Peer Score Presentation in Non-English Department Classes: Investigating Students' Perceptions to Boost Confidence

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Abstract

English is a required course during the first and second semesters learning in Vocational Higher Education in Indonesia. Recognizing the importance of future career demands, presentation skills are incorporated into the Semester Learning Plans as English for Specific Purposes. This research focuses on students' perspectives regarding English learning through presentations regarding their own field particularly the implementation of peer scoring. Employing a qualitative descriptive approach, the study involved first-semester students at Politeknik Negeri Banjarmasin. 115 students of Banjarmasin State Polytechnic, Indonesia majoring in Mining Engineering (19 students), Civil Engineering (35 students) and Accounting (61 students) responded to a questionnaire, and ten students were interviewed, serving as voluntarily participants. Data collection method included a questionnaire administered via Google Form and interviews for triangulation. Students filled in the questionnaire after scoring their peer's presentation. In scoring their peers, they used a presentation scoring rubric. Findings indicate a generally positive perception among students towards peer scoring presentations. Despite experiencing anxiety during preparation and delivery of presentation, students expressed high motivation and found the presentation experience rewarding as the scores from the lecturer and from their peers. The scoring rubric helped them guide along the process. Some students who commonly do not pay attention to the presenters in the presentation are now fully paying attention because they are in charge to score. The implication of this research is to highlight students' ability to deliver a presentation as well as build their confidence in speaking activities.

Keywords: Peer Score Presentation, Perceptions, Confidence

I INTRODUCTION

Presentation in English for students who are not native speakers of English is not an easy task. At the presentation, they are required to master concepts, strategies, and practice them well, especially because they must do it in English which status is a foreign language. Thus, this provides a special challenge for students with EFL background (Purwati et al., 2023). However, acquiring verbal presentation skills in classroom learning, where students are assigned to present ideas, arguments, opinions, and outcomes in groups or individuals is essential (Tsang, 2020). All activities aiming at improving students' verbal presentation skills will be beneficial when they graduate and start working as professionals (Radosavlevikj, 2023; Waluyo & Rofiah, 2021).

Presentation is one of the materials that can facilitate the application of student-centered, collaborative skill as well as critical thinking. In Politeknik Negeri Banjarmasin, this material is available in English 1 and English 2 course that is related to the Semester Learning Plan in Learning Outcome 5 that is students are able to perform oral and written communication well and accepted, especially on the dissemination of technical information related in the field of science or their study program. Politeknik Negeri Banjarmasin has 21 study programs. If investigated further, it would be invaluable if in the future the student of State Polytechnic Banjarmasin was able to master the presentation skills in English. This will greatly enhance their ability in future careers (Phan et al., 2022; Tsang, 2020). One of the companies in Banjarmasin required the employer to deliver the presentation in English if they want to be in the top position of the company. This is due to the company needs to communicate with other companies abroad.

In addition, along with the application of the latest curriculum MBKM (*Merdeka Belajar Kampus Merdeka*), learning is more focused on students where students are required to be more active, creative, and critical, not excluding in the learning of English as a Specific Purposes. Therefore, it is of utmost importance to know the perception of the student in conducting English language presentations as the foundation of the strategy and part of the evaluation for instructors for the improvement of teaching in terms of methods and teaching materials.

Publication of ESP topic in 3.791 articles in Scopus-indexed journal with the keywords of English for Specific Purposes resulted this picture. These articles were published in 2003-2023/ 20 years. Some words that are related such as motivation, oral presentation, communication,

skills, etc. Some previous studies have highlighted the importance of students' skills in making presentations on cognitive factors but still few that dig students' perceptions on affective factors (Chan, 2018; De Grez et al., 2010; Roslim et al., 2023). Previous studies: Significant differences were found in the use of affective social strategies between English-language majors and non-English majors (Tian, 2019). Ningsih & Nurjati (2022) showed problems on affective factors that emerged including environmental factors that did not support them to speak English on a daily basis, the lack of motivation they obtained from their surroundings, and the fear of making mistakes. The research questions of this study are: (1) How is students' perspective regarding English learning through presentations in their own field particularly the implementation of peer scoring? (2) How is students' confidence after learning and receiving peer feedback?

II METHOD

This study employed a descriptive quantitative research. The qualitative research is in accordance with the nature of the problems raised (Creswell & Creswell, 2018). This study describes students' perceptions of peer score presentation in non-english department classes particularly concerning their confidence. The variable in this study is a single variable namely perception in peer scoring presentation while the sub-variable students' confidence. This study took place at Politeknik Negeri Banjarmasin. The population was all students enrolled in English course on the material of delivering a presentation. Meanwhile, the participants in the study were 115 students from three different study programs. In detail, 19 students are from Mining Engineering Study Program, 35 students from Civil Engineering Study Program and 61 students from Accounting Study Program.

