PEER ASSESSMENT IN PUBLIC SPEAKING:

PERCEPTIONS, PRACTICES, AND REFLECTIONS

OF PRE-SERVICE ENGLISH TEACHERS

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ABSTRACT

This study aims to investigate the perceptions, practices and reflections of pre-service English teacher towards peer assessment in Public Speaking course. This study not only focuses on students' perceptions, but also discusses how students practice this peer assessment and how they reflect on the implementation of this peer assessment. A basic interpretative study approach was used because it focuses on understanding the meaning individuals ascribe to their experiences. This approach allows researchers to explore the complexities of peer assessment from the participants' perspectives, rather than simply measuring outcomes. The participants in this study were 26 second-semester students from the 2023 intake of the English Language Education Program, who were enrolled in the Public Speaking course. There were three instruments needed to collect data, namely open-ended questionnaire, observation and peer assessment rubric. The findings reveal that most students positively perceive peer assessment as an effective tool for receiving feedback and improving their speaking skills. In practice, students utilized the rubric to evaluate their peers, providing scores, identifying strengths and weaknesses, and presenting feedback. Reflecting on these experiences, some students suggested that the peer assessment rubric could be simplified to enhance clarity and better align with the course objectives.

Keywords: Peer assessment, Perception, Practice, Reflection

A. INTRODUCTION

Speaking is one of the skills that students must master in learning English. Speaking is expressing needs or requests, information, services, and so on. Speakers articulate words to their audience not only to share their thoughts but also to transmit information. Speaking serves as a means of interaction with others. Communication encompasses the expression of ideas, opinions, or emotions (Prastika, 2020). Through this skill, students are trained to master various forms of speaking depending on the context and needs. The acquisition of this skill can be determined through assessment (Lestari, 2017). Thus, assessment is

something important not only for students but also for teachers to be engaged and have control in classroom activities (Derakhshan, et al., 2011).

Assessment includes assessment techniques and assessment tools. Assessment techniques are the assessment steps used by teachers to gather information about students, so that it becomes the basis for assessing and providing feedback to students to improve their abilities. Assessment tools are assessment instruments used to evaluate students' abilities. Both of these must appear in the assessment in order to be able to assess students' abilities appropriately and provide sufficient feedback to improve their abilities (Lestari, 2017). There are several types of assessments used by educators/teachers. One of them is peer assessment. Peer assessment refers to a system in which individuals evaluate the quantity, degree, worth, quality, or effectiveness of a product or the learning achievements of peers who hold comparable or identical positions (Topping, 1998). The implementation of peer assessment in education can enhance student involvement, accountability, and achievement, clarify learning objectives, concentrate focus on competencies and knowledge acquisition, and offer more comprehensive feedback (Weaver & Cotrell, 1986). Peer assessment plays a significant role in formative test by engaging students in the evaluation of their classmates' work; if executed thoughtfully, it can also serve as a valuable element in summative test. Peer assessment requires students to give feedback to their friends regarding performance (Prastika, 2020). It is crucial for teachers to implement effective methods for students to utilize peer assessment in their daily activities.

Numerous investigations into peer assessment have been conducted. One notable study by Eddy White at Tokyo Woman's Christian University examined students' perceptions of student-centered assessment methods, particularly in a Public Speaking course. This study explored the effectiveness of peer assessment in promoting meaningful learning, with 30% of the students' final grades derived from peer-assessed oral presentations. The results showed that students had generally positive views on the peer assessment process, which contributed to enhanced learning outcomes. These findings aligned with existing literature on peer assessment (White, 2009). Another relevant study by Prastika (2020) that aimed to explore the effectiveness of peer assessment in improving students' speaking abilities at Gula Putih Junior High School in Mataram. Using a classroom action research approach, Prastika found that peer assessment was a valuable strategy for enhancing speaking skills, with positive outcomes observed through pre- and post-tests. While White's study provided insights into the general impact of peer assessment, Prastika's research focused more specifically on speaking proficiency. Unlike these studies, this research is a qualitative investigation that not only examines students' perceptions of peer assessment but also explores how they engage with the process and reflect on its implementation. Given the scarcity of university-level studies in this area, particularly focusing on productive skills such as speaking, this study aims to fill that gap. The research questions in this study are:
1. What are the perceptions of pre-service English teachers towards peer assessment?
2. How do pre-service English teachers practice peer assessment?
3. What are the reflections of pre-service English teachers on peer assessment in the Public Speaking course?

