS' VOICES

THESIS

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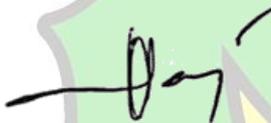
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 24 November 2023

Saya yang membuat surat pernyataan,

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah the most Gracious the most Merciful

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Finally, the researcher believed that this thesis still needs improvement and useful critics to be a better contribution to the education field, especially for the Department of English Language Education of Universitas Islam Negeri Ar-Raniry Banda Aceh.

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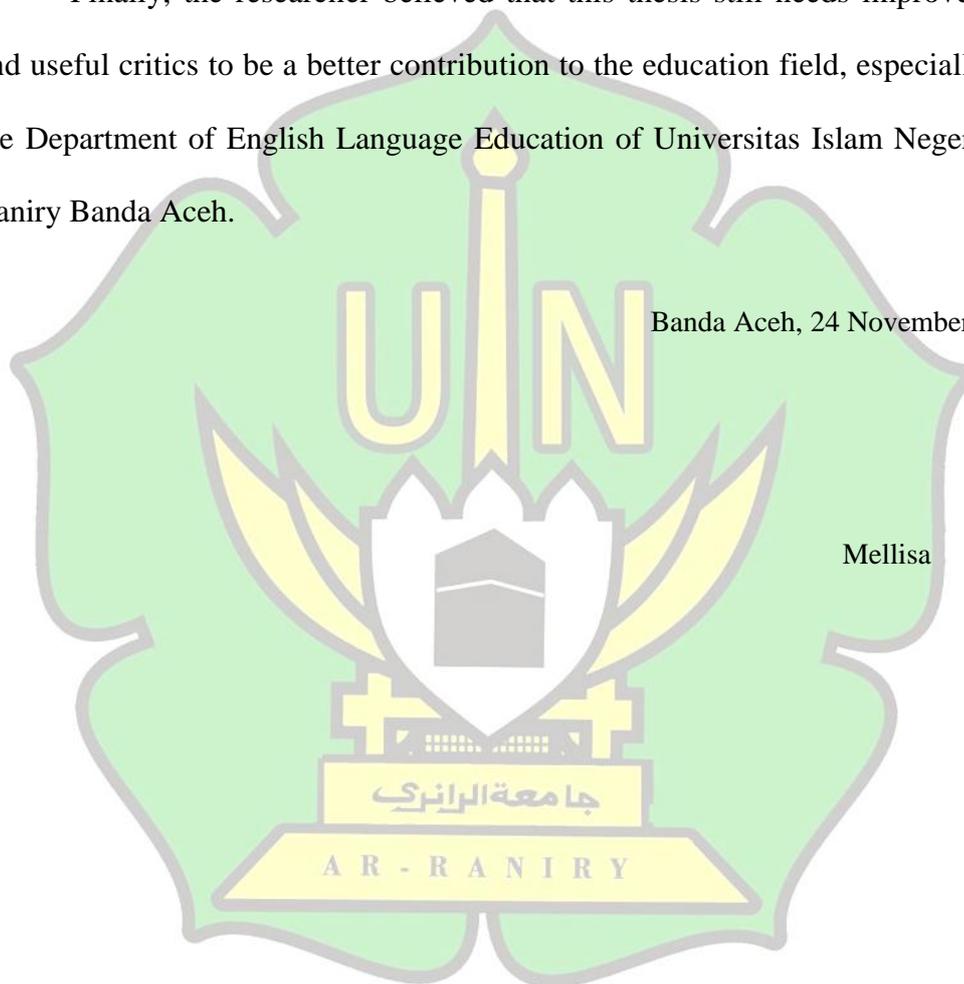
ABSTRACT

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The purpose of this study is to find out the effects and challenges of peer assessment felt by EFL students of UIN Ar- Raniry towards their presentation. In collecting data, this study used questionnaire and the semi-structured interview, involving 30 students of the Department of English Language Education of Universitas Islam Negeri Ar-Raniry Banda Aceh. Ten of them were interviewed to gain the deeper information about effects and challenges of peer assessment in presentation. The results revealed that positive effects are obtained by students such as; identifying strengths and weaknesses, fostering a collaborative learning environment, enhancing critical thinking and presentation skills. However, some challenges are also experienced by the students such as; time-management, biased assessment results and requiring guideline for bias avoidance. In conclusion, using peer assessment in presentation has benefits for students. Overall, it can help students in developing their presentation skills and learning how to give a good presentation. Nevertheless, using peer assessment also has downsides in implemented. Based on findings, it is recommended that the teachers and students take a serious effort in overcoming with this thing in order to enhance the learning and teaching process.

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CHAPTER I
INTRODUCTION

This chapter explains the interface of this research, briefly reviewed related studies and raise research question.

A. Background of Study

Presentation is a skill that students need to have as it is highly used in teaching and learning process (Zelda, 2022). When students do speaking presentation in class, students will convey materials, some information or messages that are ordinary and even confidential, in either individually or groups. In the upper levels of education, emphasis on presentations project in the classroom has grown. In fact, nearly every classroom now uses presentation to help students gain a better understanding of the course material. It can encourage students to actively seek out as well as comprehend and share information that is being taught to other students.

Furthermore, presentation is a speaking task in which students use to present and to convey material to audience but the presentation relies on good speaking skills. However, many EFL students still struggle with speaking, especially speaking English. When speaking is practiced, it becomes challenging since it requires a lot of efforts. Also, in speaking, student cannot plan the exact words or sentences. students find it difficult to get words and sentences out. As mentioned by Fauzan (2016), mastering speaking is difficult for English learners because it requires a large amounts of great efforts. Then, other problems are

students get confused and find it difficult to speak English with good words (Huriyah, 2020).

Besides that many students do not know to pronounce the vocabulary correctly, sometimes they also confused with their pronunciation. Even, some of them have difficulty in speaking due to having a inadequate vocabulary (Huriyah, 2020). Therefore, it is necessary for the students to enhance their vocabulary, and teacher need to encourage them to speak English both inside and outside of the classroom. Nevertheless, learning to speak English for non-native speakers, like Indonesian students is highly challenging.

Thus, based on problems discovered by researcher before conducting this research (*preliminary research*), researcher conducted small-group interview with numerous English students to find about their obstacles in learning English speaking. It shows that many English learners feel unconfident in speaking. For example they become anxious, feel unable to speak English well and feel ashamed because of making mistakes. As stated in the previous research; the students felt ashamed, afraid, worried and nervous in speaking (Budiyanto, 2020). They struggle to master communication skills due to reluctance, indecision, fear of failure or inadequacy, and a lack of motivation (Fauzan, 2016). That impacts student' speaking fluency and self confidence.

In addition, researcher also found that many English learners are afraid of the teacher's judgement. The students are too shy and anxious to talk in English because the teacher gave critics and correction on their mistakes right away. Especially in classroom, students fear of criticism, or plain shyness (Zelda, 2022).

Students who have trouble speaking or communicating are more likely to feel anxious, which impairs their performance during the oral presentation. Following this, when given the task to deliver presentations, they lack the initiative to present their presentation as the first appearance. Therefore, to avoid this feeling learners can use peer assessment to assess each other.

Peer assessment is a form of assessment that fits the needs of the student. Musfirah (2019) states that peer assessment technique involves peers evaluating their classmates throughout an activity. Peer assessment asks students to evaluate and provide feedback on their peers performance. Peer assessment has a growing demand in teaching learning context of higher education in recent years to due its ability to develop the autonomous learning and critical thinking of students (Brusa & Harutyunyan, 2019).

Studying in peer assessment have many advantages. The benefit of peer assessment is the provision of feedback. Each student carries out activities to assess and be assessed so that this process can improve student performance in the future. Peer assessment will build collaborative classes so that it can be said that peer assessment can improve students' critical thinking and facilitate teaching and learning activities. The benefits of peer assessment were stated by previous researchers, such as: peer assessment enhance students' critical thinking (Widodo & Chakim, 2023; Buana, 2016) and feedback skills. It can promote student involvement, responsibility and excellence; establish clearer course frameworks; focus attention on skills and learning; and provide more feedback (White, 2009, as cited in Nida, 2017). *Raising the students motivation to conduct peer assessment,*

making them confident to perform the peer assessment process Musfirah (2019). Facilitates learners' learning process and classroom interactions (Wen et al., 2006, as cited in Wulandari et al., 2021) and raises learners' awareness of the learning strengths and improvements. In addition, more importantly, by giving learners the essential criteria about their expected works, peer assessment need them to think critically on performances or works they produce, accordingly, results in an improved contribution towards their endeavors.

Nevertheless, besides the benefits there are also challenges, many students can not apply peer assessment properly because of their inability to assess their peers. So, many of them judge incorrectly due to a lack of critical thinking skills. There are challenges that were informed in previous studies, related to Yunella (2017); White, 2009, as cited in Peralta (2022) one of the main challenges in peer assessment is that students may lack the inability to evaluate each other. They may not have the capacity to assess their friends and apply peer assessment properly. Therefore, students may not take it seriously, allowing friendship or the entertainment value to interfere with their marking. Friendship is also a challenge in using peer assessment. When the assessment process many students do not take the assessment seriously so they judge not based on the abilities shown by their friends performance, it because they help others to get good grades.

There have been numerous studies that examine peer assessment issues; nevertheless, previous studies focused on students in secondary school as research objects, but there seems to be rare research in higher education. Thus, many researchers have focused more on the advantages of peer assessment, but the

challenges of peer assessment have received less attention. In addition, there have not been any research on peer assessment in English Presentation Skill course. Additionally, in Aceh, the need for students' voices is relatively less especially students of English Education due to the lack of application of peer assessment in presentations in teaching and learning activities, lack of student awareness of the importance of peer assessment and lack of knowledge about advantages and disadvantages of peer assessment itself. Therefore , this study focuses to identify positive effects and to know challenges of peer assessment from EFL students' voices.

B. **Research Question**

Based on the background and problem formulation described above, the research questions are as follows:

1. How do the EFL students of Ar-Raniry perceive positive effects of peer assessment in presentation?

2. What are the EFL students of Ar-Raniry challenges using peer assessment in presentation?

C. **Research Aims**

The aim of this research are follows:

1. To find out the EFL students of Ar-Raniry positive effects of peer assessment in presentation.

2. To know the EFL students of Ar-Raniry challenges using peer assessment in presentation.

D. **Significance of Study**

This study is significant in that it can contribute to provide information to student about the using peer assessment in presentation. The researcher hopes that the results of this study can be beneficial as the reference for understanding the effect of peer assessment in presenting and achieve better presentation. In addition, the researcher hopes this study can answer how students' voices in using peer assessment in presentation learning.

Furthermore, for teachers. They can use it in their classrooms to ensure the success of the teaching and learning process, especially in designing or developing a courses. Thus, the finding of this study expected can be useful to lecturers while teaching in all courses especially English Presentation Skill courses.

E. **Research Terminologies**

There are some terms in this research which should be defined in order to avoid misunderstanding. The terms are:

1. **Peer Assessment**

Peer assessment (also called peer review) is a collaborative learning technique based on a critical analysis by learners of a task undertaken by peers (Persico et al., 2009, as cited in Amendola & Miceli, 2018). Additionally, peer assessment is sometimes referred to as peer feedback or peer response, is the process of exchanging drawings made by two or more learners in order to get oral, written, or a combination of oral and written comments (Chang,

2016). Specifically, for this peer assessment just focuses on peer assessment in oral presentation abilities.

