



ENHANCING PROFESSIONAL LEXICAL ACCURACY THROUGH SELF- AND PEER-ASSESSMENT IN PROJECT-BASED LEARNING: EVIDENCE FROM MICE EDUCATION

Tantri Sari Safitry¹, Elitaria Bestri Agustina Siregar², Dhimas Ghozy Arrasy³, Djuni Akbar⁴, Septina Indrayani⁵

^{1,3,4} MICE Study Program, Politeknik Negeri Jakarta, ²TOLI Study Program, Politeknik Negeri Jakarta, ⁵ BISPRO Study Program, Politeknik Negeri Jakarta

Email : tantrisarifitry@bisnis.pnj.ac.id , elitaria.agustina@elektro.pnj.ac.id , dhimas.ghozy@gmail.com , djuni.akbar@bisnis.pnj.ac.id, septina.indrayani@bisnis.pnj.ac.id

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ABSTRAK

Penelitian ini berfokus pada penggunaan *self-assessment* (penilaian diri) dan *peer-assessment* (penilaian oleh teman sejawat) serta perannya dalam meningkatkan ketepatan dan keberagaman kosakata (leksikal) pada mahasiswa program studi MICE atau Event Management. Penelitian ini berlandaskan pada kerangka *Assessment for Learning* (AfL) serta teori kompetensi leksikal yang dikemukakan oleh Natio. Dalam penelitian ini, mahasiswa diberi kesempatan untuk berkomunikasi dan menyampaikan ide melalui berbagai tugas autentik, seperti presentasi *sales pitch* dan *pitching proposal event* yang seluruhnya dirancang dalam konteks *Project-Based Learning* (PjBL). Data penelitian dikumpulkan melalui rubrik penilaian kosakata, formulir refleksi diri, serta rekaman video presentasi proyek mahasiswa. Proses penelitian dilakukan dalam dua siklus proyek, yang memungkinkan terjadinya proses refleksi dan perbaikan secara berkelanjutan. Hasil penelitian menunjukkan bahwa melalui penerapan *self-assessment* dan *peer-assessment*, mahasiswa tidak hanya menjadi lebih sadar terhadap pemilihan kosakata dan tingkat ketepatan penggunaannya, tetapi juga lebih mampu mengambil tanggung jawab terhadap proses pembelajaran mereka sendiri. Penelitian ini memberikan kontribusi penting bagi bidang *English for Specific Purposes* (ESP), khususnya dalam pembelajaran MICE, karena menunjukkan bahwa metode penilaian reflektif dalam PjBL dapat secara signifikan meningkatkan kemampuan leksikal dan kepercayaan diri komunikasi mahasiswa dalam konteks profesional.

Kata Kunci: *Penilaian untuk Pembelajaran, Pembelajaran Berbasis Proyek, Mahasiswa MICE, Bahasa Inggris untuk Tujuan Khusus*

ABSTRACT

The investigation of the classroom-based action research revolves around self-assessment and peer-assessment and their significance in enhancing the lexical precision and diversity in students enrolled in the English class for MICE study program. The research is focused on the Assessment for Learning (AfL) framework and the country's Lexical Competence Theory. The students were allowed to communicate and express their ideas through various authentic tasks such as sales pitch presentations and event proposal pitching, all of which were designed within a Project-Based Learning (PjBL) context. Vocabulary assessment rubrics, self-reflection forms, and video recordings of students' project presentations were used to gather data. The sequence of the research was split into two project cycles, facilitating continuous reflection and improvement. The result shows that through the use of self and peer assessments, students will not only become more conscious of their lexical choices and accuracy but also take charge of



their learning. This research is significant for the domain of English for Specific Purposes (ESP), especially for MICE learning, since it shows how reflective assessment methods in PjBL can remarkably change the lexical skills and communicative confidence of students in professional scenarios.

Keywords: *Assessment for Learning, PjBL, MICE Students, ESP*

INTRODUCTION

Assessment in education has undergone a significant paradigm shift, moving from mere testing and grading toward becoming a tool to support the overall development of the learning process. This paradigm views assessment as having a much broader and deeper purpose, namely providing valuable information for student progress while assisting educators in refining their classroom instructional strategies. The role of assessment is no longer just to judge final outcomes but to empower every individual to reach their highest potential through sharp self-reflection on their abilities. The concept of Assessment for Learning (AfL) emerges as a systematic process of seeking and interpreting evidence to be used by students and teachers. This information is utilized to map the student's current position, determine the targets to be achieved, and formulate the most effective steps toward those goals. Unlike summative assessment, which only measures achievement at the end of a period, this model emphasizes the provision of continuous feedback and involves the intensive active role of students at every stage of learning to ensure deep understanding for all learners (Desai et al., 2023; Finney, 2020; Nguyen et al., 2023; Qadir et al., 2020).