B. METHOD

The researchers utilized a basic interpretative study approach designed to comprehend a phenomenon through detailed narratives, employing various data gathering methods such as interviews, observations, and document examination (Creswell, 2015). Researchers chose a basic interpretive study approach because they intend to explore the perceptions, practices, and reflections of pre-service English teachers on peer assessment. Interpretive study can enable participants by providing them a platform and permitting them to convey their narratives and viewpoints. It focuses on understanding the meaning individuals ascribe to their experiences. This approach allows researchers to explore the complexities of peer assessment from the participants' perspectives, rather than simply measuring outcomes. By focusing on meaning-making, interpretive research provides a rich and nuanced understanding of peer assessment, informing strategies for effective implementation and maximizing its potential benefits. It moves beyond surface-level observations to explore the underlying beliefs, values, and motivations that shape individuals' experiences with peer assessment. This approach is particularly valuable in educational contexts where understanding the subjective experiences of learners is crucial for improving pedagogical practices (Demosthenous et al., 2021).

This research was conducted at a public university in Surabaya. The research took place from January to October 2024. The participants in this study were 26 second-semester students from the 2023 intake of the English Language Education Program, who were enrolled in the Public Speaking course. Convenience sampling was used to select participants who met two criteria: they were enrolled in the Public Speaking course and had applied peer assessment during the course. The research was conducted at a public university in Surabaya during the even semester of the 2023-2024 academic year. The data collection procedure consisted of several steps. First, students were assigned a task to summarize a specific topic and present it both in groups and individually. During the presentations, some students were tasked with conducting peer assessments using a prepared rubric. Peer assessment took place during both group and individual presentations. After the assessments, the results were communicated to the presenting peers. The completed rubrics were then collected for analysis. A questionnaire was distributed after all students had completed their presentations, which included questions related to their perceptions, practices, and reflections on the activity. In analyzing the data, the qualitative data from the questionnaire were analyzed using the procedure outlined by Ary et al. (2014), which involves familiarizing and organizing the data, coding and reducing it, and interpreting and representing the findings. The data were organized in tabular form, categorized by perceptions and reflections, and each type of response was coded to group similar perceptions and reflections together.

C. FINDINGS AND DISCUSSION

1. Perceptions of pre-service English teachers towards peer assessment
Based on the results of the questionnaire distributed to the participants, the findings can be grouped into two main categories such as positive and negative perceptions. The following is a more detailed breakdown of student perceptions along with explanations.

Positive and Enthusiastic
This group regards peer assessment as an essential educational resource and values the chance to exchange feedback with their peers. These aspiring educators understand the

advantages of peer assessment for enhancing their skills, fostering self-growth, and promoting collaborative learning. They view it as a good and constructive thing. The responses of the pre-service teachers are as follows:

S1: "Very important to improve students' skills."
S2: "Good. We can give feedback to each other."
S7: "Good because we can get assessments not only from one person."
S8: "A good way to improve myself."
S19: "A good idea for giving scores."
S23: "The best solution for students' critical thinking and social interaction."

Apprehensive and uncertain
These pre-service teachers express doubts and concerns about their ability to accurately grade their peers. They are anxious because of lack of confidence in their ability to evaluate quality and fear making mistakes or harming their peers. The responses are as follows:

S3: "Feel bad because I am afraid of giving score."
S4: "Don't like peer assessment because I am afraid to make mistake."

Confused or misinformed
This group has interpreted peer assessment strangely, through a somewhat misguided lens. Such answers are obvious since there is no clarity on the aim and procedure of peer assessment, and require a better definition and iterative guidance. Below are the views of pre-service teachers:

S5: "A couple in the classroom who always support each other or may be antonym."
S6: "A few that give a score to other friends."

Pragmatic and outcome-focused
These pre-service teachers perceive peer assessment as an effective method to enhance their own learning and performance. They emphasize the concrete advantages of peer assessment, including pinpointing areas of weakness, obtaining constructive feedback, and honing specific skills. They regard it as a means for personal development and academic advancement. All participants expressed similar views on the benefits of peer assessment in improving presentation skills and personal growth. It can be seen from the following response:

S9: "Makes us to improve our ability to have a presentation."

