

Developing a Proficient Assessment to Enhance Students' Understanding of Local Folklore through Oral Presentations

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ABSTRACT

This study aims to develop an effective assessment method to enhance students' understanding of local folklore through oral presentations. Evaluating presentations in lectures requires a valid and accountable approach to minimize subjectivity. This research employs a Research and Development (R&D) method using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to design a peer assessment instrument. The instrument was tested using SPSS to evaluate its validity and reliability. The assessment rubric includes four key dimensions: content, delivery, collaboration, and ethics. Findings indicate that the rubric is valid and suitable for assessing oral presentations. A systematic instrument development process ensures an objective evaluation framework, fostering better learning outcomes and increasing student engagement in understanding local folklore.

INTRODUCTION

Folklore plays a significant role in preserving cultural identities and shaping individual and collective identities within communities. This serves as a means of transmitting cultural values, traditions, and knowledge across generations. Local folklore, including traditional stories, myths, and legends, acts as a repository for indigenous wisdom and heritage (Gandini&Villa, 2003). It reflects the historical relationship between local communities and their environment, embodying a longstanding connection between nature and society (Shibasaki, et al, 2023). Folklore is also acknowledged as a crucial component of cultural identity, creativity, and heritage, particularly in indigenous and local communities (Chercia & Pozzo, 2021). Beyond cultural preservation, folklore contributes to ecological knowledge and the understanding of the local environment (Zuliyanti & Doyin, 2020).

Engagement with folklore helps communities strengthen their sense of belonging, maintain cultural practices, and support the development of positive personalities and characteristics (Portnova, 2022). Folklore serves as a bridge between generations, facilitating the transfer of accumulated spiritual and cultural experiences from one era to the next (Kusnita et al, 2017). Additionally, folklore acts as a tool for character education, instilling moral values, customs, and cultural norms, particularly in educational settings (Riyandari& Wohangara, 2021).

In contemporary society, revitalising and preserving folklore are crucial for maintaining cultural diversity and heritage. Projects that empower local communities to preserve their folklore are essential to ensuring the continued relevance and transmission of cultural identities. By involving communities in the preservation of their folklore, initiatives can help marginalised groups articulate their cultural identities and reclaim their place in society. Overall, folklore is a testament to the creativity, resilience, and uniqueness of various cultures. Its preservation not only safeguards traditional knowledge and practices, but also fosters a sense of pride and belonging among communities. Through the revitalisation and promotion of folklore, societies can celebrate their heritage, strengthen their cultural identities, and promote an intergenerational understanding and cohesion.

Teaching folklore through oral presentations presents unique challenges that educators must address. Utilising oral folklore as teaching material can enhance students' learning experiences. However, it is crucial to understand that folklore may not always reflect real practices, but can be influenced by day dreams or wish-fulfilment in traditional narratives (Vuong et al, 2020). Strategies to improve students' reading comprehension in the context of teaching folklore have been outlined, emphasising the importance of folklore genre studies and legends (Zakirova et al, 2023).

Incorporating folklore into teaching practices can help develop students' analytical and critical reasoning skills (Yoedo&Mustofa, 2022). Additionally, folklore can serve as a valuable resource for character education, allowing students to learn the moral values embedded in folklore while acquiring language skills (Rochmiyati et al, 2020). Furthermore, folklore can be used to

communicate and teach the values and culture of a nation, contributing to national cultural education (Nurlaila&Nursalim, 2022).

Despite the benefits of using folklore in education, challenges persist in assessing oral language development and performance (Humphry et al, 2017). Teachers face difficulties in devising valid assessment tasks, transcribing and analysing oral performance, and ensuring the reliability of these assessments. Moreover, the need to keep track of teaching-learning activities dedicated to oral language poses a challenge, highlighting the importance of effective practices for teaching oral language through genres and instructional programs (Colognesi&Deschepper, 2022). In conclusion, while teaching folklore through oral presentations offers rich opportunities for learning and cultural exploration, educators must navigate the challenges related to assessment, cultural interpretation, and instructional strategies to effectively engage students in the world of oral traditions and narratives.

