DIGITAL ASSISTED PEER ASSESSMENT AND EFL SPEAKING PERFORMANCE: A DESCRIPTIVE ANALYSIS

THESIS

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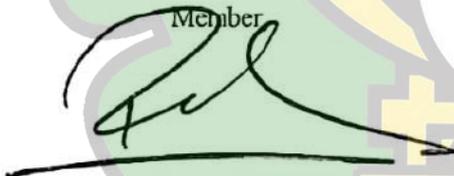Board of Examiner,

Chairperson,   Secretary,
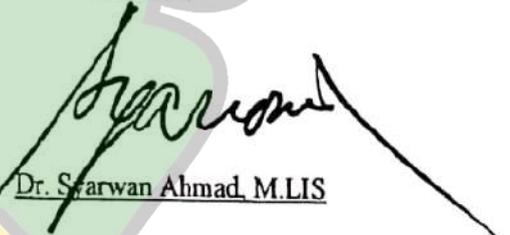
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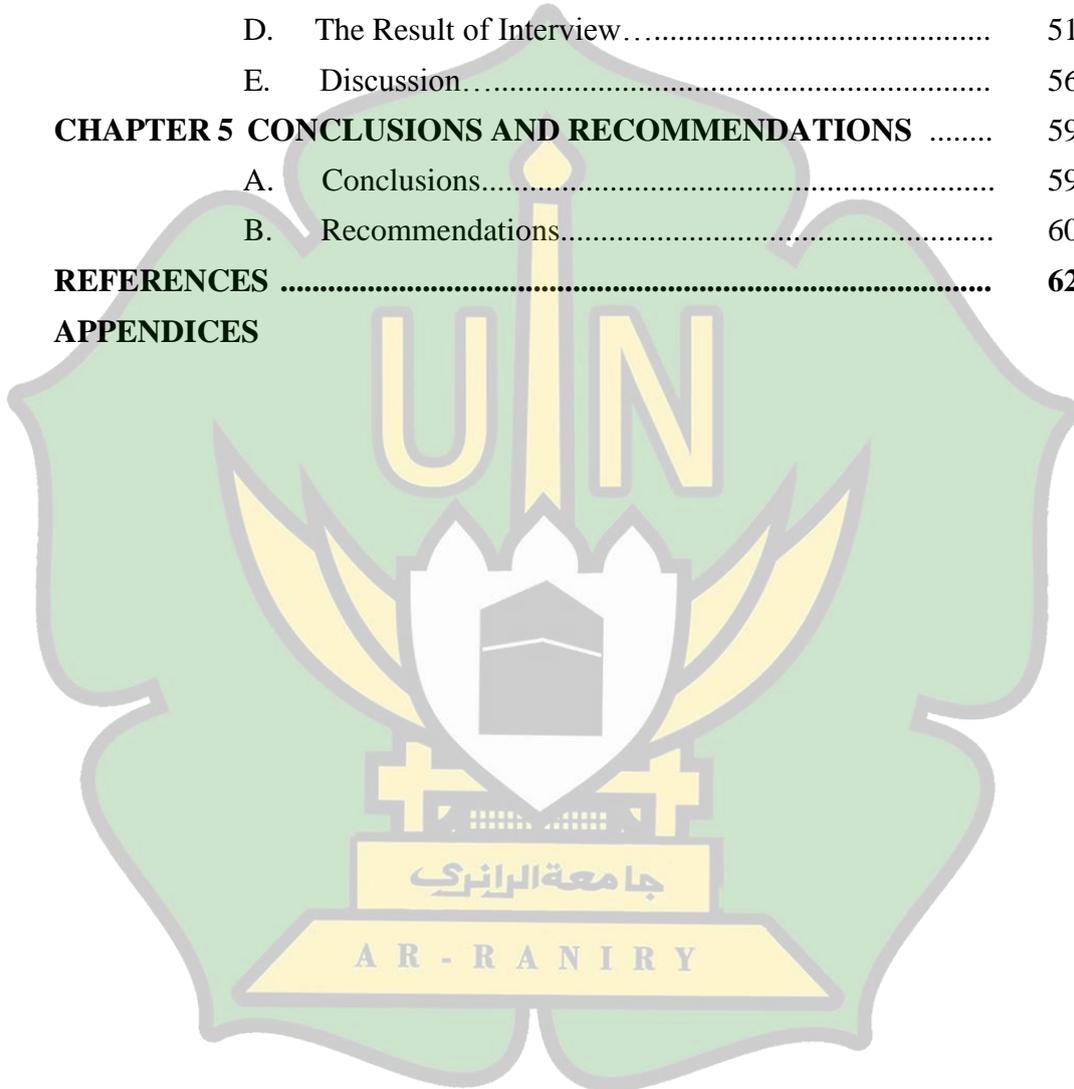The Researcher,

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ABSTRACT

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In the learning process, speaking is considered as one of the challenging subjects for students. The students perform low competency in speaking and some unsatisfying understanding toward aspects of speaking are noticeably evident. Also, their knowledge of grammar, pronunciation, vocabulary, accuracy, and fluency are not used appropriately. The purpose of this study is to find out the learning activities of English speaking in ways of peer assessment through digital assistance, and to observe the implementation of Digital-Assisted-Peer-Assessment towards students' speaking performance. The researcher used Google Meet and Google Form as media. Two data collection techniques were used in this research: quantitative data obtained all activity guideline employed by pre-experimental (non-design) and observation, also the secondary qualitative data gained from the semi-structured interview. In analyzing the data, the researcher used data reduction such as coding and written summarization. The analysis of the data was conducted in descriptive analysis. This study involved 6 students in the eight semester from batch 2017 in the Department of English Language Education of Universitas Islam Negeri Ar-Raniry. The sample was chosen by using purposive sampling who fulfilled specific criteria. Yet, the result showed that one of learning media that could assist the users with gaining the utilization of the articulations in the genuine circumstance. All participants can investigate their right thoughts, sentiments, and arguments including any aspect of speaking. Students can also assess each partner's speaking ability with significantly different calculations. This corresponds to the CEFR*(Common European Framework of References)* rubric pattern, namely proficiency user, independent user, and basic user.
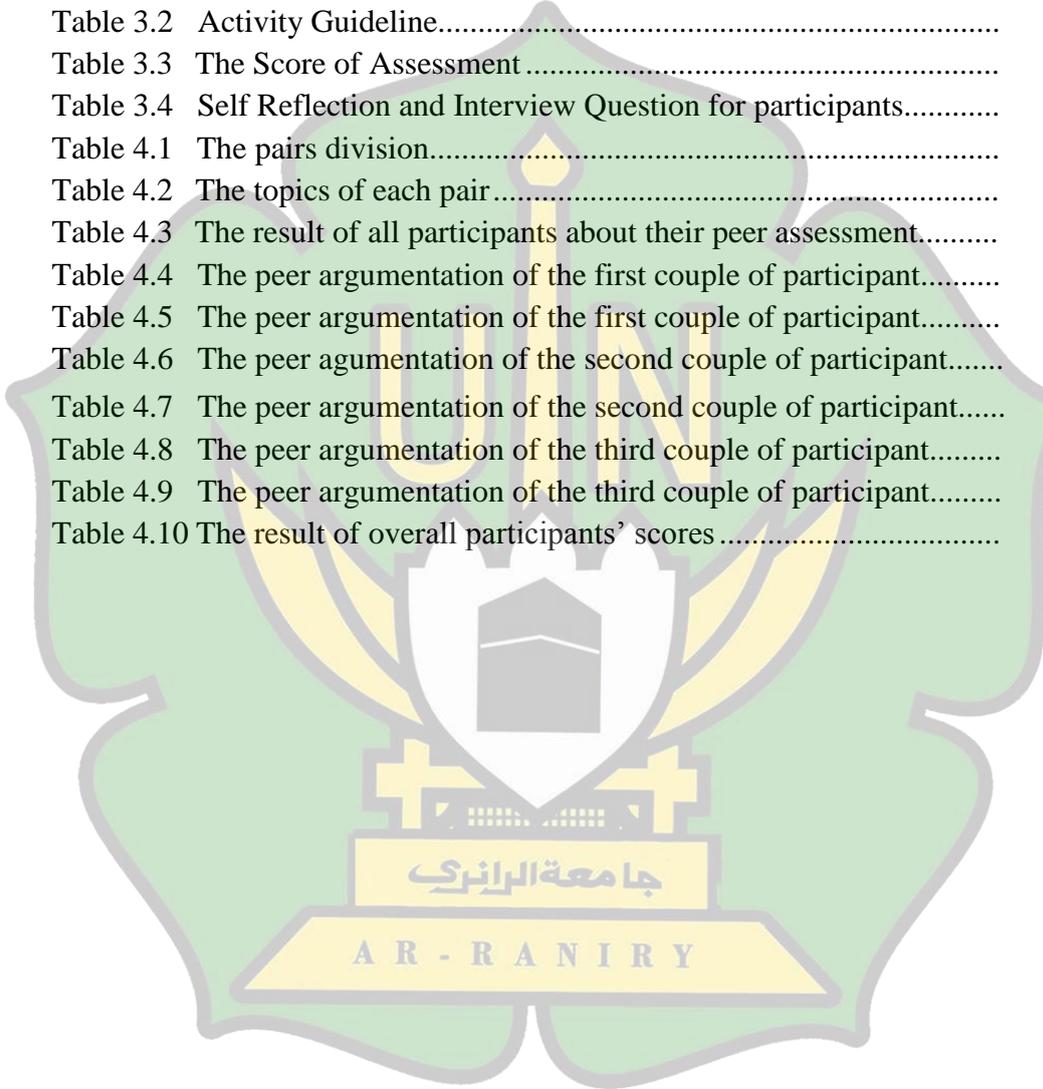
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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains briefly about the motives of this research. This chapter continues to encompass the aim of this research based on its research questions. This chapter also describes about some terms related to the title of this study.

A.   Backgrounds of the Study

Language learning is one field which needs deliberate practice to provide learners skills, but in learning settings while there are high learner-teacher ratios, it is unsustainable for learners administering frequent writing exercises and delivering laborious feedback. In other contexts in which there are high learner-teacher ratios, it has been shown that peer assessment or peer review generates alternative feedback to qualify for deliberate practice (Balfour, 2013). Within system preferences successful digital peer assessment programs have been designed-including for speaking online applications. Molapo, Moodley, Akhalwaya, Kurien, Kloppenberg, and Young (2019) described that peer assessment often has two objectives, which are intended to help assess the quality of peers' work by providing quantitative scores, ratings or grades, and/or to provide actionable qualitative feedback. Therefore, to accelerate English language learning in a distinctive class setting that acquires similar learning challenges, a digital assisted peer assessment system is highly needed in order to design, explore, and test the improvement of EFL speaking ability.

Mastering speaking is a challenge for English learners, because it requires a maximum effort. In speaking, English for learners cannot plan the exact words/sentences. Unlike reading or writing, speaking happens in real-time, usually the person they're talking to is waiting for them to speak right then. Many English learners experience obstacles and get unsatisfied with their speaking ability. They face some difficulties in mastering the ability to communicate, namely one's disinclination, hesitation, fear of failure, or absence of adequate, reluctant, and unmotivated (Richard, 2008).

The teaching and learning of English as an unknown dialect is exceptionally mind boggling. Speaking is the most required abilities in acquiring English. It is particularly hard for unknown dialect students to communicate in a language in light of the fact that viable oral correspondence requires the capacity to utilize the language completely in friendly connections. Nunan (2015) accepted that association intricacy incorporates verbal correspondence as well as discourse paralinguistic components like pitch, stress, and inflection. Furthermore, non-semantic components, for example, signals and non-verbal communication/pose, look, and so forth may go with discourse or straightforwardly pass on messages with no going with discourse.

In the learning process, speaking is considered as one of the challenging subjects for students English Language Education Department at State Islamic Universities of Ar-Raniry. There are some problems that relate to the English speaking process. The students perform low competency in speaking and some unsatisfying understanding toward aspects of speaking are noticeably evident. Also,

their knowledge of grammar, pronunciation, vocabulary, accuracy, and fluency are not used appropriately. They have difficulties in taking words to the context when developing sentences, so they cannot speak well. Moreover, it is known that currently condition has had a considerable impact on students' education. One of the impacts that appears is upon speaking activities. Hence, the researcher needs to develop students' speaking ability by designing digital assisted peer assessment. Nation and Newton (2019) said that the learning media contribute to the teaching and learning process. It can stimulate students' ideas to develop their speaking. The learning media can be categorized as online application, visual, audio, audio-visual, and multimedia.

In order to gain some background knowledge about the future participants, the researcher necessarily conducted the preliminary research. Preliminary research activities involve context analysis and problems and research sources (Nieveen, McKenney & Akker, 2007). The focus of this preliminary research was to provide the characteristics of the learners toward their speaking ability performed in certain speaking subjects. From there, the researcher would be able to select the participants for further main data collecting process. It was evident that some students seemed to have several challenges during the speaking activities done in the certain online learning media encompassing the feedback method, unfamiliarity toward the new learning environment and limited project activity.

There was a research entitled "Designing Digital Peer Assessment for Second Language Learning in Low Resource Learning Settings". The research was conducted by Molapo et al. (2019) found that the prototypes explore digital peer

assessment in the critical context and report on their findings alongside the advancement of the solution which have been developed. This analysis was carried out in an independent public school that is South Africa's low-income urban community. The School followed an innovative pedagogical model, optimizing restricted human and infrastructure resources. The school had already used peer review for English and other subjects before this study, the learners provided feedback on paper on a one-to-one, non-anonymous basis.

