Formative Peer-Assessment in Oral Presentation Skill: EFL Secondary School Students' Perception and Its Challenges

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ABSTRAK

Penilaian teman sebaya formatif memiliki peran penting dalam memantau performa belajar peserta didik di kelas. Dalam Kurikulum Merdeka Belajar, penilaian teman sebaya formatif adalah sebuah metode penilaian yang efektif untuk meningkatkan kemampuan kognitif, psikomotor, dan afektif peserta didik. Penelitian ini bertujuan untuk menelusuri persepsi dan tantangan yang dihadapi peserta didik SMP dalam menerapkan penilaian teman sebaya formatif selama kegiatan presentasi lisan. Penelitian ini menggunakan metode kualitatif dan dilakukan dengan melibatkan 5 peserta didik kelas VII di salah satu SMP di Sidoarjo. Data penelitian ini dikumpulkan dengan menggunakan kuesioner terbuka dan sesi wawancara. Sumber data penelitian diambil dari jawaban peserta didik yang ada di kuesioner dan wawancara. Analisis data digunakan sebagai evaluasi dari implementasi penilaian teman sebaya formatif dalam presentasi lisan di tingkat SMP. Penelitian ini menunjukkan bahwa penilaian teman sebaya formatif membantu peserta didik SMP dalam mempersiapkan tugas, fokus selama sesi kegiatan presentasi lisan, meningkatkan kemampuan berpikir kritis dan evaluatif, mengembangkan kepercayaan diri, dan mengenali kelebihan dan kelemahan teman mereka secara mendalam. Di sisi lain, beberapa peserta didik justru mendapatkan keluhan, menemukan kesulitan dalam menentukan nilai, ulasan, dan pertanyaan yang sesuai serta menemukan adanya tindakan kecurangan selama kegiatan penilaian teman sebaya formatif. Selain dari keuntungan dan kerugiannya, penilaian teman sebaya formatif dapat dipertimbangkan sebagai metode penilaian alternatif bagi para peserta didik SMP selama melaksanakan kegiatan presentasi lisan. Diharapkan, penelitian ini dapat dikembangkan oleh peneliti lain di lingkup pendidikan yang lebih luas.

Kata kunci: afektif; kognitif; evaluatif; Kurikulum Merdeka Belajar; psikomotor.

BACKGROUND

English learning and teaching are not complete without conducting an assessment activity. In assessment activity, the teachers can supervise and observe their student's performance in learning English. Assessment is not only to know how far our students understand the material, but also to make effective learning strategies that is able to help students in learning activity (Meletiadou, 2021). Indonesia Ministry of Education and Culture stated in the Permendikbud (2016) No. 23 that assessment is used for measuring students' knowledge and learning objectives, evaluating students' learning problems, and showing student's learning performance by doing some examinations. Therefore, conducting evaluation or assessment is the most important principle in teaching and learning English.

There are many assessment types that are implemented by teachers and students in English language learning and teaching. One of them is formative peer-assessment. Nicol and Macfarlance-Dick (2006) stated that formative peer-assessment is the kind of assessment that is able to supervise the EFL students' performance in learning by focusing on their learning progress. Moreover, formative peer-assessment is an effective media for students in evaluating their learning process every day and for teachers in monitoring their students' performance and identifying the students' learning needs (Naghdipour, 2017). In addition, the formative peer-assessment also encompasses how EFL students' experience in learning activity. Formative peer-assessment encourages students in learning English (Li et al., 2020). It means that this kind of assessment motivates students to increase their performance or skill in English learning activity. Sluijsmans (2002) states that formative peer assessment can boost student's critical thinking and evaluative ability. Evaluative ability means that students are able to reflect on their own or friends' work and provide the best solution to improve the better work in the future. The existence of formative peer-assessment in English language teaching contributes the positive impact for students in elaborating their idea and sentence-edit (Loretto et al., 2016). Loretto et al. (2016) show that this assessment facilitates the secondary students to enrich their knowledge from their peers' feedback and also choose the appropriate comments to be their learning reflection. Moreover, formative peer-assessment also stimulates EFL students to learn independently and improve their learning self-regulation (Meletiadou, 2021).

