

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents: (1) research findings, and (2) discussions.

#### 4.1 Findings

There are some findings presented in this chapter. The research findings were related the lecturer's perceptions on the implementation of peer assessment in oral presentation at English Education Study Program of the Univeritas Sriwijaya Palembang. The data obtained from one lecturer used as the main source were analyzed by using thematic analysis are described as follows.

##### 4.1.1 Analyzing the Lecturer's Perception on the Implementation of Peer Assessment in Oral Presentation

Themes	Sub-Theme	Codes
Accelerating the assessment		a. The lecturer said that peer assessment made her easy to do the assessment
Replacing module		b. The lecturer claimed that she did not have any module because she could use a rubric in implementing the peer assessment
Knowing students' mastery		c. The lecturer mentioned that she could

		notice the students' ability in oral presentation.
Increasing skills		d. The lecturer viewed that she could give supplementary explanation to decrease the students' mistakes at the end of class.
Enhancing the reactive quickness	Motivation (eliciting response)	e. The lecturer stated that she could encourage the students to give a feedback during the peer assessment implementation in oral presentation
	Extra-special encouragement (Increasing the sensitivity about chances usage)	f. The lecturer said that she could give chance to the students for having clear understandings in peer assessment implementation.  g. The lecturer claimed that she could give chances to the students for preparing materials given to them
Decreasing anxiety		h. The lecturer asserted that she could enhance the students' English

		performance.
Increasing activeness		i. The lecturer viewed that she could upgrade the students' participation through peer assessment implementation.
Enhancing the English quality		j. The lecturer said that she could develop the production of students' English skills with peer assessment implementation.
Increasing independent involvement		k. The lecturer explained that she could engender the students' individual involvement through peer assessment implementation.
Increasing the whole involvement		l. The lecturer admitted that she could establish the students' learning independence by involving all the students in oral presentation.

The themes and codes formulated from the qualitative data as listed in the Table 4.1.1 are described in order to know the lecturer's perceptions on the implementation of peer assessment in oral presentation at English Education Study Program of the Univeritas Sriwijaya Palembang. The lecturer's perceptions on the implementation of peer assessment in oral presentation consisted of some components namely accelerating the assessment, replacing module, knowing the students' mastery, increasing skills, enhancing the reactive quickness, decreasing anxiety, increasing activeness, enhancing the English quality, increasing independent involvement, and increasing the whole students' involvement as described in the followings.

#### **4.1.1.1 Accelerating the Assessment**

Based on the result of the data analysis, the researcher got information about the lecturer's perception on the implementation of peer assessment in oral presentation related to accelerating the assessment revealed that peer assessment made her easy to do the assessment. This was expressed by the lecturer that "*it is one of active measurements to involve all the students in order to take part in assessing their peers' understanding about the topic discussed in the classroom.* She also added that *it is like what I just told you before that I use peer assessment as one of activities in the classroom. It is one of choices to be used in my reading class*" (Personal communication, June, 4<sup>th</sup>, 2021). Therefore, the peer assessment was used to accelerate the lecturer's assessment.

#### **4.1.1.2 Replacing Module**

Based on the data analysis about replacing module, the researcher found the lecturer's perception on the implementation of peer assessment in oral presentation that that the lecturer did not any module because she could use a rubric in implementing the peer assessment. This finding was conveyed by the interviewee that *"I give the rubric the students along with the questions and each of the student has to assess their classmates' performance based on the given rubric as the guidance in giving the assessment about what their mates' performance. So, I think there is no certain applied module related to the peer assessment itself but it is completely related to the peer assessment they have in the rubric. Additionally, this is reading classroom, I give an assignment to them about their reading. So, this means I only give the students rubric without a certain module in implementing peer assessment"*. (Personal communication, June, 4<sup>th</sup>, 2021). Essentially, the lecturer compensated module with rubric in implementing peer assessment.

#### **4.1.1.3 Knowing Students' Mastery**

Based on the data analysis about knowing students' mastery, the researcher found that the lecturer's perception on the implementation of peer assessment in oral presentation that the lecturer could notice the students' ability in oral presentation. This finding was stated by the lecturer that *"I actually give an assignment to the students to read a short passage and give them feedback related to the content of what they are reading and their friends have to assess something like video or assignment given to them and it is usually used in reading class handled by myself"*.

(Personal communication, June, 4<sup>th</sup>, 2021). This indicates that peer assessment was used by the lecturer to know the students' mastery.

#### **4.1.1.4 Increasing Skills**

Based on the data analysis about increasing skills, the researcher found the lecturer's perception on the implementation of peer assessment in oral presentation that the lecturer could give supplementary explanation to decrease the students' mistakes at the end of class. This was conveyed by the interviewee that *"I usually give short explanation at the end of classroom activity. I do this to improve the possible mistakes done by the students because not all students can identify all the mistakes and not all the students can give suggestion or their opinion about their peers' work in good explanation. Therefore, it is my job, as an English teacher to clarify or give some supplementary opinion about what they have performed. However, the assessment I give to the students is the form of appreciation for their efforts about what they have contributed in class activity"*. (Personal communication, June, 4<sup>th</sup>, 2021). Pointedly, the peer assessment implemented was used to increase the students' skills.