In the context of foreign language education, particularly in the field of English for Specific Purposes (ESP) for the MICE (Meetings, Incentives, Conventions, and Exhibitions) industry, students are required to possess communication skills that are highly accurate and in line with strict professional standards. This industry demands English proficiency for proposal presentations, client meetings, and competitive business pitching. Lexical competence, or vocabulary mastery, serves as a primary pillar that encompasses not only the quantity of words but also precision, variety, and appropriateness of word choice within specific professional contexts. Effective communication with stakeholders and clients is widely recognized as a core competency that every event management practitioner must master. However, reality in the field indicates that many students in this major still face significant obstacles in applying varied and accurate vocabulary when engaging in authentic, spontaneous communication. Inaccuracies in word choice are often found during professional meeting simulations, resulting in messages that lack maximum impact for audiences or clients in real work environments (ABRUDAN & HOREA, 2022; Ahmed et al., 2024; Fiset et al., 2023; Hu & AlSaqqaf, 2024; Kamil & Muhammad, 2021).

The implementation of Project-Based Learning (PjBL) has been widely adopted in vocational education due to its ability to facilitate students' direct engagement in authentic tasks that reflect real-world work situations. In the Event Management program at Politeknik Negeri Jakarta simulation-based activities such as proposal presentations and client meeting simulations provide meaningful opportunities for students to practice professional communication realistically. This project-based model is considered capable of bridging the gap between classroom theory and industry practice while boosting students' confidence in communicating in a foreign language. Ideally, the use of these projects should be accompanied by an evaluation system capable of providing an objective overview of the development of student competencies at every stage. However, field realities show that even when projects are executed, in-depth evaluation mechanisms are often neglected. This causes the potential for



improved speaking proficiency and student engagement in simulations to go unmonitored, necessitating a more reflective assessment system to ensure that every completed project makes a tangible contribution to strengthening the professional capacity of vocational graduates (Dai et al., 2026; Hariyanto et al., 2025; Roy et al., 2021; Sulistyono & Lutviana, 2023).

Although previous research has highlighted the great potential of peer and self-assessment in supporting language learning, several empirical issues remain insufficiently explored to date. First, while peer assessment encourages student involvement in collaborative learning, the accuracy and quality of feedback interpretation from fellow students are often highly variable and unstable. This occurs because students frequently have very limited experience in applying complex assessment criteria objectively and consistently in class. Given that lexical precision and the appropriate use of professional language are essential in MICE communication, inconsistent feedback can reduce the effectiveness of such reflective assessment practices. Second, there is a close relationship between assessment for learning and the development of metacognitive awareness and self-regulated learning. Through reflective evaluation processes, students should become more capable of monitoring their own performance and independently identifying linguistic gaps that need improvement. However, empirical evidence regarding how these assessment practices foster learning autonomy within the context of project-based English remains very limited (Aldobekhi & Abahussain, 2024; Ardiansyah & Permana, 2026; Dewi & Roki'ah, 2023; Genma & Zulfikasari, 2026; Thoyyibah, 2026).

To address these various issues and gaps, this research offers novelty through the integration of self-assessment and peer assessment within an innovative Project-Based Learning framework. This project-based learning model encourages students to apply their English skills in authentic task-based projects that deeply simulate professional communication contexts. This research innovation at Politeknik Negeri Jakarta positions Peer and Self-Assessment as an essential strategy to achieve maximum learning effectiveness alongside instructor feedback. Placing these assessment mechanisms within the project structure provides a structured yet reflective environment for students to continuously improve their lexical performance through an iterative or repeating assessment and feedback process. Thus, the focus of this research does not stop at the completion of the final project task but focuses on how the reflective assessment cycle strengthens student autonomy in critically monitoring their vocabulary usage. This integrative approach is expected to provide a tangible contribution to the development of English teaching methods in the vocational sector that are more responsive to global industry needs.