Developing effective assessment strategies for evaluating folklore through oral presentations is crucial in the educational setting. While oral presentations can be a valuable tool for enhancing students' learning experiences, assessing these presentations poses challenges that need to be addressed (de Grez et al, 2012). Assessment of oral presentation skills is an underexplored area, highlighting the need for research and development in this field (de Grez&Valcke, 2012). Peer and self-assessment methods have been suggested as effective alternatives to teacher assessments, emphasising the importance of involving students in the assessment process (de Grez, 2012; Nejad et al, 2019).

Understanding students' conceptions of oral presentations is essential for effective assessment (Joughin, 2002). Teachers should be aware of students' different conceptions of oral assessment and employ teaching approaches that facilitate conceptual change. Additionally, incorporating peer feedback into self- and peer-assessment processes can enhance the reliability of assessments and improve students' oral skills (Magin&Helmores, 2001; Patri, 2002).

Assessment of oral presentations can contribute to developing students' oral communication skills and preparing them for real-life situations (Thienpermpool, 2021). However, the assessment of oral presentations in the context of folklore has not been studied extensively. Further research is needed to explore the effectiveness of assessment strategies specifically tailored to evaluating folklore through oral presentations.

This research aims to accomplish two main objectives: first, to establish an effective evaluation framework for assessing students' knowledge of local folklore and second, to improve students' understanding and appreciation of local folklore through oral presentations. The study's goal extends beyond just developing an efficient assessment tool; it also seeks to deepen students' grasp of the values and significance found in local folklore while simultaneously sparking their interest and concern for the local community's cultural heritage.

The introduction section is here; you can provide the logical and phenomenological reasoning of conducting your research. It is also mandatory

that you put a clear explanation of your paper's contribution to knowledge enrichment. It could present in the description of a niche sample (capturing unique samples), theory enrichment, or exciting results (novelty-if available). A short and straight to the point introduction is critically essential in this paper.

Oral presentation is an essential skill for teaching candidates, and this alternative assessment will demonstrate the dimensions and indicators of ideal oral presentation performance. This provides teaching candidates with feedback to enhance their oral presentation skills. This study aimed to determine the validity and reliability of peer assessment tools for oral presentations. The oral presentation dimensions were modelled on the structure suggested by Grez, Valcke, and Berings with some context-specific modifications. It includes the "content" and "delivery" dimensions with 12 items, and an additional "collaboration" from Segara, Yana, Febianti and ethical considerations (this research) dimension was included because of the importance of responding to audience questions and ensuring the attention and cooperation of group members.

LITERATURE REVIEW

Development of Contextual Assessment Instruments

Developing assessment instruments for evaluating students' understanding of local folklore and their oral presentation skills requires a comprehensive approach that aligns with learning objectives. To ensure that the assessments are effective, it is essential to consider various dimensions that encompass both the content of folklore and presentation aspects. Incorporating self- and peer-assessment methods alongside teachers' evaluations can enhance the assessment process [16]. These methods can provide a more holistic view of students' oral presentation skills and offer valuable insight into their collaborative abilities. Additionally, utilising scoring rubrics can help in structuring the assessment criteria and ensuring consistency in the evaluation (Thienpermpool, 2021).

Folklore plays a significant role in education, influencing students' ability to read narrative texts and character development (Muktadir, 2018; Suryani et al, 2021). By integrating folklore into learning models, students can engage with the materials more effectively, leading to improved learning outcomes. Moreover, utilising storytelling-based teaching modules can enhance students' folklore writing skills (Wardiah et al, 2018). Furthermore, leveraging multimedia elements, such as direct video instruction models, can positively impact students' listening skills related to folklore (Sabri, et al, 2020). These interactive approaches can make learning more engaging and effective, especially when dealing with the complex narrative structures inherent in folklore. Incorporating technology such as mixed reality (MR) and digital platforms can offer innovative ways to present folklore and enhance students' learning experiences (Abidin et al, 2023; Seau&Azman, 2021).

In conclusion, by integrating various assessment dimensions that encompass understanding folklore content, presentation skills, and collaboration, educators can create robust assessment instruments to effectively

evaluate students' understanding of local folklore and their oral presentation abilities.