However, Fauzan (2016) on his research entitled "Enhancing Speaking Ability of EFL Students through Debate and Peer Assessment" revealed that considering the talking issues looked above, it is important to carry out a recently suitable technique to work on the understudy's capacity to talk. According to the utilization of companion appraisal in talking expertise, peer evaluation committed the understudies mindful of the errors yet additionally didn't stay away from the danger or even quit talking. His investigation followed a cycle interaction which included arranging, carrying out, noticing and reflecting to acquire the outcome.

Therefore, according to previous studies above, the researcher assumed that teachers should change the way of teaching and learning processes related to the improvement of EFL speaking skills by using video recorders or a few applications as digital assistance. The software that is widely used in education and other online meetings is Google Meet (meet.google.com). By conducting this research, the writer tried to provide media that can encourage the students to use the learning-from-home application model and to find out the peer assessment process in EFL speaking. The researcher is interested in examining problems in the teaching and

learning process of speaking with digital assistance. It is closely related to this study entitled "Digital Assisted Peer Assessment and EFL Speaking Performance: A Descriptive Analysis".

B.   Research Questions

Before commencing the study, the formulation of the research question (RQ) is essential. It attempts to examine current ambiguity in a field of concern and points to the need for the intentional investigation of a researcher. Based on the background mentioned above, the researcher formulates a research question as "How is the implementation of Digital-Assisted-Peer-Assessment towards students' speaking performance?"

C.   Research Aims

In this section, the researcher needs to dig into the aims of the study. Based on the formulation above, the objectives of the research are to find out the learning activities of English speaking in ways of peer assessment through digital assistance, and to observe the implementation of Digital-Assisted-Peer-Assessment towards students' speaking performance.

D.   Significance of the Study

The results of this research are expected to be beneficial for other researchers, the result of this research can potentially give many information, references, and evidence about the improvement of media that assists peer assessment EFL speaking. Additionally, this study can guide them in conducting further research and foundation for similar research in the future. For teachers, this

research can be used as a source of information on how to develop the speaking potential of the students through some types of learning media. It can be a good way to improve EFL speaking. For the students, the researcher gives a reasonable way to improve speaking ability and also get them motivated during the learning process. Students will be interested in exploring their speaking practices

E.   Terminology

1. Peer Assessment

Kollar and Fischer (2010) assumed that peer assessment is a crucial factor in the design of learning environments to allow students to be more participatory in achieving concepts such as peer learning, collaborative learning, and problem-solving based learning. In recent decades, peer assessment in the field of education has been achieved at a-pace, using it as an assessment instrument (Gielen et al., 2011). It states a learning structure founded upon the learning directed around the learner with others in terms of successful learning, which focuses on the student's complete participation in the process of collaborative learning with peers under the supervision of the teacher. Peer assessment is used to improve learning and teaching as an efficient way to increase students' motivation by engaging them in the evaluation process and encouraging peers to help one another mastering the learning topics.

Peer assessment aims to describe the evaluation processes which will facilitate future learning and reduce the anticipated difficulties. It also aims at transforming students from mere educator knowledge recipients into memorizing

and remembering tests to active learners and participants in the learning and assessment process, communicating, investigating and exploring, and reaching relationships between objects. Peer assessment also helps to ensure a quality education for all students.

2. EFL Students

EFL students in their original country (or any other country that is not a native English-speaking nation), learning English as a foreign language. Chamot (1995) stated from current educational trends promoting higher-order thinking that EFL/ELT teachers also need to turn the classroom into a "community of thinkers." In light of Yusny (2013) stated that an ever usage of English in many parts of the world is unavoidable. Perhaps it would be beneficial for EFL/ELT practitioners to trace English back to its origins in order to better understand how it managed to spread over the world meeting with its unprecedented users. Therefore, EFL students may not be significantly exposed to speaking English outside of the learning environment, they obtain the benefit from the improved probability of speaking and listening in their classes. EFL/ELT class settings are important because teachers are educated on the experiences of their students and exposure to English as well as their personal motivations for learning English to make a success out of class time to increase the learning experience.

3. Speaking

Speaking is an ability that someone uses in the communication of daily life, whether at school or outside, and it exists as sounds. It is possible to learn speaking

skills and it does not rely on talents. Additionally, the form and meaning depend on the context in which it happens, including the participants themselves, their collective perceptions, the physical environment, and the reasons for which they talk. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (Shumin, 2002). Another definition, Brown (1994) said that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is spontaneous, open-ended always, and developing. Speech is not quite an unpredictable thought. Besides, Speaking requires learners to not simply know how to produce specific language points, such as grammar, pronunciation, or vocabulary (linguistic skills). It has been proven, for example, that learning speaking can help to improve reading skills, develop writing skills, and enhance listening skills. In other words, speaking is a skill to express people's feelings and ideas in various ways.
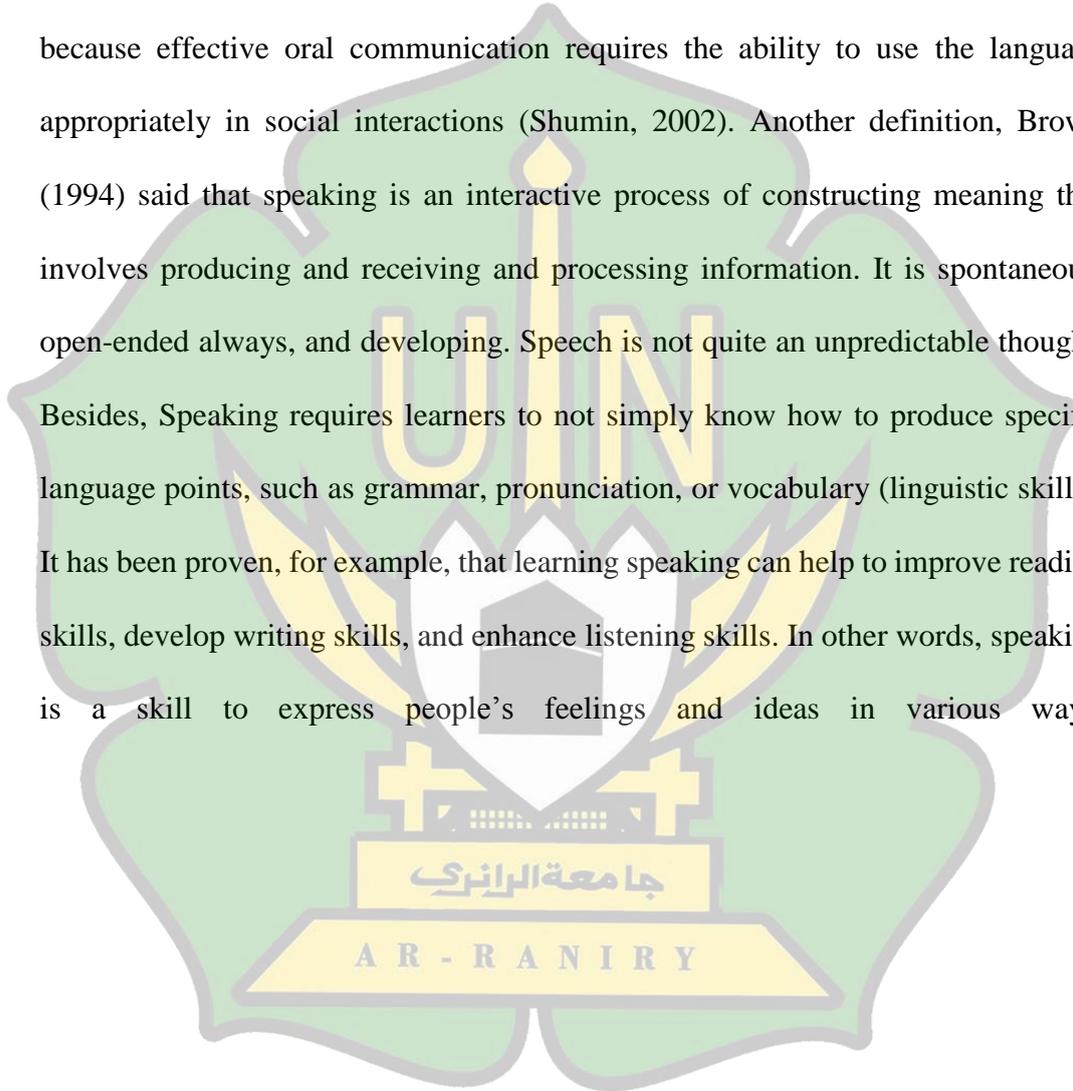
CHAPTER II

LITERATURE REVIEW

In this chapter, the writer literally provided the review and definition of theories from previous studies. This chapter discusses related technology enhance language learning, peer assessment, theories of speaking and language learning assistance.

A. Technology Enhanced Language Learning

According to Arsyad (2008) that TELL (Technology Enhanced Language Learning) is a term that emerged in the 1980s as an alternative to CALL (Computer-Assisted Language Learning). The goal was to provide more precise descriptions of actions that took place within CALL. It was linked to the notion that new technological applications and tools had the potential to improve rather than just support language acquisition. There are five main areas that contribute to the overall understanding of TELL: the look area, which is concerned with developing new learning activities, the computational area, which is concerned with technological possibilities, and the cognitive area, which is concerned with potential opportunities for individuals to acquire knowledge under specific conditions in a variety of contexts. The social and cultural area is the study of meaning-making, engagement, and activity selection in relation to a specific location (e.g., school, informal settings, workplace). The term "assisted digital" is currently being used to characterize a variety of advances, methods, and actions aimed at making sure no one is left behind.

a) *Computer Assisted Language Learning (CALL)*

The phrases Computer Assisted Learning (CAL) and Computer-Assisted Instruction (CAI) precede Computer Assisted Language Learning (CALL). The acronym CALI was initially used in the name of the organization, the Computer-Assisted Language Instructed Consortium (CALICO), which is the largest organization dedicated to the study of technology and language, it was established in the United States in 1982 (Blake, 2008).

The approach to teaching and learning languages that uses computers and other technologies to present, reinforce, and assess material to be learned, or to create environments where teachers and learners can interact with each other and the outside world is known as computer assisted language learning (Stockwell, 2012). It can be concluded that Computer Assisted Language Learning (CALL) refers to studies concerned with a second language and computer technology.

The accompanying definitions, which are an amalgamation of those offered by Bangert-Drowns et al. (1985), address generally acknowledged (however in no way, shape or form select) meanings of these terms: Computer-based training (CBE) and PC based guidance (CBI) are the broadest terms and can allude to for all intents and purposes any kind of PC use in instructive settings, including drill and practice, instructional exercises, reproductions, informative administration, strengthening works out, programming, data set turn of events, composing utilizing word processors, and different applications.

Those trying to make sense of the plethora of terms used by educators and researchers computer assisted instruction, computer-based education, computer-based instruction, computer enriched instruction, computer managed instruction, can easily become perplexed. These terms can refer to either stand-alone computer learning activities or computer learning activities that reinforce previously learned material. Teachers instruct students. Computer-assisted instruction (CAI) is a more specific phrase that refers to drill-and-practice, instructional, or simulation activities that can be used alone or in conjunction with traditional, teacher-led instruction.

B. Peer Assessment

1. The definition of peer assessment

Sluijsmans et al. (1998) anticipated that curriculum design would also have to be related to design assessment mechanisms. Curriculum designers should incorporate forms of assessment, such as peer-to-peer assessment, to be part of the cycle of student-centered improvement. Many studies argue that there is concern that in assessing their peers' accomplishments, students can provide exaggerated expectations, inaccurate expectations, or misunderstanding. These concerns indicate the increase in the contrast ratio from the measurement perspective, which threatens the credibility of the grades. These grades must be only one of a number of different grades awarded for a specific task or process.

In fact, peer assessment is essentially a collective process that takes place between at least two peers. Peer evaluation can require or require in a more interactive version requires only colleagues to agree about whether to handle the individual task, how to get input, and how to use input when revising. "Peer

assessment often has two goals: 1) to help assess the quality of peers' work by providing quantitative scores, ratings or grades; and/or 2) to provide actionable qualitative feedback. (Molapo et al., 2019, p.2).

In quantitative assessment, pairs may have any ordinal and cardinal assessment. In cardinal systems, peer reviewers return a number score for each submission allocated, and then the score per submission is summed to calculate your final score or degree. The peer reviewers return a rating in ordinal systems for a limited subset for peer submissions allocated-classified from strongest to lowest, offering essentially a relative performance measurement for each application. Examiner either in comparing multiple submissions: a 'list wise' comparison, or two submissions at a time: one 'in pair' comparison. The same was observed by Cambre et.al (2018), when students were asked to compare applications, rather than they received individual assessments and returned reviews of a high quality. Based on quantitative feedback:

> A structured or itemized rubric can be used to provide qualitative feedback. While the use of rubrics has been shown to be advantageous, other studies have showed that when rubrics are used, peer reviewers write shorter reviews, therefore there are still unanswered problems about how to utilize rubrics effectively to encourage high-quality quantitative reviews (Molapo et al.,2019, p.2).

