THE USE OF PEER ASSESSMENT TO IMPROVE
ORAL PRESENTATION SKILLS

THESIS

submitted by:

FASTABIQUL KHAIRAT NIDA

The Student of Department of English Education
Faculty of Tarbiyah and Teacher Training
Reg. No.: 231222728

FACULTY OF TARBIYAH AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH
2017 M/1438 H

THESIS

Submitted to the Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry
Darussalam Banda Aceh as a partial fulfillment
of the requirements for Sarjana Degree (S-1)
on Teacher Education

By:

FASTABIQUL KHAIRAT NIDA
The Student of the Department of English Education
Faculty of Tarbiyah and Teacher Training
Reg. No.: 231222728

Approved by:

Main Supervisor,   Co Supervisor,

Syarifah Dahliana, Ph.D   **Nur Akmaliyah, M.A**

It has been defended in Sidang Munawasyah in front of
the Council of Examiners for Working Paper and
has been accepted as a Partial Fulfillment of the
Requirements for Sarjana Degree (S-1)
on Teacher Education

on:

Wednesday, February 8th, 2016 M
12 Jumadil Awal 1438 H

Darussalam, Banda Aceh

The Council of Examiners:

Chairperson,   Secretary,

Syarifah Dahliana, Ph.D   Mulia, M.Ed

Member,   Member,
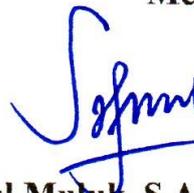
Nur Akmaliyah, M.A   Safrul Muluk, S.Ag, M.A, M.Ed, Ph.D

Certified by:
The Dean of Faculty of Tarbiyah and Teacher Training
Ar-Raniry Islamic State University
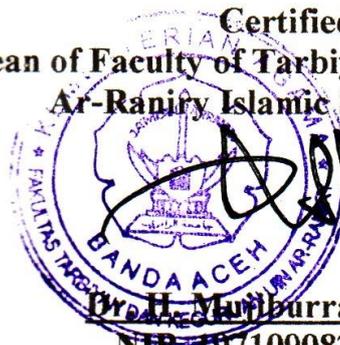
Dr. H. Mujiburrahman, M.Ag
NIP. 19710908200112 1001

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

All praises and thanks be to Allah, the Almighty, who has given the writer mercy and blessed him with health, strength, inspiration, and chance to write and finish this thesis, entitled "**The Use of Peer Assessment to Improve Oral Presentation Skills**". Peace and solutation must always be upon to the noble prophet Muhammad SAW who, together with his faithful family and companions, has all the way strived for Islam, revealed the right path, and led human being to the infinite knowledge and bright civilization.

The writer would like to thank all of those who have helped, guided, and supported him so that the thesis can be finished. The greatest gratitude goes to the main supervisor, Syarifah Dahliana, M.Ag, M.Ed, Ph.D, and her co supervisor, Nur Akmaliyah, M.A, who have given valuable assistance and encouragement. Also, the special thank is addressed to the academic advisor, Luthfi Aunie, M.A, who has guided the writer with so much patience throughout his academic years.

Then, the writer would love to be grateful to his mother, Wildanur, S.Pd, and his Father, Drs. Zaini Z., M.Pd, for being the first educators in the early stage of his life, for sincerely giving him care and advice, and for their endless love and prayers. High appreciation is also presented to the writer's only brother, Afdhal Jihad Nida, for the companion, attention, and support the whole time. Further, the writer would like to dedicate big thanks to all of his bestfriends who have motivated him to finish this thesis, especially the classmates in English

Department for the times, experiences, and ideas that have been shared together. Finally, the deep gratitude is addressed to the teachers of MAS Imam Syafi'i Aceh Besar and the research participants, the tenth grade students, for kindly helping the writer in this research.

At last, the writer hopes that the thesis can be useful in increasing the insight of readers and enriching the EFL research literature. After all, the writer is aware that this thesis is still far from perfection. Therefore, constructive criticisms and suggestions are needed for the sake of betterment in the future and knowledge development.

