CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) researcher problems, (3) researcher objective, and (4) significance of the study.

1.1. Background

Communication ability is important for people to have smooth communication. Iksan et al. (2012) convey that communicational skills is very helping people to change thoughts, understand the signs, and understand messages. Then, Muste (2016) confirms that it is important to improve people's communication skills because it is very influential on the students' personality development. This demands teachers to establish students' communication skill because communication is a vital skill to master. Hence, people should have good communication ability in order to create effective communication.

In relation to this, one of effective strategies to promote the peoples' communication performance is an oral presentation. According to Brooks and Wilson (2014), one of advantages to utilize oral presentation in communication such in a classroom can make a chance for students to communicate with the others in classroom. Orluwene et al. (2018) supports that students' interpersonal communication ability is affected by how they interact with their instructors and mates. It is therefore oral presentation considered as an affective medium for interaction in learning atmosphere. Thus, oral presentation is one of effective solutions to uphold and develop peoples' communication proficiency.

In university level, oral presentation is an influential teaching and learning technique to be implemented in classroom. A study conducted by Elvia et al. (2014) indicated that students feel joyful and confident in learning through oral presentation due to it trains their communication

skill. Otoshi and Heffernan (2007) have encountered that peer assessment is beneficial means to use in classroom activity at college because it can make students responsible for their own learning and it promotes an alternative way for students' evaluation. In short, oral presentation is recommended to be implemented in learning process at college.

In the context of English teaching and learning activity, oral presentation has a good distribution to increase the students' English performance. Brook and Wilson (2014) have found that oral presentation in English classroom enables to improve students' English abilities, to establish their critical thinking, and to promote job vacancy to them. According to Farabi et al. (2017), oral presentation presents an opportunity for people to improve their communicative skills and especially in speaking skills. Then, Al-Issa and Al-Qubtan (2010) mention that oral presentation can make students' memory related to the educational system for interaction, changes, reflection, independent learning, and encourage students to have critical thinking. Essentially, the existence of oral presentation in English classroom is very influential for students' skills improvement.

On the other hand, students at university today still find difficulties to deliver an oral presentation in English classroom because of various problems. A research conducted by Kho et al. (2015), students at polytechnic at Sarawak have difficulties in oral presentation and the most challenging they face is presentation delivery. Widyastuti and Mahaputri (2015) also encountered that the problems faced by students in oral presentations are triggered by some factors such as bringing note in presenting materials, less confident, and less interesting. After that, Al-Nouh et al. (2015) the obstacles encountered by students' in oral presentation in English class are affected by fear of assessment, teacher's attention, and losing what to convey. Pointedly, students still encounter prohibition in reciting oral presentation.

Consequently, this case needs efficacious solutions to overcome it like a peer-assessment in oral presentation. Prosenjak and Lucev (2020) have discovered that peer-assessment can be utilized as a strategy to improve students' oral presentation because someone can give feedback about someone's performance. A study conducted by Nejad and Mahfoodh (2019) have indicated that students positively perceive about the positivity of peer-assessment in oral presentation. It is because the function of peer assessment is to provide other participants to give their evaluation on someone's oral presentation. Obviously, peer-assessment in presentation is useful to cope with students' problems in oral presentation.

In line with this discussion, the preliminary study conducted at the English Education Study Program of the Universitas Sriwijaya Palembang through informal interview with one of the English lecturers revealed that there were some assessments implemented there to elicit students' participation and activeness in English classroom, one of them is peer-assessment in oral presentation. The result of this implementation indicated that it was more efficacious to make students more confident and energetic in delivering oral presentation and other students can also know their mates' weaknesses and strengths about oral presentation delivery in ongoing English classroom. As a result the lecturers could warn the students to avoid the same mistakes in oral presentation and to have well-preparation before delivery. (Personal communication with D.M, October 12nd, 2020).

Afterwards, there have been many previous studies in this discourse such as conducted by Ahangari et al. (2013) and Otoshi and Heffernan (2007). A study conducted by Ahangari et al. (2013) about the effect of peer-assessment on oral presentation in an EFL context which sampled Iranian English non major students indicated that peer assessment can involve students to evaluate their classmates' performance if peer assessment is utilized in oral presentation

technique. Additionally, a study conducted by Otoshi and Heffernan (2007) which aimed to find the reliability of peer-assessment compared with instructor assessment and to examine whether the reliability of peer-assessment depends on the students judge's English proficiency discovered that it has significant correlation between teachers and students. After that, pupils' English proficiency is reliable with peer assessment. Hence, many of researches about peer assessment in oral presentation have been done by experts.

As a consequence, this phenomenon interested the researcher to conduct a similar research about peer-assessment in oral presentation at English education study program of the Universitas Sriwijaya Palembang. This study aimed at finding out the lecturer's perception on the implementation of peer assessment in oral presentation at English education study program of the Universitas Sriwijaya Palembang. Then, this study was conducted through lecturer's interview because the utilization of peer assessment in oral presentation originated from the lecturer's idea in order to increase students' oral presentation. Therefore, the researcher decided to use the teacher's interview only instead of the classroom observation. Therefore, this research was entitled "The Lecturer's Perception on the Implementation of Peer Assessment in an Oral Presentation: A Case Study at English Education Study Program of the Universitas Sriwijaya Palembang".

1.2   Research Problem

Based on the background above, the research questions in this study was formulated as following:

What were the lecturer's perception on the implementation of peer assessment in oral presentation at English education study program at the Universitas Sriwijaya Palembang?

1.3 Research Objective

Based on the background above, the research objective in this study was formulated as following:

To find out the lecturer's perception on the implementation of peer assessment in oral presentation at English education study program at the Universitas Sriwijaya Palembang.

1.4 The Significance of the Study

The results of this study are expected to give beneficial contributions to some elements. The lecturer will know their students' English proficiency and understanding about oral presentation in English classroom because of the peer-assessment. Then, the lecturer will know the significant benefits of implementing peer-assessment in oral presentation.

The second, students can know the benefits of peer assessment in oral presentation so that they can try to increase their oral presentation well. Not only they can change their mindset but also the students will study hard and be more diligent to overcome their problems in oral presentation.

The next is for the researcher. This research is expected to give many advantages and information about the implementation of peer-assessment for oral presentation and the benefits of the peer-assessment implementation in oral presentation in English class. In the future, the researcher's students will be more courage to create much engagement in EFL classroom in order to increase their English ability.

The last is this research also oriented to give information for the next other researchers about the implementation of peer-assessment for oral presentation and the benefits of the peer-assessment in oral presentation implemented in English classroom so that this study can be the guidance in developing their research in the same field.