Based in the data above, it can be inferred that the perceptions of pre-service teachers regarding peer evaluation are multifaceted, oscillating between affirmative enthusiasm and trepidation as well as bewilderment. Certain pre-service educators champion peer evaluation as a significant pedagogical instrument, valuing the opportunity to dispense and receive critiques from their colleagues. They acknowledge its potential for proficiency enhancement, self-betterment, and cooperative learning. Peer evaluation transcends the mere act of students appraising their peers' submissions; it constitutes a fundamental component of an educational odyssey that nurtures the cultivation of various competencies (Lindblom-Ylänne, Pihlajamäki, and Kotkas, 2006). Moreover, Lladó, et al., (2014) said that engaging students in the assessment process enhances their sense of empowerment while equipping

them with essential skills for their career advancement and ongoing education. However, other pre-service teachers express concerns about their ability to assess their peers effectively, stemming from a lack of confidence in their evaluation skills and fear of making mistakes. Students must comprehend learning objectives thoroughly in order to meet them accurately and assess their classmates effectively (Black and Wiliam 1998; Sadler 1989). Furthermore, some pre-service teachers exhibit confusion about the concept of peer assessment, misinterpreting its purpose or procedures. It was deemed crucial to provide a thorough explanation of the items to the students, enabling them to adopt and implement them in a more thoughtful manner (Cestone, Levine, and Lane, 2008; Falchikov and Goldfinch, 2000; Lane and Trader, 2007). These varied perceptions underscore the need for clear communication and guidance from educators to ensure that all pre-service teachers understand and appreciate the value of peer assessment.

2. The Practices of Peer Assessment

In its implementation, the practice of peer assessment is carried out in two ways, namely: filling out the assessment rubric and presenting the assessment results.

Filling out the assessment rubric

The first thing pre-service teachers do in conducting peer assessment is to fill out the assessment rubric provided by the lecturer. There are two types of assessments given to peers, namely: assessment in the form of numbers or scores (1-4) and assessment in the form of written comments. The numerical assessment consists of 7 categories, including: understanding of the material, organization and coherence, body language, voice, language conventions, visual aids, and performance. Meanwhile, written comments consist of three aspects, namely: strengths, weaknesses, and suggestions.

From the results of filling out the assessment rubric, all pre-service teachers filled in the assessment in the form of numbers/scores on each aspect provided, however, there were 4 pre- service teachers who skipped filling in the total score for each assessment category. In the written comments, all pre-service teachers completed the entries in the three existing aspects. None of them missed these three aspects. Some filled it in the form of main points only, but some also provided detailed explanations regarding the comments they gave to their peers. All comments written in the rubric are related to the seven scoring assessment categories that they have filled in.

Presentation of assessment results

Based on observations, pre-service teachers actively participated in the presentation activities. They paid attention to the PowerPoint presentations and posters displayed by their peers. They also read the original articles selected by the presenters in the WhatsApp group. After the presenters finished delivering their material, many students wanted to ask questions. However, due to time constraints, each presentation was limited to only two questions. They were allowed to ask follow-up questions if the presenter's answers were not clear. Questions were asked in English, although students sometimes still used Indonesian due to limited vocabulary. The lecturer would guide and correct the phrasing of the students' questions. Most presenters could answer the questions well. If a question was not answered correctly, the lecturer would guide and provide clues to the presenter. At the end of the question-and-answer session, the lecturer summarized the answers related to the students' questions.

Pre-service teachers presented their assessment results orally in English based on the rubric they had filled out. Some of them simply read from the rubric, while others added more detailed information without reading from it. On average, they were able to communicate their ideas well in English, although some still experienced difficulties and could not find the right words, so they mixed in Indonesian. The presenters received feedback from their peers well, although some students refuted the feedback because they felt they had already implemented the suggestions. They were able to accept feedback from their peers due to the significant role of the lecturer as a moderator in the presentation activity. The lecturer was able to mediate, provide clues, and emphasize important points during the presentations. This demonstrates the importance of the lecturer's role in the question-and-answer and discussion sessions.

A peer assessment process implemented with pre-service teachers, incorporating both quantitative rubric scoring and qualitative written feedback, followed by oral presentations and discussions offers several advantages and reveals some challenges related to peer assessment. One strength of the described process is the structured nature of the rubric, covering a comprehensive range of criteria from content understanding and organization to delivery skills and visual aids. This detailed rubric can guide reviewers and provide specific feedback to presenters. The inclusion of both numerical scores and written comments allows for a balance between objective evaluation and personalized feedback (Lu & Law, 2011). The fact that all pre-service teachers completed the written comments, often providing detailed explanations, suggests a genuine engagement with the feedback process.