Banda Aceh, February 2017

Fastabiqul Khairat Nida

LIST OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

SURAT PERNYATAAN

Saya yang betanda tangan di bawah ini:

nama	: Fastabiqul Khairat Nida
NIM	: 231222728
tempat, tanggal lahir	: Aceh Barat Daya, 5 April 1995
alamat	: Jl. Pemuda, Desa Tungkop, Kecamatan Darussalam, Kabupaten Aceh Besar

menyatakan dengan sesungguhnya bahwa skripsi yang berjudul *"The Use of Peer Assessment to Improve Oral Presentation Skills"* adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, seluruhnya menjadi tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, Februari 2017

Saya yang membuat
pernyataan,

Fastabiqul Khairat Nida

ABSTRACT

This quasi-experimental study was conducted to investigate whether the use of peer assessment improves students' oral presentation skills and to explore students' perspectives towards the implementation of peer assessment in learning oral presentation. Set in the high school level, the respondents consist of 34 tenth grade male students, divided into an experimental and control class based on the intact groups. Both test and questionnaire were used to elicit required data. The test results of experimental class show that students' post-test mean score (87,12) is much higher than the pre-test (68,17), indicating a significant improvement (gain: 18,95) of students' skills. Moreover, questionnaire responses reveal that students' perspectives on the use of peer assessment were positive, on the whole, and the process lead to the increase of student performance, responsibility, and excellence in oral presentation. In conclusion, the use of peer assessment is useful and influential to improve students' oral presentation skills.

Keywords: Peer Assessment, Oral Presentation

ABSTRACT

This quasi-experimental study was conducted to investigate whether the use of peer assessment improves students' oral presentation skills and to explore students' perspectives towards the implementation of peer assessment in learning oral presentation. Set in the high school level, the respondents consist of 34 tenth grade male students, divided into an experimental and control class based on the intact groups. Both test and questionnaire were used to elicit required data. The test results of experimental class show that students' post-test mean score (87,12) is much higher than the pre-test (68,17), indicating a significant improvement (gain: 18,95) of students' skills. Moreover, questionnaire responses reveal that students' perspectives on the use of peer assessment were positive, on the whole, and the process lead to the increase of student performance, responsibility, and excellence in oral presentation. In conclusion, the use of peer assessment is useful and influential to improve students' oral presentation skills.

Keywords: Peer Assessment, Oral Presentation

CHAPTER I

INTRODUCTION

A. Background of Study

Oral presentation is an important skill in English language proficiency. Nowadays in this globalization era, having good oral presentation skills is becoming more essential for a better message delivery. A good oral presentation leads audiences to greatly receive the intended information. Also, a good oral presentation allows the presenter to engage closely with audiences, attract them and promote friendly relations afterwards. Furthermore, the ability to effectively communicate the ideas in oral presentations could provide more job opportunities. Based on the advantages of oral presentation skills above, it is necessary to include oral presentation as a part of learning activities in classroom teaching, including in language classes.

In classrooms, oral presentations provide teachers with a learner-centered activity which can be used as an effective tool for improving his/her students' communication competence (Brooks & Wilson, 2014). According to White (2009), oral presentations yield a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to have confident presentations in public. This rich experience is essential in English as a Foreign Language (EFL) classrooms. Oral presentations can be an efficient way to encourage the students to practice meaningful oral English skill. Moreover,

oral presentations help to facilitate students integrating language skills, which are all equally essential.

Due to the necessity of oral presentation skills, more English language classrooms apply this activity in the teaching-learning process in order to enhance students' communicative skills. Furthermore, in teaching and coordinating an EFL class, especially speaking, an educator must not only decide what to teach, but more importantly also determine how to evaluate student performance (Yamashiro & Johnson, 1997). This requires teachers to choose an appropriate assessment to evaluate students' oral presentation performances. Teachers' decision regarding classroom assessment can be hugely influential in students' engagement with the subject matter that, in the end, affects students' learning on the whole.

