

Peer Assessment in EFL Oral Presentation: Implementation and Students' Perceptions in Indonesian Senior High School

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ABSTRACT

Oral presentations are one of the most challenging speaking activities for EFL learners, but assessment in most Indonesian high school classes is still teacher-centered, which limits students' active participation in the evaluation process. This study investigates the implementation of peer assessment in EFL oral presentation activities at senior high school in South Sulawesi, Indonesia, and explores students' perceptions of its use. Using a qualitative case study design, this research involved one EFL teacher and 18 grade XI students as participants. Data were collected through classroom observations, semi-structured interviews with six purposively selected students, and document analysis of completed peer assessment rubric form. The findings show that peer assessment was successfully carried out through three structured phases: preparation before the assessment, active participation during the presentation, and filling out the rubric along with collecting written feedback. A simple rubric focusing on three aspects Delivery, Content, and Language Use proved to be practical and manageable for senior high school students. However, its implementation also presented some challenges, including friendship bias, limited evaluator knowledge, divided attention, and difficulties in writing feedback in English. Despite these challenges, student generally perceived peer assessment positively, reporting reduced speaking anxiety, enhanced self-reflection, and increased motivation to improve their English-speaking skills. These findings show that peer assessment, when supported with clear guidance and students-friendly rubrics, can be an effective and sustainable formative assessment strategy in EFL oral presentation classes, especially in large classes where personalized teacher feedback is limited.

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1. Introduction

In English as a foreign language (EFL) learning, oral presentation is one of the most complex forms of speaking skills in English language learning. Ideally, students are expected to be able to convey ideas in structured, communicative, and confident manner. However, the reality is that many EFL students are trapped in high speaking anxiety feeling afraid of making mistakes, embarrassed, and lacking confidence, so the presentation sessions often become a mental burden rather than a means of self-development (Hatiza & Heki, 2025). This challenge also appears in other EFL context. For instance, in China, speaking anxiety has been found to negatively correlate with students' oral presentation performance, especially in vocal delivery and overall communicative confidence (Rongxi & Yuxi, 2024; Weda et al., 2021; Rahman & Karubaba, 2025). Similarly, in Vietnam, limited vocabulary and grammar mastery also hinder students from expressing their ideas effectively (Thanh Phuong & Phuong Quynh, 2024). This condition also evident in the Indonesia secondary school context.

At the senior high school level, students are expected to deliver oral presentations as part of their English learning activities, but many still struggle with speaking anxiety, limited vocabulary, and lack of confidence in performing in front of their peers (Malik, 2025). Furthermore, the lack of opportunities to practice speaking English actively, both inside and outside the classroom makes oral presentation an increasingly demanding task for EFL learners (Gürbüz & Cabaroğlu, 2021). In addition to those challenges, the assessment of oral presentation in EFL classrooms has traditionally been dominated by teacher -centered evaluation, where the teacher serves as the sole assessor. This conventional approach

places the students in a passive role, they simply perform and then receive a grade without being actively involved in the evaluation process (Meylani, 2024). Moreover, when the teacher is responsible for assessing a large number of students simultaneously, the feedback provided tends to be limited and less detailed, leaving students with little guidance for improvement. Besides that, the assessment of the teacher does not encourage the students to think critically or reflect on their own performance, nor on their peers (Concina, 2022). This condition, therefore, is clearly not in line with the principle of students-centered learning, which emphasizes active students participation, autonomy, and self-directed development in the learning process (Ejide et al., 2022; Andini et al., 2026; Anggriyani et al., 2026).

As a response to the limitation of teacher-centered assessment, peer assessment has emerged as alternative strategy in EFL classrooms. Peer assessment is defined as a process in which students evaluate each other's performance based on the criteria that has determined, enabling them to take an active role in the assessment process (Jiang et al., 2022). This approach offers several benefits for EFL learners. First, peer assessment actively involves students in the evaluation process, change their role from passive recipients to active and critical evaluators (Doroudi et al., 2024). Second, because feedback comes from some peers rather than one teacher, students can receive a richer and various input that support their speaking development more effectively (Kusumayanthi, 2022). Third, the process of evaluating peers' oral presentation encourages students to think critically, reflect on their own performance, and develop the sense of responsibility toward their own learning (Hamad et al., 2025). Besides that, peer assessment aligns with the principles of learner-centered, because it is encouraging students autonomy, engagement, and collaborative participation in the classroom (Rahmatillah & Fajrita, 2022; Weda et al., 2022; Sukristiningsih et al., 2026). In the Indonesian EFL context, peer assessment has also been found to effectively support students' speaking skill development and active participation in the learning process (Widyastuti et al., 2021).

Despite the growing body of research on peer assessment in EFL contexts, studies that specifically examine its implementation in oral presentation activities remain limited, especially in the Indonesian EFL setting. Most existing studies only focus on students' perceptions (Widodo & Chakim, 2023), or general benefits of peer assessment in writing rather than speaking skills (Hentasmaka & Cahyono, 2021). Moreover, not many studies have looked at both how peer assessment is carried out and what students think about it at the same time. As (Ardill, 2025) emphasizes, that although students' involvement in feedback continues to be promoted, there is still a contradiction between the purpose of task design (implementation) and the quality of the experience perceived by students in the field.