The active participation of pre-service teachers in the presentation and Q&A sessions is a positive indicator of engagement (Pleşan, 2021). Their efforts to read original articles and ask clarifying questions demonstrate a commitment to understanding the presented material. The lecturer's role as moderator, guiding discussions, providing clues, and summarizing key points, is crucial in facilitating effective learning and mediating potential conflicts. This active moderation can help address some of the anxieties associated with peer assessment, as highlighted by the pre-service teachers' cautious approach to feedback delivery.

The oral presentation of assessment results provides an opportunity for pre-service teachers to develop communication and interpersonal skills, further enhancing the learning experience (Yu, 2024). While the use of English is encouraged, the allowance for Indonesian due to vocabulary limitations acknowledges the challenges of language proficiency in multilingual contexts. The lecturer's guidance in correcting phrasing and providing support is essential in fostering a positive and inclusive learning environment. The observation that some presenters refuted feedback, while others accepted it readily, highlights the complexities of peer assessment. The lecturer's mediating role is crucial in navigating these disagreements and ensuring that feedback is received constructively (Varela, 2016). The finding that pre-service teachers expressed apprehension about giving negative feedback due to fear of reprisal is a common challenge in peer assessment. Addressing these concerns through explicit discussions about constructive feedback, establishing clear guidelines for respectful communication, and fostering a supportive classroom environment can help mitigate these challenges (Sun et al., 2023).

3. Peer Assessment Reflections
Peer assessment reflection covers two aspects: the problems encountered during the assessment process and solutions that can be made in the future.

Problems during Assessment Process
a. Emotional Discomfort and Relationship Issues
This is the most common challenge, involving feelings of embarrassment, anxiety about causing harm to friends, and worries about damaging connections. These pre- service educators find it difficult to bear the emotional weight of offering critical feedback to their peers. They tend to prioritize the preservation of positive relationships over providing honest assessments, resulting in inflated ratings and less effective feedback. It can be seen in the following responses:

> S2: "I don't have any heart to give bad comments/feedbacks."
> S4: "I am afraid if my friends don't like my opinion."
> S7: "Friends are afraid to be honest because they're afraid if their comments might offend."
> S8: "I feel it is not okay to give my friends a bad mark."
> S11: "I'm afraid if I give bad score to my friends."
> S15: "I think I am afraid that my friends give me bad score."
> S19: "Confusing to give score to our own friends. We cannot give bad score to them because we feel pity."

b. Difficulty in Providing Constructive Feedback
Students find it challenging to articulate specific and helpful feedback, often resorting to generic comments or avoiding it altogether This difficulty may stem from several factors lack of training in providing feedback, insufficient understanding of the assessment criteria, or a perceived lack of expertise compared to their peers. It can be seen in the following responses:

> S9: "Confused about what should I comment because they have a good presentation."
> S18: "Feel difficult to give some suggestions, because their problems are almost same with me."
> S20: "I don't know what I should suggest."

c. Uncertainty and Ambiguity Surrounding the Procedure
Some pre-service teachers expressed their concerns on the objectives, standards or methods of peer assessment. This shows the need to provide clear and explicit instructions, well defined rubrics and an opportunity for pre-service teachers to pose questions that they have regarding the peer assessment process. Also, training and experience in using the assessment tools would be useful. The responses are as follows:

> S6: "Confused to give a score to my friend."
> S10: "Confused to give score appropriately."
> S13: "Confused because I cannot review my friends."
> S14: "Confused because there are so many criteria."

d. Concerns regarding Equity and Impartiality
Preservice teachers are not confident that the assessments made by their peers are just and fair; this is due to the belief that biases and subjectivity will be involved in the process while there is also the risk of making wrong evaluations. This is where the need for establishing clear and concrete criteria and process to ensure fairness and minimize bias is emphasized. Discussions about possible biases when it comes to pre-service educators can also be

encouraged together with making pre-service educators reflect on themselves as a way of dealing with this problem. Here are the pre-service teachers' responses:

> S1: "Friend who doesn't like us will make our spirit down."
> S3: "Get a score that is not suitable with our ability, I think it is not fair."

e. Performance Anxiety and Preparation Challenges
It is not uncommon that some pre-service teachers feel the anxiety regarding their performance and the stress of performing in front of classmates. This kind of anxiety shows the need for creating a supportive learning environment which does not put pressure on students. Providing opportunities for practice and feedback that are not pressurized could help in reducing performance anxiety to a large extent. Here is the response:

> S12: "How to prepare our material when we want to perform in front of the class, and also how to attract the audience."