The procedure of this research is that the students learned the material of presentation in 8 meetings (meeting 9 to meeting 16). The materials are opening of presentation (greetings, introduction, purpose of presentation, and presentation outline), body of presentation including presentation strategies and signposting language, and closing. During these three parts of presentation, the students are provided reading texts focusing on their field (mining, civil, and accounting). They are given four reading texts with questions based on their field. At the same time, they have to read more sources of reading in line with the topic that they group has chosen and prepare the Powerpoint presentation slides. During these eight meetings, they practice delivering the presentation, and at the sixteenth meeting, the presentation was scored by the lecturer and peers in the classroom. All students were given a detail presentation rubric and a peer presentation scoring rubric and taught how to score. Soon after the presentation ended, the peers uploaded the score through Google Form and the lecturer counted the average score. Three best

presenters of each class were also announced immediately. All students can see their own scores as display right after the peer scoring, but the peers' name remained anonymous.

In this sixteenth meeting, all students as participants responded to two questionnaires. The first one was about their perceptions after receiving scores from their peers comprising of yes and no responses adapted from White (2009). Meanwhile, the second one adapted from Finch (2004) aiming to examined their confidence level. The questionnaire is in Likert Scale of a) SA (Strongly agree), b) A (Agree), c) D (Disagree), and d) SD (Strongly disagree). On positive statements (favorable), answer strongly agree is given a value of 4, agree is given a value of 3, disagree is given a value of 2, and answers strongly disagree given a value of 1. Conversely, in a negative statement (unfavorable), answers strongly agree are given a value of 1, agree is given a value of 2, disagree is given a value of 3, and answers that strongly disagree are given a value of 4. As all data has been collected, the researchers proceed into data reduction. All data was edited and coded [14]. SPSS 24 was employed to proceed the descriptive statistics. All data was displayed and verified. The researchers used Sturges formula to establish the criteria of the perception. Finally, the researchers drew conclusions based on the results of this study.

III RESULT

The results of this study are divided into two; the results of the variable of perception in general and each sub-variable. Students' perception as a rater or being rated, in general as given in Table 1 and students' confidence level as seen in Table 2.

Table 1. Being a Rater or Being Rated by Peers

Item	Yes	No	Combined totals
1. I was comfortable being a judge to score my peers presentations.	109 (95%)	6 (5%)	Agreement= 95% Disagreement= 5%
2. I was comfortable having my presentations judged and scored by my peers.	112 (97%)	3 (3%)	Agreement= 97% Disagreement= 3%
3. The overall scores my peers gave me were fair and reasonable.	106 (92%)	9 (8%)	Agreement= 92% Disagreement= 8%
4. Assessing other students' presentations helped me plan and deliver my own.	77 (67%)	38 (33%)	Agreement= 67% Disagreement= 33%

Item					Combined totals
5. I am more motivated when scored by my peers.	78 (68%)		37 (32%)		Agreement= 68% Disagreement= 32%
6. I am more nervous when my peers scored me.	112 (97%)		3 (3%)		Agreement= 97% Disagreement= 3%
7. I am worried of bad scores from my peers.	108 (94%)		7 (6%)		Agreement= 94% Disagreement= 6%
8. I enjoyed being scored by both the lecturer and my classmates.	101 (88%)		14 (12%)		Agreement= 88% Disagreement= 12%
Item	Very Good	Good	Not Good	Very Bad	Combined totals
9. What do you think of this peer scoring?	40 (35%)	74 (64%)	0	1 (1%)	Agreement= 99% Disagreement= 1%
10. In relation to your response on question 9, why or why not?	S2: My friends paid attention to me. S5: The scoring is not only from the lecturer, but also from friends. S11: It is my first experience, and it is interesting to pretend being a lecturer. S20: Not every student gave objective scores.				

The next calculation after obtaining the descriptive statistics results is Sturges formula to establish the criteria of the perception. First, the number of participants (N) is 115. Second, the interval class is (K) = 1 + 3,3 log N. (K) = 1 + 3,3 log 115 = 7,80, so the interval class consists of six categories namely Extremely positive, very positive, positive, negative, very negative and extremely negative. Third, the range of interval class is counted using the minimum and maximum score of the questionnaire responds (R) = 45 - 12 = 33. The last, the width of the interval class (L) = R - K = 33: 7,80 = 4,23. It is seen in Table 2 that the percentage of this general perception of delivering a presentation in English is the highest that is 48,70% (extremely positive). The detail range of each category is given in Table 2. In general, the participants perceived that presentation in an English class positively (89,57%), seen from the range of the interval class among 34-45 with the frequency of 103 of 115 participants of this study. Meanwhile, the negative perception takes 10,43% of all participants.

