THE INFLUENCE OF PEER AND SELF- ASSESSMENTS ON ORAL PRESENTATION

NOORASMAWATI BINTI SHAFEE

A project report submitted in fulfilment of the
requirements for the award of the of
Master of Education in Teaching English as a Second Language (TESL)

Faculty of Education
Universiti Teknologi Malaysia

AUGUST 201

To my beloved parents, husband and children
for their Love, Prayer and Support

ACKNOWLEDGEMENT

"In the name of ALLAH, the Most Gracious and Most Merciful"

To begin with, I wish to express the utmost gratitude towards Allah Almighty, who has given me guidance throughout this whole process. I thank Him for listening to my prayers and giving me His blessings in order to go through this process. I would also like to thank Him for giving me strength because without it, I may have not been able to complete this task.

This study is a manifestation of invaluable advice, patience, encouragement and cooperation of many individuals. To each and every one of them, there is no sufficient word to reflect the depth of my gratitude and appreciation.

My sincere appreciation goes to Dr. Abdul Halim bin Abdul Raof, for his willingness to supervise me in materializing this study. I thank him for the sharing of ideas, suggestions and knowledge throughout the duration of completing this study. I would also like to render my heartfelt thanks to my beloved parents and family for their continuous support and help throughout the whole process of finishing this task. May Allah SWT bless all of us.

ABSTRACT

The purpose of this study was to investigate students' reactions towards peer assessment using assessment criteria for oral presentation and students' perceptions towards self assessment in oral presentation. In this study, the students' beliefs and attitudes on peer and self-assessment were examined. Data were gathered using the questionnaire and focus group interview. A total of 40 students participated in this study. The data obtained were analysed into two parts which were students' reactions towards peer assessment using assessment criteria for oral presentation and students' perceptions towards self-assessment in oral presentation. This study found that students held positive reactions towards peer assessment using assessment criteria as they made the peer assessment easier and more meaningful. It was found that the assessment criteria for oral presentation used in peer assessment helped the students to be able to identify the strengths and weaknesses of their peers' oral presentation, gave a fair and responsible assessment and made them easy and confident to assess their peers' oral presentation skills thus enabling them to be more critical in giving feedback. The study also found that students had positive perceptions towards self assessment in oral presentation. They believed that self assessment was useful for their future improvement in oral presentation skills as they became aware of their oral presentation skills and as a result they were able to accurately assess their strengths and weaknesses in oral presentation. Consequently, the study concludes that the assessment criteria were essential in helping the students to peer and self assess their oral presentation more effectively. Besides, students should be given more exposures and trainings on peer and self-assessment so that they will be more confident in assessing their peers' as well as their own oral presentation skills. It is believed that, peer and self-assessment are useful in making students to become more independent in their learning.

ABSTRAK

Kajian ini dijalankan bagi mengkaji reaksi pelajar terhadap penilaian rakan menggunakan kriteria penilaian di dalam pembentangan lisan dan juga persepsi pelajar terhadap penilaian kendiri di dalam pembentangan lisan. Oleh itu, pandangan dan sikap pelajar terhadap penilaian rakan dan kendiri dikaji. Data untuk kajian ini diperolehi berdasarkan soalan kaji selidik dan temubual secara berkumpulan terhadap 40 orang pelajar. Data yang diperolehi dianalisa dan dikategorikan kepada dua bahagian iaitu reaksi pelajar terhadap penilaian rakan menggunakan kriteria penilaian untuk pembentangan lisan dan persepsi pelajar terhadap penilaian kendiri di dalam pembentangan lisan. Dapatan kajian menunjukkan bahawa pelajar mempunyai reaksi yang positif terhadap penilaian rakan menggunakan kriteria penilaian kerana ia menjadikan proses penilaian rakan lebih mudah dan bermakna. Selain itu, kriteria penilaian yang digunakan untuk menilai pembentangan lisan didapati bukan sahaja membantu pelajar mengenalpasti kekuatan dan kelemahan rakan mereka di dalam pembentangan lisan malah menjadikan mereka lebih bertanggungjawab, berkeyakinan dan lebih kritikal dalam memberikan penilaian dan maklumbalas yang adil. Dapatan kajian juga menunjukkan pelajar mempunyai persepsi positif terhadap penilaian kendiri di dalam pembentangan lisan. Pelajar-pelajar ini yakin bahawa penilaian kendiri sangat berguna untuk memperbaiki kemahiran pembentangan lisan mereka kerana ia telah menjadikan mereka lebih cakna tentang kemahiran pembentangan lisan mereka. Sebagai kesimpulan, kajian ini mendapati bahawa kriteria penilaian yang digunakan di dalam menilai pembentangan lisan sangat penting bagi memastikan penilaian rakan dan penilaian kendiri dapat dilaksanakan dengan lebih berkesan.

