

THE USE OF PEER ASSESSMENT IN SPEAKING SKILL

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ABSTRACT

This study describes peer assessment implementation in teaching speaking skill in Senior High School of Methodist Banda Aceh. The study was categorized as descriptive study in which the researcher served as an active observer. The research participants in this research were the first-year students and a teacher who applied peer assessment technique in the senior high school of Methodist Banda Aceh. The researcher applied a subsequent process method by observing the classroom using observation sheet, and taking field notes to see the process of implementation of peer assessment. In analyzing the data, the researcher used data reduction, data display, and verification. The implementation process of peer assessment was shown by the classroom observation in three steps; pre-implementation of peer assessment, during peer assessment, and post peer assessment. The researcher also found that the successful implementation of peer assessment was because of the teacher's emphasis on giving score to the peers and raising the students' motivation to conduct peer assessment, making them confident to perform the peer assessment process.

Keywords: *implementation, peer assessment, speaking skill*

INTRODUCTION

In the education sphere, assessment is one of the most important components. This is because it is a tool that can be used to measure students' ability in receiving knowledge and teachers' ability in transferring knowledge. In addition, Arends (2004) states assessment can be used not only to measure students' ability in receiving knowledge and teachers' ability in transferring knowledge, but also to make instructional

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decisions by the process of collecting information about students and classroom.

Teachers need to understand where students are going wrong and need to assess the process as well as the product through activities. Students' achievement is the goal of a teaching learning process. One way to know students' ability is by using assessment. Herman (1992) says that assessment in learning is a process to gain information related to important variables in learning that teachers take to improve the process and the achievement of the students. It has goals to diagnose students' strengths and weaknesses during the teaching learning process.

When teachers handle all of the assessment activities in the classroom, students may learn less than what they deserve. Teachers have an authority in assessing students' performance, task, assignment, and etcetera. This way, however, decreases the students' involvement in gaining knowledge. Ako (2009) states that assessment processes in which teachers hold all the power and make all the choices limit the learners' potential development in their responsibility, metacognitive skill, and collaborative model in teaching learning process. Students need an assessment technique that can potentially draw their attention to those aspects as they have to do a reflection on their own work or others in order to improve their linguistic performance.

An assessment that aligns with the students' need could be peer assessment technique. Peer assessment is an evaluation done by a peer to their classmates in an activity. After getting feedback given by their own peers, students are expected to improve their linguistic performance. Thus, teachers only provide guidance to students in classroom and students become evaluator of their friends' works based on agreement. Falchikov and Goldfinch (2010, p. 132) state that peer assessment requires providing feedback or grades or both to their peers on a product or a performance based on the criteria of excellence which may be determined by the students themselves for that product. Peer assessment involves students providing feedback to other students on the quality of their work. It means that peer assessment can be applied as a technique of assessment in teaching learning process to involve students directly in increasing their ability in the form of peer feedback. One of the ways to apply peer assessment is in speaking skill.

In Indonesia, the teaching of English is based on the Kurikulum 2013 (K13). The objective of the English teaching is divided to two categories, namely; cognitive field and psychomotor field. In cognitive field, students are assessed based on their knowledge about materials or

theories of a subject. In the psychomotor field, they are assessed by their skill. In English subject they are assessed according to their speaking and writing skill.

Based on this reality, teachers in the classroom have to find a technique of assessing students' psychomotor skills. The technique should be an interesting and involve students in it. Peer assessment is one of the assessments which fulfill the criteria.

To recapitulate, peer assessment is a great technique to be used in the classroom to help students reach their own achievement, but unfortunately, this technique was rarely used by English teachers even though it can improve students' involvement in assessing their peers by employing their own knowledge. The lack of understanding and a doubtful feeling about the result of peer assessment implementation are two factors which hampers teachers to use this technique of assessment over the teaching and learning process.