Increasing Active Student Participation in Learning

To enhance active student participation in learning local folklore through oral presentations, various strategies and methods should be explored. Integrating technology, leveraging the role of tutors, and implementing collaborative strategies are key to improving the quality of presentations and student understanding.

One effective approach is the integration of Web 2.0, such as social media platforms like Facebook, to facilitate responsive pedagogy for multimodal oral presentation skills (Seau&Azman, 2021). This method can enhance students' conceptual knowledge and self-awareness as presenters, thereby fostering active engagement during presentations. Peer-assisted learning has also shown promise in enhancing students' tutoring skills and promoting collaborative learning environments (Jawhari et al., 2021). By involving peers in the teaching process, students can benefit from diverse perspectives, and develop their presentation and communication skills through mutual support and feedback. Moreover, near-peer teaching programs have been successful in improving students' clinical skills and confidence (Rashid et al., 2021). Such programs, led by recent graduates, can provide valuable insights and mentorship to final-year students, enhancing their learning experiences and oral presentation abilities. Utilising storytelling in online classes can serve as an effective oral communication strategy, especially during a pandemic (Jaca, 2021). By incorporating local stories and narratives into the curriculum, students can relate their experiences to the content, thereby encouraging active participation and engagement in oral presentations. Furthermore, the role of tutors, whether peers or experienced professionals, is crucial in guiding students and fostering a supportive learning environment (Abay et al., 2017). Tutors can help students develop their presentation skills, provide constructive feedback, and enhance confidence in delivering oral presentations.

In conclusion, by integrating technology, peer- assisted learning, storytelling, and leveraging tutors' expertise, educators can create dynamic learning environments that promote active student participation in learning local folklore through oral presentations.

Validity and Reliability of Assessment Instruments

To ensure the reliability and validity of the assessment instruments used in the context of local folklore and oral presentations, it is crucial to follow rigorous processes that encompass testing content validity, construct validity, and criteria-related validity. Additionally, steps should be taken to ensure consistency in assessment results across different assessors, and content validity, which assesses whether the instrument adequately covers the content it intends to measure, is essential for ensuring the relevance and comprehensiveness of the assessment (Aksah et al., 2023). Construct validity, on the other hand, focuses on whether the instrument accurately measures the theoretical constructs it is designed to assess (Rosidin et al., 2022). Criteria-

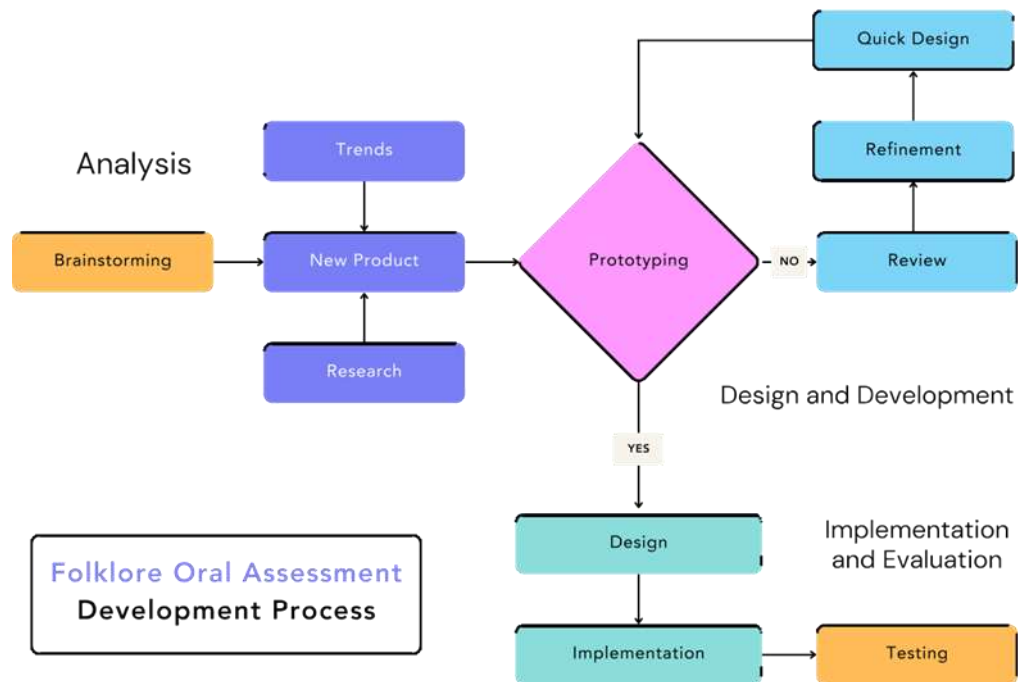
related validity is another critical component that ensures that assessment instruments align with established criteria or standards, enhancing the credibility of the evaluation process (Kwan et al., 2018). By validating the instruments against specific criteria, educators can confidently measure student performance in local folklore and oral presentations. Consistency in assessment results across different assessors can be achieved through inter-rater reliability measures, which assess the degree of agreement among assessors when evaluating student performances (Boddington et al., 2019). By establishing clear assessment criteria and providing training to assessors, consistency in evaluation can be maintained, thereby ensuring fair and accurate assessments.