Based on the data above, it can be concluded that several recurring problems emerge in the implementation of peer assessment. One prominent issue is the difficulty pre-service teachers face in assigning grades and providing constructive feedback. This predicament emerges from an absence of experience, ambiguous evaluative standards, or unease in appraising their peers. The emotional and interpersonal dimensions of peer evaluation also present considerable difficulties. Numerous pre-service educators experience discomfort in evaluating their colleagues, apprehending that candid critique may jeopardize their relationships. This hesitance can result in exaggerated assessments and diminished constructive feedback. Students conveyed their initial apprehension regarding the task, as validated by Levine (2008) and Topping (2009), along with feelings of stress and unease when their work was evaluated by a fellow student (as indicated by Hanrahan and Isaacs, 2001). Additionally, confusion about assessment criteria, particularly when they are numerous or complex, can hinder effective evaluation. Practical challenges, such as preparing materials and presenting in front of peers, can also impact the quality of peer assessment. Ultimately, the likelihood of misinterpretations and disputes stemming from perceived inequities or partial assessments necessitates meticulous oversight of the peer evaluation mechanism. The enactment of a peer-assessment framework should be prefaced by an extensive instructional regimen for learners to guarantee they comprehend the purpose of the endeavor and its pedagogical importance, surpassing the mere act of appraising a colleague (Lladó, et al., 2014).

Students' Solutions for Improving Peer Assessment
a. Improving Clarity and Transparency
This classification underscores the significance of developing a more transparent, accurate, and intelligible evaluation procedure. The proposed guidelines aim to mitigate ambiguity and misconceptions by providing more explicit directives, improved instructional training, and elaborated evaluative criteria. This necessitates the enhancement of the terminology employed in feedback, ensuring that prospective educators comprehend the assessment framework, and furnishing instances of constructive critiques. The following are the recommendations:

> S1: "Rule about how to tell the result."
> S4: "Lecturer can teach the students how to assess."

S9: "Know what topic they present."
S18: "Students have to understand the rubric well first."
S21: "Questions are included in the observation."
S25: "Observers have to give reasons in each score rubric."
S26: "Revise the rubric."

b. Fostering Equity and Impartiality

These approaches confront issues related to bias and subjectivity inherent in peer evaluation. Pre-service educators propose numerous strategies aimed at mitigating bias, such as the implementation of anonymous feedback mechanisms, emphasizing impartiality, and fostering authentic scoring practices. These suggestions endeavor to create a more objective and unbiased assessment framework. The proposed solutions are delineated as follows:

S3: "Be fair when we give score."
S5, S6: "Keep our score for our friends and fairer if we give score."
S7: "Do it anonymously."
S15: "Hoping that my friends can give the fair score."
S17: "Give score without mentioning our name."
S19: "Give score secretly."

c. Enhancing the Quality of Feedback

This classification aspires to augment feedback by rendering it more constructive, elaborate, and advantageous for advancement. These advisories emphasize the importance of adopting feedback, providing explicit illustrations, and focusing on domains for enhancement. They also advocate for the involvement of external colleagues for a broader perspective and the incorporation of gamification to make the process more participatory. Here are the recommendations.

S2: "Feel neutral. Whatever other friends' feedbacks given to us; we have to accept it."
S10: "Give score to the other class."
S23: "Various games that can be done by peer assessment."

d. Simplifying the Process

This solution aims to make peer assessment less complex and more manageable. Simplifying the criteria can make the assessment process less daunting and easier for students to understand and apply. This can involve reducing the number of criteria or making them more concise and straightforward. Here is the suggestion:

S14: "Don't give many criteria for the assessment."

e. Expanding the Range and Method

This recommendation explores different methods of implementing peer assessment, including online platforms and outside audiences. Expanding peer assessment also opens up new opportunities for feedback, at the same time allowing for online, asynchronous participation. This can be especially beneficial for pre-service teachers who may not be as comfortable providing feedback in the face-to-face context. Here is the suggestion:

S12: "Do it not only in the classroom but also online."

f. Addressing Emotional and Interpersonal Concerns

These resolutions acknowledge the affective aspects of peer evaluation and advocate for strategies to augment its ease and diminish apprehension. These proposals are formulated to promote a more secure and encouraging environment for critique by establishing foundational principles for courteous discourse, ensuring privacy, and addressing possible emotional vulnerabilities. This may encompass preliminary assessment activities intended to nurture rapport and trust among learners. Here are the recommendations:

> S1: "Not allowed to mention the impolite words/sentences."
> S8: "Do it in certain way."
> S13: "Written not spoken and it is not delivered in front of the classroom. So, it is more secret."
> S16: "Doing peer assessment in appropriate way."
> S20: "Questionnaire about students' characteristics and emotions before starting peer assessment."