Based on the problem above, the researcher thought to find a teacher to become a model in using peer assessment as this assessment technique is pivotal for both students and teachers. The researcher did a preliminary study at Senior High School of Methodist Banda Aceh in December 2017. The reason for choosing this school was their debate achievement in which some students of this school went to national debate competition. It made the researcher wonder how they improve their speaking skill. In the preliminary study the researcher interviewed some English teachers in Senior High School of Methodist Banda Aceh to find out the implementation of speaking technique in the classroom.

Fortunately, there was an English teacher who applied peer assessment as a formative assessment to assess the students' speaking skill. This teacher has applied this assessment for any kind of speaking assignment that she gave for the students. She applied peer assessment in oral presentation, speech, even for group discussion. By using this assessment, the teacher expected the students to improve their speaking skill after they got the assessment from their friends. In this research the researcher was interested in conducting a research project to find out the implementation of peer assessment in speaking skill especially in senior high school of Methodist Banda Aceh.

LITERATURE REVIEW

Topping (2010, p. 62) defines peer assessment as "An arrangement for learners to consider and specify the level, value, or quality of a

product or performance of other equal-status learners". It means that learners who have the equal-status assesses other learners' work or performance. Another theory of peer assessment comes from Strijbos and Sluijsmans (2010, p. 265) who define "Peer assessment is an educational arrangement where students judge a peers' performance quantitatively and/or qualitatively and which stimulates students to reflect, discuss and collaborate". By judging their peers' performance, students are expected to stimulate the knowledge. Based on the definitions, we can sum up that peer assessment is an assessment done by equal-status students based on the criteria that have been agreed to stimulate the learners' knowledge in teaching learning process.

Some experts try to clarify the difference between formative peer assessment and summative peer assessment. Wen and Tsai (2006, p. 28) refer to formative peer assessment as "students learning needs" and summative peer assessment as "the needs of the society to evaluate the end result of schooling". In formative assessment, an instructor will be able to answer the needs of the learners during the learning process and they will be able to focus on different parts which impede their learning, while in summative assessment the result of the teaching and learning process is important. Summative assessment typically is given to students at the end of a set point during or at the end of the semester to assess what has been learned and how well it was learned. Grades are usually an outcome of summative assessment.

Chan (2010, p. 2) says peer assessment entails some advantages. First, it encourages students to critically reflect on their own learning progress and performance. By assessing their peers, it is hoped they learn something from the mistake done by their peers so that they can avoid doing the same mistakes. Second, it encourages students to be more responsible to their own learning. In peer assessment, students are responsible to any judgment given to their friends based on their knowledge. To assess someone, we have to learn about what we want to assess. Third, It helps students to develop their judgment skill. By applying peer assessment, students can develop their skills in judging their friends work. They may learn about how a teacher gives the score to the students' ability based on their performance. Forth, there is no peer pressure when they evaluate themselves. They do not have to be afraid to give the real score to their peers according to their ability because they do not work under pressure. Fifth, it helps students become autonomous learners. It helps students to be more confident. Peer assessment helps students become independent learners. Last, It helps students to be better

aware of their weakness and strength. In implementation of peer assessment, students learn something about the weakness and strength of themselves in order to develop their progress.

However, according to White (2009, p. 6), peer assessment also has the disadvantages. Students may lack the ability to evaluate each other. They do not have enough ability to assess their friends. It makes the implementation of peer assessment hard to apply. Besides, students may not take it seriously, allowing friendship, entertainment value, et cetera, to influence their marking. Students feel assessment is a teacher's job, so that they are not serious in assessing their peers. Friendship also influences students' assessment in which they give a good score to their close friends and bad scores for those who have problems with them. Another disadvantage is that students may not like peer marking because of the possibility of being discriminated against, being misunderstood, et cetera. Being misunderstood about what students say and act becomes a fear for students in implementing peer assessment. The fear of their peer cannot understand what they say making the students doubt about the peer assessment result. The last disadvantage is that students may misinform each other. Here, teachers' intervention on the objectivity of peer assessment becomes crucial part in applying peer assessment. Teachers have to inform students to ignore the relationship among students.