Table 2. Frequency Distribution of Scores on Students' Perception in Delivering a Presentation

No	Category	Range of Interval Class	Frequency	Percentage	Average
1.	Extremely positive	42 - 45	56	48,70%	
2.	Very positive	38 - 41	30	26,09%	89,57%
3.	Positive	34 - 37	17	14,78%	

4.	Negative	30 - 33	2	1,74%	
5.	Very Negative	26 - 29	2	1,74%	10,43%
6.	Extremely negative	16 - 25	8	6,96%	
		Total	115	100%	

Table 3. Students Confidence Level

Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I have the ability to present in English.	4%	52%	41%	3%
2. If I try my best, I will achieve my learning goals in this English course.	37%	59%	4%	0%
3. My English skills will improve if I keep studying.	50%	49%	1%	0%
4. I enjoy speaking English in class on presentation material.	3%	46%	43%	8%
5. Trying to speak English is more important than grammatical accuracy.	9%	61%	30%	0%
6. I enjoy learning with my group members in class on presentation material.	15%	68%	17%	0%
7. My contribution is as important as others' on presentation material.	12%	83%	5%	0%
8. I participate even if I am shy or nervous.	24%	73%	3%	0%
9. I ask for help from the lecturer if needed.	35%	65%	0%	0%
10. I participate in all activities in class on presentation material.	12%	85%	3%	0%
11. If I don't understand, I say so.	17%	76%	7%	0%
12. I try my best, no matter the situation.	31%	67%	2%	0%
13. I keep trying to learn, even if I am nervous.	36%	61%	3%	0%
14. It's okay to make mistakes when trying a new language.	47%	51%	2%	0%
15. I don't worry about what other students think of my English.	28%	51%	18%	3%

16. I don't worry about what the lecturer thinks of my English.	18%	54%	28%	0%
17. I believe in myself.	43%	48%	8%	1%
18. I trust my feelings and emotions.	32%	59%	9%	0%
19. I reflect on my learning (e.g., "How did I do?").	30%	67%	3%	0%
20. I am a good language learner.	10%	70%	17%	3%
			Average	62.25

Meanwhile, and the results of the students' experience in delivering a group presentation as depicted in Table 3 showed another positive result, though it is not very high. The average score from 115 participants is 62.25% of 80 score as the highest because the Likert scale is adapted to four choices only. The original version is five choices with the maximum score of 100. The closer the number to 80, the higher the students' confidence is.

IV DISCUSSION

The results of the study indicate students' perceptions and experiences regarding peer evaluation during presentations. The general perception of students towards peer-score presentations revealed a broad range of responses, with scores ranging from 109 to 289. The mean score of 145.23 suggests a moderate level of perception across these factors. The standard deviation of 14.715 indicates some variability in students' responses, although not excessively wide. The distribution of responses shows that a significant portion of students tended to "agree" with the statements related to peer evaluation, while only a small percentage "strongly disagreed." This suggests that most students had a generally positive or neutral perception of the peer evaluation process. This result is related to the social constructivism and peer learning. Social constructivism, as proposed by Vygotsky emphasizes the importance of social interactions in learning (Alkhudiry, 2022; Bada, 2015). Peer evaluation fits well within this framework, as it encourages students to engage with one another's work, thereby facilitating a deeper understanding through collaborative learning (De Grez et al., 2010; Nejad & Mahfoodh, 2019; Okuda & Otsu, 2010). This study's finding that students found peer assessment to be beneficial in planning and delivering their own presentations supports the notion that learning is enhanced when students interact with and evaluate the work of their peers. This is in line with the study conducted by Chan (2018); Nejad & Mahfoodh (2019). This suggests that peer evaluation not only serves as an assessment tool but also as a learning process that can lead to improved

performance and understanding. Therefore, educational practices are suggested to incorporate more peer evaluation activities to harness the benefits of collaborative learning. This can lead to improved student outcomes by allowing them to learn from each other's strengths and weaknesses.

A high percentage of students felt comfortable scoring their peers, indicating a strong acceptance of the role of a rater. Similarly, the students were comfortable being rated by their peers, showing a high level of trust and acceptance of peer feedback. The perception of fairness in peer scoring was also high, with 92% of students agreeing that the scores they received were fair and reasonable. Effective feedback is crucial in motivating students and guiding them towards better performance (Amelia, 2016; Amelia et al., 2018; Amelia & Rusmanayanti, 2017). Peer feedback, being more relatable, may be perceived as more relevant and thus more motivating. The study's finding that students reported increased motivation when being scored by peers supports the idea that peer feedback can be a powerful motivator. However, the fact that most of the students also felt more nervous highlights the dual-edged nature of peer evaluation, where it can motivate but also create anxiety. Thus, lecturers should balance peer evaluation with other forms of feedback to mitigate anxiety while still forcing the motivational benefits. Preparing students to give and receive feedback constructively can also reduce anxiety and enhance the positive impacts of peer evaluation (Setiawan, 2021).

