

ABSTRACT

This research aims to determine students' challenges in delivering English presentations using peer assessment and to find out how students can overcome the challenges of delivering English presentations with peer assessment. This research used a qualitative method with a case study approach. The researcher used interviews and observations to answer research objectives. Interviews were conducted with five students via Zoom based on recommendation from teachers used semi-structured interview techniques, and then observations were carried out on three class VIII students. The results of this research indicated that students in this class claim that formative peer-assessment is an effective medium for evaluating the performance of their peers. However, there are challenges faced by students when delivering presentations in class, which they often have trouble conveying their thoughts and ideas clearly and precisely. The research results further showed that students' fear of making mistakes stems from embarrassment when they fail to produce correct English in front of their teachers or classmates. Students acknowledged that their shyness was part of their cultural heritage as shy people. In the end, this research provides recommendations for educational institutions, teachers, students, and future researchers if they have the same topic. This research has shed light on the challenges faced by students when delivering English presentations using peer assessment and has identified potential strategies to overcome these challenges. The findings suggest that formative peer-assessment can be an effective tool for evaluating student performance, but it is essential to address the issues that hinder its effectiveness. These issues include difficulty in conveying thoughts and ideas clearly, fear of making mistakes, and cultural factors contributing to shyness.