From above description, peer assessment has many advantages to be applied in learning process. It helps students to achieve knowledge by attracting learning and be responsible for activities. Even though peer assessment has negative effects on the objectivity of giving score, teachers must have their own way to reduce the bad impacts of peer assessment. Peer assessment is not only for assessment purpose but it also becomes a technique in teaching that can boost the students' achievement in learning.

There are seven procedures in implementing peer assessment as has been outlined by White (2009), namely (1) preparing the peer rating sheet before mid-term and final presentation classes, (2) students' responsibility for setting up recording equipment to record each presenter, (3) distributing the checklist (rubric) sheets of peer assessment to each student. (4) filling out, the rubric sheet for each presenter by students during and after each presentation, (5) collecting rubric sheets at the end of class and giving it to teachers. (6) recording rubric scores for each presenter and determining an average peer assessment (PA) score which ranges from 5 (very good) to 1 (poor), and (7) Returning

rubric sheets of the previous week presenters to the students in the subsequent meeting.

In the implementation of peer assessment, students should understand the technique of peer assessment. Students are instructed to fill out the rubric sheets of peer assessment distributed to each student. Each speaker gets assessments from all friends in the classroom. The rubric sheets are collected to be given to the teacher. At the end of class, the rubric sheets are returned to students in order to develop students' skill based on their peer comments.

Luoma (2004) states that a promising area in assessing speaking skill is peer evaluation. The motivation for peer evaluation in educational settings is more than making students attend to what is going on in the classroom when they are not communicating themselves, although that is one of the advantages. It can help learners become more aware of their learning goals, learn through evaluation, and learn from each other.

Speaking skill is an ability to communicate, share, and give information from one to another. Brown (2004) writes that speaking is an interactive process of constructing meaning that involves producing and receiving information. When a person speaks to others, it means she/he gives and gets information about each other. Speaking includes conversation, dialogue, monologue, presentation, speech, public speaking, et cetera.

Miller and Ng (1994) state that the purpose of peer assessment in speaking is to turn passive recipients into active participants on a language program. Students can be taught how to use a marking system relatively quickly, and to increase students' spoken fluency. In addition, White (2009) suggests that the purpose of peer assessment in assessing speaking is to improve students' speaking skill. By using peer assessment in speaking, students are expected to develop their ability in presenting the material.

RESEARCH METHODOLOGY

This study was conducted descriptively in which the researcher served as an active observer in collecting the data. It means that the researcher came into one of the classes in senior high school of Methodist Banda Aceh to observe the implementation of peer assessment in speaking skill. Choudron (1988) states that qualitative method is followed by a description of classroom behaviors, classification of processes, and more subjective inferences toward generalization. The

general goal of qualitative approach is to provide rich, descriptive data about what happens in the second language classroom.

There are two classes in the first grade of Methodist school in Banda Aceh. In this research, the researcher only chose a class in which the English teacher applied peer assessment in the classroom. The total number of the students in this class was 15 students, in which 11 students were male and 4 students were female. In the other hand, the total participant of this research was 15 students and one teacher who applied peer assessment.

To get data collection on the field, the researcher used two instruments. They were observation sheet and field note. Observation was very important to obtain main data for this study where the researcher observed the implementation of peer assessment in speaking skill in the class. The researcher used observation sheet to help the researcher following the activity in the classroom. The researcher as a non-participant observer came to the class observing the implementation of peer assessment in the class by recording and taking notes. The researcher noted every single things in three steps of observation; pre implementation of peer assessment, during peer assessment, and post implementation of peer assessment. The researcher did not involve in any activities in the classroom because it was believed to deviate the objectivity of peer assessment.

The researcher also took notes about the interesting activities, place, date, time, and unusual movements in the class. The field note was also used to note about students' seat arrangement, questions, absenteeism, and all of the unexpected things that happened in the classroom. This data collection helped the researcher to figure out the implementation of peer assessment.