#### **4.1.1.5 Enhancing the Reactive Quickness**

Based on the data analysis about enhancing the reactive quickness. The goal-setting consisted of two components namely motivation and extra-special encouragement. The result about motivation discovered by the researcher that the lecturer's perception on the implementation of peer assessment in oral presentation that the lecturer could encourage the students to give a feedback during the peer

assessment implementation in oral presentation. Afterwards, the result about extra-special encouragement encountered by the researcher related to the lecturer's perception on the implementation of peer assessment in oral presentation showed two points namely the lecturer could give chance to the students for having clear understandings in peer assessment implementation and the lecturer could give chances to the students for preparing materials given to them. These discoveries were mentioned by the interviewee that *"I let the class discuss a lot About such their friends' answers, comments, or feedback About someone's performance in the process of generating their opinion About what they are assessing. It is essentially important for us as the teacher to motivate all the students when they can make a good plan or prepare good materials to be presented"*. (Personal communication, June, 4<sup>th</sup>, 2021). In the sense that peer assessment was implemented to enhancing the Reactive quickness.

#### **4.1.1.6 Decreasing Anxiety**

Based on the data analysis about decreasing anxiety, the researcher found the lecturer's perception on the implementation of peer assessment in oral presentation that the lecturer could enhance the students' English performance. This finding was mentioned by the interviewee that *"it depends on the class or what subject which enables you to discuss with the students but it is not always performing or presenting materials all the time for whole meetings in my reading class. This is a kind of good way to increase their performance in reading as the class I handle. Additionally, peer assessment is not only for oral presentation but also for other skills such as writing,*

*speaking, listening, and reading*". (Personal communication, June, 4<sup>th</sup>, 2021). In short, the implementation of peer assessment was used to decreasing anxiety.

#### **4.1.1.7 Increasing Activeness**

Based on the data analysis about increasing activeness, the researcher encountered the lecturer's perception on the implementation of peer assessment in oral presentation that she could upgrade the students' participation through peer assessment implementation. This finding was mentioned by the lecturer that *"I guess so because peer assessment is an effective way to involve all the students in taking part to measure their mates' understanding regarding the content of what is being discussed and they have to perform their feedback regarding the text they have already read and other students have the peer assessment rubric to assess their friends' performance about the assignment given to the students as well"*. (Personal communication, June, 4<sup>th</sup>, 2021). Briefly, the implementation of peer assessment in oral presentation was oriented to increase activeness.

#### **4.1.1.8 Enhancing the English Quality**

Based on the data analysis about enhancing the English quality, the researcher encountered the lecturer's perception on the implementation of peer assessment in oral presentation that she could develop the production of students' English skills with peer assessment implementation. This finding was mentioned by the lecturer that *"this is a kind of good way to increase their performance in reading as the class I handle. Additionally, peer assessment is not only for oral presentation but also for other skills such as writing, speaking, listening, and reading"*. (Personal



communication, June, 4<sup>th</sup>, 2021). It can be concluded that peer assessment was implemented to enhance the English quality.

#### **4.1.1.9 Increasing Independent Involvement**

Based on the data analysis about increasing independent involvement, the researcher encountered the lecturer's perception on the implementation of peer assessment in oral presentation that the lecturer could engender the students' individual involvement through peer assessment implementation. This finding was mentioned by the interviewee that *"I think it is quietly good ya, because we need efforts to motivate the students to be more active personally. This is a kind of individual assessment which means each of the student has to present and also assess a group's oral presentation individually so that the students can involve themselves actively in oral presentation. Importantly, the students can learn how to think critically about their friends' performance on a group"*. (Personal communication, June, 4<sup>th</sup>, 2021). Therefore, the implementation of peer assessment in oral presentation was used to increase independent involvement.

#### **4.1.1.10 Increasing the Whole Students' Involvement**

Based on the data analysis about increasing the whole students' involvement, the researcher encountered the lecturer's perception on the implementation of peer assessment in oral presentation that the lecturer could establish the students' learning independence by involving all the students in oral presentation. This finding was mentioned by the lecturer that *"this is another way to teach the students to learn independently because it is very important for them to give an objective assessment*

*about their friends' performance based on the presentation they have known. We have to trigger the students to be active even though it is sometimes hard to involve all the students to give their opinion about their friends' performances and presentations. By giving a detailed explanation for example, why is this group very good because they give a detailed explanation, while the others can only give a very short answer which is not clear enough, how detailed they can explain what they friend perform based on the rubric of peer assessment". (Personal communication, June, 4<sup>th</sup>, 2021). In summary, the implementation of peer assessment in oral presentation was used to increase the whole students' involvement.*

## **4.2 Discussions**

After analyzing the data by using thematic analysis, the researcher has encountered the lecturer's perception on the implementation of peer assessment in oral presentation in which the perceptions were in line with some components namely as (1) accelerating the assessment, (2) replacing module, (3) knowing the students' mastery, (4) increasing skills, (5) enhancing the reactive quickness, (6) decreasing anxiety, (7) increasing activeness, (8) enhancing the English quality, (9) increasing independent involvement, and (10) increasing the whole students' involvement as followings.