There are three learning fields in Indonesia Merdeka Belajar Curriculum, such as cognitive, psychomotor, and affective fields. First, the cognitive field is focused on the students' knowledge aspect, such as understanding the theories of the subject. Second, the psychomotor field which focused on the students' skills (Musfirah, 2019). Third, the affective that focused on the students' behavior and empathy in the learning activity (Ratka, 2018). In enhancing the better learning performance, students should equalize between cognitive, psychomotor, and affective fields in the learning process. To achieve those learning fields, formative peer-assessment is the effective solution (Musfirah, 2019). Moreover, students obtain the most important skills such as critical thinking skill, problem-solving ability and learning autonomy at the same time.

On the other hand, some studies show the different results and effects of the formative peer-assessment implementation in the secondary school level. The research which is conducted by Strijbos and Wichmann (2018) show the type and quality of peer-assessment is highly affected by the student's interpersonal aspects. Some students might give a good score to their best friend's work. Therefore, they become more subjective and do not give a score by the fixed and proper scoring rubric/criteria.

In addition, most EFL students do not understand the proper and good way in criticizing and evaluating their friend's work in a form of manner (Loretto et al., 2016). Third, there are some big differences in giving the grade/score. When the students' oral presentation is being assessed, the score from their peers is higher than their teachers' marks and vice versa (Widyastuti, 2021). Moreover, students do not have professional competencies in giving marks to their friend like their teacher (Yang, 2019).

However, formative peer-assessment implementation is important to help EFL students and teachers in obtaining the English language competencies. The Indonesia Merdeka Belajar Curriculum manage the English subject to improve secondary school students' skills both in written and spoken aspects, that really useful in their daily life context (Riftriani et al., 2019). Based on that situation, oral presentation skill could be the skill that can help students in increasing their speaking ability. The oral presentation is the branch of speaking skills that requires students in explaining something to other people. It is very important for students to implement oral presentation in the classroom to interpret the learning framework/concept with their own knowledge (Gunawan et al, 2020). Moreover, English oral presentation will give the positive impacts for students in fostering their speaking skill. The students who become the presenter are able to develop the way of communication and explain their material effectively. The students who become the listener are able to improve their listening skill and gain the more knowledge from their friend (Kittiyano (Thaipattana) & Siabthaisong, 2021).

Nevertheless, explaining the material by oral presentation is not easy for most of EFL students. When they deliver their ideas during oral presentation, they found some difficulties such as low self-confidence, mispronouncing, and confusion about what they have to say/deliver (Astuti & Rohim, 2018). Moreover, students feel sleepy and lack of focus when they listen to their friend's performance (Astuti & Rohim, 2018). In addition, most EFL students use the textbook-oriented while conducting oral presentation (Sugeng & Suryani, 2018). It means that EFL students only depend on the information from their textbooks.

The research conducted by (Riftriani et al., 2016) shows that students have low vocabulary and grammar skills while expressing their idea in front of the class and also have little knowledge about the topic they want to present in a foreign language. Moreover, based on the study carried out by Ismail et al. (2018) states that students feel panic and nervous in explaining their idea in an oral presentation because of their worries of bad feedback from their teachers and some criticisms toward them. In addition, the students who do not have emotional support from their friends, teacher, and family give a negative impact on their self-confidence in conducting presentation (Seraj & Habil, 2021). They also state that the teachers also find difficulties in managing and engaging their students, especially in the large class.

Implementation of peer-assessment is not a new thing in teaching speaking, especially in improving oral presentation skill for EFL students. Research conducted by Double et al. (2020) show that peer-assessment is better than assessment that is done by the teacher. In addition, implementing peer-assessment in the classroom will train students to appreciate other people's perspectives (Loretto et al., 2016), evaluate their learning process (Morze et al., 2017), and plan their strategies to improve their skill (Topping, 2017). Moreover, the use of formative peer-assessment is usually carried out for students in the high school or university level (Nicol & Macfarlance-Dick, 2006). Based on previous studies, only a few studies that concerned on the

implementation and students' perception of formative peer-assessment in the secondary school level. This research focused on the implementation of formative peer-assessment in the secondary school level, especially for seventh-grade. Furthermore, this paper emphasizes on how the students' perceive while applying formative peer-assessment during oral presentation activity in the classroom.

In brief, there are two questions that are appeared to conduct this research:
1. How is the EFL secondary school students' perception toward the implementation of formative peer-assessment in oral presentation skill or activity?
2. What are the challenges faced by EFL secondary school students while conducting formative peer-assessment in oral presentation skill ?

