

## CHAPTER II

### LITERATURE REVIEW

This chapter presents some sub-topics namely (1) Concept of Oral Presentation, (2) Concept of Peer Assessment, (3) The Influence of Peer Assessment in Learning, (4) Peer Assessment in English Oral Presentation, (5) Previous Related Studies

#### **2.1 Concept of Oral Presentation**

The concept of oral presentation is a process of transferring knowledge to audiences through an explanation delivery. Phuong (2018) mentions that oral presentation is informing a certain topic to people or listeners in order to transfer insights or stimuli in discussion through impromptu, manuscript, and memorial speeches, and personal or team briefings. According to Storz (2013), is a kind of interactive discussion about a planned manner concerned with a topic to be transferred to audiences at a particular time and place. Briefly, the concept of oral presentation is to tell the message for audience or people in the form of delivering oral description.

Oral presentation has a high position in learning activity for various benefits. Radzuan and Kaur (2011), the advantages of oral presentation is learning activity are oriented to some factors namely panel evaluation, insufficient knowledge, and low technical insights. Then, Zivcovic (2014) concluded that oral presentation is very influential to academics and professional skill field because it is done through lecturing system. Additionally. Puerto and Andrian (2015), oral presentation at higher school is very effective to utilize to improve students' English speaking ability.

### 2.1.1 Steps of Oral Presentation Delivery

The purpose of oral presentation is to give useful information such a topic of knowledge to people so that listeners or audience can digest what information is explained by presenters effectively. This means that many of related preparations must be provided well in order not to deliver unclear or hard understandable information such steps to be concerned with presenter before the presentation. In relation to the steps of oral presentation delivery, Wellstead et al. (2017) mention that there are six steps of oral presentation delivery namely slide content, slide design and layout, rehearsal, handouts, presentation delivery, and finishing as described below:

#### 2.1.1.1 Slide Content

The purpose of having audiences' attention is the most important point in presentation because presentation delivery aims to give information to listeners. Therefore, the presentation must be prepared and designed as good and interesting as possible in order to avoid misunderstanding, so that the audience can understand the materials are being explained. This case can establish good interaction because the listeners can easily understand the presentation. In relation to this, the content which can be put into the slide might be many related things to support the discussed topic such as text, videos, audios, pictures, or other things which enable the listeners connected to the topic discussed in a certain presentation delivered by presenters. Also, good preparation of presentation supports speakers' speaking fluency.

#### 2.1.1.2 Slide Design and Layout

It is important not to mess up slides with too much text or plentiful pictures. This means that a slide to contain points of a topic must be designed as simple as possible. It might not provide complicated backgrounds such too much colorful slides which can

distract audiences' concentration on the topic discussed. Therefore, it is necessary to follow general rules of designing the slides. The general recommendation to make good slides such as making slides simply, matching the audience's knowledge, formulating eye-contact, practice, avoiding reading text fully, making slides succinctly, and matching time allocation in presentation.

#### 2.1.1.3 Rehearsal

Presenters have to practice before the presentation delivery to have maximal presentation. Besides, presenters do not also have to waste too much time in presentation. Therefore, they must be able to predict how much they have to talk during presenting and being in other sections of presentation activity. After that, when a ready slides have been provided, it is allowed for presenters to get others' feedback about the result of their presentation exercise to measure how far and good they can deliver their presentation or even some things to be added for better preparation.

#### 2.1.1.4 Handouts

In order to elicit the audience's interaction and participation in delivering a presentation, it is recommended to provide some gifts for them if possible such a simple printed document in your slide in order to help audience understand about the discussed topic. So, the listeners not only can look at the slide and but also they can comprehend the topic discussed through the simple gift to them for more easy understanding.

#### 2.1.1.5 Presentation Delivery

After practicing a presentation, the most important thing to do when you get to delivery is to stay calm with full confident. Then, presenters have to know the result of his/her exercise that he/she can do his/her best. Afterwards, take a deep breaths

and speak with an appropriate speed and intonation, make a good eye-contact to dominate every corner. A presenter must keep delivering his/her presentation from even though the audience looks starting not to pay attention again. Additionally, a presenter can facilitate his/her presentation by using gestures to help them convey idea in presenting.

#### 2.1.1.6 Finishing

After delivering whole presentation, a presenter conclude the conclusion of the presentation slowly. He/she can use phases such as “in summary” and “to conclude” to get the audience’s attention again. Then, it is necessary to leave up the conclusions/summary slide for a short while after stopping speaking to give the audience time to digest the information explained or concluding by acknowledging before thanking the audience for their attention and inviting any questions as long as you have left sufficient time.