2. Presentation

A presentation is an action in which the presenter shares their knowledge of a specific subject with the audience. Presentation in Merriam-Webster is "the act of presenting". Oral presentation refers to the extension of oral communication skill. Showing one's knowledge on a particular subject. According to Issa and Qubtan (2010), one of the activities that can increase student interest in taking initiative, thinking outside the boundaries of required textbooks, and using language in an engaging and creative manner is presentations. Presentation activities include delivering ideas and information in front of audiences.

In this study, the presentation is intended for oral presentations in the English Presentation Skills course at English education department.

3. Students' voice

The Glossary of Education Reform offers definition of students' voice "students' voice refers to values, opinion, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school, and to instructional approaches and techniques that are based on student choices, interests, passions, and ambitions. Student voice is the individual and collective perspective and actions of student within the context of learning and education.

In this study, students' voices refer to the opinion of English education students about their experience in using peer assessment in presentation.

CHAPTER II

LITERATURE REVIEW

This chapter contains the theoretical frameworks used in the present study. The presentation skill, peer assessment in presentation skill and previous studies related of the research

A. **Presentation skill**

In language learning, students are highly demanded to be able to speaks, so that they can communicate both productively and receptively. One of the learning activities in the classroom that can improve the ability to communicate or speaking that is oral presentation (Arlan & Daddi, 2022). One of the core competencies for higher educated professionals relates to the ability to present. Oral presentation in EFL context is a form of public speaking in which speakers use visual aids to present their ideas in a group or individually on a particular English topic (Chen, 2009, as cited in Hoai, 2021). Getting involved in an oral presentation can provide students with an enjoyable learning experience in that they can interact with others using only their foreign language. De Grez, 2009, as cited in Van Ginkel et al. (2019) also defines oral presentation competence as: "the combination of knowledge, skills, and attitudes needed to speak in public in order to inform, self-express, to relate and to persuade".

Oral presentations provide an opportunity to develop real-world communication and leadership skills. According to Farabi et al. (2017) among the many benefits of designing free oral presentations for students are: bridging the gap between language study and language use; naturally integrating the four

language skills; assisting students in collecting, inquiring, organizing, and constructing information; enhancing teamwork; and assisting students in becoming active and autonomous learners.

It can be understood that presentation skill is a skill which provide the students not only enjoyable learning experiences but interacting them to apply the combination of knowledge, skill and attitudes to inform, to express and persuade in the public speaking, while Farabi et al. (2017) stresses more on the benefit of oral presentation, such as; bridging language study and language use, integrating the four language skills, collecting information, enhancing teamwork and becoming active and autonomous learning.

Furthermore, oral presentation must be accurate in content, the information conveyed must be precise and related to the topic (Chiang et al., 2021, as cited in Kho & Ting, 2023). Therefore, the key essence of effective presentation delivery is practice and the purpose of practice is to find a point of aptness that make the presenter assured and expert. Those who understand how to present effectively do understand how to structure their presentations, what to say and how to say it in order to make impact on their audience. Even 'off-the-cuff' presentation are more effective if the student delivering it has an understanding of what is required in the presentation process. The audience would then be more receptive to the message which is being communicated. Further, it gives a chance to the presenter to build up confidence from presentation to presentation.

B. **Peer Assessment**

1. **Definition of Peer Assessment**

Peer assessment is often considered a form of formative assessment. Formative assessment focuses on promoting student learning (Wu & Jessop 2018), by giving information on performance that students can act on, and by ensuring staff adapt teaching to meet students needs (Black & William, 2009, as cited in McCallum & Milner 2021) . Therefore, formative assessment and feedback are inextricably linked. In peer assessment, student evaluate the work of their peers, providing constructive feedback on various aspects such as content, presentation, or understanding of the subject matter. This process allows students to learn from one another, gain different perspectives, and make improvements based on the feedback received. As a formative assessment tool, peer assessment contributes to the ongoing learning process by offering insights that can guide students and teachers in refining their approach during the course.

According to Adawiyah and Nofisulastri (2020) peer assessment is a form of assessment in which a student evaluates the performance or learning success of other students. Peer assessment is defined as an assessment strategy in which students infer the performance of their peers when working in groups. Thus, peer assessment is a method because students are part of judging the quality of the final product (Bazan, 2022). It is a type of assessment where a leaner evaluates another learner's work. The learners'

ability to assess the work of their colleagues is extremely important in the training of other students.

Peer assessment is essentially a collaborative process that involves at least two peers. In a more interactive version, peer evaluation only requires colleagues to agree on whether to handle the individual task, how to get input, and how to use input when revising. Molapo (2019) describes that "Peer assessment frequently has two goals: 1) to assist in determining the quality of peers' work by providing quantitative scores, ratings, or grades; and/or 2) to provide actionable qualitative feedback." The main advantages of peer assessment are that it fosters evaluative and critical thinking skills, provides opportunities for skill development, integrates knowledge, and encourages student collaboration. Besides that, cheating, time constraints, and stress are all examples of weak points in organizational matters. Finally, there may be a mismatch between marks without receiving feedback and learning.

Furthermore, for successful peer assessment, student must be prepared for it in advanced. Assessment skills need to be educated and trained. If the students' ability to judge is taken for granted and they are directly involved in peer assessment. Preliminary preparation is necessary for this purpose, including: Discussing and defining assessment criteria with students; conducting instructions with the students on how to apply the criteria; providing feedback to students on their assessment, including evidence-based discussion on possible differences with assessment by the teacher or the colleagues (Kirkova, 2007, as cited in Hadzhikoleva & Kasakliev, 2019).

2. The Benefit of Peer Assessment

Theoretical peer assessment predicts that it will be advantageous in at least two ways. First, peer assessment allows students to critically engage with the evaluated material, compare and contrast their performance with peers, and identify gaps or errors in their own knowledge. Furthermore, peer review may improve feedback communication because peers can use a similar and more accessible language, as well as reduce the negative feeling of being evaluated by an authority figure (Liu, 2016). Also, it can improve critical and evaluative thinking skills and develop self-confidence (Widodo & Chakim, 2023). In addition, peer assessment can help students recognize their friends' strengths and weaknesses related to their performance (Widodo & Chakim, 2023; Nalbantoğlu, 2017). When students are supported in participating in the process of peer assessment, their motivation for the course and its applicability are also thought to increase. Thus, peer assessment contributes in making active learners in the class room as they also have to engage in the grading process (Pathmaperuma, 2022).

3. Disadvantage of Peer Assessment

Despite many benefits, according to White (2009) there are some disadvantages of using peer assessment may potentially exist, namely; students may lack the ability to evaluate each other (as cited in Yunella, 2017). Students may not have enough ability to assess their friends and implementation of peer assessment may be hard to apply. Some may worry that students may feel that assessment is a teacher's job, so they may not

take serious in assessing their peers (Yunella, 2017). Other may think that friendship could influence a student's assessment so that they could give a good score to close friend and a bad score to an enemy. Bias in peer assessment comes to mind as a challenge of these application because the issue in peer assessment is grading a friend's performance, respectively, the thought appears that grading could not possibly be objective (Nalbantoğlu, 2017). Like wise, Wulandari et al. (2021) determined other issues as the time constraint and unreliability of the data. Due to the workload and the lack of time, teacher decide to leave peer assessment apart from their work because they are not really convinced their student provide effective feedback that helps other to improve.

White (2009) also stated that another possible disadvantages of peer assessment could be that students may not like peer marking because of the possibility of being discriminated against, being misunderstood, etc. Being misunderstood about what students say and do could become a fear for students in implementing peer assessment. The fear of their peer misunderstanding what they have said may make the students have doubt about the results from peer assessment. Then, the possible disadvantage raised by White is that students may misinform each other. Here, teacher intervention about the objectivity of peer assessment become a crucial part of applying peer assessment. Teachers must inform students to ignore any personal relationships between them and be strictly objective.

4. **The Theory of Peer Assessment Aspects**

EFL learners often perceive achieving proficiency in all aspects of English as a complex endeavor, necessitating increased dedication to enhancing their abilities. Teachers often find that challenging to provide effective assessments and guidance to their students (Fung, 2021). Consequently, peer assessment emerges as a practical strategy for achieving success in oral presentation, allowing for the utilization of performance data to draw conclusions about positive effects perceived by EFL students in oral presentation skill and it's challenges. Given the array of assessment options available, peer assessment appears to be the most impactful strategy for enhancing students' presentation abilities.

Azarnoosh (2013) has observed that peer assessment has gained considerable attention recently, aligning with the growing emphasis on student autonomy and control. Peer assessment significantly influences the learning process by enhancing the quality of learning and fostering students' introspection and responsibility (Boud et al., 1999). Peer assessment, as described by Topping (2018) and Falchikov (2008), encompasses a series of activities in which students engage to evaluate and define the quality and merits of educational objectives, as well as their strengths and weaknesses. These activities encompass tasks like assessing written assignments, evaluating oral presentations, and appraising the achievements of their peers who possess similar skills and proficiencies. Peer assessments are recognized as a distinctive evaluation approach (Topping, 2009). Consequently, peer

assessment serves multiple purposes, including guiding students toward their intended outcomes, involving students in supporting and planning their peers' studies, and evaluating the quality of their work.

Figure 2.1

The Theoretical Model of Peer Assessment

Groups of Processes Influencing Effectiveness				
ORGANIZATION & ENGAGEMENT	COGNITIVE CONFLICT	SCAFFOLDING & ERROR MANAGEMENT	COMMUNICATION	AFFECT
t.o.t., t.e.t.; goals, plans; individualization, interactivity, immediacy; variety	to liquify primitive cognitions & beliefs	ZPD management; information modulation; modeling & monitoring; error detection, diagnosis, correction	language→thought listen, explain, question clarify, simplify, prompt, rehearse, revise, summarize, speculate, hypothesize	motivation, accountability, modeling, ownership, self-disclosure

Note. From *Using Peer Assessment to Inspire Reflection and Learning* (p.104) by Topping, 2018.

To frame peer assessment activity, Topping (2018) proposed the theoretical model of peer assessment, as shown in figure 2.1 above. The theoretical model starts from metacognition, which is explicit, intentional, and strategic (Topping, 2018). Metacognition is an awareness and regulation of someone's thinking process. In peer assessment, metacognition empowers students to direct their learning. It entails being mindful of how students process the information, assessing their learning requirements, developing solutions to fulfill them, and putting them into action (Hacker et al., 2009). As a result, peer assessment is authentic to evaluate students' work while contributing to the growth of critical thinking and metacognitive skills.

In assessing their peers, students must evaluate the performance of their peers. It is necessary to have a specific level of expertise in the field being evaluated (Topping et al., 2000). Moreover, students should convey

their opinions to their peers and offer constructive comments, which necessitate communication skills (Black et al., 2003). Third, the receivers must thoroughly evaluate the input and decide on the next steps. While peer feedback may contain errors, receivers must filter it before deciding whether to follow the peers' comments and alter their work.