Recent trends in the EFL literature demonstrate an increasing interest in alternative assessment or authentic assessment. This may be due to current shifting in EFL teaching methodology towards more student-centered learning activities (Jones, 2007). Alternative assessment is considered more meaningful, varied, interactive and ongoing than traditional end-of-course evaluation (Azarnoosh, 2013). In other words, it is more authentic in providing a more meaningful feedback for both teachers and students. Moreover, in alternative assessment the role of students in the assessment process is changed from being passive learners to active participants. This allows instruction and assessment to be held simultanously in a way that traditional approaches could not accomplish. Furthermore, students' perspectives matters a lot due to its effect on learning. From their view, classroom assessment does not merely refers to information

about themselves; rather, it forms a major part of their learning life, becoming part of lessons they are expected to learn, and relationships they have with the teacher, subject matter, and their peers (Brookhart, 2003). As one of the alternative assessments, peer assessment adopts the same characteristics as mentioned above.

Peer assessment engages students to assess their peers' performance, either in written or oral communication, by scoring and providing feedback to each other. While teacher evaluation usually makes students focus more on the grades instead of seeking feedback, peer assessment allows students to learn both peer's work and peer's feedback. Peer feedback helps the students understand their mistakes and weakness. This will improve students' subsequent work, give them time to digest information and may lead to better understanding. According to Weaver and Cottrell (1986) in White (2009), incorporating peer assessment in a course assessment diet brings many benefits. It can promote student involvement, responsibility and excellence; establish clearer course frameworks; focus attention on skills and learning; and provide more feedback. Overall, the practice of peer assessment has been recognized as having possibly enormous benefits in terms of learning gain, and is increasingly being used in higher education to involve students more actively in the assessment process (Race, Brown & Smith, 2005).

The ideas about the positive role that peer assessment can play in classroom assessment have been very well-known. This is proven by an extensive body of research related to peer assessment. Vu and Alba (2007) have conducted a research in a professional course in Australia to figure out the effect of using peer assessment. The results show that the process of peer assessment had a positive

effect on student learning experiences with most students acknowledging learning from both the process and their peers. Moreover, Eddy White (2009) carried out a peer assessment case study that aims to investigate students' views regarding the student-centered assessment procedure and to see whether it is useful to promote an effective learning. His investigation on the use of peer assessment focused on EFL speaking class, in which students performed oral presentations.

The present study is intended to find out whether the application of peer assessment is useful in promoting oral presentation skills of students in high school level. The subject of high school learners has become the researcher's interest since previous researchers were mostly conducted in higher level of education. As long as the researcher is concern, studies on peer assessment in oral presentation or speaking skill conducted on high school learners have not been much reported in peer assessment literature, particularly in Indonesia. In fact, with regard to EFL contexts, most of the works of peer assessment research have only been noted to evaluate writing skill. However, a few relevant studies are available, one of which is a study carried out by Indah Nur Kumalasari (2013) about the use of peer assessment on tenth graders of a high school in Surabaya. The research aims to see whether peer assessment could bring positive effects on English oral performances of the tenth grade students. It is closely related to the present study which attempts to investigate the usefulness of peer assessment applied in English oral presentation performance for the tenth grade students, but in different time and place. This study took place in Islamic Private Senior High School (MAS) Imam Syafi'i Aceh Besar in the academic year 2016/2017.

Based on the explanation above, supported by several previous studies that shows positive results regarding peer assessment applied in oral presentation, the researcher of this study is interested in investigating the effectiveness of this type of assessment in enhancing English language students' oral presentation skills as well as exploring their point of view and attitudes towards the implementation. Thus, this research is entitled "***The Use of Peer Assessment to Improve Oral Presentation Skills***".

B. Research Questions

1. Does peer assessment improve students' oral presentation skill?
2. What are students' perspectives on the implementation of peer assessment in oral presentation?

C. Aims of Study

1. To investigate whether the use of peer assessment improves students' oral presentation skill;
2. To explore students' perspectives on the implementation of peer assessment in oral presentation.

D. Hypothesis

Hypothesis is a tentative statement which represents a specific and testable prediction about what a researcher expects to happen in his or her study. In the

present study, the alternative hypothesis (H$_a$) is "the implementation of peer assessment in oral presentation can improve students' oral presentation skills".

E. Significance of Study

This study is important for both learners and educators. For students, this study reveals that conducting peer assessment in oral presentation can encourage students to be more autonomous, responsible, and involved in learning. The activity of peer assessment also generates students' critical thinking as they analyze works done by others instead of simply seeing a mark or score. Black et al. (2003) state that peer assessment is valuable because it can motivate students to become more careful in works they do; increase students' participation in the learning process; and, as the final result, improve their learning in the EFL classroom on the whole.

