

**THE IMPLEMENTATION OF PEER ASSESMENT ON SPEAKING FOR  
THE TENTH GRADE STUDENTS IN SMA N 1 WURYANTORO  
IN 2014/2015 ACADEMIC YEAR**



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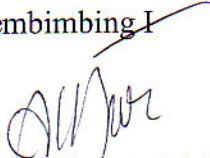
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THE IMPLEMENTATION OF PEER ASSESSMENT ON SPEAKING FOR THE  
TENTH GRADE STUDENTS OF SMA N 1 WURYANTORO  
IN 2014/2015 ACADEMIC YEAR

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**ABSTRACT**

The study aims to describe the implementation of peer assessment specifically to describe the objective of the teaching, describe the material used in teaching-learning process, and describe the procedures used in peer assessment especially in speaking and describe the students' response toward the technique. This research is a qualitative research. The data are taken from event, informant, and document. In collecting data, the researcher uses observation, interview, and documentation. The technique for analyzing data is reducing data, displaying data, and drawing conclusion. There are some effects, the peer assessment technique gives positive impact to the success of teaching speaking with the material is narrative text. Peer assessment technique helps the students to speak and give correction about their peer presentation. Peer assessment technique helps them to express their ideas without afraid to be fault. The students are able to speak the words and sentences correctly. Students are more interested in joining teaching-learning activities, the students have development of speaking skill.

Keywords: teaching speaking, peer assessment, narrative text

**ABSTRAK**

*Tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan dari peer assessment khususnya mendeskripsikan objek mengajar, mendeskripsikan materi yang digunakan selama proses belajar mengajar, dan mendeskripsikan prosedur yang digunakan dalam teknik peer assessment khususnya pada kemampuan berbicara, serta mendeskripsikan respon siswa mengenai teknik yang digunakan. Penelitian ini adalah penelitian kualitatif. Data diambil dari kegiatan belajar mengajar, informan, dan dokumen. Dalam pengumpulan data, peneliti menggunakan observasi, wawancara, dan dokumentasi. Teknik untuk analisis data adalah reduksi data, penyajian data, dan menarik kesimpulan. Ada beberapa efek, penilaian teman memberikan efek positif dalam keberhasilan mengajar berbicara dengan materi naratif teks. Teknik peer assessment membantu para siswa untuk berbicara dan memberikan koreksi dari presentasi teman-temannya. Teknik peer assessment*

*membantu mereka untuk mengungkapkan ide-ide mereka tanpa takut salah. Para siswa menjadi mampu mengucapkan kata-kata dan kalimat dengan benar. Mereka lebih tertarik dalam mengikuti kegiatan belajar mengajar, siswa mengembangkan kemampuan membaca*

*Kata kunci: mengajar berbicara, penilaian teman, teks naratif*

## **A. INTRODUCTION**

Speaking is the most important skill in studying foreign language. Mostly, students find the difficulties in speaking English. Celce Murcia (2002:103) in Fauziati (2010:17) states that “speaking is an activity requiring the integration of many subsystem and all these factors are combined to make speaking a second or foreign language formidable task for language learners”. Speaking is very influential in language acquisition. Some of students’ speaking skill cannot reach the target of teaching speaking. It’s because the students have difficulties in speaking and pronounce the correct words or it may be caused by they afraid to speak in front of their teacher. Each student has different level of capability and understanding. To confront the different learners’ characteristics also require special competence from the teacher.

In teaching learning process, teaching is the most important aspect must be noticed, but in addition assessment from the learning process also needed. Taras (2005:467) defines assessment as judgements of students’ work, and ‘evaluation’ to refer to judgement regarding courses or course delivery, or the process of making of such judgements.

Nurgiyantoro (2011:7) argues that assessment, in the other side, is a systematic process in collecting, analysing, and interpreting the information to determine how far the learners can reach the goal of education. It can be concluded that assessment is judgement based on several criteria to know the learners understanding.

There are three assessment namely self assessment, peer assessment, and self-peer assessment. Falchikov (1995) in Sluijsmans et.al. (1998:14) defines peer assessment as the process whereby groups or individuals rate their peers.

Peer assessment technique require students' to speak then assessed by peers. Present research uses narrative text as it's definition "narrative type tells a story" ( Anderson and Anderson, 1997:6). The teacher makes sure that students understand about the definition, social function, and generic structure, and also the language features of narrative text. Then, the teacher explains the peer assessment technique to correct their pronunciation in speaking narrative text. Finally, the teacher asks the students to present narrative text using peer assessment technique which has been explained by the teacher.

Commonly, the current research of the topic is to analyze or testing method of teaching speaking approach. This research tries to describe the implementation of peer assessment on speaking skill on narrative text. Here, the researcher tries to analyze the effectiveness of peer assessment technique which is applied in teaching-learning narrative text.

## **B. RESEARCH METHOD**

In this study, the researcher uses qualitative research. According to Heigham and Croker (2009:5), qualitative research entails primarily textual data and examining it using interpretive analysis. According to Bogdan and Tylor (1990) in Margono (2000:36), qualitative research is a research procedure which produce descriptive data both oral and written forms by people and behaviour which can be observed. In this research, the writer tries to describe the classroom activities of the implementation of peer assessment on speaking. The subject of this research is limited to the teacher and the X-1 class of the tenth grade students in SMA N 1 Wuryantoro in 2014/2015 academic year. The object of this research is the implementation of peer assessment on speaking of the tenth grade students in SMA N 1 Wuryantoro in 2014/2015 academic year. The data of this research are all informations of activities of the students which researcher takes from field note of the observation. There are three sources of the data, that are event, informant, and document. The researcher is using instruments of collecting data

namely; observation, interview, documentation. The researcher analyzes the data using three steps of technique for analyzing data namely; reducing data, displaying data, and drawing conclusion.