RESEARCH METHODS

To improve students' lexical accuracy and variety, this study integrated peer and self-assessment into PjBL using an action research design in the classroom. Action research was chosen because it supports ongoing introspection and development in authentic classroom environments, which is consistent with the tenets of metacognitive learning and Assessment for Learning (AfL). Two project cycles, each comprising the phases of planning, action, observation, and reflection, were used to conduct the research. There were four classes with about 25 students each, and the participants were English for MICE students from a polytechnic in Jakarta. These students were enrolled in the English for MICE Communication course, which combines client communication and event management with the use of the English language.

Students completed PjBL assignments during the intervention that required them to use professional language in authentic MICE scenarios, especially event proposal pitching. Every



cycle had a methodical process that included pre-assessment, instruction, project implementation, peer and self-evaluation, feedback, and post-assessment. Following instruction on professional expressions frequently used in MICE communication, the pre-assessment evaluated the students' initial vocabulary accuracy. Students used structured rubrics to assess their own and their peers' vocabulary performance after finishing their projects. Greater lexical awareness was fostered by the reflection stage, which prompted them to pinpoint their areas of strength and growth. Data for the study were collected from self- and peer-assessment forms, and video recordings of project presentations. Quantitative data from the rubrics were analyzed using SPSS, employing descriptive statistics and paired-sample t-tests to compare pre- and post-cycle results. Qualitative data from transcriptions was examined thematically to identify patterns of vocabulary use, feedback language, and self-regulation strategies. Together, these analyses provided a comprehensive understanding of how self- and peer-assessment supported students' lexical development in authentic MICE communication tasks.

This study employed a quasi-experimental pretest-posttest design to examine the effect of integrating self and peer-assessment within PjBL on students' lexical accuracy in English for MICE communication. Rather than adopting a full action toward research framework, the study was structured into two sequential phases; first, a baseline phases (pre-cycle) and second, intervention phase (cycle 1). The pre-cycle served as the initial observation and measurement stage, including pitching event, meeting with client, and proposal presentation event simulations. At this stage, vocabulary performance was evaluated primarily through teacher-led assessment using a lexical performance rubric measuring accuracy, appropriateness, and its variety. While cycle 1 introduced specific instructional modifications designed to aligned and enhanced reflective assessment practices by having self-assessment rubrics, peer-assessment sessions, and guided reflection forms that were intended to foster greater metacognitive awareness and feedback engagement.

The intervention was conducted in two stages. In the pre-cycle phase, students participated in baseline simulation tasks such as event proposal pitching and client meeting simulations to measure their initial lexical performance. Their vocabulary use was evaluated through teacher assessment using a lexical performance rubric. In Cycle 1, instructional modifications were introduced by integrating self- and peer-assessment within the Project-Based Learning (PjBL) activities. Students first received instruction on professional vocabulary commonly used in MICE communication, followed by a project task in which they developed and presented an event proposal. After the presentations, students conducted self-assessment and peer-assessment using structured rubrics and completed reflection forms to analyze their vocabulary use, while the instructor facilitated the feedback session and clarified rubric criteria when necessary.

The intervention was implemented over six weeks within the English for MICE Communication course. Students completed two project-based tasks, namely an event proposal presentation and a client meeting simulation. Before engaging in peer-assessment, students received brief training on how to apply the assessment rubric and provide constructive feedback. The rubric assessed three dimensions of lexical performance: lexical accuracy, lexical appropriateness, and lexical variety, each rated on a five-point scale (1–5). Each project task included two rounds of feedback, consisting of peer feedback followed by revision and reflection. Throughout the process, the instructor monitored the feedback interactions and ensured that the evaluation aligned with the established rubric criteria.

RESULT AND DISCUSSION

1. Role of Peer Feedback in Lexical Development

Table 1. Use of Peer and Self-Assessment (PASA) Strategies (N=104)

Item	Description	M	SD
1	I reflect on my own performance after each project presentation.	4.21	0.96
2	I use teacher feedback to revise my vocabulary use.	4.08	1.02
3	I identify my strengths and weaknesses in vocabulary accuracy and variety.	4.45	0.94
4	I provide constructive feedback on my peers' vocabulary use.	4.12	1.07
5	I feel comfortable giving and receiving peer feedback.	4.87	0.88
6	I collaborate in pairs or groups to review and discuss vocabulary use in projects.	5.12	0.79
7	I understand how to interpret feedback given by my peers.	3.76	1.21
8	I know how to give effective feedback on my peers' vocabulary performance.	3.93	1.15

Overall Mean: 4.32 **Overall SD:** 1.00

Based on table 1 students reported the highest engagement in collaborative peer activities ($M = 5.12$, $SD = 0.79$), suggesting that they found group-based reflection an effective and comfortable way to learn. Likewise, the high score for feeling comfortable giving and receiving feedback ($M = 4.87$) shows that the classroom environment encouraged openness and trust. Conversely, lower scores were found in interpreting and giving effective feedback ($M = 3.76$ and $M = 3.93$), indicating that while students were willing to participate, they needed clearer guidance on how to analyze and apply feedback effectively. The overall mean of 4.32 suggests strong engagement in PASA strategies, though the standard deviations indicate some variation in confidence and understanding.