Data analysis was conducted during the study for solving research problem. In this chapter the writer adopted the framework developed by Miles and Huberman (1994, p. 36) to describe the major phases of data analysis; data reduction, data display, and verification.

Data reduction refers to the process of collecting the mass of information that the researcher may obtain during the study which can be reduced and organized. The raw data was reduced for choosing the main data, focusing on important ones, and searching for the concepts and model by reviewing the result of observation and reading the questionnaire findings.

Data display is organized and compressed information that has been reduced and can be displayed as a text, diagram, chart, or table that

provides a new way of the data (Miles & Huberman, 1994, p. 38). In this stage, the data of this study that had been reduced was displayed by the researcher. This process allowed the writer to conclude the research and got answers for the research problems.

Verification is the in-depth assessment stage for getting conclusions. After all the questionnaire results were tabulated, it made researcher easier to draw conclusions to answer the research questions. The researcher drew conclusions on the perception of students toward peer assessment through questionnaire analyzed.

RESULT AND DISCUSSION

The researcher observed the implementation of peer assessment in three steps; pre-implementation of peer assessment, during the implementation of peer assessment, and post-implementation of peer assessment.

It was found that the teacher needed to give a very clear explanation about peer assessment. Giving motivation and purpose in order to do peer assessment was also a crucial thing in peer assessment implementation. Developing trust among students was one factor that led this assessment to being successful. Understanding the scoring rubric while assessing their peer based on teacher's explanation makes peer assessment successfully implemented in the classroom.

Kaufman and Schunn (2010) stated that some strategies to improve peer assessment implementation can be carried out through more involvement of students in peer assessment, providing students with enough training and support, and making a clear clarification of peer assessment criteria. Their statement confirmed the finding of this research.

The following diagram shows the process of peer assessment implemented in senior high school of Methodist Banda Aceh.