For teachers, they will be well informed that implementation of peer assessment is very beneficial. The entire process during the activity can result in enhancement of students' English speaking skills, particularly oral presentation; and more importantly is enjoyed by students. Furthermore, from this study, teachers are provided with the classroom framework employed by the researcher. It can be considered one of the sources for teachers in designing or developing an EFL course.

F. Research Terminologies

Definitions of key term frequently used in the present study are important to be defined in order to avoid misunderstanding for readers.

1. Peer Assessment

Peer assessment essentially means an activity that involves students providing feedback to other students on the quality of their work (Spiller, 2012). In some instances, the practice of peer feedback will include the assigning of a grade. According to Falchikov (2003), peer assessment requires students to provide either feedback or grades to their peers on a performance, based on certain criteria of excellence for that event.

In this study, the practice of peer assessment focuses on students' giving feedback by providing scores and comments on other students' performances of oral presentation. In the peer assessment process, each student was given chances to be an assessor and to be assessed by their peers. To provide feedback, standard of assessment would be necessary. Therefore, the assessment criteria for oral presentation performances were based on the Presentation Peer Rating Sheet. Having adapted from Yamashiro and Johnson (1997), the rating sheet consists of 13 points of assessment. These generally cover the whole aspects of an oral presentation, which are voice control, body language, content of presentation, and effectiveness (Appendix V).

2. Oral Presentation

Oral presentation is delivering an address to public audience. It also means public speaking and speech-making. Oral presentation is a brief discussion of a defined topic, delivered to a public audience, in order to impart knowledge or to stimulate discussion. In the present study, oral presentation refers to an activity of

high school tenth grade students delivering speeches verbally with certain topics by performing individually in front of the class in order to enhance their public speaking skills. Therefore, every student would be given opportunities to perform oral presentations with particular given topics. The topics covers procedural texts as one of the types of text which is appropriate to the students' English proficiency level.

Oral presentation allows students to find new words or vocabulary to be used in their speaking. This activity does not only train students to speak, but also develops their critical thinking in ways to generate topics of presentation. In this case, peer assessment is utilized as part of the students' classroom activities. Thus, when one student performs as the presenter, the others would take roles as audience as well as assessors to the presenting student. All of the students have the chance to rate and judge peers' performances and also to be scored and commented for their own oral presentations.

CHAPTER II

LITERATURE REVIEW

A. Peer Assessment

1. Definition of Peer Assessment

Peer assessment has been defined as an arrangement in which individuals consider the amount, level, value, worth, quality, or success of learning products or outcomes of peers with similar status (Topping, 1998). Peer assessment essentially refers to an activity that involves students providing feedback to others on the quality of their work (Spiller, 2012). In some instances, the practice of peer feedback includes the assigning of a grade. According to Falchikov (2003), peer assessment requires students to provide either feedback or grades to their peers on a performance, based on certain criteria of excellence for that work.

During recent decades, the implementation of peer assessment in higher education learning environments has been increased (Segers et al., 2003 in White, 2009). The interest in this type of assessment is partly caused by changing conceptions of teaching and learning. Peer assessment is expected to decrease the central role of teachers in assessment activity. The contemporary approach emphasizes an active engagement of students in their own learning, learner responsibility, metacognitive skills and a collaborative model of teaching and learning. Conversely, assessment processes in more traditional ways, in which the teacher holds all power and makes all choices, apparently limit the potential for learner development in all of these aspects (Spiller, 2012).

2. Advantages of Peer Assessment

A number of previous studies have reported the success of implementing peer assessment in student learning process. In particular, several studies report student improvement in presentation performance as a result of peer assessment implementation (Cheng & Warren, 2005). Many benefits can be gained from peer assessment. According to Weaver & Cottrell (1986) as cited in White (2009), the use of a partial peer assessment component in a course assessment can promote student involvement, responsibility and excellence; establish clearer course frameworks; focus attention on skills and learning; and provide increased feedback. Besides, Topping (1998) summarizes that the use of peer assessment, particularly in oral presentation, results in improvements in marks; higher learning performance; and higher self-efficacy (in this case: presentation confidence). Moreover, Falchikov (2003) states that involving students in presentation assessments is extremely beneficial for developing self-regulating skills. Students are able to analyze their own behaviour and develop a better understanding of the nature of quality criteria.