RESEARCH METHODS

This research used the qualitative research design. The qualitative research design is conducted in order to comprehend the research problem from the research participant point of view in a deep way (Creswell : 2014). In addition, qualitative research design is implemented by how the participants, who also become the part of this study, give their insights related of the research they joined before (Cropley : 2015). Qualitative research also emphasize on the researcher involvement in the environment to be closer with the respondent's experiences (Chowdhury & Shil 2021). Research design is not only the one aspect that is explained in this chapter, but also the other aspects of this study such as setting of the study, subjects of the study, data and sources of the data, research instruments, data collection technique, and also data analysis of the study.

This research was conducted in the seventh-grade in one secondary school in Sidoarjo. There are about 5 seventh-grade students who are involved in this study. They have different capabilities in oral presentation performance and have already implemented the formative peer-assessment during English learning process. In addition, this research is carried out to investigate the students' perceptions while assessing their peer's oral presentation using formative peer-assessment. Moreover, this school have already used formative peer-assessment as the assessment technique in English learning activity. Those conditions are suitable with the purpose of this study. The data and information are needed to answer the research questions that are stated in the first chapter (introduction). The research data are taken from students' responses in the questionnaires and interview session. To match the data in the questionnaire and also gain deeper experiences that they have done in doing formative peer-assessment, the researcher conducting interview session.

There are two instruments that are prepared to collect the data of this research. Open-ended questionnaire and semi-structured interview are provided to record the students responses about their perceptions and challenges which faced by them in conducting formative peer-assessment. First, the students should answer every questions in the questionnaire. Beside recording their responses, this open-ended questionnaire is used to becomes the consideration for the researcher in choosing the representative students who joined the semi-structured interview session. The students responses in the interview session is used as the main data of this research.

There are some steps that being done to conduct this research. First, the students doing the oral presentation. They describe their parents' job or professions in front of the class and their peers. Second, when they present their works, their peers assess their performance based on the criteria (such as pronunciation, grammar, content, etc.)

in the scoring rubric that given by their teacher. Third, after the oral presentation session has been done, they receive the score and feedback from their peers about their oral presentation performance. The student who accept the feedback will learn and improve their presentation skill or performance based on their peer's feedback. The teacher also supervise and guide the students who have any problem in peer-assessing activity, such as giving score or feedback. Fourth, the open-ended questionnaire and semi-structured interview session is held after the oral presentation activity.

The open-ended questionnaire is distributed to one seventh-grade class in this school (31 students). There are 15 questions in the questionnaire that adapted from Lladó et al. (2014). This instrument is used to seek their experience in doing formative peer-assessment in conducting oral presentation. There are 5 students are selected to join the interview session based on the purposive sampling technique criteria and also teacher and researcher consideration based on the students' responses in the questionnaire and their speaking/oral presentation performance in the class. The interview is conducted in Focus Group Discussion (FGD) model. The semi-structured interview is carried out to gain the deeper information about the students' perceptions, experiences, and difficulties in the formative peer-assessment during presentation activity. In the first day of interview, only 3 students who are able to join the interview session since the other students (two other students) are absent during the English lesson. These 3 students are being interviewed by using Google Meet. In the following day, the two other students join the interview session through phone call. Then, their responses are recorded as the research data.

The purposive sampling technique is implemented to decide the students who join the interview session. To make sure that the data is valid, the researcher provides some criteria when evaluating their peers' work after peer-assessing. The criteria such as: 1) student in the seventh grade of secondary school, 2) have ever done the peer-assessment activity in the classroom, 3) have the experience in making presentation, and 4) have a high/good score in presentation performance based on the teacher consideration. The teacher is involved in choosing samples because she knows well her students' capabilities especially in conducting English oral presentation and formative peer-assessment.

The data are collected and analyzed based on the interview records. There are some steps that the researcher will do in this data analysis. The first step is monitoring the students' peer-assessment activity by evaluating their performance in the interview session. The participants' responses are recorded to gain deeper information about their perspectives and perception in formative peer-assessment activity while conducting an oral presentation. Second, the oral data are transcribed into English written form by the voice converter device. Third, the transcribed data are selected by eliminating the unnecessary responses. Fourth, the data are categorized and coded to ease the researcher in distinguishing the various data. Fifth, the data are chosen to answer the question about how their perception and challenges in implementing formative peer-assessment during an oral presentation in the classroom. Last, the data are interpreted and communicated as the research's report.