When deciding between these, the diverse options for developing peer review systems are aimed at allowing peers to apply high quality and qualitative reviews which are of educational value by using rubric effectively, for instance, in order to gain the encouragement of high quality of qualitative feedback. Performing

this peer assessment, there must be a diversity of activities that support its processes. According to:

> Peer assessment exercises can take a few structures and work in an assortment of educational plan regions and subjects. Companion assessments should be possible on a wide scope of products or yields, including composing, portfolios, oral introductions, test execution, and other gifted practices. The assessors and the surveyed might be two by two or gatherings, contingent upon the investment arrangement. Directionality can likewise vary: Peer assessment can be uneven or complementary. Indeed, even the objectives of companion assessment may contrast: The educator might focus on enhancements in cognizance or metacognition, just as time investment funds and different objective (Toping, 2009, p.3).

Hence, it does not only occur in institutions, but also throughout life. To be precise, at different times and in different ways, these have claimed to be peer evaluators and appraisers. Consequently, participation in peer assessment at universities will build social skills that can be useful for life in the sake of achieving goals of peer review. Therefore, peer evaluation is an arrangement for learners to evaluate and determine the degree, importance or quality of a product or achievement of other learners of equal status.

2. *The Benefit of Peer Assessment*

Theoretical peer assessment positively predicts that it is advantageous in at least two respects. First, peer assessment enables students to engage critically with the evaluated material, compare and contrast performance with peers, and identify gaps or errors in their own knowledge. Moreover, peer review may improve the communication of feedback, as peers, can use a similar and more accessible language, as well as reduce the negative feeling of being assessed by an authority

(Liu et al., 2016). Assessment can confer many distinct benefits, for example drawing comparisons with peer work and increased knowledge of evaluative criteria. Some research compared the impact of assessment. Lundstrom and Baker (2009) found that evaluating the written work of a peer was more beneficial to their own writing than evaluating it by a peer.

3. *Peer assessment type*

According to Double, McGrane, and Hopfenbeck (2020, p.8) that the type of peer assessment involves:

a. Freeform / Scaffolding

Peer Assessment is frequently carried out related to some type of platform, for instance, rubrics, scoring scripts, and so forth Framework has been displayed to further develop both the quality companion evaluation and increment the measure of criticism assessors give. Companion appraisal has likewise been demonstrated to be more precise when rubrics are used.

b. Online

Increasingly, peer assessment has been performed online due in part to the growth in online learning activities as well as the ease by which peer assessment can be implemented online. Conducting peer assessment online can fundamentally lessen the strategic weight of carrying out peer appraisal. Some exploration likewise contended that the intellectual cycles associated with peer appraisal, for example, assessing, clarifying, and proposing, correspondingly work out in on the web and disconnected conditions. Notwithstanding, the social cycles associated with peer

appraisal are probably going to considerably contrast among on the web and disconnected friend evaluation (for example teaming up, examining, and so on) and it is muddled whether this may restrict the advantages of friend evaluation through either medium. To the creators' information, no earlier examinations have thought about the impacts of on the web and disconnected companion evaluation on scholarly execution.

c. Frequency

Peers are frequently fledglings at giving useful appraisal and unpracticed students will in general give restricted criticism. A few investigations have consequently recommended that peer appraisal turns out to be more powerful as understudies' involvement in peer evaluation increments. For instance, with more noteworthy experience, peers will in general utilize scoring measures positively. Successive companion evaluation may likewise expand positive student view of peer assessment.

C. **Theories of Speaking**

1. *A brief definition of speaking*

Speaking is quite possibly the main capacities to be learned and improved as a productive type of correspondence. Talking abilities are viewed as outstanding amongst other hardest aspects of language learning. In language educating and learning itself, numerous meanings of talking have been made in regards to certain specialists. Talking is a vital segment of second language learning and instructing, it is a correspondence workmanship and one of four significant abilities to

dominate in acquiring an unknown dialect. Powerful talking abilities are the demonstration of creating words that audience members can comprehend. It is the absolute most basic part of learning a second or unknown dialect and the capacity to play out a discussion in the language is estimated as far as execution. In contrast to composed language, the communicated in language comprises of brief, now and then fragmentary elocutions. This is recognized by the utilization of vague words and expressions, fillers, redundancy, inadequately framed syntax, and cross-over between one speaker and the other. This makes guidance less efficient (Nunan, 1989, & Nunan, 2010).

Besides, based on the definition given by experts above, it can be inferred that speaking is an ability of expressing ideas in the spoken language, and it is one of the most important aspects of the language learning process. Furthermore, it is claimed that being able to communicate to friends, colleagues, visitors, and even strangers in their own language or in a language that both speakers can understand, is definitely the target of many learners and someone's performance in speaking can be assessed and demonstrated by how they act and interact with others so that the receiver understands the message well.

2. *The Aspects of Speaking skill*

The speaking ability of students is expected to improve as they have learned English in universities for a few years before and will have several performances related to oral abilities. But in reality, even the speaking ability of college students is still weak. They have trouble fulfilling certain aspects of speaking success.

Generally, there are at least four components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency based on Nunan (2015):

a. Comprehension

The students' comprehension of the discourse was the focus of comprehension. The amount of interpretation necessary to understand pupils' responses is measured by comprehensibility. In other words, if a person can respond or express herself or himself clearly and appropriately, it indicates that she or he understands the situation.

b. Grammar

The grammar of a language is the explanation of how words can change their forms and be joined into sentences in that language. Communication will suffer if grammatical rules are disobeyed in an irresponsible manner. Linguists who study native-speaker speech (and writing) have created many approaches to describe how the language works over time. Grammar is a vital component of speaking, and if the speaker employs wrong grammar, the meaning of an utterance will be altered.

c. Vocabulary

The term "vocabulary" refers to a list of words and their definitions. Without a sufficient vocabulary, one cannot successfully communicate or convey their ideas in both oral and written form; very little can be communicated without grammar, and nothing can be expressed without a vocabulary.

d. Pronunciation

When students communicate, they use pronounciation to develop clearer language. Learning to speak a foreign language requires mastering the art of pronounciation. It can be difficult to comprehend a student if he or she does not pronounce a word correctly.On the other hand, even if students make grammatical errors, such as in verb tense, the audience can understand what is being stated. It cannot be overstated how important strong pronunciation is for a learner to be understood.

e. Fluency

The capacity to talk fluently and accurately is known as fluency. Many language learners strive for speaking fluency. A moderately fast rate of speech and a modest number of pauses and "ums" or "ers" are signs of fluency. These indicators show that the speaker does not have to spend a lot of time looking for the language pieces needed to convey the information.

f. Appropriateness

According to Harmer (2001, p. 24), the term of appropriateness is related to some variables. When people are communicating they have to see what effects to achieve the communicative purpose. Those variables are:

a) Setting

b) Participants

c) Gender

d) Channel

e) Topic

As what Burns and Joyce (1997) point out that its structure and which means are subject to the setting in which it happens, including the actual members, their aggregate encounters, the actual climate, and the reasons for talking. As indicated by Richards and Renandya (2002), speaking is one of the components of correspondence. Where correspondence is the yield methodology and learning is the info methodology of language obtaining. As an individual, we generally need correspondence to communicate our plan to do everything, what's more as an understudies or students they need to talk with their instructor as long as in learning interaction to communicate their thought.

> In the classroom, correspondence depends on concentrated significance movement. This requires instructors cautiously fitting their educational program to the prerequisites of understudies and showing them how to pay attention to other people, communicate with others, and arrange importance in a social scene. As their language stockpiling and language capacities develop, students will figure out how to convey verbally and nonverbally because of commitment. Because of the message trades, they will actually want to deliver talk that passes on their purpose, all things considered, associations (Richard & Renandya, 2002, p. 208).

Subsequently, in a conventional climate among instructors and understudies, they need to consistently connect to make communication. Since truth be told, a large portion of our every day communication stays interactional. It can cooperate in language. In this way, language educators ought to give students openings for significant open conduct about important themes by utilizing cooperation as the way to show language for correspondence since correspondence gets basically from connection.

3. *Awareness of the foreign language learning context*

A context in which the language learning is not the language used in culture (e.g. studying English in Korea or studying Germany in Indonesia) is a context in which the target language is a circumstance. Chamot (1995) stated from current educational trends promoting higher-order thinking that EFL teachers also need to turn the classroom into a community of thinkers. Learning communication skills in FL sense is really difficult, as we have a lot of possibilities beyond the classroom to use the target language. The main aim of teaching speaking skills is to develop communication skills of the students and the capacity of the learners to articulate themselves correctly and effectively in various situations. L2 learners need to have a sufficient vocabulary, pronounce words correctly, use word and sentence stress to improve their speaking skills in a foreign language.

The advancement of the capacity to communicate in a subsequent language is information in correspondence. Abilities in oral language and oral correspondence vary from abilities in perusing and composing. Talking is an intelligent cycle of importance building including data age, receipt, and preparing. It can mean articulating accurately and delivering language adequately will make a decent agreement. Amiruddin (2019) believed that to communicate in English well, students should have the option to completely get its grammar, word pressure, and pronunciation. Simultaneously, they are likewise needed to have a wide scope of English vocabulary since one who has a smart thought is as yet incapable to communicate the thought well due to lack of vocabulary. To have a decent order of communicating in English requires additional endeavors and practice, and

numerous students neglect to communicate in English fluidly as it requires some extra time, effort, and persistence for one to have a good command of communicating in English.

4. *Google Meet as Media Assisted Language Learning*

In the time of the modern upheaval 4.0 had an effect on different perspectives, one of which was schooling. The improvement of new data and information is consistently spread effectively and can be gotten to by anybody out of luck. The instruction framework requires new transformation with changes in the modern upheaval 4.0. Teachers consistently adjust to data innovation so that learning destinations can be accomplished (Shukla & Raghuwansh 2019). The accessibility of different administrations to figure out how to utilize innovation (web based learning) makes it simpler for instructors and understudies to accomplish learning objectives, one of which is Google meet).

Building knowledge and student learning outcomes and skills is one of the tasks of schools (Mercer, 2016). Students study at home using programs that educators and students have agreed on. The learning room, which was previously a classroom in a school setting, has been renamed the Google Meet application room. Assist from Google Meet learning activities, educators use the lecture approach. Students are supposed to benefit from interactive learning in terms of information acquisition and learning outcomes (Roscoe, 2014).

5. CEFR (*Common European Framework References*)

One of the systems that address your language capability is the CEFR, or Common European Framework of Reference for Languages. The American Council on the Teaching of Foreign Languages Proficiency Guidelines (ACTFL), the Canadian Language Benchmarks (CLB), and the Interagency Language Roundtable scale are on the whole structures with similar objectives (ILR).

It is explained in the link while the CEFR is an European scale that can be applied to any European language, it is rapidly turning into a worldwide standard system for language capacity, especially in European dialects, like English. The CEFR is autonomous of a specific language test, and most normalized language tests currently incorporate CEFR level reciprocals. Since it is free and the primary state administered test to be completely coordinated to the CEFR, it is the most ideal decision in English. To complete the test and decide the CEFR level.

D. Previous Study

There was a research according to Molapo et al. (2019) with entitled "Designing Digital Peer Assessment for Second Language Learning in Low Resource Learning Settings" was conducted that many well-known digital peer assessment methods have been examined and developed in contexts other than the one investigated in this work. Schools in rural and low-income metropolitan locations encounter issues that necessitate a more complicated configuration of a digital peer review system to accommodate a variety of learning ecosystem limits. In addtional, many of these advantages have been realized in settings such as

massive open online courses (MOOCs) and university classrooms, which have one thing in common with low-resource schools: high learner-to-teacher ratios. However, the constraints and considerations for creating and deploying peer assessment systems in low-resource classrooms, particularly for high-stakes exams, have not been thoroughly investigated and understood. The prototypes explore digital peer assessment in the critical context and report on their findings alongside the advancement of the solution which have been developed.

Husna's (2019) research, with the title "students' unwillingness to speak in EFL classroom from cultural perspective" was aimed to investigate and analyze the students' unwillingness to speak in ESL classroom based on SLA and cultural perspective. The participants of this research were the students of the English department of Ekasakti University who took the Speaking class; the data are collected through the observation and students' speaking performance. The results demonstrate that the student does not talk mainly because their vocabulary is limited in EFL course. Many students have not developed their topic properly since they have not mastered basic vocabulary. The performance/score result suggests that 60% of students were still worried about it. Their unwillingness to speak in the classroom was affected. However, Fauzan (2016) on his research entitled "Enhancing Speaking Ability of EFL Students through Debate and Peer Assessment" revealed that considering the speaking problems faced above, it would be necessary to implement a newly appropriate strategy to improve the student's ability to speak.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher generally explained about the research design, research participants and the research method. This research used some instruments namely pre-experimental (Non-Design), observation and interview. In this section, the data analysis was summarized by using data reduction and data display.

A.   Research Design

Babbie (2004) defined research design as a set of the decision regarding what topic is to be studied among what population with what research methods for what purpose. It is a common strategy for conducting a research study. It means the researcher selects a suitable method and design for solving the research problem, including participation, and data collection.