In addition to that, some of the main advantages of employing peer assessment have been identified and described as follows:

a. Peer assessment helps students become more autonomous, responsible and involved;

b. It encourages students to critically analyze work done by others, rather than simply seeing a mark;

c. It helps clarify assessment criteria;

d. It gives students a wider range of feedback;

e. Peer assessment reduces the marking load on the teacher;

f. Several groups can be run at once as not all groups require the teacher's presence.

(Peer Assessment, 2007, University of Technology Sydney)

3. Disadvantage of Peer Assessment

Despite many benefits, some disadvantages of using peer assessment may potentially exist, such as:

a. Students could lack the ability to evaluate each other;

b. Students may not take it seriously; allowing friendships, entertainment value, and other subjectivity to influence their marking;

c. Students may not like peer marking because of the possibility of being discriminated, misunderstood, etc.

d. Without teacher intervention (for assisting and guiding), students may misinform each other.

(Peer Assessment, 2007, University of Technology Sydney)

Therefore, learning from the list of potential weakness that might appear during and after the implementation of peer assessment as described above, the researcher in the present experimental study has focused much of his attention on this. A well-prepared classroom framework for the five-meeting course in the experimental class has been a crucial consideration in order to keep off, or at least minimize, the possibility of being exposed to the disadvantages.

B. Oral Presentation

1. Definition of Oral Presentation

Oral presentation is an activity of delivering an address to public audience. It also refers to public speaking and speech-making. In oral presentation, a person delivers a brief discussion of a defined topic which is delivered to a group of public audience in order to impart knowledge or to stimulate discussion. In the field of English language proficiency and education, oral presentation allows individuals to find new words or vocabulary to be used in their speaking. Hence, this activity does not only train students to speak but also develop their critical thinking in ways to generate topics of presentation.

2. Types of Oral Presentation
   a. Informative oral presentation

Informative presentation aims to communicate with audience and give them much information in a specified time. People could deliver informative presentations with various topics. An informative presentation may talk about breaking news; describe a new political event; organize a set of things that is so important; or give a report about a given topic in a form of research (Chivers & Shoolbred, 2007).

   b. Persuasive oral presentation

Instead of just informing, persuasive speech is intended to influence the audience's thinking about a certain topic, which might be given or chosen. Persuasive presentation is usually used to make audiences do some reactions or

discuss with the presenter about the topic. Moreover, Chiver and Shoolbred (2007) states that in this type of presentation a speaker will need to acquire a strong content of presentation and present it clearly.

Overall, based on the purposes, oral presentation is basically divided into two types, i.e. informative and persuasive oral presentation. However, in this study, the sample (students) were instructed to perform oral presentations only with an informative purpose. This is due to the type of presentation material selected for them, which is procedural text. Delivering particular topics in the form of procedural text tends to be informative rather than persuasive. When presenting about a certain topic of how to do or make something, a person will aim to communicate the information to audience instead of trying to influence their thinking and make them react or discuss about the topic.

3. Advantages of Oral Presentation in EFL classes

   a. Practicing Speaking

Eventhough speaking is very important in people's daily social activities and interactions, this skill is actually one of the least practiced and most neglected skills in almost any EFL classroom (Al-Issa & Al-Qubtan, 2010). This is particularly the case in teacher-centered classes. "Learning to speak is a lengthy, complex process" and "is more effectively achieved by speaking in living natural English" (Al-Mutawa & Kailani, 1989, p. 104–105). Hence, oral presentation is an efficient way to encourage the presenting students to practice meaningful oral English. EFL teachers and textbooks cannot be considered the only or most

dominant source of exposure to the target language, as the case in many traditional EFL classrooms (Al-Issa & Al-Qubtan, 2010). Using oral presentation in the EFL classroom helps students see language as a living and complex entity with multiple sources facilitating its acquisition.