In conclusion, by rigorously testing for content validity, construct validity, and criteria-related validity, and implementing measures to ensure consistency in assessment results across assessors, educators can develop reliable and valid assessment instruments for evaluating students' understanding of local folklore and oral presentation skills.

METHODOLOGY

This study adopts a research and development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The Analysis phase was conducted to identify weaknesses in the students' oral presentation skills through direct observation, student self-assessment, and teacher evaluation. Subsequently, in the Design phase, specific indicators were established within each dimension to assess student understanding and presentation effectiveness. The Development phase included content validation procedures, such as expert reviews and feedback sessions, to enhance the instrument's validity and reliability. Following this, the Implementation phase involved comprehensive training sessions for students on assessment criteria and conducting trials over seven weeks to evaluate the instrument's applicability and effectiveness in real-world settings.

The Evaluation phase utilised statistical analysis, including descriptive statistics and inter-rater reliability measures, to assess the instrument's validity, reliability, and effectiveness in enhancing students' understanding of local folklore through oral presentations. Ethical considerations were carefully addressed, including obtaining informed consent from the participants, maintaining anonymity and confidentiality throughout the research process, and adhering to ethical guidelines established by institutions and relevant regulatory bodies. Fig. 1 illustrates the stages of the research method used in this study, which have been adjusted accordingly.



RESULT AND DISCUSSION

Analysis

In the analysis phase, the researchers conducted a comprehensive literature review of students' oral presentation skills, particularly within the context of local folklore. This involved the study of existing scholarly works, articles, and studies that discussed the complexities of oral communication, storytelling, and cultural relevance (See Table 1 for the results of the overall analysis. Simultaneously, interviews were conducted with a sample of students to gain firsthand insights into their experiences, challenges, and perceptions of oral assessments.

Table 1. Comprehensive Analysis of Students' Oral Presentation Skills in Local Folklore Context

Aspect of Oral Presentation	Identified Weaknesses	Student Self-Assessment Reflections	Teacher Evaluation Feedback
Content	Lack of depth in understanding the topic, ineffective development of ideas	Acknowledged areas for improvement: researching deeply, including more supporting evidence	Emphasized the importance of comprehensive content, clear development, and use of supporting materials
Delivery	Unclear speech, lack of eye contact, ineffective use of gestures, low	Recognized the need to practice clear articulation, eye contact, and	Suggested improvements in delivery techniques such as

	audience engagement	engaging delivery	clear speech, eye contact, and body language
Collaboration	Poor response to audience questions, lack of group coordination, limited interaction with team members	Acknowledged the need for improved collaboration, confident response to questions, and active teamwork	Noted the importance of collaboration, responsiveness to queries, and effective group dynamics
Ethical Considerations	Lack of honesty, integrity, and cultural sensitivity in presentations	Acknowledged the need for ethical presentation practices, respect for sources, and cultural nuances	Emphasized the importance of honesty, integrity, respect for sources, and sensitivity to cultural aspects