Based on the research question, the approach applied in this study was quantitative and qualitative research method yet focusing on descriptive qualitative. Thus, the mixed method was used in this study. Tashakkori and Creswell (2007) stated a mixed method as research in which the researcher collects and analyses the data, incorporates the findings and draws inferences using both qualitative and quantitative approaches in a single study. However, this research focused on the aim of qualitative descriptive research which is to comprehensively summarize particular events encountered by individuals or groups of individuals on a daily basis. Bogdan and Biklen (1982) stated that qualitative research represents the collection of data rather than numbers in the form of words or pictures. For the

presentation of results, data in the form of quotations from papers, field notes and interviews or extracts from videotapes, audiotapes or electronic communications are used. The qualitative could be collected by using depth observation's activity and brief interview included in self reflection terms.

The purpose is to find out the enhancement of EFL students' speaking skills using Google Meet as digital assistance in peer assessment, in accordance with some activities that the researcher designed. In this study, the researcher was design a speaking performance activity in the form of a lesson plan or activity guidelines which was written by the researcher. The application of these activities had been measured in a meeting of participants through peer review by using Google Meet, for instance several activities that led to opening, main, and closing activities. In addition, the researcher was also conduct a peer assessment of the selected participants which was related to the speaking assessment rubric that has been designed by the researcher. The activities and the peer assessments has been designed by researcher as well and adopted references from previous researchers.

B.   Research Participants

This research, which was conducted in the English Education Department of UIN Ar-Raniry, involves English department students as the participants. The researcher used non-probability sampling. Non-probability sampling in which its method does not provide the population. This method also does not give a chance to pick a sample (Sugiyono, 2016). Creswell (2012) said that "the sample is a subgroup of the target population that the researcher plans to study for the purpose

making" (p.142). In taking a sample of this research, the researcher used purposive sampling. It is selecting a sample by taking a subject that is not based on the area's level, but it is chosen based on a specific purpose (Siregar, 2014). Furthermore, the purposive sampling technique is used to find suitable participants for this research. For this study, the participants would be written in initial in below;

Table 3. 1 Participants' identity

No.	Initial	Age	Sex
1.	*CD*	22 years old	Female
2.	*IA*	22 years old	Male
3.	*MAH*	21 years old	Male
4.	*MD*	21 years old	Female
5.	*PM*	21 years old	Female
6.	*SM*	21 years old	Male

Moreover, based on this technique used, 6 participants were chosen from the population as the sample using several criteria for the research participants, such as;

- The selected student of year 2017 in English Education Department UIN Ar-Raniry 2017.

- The students who have completed and already taken basic speaking, intermediate speaking, and advanced speaking.

- The students who have obtained mark A or B for basic speaking, intermediate speaking, and advanced speaking lesson.

C.   Methods of Data Collection

Data is the information that can be used in solving the research problem. Based on Arikunto (2010), data is written facts or notes, it can be used by the researchers to organize research activity. In this research, the data of this research has been collected through pre-experimental (non-design), observation and interview.

Instrument is a tool that is used in collecting data to support a research (Gay & Airasian, 2000). Therefore, this study focuses on observation and interview as an instrument of research. The technique of data collection would be explained below:

a. Pre- Experimental (Non-Design)

According to Sugiyono (2010: p. 73) pre-experimental research is not a real experiment that still has external variables that have an effect, this design does not have a control variable. There are several types of pre experimental, namely, one shot case study, one group pretest posttest, and intact group comparison. The researcher used the One Shot Case Study. This study had no initial conditions or no pre-treatment because it involved a group of subjects who was given one treatment and tested. The purpose is to determine the application of digital assistance in peer assessment of EFL speaking performance. This study only measured the process of activities carried out by participants based on the activity guide which was created by the researcher. Therefore, in this study there was no control group as compared

to the experimental group for how far the results of the measurement at the end of the activity were.

b. Observation

Observation was used in this analysis in order to obtain observation results. Observation is the systematic description of a social environment's activities, actions and objects (Marshall & Rossman, 2016). Observation is a data collection technique that can be used to obtain a detailed picture of the situation. The researcher has her own interpretation of the use of theory and also the point of view of the respondent that cannot be measured by the survey. Specifically, this study employed non-participant observation in which the researchers did not engage in the research setting. Hence, the researcher used structured observation by using observation guidelines that have been included and explained by the researcher.

c. Interview

In this study, the researcher carried out a semi-structured interview. Semi-structured interview means questions are predetermined but the interviewer is free to ask for clarification and even to add follow-up questions (Griffee, 2018). The participants had been interviewed about their responses toward the effect of speaking activities in self reflection form, and then, some questions were added in order to find out some other information that the researcher needs in this study. Furthermore, semi-structured interviews allow the participants to express their point of view, because it can build reliable and comparable qualitative data. The

researcher also used Google Form as an additional media to gain the participants' answer.

D. Methods of Analysis

Data analysis is a method of data sorting and grouping with a view to formulating active hypotheses and the test results lifted in conclusion or theory. It analyses the result of data collection by using some methods depending on the methodology used by the researcher. Analysis is the process whereby a researcher reduces data to a story or interprets it. Data analysis is a process of reducing large quantities of data collection in order to make sense of it (LeComte & Schensul, 1999).

In this research, the data has been analyzed from the result of an observation and interview. From this study, the researcher employed the qualitative method research approach in analyzing the data. The researcher analyzed data used Miles and Huberman (1994: p.156) concept about qualitative data analysis that consist of three procedures:

1) **Data reduction.** This refers to the process whereby the mass of qualitative data-interview transcripts, field notes, observation etc. – is reduced and organized, for example coding, writing summaries, discarding irrelevant data and so on. At this stage, the researcher discards all irrelevant information, but still has access to it later if it is required, as unexpected information, as unexpected findings may need to re-examine some data previously considered unnecessary.

2) **Data display.** To draw conclusions from the mass of data, Miles and Huberman (1994) suggested that a good display of data, in the form of tables, charts, networks, and other graphical formats is essential. This is a continual process, rather than just one to be carried out at the end of the data collection.

3) **Conclusion drawing/ verification.** Analysis should begin to develop conclusions regarding the study. These initial conclusions can then be verified, that is their validity examined through reference to your existing field notes or further data collection.

Therefore, the researcher used data reduction and data display such as observation and interview transcripts. It would be organized through coding and written summarization. Moreover, The result of non-participant observation and semi-structured interview would be analysed for answering the research question. The participant's speaking performance would be assessed by the rubric of speaking that is taken from CEFR (*Common European Framework of References)*.

1. Non-Participant Observation

In this study, the researcher analyzed the data by using descriptive analysis. The researcher designed the activity guideline that would be attached below:

Table 3. 2 Activity Guideline

No.	Activities
1.	The instructor uses media in the learning process.
2.	The instructor introduces the guidelines before starting the activities.

3. The instructor gives an explanation of the material until it is finished.

4. The instructor tells the procedure of speaking assessment to the participants.

5. The instructor decides participants into pair / peer to peer in speaking activities.

6. The instructor motivates the participant to be active in speaking learning process.

7. The instructor uses Indonesian language and English to explain the materials.

Additionally, the observation type selected by the researcher was observation non-participant which means the researcher only observes the class without participating with the sample that is being observed. The researcher would be an observer. In this case, the observer only acts as an audience without having to go into the field directly (Macfarlan, 2020).

2. **The Rubric of Speaking towards Peer Assessment**

In this research, the participants analyzed their partner speaking performance by using *CEFR (Common European Framework of References)* strategies that have been already modified according to the types of speaking aspects such as proficient user, independent user, and basic user as a guide for the speaking rubric (*see Appendix D*). The researcher used CEFR because it provides a common framework upon which to progress everyone's communication for the most important aspect of a language. It could help language learners and

teachers to be more independent and having spesifict aspect of speaking which is more easier to be understood. Not only that, It is a good way to encourage students to reflect on their skills and language ability. Hence, the score of each pair's performance could be measured based on the following table which has been divided into various kinds of numbers.

Table 3. 3 The Score of Assessment

Category	Score
C2	90 – 100
C1	80 – 90
B2	70 – 80
B1	40 – 70
A2	30 – 40
A1	0 – 30

As stated above, C2 has the highest grade than the other six elements, C2 can be assumed as a proficient user, and A1 is the lowest score than others which is referred to as basic user. Therefore, each participant must determine the score of their respective partners while their partner is carrying out a speaking performance. This grade is guided by the explanation above. For each value given by each speaking field such as grammar, fluency, coherence, vocabulary, and pronunciation. The participants were encouraged to give some reasons for the scores that have been given to each pair.

3. Semi Structured Interview

In this study, a semi structured interview refers to a series of open-ended questions. This method allows new questions for the participants in self-reflection form, because if the answers given could be additional information during the session, information mining can be carried out more deeply. The questions of self-reflection that were attached on Google Form would be listed below:

Table 3. 4 Self Reflection and Interview Question for participants

No.	Questions
1.	How did you feel about the activity?
2.	What was the easiest part about the activity?
3.	What was the most challenging part during the activity?
4.	How nervous were you to speak in front of your peers?
5.	How did your feeling beforehand compare to the feeling when you actually presented for your peers?
6.	What is the perspective that you will say to another person when she/he does well during his/her speaking?
7.	What were some of the powerful learning moments that you feel in these activities?
8.	What are the most important things that you learned?
9.	How did you help others during these activities?
10.	Do you feel you may have been hindered by others' performance?

Therefore, in this study, the questions that arise are listed in the form of self-reflection. The purpose is to find out the perspectives of participants through the implementation of digital assistance in peer assessment of EFL speaking performance activity on Google Meet.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presented the result of research observation results and discussion of this research. The result was the information found from the field by using observation, while the conclusion of this research was created by discussion. The finding and discussion would be explained as follows:

A.   The Result of Observations Activity

In this research, there were six participants from UIN Ar-Raniry Banda Aceh who were learners aged 21 and 22 years old that would be observed deeply about their speaking performance activity on Google Meet based on the researcher's guideline. This study was conducted by the researcher from 28 May until 29 May, 2021. On the first day, the participants were observed by doing some activities that were guided by a researcher. The first step, the researcher gave some instructions that should be compiled and performed in front of other participants, for instance the observer explained all materials and provided the procedure of speaking assessment to the participants. Besides, the participants have been already divided into pairs which involved a couple of male and female.

Table 4. 1 The pairs division

Initial	Sex	Peer's Initial	Sex
SM	Male	CD	Female
MAH	Male	MD	Female
IA	Male	PM	Female

This pairs division was purposively conducted because when they carried out all of the activity instructions from the observer, the appearance of their partner's speaking ability must be assessed by each pair. Also, the researcher encouraged the participants to actively participate in the speaking learning process. In addition, during the study, all the terms of guideline were explained using mixed languages namely Indonesian and English. Thus, the speaking performance which applied on Google Meet activity should be performed in English. All of the activity instructions on Google Meet would be interpreted and already translated into English (*see Appendix E*).

Furthermore, the participants obtained a different topic for each pair but they applied their speaking performance in the same time which was three minutes for all speakers. Moreover, all participants could express their opinions and questions related to other topics.

Table 4. 2 The topics of each pair

Initial	Peer's Initial	Topic
SM	CD	Instagram
MAH	MD	Youtube
IA	PM	WhatsApp

In this case, the researcher provided the instructions of the implementation of digital assisted in peer assessment towards participant speaking performance based on the topic that were given to them in sequence.

B.   The Result of EFL Speaking Performance

In this section, the researcher discussed the results of participants' speaking performance which involved all topics. The section drew their performance and speaking ability in exploring their ideas towards each topic that has been shared.

a. Instagram

Instagram was a topic presented by participants SM and CD. They believed that Instagram is a great platform influencing humans' life. It argued that this platform gives some advantages and disadvantages for their daily life as well. Participants SM and CD had a similar statement about some of advantages that could be easily achieved into their activity in daily life. For instance, people would be reached on someone's Instagram account rapidly, people who had a personal account could create various kinds of videos in all fields. It can be aimed at education, communicating with other people and

entertaining them with funny jokes. Moreover, someone's business could be assisted in promoting some products on Instagram so that all users were much easier to look at the result of the business. Besides, participant CD assumed the appearance of Instagram account was quite interesting for the public to apply into their daily life and participant SM also stated that the users would be more easily accessed without any specific networking. Here are their statements based on the explanation above :

> So talking about Instagram, this is one of the applications that have been used in humans' life. It really influences our daily life. One of the platforms that have used it the most is my phone. So what I really know about these apps is this is not completely educational, but it said they make these to use us for networking. What I mean by networking is that, this platform connects people, they can get the definition and educational purpose, about English, like speaking. Also, this platform can use for promoting business, it's really useful. [**SM**]

> Okay, what I think about Instagram is that Instagram is a great platform that appears in society life, but the most important thing that we have to know about Instagram is that it has a goal to entertain people at first, but now it comes to be a part of the platform to promote a product. And also in the case of learning English, it also includes certain goals and benefits, because in Instagram we can also promote our business. And another at frontage is because Instagram is very visible and gives us a very flexible way to communicate with other people with an interesting look on its account. [**CD**]

On the other hand, participant SM claimed that many users of these accounts do abuse the account directly. Some users who upload both photos and videos that should not be viewed by other users who are underage. In case, the aged restriction on Instagram is one of the weaknesses. Underaged users could not be handled privately on this application so that they would apply all aspects

on Instagram into their life casually especially on its content. Moreover, participant CD believed that various users were also competing to show their daily activities which could lead to negative thoughts and perspectives from other users. Here are their statements for the explanation above:

> I will say that the content in Instagram is very wide. You have to decide or to filter which is unnecessary for our life. So using Instagram is not really recommended. I think, it is an age restriction. Instagram does not have the rules of age restriction accurately, so that all users including underaged can sign in without any filter, it means underaged users can fill their age over seventeen years old. It's terrible because Instagram has some horrific images and they're not really appropriate for children. [**SM]**

> Instagram is that sometimes we're not considered about the algorithm. In technology we know about algorithms. What appears in the dashboard? It's kind of a bit disgusting sometimes. Yeah. It also can influence our mentality. It influences our mentality, because so many people in this room want to show off. They want to show off about their education, about their, what they have about everything. [**CD**]

Furthermore, participant SM and CD had different questions from participant IA and MAH in order to get additional information towards their topic. IA asked them which one would be chosen for communicating with strangers between video call or chat in direct messages. Thus, participant CD commented that any form of communication available on Instagram cannot be used freely both videos or personal messages. These can not be selected significantly, especially if these are used for communicating with foreigners. Otherwise, participant MAH also asked whether Instagram could boost people's speaking performance in their daily life or not. Undoubtedly, participant SM answered that this platform could sharpen people's performance in speaking due to foreigners' accent by watching their videos

on feeds or personal messages with them. Other perspectives can be reached on Instagram, for instance about other cultures or languages, importantly users obtained that in English context.

b. **Youtube**

Youtube was a topic performed by a second peer namely MAH and MD. They had the same idea that Youtube is one of the media that can provide a ton of insight for its users. In addition, Youtube can expand and broaden the insight in all fields, both academically and non-academically. There are so many channels on Youtube that provide a positive side. For example, in a speaking performance, participant MAH stated that watching some videos on Youtube channels can encourage one's confidence and fluency in speaking. Participant MD also said that people can strengthen and broaden their hobbies by searching several videos that support their talents and interests. Below were the part of transcripts that became the evidence:

> Youtube is the most important portal tool for students. What I can say to boost the knowledge and it's useful for the learning process. So the aim of YouTube itself is, I think, it can be beneficial for many aspects of education for life. In speaking performances, I think I have learned a lot of videos. I have learned a lot of skills from many experts, obviously for their channels. I can build my confidence and fluency in speaking ability. [**MAH**]

> Youtube is a platform created in the work of four humans that serve us many sides that we can search. The side of education and then science and then research and then news and even politics, and non-academic terms. And, as I stated before, it is enhancing our knowledge, not only for university but in school as well. So that, Youtube itself can help me as a digital tool every time I need it. [**MD**]

On the other side, MAH and MD agreed that Youtube also has drawbacks which can be experienced by users. It is the same as the shortcomings in some media that YouTube created and provided a lot of videos that should not have appeared on Youtube itself. It was really worthless while everyone became a viewer. MD added that it has bad sides that can damage its users both from their mental health and mindset. This is truly detrimental while it is still used as a public consumption.

Meanwhile, the second peer supported by participant PM's question whether the slang words that existed on Youtube channel can affect their speaking performance or not, participant MAH and MD had the positive answer towards this question. The answer would be explained by Partcipant MD and MAH as follows:

> Personally, it also affects my daily speech and the slang words that I get, and then I apply it into my daily life sometimes, but actually those all depend on ourselves how can we control all those vocabularies when I communicate with others in my life. [**MD**]
>
> Watching the daily vlog from foreigners, it's actually my daily activity. It is a common way for me to use slang vocabulary, I know it can also broaden our work at galleries, but we as the person must distinguish between a slang word and not a slang word occasionally. [**MAH**]

As stated above, the researcher assumed that slang words from various types of vlogger content can improve speaking performance, especially in vocabulary terms. However, the speaker must be able to distinguish the types of words that will be applied in daily communication.

c. WhatsApp

WhatsApp was a topic compiled by participants IA and PM. After analyzing the statement of the third pair in their speaking performance that WhatsApp is one of the media that really helps users in communicating with other people. Participants IA and PM strongly agreed that WhatsApp as a communication tool. The communication carried out is not only to local users but also to foreign users from various countries by using this application. Participant IA said that WhatsApp provided various features which make it easier to access other users who are remotely located. An example is the video call feature. It can be said in general, WhatsApp is an application that plays an important role in strengthening the relationship from one user to another. Here are supported statements for the explanation above:

> In this case, by WhatsApp, we can speak to others, and maybe something else, video call or maybe upload a story actually about how to communicate with other people. Sometimes, we use that to have a publications tool, we want to talk about something that definitely will be a permission tool. [**IA**]
>
> I'll be talking about my experience in using WhatsApp. Well, first I would like to define what WhatsApp is. WhatsApp is, in my opinion, the most used application. The communication application that we use today. So, it is very beneficial for everyone since we can't communicate with others through texting, phone or even video calling. So one of the benefits that WhatsApp is very easy to access. [**PM**]

However, participant IA and PM believed that WhatsApp also has weaknesses that can be felt by all users. Here are their statements that referred to the explanation:

We cannot reach all people in one, maybe in one group, because the group limit, maybe up to 200 hundreds people, or maybe to have 250 people in one group. So I think we cannot see the people and can not interact with other people deeply especially when we are gonna talk in one video call. Just a few people can join into one group video. [**IA**]

WhatsApp doesn't really help me in improving my speaking. But, it does help me a little when I text with my friends. If I am texting with my friends in English, it does help my speaking skills, but it doesn't really improve my speaking skills because I couldn't really hear the pronunciation clearly. [**PM**]

From the statements above, the video call feature in this application cannot be used simultaneously to cover all users in one group. It means, while one group can accommodate 200 to 250 users, then only a few users can make the video call activity. Participant PM stated that WhatsApp can not increase people's performance in terms of anything related to the speaking aspect.

C. The Result of Peer Assessment

After carrying out the speaking performance activity, the researcher analyzed the data by using *CEFR* calculation. The analysis was used to find out whether there was significantly different between each participant. All of them have already assessed their partner speaking performance that was implemented on Google Meet. The result of each participant would be illustrated below:

Table 4. 3 The result of all participants about their peer assessment

Candidate	Grammar	Fluency	Coherence	Vocabulary	Pronunciation
CD	C2	C2	C1	C1	C1
IA	C1	C1	C1	C1	B2
MAH	C2	C1	C1	C2	C2
MD	B2	B2	B2	C1	B2
PM	C2	C2	B2	C1	C2
SM	C2	C1	C2	C2	C1

Based on the result, the participants have already provided their peer argumentations towards the speaking aspects' scores that mentioned above. The pairs' argumentation would be represented as follow:

Table 4. 4 The peer argumentation of the first couple of participant (CD)

Item	Participant CD
Grammar	Speaker produced a large number of less common sentence structures with minor biases in world class.
Fluency	Fluency goes well without any distortion and long pause.
Coherence	No attempt of correction was seen and more importantly speakers show a crystal clear coherence.

| Vocabulary | Word usage varies greatly, Speaker did not over use particular choice of words. Speaker manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility. |
| Pronunciation | The speaker developed the topic well but rather far to be covered completely, thus preferably not a skillful user of words. |

As mentioned above, all of the speaking aspects from participant CD have been already assessed by participant SM. SM provided 83 for CD's speaking performance in grammar, 87 is a score for participant CD in fluency term, 82 is a score for CD's coherence, 78 is for SM's vocabulary and then 82 is SM's score for pronunciation.

Table 4. 5 The peer argumentation of the first couple of participant (SM)

ITEM	Participant SM
Grammar	The grammar is very good and used well.
Fluency	Measuring fluency is could be calculated by whether the message is conveyed or not, and I think the speaker is very capable in conveying the information, but fluency is also measured from the way each sentence sound smoothly, easy to be heard, and arranged, in regard to that, it seems like the speaker has less consider in producing well-organizing manner of speaking english.

Coherence	The coherence and grammar are related to each other. and the speaker has produced a well structured coherence regarding the topic given where the speaker can elaborate the thing that connected between the previous and the next sentence which comes from his mind very well.
Vocabulary	The speaker uses vocabulary very well including from basic, intermediate and advanced, and the most important he knows how to use it in appropriate sentences.
Pronunciation	The speaker's pronunciation sounds well. But on the other hand, mispronunciation also appears, especially it caused by the inappropriate word stress of each letter that happens unconsciously, so that it considerably affects the word pronunciation to be heard.

The analysis of this first peer argumentation would be described into several scores in accordance with their result. Participant CD provided 95 for SM's speaking performance in grammar, 86 is a score for participant SM in fluency term, 95 is a score for SM's coherence, 96 is for SM's vocabulary and then 81 is SM's score for pronunciation.

Table 4. 6 The peer argumentation of the second couple of participant (MAH)

Item	Participant MAH
Grammar	The grammar was great and well produced. Besides, the speaker also used complex sentences in speaking.
Fluency	The speaker's fluency in speaking was advanced but some words were repeatedly pronounced.
Coherence	The coherence was also to the point. The first sentence until the last was relatable. But the speaker's explanation should be wider.
Vocabulary	The vocabulary that the speaker used also advanced.
Pronunciation	MAH has a good and clear pronunciation while explaining about the topic. Some words were clearly pronounced so it can be understood what the speaker means by.

The analysis of this first second peer argumentation would be described into several scores in accordance with their result. Participant MD provided 90 for MAH's speaking performance in grammar, 85 is a score for participant MAH in fluency term, 80 is a score for MAH's coherence, 90 is for MAH's vocabulary and then 90 is MAH's score for pronunciation.

Table 4. 7 The peer argumentation of the second couple of participant (MD)

Item	Participant MD
Grammar	The sentences that the speaker uses are only basic grammar and there is even some misplacement of the grammar that the speaker said before when the speaker tries to explain the idea.
Fluency	The speaker can express opinions well when explaining things, and also when MAH watches the speaker speaking performance, the ideas that the speaker wants to convey are also not intermittent so MAH can understand the meaning of the idea that she wants to give.
Coherence	Since the conveying of ideas given by the speaker is well structured, therefore MAH gives a level of coherence with the value that MAH thinks is appropriate for the speaker.
Vocabulary	The vocabulary used in presenting the speaker's idea does not use high-level vocabulary, the speaker often uses vocabulary that is often used in general so that my assessment of the vocabulary she speaks is not too high.
Pronunciation	Since the pronunciation and emphasis on the letters is good, so in MAH's opinion, the value that MAH gave is appropriate to assess speaker pronunciation.

As stated above, all of the speaking aspects from participant MD have been already assessed by participant MAH. MAH provided 75 for MD's speaking performance in grammar, 82 is a score for participant MD in fluency term, 80 is a

score for MD's coherence, 75 is for MD's vocabulary and then 81 is MD's score for pronunciation.

Table 4. 8 The peer argumentation of the third couple of participant (IA)

Item	Participant IA
Grammar	In this state, the speaker used a wide range of structures flexibly whilst producing a majority of error-free sentences with only a few occasional basic errors.
Fluency	The most favoured performance done by the speaker was his excellent fluency in which the speaker spoke fluently with only rare self-correction.
Coherence	Speaker spoke at length without noticeable loss of coherence but he demonstrated hesitation at times or some repetition.
Vocabulary	At this point, the speaker used some less common and idiomatic vocabulary and showed some awareness of style and collocation, despite some inappropriate choices.
Pronunciation	The speaker developed the topic well but rather far to be covered completely, thus preferably not a skillful user of words.

After analyzing this third peer argumentation, it would be explained into several scores in accordance with their result. Participant PM provided 90 for IA's speaking performance in grammar, 85 is a score for participant IA in fluency term, 80 is a score for IA's coherence, 90 is for IA's vocabulary and then 90 is IA's score for pronunciation.

Table 4. 9 The peer argumentation of the third couple of participant (PM)

Item	Participant PM
Grammar	So far, there is no much error that IA got from PM. PM speaks properly by controlling the grammatical rules such as tenses and word choice.
Fluency	To be honest, the PM can speak fluently without thinking too much. Maybe the PM has a brainstorming strategy to start it properly. It is awesome.
Coherence	Actually PM uses linking words properly to connect with other statements but sometimes, PM can not explain gradually. It is a bit confusing.
Vocabulary	PM uses familiar vocabularies that make IA understand easily.
Pronunciation	Sometimes the PM tries to make the speaking performance sound like native speaker by using some high level vocabularies and a lot of adverbs. The PM talks correctly and clearly with a middle note. It really helps IA to catch information from the PM.

As mentioned above, all of the speaking aspects from participant PM have been already assessed by participant IA. IA provided 90 for PM's speaking performance in grammar, 94 is a score for participant PM in fluency term, 79 is a score for PM's coherence, 88 is for PM's vocabulary and then 81 is PM's score for pronunciation term.