Therefore, this study wants to fill this gap by looking at both the practice and the students' perception about peer assessment in oral presentations. Understanding both sides is very important because it changes assessment from a stressful grading test into a helpful learning process. By looking at how students evaluate their friends, this study provides an alternative way to help students feel less nervous and reduce the heavy pressure of traditional tests. In the end, this study is useful for helping teachers find the practical ways to make students more independent, think critically, and feel more supported when learning English.

In the end of the study is useful for helping teachers find practical ways to make students more independent, think critically, and feel more supported when learning English. Specifically, this study is guided by the following research questions: (1) How is peer assessment implemented in oral presentation activities among EFL students? and (2) What are the students' perceptions regarding the implementation of peer assessment in their oral presentation?

1.1 Oral Presentation in EFL Classroom

Oral presentation is widely recognized as a multi-faceted skill that requires not only linguistic competence but also psychological readiness. In EFL classrooms, oral presentation serves as one of the most effective activities to test and develop students' speaking capability (Wu, 2025). Beside improving language skills, oral presentation also helps students in other important ways, such as building their confidence, encouraging them to communicate with classmates, being more creative, and working together (Aayed & Hamid, 2023). According to Yin et al. (2022), oral presentation consists of several key components, including content organization, language use, delivery, and interaction with audience. Unlike with casual conversation, formal presentation requires a high-level linguistic competence, including mastery of grammar, vocabulary, and pronunciation, as well as nonlinguistic skills such as rhetorical ability and audience engagement (Ati & Parmawati, 2022).

In the Indonesian secondary school context, oral presentations often trigger significant speaking anxiety (Wijaya, 2023). Many students think that perceive presenting in front of their peers as high stakes, which causes them to feel nervous, fear negative assessment, and experience a lack of confidence (Grieve et al., 2021). This caused by limited exposure to active English communication outside the classroom. Consequently, oral presentation may become sources

of stress that hinders students from demonstrating their true linguistic potential. These challenges indicate that the framework through which oral performance is evaluated immensely in the students' language learning journey.

1.2 Traditional and Teacher-Centered Assessment Limitation

Unfortunately, in most EFL classrooms, only the teacher gives the grade, which means students are not actively involved in the assessment process (Meylani, 2024). This conventional approach, known as teacher-centered assessment, places students in a passive role where they simply perform and receive a grade without being given the opportunity to reflect on their own or their peers' performance (Concina, 2022). Moreover, when a single teacher is responsible for assessing a large number of students simultaneously, the feedback provided tends to be limited and less detailed, leaving students with little guidance for improvement.

This situation is supported by with the recent findings of (Rasyid et al., 2024) in the Indonesia senior high school context, which show that large class sizes often exceeding 30 students and overloaded curricula severely restrict EFL teachers from delivering personalized, high-quality formative feedback on speaking tasks. As a result, students rarely have the chance to understand what they need to improve or how to develop their speaking skills further. This issue is particularly evident in Indonesian EFL classrooms, where teacher-centered assessment remains the dominant practice, limiting students' opportunities to actively participate in the evaluation process (Widodo & Chakim, 2023). This condition is clearly misaligned with the principles of learner-centered learning, which emphasizes active student participation, autonomy, and self-directed development in the learning process (Ejide et al., 2022). Therefore, there is a growing need for alternative assessment approaches that are more inclusive, formative, and supportive of students' speaking development in EFL classrooms.

1.3 Peer Assessment as a Formative Strategy

To address the challenges in oral communication, Peer Assessment (PA) has emerged as a significant pedagogical strategy. Peer Assessment is defined as a rule which individuals consider amount, level, value, worth, quality, or success of the product or outcomes of learning of peers of similar status (Yin et al., 2022). Peer assessment is based on socio-constructivism, which views learning as a social process. In peer assessment (PA), students act as "critical friends," giving each other and relatable feedback (Gill, 2025). This is more than grading the final work, but it promotes "Assessment as Learning" (AaL), where students build metacognitive skills by reflecting their own work while reviewing the peers' work (Serrano-aguilera et al., 2021). The benefit of peer assessment in EFL contexts are well documented.

First, peer assessment engages students in reflective practices by requiring them to critically evaluate their peers' work, which deep their understanding about the assessment criteria and encourage the strength sense of responsibility toward their own learning (Hamad et al., 2025). Second, feedback of peer has been empirically shown to contribute the development of oral presentation skills, including the development in pronunciation, fluency, and vocabulary (Liao, 2025). Third, Peer assessment supports student autonomy in language use with emphasis on speaking skills, and it has been proven to enhance self-regulated learning as well as critical thinking (Doroudi et al., 2024). Given these benefits, peer assessment has gained increasing attention as a promising alternative to teacher-centered assessment, particularly in EFL speaking contexts.