Through a literature review, the researchers identified key areas of concern and best practices related to oral presentations. They explored topics, such as effective content development, delivery techniques, audience engagement strategies, collaborative approaches, and ethical considerations in communication. This in-depth research provided a theoretical framework and informed the development of the assessment criteria and tools. Interviews with students are crucial for understanding the practical aspects of oral presentations. Students shared their perspectives on what they found challenging or lacking in their presentation skills. They highlighted issues such as difficulty in cohesively structuring content, struggles with pronunciation and clarity, limited interaction with the audience, and ethical dilemmas in sourcing and presenting information. By combining insights from the literature review and interviews, the researchers gained a nuanced understanding of the strengths and weaknesses of the students' oral presentation abilities. This informed the design of a comprehensive assessment framework that addressed the identified areas for improvement. The framework encompasses dimensions, such as content mastery, delivery effectiveness, collaboration skills, and ethical communication practices.

Design

In the Design phase of the oral presentation assessment instrument for peer presentations on "Understanding, Interpreting, and Retelling Local Folklore Texts," the following steps were undertaken.

1. Determination of indicators in each dimension. Specific indicators were determined to assess each dimension (Table 2). For example, in the "Content Understanding" dimension, indicators may include depth of understanding and effective development of the material.

2. Identification of assessment dimensions. The main dimensions relevant for evaluating oral presentation skills were identified, including content understanding, delivery style, collaboration, and ethical considerations. Development of Assessment Scale: The assessment scale was designed, including scores and clear descriptions for each score level, such as "Very Poor," "Poor," "Fair," "Good," and "Excellent."

Table 2. Determination of Indicators in Each Dimension

Dimension	Indicator	Item No.	Content
Content	Understanding and developing the topic	1	Demonstrates a deep understanding of the topic being presented and develops it effectively.
	Effectiveness and Focus on delivery	2	Delivers the topic effectively with clear focus and stays on point throughout the presentation.
	Creativity and engagement	3	Presents the material in an engaging and creative manner, utilizing supporting media effectively.
Delivery	Eye Contact and Gesture	4	Maintains eye contact with the audience and uses appropriate gestures to enhance communication.
	Communicative and clear speech	5	Speaks clearly and articulately, ensuring the audience can understand the message effectively.
	Volume and enthusiasm	6	Uses appropriate volume and expresses enthusiasm through facial expressions and body language.
Collaboration	Answering Questions confidently	7	Answers questions from the audience confidently and accurately, demonstrating knowledge and understanding.
	Group Collaboration and cooperation	8	Demonstrates attention, cooperation, and effective collaboration with group members during the

presentation.

Ethical Considerations	Honesty, Integrity, and Cultural Sensitivity	9	Presents information honestly, with integrity and cultural sensitivity, respecting sources and cultural nuances.
	Responsible use of information and attributions	10	Properly attributes information and sources, avoids plagiarism, and respects intellectual property rights.
	Sensitivity to ethical implications of the content	11	Handles sensitive content with care, considering potential impact and ethical implications on the audience.
	Alignment with ethical standards and guidelines	12	Ensures that the presentation adheres to ethical standards, guidelines, and professional conduct.

Validation and initial testing. During the validation and initial testing phase, Dr. Nursaid, M.Pd., a lecturer at Universitas Negeri Padang, evaluated the assessment instrument. The scale used ranged from 1 to 4, with 1 being the lowest (not good/feasible/happy) and 4 being the highest (very good/feasible/happy). The assessment involved quantitative analysis based on scores from media and material experts' questionnaires. A formula was used to calculate the validity percentage:

$$V = \frac{Tsa}{Ms} \times 100\%$$

Where V represents validity, Tsa is the total score achieved, and Ms is the maximum score. The score data obtained from the test results, the percentage is calculated using the percentage formula as above. After obtaining the percentage results from the calculation, the data is transformed into predicate statements and determined based on Table 3.