Participation in peer assessment gives benefits both the peer assessors and assesses. Topping (2018) explained that peer assessment is often a reciprocal relationship in which most participants are evaluated and assessed. It is critical to express the level of information and kind of judgment and evaluation that students should offer their classmates, as well as whether this should include grading, feedback, or both. Furthermore, the purpose of explaining the cognitive conflict sub-process of peer assessment above is to prove cognitive conflicts of peer assessments according to students' positive feedback and participation.

5. **Peer Assessment in Presentation**

Presentation is an activity of delivery an address to public audience. It also refers to public speaking and speech-making. In speaking presentation, a person delivers a brief discussion of a defined topic which is delivered to a group of public audience in order to import knowledge or stimulate discussion. In the field of English Language proficiency and education, speaking presentation allows individuals to find new words or vocabulary to be used in their speaking. Hence, this activity does not only train student to

speak but also develop their critical thinking in ways to generate topics of presentation.

Therefore, using peer assessment in speaking is a very useful way for students to respect the efforts of their peer who stands in front of them to make a presentation. Goh and Burns, 2012, as cited in Yunella (2017) have stated that peer assessment where students assess the performance of their classmate is increasingly being used, in speaking classrooms, as a supplement to the teacher assessment; enabling students to get more rounded picture of their achievements. Peer assessment allows students who are not involved in the speaking task to become more experienced in listening to spoken English, to engage more deeply with the learning goals and expected outcomes of the speaking course and to learn from each other.

Musfirah (2019) state that the purpose of peer assessment in speaking is to turn passive recipients into active participants on a language program. Students can be taught how to use a marking system relatively quickly, and to increase students' spoken fluency. In addition, White (2009) suggests that the purpose of peer assessment in assessing speaking is to improve students' speaking skill. By using peer assessment in speaking, student are expected to develop their ability in presenting the material.

Students can take an active role in their own language learning through the use of peer assessment activities, which is similar to the concept of a student-centered approach to instruction. Opposed to teacher-only assessment, oral performances can be evaluated by learners' peers. Due to the

concept of interaction between learners, receiving feedback from peers is critical in communicative language learning situations such as oral presentations.

C. **Previous Studies Related of the Research**

1. **Perceived Positive Effects of Peer Assessment in Presentation**

Widodo and Chakim (2023) conducted a seminal study that delved into the profound impact of formative peer assessment in oral presentation. His findings indicated that peer assessment helped students in preparing tasks, maintaining concentration during oral presentation exercises, enhancing analytical and critical thinking abilities, boosting self-esteem, and actively identifying the strengths and drawbacks of their friends. This is achieved as students engage in the evaluation of their peers' presentations, necessitating a thoughtful and analytical approach to the assessment process. Widodo and Chakim (2023) underscores how peer assessment serves as a catalyst for cognitive development, enhancing students' capacity for critical analysis and comprehension.

Furthermore, there are many studies that have explored the positive effect of peer assessment in presentation; raising the students' motivation (Musfirah, 2019; Buana, 2016). Making student confident to perform (Musfirah, 2019; Peralta, 2022). Increase of student performance and excellence in oral presentation (Nida, 2019). Improve critical thinking (Buana, 2016). Promoting the students' better understanding of assessment criteria recognize the assessment criteria (Buana, 2016; Wulandari et al.,

2021). Creating cooperative learning in classroom (Wulandari et al., 2021). Reducing students' anxiety and fear of speaking the language with peers due to they felt more comfortable discussing their performance with their peers while they talk about everyday topics as well (Cisneros, 2022). Helps student to evaluate their ability in speaking English (Buana, 2016).

Moreover, incorporating peer-assessment into the classroom environment nurtures students' capacity to appreciate diverse perspectives, evaluate their learning process, and strategist for skill improvement, as proposed by Loretto et al. (2016) and Morze et al. (2017). Additionally, formative peer-assessment is typically deployed for high school and university-level students. In this context, oral presentation skills are particularly valuable for enhancing students' speaking abilities. Oral presentations entail students explaining concepts to others, an essential practice for interpreting the learning framework and concepts using their own knowledge, as emphasized by Gunawan et al. (2020). Moreover, English oral presentations yield positive impacts by enhancing students' communication skills as presenters and improving listening skills as audience members (Kittiyano & Siabthaisong, 2021).

2. **Perceived challenges of peer assessment in presentation**

Peer assessment in presentation also has challenges in its implementation. According to study by Buana (2016), it leads to unfair score. Incapable to evaluate each other. Afraid in giving a bad score to their peer presentation. At study by Wulandari et al., (2021), such as; inability to

manage time efficiently (very time-consuming). Low motivation to take part in peer assessment. Subjectivity and accuracy on the students' judgement skills. Learners may be too harsh or too kind to their peers, or they may not own the applicable tools to provide an accurate assessment. On the other hand, Widodo and Chakim (2023) stated that some students actually received complaints, found difficulties in determining appropriate grades, reviews and questions and discovered cheating during formative peer assessment activities.

Strijbos and Wichmann (2018) highlighted the significant influence of students' interpersonal dynamics on the nature and quality of peer-assessment. Some students tend to exhibit subjectivity by awarding higher scores to their close friends' work, deviating from fixed and objective scoring rubrics or criteria. Furthermore, a substantial proportion of English as a Foreign Language (EFL) students lack the requisite skills for providing constructive criticism and evaluation of their peers' work (Loretto et al., 2016). However, for most EFL students, delivering an oral presentation poses challenges such as low self-confidence, pronunciation difficulties, and confusion regarding content delivery (Astuti & Rohim, 2018). Additionally, students often struggle to maintain focus and alertness during their peers' presentations, leading to reduced engagement.

Additionally, disparities emerge when assigning grades or scores, with peers tending to assign higher scores for oral presentations than teachers, as

indicated by Widyastuti (2021). Furthermore, students often lack the professional competence required for evaluating their peers' work, a contrast to their teachers' proficiency, as highlighted by Yang (2019). Nevertheless, the implementation of formative peer-assessment remains crucial for assisting both EFL students and educators in developing English language competencies.

In conclusion, the implementation of formative peer-assessment presents a complex landscape influenced by students' interpersonal dynamics and proficiency levels, leading to subjectivity in assessments and disparities in grading. Nevertheless, formative peer-assessment plays a pivotal role in fostering English language competencies in line with the Indonesia Merdeka Belajar Curriculum, particularly through the development of vital oral presentation skills that enhance students' communication and knowledge acquisition. However, challenges persist for many EFL students during oral presentations, including low self-confidence, pronunciation difficulties, and over-reliance on textbooks, compounded by a lack of emotional support and evaluation-related anxiety. Despite these obstacles, peer-assessment in speaking instruction proves to be an effective approach that encourages diverse perspectives, self-evaluation, and self-improvement strategies. Thus, while formative peer-assessment may pose difficulties, its continued refinement promises to empower students with enhanced communication and critical thinking abilities in the classroom.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter provided a research method that consists of detailed description research design, research participant, method of collecting data, and technique for analysis data.

A. Research Design

This research dealt with a qualitative research method to find out the positive effects and challenges of peer assessment in presentation based on the EFL students' voice. Then, explain EFL students' attitude toward peer assessment. Qualitative research is focused on making sense of lived, observed phenomenon in a specific context with specifically selected individuals, rather than attempting to generalize from sample to population (Johnson et al., 2020). Qualitative research also emphasizes on the researcher involvement in the environment to be closer with the respondent's experiences (Chowdhury & Shil, 2021; Widodo & Chakim (2023). Therefore, sampling design in qualitative research is not random but define purposively to include the most appropriate context for answering the question at hand. Another opinion submitted by Moleong (2009), qualitative research data are collected, analyzed and interpreted qualitatively in the form of words or symbols. The important part of qualitative research is that it helps us understand and explain the meaning of participants' answers. Therefore, this research was appropriate to a qualitative descriptive research methodology.

B. **Research Participants**

The research participants of this study were English language education students at Ar-Raniry State Islamic University Banda Aceh in 2018-2019 academic year who have taken English Presentation Skill courses as the subject of the study. Moreover, respondents in this research were selected using a purposive sampling approach. It means that the respondents were chosen in accordance with the requirements that the researcher established. Lenaini (2021) stated that purposive sampling is a non-random sampling technique where a researcher makes sure that they provide samples by selecting a special identity that correlates with the research's objective and is expected to be able answer questions related to research cases. According to Etikan (2016), purposive sampling is a technique by determining certain criteria.

The criteria of participants in this study are:

a). The English student in academic year 2018-2019 in English Education Department UIN Ar-Raniry.

b). The students who have completed and already taken English presentation skill course.

c). Students whose teacher implements peer assessment in English presentation skill course.

C. **Data Collection**

In this study, the researcher used questionnaire and semi-structured interview to get the data. The aims were to know what student's perceived towards the use of peer assessment in presentation and to explore students' attitudes. The

researchers only focused on student's voice towards positive effects and challenges of peer assessment. For question used in questionnaires was a adaptation from research Yang (2019) and Nida (2017).

Table 3.1
Summary of the Data Collection

Research Question (RQ)		Respondent	
		Questionnaire	Interview
RQ1	How The EFL student of Ar-Raniry Perceive positive effects of peer assessment in Presentation?	EFL Students (30 respondents)	EFL Students (10 respondents)
RQ2	What are the EFL Student of UIN Ar-Raniry Challenges using peer assessment in Presentation?	EFL Students (30 respondents)	EFL Students (10 respondents)

Table 3.1 describes the procedures for collecting data. Every research question was addressed through questionnaire and interview to acquire relevant data supporting the research question. The first research question and second research question was obtained through 2 methods, a questionnaire and interview with searching the positive effects of peer assessment in presentation and challenges of peer assessment in presentation. The questionnaire was distributed to 30 EFL students who fit the criteria via a google form. The students were required to choose one of multiple choices as the most appropriate answer regarding the statement provided in the questionnaire. The questionnaire used four Likert Scale.

Additionally, the interview was expected to enhance the data from respondents. The respondents were invited from 10 EFL students who had filled out the questionnaire. The EFL students would be asked 5 questions by researcher in two sections. First section contained 5 questions about positive effects and second second contained 5 questions about challenges peer assessment in presentation, in totally both sections contained 10 questions.

1.   **Questionnaire**

The first instrument used by the researcher to obtain the data was a questionnaire. The researcher distributed the questionnaire to find out the students responses towards the positive effect of using peer assessment in presentation and how students perceived the challenges of peer assessment in presentation. Questionnaire is a data collection method that can measure attitudes, behavior, and beliefs from the research sample that we choose (Siregar, 2013).

This study used a likert scale to evaluate the questionnaire. Likert scale is a scale that can be used to measure attitudes, opinions, and perceptions of a person or group of people about social phanomena (Joshi & Pal, 2015). There are two forms of statements on the likert scale: positive statements functions to positive attitudes, and negative statements to negative attitudes. This study used positive attitudes, the likert scale answer includes strongly agree, agree, disagree, and strongly disagree. The frequency of students responses is used to interpret data.

2.   **Interview**

To collect data, the participants were interviewed to find out students' voice about their views, beliefs, and attitudes of using peer assessment in presentation

that the researcher needs in this study. The information was obtained directly from the respondents while taking face to face interviews. Then, Edwards and Holland (2013) noted that the interview is a central resource for social science and the most commonly used qualitative research method.