## 2.2. Concept of Peer Assessment

Peer assessment is a kind of evaluation about students’ performance by involving other students to give feedback about their peers’ ability. It is obvious to say that peer-assessment is a process of evaluating students learning progress which enables other students to give feedback about the quality of their works in which this can be done through utilizing a rubric to examine quantity, stages, correctness, quality of success about the result of students’ peer learning status Spiller (2012), Chan (2010), Musfira (2019), Chin (2016), Yousef et al. (2016), Kavanagh and Luxton-Reilly (2016), Khonbi and Sadeghi (2012), Li and Gao (2015). It can be concluded that

peer-assessment is a conscious evaluation applied in classroom activity by engaging other students to give their feedback or reflection about their mates' works.

The purpose of peer-assessment in learning activity is to provide and increase students' understanding in academic quality. According to Nystrand (2018), the purpose of using peer-assessment in learning activity is to range pedagogical ability to social environment and to help students increase their new contextual knowledge. Alzaid (2017) states that peer-assessment aims to provide an evaluation process to foster other days learning and to transfer insight to the receiver in order to achieve the goal of education by critical and creative thinking. Then, Devianto et al. (2014) mentions that peer-assessment is an activity of assessment used in classroom which aims to encourage other students to be responsible for their learning process so that they can train their evaluative skills for their long life learning to push deep learning. In summary, the objective of peer-assessment utility is to activate and upgrade students' understanding about academic in high quality.

### 2.2.1 The Designs of Peer Assessment

Peer assessment is the form of evaluation which includes other students to evaluate about students' works because the purpose of peer-assessment is to achieve the goal of learning. Additionally, the utilization of peer-assessment can make students more independent in learning because they can realize their weaknesses and strength through peer assessment. In relation to this, there are many things that should be given attention to utilize peer-assessment, one of them is the designs of peer-assessment. According to spiller (2012), there are some designs in peer-assessment that should be concerned with namely product, relation to staff assessment, directionality, contact, constellation assessors, and place as in the following description.

#### 2.2.1.1 Product

This is concerned with the size of students' learning materials arranged in every pages. Kapur (2019) indicated that it is important for the teachers to organize the materials in lesson plan in order to make students able to have desired learning result. Kumar (2017) mentions that it is difficult to establish interactive classroom through monotonous materials. Otherwise, the classroom is dominated by teachers so that it is necessary for teachers to organize materials well in order for well learning achievement. Then, Harsono (2007) has found that it is a vital thing to develop the organization of learning materials from the understanding of definition, principles, mechanism, and exercise. This means that the level of students learning materials is important to be in good plan.

#### 2.2.1.2 Relation to Staff Assessment

This is related to the students and teachers' time availability which enables them to give feedback about the students' works. According to Alzaid (2017), the purpose of peer-assessment in evaluation is to transfer knowledge to students, it is therefore important for the teachers to recall on an examination in the form of students and teachers' feedback in assessment process. Yamin and Wongwanich (2013) convey that the advantage of teachers and students in assessment refers to some points such as to improve teachers' teaching appropriateness, to monitor students' learning, to choose teaching methods, to increase students and teachers' understanding, to upgrade evaluation. In the sense that teachers' and students' time for evaluation is important for students' works.

#### 2.2.1.3 Directionality

This is another part of assessment design which functions to examine the students' works so that it enables to exchange their works. Fazel et al. (2012) found that in different discourses,

teachers are expected to attempt to incorporate in course they are teaching. Spiller (2012) states feedback such in the form of oral feedback is simpler to be arranged by tutors and learners as they are in evaluation process which enables them to make an exchange during the process of evaluation especially oral feedback. In summary, directionality aims to check students' works which enables students and teacher to switch in assessment process.

#### 2.2.1.4 Contact

This can be used in the form of verbal explanation so that feedback through face to face contact is very necessary to use. According to Hudson (2010), face-to-face feedback is usable for formal or informal settings in the purpose of receiving knowledge from teachers or classmates in or out of classroom. Also, Spiller (2012) mentions that oral description is a necessary element of feedback which needs a face-to-face contact. It can be concluded that contact is a beneficial means to generate feedback through face-to-face form.

#### 2.2.1.5 Constellation Assessors

This part enables other students to be assessors by having a chance to match what they are assessing with remarks. This means that the assessors have to give their feedback to their mates' works or performance wisely without figuring out their each relatives based one the prevailed evaluation rules and criteria. As stated by Spiller (2012) that the measure of feedback groups has to be in good position to compare their friends' scores with their performance. However, it recommended in a big group to perform well. Clearly, peer-assessment makes an opportunity to relate their peers' tasks with reality.