## **C. RESEARCH FINDING AND DISCUSSION**

The findings are the procedure of teaching speaking using peer assessment technique and the students' respons toward the technique in teaching speaking using peer assessment on speaking for the tenth grade students in SMA N 1 Wuryantoro.

### **1. Research Finding**

Based on the observation in teaching speaking using peer assessment on narrative text which was conducted from 12 until 26 March 2015, the reseacher found that the teaching-learning process in the X-1 class was going well.

Based on the observation, there are some steps in implementing peer assessment on speaking of narrative text at the X-1 class of SMA N 1 Wuryantoro. The steps can be specifiies as follows :

- a) The teacher and the researcher entered the X-1 class.
- b) The teacher greeted the students and checked the students' attendance.
- c) The teacher explained the procedures of using peer assessment technique.
- d) The teacher asked students to sit together in gorup (the group members was divided by the teacher in the previous meeting where each group has one students which competence in English).
- e) The teacher spread the form of peer assessment for each student.
- f) The teacher asked the students to starting the lesson.
- g) One student in each group was stand up and presenting a narrative text.
- h) Other students in each group observed, listened, scored, judge, and commented their friend's performance.

- i) After one student finished his/her presentation, the next student stood up and presented his/her narrative story.
- j) Other members observed, listened, scored, judge, and commented their friend's performance.
- k) The third student in each group took turn presenting a narrative story.
- l) Other members observed, listened, scored, judge, and commented the third students' performance.
- m) The last student in each group stand up and presented a narrative story.
- n) The other members observed, listened, scored, judge, and commented the performance of the last member.
- o) The teacher tested some students to see the progression.
- p) The teacher gave evaluation about the teaching-learning process using peer assessment.

Overall, interview data indicate that majority of students had a positive reaction to the peer assessment. While being a positive assessment experience, a minority of students expressed a dislike or dissatisfaction with the process. Mostly students were agreed that peer assessment is an effective way improving students speaking ability. The application of this technique was not difficult and do not waste much time, but in giving scores students potentially affected by students caused by relationship between assessor and students being assessed. All of the interviewee recommend peer assessment technique used in speaking teaching-learning process. Students are more interested in joining teaching-learning activities, and the students have development of speaking skill.

The result of the study indicated that peer assessment technique can improve the students' speaking skills. All of the participant could assessed and commented peers. The progression showed by students being commented. They could pronounce the words correctly when the teacher tested their understanding. Students' assessment scores almost same as

teacher's. It means that students have ability to assessed and jugde their peers' competence. From the interview data, they also said that peer assessment is an effective and good technique which help them to shared understanding about English especially in speaking.

## **2. Discussion**

There are some steps in the procedure of teaching speaking narrative text using peer assessment. In introduction, the teacher introduces and explains about peer assessment concept and the generic structure of narrative text. In preparation process, the teacher prepares the subject, the material, group member, and the form of peer assessment. Then, in implementation/application process, the students divided in groups and work with it. Student assessed, assessing, and commenting their peers. Last, in the evaluation process, the teacher tested students' progression with asking them to pronounce some words. The teacher also gives evaluation about the process.

Based on the observation, there are four procedures in implementing peer assessment on speaking of narrative text :

- a. Introduction, introducing and give a brief definition about peer assessment. Teacher also said about the benefits of peer assessment, one of the benefits is it can increase students speaking ability.
- b. Preparation, this section the teacher prepared the subject of the study, the teaching material, group members, and the form of peer assessment.
- c. Implementation/application, teacher give a guidance but not give feedback during the teaching-learning using peer assessment. Students were presented and take turns in giving comments. It is appropriate with the principles of teaching speaking which give opportunity for



students to talk by using group work or pair work and limiting teacher talk by Nunan (2003:20).

- d. Evaluation, teacher give some result of students progress after using peer assessment and evaluate the teaching-learning process using peer assessment.

The data of the interview generated students' perspectives and commentary about peer assessment. They were agreed that peer assessment is such an effective technique used to improve students' speaking skills. Interview responses show that many students helped to do a better presentation. Peers comments about the way students delivered the presentation helped them to improve their performance. Students were agreed that peer assessment technique can be rarely used in teaching-learning process.

#### **D. CONCLUSION**

The result of the study shows that the use of peer assessment technique as a technique in teaching speaking can help the students understand correct pronunciation by getting correction, the student commenting peers as the definition of speaking, "speaking is the same as oral interaction which are conventional was of presenting information, expression, our idea, and thought", Nunan (1991:40). It is also appropriate with the advantages of peer assessment by Cassidy (2006:509) that it is potential for providing increas levels of feedback without increased demands on tutors, also increase student responsibility and evaluative skill.

Teaching using this technique can reach the goal of teaching speaking, to make students comprehend the meaning of monologue text with any kind of simple oral language, especially on narrative text, and also improve sudents' contribution in speaking class. Students are able to use peer assessment technique in speaking of narrative text, the students' understanding increases after meeting.

Based on the result of the discussion, it can be concluded that peer assessment technique is an appropriate technique in increasing speaking skill of the students.

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