Table 3. Qualification Criteria Assessment Measuring the Validity Level f
Eligibility

Indicator	Category	Information
1-50	Not feasible	Information
51-70	Less worthy	Major revisions
71-85	Worthy	Minor revision
86-100	Very worthy	No revision

Table 4. Validator Feedback about Instrument

No	Aspect	Information
1	Content	No revision
2	Delivery	Minor revision
3	Collaboration	No revision
4	Ethical Considerations	Minor revision

During initial testing, three assessment items (items 2, 3, and 9) were identified as invalid (Table 5). These items were subsequently revised based on the feedback received.

Table 5. Assessment Initial Testing

Correlations		
		Total
X01	Pearson Correlation	,460**
	Sig. (2-tailed)	0,003
	N	40
X02	Pearson Correlation	
	Sig. (2-tailed)	0,523
	N	40
X03	Pearson Correlation	
	Sig. (2-tailed)	0,289
	N	40
X04	Pearson Correlation	,431**
	Sig. (2-tailed)	0,006
	N	40
X05	Pearson Correlation	,411**
	Sig. (2-tailed)	0,008
	N	40
X06	Pearson Correlation	,488**
	Sig. (2-tailed)	0,001

	N	40
X07	Pearson Correlation	,495**
	Sig. (2-tailed)	0,001
	N	40
X08	Pearson Correlation	,442**
	Sig. (2-tailed)	0,004
	N	40
X09	Pearson Correlation	
	Sig. (2-tailed)	0,204
	N	40
X10	Pearson Correlation	,366*
	Sig. (2-tailed)	0,02
	N	40
X11	Pearson Correlation	,336*
	Sig. (2-tailed)	0,034
	N	40
X12	Pearson Correlation	,486**
	Sig. (2-tailed)	0,001
	N	40
Total	Pearson Correlation	1

Refinement based on feedback, the assessment instrument was refined based on feedback from the validator and testing outcomes. This included improvements to assessment criteria, scoring scale, and instrument usage instructions.

Documentation of the instrument, the final step involved comprehensive documentation of the assessment instrument, including usage instructions, scoring scale, assessment dimensions, and their respective indicators. This documentation ensures consistency in the instrument's use by evaluators.

Through these steps, the assessment instrument was effectively designed to measure students' oral presentation skills in effectively and objectively presenting local folklore stories.

Development

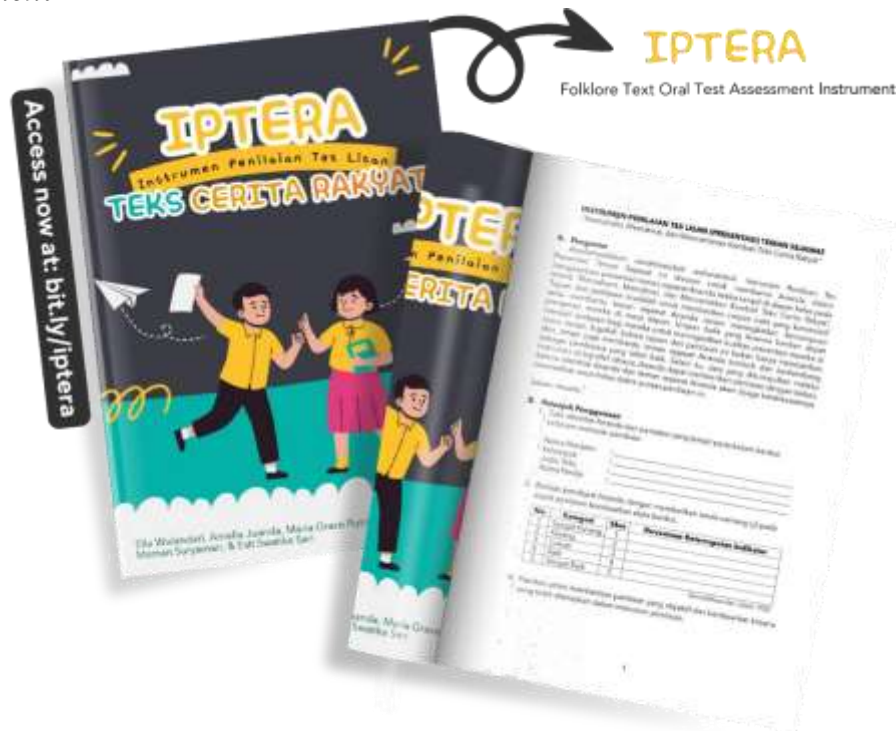


Figure 2. Iptera

The final version of the assessment instrument has been developed at the Development stage, following a comprehensive process. This includes defining assessment dimensions, developing the assessment scale, validation, revision based on feedback, and documentation of the instrument. The key features of the final assessment instrument are as follows:

1. Defined assessment dimensions. Clear dimensions relevant for evaluating oral presentation skills, such as content understanding, delivery style, collaboration, and ethical considerations, have been established.
2. Clear assessment scale. The assessment scale has been designed with scores and clear descriptions for each score level, ranging from "Very Poor" to "Excellent," enabling objective evaluation.
3. Validation and Revision. The instrument has undergone validation involving expert evaluation and initial testing. Feedback received has been used to revise the instrument, including improvements to assessment criteria and usage instructions.
4. Comprehensive documentation. The assessment instrument has been thoroughly documented, including usage instructions, scoring scale, assessment dimensions, and indicators. This documentation ensures consistency in the instrument's use by evaluators.

Therefore, at the Development stage, the final version of the assessment instrument has been well- developed (see Table 6 for final product sample) and is ready for use in measuring students' oral presentation skills in effectively and objectively presenting local folklore stories. The final version of instrument can be accessed via bit.ly/iptera.

Table 6. Final Product Sample

PEER PRESENTATION ASSESSMENT TEST INSTRUMENT (ORAL TEST)						
"Understanding, Interpreting, and Retelling Folklore Texts"						
A. Introduction						
.....						
.....						
.....						
B. Instructions for Use						
... Identity, the assessment aspect based on the following scale ... Likert ...						
.....						
C. Instructions for Use						
No.	Item	Score				
		1	2	3	4	5
1	Demonstrate a deep understanding of the presented topic and develop it effectively.					
2	Deliver the topic effectively with a clear focus and sticking to points throughout the presentation.					
3	Present material in an engaging and creative manner, utilizing supporting media effectively.					
4	Maintain eye contact with the audience and use appropriate gestures to enhance communication.					
5	Speak clearly and articulately, ensuring the audience can understand the message effectively.					
6	Use appropriate volume and express enthusiasm through facial expressions and body language.					

7	Answer audience questions confidently and accurately, demonstrating knowledge and understanding.					
8	Demonstrate effective attention, cooperation, and collaboration with group members during the presentation.					
9	Present information honestly, with integrity and cultural sensitivity, respecting sources and cultural nuances.					
10	Attribute information and sources correctly, avoid plagiarism, and respect intellectual property rights.					
11	Handle sensitive content carefully, considering potential impact and ethical implications on the audience.					
12	Ensure that the presentation adheres to ethical standards, guidelines, and professional behavior					

Total Score: ____/60 x 100 = ____

D. Notes/Feedback
Record feedback and comments in this section to help the presenter improve their presentationskills based on the assessment results.

.....
.....

Day/Date: _____ Reviewer: _____

Implementation and Evaluation

During the implementation phase, the oral test instrument was conducted at SMKN 2 Depok Sleman during Indonesian language classes in the Electronics and Communication Engineering class B, involving 40 student respondents divided into 4 groups of 10 students each. This phase occurred from March 25th to March 27th, 2024. On March 25th, tasks were assigned, and groups were formed, with students tasked to find folk tale texts to present in front of the class on Tuesday by 2 groups, followed by evaluation by the other groups using the provided instrument. The remaining 2 groups then presented on Wednesday.

In terms of validity analysis, the Pearson correlation coefficients for each item were all significant, indicating that the items were valid.