TABLE OF CONTENTS

LIST OF TABLES

TABLE	TITLE	PAGE

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

1.1   Introduction

Making an oral presentation is seen as an art of fulfilling the needs of the audience. It requires one to carefully plan and organize the entire presentation. Aiming for an interesting and meaningful oral presentation will demand the presenter to not only choose the right and captivating topic but also require him/her to carefully plan on the flow of the oral presentation.   Having an interesting introduction, sufficient and well organized content and meaningful conclusion are not enough to make it a successful one. In fact, one should be able to master the delivery skills and also to have good visuals aid in order to win the audience's attention.

The delivery skills are learned. It takes one's effort to master it. Even a born to be presenter or speaker takes the trouble to polish and enhance his presentation skills. A good presenter needs to have good eye contact, clear and correct elocution and convincing body language. Mastering these skills will help the presenter to be more at ease and confident during the presentation. Once the audience manages to see the confidence in the presenter, they will also have confident in him. As a result, the presenter wins the audience trust and the rapport between them is built.

An effective oral presenter will help the audience to clearly see the flow of his presentation. He should be able to visualize every significant point so that the messages will be conveyed clearly. The use of visual aids in an oral presentation will enable the presenter to do so. Apart from making the oral presentation more interesting and meaningful, the use of visual aids will be beneficial to control the presenter's level of nervousness. Thus, the presenter should know how to prepare effective visual aids.

Assessing oral presentation requires critical and analytical judgement from teacher's part. The teacher needs to judge as to whether the presenter has good introduction and conclusion, enough and well elaborated ideas, good delivery skills and effective visual aids. When the marking criteria is highlighted and informed prior to the presentation, the assessment process becomes an awaited moment for the teacher to see whether the students really understand what has been taught to them and at the same time able to put the learned lesson into practice.

The assessment of oral presentation is traditionally conducted when teacher acts solely as the assessor. Students are informed regarding the marking criteria and expected to meet it in their oral presentation. Consequently, alternative in assessment has received much attention nowadays. Many studies have been conducted on the use of self- and peer assessment in evaluating oral presentations. Students are given chances to be autonomous in their learning process. Nevertheless, teacher's role in assessing the oral presentation is still vital.

Even though peer assessment might appear to be a new form of assessment, it has received many positive reactions and perceptions. Topping (2009) defined peer assessment as an arrangement for learners to consider and state the level, value or quality of a product or performance of other equal-status learners. This means that having peer assessment in evaluating other learners' performance gives them a space to actively participate in the learning process. This will be of benefits to the teacher, assessors and assessees.

It is important to note that peer assessment does not only happen in school or higher institution but almost everywhere and every day throughout our lives. It is just a matter that we do not really realize that we are actually assessing our friends as the assessment may happen in an informal situation. Thus, when peer- assessment is conducted in a more formal setting such as in the classroom, it is made realized that peer-assessment works in all types of situation at different times and in different context.

The implementation of self-assessment in an oral presentation is also important as a tool for self reflection and learning. It helps the students in assessing their own learning pace so that they may take future actions in improving their learning abilities. Sullivan and Hall (2007) regard self-assessment as a tool to stimulate students' interest, motivates students learning and involvement in the teaching and learning process. Having self-assessment enables the students to critically evaluate his own performance whether he manages to practice what has been taught before.

Self-assessment is seen as a tool for the teacher to know students' perspectives on their performance in the oral presentation. The reactions by the students are 'original' as it is not influenced by any judgement either from the teacher or peers. Thus, the responses from self-assessment are vital in determining whether the students are conscious about their own strengths and weaknesses. It is hoped that this kind of assessment will help the students to self learn and take future action for the betterment of their study.

This chapter will cover the discussion on peer and self-assessment, the problems arises in assessing oral presentation that triggers the ideas of having these two assessments, the reactions and perceptions towards these assessments, the purposes and objectives, significance, scope and limitation of the study.