Regarding the impact on motivation and nervousness, a notable portion of students reported increased motivation when being scored by their peers, highlighting the potential positive impact of peer evaluation on student engagement. On the other side, the majority of students admitted to feeling more nervous when scored by their peers, indicating that peer evaluation also introduces a significant level of anxiety. Despite this anxiety, the students expressed concern about receiving bad scores from peers, which may suggest that the stakes of peer evaluation are perceived as high. The study conducted by Alharbi (2021); Asnur (2017); Huda & Ma'mun (2020) suggest that while some level of stress or anxiety can improve performance, excessive anxiety may hinder it. The mixed findings of motivation and nervousness in this study illustrate this principle. This current study's findings indicate that while peer evaluation can enhance motivation, it also significantly increases anxiety. In other words, peer evaluation could be beneficial up to a certain point, beyond which the anxiety might negatively impact performance. In practice, educators should consider the individual differences in students' responses to peer evaluation. Providing support mechanisms, such as guidance on giving and receiving feedback or combining peer evaluation with self-assessment, could help mitigate excessive anxiety (Woodrow, 2006; Zhang, 2019).

When discussed the effectiveness and enjoyment of peer scoring, this study revealed that students believed that assessing other students helped them in planning and delivering their own presentations, suggesting that peer evaluation has a constructive role in enhancing students' presentation skills. The students also enjoyed being scored by both lecturers and classmates, indicating a general satisfaction with the peer evaluation process. Regarding the quality of the peer scoring process itself, 99% they rated it positively (either "Very Good" or "Good"), with only 1% considering it "Very Bad." Assessment fairness is a key concern in educational theory, particularly in ensuring that all students feel that their evaluations are unbiased and equitable. The study's finding that 92% of students felt that peer scores were fair and reasonable is encouraging, suggesting that peer evaluation can be implemented in a way that is perceived as equitable (De Grez et al., 2010; Nejad & Mahfoodh, 2019). The high levels of comfort with both giving and receiving peer evaluations further underscore this perception. When implementing peer evaluations, it's essential to establish clear, transparent criteria and provide training for students to ensure that the process is fair. This will help maintain trust in the evaluation process and encourage honest, constructive feedback. Student satisfaction is often linked to engagement and motivation in learning (Fuertes et al., 2023; Liang & Kelsen, 2018). Theories of student-centered learning emphasize the importance of involving students in the assessment process to increase their ownership and engagement. The study's result that students enjoyed being scored by both lecturers and classmates, and they rated the peer scoring process positively, suggests high levels of satisfaction and engagement with the peer evaluation process. This positive response indicates that peer evaluation can be a valuable tool not only for assessment but also for increasing student engagement and satisfaction. Incorporating regular opportunities for peer evaluation could enhance the overall learning experience and student outcomes.

Some important points for teachers on peer score presentation in non-english department classes are: understanding peer score presentation from the concept clarity. The lecturers must ensure students understand the goals and materials in presentation, clarify the scoring rubric and how it benefits the learning process, and provide clear and detailed steps (in this study, it was held in 8 meetings). Then, the lecturers must emphasize the purpose of the activities namely to provide teamwork, constructive feedback, enhance learning, and improve communication skills and highlight how this method encourages active participation and critical thinking. In order to boost students' confidence, lecturers particularly should create a supportive environment by foster a classroom culture where mistakes are seen as learning opportunities (Ferretti et al., 2019; Käfer et al., 2019; Lee, 2020). Then, positive reinforcement is encouraged from lecturers and peers to build a supportive community to lower students' affective filter or block to learning (motivation, confidence, low anxiety) (Fajrin et al., 2019; Mertens et al., 2021). Lecturers also provide students

with ample opportunities to practice presenting, score students in a non-threatening setting (weekly meeting, show them the scores), and conduct mock presentations to reduce anxiety and build familiarity with the process. Lastly, the availability of clear scoring rubric help students present and score to reduce ambiguity and anxiety (Grieve et al., 2021; Hasibuan & Irzawati, 2020) to which finally make students know how to use these tools effectively.

V CONCLUSION

In conclusion, the study reveals that while peer evaluation is largely accepted and considered fair by students, it also introduces a significant level of anxiety. Despite this, students recognize the benefits of the process in terms of motivation and improving their own presentation skills. The overwhelmingly positive rating of the peer scoring process suggests that, overall, students find this method of evaluation to be both effective and enjoyable. Confidence and motivation are interconnected in a way that can significantly impact students' learning experiences and outcomes. By understanding and nurturing both, teachers can create a more positive and effective educational environment. Lecturers should foster a growth mindset by helping students understand that everything can be accomplished through dedication and hard work thereby boosting their confidence and motivation. Lecturers should provide constructive feedback, set achievable goals, create a supportive environment, and recognize individual efforts.

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