Students' perceptions toward peer assessment play a crucial role in determining its effectiveness. Research has shown that students generally develop positive perceptions toward peer assessment, particularly as they gain more experience with the process (Joh & Plakans, 2025). When students view peer assessment positively, they tend to engage more actively and provide more meaningful feedback, which contributes to improvements in speaking confidence, fluency, and pronunciation (Amelia, 2022). However, some students may uncomfortable assessing their peers because lack of confidence or fear of damaging friendships, which can give impact to the objectivity and quality of their evaluations (Hamad et al., 2025; Ridwan et al., 2025)

1.4 Designing Student-Friendly Rubrics for Peer Assessment

Peer assessment in oral presentation usually carried out by providing students with a structured assessment rubric to help students evaluate their peers' performances more objectively and consistently. Through this tool, students evaluate their friends' presentations based on predetermined criteria such as content, delivery, language use, and organization. Therefore, rubrics are very important, because they can help students assess more objectively and consistently, then guide them in giving constructive feedback (Morton et al., 2021). In line with this, the foundational theory of formative assessment by Black & William (2011) emphasizes that peer evaluation works best when the criteria are clear and easy for students to understand.

Therefore, to avoid overwhelming high school students, the assessment tool is simplified into three main areas, delivery, content and language use. As a result, the students focus on both listening and assessing at the same time, while still covering the key aspects of a good oral presentation. Despite its benefits, however, the implementation of peer assessment also comes with challenges. The potential for friendship bias, differences in scores with teachers, and students' lack of experience in evaluating become obstacles that need to be addressed with adequate training (Ridwan et al., 2025). In short, research shows that peer assessment is a very helpful and useful way to support students when they practice speaking and presenting in English class.

2. Methodology

This study employed a qualitative approach with a case study design to gain an in-depth understanding of how peer assessment was implemented in oral presentation classes and how students perceived it. The case study design is considered appropriate because it allows researchers to explore real situations in their natural environment (Coombs, 2022). This study was conducted at senior high school in South Sulawesi, Indonesia. This school was selected because it has implemented oral presentation activities as part of its English language learning program. The participants consisted of one EFL teacher and approximately 20 students from one Grade XI class. The teacher was selected because her direct involvement in designing and implementing peer assessment activities. Meanwhile, six students were purposively selected for interviews, comprising two actively engaged students, two moderately engaged students, and two passive students, in order to capture a range of perspectives. This approach aligns with purposive sampling, which allows the researcher to select participants based on characteristics relevant to the research questions (Creswell, 2013)

Three data collection techniques were employed in this study: observation, interview, and document analysis. The process started with coordinating with the teachers and preparing the research instruments, including observation checklist, interview guides, and peer assessment rubrics. The peer assessment rubric was created by adapting the oral presentation components proposed by Yin et al. (2022), which focus on the content, delivery, and language use. The design of this rubric also follows the formative assessment principles suggested by Black & William (2011), which emphasize that assessment criteria should be clear and easy for students to understand. So, this rubric was simplified into these three main areas so that it wouldn't overwhelm high school students.

During the oral presentation session, the researcher observed the process directly. Six students were then interviewed in a comfortable setting to encourage honest responses. All collected data, including field notes, rubric documents, and interview recordings were transcribed and organized into a systematic database for further analysis. The data were analyzed using thematic analysis, following the six steps proposed by Braun & Clarke (2006): familiarizing with the data, generating initial codes, constructing themes, reviewing themes, defining and naming theme, and producing the written findings. This method was chosen because it is flexible and particularly suitable for exploring people's experiences and opinions, which aligns with the aim of this study: to understand how peer assessment was carried out and what students thought about it.

Data were drawn from three sources: observation notes, which used to examine how peer assessment was implemented; interview transcripts, which captured students' perceptions of the process; and rubric documents, which provided evidence of how students applied the assessment criteria in practice. To ensure the trustworthiness of the findings, the researcher applied two techniques based on Lincoln & Guba (1985). First, data triangulation was used by comparing all three data sources to verify that findings accurately represented actual field conditions (Patton, 1999). Second, member checking was conducted by returning the analysis results to participants to confirm that interpretations aligned with their intended meanings and to minimize research bias.

3. Results and Discussion

This section presents the findings from the study based on data collected through classroom observations, semi-structured interviews, and analysis of peer assessment rubric documents. These findings are organized into three main themes that emerged from the thematic analysis: (1) the implementation of peer assessment in oral presentations, (2) challenges experienced by students during peer assessment practice, and (3) benefits perceived by students as a result of engaging in peer assessment. A summary of these themes along with their corresponding sub-themes is presented in Table 1, followed by a detailed discussion of each theme.

Table 1. Summary of Themes and Sub-themes on the Findings

No.	Theme	Sub-Theme
1	The Implementation of Peer Assessment	1.1 Pre-Assessment Preparation & Rubric Introduction
		1.2 Active Participation During the Presentation Session
		1.3 Rubric Completion & Written Feedback Collection
2	Perceived Challenges during Peer Assessment	2.1 Emotional Discomfort and Friendship Bias
		2.2 Evaluators' Limited Content and Criteria Knowledge
		2.3 Divided Attention and Environmental Barriers
		2.4 Difficulty in Writing Feedback
3	Perceived Benefits of Peer Assessment	3.1 Reduction of Speaking Anxiety
		3.2 A Useful Tool for Self-Reflection
		3.3 Increased Motivation to Learn English

As shown in Table 1, the findings indicate that implementation of peer assessment involves three sequential phases, starting with pre-assessment preparation and introduction of the rubric, followed by active students participation during the presentation sessions, and ending with completing the rubric and collecting written feedback. Meanwhile, students' experiences during the practice are influenced by both challenges and benefits. The main challenges revolve around emotional discomfort due to friendship bias, limited content knowledge of the assessors, divided attention during live presentations, and difficulties in providing written feedback in English. Despite these challenges, students experienced several significant benefits, including reduced speaking anxiety, opportunities for self-reflection, and increased motivation to learn English. Each of these themes and subthemes is explained in more detail in the following subsection.