#### 2.2.1.6 Place

Place in this context is the possibility of assessment enforced where students are in which not only in classroom they take care of what they have but also out of classroom. According by

Spiller (2012), oral feedback has to be put into a good arrangement for interactive assessment because it is hard to make sure whether students can design it by themselves. Therefore, to support this thing ICT-media can be utilized to encourage students to comprehend before discussing. Pointedly, good peer-assessment must be run well with good design for students' learning achievement protection.

### 2.2.2 Kinds of Peer Assessment.

Peer-assessment is a kind of assessment done by other people such student's classmates about a student's performance during classroom activity. This means that there many things to be given more attention for best performance. Therefore, every involved element in classroom has to understand the kinds of peer-assessment. According to Brown (2004) there are a number kinds of peer-assessment to know as described in following:

#### 2.2.2.1 Assessment of a specific performance

This kind refers to the evaluation about students' performance in which the performance covers. Thus, provided presentation by students is needed very much and this is conducted by using possible media for effective assessment such as television, video-recorder, or others to assess students' comprehension.

#### 2.2.2.2 Indirect assessment of competence

Indirect assessment of competence is concerned with evaluation of general ability as opposed to specification relatively time-constrained performance. This evaluation consists of lesson over several days, a module, course work ignore minor, nonrepeating flaws to evaluate all the common abilities.

#### 2.2.2.3 Metacognitive assessment



Some kinds of evaluation are more strategic in nature, with the purpose not just of viewing past performance or competence but of setting goals and maintaining. Personal goal-setting has benefit to foster intrinsic motivation and to provide pupils with extra-special encouragement.

#### 2.2.2.4 Socio-affective assessment

This is another kind of peer assessment which refers to improve motivation, to measure and decrease their anxiety, to discover mental and emotional prohibitions to learning and plan to overcome the obstacles done by invoking.

#### 2.2.2.5 Students generated-test

This is the last type of peer assessment. This kind of assessment is related to students-generated test which might include the production, intrinsic motivation, and the process of autonomy-establishment. Therefore, the teachers must be able to measure and be willing to help learners to design and think about it.

### **2.3 The Influence of Peer Assessment in Learning**

The influence of peer-assessment in learning is to develop academic achievement. A study conducted by Double et al. (2019) revealed that peer-assessment is more influential in the process of seeing the students' performances because it can provide empirical encouragement in educational discourse. Li and Gao (2015) found that the benefits of peer-assessment in learning are to establish students' ability in a project plan, increase learners' learning achievement, and to put learners in good average. Afterwards, Ndoye (2017) confirms that self and peer-assessment has a good distribution in learning because it can be used to give feedback, to collaborate, and to create motivational learning atmosphere. Then, Omar et al. (2018) have discovered that the

advantage of peer-assessment in learning is providing reflective cognitive activity occurring in classroom activity. Martinieau et al. (2016) have also indicated that peer feedback has a beneficial contribution to learning activity which helps students improve their performance. Divaharan and Atputhasamy (2003) revealed that peer-assessment can be used to motivate students to generate students' involvement in group work because peer-assessment can encourage students to participate actively on the group. It can be concluded that the impact of peer-assessment in learning activity is to help learners achieve learning performance.

## **2.4 Peer Assessment in English Oral Presentation**

Peer assessment is a form of evaluation which aims to involve other peers to give their feedback about their English performance. Then, the use of peer assessment in English oral presentation can improve learners' oral presentation improvement in English because of the students' feedback. A study conducted by Ahangari et al. (2013) indicated that peer-assessment promotes students' position to identify students' metacognitive understanding about their each learning English proficiency so that they can improve it individually. Then, a research conducted by Prosenjak and Lucev (2020) revealed that peer-evaluation in English oral presentation is an effective means in higher education for English subject because it has a good contribution to motivate students in increasing their English performance. After that, Manalu (2016) said that peer-evaluation provides students' ability to give useful feedback about their peers' performance to improve students' communication skills. In conclusion, peer assessment has good significance in English oral presentation because it can increase students' English skills.

### **2.4.1 The Implementation of Peer Assessment in Oral Presentation in EFL Classroom**

Implementing so many teaching strategies is to accelerate the process of transferring knowledge to students that the goal of learning can be easily achieved. This means teachers have to be very creative and innovative to find the most effective strategies in teaching especially in the process of teaching foreign language such the utilization of peer-assessment for oral presentation in English classroom. The utilization of strategy is an effective solution to increase students' oral presentation performance. According to Aeginitou et al. (2010), the contribution of utilizing peer-assessment in oral presentation in EFL classroom refers to some components namely professional skills, learning benefits, being a better speaking, and summative peer-assessment.