DISCUSSIONS
A. Students' Perception in Implementing Formative Peer-Assessment

There are various students' perceptions that have been found by the researcher during this research. By some observations, questionnaires, and interview session, the students feel the positive impacts when conducting formative peer-assessment during presentation activity in the classroom. From five students, three students feel that formative peer-assessment can improve their evaluative ability. They can analyze their own or peer's error by giving the score and making constructive feedback.

"By doing this assessment, I can learn a lot of things from my peer's and my errors/mistakes" (S1)
"Our peer's feedback becomes the good evaluation to make my presentation better in the future" (S2)
"I am guided in how to make the constructive and appropriate feedback to my peer's performance" (S3)

Beside analyzing their own and peer's error or making constructive feedback, four of five students responded that formative peer-assessment is able to help them in preparing their task, especially presentation project.

"By formative peer-assessment, I can set my own learning target or preparing my oral presentation tasks" (S2)

Moreover, two of five students assert that this kind of assessment also raises their responsibility awareness in learning English. For instance, when they give their feedback or opinion to their friend's performance, they have to be consistent on their arguments/opinion during formative peer-assessment activity.

"It can train us to be responsible in having the opinion and assessment" (S5)

The ability of students in making constructive feedback cannot be separated from the scoring rubric from their teacher. This rubric becomes their guidelines for making the score and feedback during the formative peer-assessment activity. Every student is able to comprehend every criteria which provided in the scoring rubric.

"I can understand the peer assessment rubric given by my teacher" (S3)
"The rubric is focused on the aspect that being assessed in the oral presentation skill" (S4)
"The use of language and instructions in the rubric is understandable" (S5)

Then, three of the five students have the effective way to questioning their peer's performance. It means that they have free space to dig the deeper knowledge from their peer's presentation.

"I can ask something wrong or I didn't know from my peer's presentation performance" (S1)

On the other hand, formative peer-assessment can improve the students' learning motivation. From five students, four students feel that when they got the score and

comments from their friends, they have kind of motivation to increase their learning skill. In this research's context, the students want to prove their English presentation skill by learning from their assessment from their peers.

> *"I have a responsibility to give the best performance in the English lesson so that I deserve the good score from my friend" (S2)*
> *"I become highly motivated and want to give the best performance in English lesson" (S3)*
> *"I can learn English and improve my presentation fast and easily by doing peer assessment" (S4)*

Moreover, there are four of five students in this class has a lot of evaluations from their peers to develop their speaking skill after doing English presentation and peer-assessment activity. It help them a lot especially for those who have the big motivation to communicate with the foreign people.

> *"This assessment can encourage me to improve my English that can help me to communicate with the foreign people" (S3)*

Furthermore, every student in this class agrees that conducting formative peer-assessment can make them more focus during the lesson in the classroom. When they assess their friends' presentation, they have to pay attention and focus on them.

> *"It makes me more focus during the English lesson in the classroom" (S5)*

The next aspect that can be improved in the formative peer-assessment in the presentation activity is the self-confidence aspect. Every student in this class asserts that formative peer-assessment is able to grow their self-confidence when they deliver their presentation in front of their peers.

> *"I become more confident with my English skills when I show it to others" (S2)*
> *"When being assessed by my peer, I feel more confident and comfortable while presenting my work than being assessed by my teacher" (S3)*

Formative peer-assessment is not only to improve students' cognitive skill during the English lesson, but also to enhance their social skill. This assessment facilitates students to interact with other students. The student can deliver their material and idea through interactive media by presentation activity. The other students who become the audience can be focus to listening their friends and give the constructive feedback or ask some questions to the presenter. In the same way, the students can understand their peer's character. By this way, there is a social relationship that is built among the students in the classroom. Every student claims that formative peer-assessment help them in improving their social skill and building their interaction with their friends.