3.1 The Implementation of Peer Assessment in Oral Presentation

The first research question explores how peer assessment was implemented in the EFL oral presentation classroom. Based on classroom observations, student interviews, and document analysis, the implementation process was divided into three phases: pre-assessment preparation, active participation during the presentation session, and rubric completion and feedback collection.

3.1.1 Pre-Assessment Preparation & Rubric Introduction

The first part of the findings shows how peer assessment was integrated into the oral presentation session. Based on classroom observations, the implementation went smoothly and was divided into three structured steps: pre, during, and post-presentation. In the pre-presentation phase, the purpose of the speaking assessment was explicitly communicated to the students to ensure they understood why peer evaluation was necessary. To help ease any anxiety learners might feel, the lesson was presented with the idea that grading would be done by their classmates instead of a teacher, making the situation more relaxed and comfortable. Even though a few participants were a bit confused at first, this was sorted out with a thorough run-through of the simplified 3-point rubric (Content, Language Use, and Delivery). Furthermore, students were really encouraged to value honesty and objectivity over social friendship when giving scores.

The students' interview answers showed that this clear explanation and the simple rubric design really helped them. For example, students 5 said:

Data 1

"So, the way of explaining is very clear and easy to understand. So, when it comes to assessment, when friends evaluate, they can do it immediately; it is easy to assess because there has already been an explanation before and from the researcher".

Similarly, student 6 mentioned that the Indonesian translation on the rubric sheet was very helpful:

Data 2

"As for the rubric, it's good Miss because there is also a translation, so sometimes if you don't understand the English, you can look at the translation again".

Student 18 also added that even though this method was new for them in the 11th grade, the clear guidelines removed their confusion:

Data 3

"At first, it was like still confusing because I didn't understand what was going to be done... from the explanation, it's good because it seems clear how to give the scores."

Overall, the pre-assessment preparation phase is really important to make sure students understand their roles as assessors and feel confident using the rubric before the presentation sessions start.

3.1.2 Activate Participation During the Presentation Session

During the presentation phase, students began to listen to their peers and fill out the rubric. Classroom observation showed that after a few minutes, students became enthusiastic and paid close attention to the presentations. The simple 3 aspect format made it easy for them to manage their focus. Most students could listen well while ticking the assessment sheet at the same time without feeling overwhelmed.

And in the interviews, students explained how they managed their focus. Students 9 noted that the ticking format made the process stress-free, even though they had to split attention between watching and writing:

Data 4

"In terms of filling it out, it's just ticking boxes... But it's not too easy, but not too hard either from my own perspective. Because while paying attention to my friend presenting, I also take notes. So, my focus gets divided in two. I take notes and pay attention to my friend who is presenting."

Students 10 also expressed that they enjoyed the experience of being an evaluator:

Data 5

"Of course, I feel happy because I am given the opportunity to assess my classmates in class... Certainly, there is no difficulty for me because the rubric is very clear... and it is very good for us to use for assessment."

These observations show that a simplified rubric design effectively helps students manage their dual roles as both audience members and peer evaluators during live presentation sessions.

3.1.3 Rubric Completion & Written Feedback Collection

After the presentations were finished, the student immediately collected their rubric sheets. A document analysis of the completed rubrics showed highly positive results. Out of 36 distributed rubrics, almost all sheets were completely filled out. There was only a minor exception where an assessor student (S18) accidentally skipped the Content aspect when grading a peer (S13). From that single missed blank, all other evaluation criteria were fully answered. Interestingly, students did not just give grades, but also actively wrote nice and constructive feedback at the bottom of the rubrics to help their friends improve their English-speaking skills.

Students 18 admitted that writing this written suggestion was a bit challenging, but they still did it successfully:

Data 6

"So, when asked what needs to be improved and what is good, that's the table at the bottom. Well, that's difficult. Sometimes it's like... we're confused what to fill in because the answers are already there with check marks (but we still fill it out)."

The teacher also confirmed that peer assessment was suitable for Grade XI students, noting that it helped broaden the evaluation perspective. The teacher stated:

Data 7

"Having this peer assessment helps them... helps teachers to assess the kids not just from the teacher's point of view, but also from their friends' perspective"

To get a full professional perspective on how this was done, the English teacher in the class was interviewed after the study. After checking out the three-aspect rubric layout, the teacher thought that keeping the criteria just to delivery, content, and language use was perfect for eleventh graders. The teacher mentioned that traditional rubrics can be way too complicated, and this simplified version really eased the students' cognitive load as evaluators, saying that:

Data 8

"Yes, from the rubric you made, the simplified assessment is delivery, then content, and also their use of English or language use. I think this is enough to represent the evaluation for 11th graders. Because besides 11th graders, it's still basic, really basic... really basic, and these three aspects are already enough to represent the results of their presentation material."