1.2   Background of the Study

An oral presentation is usually assessed by teachers. Prior to the presentation, students are usually taught on how to give a good oral presentation. They are exposed to the skills and techniques of effective oral presentation. Thus, when assessing oral presentation, the teachers are expecting to see interesting and effectual oral presentation.

Having only teachers assessing the oral presentation reveals only teachers' perception on the students' understanding in applying the oral presentation skills in their presentation. What other students think of their peers' presentation as well as what they think of their own presentation remain unknown. Thus, the use of peer and self-assessment in oral presentation is hoped to unveil students' perceptions and evaluation on the oral presentation done by their peers and them.

The use of self-assessment in oral presentation does not solely look at how this assessment brings new dimension in students' perceptions of oral presentation assessments. What is more important is, it is useful in terms of encouraging students' participation throughout the learning process. Having students actively involved in assessing oral presentation will make them aware of what is happening in the classroom. As a result, students' cooperation is stimulated.

While peer-assessment fosters students' active participation in assessing oral presentation, self-assessment on the other hand will enable the students to critically evaluate their own performance in the oral presentation. Peers' evaluation might not be the same with how the students judge their own presentation. Thus, peer and self-assessments may reveal different perceptions on the criteria needed to deliver effective oral presentation.

Moreover, the implementation of peer and self-assessment as well as the assessment criteria used during these assessment may trigger some reactions and perceptions among the students towards these assessment. The students' reactions and perceptions towards peer and self-assessment may be derived from the students' experiences with these assessments. Thus, the exposures given to the students on peer and self-assessment are essential to enable them to assess their peers and themselves more effectively.

1.3   Statement of Problem

Students' participation in the process of giving and evaluating oral presentations may vary. There are students who pay attention while the rest may be busy doing their final preparation for their own presentation. Having done with the presentation may bring the students' attention away from other students' presentation. This will result in passive participation and cooperation from the students during oral presentation.

Besides, the teachers' evaluation and feedback on the oral presentation may not fully trigger the students' awareness of their strengths and weaknesses in oral presentation. Students need to be able to reflect their performance in order to evaluate their ability in oral presentation. Besides, the ability to judge peers' presentation maybe of advantage to the students as they may reflect their understanding on the criteria needed for a good oral presentation. Eventually, this triggers the interest to examine the effectiveness of peer and self-assessment in oral presentation.

1.4   Purpose of the Study

This study was carried out for two reasons; firstly, there was lack of participation of students in oral presentations. During the oral presentation, usually the audience did not fully concentrate on their peers' presentation as they were busy doing the final preparation of their own. Some were not paying attention just because they were engaged in having conversation with their friends. Secondly, the students did not do self reflection after oral presentation for future improvement. These circumstances were based on own teaching experience and observations during the oral presentation assessment.

Thus, this study hoped to find the solutions for the passive participation of students in oral presentation and also to find the students' reactions and perceptions towards peer and self-assessment. Did peer-assessment help to encourage students' participation and cooperation in the process of assessing oral presentation? Furthermore, it was also hoped that self-assessment will help the students to be able to critically evaluate their strengths and weaknesses in oral presentation for future improvement.

1.5   Objectives of the Study

This study looked for the students' reactions on peer assessment using assessment criteria for oral presentation. It focused on how the students find the assessment criteria used for oral presentation helpful in assessing their peers' oral presentation. Besides, this study also looked at the students' perceptions towards self assessment in oral presentation in terms of the benefits that they got from this assessment.

1.6 **Research Questions**

1) What are the reaction of students after carrying out peer assessment using the assessment criteria for an oral presentation

2) What are the students' perceptions of the self assessment of oral presentation?

1.7 **Significance of the Study**

This research is significant in promoting self- and peer-assessment in assessing oral presentation skills apart from teacher assessment. Many studies on peer and self-assessment in oral presentation have shown positive results. It benefits both teachers and students especially in making the teaching and learning process more meaningful as these assessments encourage students' active participation in the assessment process. Therefore, it is hoped that the finding of this study will help the students especially to improve their oral presentation skills.