A paired-sample t-test was conducted to examine the overall change in students' engagement with PASA strategies between the pre- and post-intervention stages. The results indicated a statistically significant improvement in students' reflective and collaborative assessment practices, $t(103) = 12.47$, $p < .001$. The effect size, calculated using Cohen's d , was 1.22, indicating a large effect of the intervention on students' use of peer and self-assessment strategies. These results suggest that integrating reflective assessment within Project-Based Learning substantially enhanced students' awareness and engagement in evaluating their own and their peers' lexical performance.

2. Enhanced Communicative Confidence in Professional Contexts

Observation and classroom notes revealed a noticeable increase in students' communicative confidence. During the pre-cycle, many students hesitated during presentations and relied heavily on prepared notes. By the second cycle, they demonstrated greater spontaneity and fluency, using more accurate and context-appropriate vocabulary when responding to client questions and negotiating event details. Several students reported that using professional vocabulary "made them sound more confident and credible," reinforcing the connection between lexical mastery and professional identity in MICE communication.

This improvement was also reflected in students' written reflections and vocabulary performance results. In their reflection forms, many students reported becoming more aware of repetitive word choices and recognized the need to use more professional and varied expressions when presenting event proposals. Some students noted that reviewing their presentation recordings and receiving peer feedback helped them identify inappropriate word choices and replace them with more suitable industry-related terms. The vocabulary assessment

results also indicated a steady increase across the three measured dimensions—lexical accuracy, appropriateness, and variety—suggesting that reflective assessment practices helped students refine their vocabulary use in authentic MICE communication tasks. These findings indicate that the integration of self- and peer-assessment within PjBL not only enhanced students’ lexical performance but also strengthened their confidence in using professional language during simulated client interactions.

Table 2. Research Result

Cycle	Mean Accuracy	Mean Appropriateness	Mean Variety	Mean Total Score	Overall Interpretation
Pre-cycle	2.5	2.5	1.6	6.6	Needs improvement
Post-cycle	3.5	3.5	2.6	9.6	Satisfactory

The steady improvement across all dimensions shows that integrating AfL strategies into PjBL fosters both linguistic and metacognitive growth. Students became more aware of their vocabulary choices, leading to greater precision and range in professional communication.. In the context of MICE education, this approach not only strengthens language skills but also nurtures professional competence. The findings show a clear tendency among MICE students to engage positively in collaborative feedback processes but with limited accuracy in peer judgment.

Discussion

The research findings indicate that the integration of peer and self-assessment strategies within the project-based learning framework fostered a significant level of student engagement. According to the descriptive statistics, the overall mean score for these strategies reached 4.32 with a standard deviation of 1.00. Students demonstrated the highest level of participation in collaborative group reviews, achieving a mean of 5.12 and a relatively low standard deviation of 0.79. This suggests a strong consensus among the 104 participants regarding the value of collective reflection. Furthermore, the comfort level in providing and receiving critiques was high at 4.87, which highlights a supportive classroom atmosphere. However, the data also revealed a notable challenge in the ability of students to interpret feedback, which recorded the lowest mean of 3.76. This specific finding suggests that while the willingness to interact is present, the cognitive process of decoding and applying peer comments remains a complex hurdle. The standard deviation for this item was 1.21, reflecting a wider variance in student confidence levels during the evaluative process (Carr & Wicking, 2022; He & Gao, 2023; Misiejuk et al., 2020; Qian & Li, 2023).