> *"Peer-assessment makes me more understand my peer's character" (S1)*
> *"Formative peer-assessment can build my communication with my friends" (S3)*

In the other hand, the students also found some difficulties and negative impacts when the implement the formative peer-assessment in the classroom. Most of the problem or difficulties that appear during the formative peer-assessment activity is related with students' social relationship aspect, such as subjectivity, protest against the score, less professionalism in scoring, and many more. Those things considered as the problem or difficulties that students found during this assessment activity that will be explained in the next section.

B. Students' Challenges in Implementing Formative Peer-Assessment

The formative peer-assessment is not only creates the big opportunities for students in improving their skill especially in presentation, but also emerges big challenges for them. However, they found some difficulties during the peer-assessment activity. There are four aspects that become the source of students' difficulties/problems. Some students get complaints from their peers about the score or feedback, make the score in an inappropriate way, have anxiety in make a score and feedback, and hard to understanding their peer's presentation and questioning problem.

First, every student is frequently gotten complained by their peers about the score. Their peers get upset because they do not get the high score or good feedback like what their peers want.

"They get complaints from their peers about the score or feedback" (S1)

Second, from all students in this class, there are four of five students who found their friends made a kind of agreement to decide their own score before the presentation. They promise to give good score no matter their performance is good or bad.

"Some of my friends make an agreement to give a good score to each other before the presentation session" (S1)

Third, anxiety also becomes the major factor that affect to the formative peer-assessment implementation. There are four of five students in this class that feel anxious when giving assessment to their peers.

"Sometimes, I feel anxious/nervous in giving feedback or score to my friend and being assessed by my friends" (S4)

Not only feeling anxious or afraid, anxiety problem also affect to another problem during the formative peer-assessment. Four of five students in this class also feel awkward when they giving and accept the score from each other, especially during and after they conducting peer-assessment. This phenomenon could be happen because they have to assess or being assessed by their own friends. The effect of awkward is not only appear during the assessment process, but also after the assessment activity although it is not endanger their social relationship.

"I feel awkward when I meet my peer during and after the peer-assessment activity" (S5)

Fourth, two of five students hard to understand what their peers present in the classroom. They still feel confused on what their friends said in the presentation. Their lack of vocabulary also becomes the students' problem in assessing their friends. By this condition, they found difficulty in deciding the appropriate score or feedback to their friends.

"I am hard to decide the appropriate score for my peers since I do not understand what they said in their presentation performance" (S2)

In addition, questioning is also one of the important aspects in implementing peer-assessment in a classroom. From five students in this class, there is one student who has the problem with questioning. They fail to understand the presentation points that are delivered by their peer. So, they confuse in evaluating and questioning their peer's presentation performance.

"I do not know what question/feedback that I want to deliver in evaluating my friend's performance" (S3)

From this research, there are perceptions and challenges encountered by students when implementing formative peer-assessment in oral presentation activity in this class. Some students can increase their evaluative skill, learning autonomy/self-regulation, focus and motivation, self-confidence, and many more. In the other hand, the other students also claim that formative peer-assessment can endanger their social relationship with their peers and emerge the learning anxiety problem, learning loss, and cheating activity.

Evaluative skill is the first perception that students perceive in this research. As we can see in the result data, the students in this class agree that their evaluative skill can be developed by applying formative peer-assessment especially in the English oral presentation activity. This skill becomes the major advantage that students obtain during formative peer-assessment in the oral presentation. Moreover, formative peer-assessment stimulate the students to evaluate their learning process (Morze et al., 2017). Sluijsmans (2002) claims that formative peer assessment also able to boost students' critical thinking and evaluative ability. By acquiring evaluative skill based on the Sluijsmans revealed, the students also able to develop their critical thinking skill that also needed and important to be implemented in the formative peer-assessment activity. Ketonen et al. (2020) also reveal that by doing formative peer-assessment, the students are able to reflect on themselves and learn from their mistakes to improve their skill in the future.

Beside sharpening students' evaluative skill, the formative peer-assessment also raising students' self-regulation during English language teaching. It is the kind of skill which students can manage their emotions, thoughts, and activities in determining their learning plans and progress (Schunk & Zimmerman, 2012). The students in this class assert that implementing formative peer-assessment can improve their self-regulation skills. For instance completing tasks and homework, setting learning targets, building learning motivation, and increasing focus in the learning process.