The researcher interviewed ten English student at UIN Ar-Raniry Banda Aceh who had already submitted questionnaire to gain the deeper information about positive effects and challenges of peer assessment in presentation. This study used semi-structured interview. It allowed participants to share their points of view because they generated reliable and comparable qualitative data. Also, to find out the answer deeply. The semi-structured interview provides several opportunities to obtain rich information from the interviewee through open-ended questions. These open-ended questions can assist the researcher if the interviewee only provides a brief response and both the interviewer and the interviewee can discuss the topic in more detail. The researcher has created a list of questions on topics they want to cover in the interview process for semi-structured interviews. In this type of interview, the interviewer directed the conversation.

Indeed, in this study, the researcher listed questions to obtain the data about the positive effects, challenges and their attitudes about using peer assessment in presentation. During the interviews, the researcher included the audiotape recording to get more accurate recording of the conversation. The researcher listened carefully and used note-taking to records the essence of the information from interviewee.

D. **Data Analysis**

To answer the research question, after data collected from the field, then the data analyzed descriptively qualitatively.

1. **Analyzing the questionnaire data**

When examining the questionnaire data. First, the researcher elaborated questionnaire data by calculating the percentage of students' response to each statement. Then, the questionnaire data shown in a table with descriptions to compare and contrast. This approach provided a nuanced understanding of the participants' collective opinions, allowing for a comprehensive analysis of the gathered data. Through this analysis step, students' voices to positive effects and challenges of peer assessment toward their presentation could be comprehended.

2. **Analyzing the interview data**

The acquired data from the interview was thematically analyzed. More specifically, thematic analysis is a "method for systematically identifying, organizing, and offering insight into, patterns of meaning (themes) across a dataset; through focusing on meaning across a dataset, thematic analysis allows the researcher to see and make sense of collective or shared meanings and experiences" (Braun & Clarke, 2012, p. 2).

I did seven phases of data analysis including (Lester et al., 2020):

(a) Preparing and organizing the data for analysis; At this point, I collected all of the interview data, which included an audio

recorder and notes, then write them into one electronic format (MS Word document).

(b) Transcribing the data; Next, after collecting data from the audio and notes, I transcribed the data into written form and switching the interviews from Indonesian to English in preparation for further analysis.

(c) Becoming familiar with the data; Once organized and transcribed, I become familiar with the data that capturing the ideas or experiences described by participants.

(d) Memoing the data; Following that, I look for participant statements that are potentially important and influential for analysis and interpretation.

(e) Coding the data; At this point, I identify key statements and then look for words or phrases that are related to the research question..

(f) Moving from codes to categories to themes and; Once coded, descriptive words or phrases will be grouped based on themes. When I convert the code into themes, I group them according to similarities and relationships across categories.

(g) Making the analytic process transparent. Next, after I coded the data then categorized into themes, and last, the data were interpreted in a transparent and verifiable manner.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the findings to answer the research questions mentioned in Chapter I. It deals with the results obtained from close ended questionnaire and in-depth semi-structured interview. This study aims to investigate positive effects and challenges during peer assessment in presentations among students.

A. The Findings

The findings were organized based on the research questions. It starts with the first research question about students' perceptions on positive effects of peer assessment in presentation. Then, the challenges using peer assessment in presentation The data were obtained from questionnaire and participants' in-depth the semi-structured interview. The questions of interview can be seen in **Appendix C.** The participants of this study were ten student with pseudonyms such as **SK, SL, EK, DS, WY, PJ, NT, DR, MW and ND.**

1. The Results of Questionnaire

In analyzing the data, in this study some symbols here. These symbols include SD to mean "strongly disagree," D to "disagree," A to "agree," and SA to "strongly agree"; and P (%) mean "percentage". By having such symbols, this report can be made efficient without the need to elaborate on the meaning using long phrases or words. The questionnaires were distributed to get information from students about positive effects and challenges associated with the use of

peer assessment in presentations among students. The questionnaires of this research consisted of 10 close-ended questions. The result of questionnaire is divided into two parts, they are positive effects of peer assessment in presentation and challenge of peer assessment in presentation:

Table 4. 1.
The Percentage of positive effects of peer assessment in presentation

No	Items	SD	D	A	SA
1	Participating in peer assessment during presentations has a positive impact on my overall presentation skills, contributing to my ability to communicate ideas effectively to an audience			12 (40%)	18 (60%)
2	I am confident that engaging in peer assessment strengthens my capability to offer constructive feedback to my peers, helping them improve their presentations			6 (20%)	24 (80%)
3	Through peer assessment, I have noticed a noticeable boost in my self-assurance when presenting in front of an audience, making me feel more at ease and capable			18 (60%)	12 (40%)
4	Peer assessment fosters a collaborative and teamwork-oriented environment among students, promoting cooperation and shared learning experiences.				30 (100%)
5	Participating in peer assessment activities deepens my comprehension of the subject matter, as it prompts me to critically evaluate and discuss key concepts with my peers			3 (10%)	27 (90%)
	Total			39 (130%)	111 (370%)
	Equation degree			7,8 (26%)	22,2 (74%)
	Percentage			100%	

The table presents a detailed analysis of students' responses regarding the impact of participating in peer assessment activities on various aspects of their presentation skills and overall learning experience. The items in the table represent different statements related to the effects of peer assessment. The first set of responses demonstrates that 40% of participants strongly Agree and 60% agree with the statement that participating in peer assessment during presentations positively impacts their overall presentation skills. However, 80% of participants strongly agreed and 20% were agree about their confidence in offering constructive feedback to their peers, suggesting that engaging in peer assessment strengthens their ability to provide useful input to others. Additionally, 60% strongly agreed (A) and 40% were Agree about the positive effect on their confidence levels.

Furthermore, all participants (100%) strongly agreed (SA) that peer assessment enhance a collaborative environment among students. Additionally, 90% of participants strongly agreed (SA) that participating in peer assessment activities improve their comprehension of presentation and discussing with peers enhances their understanding of the material. Therefore, this data demonstrates that peer assessment not only improves presentations but also enhance confidence, teamwork, and deepens knowledge. It emphasizes the need for lecturer to incorporate peer assessment into their teaching methods for comprehensive student development.

Table 4. 2.
The Percentage of challenge of peer assessment in presentation skill

No	Items	SD	D	A	SA
1	I sometimes find it challenging to have full confidence in the feedback given by my peers in assessments, which may impact the effectiveness of the assessment process.			9 (30%)	21 (70%)
2	Occasionally, the peer assessment process can result in conflicts or disagreements among group members, potentially affecting the group dynamics and cohesion				30 (100%)
3	Assessing the work of my peers, particularly when I have a personal relationship with them, can sometimes create discomfort and influence the objectivity of my assessment..			9 (30%)	21 (70%)
4	There are instances where I perceive peer assessment to be biased or unfair, potentially compromising the equitable evaluation of presentations.			6 (20%)	24 (80%)
5	I have encountered situations where the criteria for evaluating presentations in peer assessment are not clearly defined, leading to ambiguity in the assessment process..				30 (100%)
	Total			24 (80%)	126 (175%)
	Equation degree			4,8 (16%)	25,2 (35%)
	Percentage			51%	

While the positive aspects of peer assessment are evident, this study also sheds light on the challenges associated with its implementation. After analyzing the data, the table provides valuable insights into students' perspectives on peer assessment during presentation, a process to evaluate each other's work. By

presenting data in percentages and numbers, the table offers a clear picture of how students feel about various aspects of peer assessment. The table shows that 70% students expressed difficulty in fully trusting the feedback provided by their peers during assessments. This lack of confidence in peer assessment might affect the overall effectiveness of the assessment process. Additionally, the data indicates that conflicts arising from peer assessment are a common occurrence, with all 100% participants acknowledged conflict with their groups. Moreover, the discomfort arise from evaluating the friend's work , as 70% participants admitted feeling uneasy about this situation, potentially compromising the fairness of their assessments.

The table also highlights concerns related to bias and unclear evaluation criteria, with 80% agreeing that peer assessment can be biased, and all 100% participants finding the criteria for assessment to be unclear. In summary, the table portrays a scenario where students grapple with various difficulties when engaging in peer assessment. These challenges, including trust issues, conflicts, discomfort, bias, and lack of clarity, point to the need for addressing these concerns to enhance the effectiveness and fairness of the peer assessment process in educational settings.

In summary, this data shows a landscape of peer assessment in presentations, revealing both its significant benefits and challenges. It underscores the importance of implementing peer assessment strategies thoughtfully, with clear criteria and guidelines, to harness its full potential in enhancing presentation skills and fostering collaborative learning experiences among students.

2. **The Results of Interview**

The data for this study was analyzed through in-depth semi-structured interviews, and the outcomes of these interviews were categorically divided into two distinct parts. These interviews with EFL students of Ar-Raniry offer valuable insights into the nuanced aspects of peer assessment in presentations. On one hand, these interviews explained the positive effects that students perceive when peer assessment is integrated into their presentation experiences. However, these interviews also unveil the challenges that students encounter when engaging with peer assessment in presentations. By analyzing both the positive aspects and the challenges, the researcher can develop a comprehensive understanding of the role of peer assessment in shaping their academic and personal development.

a. Positive effects of peer assessment in presentation

1) Identifying strengths and weaknesses.

Peer assessment provides a valuable means of obtaining feedback in educational settings. It stands out for its capacity to deliver feedback that is both relevant and relatable, drawing from the experiences and perspectives of EFL students who have firsthand knowledge of the learning process. This diversity in feedback sources allows for a comprehensive assessment of an individual's work. Moreover, the feedback provided through peer assessment serves as a powerful tool for identifying not only one's strengths but also areas that may require improvement. This process contributes to a more holistic understanding of one's performance, ultimately fostering personal growth and enhanced learning outcomes. As stated by

Peer assessment has really helped me improve my presentation skills. It is valuable, because from peer assessment we know others' point of view about my presentation. My peers point out things I might not notice, both good and bad, and give me helpful suggestions. (WY, personal interview, 2023)	Codes: Improving students presentation Identifying students' performance
Yes, Peer assessment is very helpful to provide feedback because we will know our mistakes. So that when presenting for the second time it will be better. In fact, we can make future strategies from the assessment that have been given. So, peer assessment is important for learning how to present effectively.(SK, personal interview, 2023)	Codes: Providing feedback for presentation Knowing students mistakes Making effective presentation
I think feedback from classmates is valuable for presentations. I can know the weakness of my presentation directly. Then, it is less scary than feedback from teachers, so I can use it to improve my presentation. (DS, personal interview, 2023)	Codes: Receiving valuable feedback in presentation Knowing students' weakness in presentation
Using peer assessment during presentations has positive value because you can identify strength and weakness from presentation and also can make students active in class.. (PJ, personal interview, 2023)	Codes: Understanding students' problem Creating supportive presentation
I think peer assessment is great for making presentations better. I get feedback from classmates who understand my challenges. Peer assessment also makes learning more engaging because I have to evaluate others' work, which improves my own presentation skills. It benefits everyone. (SL, personal interview, 2023)	Codes: Making students' presentations better Getting students' feedback in presentation Understanding students' challenges in presentation Evaluating students' performance