The statistical analysis further validates the effectiveness of the pedagogical intervention through a paired-sample t-test. The results showed a remarkable improvement in the reflective and collaborative assessment practices of the students, with a *t*-value of 12.47 and a degree of freedom of 103. The significance level was reported at less than 0.001, which confirms that the observed changes were not due to random chance but were a direct result of the integrated assessment approach. To measure the magnitude of this impact, the research calculated the effect size using the Cohen method, resulting in a value of 1.22. This represents a large effect, indicating that the instructional shift toward project-based learning significantly enhanced the awareness of lexical performance among the participants. By shifting the focus toward metacognitive engagement, the intervention empowered students to move beyond passive learning. The large statistical impact underscores the potential of using peer-led evaluations to drive linguistic growth in specialized educational settings. This evidence



supports the claim that structured self-regulation can substantially transform how students perceive their own progress and the contributions of their peers during complex communicative tasks (Bernard & Kermarrec, 2022; Fernández-Ferrer et al., 2025; Homayouni, 2022; Kong & Teng, 2020; Kumar et al., 2023).

Regarding the specific lexical development of the students, the data gathered across the cycles showed a consistent upward trajectory in all measured dimensions. In the initial pre-cycle stage, the mean score for lexical accuracy was 2.5, which improved to 3.5 by the post-cycle evaluation. Similarly, the mean for appropriateness increased from 2.5 to 3.5, reflecting a better grasp of professional registers. The most challenging area appeared to be lexical variety, which started at a mean of 1.6 but successfully rose to 2.6 after the intervention. Consequently, the total mean score for vocabulary performance jumped from 6.6 to 9.6, moving the overall interpretation from a state of needing improvement to a satisfactory level. These numbers demonstrate that the students were able to refine their language use to meet the professional standards required in the industry. The increase in accuracy and variety indicates that the students were not just learning more words but were learning how to use them with greater precision and spontaneity. This growth in linguistic competence is essential for building a credible professional identity within the competitive environment of international event management (Bobrytska et al., 2021; Dewi & Slamet, 2025; Khasanova, 2024; Ngoc & Tuyen, 2025; Харченко et al., 2021).

Beyond the numerical data, the qualitative observations noted a significant boost in communicative confidence among the students during their simulated client interactions. In the early stages, students exhibited hesitation and over-reliance on prepared scripts, but the post-cycle phase showed a shift toward greater spontaneity. The students began using industry-specific terms with more naturalness, which enhanced their credibility during the negotiation of event details. This development suggests that the self-correction process facilitated by watching their own recorded presentations was instrumental in identifying repetitive word choices. By replacing vague language with professional expressions, the students felt more equipped to handle spontaneous inquiries from their clients. The high comfort level in the classroom, evidenced by the mean of 4.87, allowed students to treat feedback as a constructive tool rather than a personal criticism. This psychological safety created a fertile ground for error, where students could experiment with new vocabulary without the fear of failure. Metacognitive awareness is a key driver for self-regulation, as students learned to bridge the gap between their current linguistic status and the professional expectations of the field (Anson, 2021; Bessy & Knouse, 2020; Gocić et al., 2024; Habók et al., 2022; Hu et al., 2020).

Despite the success of the intervention, certain limitations regarding the consistency of peer judgment were observed during the study. The variance in student ratings, particularly with the standard deviation of 1.21 in feedback interpretation, suggests that peer assessments do not always align perfectly with professional standards. Students often struggled to apply complex rubrics objectively, leading to discrepancies in how language accuracy was evaluated. There was also a tendency for high-achieving students to be more self-critical, while lower-achievers occasionally overestimated their own lexical mastery. These social-psychological dynamics highlight the need for more intensive training in assessment literacy before students are asked to judge their peers. The culture of interpersonal politeness in the local setting may have initially hindered honest criticism, though this improved as the cycles progressed. Future implementations should incorporate structured workshops to help students justify their evaluations with evidence rather than relying on subjective ratings. By addressing inconsistencies, the reliability of the peer assessment process can be strengthened, ensuring that



the feedback provided remains a valid and helpful catalyst for continuous professional development and long-term linguistic refinement in vocational education.

CONCLUSION

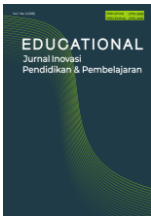
These findings confirm that self- and peer-assessment function as powerful AfL tools that transform vocabulary learning from a teacher-driven to a learner-centered process. The iterative nature of action research allowed continuous refinement of both teaching and learning strategies. Consistent with the findings of Leahy et al. (2005) and Wu (2020), this study reinforces that AfL is most effective when students are empowered to evaluate their progress, use feedback constructively, and apply learning strategies in authentic contexts. In the MICE context, such integration of reflective assessment within PjBL ensures that students not only know the words but also own the professional language necessary for success in their future careers.

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