Having students actively participate in the assessment of oral presentation will encourage the students to pay more attention to their peers' presentation. This will encourage cooperation and responsibility in the students towards the learning and teaching process. Thus, it is hoped that peer and self-assessment will give new horizon to the students on the perception of self-learning. They need to be able to evaluate their own performance and recognize the strengths and weaknesses for future improvement.

In the nutshell, the study is hoped to give options to the teacher on the kind of assessments to be carried out during oral presentation that will benefit both teacher and students.

1.8   Scope of the Study

This study focused on the peer and self-assessment of oral presentation. It was a planned expository oral presentation. The peer assessment required the students to evaluate their peers' oral presentation skills and the use of visual aids in the presentation by using the assessment criteria for an oral presentation. While, the use of self-assessment examined students' reflections on their oral presentation skills and thus students' perceptions towards self assessment were gathered.

This study was conducted in one of the polytechnics in Pahang. The instrument used for peer and self- assessment questionnaire in this study were adapted from the study conducted by Patri (2002) and Andrade and Du (2007) while the questions for focus group interview were adapted from Cheng & Warren (1997). .

1.9   Operational Definition of Key Terms

1) Oral presentation

Oral presentation is an act of delivering a formal spoken communication to an audience. Oral presentation can be in forms of an impromptu or prepared speech on any topic of interest that are related to the set theme. Joughin (2007) defines oral presentation as transmission of ideas and a platform to students to reflect on their understanding of what they have learned. Oral presentation may involve the use of visual aids to enhance the effectiveness of the oral presentation.

2) Self- assessment

Cassidy (2007) defines self-assessment for students as the acceptance of responsibility for their own learning and performance. Students are in-charge of their own learning by evaluating their own abilities in terms of the strengths and weaknesses for future improvement.

3) Peer assessment

Wen (2006) defines peer assessment is a process of engaging students in assessing the quality of their fellow learners' writings and presentations and then giving feedback to each other. In this study, peer assessment involves the participation of students in assessing their peers' oral presentation which is done in groups of three to four. The assessors will be given a rubric that will help them to do the assessment.

4) Assessment Criteria

Andrade & Valtcheva (2009) defines assessment criteria as a usually one or two page document that lists criteria and describes varying levels of quality, from excellent to poor for a specific assignment.

5) Focus Group Interview (FGI)

FGI is an interview conducted with a group of people who have common knowledge or experience on a particular matter. The FGI is meant to gather the

participants' reflections, perceptions, opinions, beliefs and attitudes towards the particular issues discussed.

REFERENCES

Andrade, H & Du, Y. (2007). Student Responses to Criteria-Referenced Self-Assessment. *Assessment and Evaluation in Higher Education*.32,.159-181.

Andrade, H. & Valtcheva, A. (2009). Promoting Leaning and Achievement Through Self-Assessment. *Teory Into Practice*. 48, 12-19.

Ballantyne, R., Hughes, K. & Mylonas, A. (2002). Developing Procedures for Implementing Peer Assessment in Large Classes Using an Action Research Process. *Assessment and Evaluation in Higher Education*. 27, 427-441.

Cassidy, S. (2007). Assessing 'inexperienced' srudents' ability to self-assess: exploring links with learning style and academic personal control. *Assessment and Evaluation in Higher Education*. 32, 313-330.

Cheng, W. & Warren, M. (1997). Having second thoughts: student perception before and after a peer assessment exercise. *Studies in Higher Education*. 22, 233-239.

Dancer, W.T. & Dancer, J. (1992). Peer rating in higher education. *Journal of Education for Business*. 67, 306-309.

Dochy, F., Segers, M. & Sluijsmans, D. (1999). The use of self-, peer and co-assessment in higher education: A review. *Studies in Higher Education*. 24, 331-350.

Falchikov, N. & Goldfinch, J. (2000). Student Peer Assessment in Higher Education: A Meta-Analysis Comparing Peer and Teacher Marks. *Review of Educational Research*. 70, 287-322.

Fallows, S. & Chandramohan, B. (2001). Multiple Approaches on use of tutor and self assessment. *Teaching in Higher Education*. 6, 229-246.

Grez, L.D., Valcke, M. & Roozen, I. (2012). How effective are self- and peer assessment of oral presentation skills compared with teachers' assessments?. Active Learning in Higher Education. 13, 129-142.

Hanharan, S.J. & Isaacs, G. (2001). Assessing self- and peer-assessment: The Students' View. *Higher Education Research & Development*. 20, 53-70.