Additionally, other participants also emphasized that

Using peer assessment during presentation has a positive value because I can identify deficiencies in my presentation and also make student active in class. (EK, personal interview, 2023)	Codes: Valuable students presentation Identifying students deficiencies in presentation Raising active students
Peer assessment is valuable, because we need other people to judge. The suggestions that we received can be useful for future presentation. My classmates' feedback, understanding my struggles, helps me overcome obstacles. (DR, personal interview, 2023)	Codes: Understanding students struggles in presentation Overcoming students obstacles
I like how peer assessment is collaborative. My peers' feedback is specific and understanding of my challenges. By evaluating each other, my own presentation skills get better, creating a positive learning environment for everyone. (ND, personal interview, 2023)	Codes: Understanding students challenges Providing feedback in presentation Evaluating student presentation Creating positive learning environment
I think peer assessment identify such as unclear content or delivery problems. I find feedback from classmates less intimidating than feedback from teachers, it also enable me to utilize it effectively to enhance his presentation skills. (NT, personal interview, 2023)	Codes: Identifying students problems Finding student feedback
In my opinion, peer assessment in presentation is important because I can find out the strenghts and the weakness of each others' presentation, so it become good feedback to be able to do better presentations in the future. (MW, personal interview, 2023)	Codes: Finding strengths and the weakness in presentation Providing good feedback

In conclusion, all participants highlight the significant role that peer assessment plays in honing presentation skills. They collectively emphasize the value of this approach in identifying strengths and weaknesses, receiving

constructive feedback, and fostering a sense of responsibility. The shared sentiment is that peer assessment not only eases the process of self-improvement but also creates a collaborative learning environment where individuals can collectively thrive. Overall, their perspectives underscore the invaluable contribution of peer assessment to the learning process when it comes to presentations.

2) Fostering a collaborative learning.

Peer assessment fosters a collaborative and trust-based learning environment. When students are actively engaged in evaluating their peers' work, it promotes a sense of collective responsibility for each other's success. This collaborative approach encourages students to support and help one another, leading to a classroom atmosphere built on trust and mutual respect. In such an environment, students are more likely to openly share their ideas, provide constructive feedback, and actively participate in the learning process, ultimately enhancing the overall educational experience. It in line with participants statements as below:

In my opinion, when peer assessment is used, students will actively try to give their peers positive evaluations, and those giving the presentation will do their best to earn positive reviews from their peers. (MW, personal interview, 2023)	Codes: Creating active presentation of students Giving feedback in presentation Student responsibilities in presentation
I think yes because the outcomes of peer assessment are motivation to make presentation more active. And also when peer assessment is applied, students will be active and try to assess their friend well and the	Codes: Raising students motivation Inspiring students performance Analyzing students performance

presenter will give their best (SL, personal interview, 2023)

I think peer assessment will make us more active because the ones who evaluate are our friend where we always interact with them, so make us more active so that we can increase our self confidence. (WY, personal interview, 2023)

Codes:
Making student active in presentation
Increasing students' confidence

I agree that using peer assessment makes students to take an active role in the class because it force students to pay attention at their classmate mistakes. So, (PJ, personal interview, 2023)

Codes:
Making student active in presentation
Analyzing students mistake

The fact that my peers assess my performance encourages me to prepare thoroughly and present well. When I evaluate my peers' presentations, I carefully examine their content, learning from both their strengths and weaknesses. This process helps enhance my own presentation skills substantially. (NT, personal interview, 2023)

Codes:
Encouraging students performance
Examining students performance
Enhancing students presentation skill

Yes, it makes me more active because I feel that all of class is paying attention to me. With peer assessment, the presenter is active and audience too. Whether they like or not, they may pay attentionto what is being done in class because to give feedback you have to know what is happening and showing, so everyone will collaborate in classroom.. (ND, personal interview, 2023)

Codes:
Making student active in presentation
Paying attention to student performance
Providing feedback to student
Making collaborative learning

In the same vein, other participants also declared

Peer assessment is crucial in motivating me during presentations. When I actively assess my peers'

Codes:
Raising student motivation
Assessing students presentation

presentations, I thoroughly <u>focus</u> myself in their content, gaining insights from <u>their strengths and areas needing improvement</u>. This practice significantly contributes to <u>enhancing my own presentation skills</u>. (DS, personal interview, 2023)	Focusing on students performance Identifying student strengths in presentation Enhancing students presentation
From my own experience, peer assessment really pushes me to get more <u>involved in presentations. I</u> pay close attention to what they do well and what they could improve on. This <u>interactive learning</u> process not only makes me <u>more active</u> but also helps me improve my presentation skills. (DR, personal interview, 2023)	Codes: Involving other student in presentation Making interactive learning Making student active in presentation
Personally, peer assessment plays a crucial <u>role in increasing my enthusiasm</u> during presentations. I <u>actively participate</u> in the process, carefully <u>analyzing my peers' presentations to understand their strengths and weaknesses.</u> By doing so, I gain valuable insights that help me refine my own presentation skills. (EK, personal interview, 2023)	Codes: Increasing student enthusiasm Making student interactive Analyzing students presentation
Peer assessment <u>motivates me during presentations</u>. The awareness that my peers are <u>evaluating my work</u> encourages me to put in extra effort. When evaluating my peers' presentations, I actively deep into their content, <u>recognizing their strengths and areas for improvement</u>. This thorough analysis substantially <u>improves my own presentation abilities</u>.(SK,personalinterview, 2023)	Codes: Raising student motivation Evaluating student performance Recognizing student performance Improving student presentation ability

In light of the participants' statements and the discussion on the impact of peer assessment on the learning environment, it becomes evident that peer assessment plays a pivotal role in promoting active engagement and

collaborative learning. All participants highlight how peer assessment motivates them to excel in their presentations while also actively participating in evaluating their peers' work. This approach not only fosters a sense of accountability but also enhances their overall presentation skills. Moreover, the trust and mutual respect cultivated in this collaborative setting contribute to a positive classroom atmosphere where ideas flow freely, constructive feedback is shared, and the educational experience is enriched. Thus, peer assessment emerges as a valuable tool in creating an active, supportive, and conducive learning environment that benefits all participants.

3) Enhancing critical thinking and presentation skills

In addition to its role in assessment, peer assessment carries additional benefits that extend beyond the classroom. It promotes a sense of responsibility among students, as they know their peers are counting on them for feedback, instilling a heightened commitment to their own work. Collaboration supports students actively engage with their peers' presentations, fostering teamwork and a collective learning spirit. Furthermore, the process hones communication skills as students provide clear, constructive feedback, and it readies individuals for the real world by simulating the type of evaluation and collaboration they will encounter in professional settings. These ancillary advantages make peer assessment a valuable tool not only for academic growth but also for preparing students for the challenges of the broader, interconnected world. As participants explained that

 Peer assessment offers more benefits Codes:

than just evaluating presentations. One major advantage is that it promotes responsibility It improves my communication skills by teaching me to give useful feedback and present ideas effectively. Then, it prepares me for real-life situations where collaboration and feedback are essential, making me better prepared for my future presentation. These extra advantages highlight the importance of peer assessment in my education. (SK, personal interview, 2023)

Promoting students responsibility
Improving students communication skill
Raising students collaboration
Improving students' presentation ability

Peer assessment in presentation can develop critical thinking because we have to think and analyze the mistakes in the presentation. And also can improve presentation skill because I learn from previous presentations and make strategies from friends' comment on my presentation. (WY, personal interview, 2023)

Codes:
Developing students critical thinking
Improving students presentation skill
Analyzing students mistakes

Using peer assessment can improve critical thinking and improve my skills in presentation.When I evaluate my friends from all sides, a good critical thinking is needed so I can assess my friends appropriately. Meanwhile, to improve presentation skills peer assessment make me more motivated to create interesting performance. (DS, personal interview, 2023)

Codes:
Improving students critical thinking
Improving students presentation skills
Assessing student's performance appropriately
Creating students' interesting performance

It is enhancing presentation skills, I believe it because we need to get a better performance in the future. Than for students who assess, perhaps develop critical thinking because they are forced to analyze performance. That is why critical thinking is included. (EK, personal interview, 2023)

Codes:
Raising students' good performance
Developing students' critical thinking
Analyzing students' performance

I think peer assessment can improve

Codes:

critical thinking and presentation abilities. It is because I will analyze my peer performance and assess them at the same time. This sharpens my analytical skills. Providing meaningful feedback also improves my communication skills. (PJ, personal interview, 2023)	Improving students' critical thinking Improving students' presentation abilities Analyzing students' performance Improving students' communication skill

The other five participants also mentioned the similar perceptions

Yes, in order to present in class, we must listen to the presentation, identify the weakness, analyze, and provide feedback at the same time. It can develop critical thinking from this activities. (NT, personal interview, 2023)	Codes: Identifying students' presentation Providing feedback in presentation at the same time Developing students' critical thinking
In my opinion I believe that peer assessment can improve presentation skills. Then, When I assess my peers' work, I analyze the content, structure, and delivery of their presentations. This hones my analytical abilities. Offering constructive feedback enhances my communication skills. (ND, personal interview, 2023)	Codes: Improving students' presentation skills Analyzing students' presentation Developing students' analytical abilities Enhancing students' communication skills
In my opinion, critical thinking yes, it help me to think about what I have to do and the analyze my peer presentation, and also give them good feedback. (DR, personal interview, 2023)	Codes: Improving students' critical thinking Analyzing students' presentation Giving student feedback in presentation
In my opinion, through the use of peer assessment, it can helps us learn how to think critically and evaluate the performance of others. It also improves my presentation skills. (MW, personal interview, 2023)	Codes: Improving students' critical thinking Improving students' presentation skills Evaluating students' presentation

In conclusion, the participants have highlighted the myriad additional benefits of peer assessment that extend well beyond the evaluation of presentations. The promotion of personal responsibility, fostered by the knowledge that peers rely on one another for feedback, encourages a deep sense of accountability and dedication to delivering high-quality work. This heightened commitment results in better preparation and improved presentations. Moreover, peer assessment fosters collaboration and teamwork, enabling individuals to collectively learn from each other's strengths and areas for improvement. Additionally, it significantly enhances communication skills, both in terms of providing constructive feedback and effectively conveying ideas during presentations. Beyond the classroom, the simulation of real-world scenarios, where peer feedback and collaboration are essential, prepares students for future professional success. These diverse benefits collectively underscore the significance of peer assessment as a multifaceted and indispensable tool in our educational journey.

b. Challenges using peer assessment in presentation

Challenges associated with using peer assessment in presentations encompass several significant aspects. Firstly, the time-consuming nature of the process stands out, particularly when dealing with a complex or extensive volume of presentations. Secondly, the influence of personal relationships can pose a challenge, as it may either enhance objectivity or introduce bias into the assessment, depending on the dynamics between assessors and presenters. Lastly, accuracy is a concern, given the inherent difficulty in separating personal

biases, dealing with vague assessment criteria, and the essential need for clear and well-defined guidelines to ensure a fair and equitable evaluation process. These challenges underscore the intricate nature of peer assessment in presentations and highlight the importance of addressing them to maintain the integrity and effectiveness of this educational tool