The first lecturer's perception on peer assessment implementation in oral presentation was related to accelerating the assessment which indicated that peer assessment made the lecturer easy to do the assessment. This statement was in line

with statement by Spiller (2012) who states that it is obvious to say that peer-assessment is an effective process of evaluating students learning progress which enables other students to give feedback about the quality of their works. According to Chin (2016), peer-assessment is a helpful activity for teacher to assess the students' work in the form of such feedback or grade by giving a chance for other students to convey about their peer's tasks independently. Essentially, implementing peer assessment in oral presentation can be used as an evaluation medium for learning.

The second lecturer's perception on peer assessment implementation in oral presentation was regarding to replacing module which showed that the lecturer did not utilize any module because she could use a rubric in implementing the peer assessment. Kavanagh and Luxton-Reilly (2016) mention that peer assessment is another kind of activities in learning to involve other students as assessor and this can be facilitated by rubrics. Yousef et al. (2016) has found that the usage of rubrics in peer assessment is to support the quality of students' understandings in the process of assessment. Clearly, rubric in implementing peer assessment in oral presentation was an important aspect in running this method even though there was no module.

The third lecturer's perception on peer assessment implementation in oral presentation was about knowing the students' mastery which presented that the lecturer could notice the students' ability in oral presentation. A study conducted by Double et al. (2019) revealed that peer-assessment is more influential in the process of seeing the learners' performance 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. Pointedly, peer-assessment can be used to make the students notice the students' ability development.

The fourth lecturer's perception on peer assessment implementation in oral presentation referred to increasing skills which generated that the lecturer could give supplementary explanation to decrease the students' mistakes at the end of class. In relation to this, Chan (2010) states that peer assessment is an activity which can help the students find and realize the possible mistake through assessment which enables them not to be in the same mistakes. Then, Musfira (2019) mentions that the usage of peer assessment is to give everyone an opportunity to identify and correct some mistakes or lack to bring it into better one. Shortly, implementing peer assessment in oral presentation gave a chance for teacher to give some additional knowledge for possible mistakes done by the students.

The fifth lecturer's perception on peer assessment implementation in oral presentation concerned with enhancing the reactive quickness referred to two aspects namely eliciting response and increasing the sensitivity about chances. The result of enhancing reactive quickness about eliciting response showed that the lecturer could encourage the students to give a feedback during the peer assessment implementation in oral presentation. 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, 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. In conclusion, the implementation of peer assessment in oral presentation was effective to motivate students to increase their skills.

Then, the result of enhancing reactive quickness about increasing the sensitivity about chances uncovered two points namely the lecturer could give chance to the students for having clear understandings in peer assessment implementation and the lecturer could give chances to the students for preparing materials given to them. Alman and Beech (2004) 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 skills. 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. Briefly, chances for understanding and materials preparation were necessary to support the quality of implementing peer-assessment.

The sixth lecturer's perception on peer assessment implementation in oral presentation was in a line with decreasing anxiety which revealed that the lecturer could enhance the students' English performance. 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. Martinieau

et al. (2016) have also indicated that peer feedback has a beneficial contribution to learning activity which helps students improve their performance. In short, peer assessment in oral presentation was utilized to improve the students' performance.

The seventh lecturer's perception on peer assessment implementation in oral presentation was about increasing activeness which resulted that the lecturer could upgrade the students' participation through peer assessment implementation. 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. According to Aeginitou et al. (2010), 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. To sum up, implementing peer assessment in oral presentation could be used to promote the students' participation.

The eighth lecturer's perception on peer assessment implementation in oral presentation was concerned with enhancing the English quality which indicated that the lecturer could develop the production of students' English skills with peer assessment implementation. A study conducted by Cabello and Topping (2020) has shown that the competence development through peer-assessment indicated that the implementation of peer-assessment in learning activity is to promote their performance progress. 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. This means that peer assessment implemented in oral presentation was beneficial for better production of English proficiency.

The next lecturer's perception on peer assessment implementation concerned with increasing independent involvement discovered that the lecturer could generate the students' individual involvement through peer assessment implementation. In line with this case, 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. According to Aeginitou et al. (2010), 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, implementing peer assessment in oral presentation was used for the students' engagement individually.

The last lecturer's perception on peer assessment implementation in oral presentation was about increasing the whole students' involvement which showed that the lecturer could establish the students' learning independence by involving all the students in oral presentation. 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. According to Chin (2016), peer-assessment is an activity of assessing students' work in the form of

such feedback or grade by giving a chance for other students to convey about their peer's tasks independently. In summary, implementing peer assessment in oral presentation could be used to establish the students' independence.