D. **The Result of Interview**

The findings from the observation were supported and clarified by using a semi-structured interview. All of the interviews were conducted in English as self-reflection. The interviewees were the identical respondents who participated on the previous instrument. The significant parts of the interviews were put into this part to show a more relevant result. A semi-structured interview was applied in this data collection. Broad opening questions were used to seek more appropriate information about the research question. All of the questions are associated with their perceptions of the implementation of digital assistance in peer assessment towards EFL speaking performance. Findings of the interview indicated students' self-reflection questions which were attached on Google Form (*see Appendix D*). Thus, there are ten questions which are asked by the researcher (*see Table 3.4*), and the participants only took around 10 minutes to fill out the answer of the questions. The specific elaborations are as follows:

1. *The participants' impression about observation activity (Question 1)*

In this question, the researcher tried to know the participants' feelings towards the observation activity. Moreover, in this part, 4 of 6 participants (MD, PM, IA, and CD) said that the activity that had already been done was really fun and engaging. Besides, participant MD also stated that as a millenial often use Google Meet into life activity especially in learning english. The PM commented that it creates an active situation which is really needed in the learning process. Not only that, IA added that the way all of the activities are comfortable and simple to

be understood. In addition, below were the part of another participant transcript that became the evidence:

> I think this activity is really helpful in enhancing teamwork skills, analyzing other people's performance, and also developing communication skills, so that through this activity could support us to consider our own abilities in english such as understanding grammar, coherence, fluency, vocabulary and pronunciation. [**CD**]

Meanwhile, participants SM and MAH had the same ideas that the observation activity was interesting. MAH responded that during the activity, many positive things such as getting more insight from other people's opinions and new points of view were gained easily and clearly.

2. *The easiest part of the activity (Question 2)*

In this question, five participants (CD, MD, MAH, PM, SM) believed that the easiest part of the activity while they delivered all the ideas and insights on each topic. They could spontaneously convey all items in speaking context while presenting a topic in front of other couples. They also could describe everything that they have known in their mind related to the topic given and no need looking for some references since it's only based on their perspectives. For instance, part of their transcript is concluded as "*the easiest part is when we can describe everything that we've known in our mind related to the topic given*". In contrast, participant IA stated that the easiest part was in the question section.

3.   ***The most challenging part of the activity (Question 3)***

The researcher wondered about the most challenging part of the observation activity. Participants IA and MAH had the similar responses while presenting a topic spontaneously in limited time was complicated because the topic had not been determined at the same time. Yet, other participants stated their supported statements as follows:

> The most challenging is when I have to analyze the errors of grammatical structure and fluency when our peers speak about the topic, then I also have to prepare about what I have to say in a limited time duration. [**CD**]

> For me, the most challenging aspect of this activity is when I am not familiar with the topic and I also feel afraid if I can not deliver my ideas towards the topic because I have no preparation at first. [**PM**]

However, for participant SM, it was challenging during the activity when deciding the score against the pair in which many aspects of speaking had to be considered. MD also said that the scale of the topic was narrow to bring out all ideas while using it in speaking performance activity.

4.   ***The participants' responsiveness when speaking in front of others partners (Question 4-5)***

In this section, the researcher combined the fourth and the fifth question of the interview because it was interrelated with each other. The fourth question is about participants' apprehension while talking before others peers and the fifth question is about the participants' feeling before and after they presented the topic in front of others. The result of this part was that all participants passed on exactly the same thing in the event that they felt a little anxious when they were doing their

speaking activity. It is an example statement from a participant PM that "*I was quite nervous since I have no preparation to do the speech. But if the topic is familiar to me, I can reduce the nervousness that I felt*." Additionally, the result of the fifth question that all participants responded to the activity was curious at first but after knowing the topic to be discussed, the excited feeling appeared at the same time. Here is a supported statement from a participant:

> Before the activity, I feel excited as well as anxious because I do not know what I will be talking about. Similarly, during the process, I felt nervous too, but when I spoke about the topic that is familiar to me, I felt confident and excited. Furthermore, I felt excited too to be able to listen to other peers and their opinions as well. [**PM**]

5. ***The partcipants' statements for others performance (Question 6)***

In this six question, all participants had similar ideas to respond to others' speaking performance. They provided good compliments such as "*you have a great performance*" and "*I am amazed by your thoughts*". It was really interesting how everybody had their own way of delivering the speech. They felt enlightened by their ideas and could get insights from their speech as well.

6. ***The most important thing that participants learned (Question 7-8)***

In this part, the researcher combined the seventh and the eighth question of the interview since it was interrelated with each other. The result of the most important thing they learned from the observation moment was that all participants agreed that they could speak and spread their crucial opinions without any supporting materials. Below were the part of transcripts that became the evidence:

> I feel excited when I get to deliver the topic that I am familiar with. I also feel that my confidence can be improved, as well as my

pronunciation and speaking skills. In addition, by listening to others, I can definitely learn more and broaden my knowledge from their ideas and their way of speaking. Then, the most important thing that I learned is that I can speak even without preparation. I only need to gather my thoughts really quickly and be confident. [**PM**]

7. *The way of participants helping each other during activities (Question 9)*

In this nineth question, the statements of all participants had similarities with others. For instance, the participants said *"I can help others through my ideas or the way that I deliver my ideas [PM]"*. *"I couldn't help that much, but giving my additional opinion might work when it comes to the question and answer section [CD]"*. Based the statements, the researcher found that all participants have provided some argumentations, opinions, and additional questions to obtain the information according to each topic that has been presented by each participant.

8. *The perceived hindrance toward other speaking performances (Question 10)*

In this section, the researcher asked about participants' barriers about other speaking performances. Based on their perspectives, all of the participants did not find difficulties. They extremely enjoyed the activity without significant difficulties. It was supported by one of the participants' statement:

> No, I don't think so. Because each peer has different topics, there is no reason to be hindered by others. However, I do feel a little bit anxious when I see the others do very well in their speech and I am afraid I can not do as well as they did. [**PM**]

This was also conveyed by other speakers. In this case, the researcher can conclude that most respondents can accept all ideas from different speakers without

any obstacles that would interfere with their mindset while the speaking activities took place.

E.   DISCUSSION

This study has delineated the findings of the implementation of digital assisted peer assessment towards EFL speaking performance. Google Meet and Google Form as media in EFL context as well as their responses to its implementation. The research successfully collected the data using mixed methods namely pre-experimental, observation, and semi-structured interview as instruments to answer the research question. The research question asked how the implementation of EFL speaking performance by digital assistance in peer assessment is conducted into several activity guidelines and supported by self-reflection questions.

After the observation activity was done, the discoveries uncovered that both learning media could assist the users with gaining the utilization of the articulations in the genuine circumstance. All participants can investigate their right thoughts, sentiments, and arguments including any aspect of speaking. They obviously recognize a way to express a few words, construct decent grammatical sentences, coherence and fluency, even though in different topics yet the same level. Not only that, the process of speaking performance activity makes enjoyment. That is essential to give the respondents enjoyment and avoid them from getting bored during the activity. In light of Nation and Newton (2009), there were five standards of instruction for learning English for communicating in an unknown dialect,

meaning, interest, and a new language, understanding and stress-free. It also means, they can build their soft skills in communicative, collaborative and critical thinking during the learning process.

Then, in this time the researcher wanted to mention what kind of scores that most participants gave to their pairs. This assessment is based on each other's performance in describing their ideas and insights. Khasinah, Masna, and Siregar (2019) further suggested that students' performance might be evaluated along an assortment of measurements including class cooperation, individual written work on papers and tests, and gathering exercises like projects and presentations. Then statistically, the researcher has distributed the overall score given by each participant towards their speaking performance according to the results found in findings. It has been categorized based on *CEFR (Common European Framework of References)*

Table 4. 10 The result of overall participants' scores

Candidate	Score	Item	Category
CD	82.4	C1	Proficient User
IA	87	C1	Proficient User
MAH	87	C1	Proficient User
MD	78.6	B2	Independent User
PM	86.4	C2	Proficient User
SM	90.6	C2	Proficient User

The data derived from the table above was the result of every score from participant which could enhance students' motivation. Yoestara and Putri (2019) stated that students' motivation and English proficiency, particularly in speaking performance, would improve as a result of the active learning activities. In light of Slameto (2010), the understudies will be dynamic if the educator consistently gives some outside inspiration to incite their reactions. It was already identified by the researcher on Google Meet. The researcher effectively provided the motivation to get an input from them. It was presummable that through those different topics identified with one another's presentation, the participants could express the ideas and thoughts both academically and non-academically.

Evidently, the speakers were allowed to pass on their knowledge regardless of just for a brief time frame. They could evaluate each peer's presentation with a foreordained speaking rubric, and this activity was unquestionably something that should be thought of and considered about cautiously. It is highly needed to increase their enthusiasm to give others feedback. All they did in terms of peer assessment. As Kollar and Fischer (2010) stated that peer assessment is an urgent factor in the plan of learning conditions to permit understudies to be more participative in accomplishing ideas, for example, peer learning, community learning, and critical thinking based learning.

Furthermore, in this study, the interview results showed that students had a positive attitude towards the speaking performance activity. The most uttered that self-confidence is a pivotal aspect for the participants. They proved their self-confidence was more formed due to their speaking activities through the media. It

is related to Brown (2000), the feeling area is the passionate side of human conduct and it includes an assortment of character angles like feeling, inspiration, demeanor, nervousness, character and self-confidence. Among these, confidence is one of the most compelling factors which influences learning. It is one of the focal drives in people and can have a deciding impact on an individual's life, for good or bad. Dörnyei (2005) expressed that the idea of self-confidence is firmly identified with self-esteem, both offering a typical accentuation on the person's impression of their capacities personally.

CHAPTER V

CONCLUSIONS AND RECOMMEDANTIONS

This final chapter presents the conclusion of the study. The conclusion is based on the research finding and discussion as stated in the previous chapter. In this part, the data analysis and discussion would be summarized, and the recommendation would be beneficial for the future researcher.

A.   Conclusions

The purpose of this study is to observe how the implementation of media as digital assistance that can help students in speaking performance. Hence, based on the finding and discussion of the previous chapter, the researcher would highlight some aspects which obtained the result of the study. In the research question, the researcher analyzed that the use of media such as Google Meet can assist the students' speaking performance process. It could be said, the use of the media has a tremendous impact on the students performance in their speaking ability after applying it into their life. It is happening if students can be assisted by being given clear directions and activity guideline in accordance with the learning process. Besides, all activities carried out by students in the media must be under the direction of the instructor.

Therefore, the researcher divided students into 3 stages. The first stage is establishing self-confidence and broadening student characteristics by sharing different topics of their speaking performance on Google Meet. All of the participants feel a little bit nervous and happy during the activity as well. The second stage is assessing the speaking ability towards each other by focusing their

performance. The aims to sharpen the critical thinking of the assessors (ie students) in paying attention word for word and understanding the content discussed by the speaker. All students can investigate their right thoughts and arguments including any aspect of speaking during the stage. These aspects are known as grammar, coherence, vocabulary, pronunciation, and fluency. The last is obtaining general information about students' impression of using Google Meet as assistive media in their speaking performance. The statement from students were collected by a small discussion and noted by the researcher.

B. Recommendations

The researcher presents some recommendations for future researchers that can investigate deeply related to students' speaking performance skills in university by using different media and also can elaborate the media in various fields and abilities. Besides, the researcher hopes that this study will provide useful information that can help individuals become more conscious of the tough aspects of speaking. The researcher also expects that as a result of this study, all course instructors will be more aware of the use of some assistive media to improve students' communication skills in class.

For lecturers, the researcher expects that the result can give lecturers accurate information in providing materials for speaking subjects supported by any kind of media that would be asssitive digital in EFL speaking ability. Lastly, for students, the researcher expects that students can practice speaking and take advantage of using some digital assistance continuously. The media will be beneficial and suitable for the students in the future.

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APPENDIX A

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan **B-2110/Un.08/FTK/KP.07.6/02/2020** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Desember 2020

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-2110/Un.08/FTK/KP.07.6/02/2020 tanggal 15 Februari 2021

KEDUA : Menunjuk Saudara:
1. Habiburrahim, S.Ag, M.Com, MS, Ph.D   Sebagai Pembimbing Pertama
2. Rahmat Yusny, M. TESOL   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Ghinan Nafsiha Basith**
NIM   : **170203020**
Program Studi   : **Pendidikan Bahasa Inggris**
Judul Skripsi   : **Digital Assisted Peer Assesment and EFL Speaking Performance: A Descriptive Analysis**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2021/2022

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 13 Juli 2021
An. Rektor
Dekan,

Mashun Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

APPENDIX B

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
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Nomor   : B-7085/Un.08/FTK.1/TL.00/04/2021
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar- Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **GHINAN NAFSIHA BASITH / 170203020**
Semester/Jurusan   : VIII / Pendidikan Bahasa Inggris
Alamat sekarang   : Gampoeng Ajun Jeumpet Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul
The Implementation of Digital Assisted Peer Assessment towards EFL Speaking Performance

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 01 April 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 01 Mei 2021   Dr. M. Chalis, M.Ag.

APPENDIX C

SURAT KETERANGAN
Nomor: B-249/Un.08/PBI/TL.00/06/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-7085/Un.08/FTK.I/TL.00/04/2021 tanggal 10 April 2021, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Ghinan Nafsiha Basith
NIM   : 170203020
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

Digital Assisted Peer Assessment and EFL Speaking Performance : A Descriptive Analysis

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 09 Juni 2021
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

APPENDIX D

Speaking Rubric (source of Common European Framework of References)

Proficient User	**C2**	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	**B2**	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction

		with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	**A2**	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a

concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

GRAMMATICAL ACCURACY

C2	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).
C1	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.
B2	Good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.
B1	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.
A2	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.

A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.