#### 2.4.1.1 Professional skills

The first contribution of peer-assessment in oral presentation is the aspects of presentation skills because the aspects can increase students' professional performance. According to Alwi and Sidhu (2013), the aspects of professional skills in presentation consists of five important things namely actual performance in oral presentation, organization, content, delivery, and language. Thus, someone has to prepare the aspects of professional skills before oral presentation because it is one of assessment parts.

#### 2.4.1.2 Learning Benefits

Communication skills is an important role to succeed in various different necessities. The use of language is a communication medium in which communication cannot occur without using a language. Then, someone cannot establish aims, objectives, and goals unless they use a language in communication According to Rao (2019), people cannot get their aims, objectives, and goals without using language to communicate. Therefore, learning benefits are also important to be evaluated in oral presentation.

### 2.4.1.3 Being Better Speaker

In order to deliver a presentation orally, someone has to show English oral skills well because it is the main important point in oral presentation. However, oral skills is one of difficult language skills because every time someone has to practice to have better speaking skills and even many things to be concerned for better speaking skills especially in oral presentation. In relation to this, Richard and Renadya (2002) state that there are some components to be mastered for English oral performance namely pronunciation, intonation, grammar, accuracy, fluency, and complexity. According to Leong and Ahmadi (2017), the components of speaking skills are pronunciation, grammar, vocabulary, fluency, and comprehension. Therefore, the aspects of how to deliver oral presentation might consist of the components of being better speakers in peer assessment.

### 2.4.1.4 Summative Peer-Assessment

Summative peer-assessment refers to the evaluation of students' action in oral presentation to involve other participants in classroom activity which aims at establishing interaction or participation. Therefore, the students have to deliver their presentation by creating interactive participation in EFL classroom related to the material discussed. In relation to this, Richards and Renadya (2002) mentions that some factors to be concerned to distribute students' interaction in English such speaking activity namely age or oral maturational constraints, aural medium, sociocultural factors, and affective factors. In the connection to summative-peer assessment, Baht (2019) mentions that the function of summative assessment is oriented to know students' comprehension, achievements, to make an opportunity, boosting individuals, to find students'

weakness, to find successful practice, and to evaluate instructional design in independence. Therefore, there are numerous aspects in summative peer-assessment which become the part of evaluation.

#### 2.4.2 The Aspects of Peer Assessment Implementation in Oral Presentation in EFL Classroom

In the context of learning foreign language, oral presentation aims to improve students' public speaking performance because the students are rehearsed to habituate themselves to speak in the purpose of increasing their communicational performance. Therefore, the assessors have to scrutinize conscientiously the elements of peer-assessment in oral presentation. In relation to this, Ivey (2010) and Li (2017) mention some aspects to be given attention in oral presentation which consist of setting presentation points, knowing audiences, mastering topic and slides, language skills, speaking ability, rehearsal, engaging audience, and time of presentation.

##### 2.4.2.1 Setting presentation points

Before delivering oral presentation such in English classroom, presenters have to prepare every important involved aspects to be delivered during oral presentation. In relation to this, there are some components as the part of setting presentation points for entertainment, information, inspiration, motivation, persuasion, and advocacy. Therefore, these aspects have to be given attention on because it is another aspect to establish smooth oral presentation.

##### 2.4.2.2 Knowing audiences

This aspect is related to how a presenter attract the audience's attention. It is therefore important to pay attention on the aspects of understanding audiences. According to Ivey (2010), there must be five things to have audience's attention during oral presentation delivery namely information overloads, audience preoccupation, think ahead, noise, and audience's exhaustion. Thus, there are at least five aspects as the points of peer-evaluation in oral presentation.

#### 2.4.2.3 Mastering topic and slides

This refers to students' enthusiasm and interests about a topic discussed to be put into power points because it is beneficial for listeners to have audience's attention so that presentations can go well. In delivering oral presentation, you should be enthusiastic and interested in your topic and also you have to use so simple and understandable language that enables the audience's attention. Essentially, the points in knowledge of presentation to be given attention are presenter's enthusiasm and interests in discussed topic.