Joughin, G. (1998). Dimensions of Oral Assessment. *Assessment and Evaluation in Higher Education.* 23, 367-378.

Joughin, G. (2007). Student Conception of Oral Presentations. *Assessment and Evaluation in Higher Education*. 32, 323-336.

Kwok, L.(2008). Students' Perceptions of Peer Evaluation and Teachers' Role in Seminar Discussions. *Electronic Journal of Foreign Language Teaching*. 5, 84-97.

Langan, A.M., Wheater, C.P., Shaw, E.M., Haines, B.J., Cullen, W.R., Boyle, J.C., Penney, D., Oldekop, J.A., Ashcroft, C., Lockey, L., and Preziosi, R.F. (2005). Peer assessment of oral presentations: effects of student gender, university affiliation and participation in the development criteria. *Assessment and Evaluation in Higher Education*. 30, 21-34

Langan, A.M., Shuker, D.M., Cullen, W.R., Penney, D., Preziosi, R.F., Wheater, P. (2008). Relationship between students characteristics and self-, peer and tutor evaluations of oral presentations. *Assessment and Evaluation in Higher Education*. 2, 179-190.

Leach, L.(2010). Optional Self-Assessment: Some Tensions and Dilemmas. *Assessment and Evaluation in Higher Education*. 37, 137-147.

Lew,M, Alwis, W & Schmidt, H.(2009). Accuracy of Students' Self-Assessment and Thier Beliefs about Its Utility. *Assessment and Evaluation in Higher Education*. 35, 135-156.

Lorreine A.J. (2006). Peer, Self and Tutor Assessment: Relative Reliabilities. *Studies in Higher Education*. 19, 69-75.

Masdinah Alauyah & A.H. Abdul Raof (2005). Students' Peer Assessment: Improving Teaching Approach. Oracy in Focus. Chapter 8, 99-123.

Magin, D. & Helmore, P. (2001). Peer and teacher assessments of oral presentation skills: how reliable are they?. *Studies in Higher Education*. 26, 287-298.

McDonald, B. & Boud, D. (2003). The Impact of Self-assessment on Achievement: The Effects of self-assessment training on performance in external examination. *Assessment in Education.* 10, 209-220.

Merry, O.P. S. & Reiling, K. (1996). The importance of marking criteria in the use of peer assessment. *Assessment and Evaluation in Higher Education*. 21, 239-249.

Miller, P.J. (2010). The Effect of Scoring Criteria Specificity on Peer and Self-Assessment. *Assessment & Evaluation*. 28, 383-394.

Nulty, D.D. (2011). Peer and Self-Assessment in the First Year of University. *Assessment and Evaluation in Higher Education*. 36, 493-507.

Patri, M. (2002). The influence of peer feedback on self-and peer assessment of oral skills. *Language Testing*. 19, 109-131.

Peng, J.C. (2008). Peer Assessment in an EFL Context: Attitudes and Correlations. *Selected Proceedings of the 2008 Second Language Research Forum*. 89-107.

Ross, J.A. (2006). The Reliability, Validity and Utility of Self-Assessment. *Practical Assessment, Research and Evaluation*. 11, 1-13.

Searby, M. & Ewers, T. (1997). An Evaluation of the Use of Peer Assessment in Higher Education: a case study in the School of Music, Kingston University. *Assessment and Evaluation in Higher Education*. 22, 371-383.

Sluijsmans, D.M.A., Brand-Gruwel, S. & Van Merrienboer, J. (2002). Peer Assessment Training in Teacher Education: effects on performance and perceptions. *Assessment and Evaluation in Higher Education*. 27, 443-454.

Topping, K. (2009). Peer Assessment. *Theory into Practice*. 48, 20-27.

Topping, K. (1998). Peer assessment between students in colleges and universities. *Review of Educational Research*. 68, 249-276.

Sullivan, K. & Hall, C. (1997). Introducing to Self –Assessment. *Assessment and Evaluation in Higher Education*. 22, 289-305.

Stefani, L.A.J. (1994). Peer, self and tutor assessment: relative reliabilities. *Studies in Higher Education*. 19, 69-75.

Wen, L. (2006). Attitudes towards peer assessment: A comparison of the perspectives of pre-service and in-service teachers. *Innovations in Education and Teaching International*. 43, 83-92.