These classifications emphasize the diverse perspectives and priorities of pre-service educators regarding peer appraisal. Embracing a synthesis of these methodologies could significantly enhance the effectiveness and advantageous outcomes of peer evaluation within the educational setting.

Pre-service teachers propose numerous resolutions to tackle the obstacles linked to peer evaluation. Enhancing lucidity and transparency in the evaluation procedure is a principal motif. Pre-service educators advocate for the simplification of criteria and the provision of explicit rubrics to diminish ambiguity and augment uniformity. Nevertheless, pre-service educators must also acquire proficiency in utilizing a rubric. Lladó, et al. (2014) state students should consequently learn to interpret and utilize rubrics, articulate viewpoints, and analyze information, among other skills. As noted by Sluijsmans and Prins (2006), peer assessment is recognized as a multifaceted skill that requires development, thus student participation in assessment should be implemented progressively. Assuring confidentiality and anonymity in evaluations constitutes another salient recommendation, aimed at mitigating social pressure and possible bias. Pre-service educators also underscore the significance of discourse and feedback between evaluators and the individuals being evaluated, advocating for avenues to engage in dialogue regarding the process and furnish constructive critique. Moreover, cultivating interpersonal comprehension among pre-service educators through initiatives that advance empathy and awareness of one another's backgrounds is proposed as a method to alleviate potential conflicts. As noted by Falchikov (2007), peer feedback fosters collaborative learning by facilitating discussions on the elements that define quality work. Finally, amalgamating technology and alternative methodologies, such as virtual discussions, interactive games, and peer evaluation across diverse classes, is posited to render the process more stimulating and efficacious. As stated by Rosa, et al. (2016), empirical research has demonstrated that employing alternative approaches leads to a more efficient and inspiring learning experience.

D. CONCLUSION

The objective of this study is to investigate the perceptions, practices and reflections of pre-service English teacher towards peer assessment in Public Speaking course. Pre-service English teachers hold diverse perceptions of peer assessment, ranging from enthusiasm and

recognition of its pedagogical value to anxiety, hesitancy, and confusion regarding its purpose and implementation. While some appreciate its potential for skill development, self-improvement, and collaborative learning, others lack confidence in their assessment abilities or misunderstand the concept altogether. Therefore, effective implementation of peer assessment requires clear communication, thorough guidance, and addressing pre-service teachers' concerns to ensure they understand and embrace its benefits.

The peer assessment process, combining rubric scoring, written/oral feedback, and moderated discussions, offers valuable learning opportunities for pre-service teachers. While the structured approach and active participation fostered engagement and skill development, challenges related to constructive feedback delivery, language proficiency, and navigating disagreements emerged. The lecturer's mediating role and a supportive learning environment are crucial in addressing these complexities and maximizing the benefits of peer assessment. However, implementing peer assessment with pre-service teachers presents several challenges, including difficulties in providing constructive feedback, navigating the emotional dynamics of peer evaluation, confusion about assessment criteria, and practical constraints. These challenges can lead to inflated grades, limited feedback quality, and potential conflicts. A structured approach with clear communication, training, and ongoing support is essential to address these issues and ensure effective and meaningful peer assessment experiences. Pre-service teachers suggest various solutions to improve peer assessment, focusing on clearer criteria and rubrics, ensuring confidentiality, promoting dialogue and feedback, fostering interpersonal understanding, and integrating technology and alternative methods. These suggestions aim to enhance transparency, reduce bias, facilitate constructive criticism, and create a more engaging and effective peer assessment experience. Developing rubric proficiency and implementing peer assessment progressively are also highlighted as crucial steps for successful integration.

Based on the results, it is recommended that future research could compare the findings of this study with research conducted in other contexts, such as different cultural settings or with in-service teachers. This would provide valuable insights into the generalizability of the findings and identify potential contextual factors influencing peer assessment practices. Furthermore, while the study focuses on pre-service teachers' perspectives, future research could also investigate the impact of peer assessment on student learning outcomes in public speaking. This would provide a more holistic understanding of the effectiveness of this pedagogical approach.

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