#### 2.4.2.4 Speaking ability

Oral presentation is a beneficial strategy to coach students' oral skills to smooth interaction or communication. It is because oral presentation promotes people's willingness to have good exercise and every involved aspects related to how to generate successful oral presentation. The most important aspects in oral presentation is speaking ability because speaking ability presenters' medium to convey their explanation about a discussed topic. This means that all the speaking aspects have to be concerned to produce successful oral presentation. According to Richards and Renadya (2002), the components of effective speaking skills consists of grammatical competence, discourse competence, sociolinguistic competence, and strategic way. Then, Haris (1974), there are five aspects of speaking that should be mastered to have good speaking skills namely comprehension, grammar, vocabulary, pronunciation, and fluency (as cited in Kurniati et al., 2011, p.11). It can be concluded that presenters have to pay attention to the aspects of speaking skills to master it.

#### 2.4.2.5 Rehearsal

Rehearsal in oral presentation is related to how a presenter practice a lot before presentation in order for successful presentation. After, setting the presentation points and prepare all necessity in presentation, a presenter has to prepare adequate time to practice delivering the presentation. This means that the importance of rehearsal before presentation is a significant necessity because it is very helpful for presenter to manage his/her anxiety and emotion during ongoing presentation delivery later.

#### 2.4.2.6 Engaging Audience

Engaging audience is one of difficult aspects in oral presentation because it is related to how to elicit audience in the topic we are explaining. Also, there are many things related to oral presentation delivery that have to be kept in mind because audiences' involvement is the form of good strategy to assure whether the audiences can understand what is being recited by presenters or not. In connection to this discussion, there are some points to involve audiences in oral presentation as the points of assessment such as topic mastery, presentation theme, and presenting right points.

#### 2.4.2.7 Presentation Style

In order to generate a good presentation, presenters have to take more action to make it smooth and neat including presentation style. It is because presentation style has a contribution to facilitate oral presentation. In connection to presentation aspects, there are some techniques that can be applied to generate good or successful presentation. They are pauses, emphasis, list, repetition, and questions. These aspects are effective to generate smooth oral presentation.

#### 2.4.2.8 Presentation Time

In presentation, presenters have to be able to manage time for oral presentation delivery. This means that presenters have to figure out and predict about enough time, too much time, or

running out of time. It is because people have to appreciate time and make time efficient for presentation. In relation to this, there are five key plans to consider effective time in presentation such as time to plan, plan to time, run to time, planning quick time, and tangent time. These aspects are very influential to make efficient time in oral presentation delivery.

## **2.5 Previous Related Studies**

In relation to the title of this research, there have been a lot of previous study conducted by experts in the world. Some of the previous studies are involved to support this study as described below. The first previous study was written by Grez et al. (2010). This research aimed to investigate the reliability and validity of peer-assessment in oral presentation. This research resulted finding that a large number of oral presentation were assessed by most assessors because the relation between some personal characteristic and performance but also between personal characteristic. The similarity between previous and present study is to investigate peer assessment in oral presentation. However, the difference between previous and present study is the form of research in which previous study used quantitative research and the present study will be conducted in qualitative research.

The second was conducted by Ahangari (2013). The purpose of this study was to discover the effect of peer-assessment in oral presentation of Iranian English non-major students and to discover the extent of their oral presentation skills. The result of this research indicated that when assessment criteria are definitely formed, peer assessment can help students evaluate the performance of their peers to the teachers. The similarities between this research and my research are to explore the peer-assessment in oral presentation and conducted the research with the same sample-university student level. The difference between previous and present study is



related to the form of used study in which previous study was conducted in quantitative research meanwhile this research will be conducted in qualitative research.

The next previous study was conducted by Prosenjak and Lucev (2020). The objective of this research was to investigate the influence of peer-assessment on the level of students' oral presentation achievement. The result of this study indicated that it is effective to utilize peer-assessment to increase the extent of students' oral presentation. The similarities of previous study and present study is to explore a case about peer-assessment in oral presentation and these two researches use qualitative research. Afterwards, the differences between previous and present study are about the objectives in which previous study only explored the influence of peer-assessment on the level of students' oral presentation achievement while present study is oriented to find the implementation of peer-assessment in oral presentation in EFL classroom and also to find the benefit of peer-assessment in oral presentation.

The last previous related study was conducted by Fazel (2020), this study aimed to focus on students' views about peer-assessment framework used within the particular context of a course that focuses on oral presentation. The result of this research revealed that there is a positive response from students about the peer-assessment used within the particular context of a course that focuses on oral presentation. The similarity between previous and present study is to investigate peer assessment and oral presentation. However, the difference is about research objectives in which previous study aimed to encounter students' perception meanwhile the present study aims to explore the implementation and the benefits of peer-assessment in oral presentation in English classroom.