The high completion rates and quality of written feedback show that students take their role as assessors seriously and are committed to giving meaningful evaluation to their peers. In conclusion, the data from class observations, interview and the rubric sheets prove that the implementation was successfully and highly practical for high school students. By simplifying the rubric into just three aspects, student could easily do their job good audience and a fair assessor at the same time.

3.2. Perceived challenges during Peer Assessment Practice

The second part of the findings focuses on students' perception of the difficulties and emotional challenges that students faced during the peer assessment session. Even though the implementation of classroom went smoothly, but the data from classroom observations and student interview showed that evaluating classmates brought some challenges, especially regarding personal feelings and dividing concentration.

3.2.1. Emotional discomfort and friendship bias

The first major challenge was emotional discomfort and friendship bias. Based on classroom observations, some students appeared hesitant and kept whispering to each other before recording their scores on the rubric sheets. They looked unsure about giving objective ratings to their own friends. This behavior was strongly confirmed by the students' interview answers. Many students admitted that they felt uncomfortable giving lower score or honest critiques to their close friends because they did not want to hurt their friends' feelings. For instance, Student 5 stated:

Data 9

"For me, it's uncomfortable. Especially if it's a close friend, it feels awkward, especially when you want to judge the negative things."... "So, the difficult part is because... especially if it's our own friend, we get confused about whether we should judge it as good or bad, because it's our own friend."

Similarly, Student 9 admitted that they felt anxious and scared about their friends' reactions if they found they received lower grades:

Data 10

"Good Miss, because... at the first it was scary because... our friend is constantly being judged, we don't want them to know that, for example, if... if their English is not good, they are immediately given a third one, then they immediately feel something about us."

Students 12 also felt a similar hesitation because they wanted to protect their friends' feelings, even though they knew the assessment was meant for personal growth:

Data 11

“Eh... eh... um Miss, still a bit hesitant... still, because... I want to give Miss this, uh this... a lower-than-usual evaluation, but... I'm afraid... afraid Miss because of our friend, but this evaluation is for herself, Miss, for her improvement”

To see if these emotional and technical barriers matched professional expectations, the English teacher shared their thought on the challenges of peer assessment. The teacher admitted that friendship bias is a real and common issue in peer evaluation, making comparisons to competitive dynamics:

Data 12

“Yeah, that kind of thing definitely happens, but it's not that noticeable in the English lessons I've experienced. There's definitely friendship bias in grading. You know, like in competitions? Whoever is closest often ends up getting higher scores”

This professional perspective shows that friendship bias is indeed a real challenge that requires teacher supervision to manage it well.

3.2.2 Evaluators' Limited Content and Criteria Knowledge

Besides friendship bias, the teacher printed out another significant challenge regarding the students' capacity as evaluators. Because high school learners are still developing their language skills, they often lack of deep content knowledge required to provide fully accurate evaluations compared to an expert assessor. The teacher pointed out that:

Data 13

“The challenge in peer assessment might be the limitation... the limitation of their knowledge about the material given, yeah. Because definitely, kids will assess their friends differently compared to teachers assessing the kids”

However, the teacher also suggested a practical solution to address this, emphasizing the teacher's role in reviewing peer assessments afterward:

Data 14

“As much as possible, our role as teachers is to avoid that. After a friend checks, like... does peer assessment, the teacher's task is to review it again. Yeah. To see if the peer's assessment is accurate or what”

These professional observations confirm that while friendship bias and knowledge limitations are real challenges, they can be managed through teacher supervision and guided practice.

3.2.3 Difficulty in Writing Feedback

Another challenge that came up from looking at the documents and talking to students was having a hard time writing feedback in English. While most students could tick off the rubric checklist, some struggled to put their thoughts into words. The documents showed that one assessor (S18) accidentally left Content score blank when reviewing a peer (S13), which shows that arrange multiple assessment tasks at once can be too much for some students. And the interview, students 18 also admitted that they found the written feedback part difficult:

Data 15

“So, when asked what needs to be improved and what is good, that's the table at the bottom, Miss. Well, that's difficult. Sometimes it's like... we're confused about what to fill in because the answers are already there with check marks.”

This suggests that while students were willing to provide written feedback, they needed more scaffolding and practice in expressing evaluative comments in English.

3.3 Perceived Benefits of Peer Assessment

The third part of the finding discusses the positive impacts and learning benefits that students experienced from the peer assessment practice. The triangulation of classroom observation and students' interviews revealed that this method

significantly helped students to reduce their anxiety during oral presentations, triggered critical self-reflection, and improved learning motivation.

3.3.1 The reduction of speaking anxiety in the classroom environment

The first major benefit was the reduction of speaking anxiety in the classroom environment. In traditional presentations, students usually felt high levels of stress because they were evaluated only by the teacher. However, classroom observations showed that during this peer assessment session, the classroom atmosphere felt more relaxed, supportive, and comfortable. Students smiled and felt safer while speaking in front of their peers. In the interviews, students confirmed that knowing their own classmates were grading them made them feel less tense. Student 18 shared their relief:

Data 16

"Like a bit, Miss, like what in... like it feels comfortable because it's our friend, not a teacher, so we're not too tense, Miss."