Table 7. Assessment Test Evaluation Validity

Correlations		
		Total
X01	Pearson Correlation	,434**
	Sig. (2-tailed)	0,005
	N	40
X02	Pearson Correlation	,514**
	Sig. (2-tailed)	0,001
	N	40
X03	Pearson Correlation	,422**
	Sig. (2-tailed)	0,007
	N	40
X04	Pearson Correlation	,403**
	Sig. (2-tailed)	0,01
	N	40
X05	Pearson Correlation	,514**
	Sig. (2-tailed)	0,001
	N	40
X06	Pearson Correlation	,461**
	Sig. (2-tailed)	0,003
	N	40
X07	Pearson Correlation	,506**
	Sig. (2-tailed)	0,001
	N	40
X08	Pearson Correlation	,367*
	Sig. (2-tailed)	0,02
	N	40
X09	Pearson Correlation	,529**
	Sig. (2-tailed)	0
	N	40
X10	Pearson Correlation	,390*
	Sig. (2-tailed)	0,013
	N	40
X11	Pearson Correlation	,422**
	Sig. (2-tailed)	0,007
	N	40
X12	Pearson Correlation	,529**
	Sig. (2-tailed)	0
	N	40
Total	Pearson Correlation	1

Specifically, X01 had a Pearson 0.434**, X02 showed a Pearson Correlation of Correlation of 0.514**, X03 demonstrated a Pearson Correlation of 0.422**, X04 had a Pearson Correlation of 0.403**, X05 showed a Pearson Correlation of 0.514**, X06 demonstrated a Pearson Correlation of 0.461**, X07 had a Pearson Correlation of 0.506**, X08 showed a Pearson Correlation of 0.367*, X09 demonstrated a Pearson Correlation of 0.529**, X10 had a Pearson Correlation of 0.390*, X11 showed a Pearson Correlation of 0.422**, and X12 demonstrated a Pearson Correlation of 0.529**. The total score had a Pearson Correlation of 1, indicating a perfect positive correlation, surpassing the critical value of 0.312.

Furthermore, the reliability analysis using Cronbach's Alpha yielded a value of 0.655 for 12 items, which exceeds the recommended minimum value of 0.6, indicating good internal consistency and reliability of the test instrument.

Table 8. Assessment Test Evaluation Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
,655	12

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, this research has successfully developed an effective assessment instrument to enhance students' understanding of local folklore through oral presentations. The study addressed various limitations such as a small sample size, potential subjectivity in evaluation, limited statistical analysis, and cultural context influences. By implementing recommendations such as increasing the sample size for result generalization, providing intensive training for evaluators to reduce subjectivity, using advanced statistical analysis techniques, and adapting assessment instruments to cultural diversity, the research achieved a robust evaluation framework. The findings demonstrate that the assessment instrument, based on the ADDIE model and a peer evaluation rubric, is statistically valid and reliable across dimensions, such as content, delivery, collaboration, and ethical considerations. This comprehensive approach ensures accountability and transparency in assessing oral presentations during lectures, promoting better learning outcomes and meaningful student engagement. Overall, this study contributes significantly to the field by providing a proficient assessment method tailored to enhance students' comprehension of local folklore through oral presentations. The rigorous process of instrument development and validation ensures a solid foundation for future research and practical implementation in educational settings.

ADVANCED RESEARCH

While this study has successfully developed a proficient assessment method for evaluating students' understanding of local folklore through oral presentations, several limitations remain. First, the study was conducted in a specific educational context, limiting the generalizability of the findings. Future research should explore the applicability of the assessment model across different educational settings, disciplines, and student demographics. Second, the study primarily focused on peer evaluation as a means of assessment. While

this approach enhances student engagement and accountability, it may still be influenced by bias or inconsistencies. Further investigations could incorporate a hybrid model combining peer, self, and teacher assessments to enhance reliability and objectivity.

Additionally, this research examined the short-term effects of assessment implementation. Longitudinal studies are needed to assess the long-term impact on students' oral communication skills, critical thinking, and cultural understanding. Exploring the integration of digital tools, such as AI-based feedback systems, could also enhance assessment accuracy and provide real-time improvements.

Lastly, as folklore is deeply rooted in cultural diversity, future research should investigate how localized modifications to assessment instruments can accommodate different folklore traditions while maintaining a standardized evaluation framework. By addressing these areas, future studies can further refine assessment methodologies and contribute to a more robust framework for folklore-based education.

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