COHERENCE

C2	Can create coherent and cohesive text making full and appropriate use of a variety of organizational patterns and a wide range of cohesive devices.
C1	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.
B2	Can use a variety of linking words efficiently to mark clearly the relationships between ideas, and Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points, and Can link groups of words with simple connectors like "and, "but" and "because".
A1	Can link words or groups of words with very basic linear connectors like 'and' or 'then'

SPOKEN FLUENCY

C2	Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation.
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
B2	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.
B1	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", he/she is able to keep going effectively without help. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
A2	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.
A1	Can manage very short, isolated, mainly pre-packaged utterances, with

much pausing to search for expressions, to articulate less familiar words, and to repair communication.

\VOCABULARY RANGE

C2	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.
C1	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.
B2	Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
B1	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events
A2	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.

A1	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.

PRONUNCIATION

C2	Consistently correct and appropriate use of vocabulary in pronounce the words.
C1	Occasional minor slips, but no significant vocabulary errors.
B2	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.
B1	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
A2	Can control a narrow repertoire dealing with concrete everyday needs.
A1	No descriptor available

APPENDIX E

Instruction of the researcher towards participants' activity

"Assalamu'alaikum wr.wb. Okay, thank you very much to the participants who have gathered at the research meeting today. Before I explain the activity design that I have made for research, I will introduce myself that I am an observer in my research. Well, for all participants who will carry out this speaking performance activity, which is in accordance with the theme and topic that I will give later. The participants can use Indonesian to ask questions when I give directions, and must use English when they are in your speaking performance. There is also a peer assessment that you have to do here. I have sent the peer assessment file to you. Umm.. as you can see, it serves as a guide for your assessment of your interlocutor or your future partner. Okay.. there is also a form of assessment in the form of a speaking rubric which consists of several points, namely C2, C1, B2, B1, A2, A1 yes. It must be understood, C2 is the highest rating of the other six points. A1 is the lowest. Why can I say that? so, C2 to A1 has their own scoring pattern. Basically, what you have to assess for your partner is the aspect of speaking, namely grammar, fluency, coherence, pronunciation and vocabulary. Not only that, there are also participants, peer's name, date and time of observation listed. Participant is the name of each of you and the peer's name is the name of your partner. For date and time observation, you can fill it in with the date and time this research took place. In addition, under the aspect of speaking table there is a peer's argumentation, there you can fill in your perspectives on your speaking partner's performance. For example, if in terms of grammar, A gets C1, why? You have to give reasons in the form of several statements. Moreover, you can see the value of each point from the speaking aspect, if C2 is worth 90 to 100, C1 is worth 80 to 90, B2 is worth 70 to 80, B1 is worth 40 to 70, A2 is worth 30 to 40, and finally A2 value from 0 to

30. Therefore, you will apply this value if one of your partners is performing. Okay, I will divide it into male and female forms. CD pair with SM, MAH with MD, and PM with IA. Furthermore, the assessment that I have explained earlier has something to do with what you will do later. I will give each pair a different topic but have the same level of theme. In addition, the speakers will only have approximately three minutes to implement the results of your thoughts on the topics that I give to you on the spot. Now, this is where the point aspect of speaking plays an important role. For example, the CA couple is doing their speaking performance, then the SM couple must simultaneously assess or assess how the speaking performance results match the pair's hearing and vision. You have to make sure that it is in accordance with the directions I mentioned earlier, right.. Not only that, when the first pair is holding their speaking performance, then the other two pairs must listen and digest the contents. After they are finished, you are required to ask questions and provide some argumentations according to the content of their performance, and partner one must answer it carefully. Now when it's three minutes and you have to stop and don't continue, whether you're ready or not. Now, after all the couples have implemented the activities that I directed, I will send a self-reflection including a little interview for you, in the form of ten questions. You will include the answer in the Google Form. Later.. the link will be sent to you. This aims to find out what your perspective is on these activities, both in terms of how you feel, how enthusiastic or how you feel about all the performances of participants. Remember, all couples will get the same theme, just in different   topics...

APPENDIX F

Transcript of Speaking Performance

1. Instagram

Participant SM:

"Um, so talking about Instagram, uh, this is one of the applications that, uh, have been used, uh, one of the platforms that have use it the most in my phone. So basically these, uh, so widely used by many people, uh, in this work. So what I really know about these apps is this is not completely proposed for educational proposed, but it said they, uh, make these to use us for networking. Uh, what I mean by networking is that this, uh, this platform connects people, but they don't tell you, and they don't talk to you, uh, get the definition and educational purpose, about English, like speaking. So, uh, so the weakness for this application, I will say that that is not very, uh, impactful for, uh, learners because, uh, the content in Instagram is very wide. So you have to, uh, to, to decide or to filter, uh, which is, uh, necessary for you and the necessary for your students. So using Instagram is really not, uh, this is not really recommended, uh, I believe, and another weaknesses that I think is, um, has, is that, uh, it's, I don't have, uh, uh, aged restriction. So Instagram is very, uh, it's very, uh, instagram have some horrific images and there's not really, um, this is really not proper for, uh, children. So, instagram has to put, uh, aged restriction for children also, despite all the witnesses is also, uh, provide, uh, positivity or, uh, uh, benefit. So one of the most, uh, uh, visible benefit is that, uh, is, the ease of access, So I don't have to, uh, I don't have to connect my network, uh, to a Wi-Fi. I just can simply use my data so I can access it anywhere. So the access is very, uh, is useful in this application. So I can access this at any time and any, uh, any time and any, anywhere, uh, another stop".

Participant CD:

"Okay. And what I think about Instagram is that, um, yeah, of course, Instagram is a great platform that is have the accusations from Facebook's and also from YouTube and Google. But the most important thing that we have to know about Instagram is that it has a goal to entertain people at first, but now it comes, uh, to be a part of, uh, the platform to promote a product. And also in case of learning English, it's also included, uh, for example, like so much, the user of Instagram, they met Instagram for a certain, uh, a certain goals and benefits. Yeah. Uh, because in Instagram, uh, we can also promote our business. Um, this, this is it's so large. I mean like business, you can make business in, in case of food or maybe, uh, I'm gonna be like a surface and everything. And so the advantage of Instagram is that it's so easy to reach out to people. Yeah. You just can go to a direct message and you can know the people that come from the, maybe they are from artists or, or maybe they are from foreign. Uh, but it's fairly easy to contact with them. And another at frontage is because Instagram is very visible and gives us a very flexible way to communicate with other people. It's also, the content is also very great. I mean, like a for IG story, and there is, uh, another thing that the look, the look of Instagram and, the feed is very good. And the quality of, uh, the quality of the pictures that serve on an Instagram it's look cool rather than Facebook. And you can just just contacts a person's, it's very easy because, uh, the user is original and disadvantage of Instagram is that sometimes we're not considered about the algorithm, uh, in technology we know about algorithms. So, uh, what, what appears yeah. What appears in the dashboard? It's kind of a bit disgusting sometimes. Yeah. It also can, again, uh, influence our mentality. It's it influence our mentality, because so much people in this room, they want to show off. They want to show off about their education, about their, what they have about everything".

Participant IA :

"The first one, you know, when you uses, uh, Instagram, uh, do you prefer to video calls or maybe you make a video and you practice and you put your video on instagram, but what, which one do you prefer? But I mean, do you video call with someone are, uh, maybe you make a video speaking video, uh, and you are put on instagram? which one?".

Participant CD:

"Well, I can not choose both of them. The reason is because I don't want to contact, uh, I don't want to contact a person without, I know who is that person that's become the reason why I don't want to use any videos. I don't want to send any videos. If they know me, of course they have my WhatsApp contact, of course. But if we are close, I will give my WhatsApp. I don't use that kind of a thing through Instagram".

Participant MAH:

"Based on SM's opinions before you got to say Instagram idea that connected people, connect, networking. Yeah. Little thing. And that idea connected, uh, connected people. Uh, so that influence can boosting your speaking performance in the, in your daily life? ".

Participant SM:

"The thing that, uh, really important in networking is that the connection , So the link between, uh, my account to other accounts, uh, like my friends or other, uh, foreigner, like I can know, uh, their, uh, dialect or accent. So, um, by texting them, um, uh, you're calling them, I can learn their culture, uh, from their perspective and also their language. Uh, so I think, uh, if you put yourself in a very, in a very condition that, uh, you would want to study, uh, you can study speaking through a good connection or networking".

2. Youtube

Participant MAH :

"Hello everyone, here. I will explaining about YouTube that youtube as a media. Um, as I know, YouTube is the most portal tools for students, uh, I think, or what I can say to boost the knowledge, uh, the knowledge, or the material, uh, for learning process. So the aim of YouTube itself is I think, uh, it can be beneficial, uh, for many aspects for education for life, uh, or, um, I think for family relationship I think. So, uh, there is also, there is, must have, uh,advantages and disadvantage from youtube itself. For the advantages I can, I can say for youtube , um, many of youtube videos are already took early to

content that, that, I don't know. I don't know how to say maybe it is, um, not for kids, but uh, kids watch the video and, and the advantages of the video itself. Uh, as I stated before, as I said before, it can be beneficial, uh, for us, for students, uh, for, uh, for enhancing our knowledge, uh, in university. So YouTube itself can help me, as a digital tools help me so much help me everytime. Uh, in speaking performances, I think I have learned a lot of video. I have learned a lot of skills, uh, from experts, from many experts, uh, of their channels. Many of them will ask to be confident and to be, you know, fluency in speaking. And yeah, I think that is, I think, uh, there is a thing that I got from YouTube."

Participant MD :

"Uh, okay. Uh, I am MD, for me, Youtube is a platform for that created, uh, uh, in the work of four humans, uh, that serve us many, uh, sides that we can search. Uh, first is, uh, the side of educations and then science and then research and then news and even politics. And then, uh, what is the purpose, uh, of the Youtube itself? Uh, for me, uh, as a student, as a student, YouTube is a very useful in my educational, uh, activity or even, um, my non-academic activity such as, um, we can, uh, watch like DIY or any hobbies that we are interested. And then, um, for me, the advantage and this advantage of YouTube itself first, uh, the advantage of YouTube, uh, in an educational side, it is, uh, very serves, uh, many information. Um, especially in educational side, um, besides it serves, uh, the, the, the good side, uh, um, the information, um, YouTube also has the bad side, uh, for me, um, in my opinion, it just like, um, vlogger, uh, they serve us about the daily life. So for me, it is not, um, very important for us because they serve us, uh, about their privacy life, so we can all about them. That is the bad side. And then, um, uh, uh, I can, uh, as a student, we can use YouTube for, um, for, uh, um, searching information, uh, to, to get, uh, many informations in global sites. And then, in my daily life as an artist, uh, that I very interested in art, I can, um, search many, um, tutorial and, and how in, in, in teaching sites, I can search about how to be a good teacher, how, uh, uh, that you could teach in front of students. That's all."

Participant CD:

"Because it is regarding with, uh, speaking performance. So could you give me a certain channel that will improve our speaking performance that, you know? Please!"

Partcipant MD:

" Um, globally we know, um, TED TALK as a platform to watch about, uh, speaking, to study how to be a good speaker. There is, um, so many informations about, uh, public speaking skills, uh, maybe, MAH wants to add the answer of that question".

Partcipant MAH:

"Okay. Uh, for the channel that enhance our performance in speaking, I think I got from English sweet Lucy, uh, for English sweet Lucy, I learned a lot of things about enhancing our fluency in speaking. And I don't know, uh, TED TALK is not a channel that is not an educational channel that told us to be a good speaker. But with that speaker on that channel, on that TED TALK, we can get an example about how to be a good performance in the stage".

Participant PM:

"Um, okay, I want to ask a question for paticipant I, Um, so do you think that, uh, I mean, speaking of YouTube, it's very wide, right? So for example, you watch like, um, vlogger, especially American vlogger. They tend to use slang as well, and maybe even, um, bad words. So does it affect your speaking? I mean, do you get that, um, do you get that word too because we've watch them".

Partcipant MD:

"Personally. Uh, it also affect my daily, um, speaking how, how, uh, the slang words, uh, I, I get, and then I apply it in my daily life sometimes, but, but it, it all depends on ourselves that how can we control all those vocabularies".

Participant MAH:

"Watching the daily vlog, uh, nature, uh, or not natural with using slang vocabulary, uh, also broadens our work at gallery, but we as the person must distinguish between a slang word or not a slang word". [MAH]

3. WhatsApp

Participant IA:

" Okay, in this case, by WhatsApp, we can speak to others, and maybe something else, video call or maybe upload a story actually about getting, or maybe how to communicate with other people sometimes, so with me, when we use WhatsApp, when we talk about communicate, yes, we use that to have publications tool, we want to promote promote something that is definnitely will be permission tool. And so when we want to maybe to join with learning and maybe like English class on signal, um, learning in WhatsApp. So I think was very easy for us. And also, it's the best way to know, to communicate, and how to say maybe to promote something. it also Have weakness, like, uh, we cannot, uh, reach all people in one, maybe in one group, because the group limit, maybe until 200 hundreds people, or maybe to have 250 people in one group. So I think we cannot see the people, but , we can interact with other people. I mean, when someone wants to talk something, the highlight what the people want to say something for us. So that's why I think, uh, the benefit or maybe or the advantage of WhatsApp is very useful for us. And also, uh, in daily life, I also always use WhatsApp to communicate with foreigner, Why? Because when I, uh, when I meet foreign people, I asked them a number and I always practice every time and every night, why? Because WhatsApp is very, uh, easy, or maybe you can say face-to-face like this. And I think it's different just for us. It is very easy for me. And I think, uh, many, many people in the world, uh, no, uh, no love, uh, WhatsApp. So I think WhatsApp is very familiar for us".