First, the students in this class agree the formative peer-assessment can help them in completing their tasks or homework. They can do their tasks better after they get the feedback from their peers. From that feedback, they can reflect on their mistakes

and learn from their peer's perspectives to prepare the next presentation or tasks. It is supported by Liu and Lee (2013) that formative peer-assessment encourages students to complete their tasks. In addition, the students not only complete their tasks effectively, but also modify their tasks into a better form. It will influence to their score too. Topping (2021) in his research also support this claim. He said that formative peer-assessment will make students to spend more time to be active in improving their learning process by completing tasks.

Second, the students in this class agree that formative peer-assessment can stimulate them in setting their own learning target. By receiving various feedbacks, the students understand their own strengths and weaknesses that also becomes their own personality. It is in line with the research by Wertz (2017) that students who doing the formative peer-assessment have the capability in reflecting themselves and setting their own learning goals. Topping (2017) also support this claim that students can plan their strategies to improve their skill by applying formative peer-assessment. Based on Thomas (2011) research, formative peer-assessment also stimulate EFL students to learn independently and improve their learning self-regulation. It means that students have the free space to decide their own way in learning English. Moreover, the study from (Hung et al. (2016) show that the students who have high self-regulation can plan and also implement their own learning target. The diverse perspectives from their peers and teacher can be a great thing for them to construct their learning progress in the future, especially in improving their oral presentation skill.

Third, the students assert that formative peer-assessment can increase their focus and motivation during the oral presentation activity in the classroom. To ensure their score and feedback are well-structured, they have to pay attention on their peer's oral presentation performance. It is supported by Kulenovic (2018) that students become focus and have much attention on the learning performance's details. Moreover, the students also have the high motivation not only in improving their oral presentation skill, but also in learning English language. This result is also supported by Orluwene and Ekim (2020) that formative peer-assessment is effective to increase the motivation in conducting continuous learning program. In addition, formative peer-assessment has proven that it can enhance the students learning motivation. For example, some students have the high motivation to upgrade their own score or skill, ease them in learning English, improve their speaking (especially oral presentation) skill, and prepare themselves to communicate with the foreign people.

The use of scoring rubric also has an important role in the formative peer-assessment implementation. Based on the results, the scoring rubric given by their teacher is clear, simple, and understandable. The students has the guidance to decide their feedback and score in the process of formative peer-assessment during the oral presentation activity. It is in line with the study from Alt and Raichel (2020) that the scoring rubric that given by teacher show the big involvement and role of students in the learning assessment in an English learning process. Wulandari et al. (2021) also support that well-structured scoring rubric is recommended to ease students in constructing feedback. Alaamer (2021) also claims that simple and comprehensive scoring rubric can help the students in evaluating and identifying their own or peer's error during the oral presentation session. The teacher in this class designs the scoring rubric with the detail but comprehensive scoring rubric. She also add the rating to guide students in giving the score and the descriptions on each number of rating. The scoring rubric that provided for the students in this class covers pronunciation, grammar, fluency, comprehensibility, and vocabulary aspects that needed to evaluate

students' oral presentation skill. Those aspects also in line with the oral presentation scoring rubric by Todd et al. (2021) that students should accomplish the aspect of vocabulary, grammatical accuracy, fluency, comprehensibility, and effort to communicate to improve their skill in English oral presentation. Form those oral presentation scoring rubrics (based on the teacher and Todd's rubric), there are a lot of similarities in the context of scoring criteria. The difference of those rubrics are the criteria of pronunciation and effort of communication (media) and the use of rating number.

Then, the students in this class claims that formative peer-assessment also becomes the effective media for students to questioning their peer's performance. It is important for students to sharpen their evaluative skill such as analyzing the errors or confronting their idea, deliver their own opinion, and explore a lot of information and knowledge from their peer's oral presentation. It is in line with Black and Wiliam (1998) that there are 4 principles in conducting formative peer-assessment in the English language teaching and learning: learning goal allocation, questioning something, peer-evaluation, and feedbacks. Based on their study, questioning is also one of the important principles that can succeed the implementation of formative peer-assessment. From this research, Questioning aspect is not only the essential part of implementing formative peer-assessment implementation, but also the sufficient way to improve the quality of students' oral presentation skill. Kayyis (2017) supports that by oral presentation and formative peer-assessment, the students can express their idea or opinion and ask a lot of questions to evaluate and share their knowledge with their peers. Furthermore, questioning is also the way of students in appreciating their peers' work and perspective during the learning process. It also supported by Loretto et al. (2016) that peer-assessment can train the students to appreciate different perspectives.