1) Time-Management

The participants in this study shared a common experience that shed light on the time-management nature of peer assessment in presentations. As they engaged in the process of evaluating their peers' work, they encountered various complexities and demands that consumed a significant portion of their time and attention. This aspect of peer assessment posed a notable challenge, prompting participants to invest substantial efforts in ensuring fair and comprehensive evaluations. Their firsthand encounters with the time-consuming aspects of peer assessment provide valuable insights into the practical realities of using this educational tool in the context of presentations. As the participants' explanations below:

It takes time during the presentation because I have to evaluate each friends' performance individually, which takes up a lot of time during the presentation when they express their assessment. (WY personal interview, 2023)	Codes: Taking time during evaluation Evaluating students' presentation individually
I want to assess my peers' work fairly to recognize their hard work and help them improve. This means spending enough time to thoroughly evaluate what they've done. Although this aspect of peer assessment is	Codes: Spending time during students' evaluation

important, it can be quite challenging, as I've personally found in my own experiences. (SL, personal interview, 2023)

I think yes because I need to carefully <u>analyze each presentation, identify its strengths and weaknesses, and provide constructive feedback.</u> This process <u>requires a lot of time,</u> especially if I aim for a fair and thorough assessment.. (MW, personal interview, 2023)

Codes:
Requiring a lot of time during evaluation
Needing time in analyzing each students' presentation

Maybe sometime, it because of our friends <u>over to much give the feedback, so that makes the presentation timeless for the next presentation</u> (DR, personal interview, 2023)

Codes:
Giving much feedback in presentation
Making the presentation timeless

Peer assessment <u>requires a lot of time because give direct feedback to the presenter, so it takes a time</u>. (SK, personal interview, 2023)

Codes:
Requiring a lot of time during evaluation
Giving direct feedback to students

Yes, I agree with that because usually students <u>don't immediately give the feedback</u>. It takes a lot of time because the <u>feedback given is always oral</u>. In fact, <u>a lot of time is used to think about the feedback</u> that will be given. (PJ, personal interview, 2023)

Codes:
Taking a lot of time during presentation
Giving oral feedback to students
Not immediately giving feedback

The other participants also stated that

Assessing presentations <u>requires much time</u> because we have to read and listen to a lot of opinions from other friends and <u>it takes a lot of time compared to without peer assessment.</u> (NT, personal interview, 2023)

Codes:
Requiring time management

In my experience, <u>evaluating</u>

Codes:

presentations takes a time for understanding the strengths and weaknesses of each presentation is essential for recognizing the efforts of my peers. (ND, personal interview, 2023)	Taking time in evaluating presentation Requiring time for understanding each presentation Taking time management in recognizing students' work
Evaluating presentations can be quite time-consuming, especially when dealing with a variety of content and styles. To provide fair and valuable feedback, I need significant time in analyzing my friend's presentation.. (EK, personal interview, 2023)	Codes: Taking time consuming during evaluation Needing significant time in analyzing presentation
I need a significant lot of time in analyzing each presentation thoroughly. Despite the challenges, this process is necessary for fostering a collaborative learning environment. (DS, personal interview, 2023)	Codes: Needing a lot of time in analyzing students' presentation

In conclusion, the time-consuming nature of peer assessment in presentations is a common challenge that resonates with the experiences of participants. The investment of time in this process is closely linked to the complexity and volume of presentations to be evaluated. When faced with the task of assessing numerous presentations, each marked by its unique characteristics, it demands a substantial commitment to provide thorough and insightful feedback. Our shared objective is to ensure a fair and comprehensive evaluation that acknowledges the efforts of our peers and contributes to their improvement. While this aspect of peer assessment may be demanding, it undeniably serves as a valuable and necessary element in our collective learning experiences.

2) Biased Assessment Results

Navigating the realm of peer assessment in presentations unveils a dynamic interplay between personal connections and objectivity that significantly influences the evaluation process. The experiences and insights of EFL students of Ar-Raniry reveal a multifaceted relationship where personal connections can sway assessments in both positive and negative directions. This intricate aspect of peer assessment brings to the forefront the importance of understanding how interpersonal dynamics impact the objectivity of evaluations, ultimately shaping the educational experience and the quality of feedback provided to peers.

I think personal relationships can affect how I assess my friends' presentations. Sometimes, being close to someone might make me more understanding, which could make my evaluation fairer. But it could also make me biased, it can prefer or dislike someone because of our personal connection. (EK, personal interview, 2023)	Codes: Influencing students' personal relationship in evaluation Causing bias in the evaluation Preferring or disliking students' presentation
In my experience, I found that personal relationships can affect how I assess friends' works. Knowing my friends personally can help me recognize their strengths, but it can also make it hard to see their weaknesses clearly. So that I need to be careful about when evaluating people, I am close to. (SL, personal interview, 2023)	Codes: Influencing students' personal relationship in evaluation
From my personal experience, the relationships I have with my friends do impact how I judge their presentations. Familiarity with	Codes: Influencing students' personal relationship in evaluation

their strengths can enhance my evaluation. (SK personal interview, 2023)

I believe that personal connections influence how I perceive my friends' presentations. And it is challenging to provide an objective assessment. (MW, personal interview, 2023)

Codess:
Influencing students' personal relationship in evaluation
Challenging to provide an objective assessment

Based on my experiences, personal relationships undeniably affect how I assess my friends' work. Knowing them well can help me appreciate their strengths. Achieving a balanced evaluation is crucial in peer assessment. (DS, personal interview, 2023)

Codes:
Influencing students' personal relationship in evaluation
Needing balance evaluation

It also stated by other participants that

I think it will have an impact because some people do not have the courage to comment about their friend' mistakes, so it will impact the score and comment overall. (PJ, personal interview, 2023)

Codes:
Influencing students' personal relationship in evaluation
Feeling no courage in students' evaluation

I think yes, because the assessment become subjective if there is a relationship influence because friends usually feel uncomfortable when giving or making bad comments. (WY, personal interview, 2023)

Codes:
Influencing students' personal relationship in evaluation
Uncomfortable giving bad comments
Becoming subjective assessment

This peer assessment can be biased towards friends, so that friends can give good comments because give negative comments is not good. Meanwhile the enemy is really looking for her

Codes:
Becoming bias toward student in presentation
Challenging to provide feedback
Needing a balace evaluation

weakness. So, it's essential to be aware of potential biases. (NT, personal interview, 2023)

From what I have experienced, personal connections do influence how I evaluate my friends' presentations. Being close to someone can promote empathy and understanding, which ideally results in a fair assessment.. (DR, personal interview, 2023)

Codes:
Influencing students' personal relationship in evaluation

In my experience, personal connections have a significant impact on how I assess my friends' presentations. Closeness enhances my understanding and leads to a more balanced evaluation. However, it can also introduce unintentional bias, making it difficult to offer a completely objective judgment. (ND, personal interview, 2023)

Codes:
Influencing students' personal relationship in evaluation
Requiring a balance evaluation
Making subjective assessment

In conclusion, the insights shared by participants highlight the complex nature of personal connections and their influence on objectivity in assessments. As Erika pointed out, personal connections can foster empathy and understanding, potentially enhancing the fairness of evaluations. However, Sartika's perspective reminds us of the inherent risks, where favoritism and bias may inadvertently creep into the assessment process when there is a close relationship involved. Selina aptly sums up the situation as a delicate balance, emphasizing the importance of remaining self-aware when assessing individuals with whom we share personal connections. Ultimately, these varying experiences underscore the need for conscious effort in

maintaining objectivity while navigating the intricate dynamics of personal relationships in assessment contexts.

3) **Requiring Guideline for Bias Avoidance**.

One significant challenge faced by EFL students of Ar-Raniry when using peer assessment in presentations is the difficulty in separating personal biases and the need for clear guidelines. Often, students may unintentionally allow their personal preferences, prejudices, or social dynamics to influence their evaluation of their peers' presentations. This subjectivity can lead to unfair assessments and hinder the overall effectiveness of the peer assessment process. To overcome this challenge, it is crucial to establish transparent and well-defined evaluation criteria and provide training on objective assessment techniques, ensuring that students can offer constructive feedback based on merit rather than personal relations. As the participants emphasized:

I struggle to be fair while evaluating presentations because of my personal biases. It's hard to give unbiased feedback when assessing presentations. To solve this problem, it would help if provided clear and objective evaluation criteria. Having specific guidelines would make sure my assessments are consistent and fair. (DS, personal interview, 2023)	Codes: Struggling to be fair in evaluation Needing a clear guideline for students' presentation
During peer assessment, I find it challenging to evaluate presentations without letting my own opinions affect my judgments. So, it requires a rubric as assessment criteria. It	Codes: Challenging to evaluate students presentation Requiring an assessment criteria

would create a standard way for everyone to assess presentations. (SL, personal interview, 2023)

When assessing presentation, students <u>do not focus on their performance</u> because there is no assessment criteria. <u>They receive general feedback,</u> without any specific criteria being assessed. Meanwhile, those who provide feedback also <u>do not concentrate on the criteria of evaluation</u> (WY, personal interview, 2023)

Codes:
Not focusing on students performance
Receiving general feedback in assessment
No concentrating on assessment criteria

It becomes a struggle to provide feedback, particularly when assessing my close friends presentations. So, there is <u>need for objective evaluation to assess presentation</u>. It would be really helpful for us. (SK, personal interview, 2023)

Codes:
needing for objective assessment to assess students' presentation.

Yes, it's a struggle to maintain fairness while evaluating presentations. I hope that <u>clear assessment criteria are provided before students conducting peer assessment.</u> (PJ, personal interview, 2023)

Codes:
Hoping a clear assessment criteria for students' presentation

Other participants also require the same perceptions

In assessing friend's presentations, it is difficult due to my personal biases, I worry about friendship will be problematic after class. <u>Clear and objective assessment criteria</u> would be helpful, ensuring consistent and fair assessments. (Erika, personal interview, 2023)

Codes:
needing for objective assessment to assess students' presentation.

Assessing presentations is a struggle for me. I had

Codes:
Not having assessment criteria for

determining the assessment category, this was because there was no assessment criteria. (NT, personal interview, 2023)	students' presentation
Ensuring fairness in evaluating presentations of friends are challenging due to my personal biases, also sometimes students give random feedback because there is no assessment criteria. (DR, personal interview, 2023)	Codes: Giving random feedback to students presentation Not having assessment criteria in presentation
While evaluating presentations, especially when assessing my best friends' presentations. Ensuring consistent assessments is necessary when implementation peer assessment.. (MW, personal interview, 2023)	Codes: Needing a rubric for students presentation
As far as I'm concerned, there should be clear criteria for peer assessment in the presentation because there are not any specific criteria. As as result, sometimes I feel overwhelmed when I assess another students' presentation. (ND, personal interview, 2023)	Codes: Needing a clear criteria for peer assessment Not having any specific criteria

In conclusion, the challenges caused by personal biases and the necessity for clear assessment guidelines in peer evaluations of presentations are widely acknowledged by EFL students at UIN Ar-Raniry. These interviews have shed light on the complexities of maintaining objectivity while evaluating the work of peers, emphasizing the importance of specific assessment criteria and training to foster fairness. To enhance the effectiveness of peer assessment, it is crucial for the university to consider implementing more standardized evaluation frameworks and facilitating discussions on impartiality within the classroom. By

addressing these challenges, EFL students can further improve the quality and equity of its peer assessment processes.

