

CHAPTER I

INTRODUCTION

A. Background of the Study

English takes a major role in international communication. It is a second language for most of the people of the world which has increasingly become the international language for business and commerce, science and technology, and international relations and diplomacy (Freeman and Long, 1999:1). English as a global communication has been studied in schools till university. English subject become a must in Indonesian education in order to enrich students' knowledge about other languages. According to Freeman and Long (1999, 2-3) there are many reasons why people study English. First of all, the study of second language is fascinating in its own right. It is pleasant to study another language and be able to communicate with people around the world. The other aim is second language teaching profession, both teachers and students. Teachers of second language obviously attracted to some second language research as a source of knowledge which will applied in teaching or learning process. Teachers attempt to use appropriate method to empower learners' sense. It is teacher's challenge to build a good English skills for students. The most important skill in studying English is speaking, by speaking we can know how deep students' competence and students' understanding about 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”. It can be implied that in studying second language, definitely, both teachers and learners may find the difficulties. Some teachers get difficulty to find the appropriate learning strategy to improve students knowledge and achieve the goal of the learning process. To confront the different learners’ characteristics also require special competence from the teacher. For the learners, they have some problems which obstruct their ability in studying English. First, they are not have self confidence, they afraid to do something false. The differences between Indonesian dialect and English dialect also make students confused on how to pronounce the words. Mother tongue give big influence in pronunciation and intonation.

The other reason is the limited vocabulary of the learners. English as the second language are different with Indonesian. The learners are difficult to translate the meaning of English into Indonesian, some phrases are the combination words which have their own meaning. In Indonesia, what people say is the same as the written form, but in English it is different. There will be a misunderstanding if learners do not know what the teacher says about.

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. In Taras (2005:467) Scriven argues that assessment is a judgement which can be justified according to specific weighted set goals, yielding either comparative or numerical rating. 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.

Boud and Falchikov (1998) in Sluijsmans *et.al.* (1998:11) state that self assessment refers to the involvement of learners in making judgement about their own learning, particularly about their achievements and the outcomes of their learning. Learners are evaluate their own ability based on what they get during the learning process whether their knowledge increase or not.

Peer assessment is an assessment of students by other students, both formative reviews to provide feedback and summative grading (Stephen Bostock, 2000). Falchikov (1995) in Sluijsmans *et.al.* (1998:14) defines peer assessment as the process whereby groups or individuals rate their peers. In here, learners were in a group and he/she assessed by their group friends. If a person makes a mistake, he/she will be evaluated by their friends in that group. Group work provide every team member full opportunities to give play according to their capability and establish good relations of cooperation with

friends of how work in group. Besides that, learners can see their friends ability in English. In peer assessment students will study in a group, they will present a story orally. Other students listen and mark the incorrect spelling, they will take turns in reading the text. At the end, all group members will judge their friends one by one, so students will speak based on their own opinion. It can be one of some ways to make students speak up.

According to Sluijsmans *et.al.* (1998:16) self- and peer- assessment are combined when students are assessing peers but the self is also included as a member of the group and must be assessed. There the learners are assessing and also assessed, a person will assessing him/her friends and she/he will assessed by him/her self. This kind of assessment will takes a lot of time.

From the three assessments above, peer assessment has great advantages, such as encourages student involvement and responsibility, help students to reflect their role and contribution in a group work, and make students speak up to give their opinion. The researcher choose senior high school to observe. The reason which leads the researcher to do research in peer assessment of speaking class is that the problem found by students of SMA N 1 Wuryantoro in pronunciation. Some students do incorrect pronunciation such as in the word “product” they pronounce “produk”, the word “day” they pronounce “dai”, the word “December” they pronounce “Desember”, etc. The learners speaking ability is less. It need a new learning strategy to improve learners speaking skill. Peer assessment may help the learners to improve their

ability in speaking English, where their friend will judge or assess their pronunciation.

Based on the reason above, the writer is interested in conducting a research entitled **THE IMPLEMENTATION OF PEER ASSESSMENT ON SPEAKING FOR THE TENTH GRADE STUDENTS IN SMA NEGERI 1 WURYANTORO IN 2014/2015 ACADEMIC YEAR.**

B. Limitation of the Study

In this research, the researcher tries to observe the implementation of peer assessment on speaking for the tenth grade students in SMA N 1 Wuryantoro in 2014/2015 academic year. It is done to get better result of how teacher implements the technique, more focus on the procedures and students' perspective about the technique.

C. Problem Statement

Based on the background of the study above, the problems can be formulated as follows :

1. How does the teacher implement peer assessment in speaking class?

This question can be broken down into the followings :

- a. What are the objective of the teaching?
 - b. What are materials used in the teaching learning process?
 - c. What are procedures of peer assessment in speaking skills?
2. How is the student's response to the technique implemented?

D. Objective of the Study

Based on the formulation of the problems above, the objectives of this research are to :

1. Describes the implementation of peer assessment on speaking of the tenth grade in SMA N 1 Wuryantoro. Specifically it is to describe :
 - a. the objective of the teaching,
 - b. the materials used in the teaching learning process, and
 - c. the procedures used in peer assessment especially in speaking skills.
2. Describe the students response toward the technique.

E. Significance of the Study

1. Theoretical Significance

This research can give contribution to particularly language teaching and phonology. Besides that, this research can give more information about language teaching method and strategy and the result that can be a guideline to the next research.

2. Practical Significance

a. For the teacher

The result of this study is to help the teacher to increase students' speaking ability through peer assessment.

b. For the Student

The result may help the students to improve speaking skill.

c. For the Other Researcher

The other researcher may know and have a reference to conduct a research about some techniques to improve students' speaking skill.

d. For the Institutions of Muhammadiyah University of Surakarta

The result of this study may help the teachers to develop students' speaking competence using peer assessment technique.

e. For the Reader

The researcher hopes that the reader can take the advantages based on information of the research about improving speaking ability by using peers assessment.

F. Research Paper Organization

Chapter I is introduction that consists of the background of the study, limitation of the study, problem statement, objective of the study, significant of the study, and research paper organization.

Chapter II is review of related literature. It is the theories that becomes the basic of the analysis.

Chapter III is research method. This chapter deals with type of the research, object of the research, method of collecting data, technique for analyzing data.

Chapter IV is research result and discussion. It focuses on the research finding and discussion of research finding.

Chapter V is conclusion and suggestion.