Student 9 also added that having friends who provide feedback allowed them to accept criticism much better and keep calm:

Data 17

"Yes, Ma'am. Although there are also teachers who evaluate, having friends who also give feedback allows us to accept criticism better, Ma'am. Calmer, Ma'am, in language."

Teachers' professional view highlights the benefit students feel. When it comes to reducing speaking anxiety, teachers said that getting assessed by peers instead of the teacher makes the learning environment more relaxed and fun:

Data 18

"Yeah, that's right. If their friends are the ones doing the assessment, they can talk... talk directly without feeling shy, you know. Without worrying about how the teacher will react. So, if they are assessed by their friends, of course this will make the learning... and the assessment itself more interesting, and the evaluation will also be enjoyable for them"

This professional perspective further validates the observation that peer assessments create a more comfortable and supportive environment that effectively reduces students' anxiety when giving oral presentations.

3.3.2 A useful tool for self-reflection

The second benefit was that the 3 aspects rubric acted as a useful tool for self-reflection. While watching and assessing others, students automatically learned how to improve their own speaking skills. Based on the document analysis of the completed rubrics, the comments written by students showed that they actively paid attention to their friends' performance to learn from them. In the interviews, Student 9 explicitly explained how assessing a peer translates into evaluating oneself:

Data 19

"Yes, Ma'am. If I also criticize... not criticize, give... give suggestions to my friend, it also means giving suggestions to myself as well, Ma'am."

Student 12 also noted a highly practical lesson they learned regarding audience engagement during public speaking:

Data 20

"Uh... from... the presentation delivery uh earlier by my friends, I took away that, for example, Miss, in presenting... as much as possible, also look at the audience's eyes so that the audience can understand what is being... conveyed, Miss. Don't focus too much on... maybe the notes."

This finding shows that peer assessment naturally encourages students to reflect and learn from their friends' performance, turning the evaluation process into a meaningful self-improvement opportunity for both the reviewer and the presenter.

3.3.3 Increased the students' motivation to learn English

Lastly, the qualitative feedback provided on the rubric sheets successfully increased the students' motivation to learn English. Rather than, feeling discouraged by peer grading, but students felt motivated by the constructive notes. Student 10 expressed how this feedback drove them to develop their speaking skills:

Data 21

"Surely, that will make us... even more enthusiastic to... develop ourselves in this matter of speaking English. Because why? There is constructive criticism. Surely friends will feel... they will correct the mistakes that... occurred during their presentation."

Student 12 also agreed that the written sheets allowed the class to grow together:

Data 22

"Eh, insyaAllah, it can, Miss, because from there, Miss, it is known... this is what needs to be improved and... something is lacking... Yes, Miss. So, we can reflect on ourselves together."

To support this increased motivation, the teacher expressed support for integrating peer assessment as a regular part of EFL oral presentation learning, suggesting that it could be implemented two to three times per semester:

Data 23

"Peer assessment is good to use in a semester, maybe two or three times. We just adjust it according to the method we use, like with the discussion method, it's really suitable for using this peer assessment."

Furthermore, the teacher pointed out the practical benefits of peer assessment for handling big classes and limited teaching hours, highlighting it as an extra tool for formative feedback:

Data 24

"Yeah. I think this peer assessment is really helpful for teachers. It really helps in evaluation because there might be things that teachers can't fully assess. With this peer assessment, it can help... help teachers see the results of students' learning, especially in speaking lessons."

These teacher insights not only support the benefits students get, but also highlight the added value of peer assessment as a practical and useful approach in EFL oral presentation classes.

In conclusion, the data from observations, student interviews, and teacher feedback demonstrate that the 3-aspect peer assessment rubric provides substantial pedagogical benefits. It successfully creates a low-anxiety environment that promotes peer-driven feedback, encourages critical self-reflection, and offers a practical, sustainable alternative for teachers to deliver formative feedback in large EFL classrooms.

3.4 Discussion

The discussion interprets the qualitative insights gathered from classroom observations, students' interviews, and the teacher's expert evaluation regarding the implementation of peer assessment in an EFL oral presentation setting. By analyzing the results, this section highlights how a simplified assessment tool can enhance classroom practicality while simultaneously addressing students' anxiety and social dynamics during speaking activities. To provide a comprehensive understanding, the following discussion connects these field findings with established theories, core language assessment principles, and relevant previous studies.

Operational feasibility integrating a simplified peer evaluation framework in oral presentation activities basically shows the main principle of socio constructivism, where knowledge building is seen as a collaborative social process mediated through interaction with peers (Yin et al., 2022). In this study, the students actively played the role of critical

friends, giving feedback on each other's presentations based on clear criteria, which is consistent with Gill (2025) idea that peer assessment turns passive learners into active, engaged participants in the learning process. Furthermore, using a simplified three-aspects rubric suitable with the basic ideas of formative assessment suggested by Black & William (2011), who point out that peer assessment works most effectively when the criteria are clear, accessible, and easy for students to understand. The fact that students were able to simultaneously listen to presentations and complete the rubric without feeling overwhelmed suggests that the simplified rubric design successfully reduced cognitive load, making the assessment process both manageable and meaningful for senior high school EFL learners. This is also supported by the teacher's professional confirmation that the three aspects, namely delivery, content, and language use are enough to give a fair and comprehensive evaluation for eleventh graders. These findings therefore confirm that when peer assessment is implemented with clear guidelines and a student's friendly rubric, it can be a practical and effective way to do formative assessment in EFL oral presentation classes.