B. **Discussion**

This study discusses the findings to answer the two research questions mentioned at Chapter I. The research questions investigate the positive effects of peer assessment in presentations among EFL students of Ar-Raniry. Second research question aims to investigate the challenges they faced when utilizing peer assessment. To achieve these aims, the research employed a comprehensive data collection approach. The questionnaire provided an initial overview of students' perceptions regarding the positive effects and challenges associated with peer assessment in presentations. The data was obtained from semi-structured interviews as well with ten English students from UIN Ar-Raniry Banda Aceh. These interviews offered a deeper, qualitative insight into the students' perspectives and experiences with peer assessment. By combining these two data collection methods, the study enhanced its validity and reliability, ultimately contributing to a more profound comprehension of the impact of peer assessment on EFL students in presentation at UIN Ar-Raniry.

1. **Positive Effects of Peer Assessment in Presentation**

The first research question was answered by data that presented the analysis of students' positive responses on the impact of peer assessment activities on their presentation skills and overall learning experience. The data shows that 40% strongly agree and 60% agree that peer assessment enhances presentation skills, while 80% strongly agree and 20% agree that it boosts their ability to offer

constructive feedback. Additionally, all participants (100%) strongly agree that peer assessment enhances a collaborative environment, and 90% believe it improves comprehension and understanding through discussions. This study aligns with previous research, emphasizing the significant role of peer assessment in enhancing presentation skills and improving students' confidence (Smith et al., 2019; Anderson et al., 2020).

The first research question was supported by the result of interview that discussed how peer assessment provides a range of valuable advantages that greatly impact the learning process. Firstly, it provides feedback that is not only valuable but also highly relatable to students (Anderson et al., 2019). This feedback is diverse, encompassing various perspectives from peers who are responsible to assess friends' presentations. It helps students highlighted both the strengths and weaknesses in presentations. For instance, when a student receives feedback from multiple peers highlighting similar areas for improvement, it underscores the importance of addressing those specific aspects. Consequently, this feedback-rich environment fosters a culture of continuous improvement, a cornerstone of effective learning.

Secondly, peer assessment contributes significantly to the creation of a collaborative and trust-based learning environment (Smith & Jones, 2020). In a peer assessment setting, students are not just passive recipients of knowledge but active participants in the evaluation process. This dynamic encourages students to engage with each other constructively and respectfully. The act of assessing and being assessed by peers creates a sense of shared responsibility for each other's

learning. Students understand that they are not in competition but rather collaborating to help each other succeed. This atmosphere of mutual support is fundamental in creating a positive and inclusive learning environment.

Additionally, peer assessment plays a crucial role in enhancing students' critical thinking and presentation skills (Johnson & Brown, 2018). When students engage in evaluating their peers' work, they are required to think critically about the content, structure, and effectiveness of presentations. This analytical process hones their critical thinking abilities and encourages them to develop a deeper understanding of the subject matter. Furthermore, as students provide constructive feedback to their peers, they also refine their communication skills. The process of articulating suggestions for improvement in a clear and constructive manner enhances their ability to communicate effectively, a skill that is essential for both academic and professional success.

Moreover, peer assessment brings about additional benefits that extend beyond the immediate academic context. It supported by Topping (2009), He stated that peer assessment as a process wherein learners evaluate and determine the level, quantity, value, quality, or success of their peers' learning products or performances, particularly those of similar standing. On the other hand, peer assessment promotes a sense of responsibility among students (Falchikov & Martinez, 2017). When students know that their peers are relying on their feedback, they are motivated to take their assessments seriously and provide thoughtful and constructive input. This sense of responsibility is a valuable

attribute that can carry over into other aspects of students' lives, both within and beyond the classroom.

This result of the first research question similar to previous studies such as peer assessment encompasses the evaluation of peers' performances or work using appropriate standards (Falchikov, 2001). It can also be seen as a collaborative and engaging learning activity that enhances learners' performance, motivation, knowledge, and self-confidence (van Zundert et al., 2010; Hsia et al., 2015). Furthermore, actively engaging in peer assessment provides learners with the benefits of receiving feedback from their peers and providing feedback in return (Li et al., 2010). Emphasizing the significant role of peer assessment in enhancing presentation skills and boosting students' confidence (Smith et al., 2019; Anderson et al., 2020). Consequently, peer assessment is considered a valuable instrument in language teaching, capable of improving not only the teaching and learning processes but also the overall quality of instruction.

In summary, research aligns with prior studies, affirming the pivotal role of peer assessment in enhancing presentation skills and confidence. However, it also highlights challenges such as doubts about feedback reliability, discomfort in peer evaluation, concerns about fairness, and the necessity for clearly defined assessment criteria. To fully harness the potential of peer assessment in improving presentation skills and fostering collaborative learning, it is essential to implement it thoughtfully with well-defined guidelines (Falchikov, 2019; Topping, 2017).

2. **Challenges by Using Peer Assessment in Presentation**

The second research question discussed the challenges faced by students during conducting peer assessment in presentation. The data presented that 70% of students find it difficult to fully trust the feedback provided by their peers, potentially impacting the assessment process's effectiveness. Additionally, conflicts arising from peer assessment are arose, with 100% of participants acknowledging such issues within their groups. Then, 70% of participants admitted feeling uneasy in this situation, potentially compromising assessment fairness. Concerns about bias and unclear evaluation criteria are prevalent, with 80% agreeing that peer assessment can be biased and all participants finding the assessment criteria unclear. In summary, the study found a challenging picture where students grapple with trust issues, conflicts, discomfort, bias, and lack of clarity in peer assessment. Addressing these concerns is crucial to enhancing the fairness and effectiveness of peer assessment processes in educational settings.

Comparing with previous studies, Falchikov (2001) and van Zundert et al. (2010), has highlighted the complexities students encounter when attempting to evaluate their peers objectively. Balancing the provision of constructive feedback with the avoidance of subjectivity can be particularly demanding, especially when assessment criteria are not well-defined or communicated. Consequently, the development and effective communication of precise assessment criteria emerge as imperative measures to address this challenge and ensure the fairness of evaluations.

The second research question also supported by the data of interview, it revealed that peer assessment, while beneficial, presents a significant challenge in terms of the time it demands. As supported by by previous studies (Smith et al., 2019; Anderson et al., 2020), this approach can be quite time-consuming. Students engaged in peer assessment not only have to complete their own assignments but also allocate time to review and assess the work of their peers thoroughly. This can be particularly taxing in courses with a high number of students or when students juggle multiple academic commitments simultaneously. The commitment required for careful evaluation and constructive feedback provision can sometimes hinder the efficiency of the learning process. Consequently, educators and institutions must consider strategies for optimizing the time investment needed for peer assessment while ensuring its effectiveness (Smith et al., 2019).

Another challenge in peer assessment pertains to the potential influence of personal connections on the objectivity of the assessment process. Extensive research, such as the investigations conducted by Adachi et al. (2017), has shed light on the impact of interpersonal relationships among students on their assessment of peers' work. While personal connections can foster empathy and supportive feedback, they also introduce the risk of bias and favoritism. This multifaceted role of personal relationships adds a layer of subjectivity to peer assessment that necessitates careful consideration in the design and implementation of assessment procedures. Educators need to create an

environment where students can provide fair and unbiased assessments, irrespective of their personal connections.

In conclusion, although peer assessment offers benefits, it comes with certain difficulties that require careful handling in presentation environments. These challenges encompass the considerable time and effort peer assessment demands, the impact of personal relationships on fair assessment, and the necessity to handle individual biases while adhering to transparent evaluation criteria. Successfully tackling these hurdles is crucial to fully tap into the advantages of peer assessment. It not only improves learning outcomes but also ensures fair evaluations for all students in educational settings.
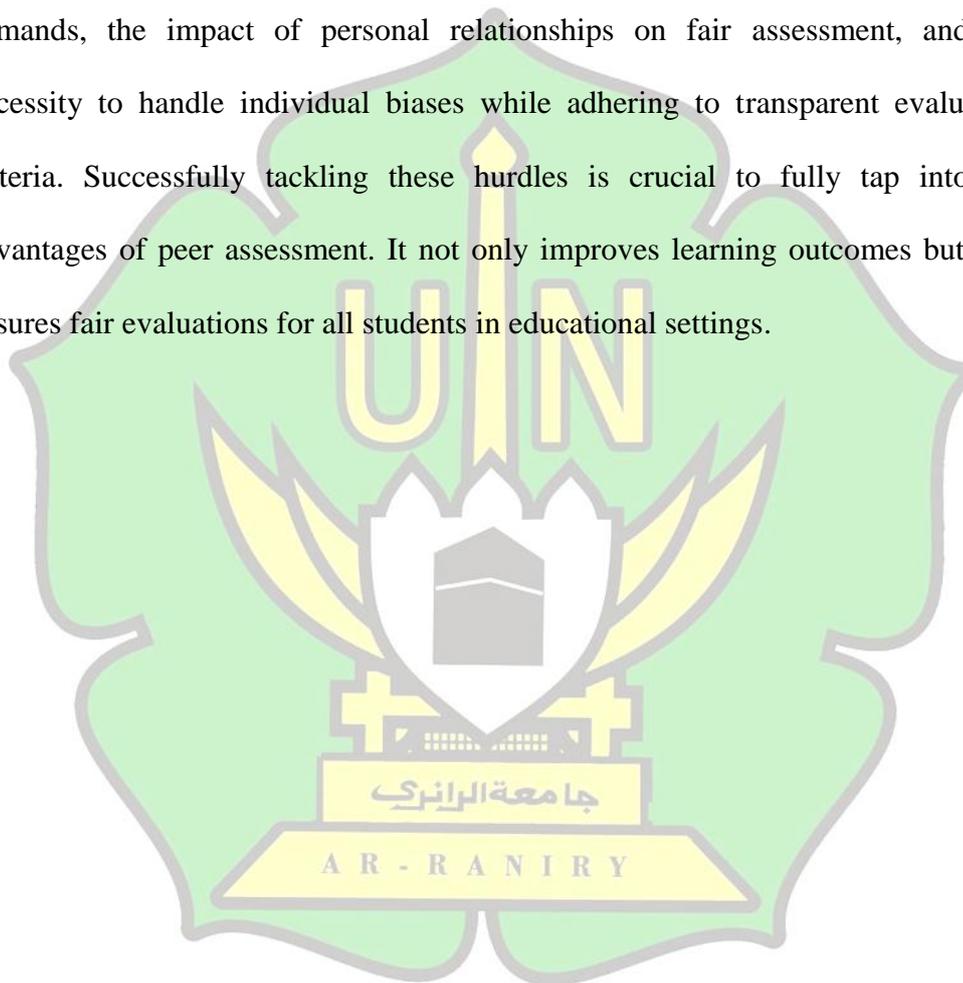
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter covers conclusions and recommendations based on findings and discussion in the previous chapter.

A. **Conclusion**

In conclusion, this study revealed the positive effects of peer assessment on presentations among EFL students of Ar-Raniry. Particularly, the findings emphasized the significant role of peer assessment in enhancing presentation skills and enhance students' confidence. However, the study also found the challenges such as concerns about feedback reliability, discomfort in peer evaluation, and the need for well-defined assessment criteria.