After that, the students have the better self-confidence by implementing formative peer-assessment. The students feel more confident than before implementing formative peer-assessment when delivering their presentation in the classroom. They feel comfortable and have no pressure when presenting their works. It is in line with the study by Asari et al. (2017) that self-confidence has three dimensions, such as presenting idea naturally, being able to communicating naturally, and opposing the idea. The feel of comfortable in presentation is also included in those dimensions. In addition, Sarastika (2014) also supports that students who have the good self-confidence are shown by these characteristics. First, the students believe with their own capabilities. Second, the students can express their own perspectives/opinion freely. Third, students have independency in making a decision. Fourth, the students are able to evaluate themselves. Fifth, they can manage their own emotions and attitude. Sixth, they have good social skill. In brief, self-confidence have the significant impact on student's skill in oral presentation. Thus, from this research's results and also the study from Asari et al. and Sarastika, it can be concluded that the students' self-confidence in this class has been developed after implementing formative peer-assessment.

The students' self-confidence in oral presentation also has the important role in shaping their social relationship with their friends. The students in this class agree that formative peer-assessment is the sufficient media to accommodate student's social relationship. In the implementation, students are stimulated to build the interaction with their peers. Peer-scoring, commenting, or giving feedback are the examples of social interaction that built during this assessment. Additionally, De Brún et al. (2022) supports that formative peer assessment build students' learning self-regulation and

encourage them to evaluate their own performance accurately. By a lot of interaction, the students can increase their skill in communication. It is also supported by Baranovskaya et al. (2021) that the students also able to develop their communicative skill. It is very important for students to improve their communicative skill to ease them in conducting oral presentation in the classroom. Beside communicative skill, students can sharpen their teamwork skill during formative peer-assessment implementation. It is in line with Adachi et al. (2018) that formative peer-assessment is able to build the students' social relationship and develop the efficient group work cultures.

Nevertheless, there are some challenges that faced by students in implementing formative peer-assessment during oral presentation activity. Four issues becomes the major problem that appeared when the students doing formative peer-assessment activity in the classroom. Most of issues in formative peer-assessment implementation are related with the students' social relationship. Although formative peer-assessment have the positive impact for students to interacting and socializing with friends, but it does not mean there are no problems. At least, almost every student besides of able to knowing their peers' character, building social relationship, and improving communication, they also get the problems such as getting complaints about score or feedback, making the score in inappropriately, having anxiety in make a score and feedback, and feeling hard to comprehend their peer's presentation and asking questions.

First, the students often get complaints from their peers. It is because their peer is not satisfied with the score or feedback they got. In addition, based on the study from Chekol (2020) that the students give some complaints to their assessor/peers because their feedback is unclear, not useful, and decrease their motivation in learning. Based on the data from the students in this class, most of the complaints that appear during the formative peer-assessment are temporary. They feel disappointed while getting the bad score or feedback at first. The feeling of awkward also appear a few moments after doing formative peer-assessment. As the time goes by, all of their activity is going normal again.

Second, although the complaints or protests are not really give the bad impact on their social relationship, the students in this class still try a lot of method to avoid their friendship's problem especially during the formative peer-assessment in the oral presentation activity. The method they use is making the score/feedback agreement. After the students meet their peers, they make an agreement to give the good score/feedback before they conducting the oral presentation session. In the name of friendship, they do not care and focus of on the scoring criteria that have been set for the English learning process. Whether they have the good or bad oral presentation performance in the classroom, they will give the score as they promised to each other.

Third, by that kind of situation, Strijbos and Wichmann (2018) have been shown their study that the type and quality of peer-assessment is highly affected by the student's interpersonal aspects. Although there are a fixed scoring rubric for the peer-assessment, the social and interpersonal aspect still have the big impact on how the students giving score or feedback to their peer. The result of this research shows that students feel anxious when giving feedback or score to their peers. They still feel anxious if their feedbacks/score can hurt their peer's feeling. It is in line with the research from Stančić (2021) that shows students who get anxiety problem because they afraid their score/feedback is not objective. Suparna (2013) also shows that the activity of providing or accepting feedback or score in the formative peer-assessment

stimulate the anxiety problem form some students. The inappropriate scoring by making scoring agreement and anxiety problem in assessment are the major examples of cheating action that appear in the formative peer-assessment implementation. By those phenomena, the students ignoring the objectivity aspect in scoring their peers.