The reduction of speaking anxiety observed in this context further indicates that peer assessment successfully redistributes evaluative authority from teachers to peers, thereby lowering the perceived high-stakes threat traditionally associated with formal teacher-led evaluation. By moving the evaluator role to classmates, the affective filter of high school EFL learners is significantly reduced, turning performance tasks into a approach has two sides. While peer assessment encourages active engagement and self-reflection, the prominent friendship bias documented among these eleventh-grade students poses a serious challenge. This socio-emotional dynamic may compromise the validity of the assessment outcomes and lead to potential score inflation, where students intentionally inflate grades to maintain social harmony. Consequently, these fairness concerns and reliability issues highlight a critical boundary line: while the simplified three-aspect rubric is really effective for low-stakes formative feedback and teaching development, its susceptibility to subjective peer dynamics severely limits its suitability for high-stakes summative assessment purposes.

This critical boundary explains why the second finding shows that students ran into a few challenges during peer assessment sessions, like feeling awkward because of friendship biases, having limited content knowledge as reviewers, getting distracted during live presentations, and struggling to write feedback in English. These challenges are not surprising and have been documented a lot in the peer assessment literature. The emotional discomfort and friendship bias observed in this study align with the findings of Ridwan et al. (2025), who identified friendship bias as one of the most common obstacles in peer evaluation, where students tend to give higher scores to close friends to avoid damaging their relationships. Similarly, Hamad et al. (2025) pointed out that students evaluations are often affected by social dynamics and personal relationships, which can make peer assessments less objectives. The challenge of divided attention, where students have to listen to presentations and fill out the rubric at the same time, reflects a well-documented challenge in peer assessment settings, where managing multiple tasks simultaneously can overwhelm learners and affect the quality of their evaluations (Hamad et al., 2025). Furthermore, the difficulty in writing feedback in English highlights as linguistic challenge that is particularly common among EFL learners, as they may lack the vocabulary and language confidence needed to express evaluative comments effectively (Liao, 2025). However, as the teacher suggested, these challenges can be managed through adequate teacher supervision, guided practice, and clear rubric criteria, which line up with the idea of formative assessment that focuses on guidance and ongoing support for students (Black & William, 2011).

The third finding highlighted several key benefits students get from peer assessment, like feeling less anxious when speaking, thinking more about themselves, and being more motivated to improve their English-speaking skills. These benefits are strongly supported by existing theories and previous research in the field of EFL assessment. First, the reduction of speaking anxiety observed in this study aligns with the socio-constructivist view that learning in a collaborative and supportive peer environment reduces the affective filter, allowing students to communicate more freely and confidently (Yin et al., 2022). When the students knew that their peers rather than the teacher were assessing them, they felt less pressured and more relaxed, which aligns with previous findings that peer-based evaluation creates a more comfortable and supportive learning environment for EFL students (Widodo & Chakim, 2023; Hamad et al., 2025). This was further validated by the teacher, who confirmed that peer assessment created a more enjoyable and less intimidating evaluation experience for students. Second, the self-reflection benefits observed in this study supports the principle of Assessment as Learning (AaL), which says students build metacognitive skills by thinking about their own work and their peers' work (Serrano-aguilera et al., 2021). By evaluating their peers' oral presentations, students naturally began to compare their peers' performance with their own, identifying areas for personal improvement a process that Doroudi et al. (2024) describe as key mechanism through which peer assessment improves self-regulated learning and critical thinking. Third, students are more motivated to learn English, as seen in their positive reactions to helpful peer feedback, which suitable with Liao (2025) finding that peer feedback actually helps improve oral presentation skills, including pronunciation, fluency,

and vocabulary. The written feedback on the rubric sheets served not only as an evaluative tool but also as a motivational resource, encouraging students to reflect on their weaknesses and try to improve it. Overall, these benefits show that peer assessment, when used with a clear and simple rubric, can really help students develop their speaking skills and create a more students-centered EFL classroom.

While the findings regarding the technical feasibility and the existence of friendship bias show conceptual alignment with previous works such as Widodo & Chakim (2023) and Ridwan et al. (2025), this study reveals some key differences influenced by certain contextual factors within the Indonesian high school setting. Previous literature, like Morton et al. (2021), emphasizes that having clear and easily accessible rubric criteria is crucial for objective assessment, which conceptually explains why our simple three-aspect rubric works effectively. Furthermore, the reduction in speaking anxiety and the emergence of self-reflection benefits align with the findings of Doroudi et al. (2024) and Hamad et al. (2025) regarding enhanced learner autonomy and critical thinking. However, unlike previous studies that mostly took samples from highly independent college-level learners, this study highlights the typical linguistic challenges in the high school EFL context. High school students face considerable cognitive and lexical obstacles when trying to compose constructive written feedback in English, a linguistic limitation that has rarely been addressed in previous Indonesian secondary education literature. Moreover, while previous research often presumes that peer assessment can independently foster reflective learning, the intense socio-emotional dynamics and peer pressure among these eleventh-grade adolescents demonstrate that peer evaluations cannot stand alone. Instead, the reality in the classroom requires additional direct supervision from teachers to check and validate the scores produced by peers. This difference in context shows that peer assessment in high school requires a lot more teaching support and teacher review after activities compared to college.