This first research question summarizes the positive aspects of peer assessment, including its role in providing valuable and relatable feedback, fostering a collaborative learning environment, enhancing critical thinking and presentation skills, and promoting a sense of responsibility among students. However, the time-intensive nature of peer assessment and the potential influence of personal connections on objectivity were identified as challenges.

On the other hand, the second research question address the challenges in conducting peer assessment in presentation, including time management and the need for clear assessment guidelines. By carefully managing these challenges, educators can fully harness the potential of peer assessment to enhance learning outcomes and ensure fair evaluations in educational contexts. This study contributes to the understanding of the impact of peer assessment on EFL students

in presentation settings, emphasizing the importance of its thoughtful implementation.

B. **Suggestions**

This study highlights the potential for integrating peer assessment into presentation experiences to significantly enhance the learning journey. Active participation is key to maximizing these benefits. Engage wholeheartedly in peer assessment activities, offering constructive feedback to fellow students while ensuring evaluations align with the predefined assessment criteria. This proactive involvement not only benefits peers but also reinforces the understanding of presentation skills, fostering a culture of mutual improvement. Furthermore, conduct discussion with lecturers and classmates when encountering challenges or discomfort during the peer assessment process is encouraged. Constructive dialogues can lead to effective solutions that enhance the overall experience, making it more productive and comfortable for everyone involved. Additionally, recognizing that peer assessment can be time-intensive, it is crucial to manage time wisely by allocating ample hours for both presentation preparation and peer evaluation.

For lecturers specializing in English education, this study underscores the critical importance of effectively implementing peer assessment in the classroom. To facilitate this process, consider the following recommendations: provide students with clear and comprehensive assessment criteria that align with the learning objectives and are presented in an easily understandable format; offer training and guidance on how to conduct peer assessments effectively, which may

involve organizing workshops or providing resources that teach students how to provide constructive feedback while maintaining objectivity; establish a feedback loop that allows students to express their concerns and suggestions about the peer assessment process, encouraging an open dialogue where students feel comfortable sharing their thoughts, as this can lead to valuable insights and improvements in the assessment process for future iterations; be mindful of the time demands placed on students by peer assessment and provide practical guidelines or suggestions to help students manage their time efficiently, balancing the demands of both preparation and evaluation; and consider implementing a system that encourages diversity in evaluators, such as rotating pairs or groups of students who assess each other, which can help minimize the potential influence of personal connections on the objectivity of assessments.

For researchers with an interest in advancing the understanding of peer assessment, various avenues for future exploration are recommended. To begin, it is advisable to delve into the enduring consequences of peer assessment on the presentation aptitude of students and their proficiency in delivering and receiving feedback. Recognizing the long-lasting impact can offer valuable insights for shaping educational methodologies. Another promising avenue is to engage in cross-institutional and cross-cultural comparative studies. These inquiries aim to unveil disparities in peer assessment practices across diverse educational environments and cultural contexts, thus shedding light on the determinants of their effectiveness and contributing to a broader understanding of pedagogical practices. Furthermore, exploring the implications of equipping instructors with

specialized training in facilitating peer assessment and dissecting the strategies they can employ to effectively tackle associated challenges is another area warranting thorough examination.

C. **Limitation and Recommendation**

This study points out some limitations. The group of students in the study is quite small, just 30 students from the English Language Education Department at Universitas Islam Negeri Ar-Raniry. Additionally, the study emphasize on presentation skills, included its identification of challenges and benefits, it may not fully investigate the broader implications of peer assessment in diverse language skills or varied academic contexts.

To deal with these issues, the researcher first recommend future researchers to include more types of people in their studies, not just from one department, to make the findings more relevant to different situations. Second, using different methods to collect information can give a more complete understanding of the topic. Lastly, future studies can look beyond just presentation skills and see how peer assessment affects different language skills and university situations. These suggestions aim to make future studies better and help students learn more about how peer assessment works for EFL students.

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APPENDICES

Appendix A: Appointment Letter of Supervisors

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 12189/Un.08/FTK/Kp.07.6/11/2023

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	:	a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
		b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
		c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat	:	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
		5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
		8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
		10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
		11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan	:	Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa
KESATU	:	Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-10854/Un.08/FTK/Kp.07.6/09/2023
KEDUA	:	Menunjuk Saudara :

1. Prof. Dr. Jarjani Usman, S.Ag., M.Sc., M.A		Sebagai Pembimbing pertama
2. Drs. Lukmanul Hakim, M.A		Sebagai Pembibing kedua

Untuk membimbing Skripsi

Nama	:	**Mellisa**
NIM	:	180203032
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	**Using Peer Assessment in Students' Presentation : EFL Students' Voices**

KETIGA	:	Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KEEMPAT	:	Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;
KELIMA	:	Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;
KEENAM	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di	: Banda Aceh
Pada tanggal	: 07 November 2023
Dekan,	

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

Appendix B: Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-11690/Un.08/FTK.1/TL.00/11/2023
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **MELLISA / 180203032**
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang   : Gampong Jeulingke, Kecamatan Syiah Kuala, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Using Peer Assessment in Presentation: EFL Students' Voices*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 03 November 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 29 Desember 2023   Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C: Research Instrument

Questionnaires

Academic years : Age:

Gender : Female ( ) Male ( )

A. Positive Effects of Peer Assessment in Presentation

No	Item	SD (1)	D (2)	A (3)	SA (4)
1	Participating in peer assessment during presentations has a positive impact on my overall presentation skills, contributing to my ability to communicate ideas effectively to an audience				
2	I am confident that engaging in peer assessment strengthens my capability to offer constructive feedback to my peers, helping them improve their presentations				
3	Through peer assessment, I have noticed a noticeable boost in my self-assurance when presenting in front of an audience, making me feel more at ease and capable				
4	Peer assessment fosters a collaborative and teamwork-oriented environment among students, promoting cooperation and shared learning experiences.				
5	Participating in peer assessment activities deepens my comprehension of the subject matter, as it prompts me to critically evaluate and discuss key concepts with my peers				

B. Challenges of Peer Assessment in Presentation

No	Item	SD (1)	D (2)	A (3)	SA (4)
1	I sometimes find it challenging to have full confidence in the feedback given by my peers in assessments, which may impact the effectiveness of the assessment process.				
2	Occasionally, the peer assessment process can result in conflicts or disagreements among group members, potentially affecting the group dynamics and cohesion				
3	Assessing the work of my peers, particularly when I have a personal relationship with them, can sometimes create discomfort and influence the objectivity of my assessment..				
4	There are instances where I perceive peer assessment to be biased or unfair, potentially compromising the equitable evaluation of presentations.				
5	I have encountered situations where the criteria for evaluating presentations in peer assessment are not clearly defined, leading to ambiguity in the assessment process..				
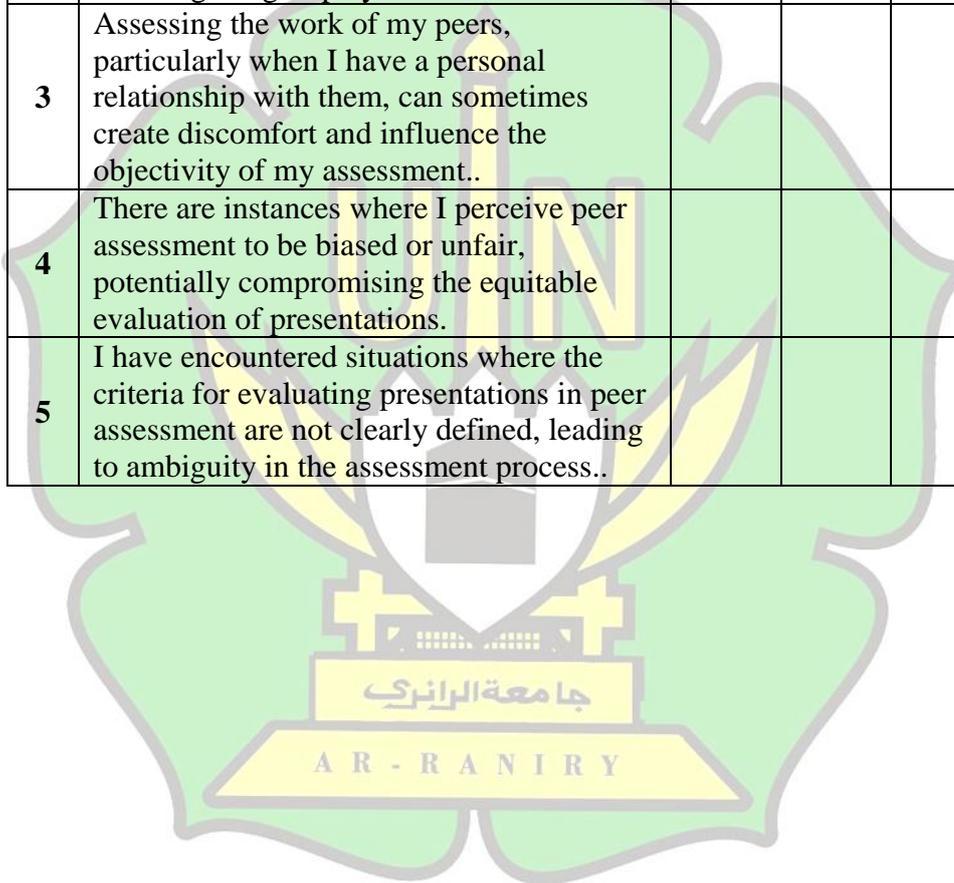
Interview Protocol

Time of interview   :

Date   :

Interviewer   : Mellisa

Positive effects of peer assessment:

1. Do you think peer assessment provide feedback is valuable in your presentation? Why?
2. Do you think that the use peer assessment make you more active in the presentation process? Why?
3. Do you feel comfortable having your presentation graded by your peers? Why?
4. Do you think the peer assessment score and comments for your presentation help you prepare for your next presentation? Why?
5. Do you think the use of peer assessment develop your critical thinking and enhance your presentation skills? Why?

Challenges of peer assessment :

1. Do you think that peer assessment in presentations is time consuming? Why?
2. Do you think the relationship with the presentation (friendship, etc) can affect the overall score and comments? Why?
3. Does incomplete assessment criteria of peer assessment become a challenge when assessing your peers? Why?
4. Do you lack confidence in assessing the presentation of your friends? Why?
5. Do you lack confidence in your peers' ability to provide accurate feedback for your presentations? Why?

AUTOBIOGRAPHY

Name : Mellisa

Student's Reg Number : 180203032

Place/Date of Birth : Bireuen, 04 Agustus 2000

Nationality/ Ethnic : Warga Negara Indonesia (WNI)

Religion : Islam

Sex : Perempuan

Marital Status : Belum menikah

Occupation : Mahasiswi

Address : Jeulingke

Parents' Bio

Name of Father : Fuadi

Name of Mother : Katijah

Address : Meunasah Blang, Kecamatan Kota Juang, Bireuen.

Educational Background

1. Elementary School   MIN 12 Bireuen
2. Junior High School   MTsN 5 Bireuen
3. Senior High School   MAN 2 Bireuen
4. University   Universitas Islam Negeri Ar-Raniry Banda Aceh