Participant PM:

" Um, hi everyone. so I I'll be talking about my experience in using WhatsApp. Well, uh, the first I would like to define what WhatsApp is, WhatsApp is, um, in my opinion, uh, um, whatsapp is the most used application, uh, Communication application that we use, uh, today. So, um, it is very beneficial for everyone since we can't communicate with others as we texting, um, uh, phone or even video calling. So, uh, and one of the benefits that WhatsApp has is that it is very easy to be accessed. You just only have to download it free, uh, in your phone or even in your PC. So, um, it's very helpful whether, uh, if you have, uh, the connection, if you have the network connection and, um, probably one of the weaknesses that WhatsApp has is that, um, uh, actually it is almost similar to, Iqbal's opinion that, um, it doesn't really allow many people to, um, to do a video calls in one group. So it is kind of like limited. So for example, if we use WhatsApp in the classroom, um, it, it doesn't allow us to do, um, like virtual meetings for WhatsApp. And, um, that's why I think WhatsApp to not really be used, uh, in speaking class. And, um, therefore I will say that, um, WhatsApp doesn't really help me in improving my speaking. Um, but, uh, it does help me a little when, um, I text with my friends.

Um, so if I am texting with my friends in English, it does help, um, my speaking skills, but is that it doesn't really, um, improve my speaking skills, like, because I couldn't really hear the pronunciation unless we are, um, um, we are calling and, uh, yeah, so that's the weaknesses. And, uh, and then, um, related, uh, relating WhatsApp to my, um, day-to-day, uh, day-to-day activities. I can say it is very beneficial, uh, since, like I said, again, we can communicate easily and also it can reach, uh, people from, um, many places even, uh, from other countries. So, um, it is, uh, very helpful in terms of communicating. Um, yeah, I think that's it, uh, my opinion about WhatsApp. Thank you *"*.

Participant MD:

"My opinion like, uh, before has it explained, uh, if we want to go to the third floor meetings to our classmates, especially for teacher, uh, who wants to get rich out there, students, uh, it can be assessed through WhatsApp because it it's just a lot have limit, um, contacts, for example, just for, or, yeah, this and that. So if there's an effective to be applied in speaking class".

Participant SM:

"I think, uh, I have questions, uh, regarding WhatsApp. So, uh, from what I experienced using WhatsApp for, uh, multiple years, uh, I don't feel any, uh, any advancement or in speaking ability. So, uh, so, uh, the advantage of WhatsApp itself, uh, do you think, uh, how, how impactful is, uh, WhatsApp, uh, benefits, uh, do in the classroom? Uh, do you guys, uh, have any idea? ".

Participant PM:

"Um, if, um, sorry, the question was how to implement a WhatsApp in speaking class, right. Well, in my opinion, um, I don't really think that it can be much help or sense. Um, like I said before, it doesn't allow us to do a virtual meeting like this. So, um, probably, um, if, uh, the lecture, um, order us to send voice notes, well, then maybe it can work for speaking. Um, but other than that, I don't think, uh, WhatsApp can be really helpful, um, due to the weakness".

Participant CD:

"Okay. So talking about WhatsApp and yeah, I also agree that it's has a lot of, um, weaknesses, but at least, yeah. At least you can put a legal WhatsApp and then you can go to the website or you can go to, to that link. You can reach that link rather,

rather than you put the link than comment on Instagram. Right? Yeah. So I believe that it it's very little thing and not all people get a consider about that. That's very important because link it just a link, but that's so much important and why this is so much important because we are use, do use WhatsApp very often. Okay. That's becomes a reason why that's important".

APPENDIX G

Interview Questions

Project: Digital Assisted Peer Assessment and EFL Speaking Performance: A Descriptive Analysis

Time of interview   : -

Date   : -

Place   : -

Interviewer   : Ghinan Nafsiha Basith

This is a research study about digital assisted peer assessment and EFL speaking performance: A descriptive analysis. The purpose is to find out the Implementation of Digital assisted Peer Assessment towards EFL Speaking Performance". The researcher asked the participant to fill out the self-reflection section for 10 minutes on Google Form, it purposes to obtain the data related to the digital assistance in peer assessment towards speaking performance activities that participant done.

The questions are attached at chapter III.

APPENDIX H

Interview Transcript

Participant SM:
Question 1   : How did you feel about the activity?
Answer   : It felt quite interesting with considerable amount of talking
Question 2   : What was the easiest part about the activity?
Answer   : Having to describe about a thing
Question 3   : What was the most challenging part during the activity?
Answe   : Deciding your peer's score band, because there are few factors to take account for
Question 4   : How nervous were you to speak in front of your peers?
Answer   : Only slightly nervous
Question 5   : How did your feeling beforehand compare to the feeling when you actually presented for your peers?
Answer   : It felt almost pretty much the same, I enjoyed it
Question 6   : What is the perspective that you will say to another person when she/he does well during his/her speaking?
Answer   : Expressions of gratitude and some physical respond such as head shaking
Question 7   : What were some of the powerful learning moments that you feel in these activities?
Answer   : The feeling to have an authority of marking someone performance
Question 8   : What are the most important things that you learned?
Answer   : Listening to your peer's performance
Question 9   : How did you help others during these activities?
Answer   : I simply did nothing because I let my partner speak freely to boost their confidence
Question 10   : Do you feel you may have been hindered by others' performance?
Answer   : No, there are some unadequacy but their performance was not one of them

Participant CD:

Question 1   : How did you feel about the activity?

Answer   : I feel that this activity is really helpful to develop teamwork skill, analyzing of other person's performance, and also develop communication skill. so that through this activity could support us to considere about our own abilities in english such as understand (grammar, coherence, fluency, and vocabulary).

Question 2   : What was the easiest part about the activity?

Answer   : The easiest part is when we can describe everything that we've known on our mind related to the topic given.

Question 3   : What was the most challenging part during the activity?

Answer   : The most challenging is when we have to analyzing the error of grammatical structure and fluency when our peer speak about the topic, then the next we also have to prepare about what we have to say in limited time duration.

Question 4 : How nervous were you to speak in front of your peers?

Answer   : I was a bit nervous

Question 5   : How did your feeling beforehand compare to the feeling when you actually presented for your peers?

Answer   : First i feel worried about what i have to say when the topic given spontaneously, but when i begin to speak i am not nervous anymore.

Question 6 : What is the perspective that you will say to another person when she/he does well during his/her speaking?

Answer   : well, that's true... It was a great performance

Question 7   : What were some of the powerful learning moments that you feel in these activities?

Answer   : This is not just about speaking but also test our listening as well, because when it comes to question section sometimes we have to clarify what was the speaker talked about, and it could also improve our speaking ability and mind exploration about what we have known toward a certain topic given spontaneously.

Question 8   : What are the most important things that you learned?

Answer   : The most important thing is that i am not just try to spread my opinion in english, but i can expose the authentic opinion regarding the context.

Question 9   : How did you help others during these activities?

Answer   : I couldnt help that much, but giving my additional opinion might be work when it comes to question and answer section

Question 10 : Do you feel you may have been hindered by others' performance?

Answer   : No, i am not, that just about limited time to speak.

Participant MAH:

Question 1   : How did you feel about the activity?

Answer   : The activity is very interesting in my opinion. During this activity I felt many positive things such as getting more insight from other people's opinions and new points of view.

Question 2   : What was the easiest part about the activity?

Answer   : Perform speaking to my college friends is the easiest part for me compared to speaking to strangers.

Question 3   : What was the most challenging part during the activity?

Answer   : Discussing topics that have not been determined makes me challenged in carrying out this activity because I have to spontaneously think it.

Question 4   : How nervous were you to speak in front of your peers?

Answer   : I don't really feel nervous when speaking to my peers because I'm more confident when speaking to my peers that i have known personally than strangers.

Question 5   : How did your feeling beforehand compare to the feeling when you actually presented for your peers?

Answer   : I feel curious when I haven't had a discussion with my peers and when the discussion is taking place I feel excited.

Question 6   : What is the perspective that you will say to another person when she/he does well during his/her speaking?

Answer   : I give appreciation like "good or excellent" when other people do speaking related topics that are discussed in a good and structured manner.

Question 7   : What were some of the powerful learning moments that you feel in these activities?

Answer   : Learning moments that were very useful for me were when exchanging points of view

Question 8   : What are the most important things that you learned?

Answe   : The most important thing is how to be able to speak effectively with the given time but can explain the important points in the discussion.

Question 9   : How did you help others during these activities?

Answer   : I often add my opinion when other people have explained their opinion.

Question 10   : Do you feel you may have been hindered by others' performance?

Answer   : I didn't feel it at all when the activity took place because we both gave our opinions and we accepted all different points of view on a topic.

Participant MD:

Question 1   : How did you feel about the activity?

Answer   : During the activity i feel so much fun because the topic is very close to me

Question 2   : What was the easiest part about the activity?

Answer   : The easiest part is when i explain the using of YouTube in my daily life.

Question 3   : What was the most challenging part during the activity?

Answer   : The most challenging is to bring out your ideas of using it in speaking class

Question 4   : How nervous were you to speak in front of your peers?

Answer   : Honestly, I am not really nerveous because I know what I am going to talk.

Question 5   : How did your feeling beforehand compare to the feeling when you actually presented for your peers?

Answer   : It was challenging and exciting. All the topics are related in our daily life.

Question 6   : What is the perspective that you will say to another person when she/he does well during his/her speaking?

Answer   : Youre amazing. I could say that words in term of their thought and insight.

Question 7   : What were some of the powerful learning moments that you feel in these activities?

Answer   : When someone gave their ideas and thoughts it also gave me some new things.

Question 8   : What are the most important things that you learned?

Answer   : How all those platforms effect me in speaking and enhance my speaking ability.

Question 9   : How did you help others during these activities?

Answer   : I added some opinion that i think it is also related with student life

Question 10   : Do you feel you may have been hindered by others' performance?

Answer   : No, I am not. All of them doing their best in explaining their own topic.

Participant IA:

Question 1   : How did you feel about the activity?

Answer   : Comfortable and simple
Question 2   : What was the easiest part about the activity?
Answer   : Asking Questions
Question 3   : What was the most challenging part during the activity?
Answer   : Presenting the argument because it happened spontaneously and had limited time
Question 4   : How nervous were you to speak in front of your peers?
Answer   : Actually I felt nervous little a bit because my peer was very friendly
Question 5   : How did your feeling beforehand compare to the feeling when you actually presented for your peers?
Answer   : I felt curious about what the topic which I should to explain for my peer and other participants and also feel excited
Question 6   : What is the perspective that you will say to another person when she/he does well during his/her speaking?
Answer   : I give appreciation like "good or excellent" when other people do speaking related topic
Question 7   : What were some of the powerful learning moments that you feel in these activities?
Answer   : I felt brave to speak spontaneously at that time and I like the way of other participants in asking question
Question 8   : What are the most important things that you learned?
Answer   : I learnt about how to gain information in peer by using an online aplication
Question 9   : How did you help others during these activities?
Answer   : I tried to give some comments on their mistakes in speaking and gave them opportunity to discuss the topic widely and freely.
Question 10   : Do you feel you may have been hindered by others' performance?
Answer   : Actually no, I could give my attention while catch some information and experiences from them.

Participant PM:
Question 1   : How did you feel about the activity?
Answer   : It felt very fun and engaging since everyone has to speak and listen to each other
Question 2   : What was the easiest part about the activity?
Answer   : The easiest part is that I can say my opinion on the topic and I do not have to look for references since it is only based on my perspectives.

Question 3 : What was the most challenging part during the activity?

Answer : For me, the most challenging aspect of this activity is that when I am not familiar with the topic and I also felt afraid if I can not deliver my ideas towards the topic because I have no preparation at first.

Question 4 : How nervous were you to speak in front of your peers?

Answer : I was quite nervous since I have no preparation to do the speech. But if the topic is familiar to me, I can reduce the nervousness that I felt.

Question 5 : How did your feeling beforehand compare to the feeling when you actually presented for your peers?

Answer : Before the activity, I feel excited as well as anxious because I do not know what I will be talking. Similarly, during the process, I felt nervous too, but when I spoke about the topic that is familiar to me, I felt confident and excited. Furthermore, I felt excited too to be able to listen to other peers and their opinions as well.

Question 6 : What is the perspective that you will say to another person when she/he does well during his/her speaking?

Answer : In my opinion, it is interesting how everybody has their own way of delivering the speech. I feel enlighten by their ideas and I can get insights from their speech too. I can also learn and take notes from others which is very helpful.

Question 7 : What were some of the powerful learning moments that you feel in these activities?

Answe : I feel excited when I get to deliver the topic that I am familiar with. I also feel that my confidence can be improved, as well as my pronunciation and speaking skills. In addition, by listening to others, I can definitely learn more and broaden my knowlegde from their ideas and their way of speaking.

Question 8 : What are the most important things that you learned?

Answer : The most important thing that I learned is that I can speak even without preparation. I only need to gather my thoughts really quick and be confident.

Question 9 : How did you help others during these activities?

Answe : I think that I can help others through my ideas or the way that I deliver my ideas.

Question 1 : Do you feel you may have been hindered by others' performance?

Answer : No, I dont think so. Because each peer has different topics, so there is no reason to be hindered by other.