The finding from this study has important implications for EFL education in Indonesia, both theoretically, methodologically, and practically. On a theoretical level, the study highlights how socio-constructivism and Assessment as Learning (AaL) matter in EFL oral presentations, showing that when students get structured chances to assess each other, they not only improve their language skills but also improve their metacognitive awareness and critical thinking. Methodologically, this study shows that simplified three-aspects rubric focusing on delivery, content, and language use is a valid and reliable tool for peer assessment in high school, offering a practical alternative to more complex assessment tools that might overwhelm young EFL learners. Practically, these findings show that peer assessment could be a really helpful solution to one of the most persistent challenges in Indonesia EFL classrooms, in giving personalized, high-quality formative feedback in large class settings. As the documented in this study, the teacher confirmed that peer assessment helped broaden the evaluation perspectives beyond just teacher's view, suggesting that it can be effectively complement teacher assessment rather than replace it. Furthermore, the positive students documented in this study shows that peer assessments can change oral presentation experiences from stressful, high-risk events into collaborative, supportive, and motivating learning activities, which is especially important in Indonesia high schools, where speaking anxiety is still a big barrier to learning English.

This study makes several important contributions to the existing body of knowledge on peer assessment in EFL contexts. First, even though previous studies like Widodo & Chakim (2023) have explored peer assessment in Indonesia EFL oral presentations, they mainly looked at students' perceptions and challenges without considering how the process actually happened. Furthermore, while Meylani (2024) highlighted the passive role of students in traditional teacher-centered assessments, that research did not examine how high school students actually become active evaluators. This study addresses these gaps by providing a comprehensive account of both how peer assessment was implemented and how students perceived its use, offering a more complete understanding of peer assessment through direct teacher validation in an Indonesian senior high school EFL classroom. Second this study contributes a practical and validated instrument, a simple rubric with three aspects focusing on delivery, content, and language use, which has been tested and confirmed to be suitable for high school EFL students by both students and teachers in the classroom. This rubric can serve as a ready to use tool for EFL teachers seeking to implement peer assessment in their own oral presentation activities. Third, by combining teachers' professional perspectives with student data, this study shows the value of merging different data sources in peer assessment research, giving a more balanced and credible account of the implementation process and its outcomes.

Despite its contributions, this study has some limitations that need to be acknowledged. First, since this is a mini research project conducted with a single class of about 18 students at a high school in South Sulawesi, the findings cannot be generalized to a wider EFL population of different educational contexts. Future studies with larger and more diverse samples are needed to confirm and expand these findings. Second, teacher did not directly observe the live peer assessment session, which means that the teacher's perspective was based on reviewing the students' rubric samples

and the post-activity interview rather than firsthand observation. This may have limited the immediate, real-time depth of a teacher's professional insight directly and in real time during the presentation. However, this limitation does not reduce the validity or reliability of that teacher's assessment. Because, the interview teacher is the regular classroom instructor who teaches these eleventh-grade students on a daily basis, they have a deep and long-term understanding of the students' native English-speaking abilities, daily learning behavior, and social relationships. Consequently, teachers' professional judgment about assessment patterns, friendship biases, and the overall suitability of rubrics remains accurate, contextual, and legally reflective of classroom realities. Third, this study mainly relies on self-reported data from students' interview, which might be influenced by social desirability bias where students give answer, they think the researchers want to hear rather than their true opinions. Future research could address this limitation by adding other data collection methods like think-aloud protocols (Barkaoui, 2011) or long-term observation to capture more enthusiastic students responses. Fourth, the peer assessment session was only done once, which might not be enough to fully capture the long-term effects of peer assessment on students' speaking development and perceptions. A long-term study that tracks students' progress through multiple peer assessment sessions would provide deeper and more reliable insights into its effectiveness.

4. Conclusion

This study provides critical insights into the implementation of peer assessment in EFL oral presentation activities in an Indonesian senior high school context. The results show that simplifying the assessment criteria into three main aspects delivery, content, and language use, it makes the process more manageable and encourages students to participate actively in peer evaluation without being overwhelmed by cognitive demands. This study contributes to EFL assessment research by demonstrating that a simplified three-aspect peer-assessment rubric can facilitate meaningful students' participation in oral presentation assessment while simultaneously reducing speaking anxiety in Indonesia secondary-school contexts. Even though peer assessment is effective in reducing anxiety when speaking and helping with self-reflection, it also has a negative side: the strong friendship bias observed among eleventh-grade students limits its suitability for high-stakes summative assessment, so it is better used for low-pressure formative development.

Pedagogically, these findings suggest that peer assessment should not be implemented as a standalone, hands-off grading tool. Instead, EFL teachers are encouraged to adopt a dual-layer assessment framework that combines student-generated rubrics with direct teacher supervision, in order to counter friendship bias and maximize the formative value of peer assessment in oral presentation classrooms.

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