Fourth, some of the students (at least seven students) in this class have the problem in questioning. They cannot ask a questions after their friends giving presentation. The do not know something or what they have to ask from their peers. It also affect to their capability in expressing their opinions. Based on the study from Sarastika (2014), questioning is also the part of expressing opinion. Black and Wiliam (1998) in their research also state that the key success of implementing peer-assessment is by questioning. When the students ask questions to their peers, they also improve their critical thinking and evaluative skills in the same time. Questioning is the media for students in analyzing their own mistakes, criticizing their peers, obtaining the new knowledge, and also helping students in making the feedback and deciding the score in formative peer-assessment. There are two factors that caused this questioning problem. For instances lack of vocabulary and low level of listening skill. By those factors, they feel confused and have no clue in making questions and feedback for their friends.

CONCLUSION

From the result of this research, formative peer-assessment considered as the new alternative method for the secondary school students that can help them in conducting English oral presentation activity. This kind of assessment is able to improve student's evaluative skill. It is shown from the result that the students in this class have the good media to evaluating their own or peer's oral presentation works, making the constructive feedback, and deciding score by the given scoring rubric through the formative peer-assessment. Moreover, the understandable and simple scoring rubric becomes the major factor of students' successful in this assessment activity.

Beside developing evaluative skill, formative peer-assessment also help students in enhancing their self-regulation skill. This skill covers completing tasks and homework, setting learning targets, building learning motivation, and increasing focus in learning process. On the other hand, formative peer-assessment also increasing students' self-confidence when delivering their ideas or works during oral presentation. This result also show that formative peer-assessment helping them improve their skill not only during the oral presentation activity, but also after the oral presentation activity. In addition, this kind of assessment encourages students to conduct continuous and independent learning.

Conducting formative peer-assessment is not only improving students' self-regulation and self-confidence, but also building their cognitive skill, such as questioning. The students can ask their questions to their peers who present their work in front of the class. They can ask what they do not understand to gain more knowledge and information from the presentation. On the other hand, students are also able to build social relationship with their friends. Questioning is one of the ways for students to maintain their social relationships. Furthermore, students can increase their communicative and teamwork skills which can help them in facing the different cultures or perspectives in the learning process.

Although formative peer-assessment has positive effects for students' learning activity, it does not mean there are no obstacles in its implementation. When conducting formative peer-assessment, some of the students still face the problems such as getting complaints from their peers, emerging cheating activity, feeling anxious in giving feedback, score or questions, and problem in understanding the presentation material.

Based on the findings, there are several suggestions that the researcher provides to make the better implementation of formative peer-assessment in the future. Teachers should make some preparations and guidance before, during, and after formative peer-assessment implementation. Before implementing formative peer-assessment, the teachers should give clear instructions, criteria, and guidelines in the scoring rubric. Moreover, the teacher also should instruct students on what they have to do and what kind of tasks they have to work on. Then, the teacher convinces the students about the concept of formative assessment that this assessment is not for underestimating each other, but to constructing each other. During the implementation, Teachers should supervise the students' peer-assessment activity especially when students presenting their works, giving the score, making feedback, questioning their friends, and accepting their own score. This action is needed to avoid the subjectivity such as for the students who make up the score by themselves without considering from the scoring criteria. After the assessment, the teacher should pay attention the students score before submit them to the learning reports.

The students also should build the positive mindset about the formative peer-assessment by having discussion with their peers or asking the guidance to their teachers intensively to avoid any misunderstandings during the formative peer-assessment. By this research, the teachers and students in secondary school level are able to understand the essence of the formative peer-assessment, which concerned not only in the learning result, but also in the learning process. So, this kind of assessment is also the concrete implementation of the long life education value.

The researcher hopes that the formative peer-assessment research can be developed in more wide scope, especially in the primary education scope. So, this assessment is not only being exclusive only for the higher education since it has the big impact on students' social skill. Moreover, by this research, the teacher, especially in the secondary school level, have the good modal to improve their English teaching by implementing formative peer-assessment and the students in the secondary level will get used to implement the collaborative learning model through formative peer-assessment.

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