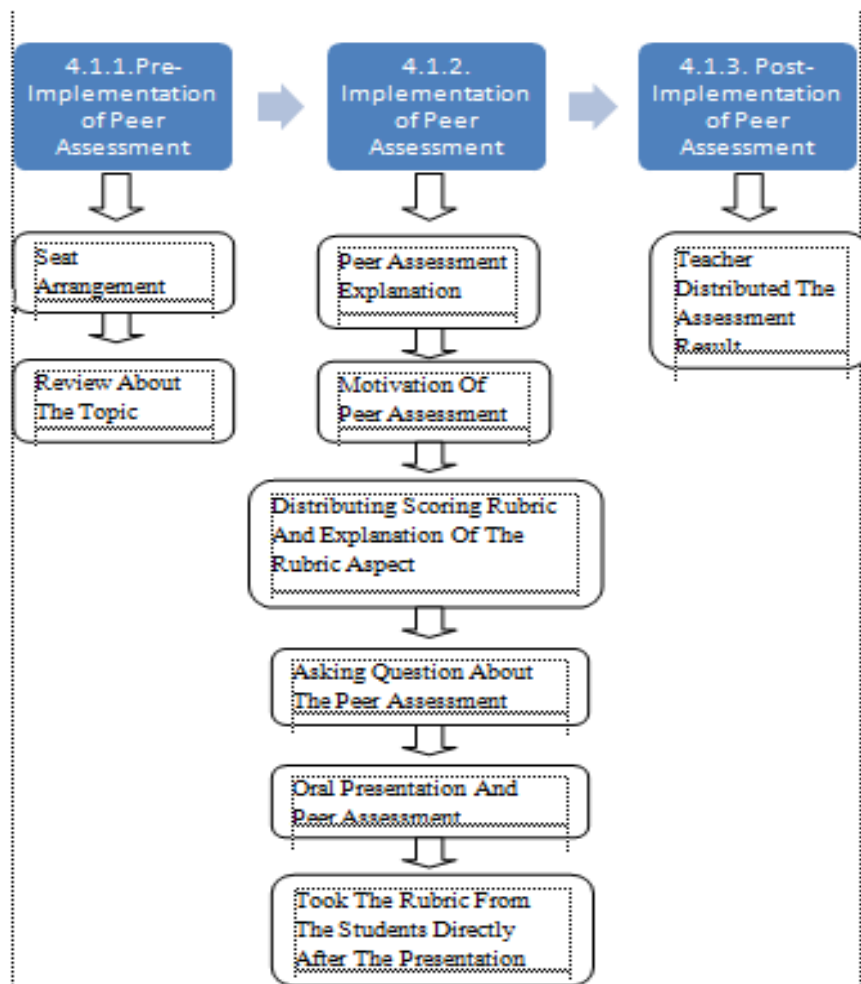


Diagram 1. The Peer Assessment Implementation Process by Teacher in Senior High School of Methodist Banda Aceh

In pre-implementation of peer assessment, the researcher observed the teaching learning process in the classroom. The number of students in that day was 15 students. The arrangement of the seat was letter-U shape in which the teacher stood in the middle of the classroom. Teacher explained the last meeting topic about recount speech that would be done by the students in this meeting. She also reminded students for the generic structure of the recount speech that might be used in the student's speech.

She explained the definition of peer assessment, which is an assessment on their performance done by their own friends. She had told

them about this peer assessment in the previous meeting so that the students felt comfortable and did not feel shocked anymore. She gave clear explanation about what students would do in this peer assessment. She also told that the teacher would not do the assessment. All of the assessment on that day was all done by the students.

The next activity was that the teacher gave motivation in doing this peer assessment. She started with the benefit that the students would get after doing this peer assessment. She told that the assessment done by their own friends would be objective if they did the peer assessment appropriately. She also ordered the students to avoid any feeling to their friends. They needed to do this assessment objectively. Other benefit from the peer assessment that students could get was the feedback from their own friends. The students would know what their friends' opinion about their presentation was. This was interesting thing for the students.

The teacher distributed all rubrics to each student to avoid disturbing them in doing the assessment during the activity. The teacher established trust among students. She also ensured they were able to do this assessment well. The teacher explained about the score criteria that would be assessed in this section.

Finally, during this implementation activity, the teacher took the rubric after one speaker had finished their performance in order to avoid the speaker from looking at their own assessment by their friends. This action aimed at decreasing any guilty feelings among them if the assessor gave unwished score for the speaker.

CONCLUSION AND SUGGESTION

Peer assessment was successfully implemented in SMA Methodist Banda Aceh because of the teacher gave a clear explanation about the definition of peer assessment, its procedures and its benefits to the students. The teacher also established trust among students in order to build trust while doing the assessment. A clear purpose about doing this assessment made the peer assessment successful

Peer assessment can be implemented in the classroom successfully with a clear explanation from the teacher. The teacher also did not have to worry about the result of peer assessment peer assessment implementation was focused more on the process than on the final product. The way the teacher did the pre-implemented peer assessment, during peer assessment, and post-implemented of peer assessment was a crucial factor in peer assessment implementation. The teacher could

establish trust among students. A rare implementation of peer assessment in first year of Methodist class was due to the less involvement of the students in determining the rubric score. If there are teachers who want to implement peer assessment in their classroom, they can involve students in determining score of the rubric by discussing what points need and need not be assessed in the speaking performance.

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APPENDIX 1 : Peer Assessment Rubric

Speech Evaluation and Comments

Speaker's Name: _____

Date: _____

	Strong	Good	Needs Work	TOTAL for area
CONTENT and ORGANIZATION (Overall)	10	8	5	
a. Main Idea				
b. Attention Getter				
c. Supporting idea				
ORGANIZATION	10	8	5	
a. Purpose of The Speech				
b. Introduction				
c. Conclusion				
DELIVERY	10	8	5	
a. Pronunciation				
b. Posture / Gesture				
c. Eye contact				
d. Volume of Voice				

**Adapted from teacher's rubric*

TOTALS