b. Integrating Language Skills

Many literature of teaching English emphasizes to integrate four language skills and give students equal portion. Oral presentation facilitates this. It helps students integrate the skills, which are all equally essential. When a person presents his work, everybody else is listening to the talk, reading the notes appearing on the slides (if any), and taking notes in preparation for asking questions about the topic. In particular, when implementing peer assessment in EFL classes, the four skills can be integrated as students learn to skim and scan references to find data or evidence to deliver; research and write their speeches; utiliza elements of oral presentation – such as projection, pace, diction, gesture, eye contact, and language use – during the delivery; and employ listening skill to judge their peers' speeches (Yamashiro & Johnson, 1997).

c. Acquiring Knowledge through English

An international and increasingly important language such as English has multiple uses and values. Languages, particularly English, are powerful tools for acquiring infinite knowledge and information (Al-Issa & Al-Qubtan, 2010). For instance, when a student is asked to search a topic or particular information or

data in English, he is using the language meaningfully and purposefully, and varying his exposure to sources of knowledge through the authentic use of the target language, which has implications for his language improvement. One of the important sources of language acquisition is authentic materials; and oral presentations help activate reference to this source. Moreover, the knowledge that the student has gained and then presented will be delivered and absorbed by the audience, such as his peers in the classroom.

d. Promoting Learner-Centeredness

Oral presentation activities help students develop interactive, dynamic, reflective, and independent learning and critical thinking. Besides, presentations also promote and encourage learning through discovery and research. This is because students are placed at the real core of learning process, by taking responsibility for their own learning. It is important that such positive behaviors are implant in students from an early age to scaffold their development as they grow older.

e. Preparing for Real Life

It is greatly challenging to take the floor and stand in front of people, such as one's classmates, to present a work. This requires confidence and courage. Nevertheless, it is a very necessary skill that is much needed in various jobs round the world. Therefore, learning and practicing oral presentation in EFL classes can help students prepare for their future real life. The ability to effectively

communicate ideas through oral presentations could provide them more job opportunities.

  f. Expanding Teacher's Roles

  Teachers in traditional EFL classes have specific roles to play, such as owning authority as well as transmitting and controlling knowledge, information, and classroom activities. Instead, in an oral presentation class, teachers delegate autonomy and leadership to students and facilitate cooperative learning. In other words, teachers facilitate, support, organize, and guide students' learning. These are the significant teacher roles which are emphasized by the communicative language teaching approach (Al-Issa & Al-Qubtan, 2010).

C. Assessment Points for Oral Presentation

  In 1997, a journal article entitled "*Public Speaking in EFL: Elements of Course Design*" was published. It was written by two professional educators focusing on the field of Public Speaking in EFL, named Amy D. Yamashiro and Jeff Johnson. Yamashiro is currently a JALT (the Japan Association for Language Teaching) N-SIG Representative; coordinator of the Teacher Education N-SIG; and Global-Issues N-SIG member. According to JALT (2013), she integrates global issues with public speaking and debate at the secondary and university level. Meanwhile, Jeff Johnson has been teaching public speaking and writing in Japan for several years. He currently teaches at Kanagawa Prefectural College of

Foreign Languages in Yokohama; and is an editor of Temple University's Working Papers in Applied Linguistics (JALT, 2013).

In their article Yamashiro and Johnson introduce an EFL Public Speaking Course which has been developed and used at both secondary and post-secondary level in Japan. Previously, students used to complain that conversation classes were boring since the topics covering in the course seemed trivial. Through this Public Speaking class, however, students begin to articulate relevant issues of personal importance, and learn to use formal registers of speech. Eventually, Yamashiro and Johnson experience that Japanese students enjoy the class. Students appreciate speech communication for its practical real-world application and the opportunities it provides for expressing personal ideas. Moreover, because public speaking is a performance, it consolidates the information and skills learned and practiced during the term.

In this course students begin by learning the basics of academic English organization, language use, and delivery skills. They clarify and deepen their understanding by becoming critical evaluators of their peers. Using the cycle of public speaking, peer rating, self rating, reflection, then speaking again, it is found that students gain a deeper understanding of the criteria used for evaluation. Students seem to enjoy being actively involved in the language learning process. More than just for oral production, they are also responsible for becoming better listeners and must be receptive to linguistic and nonverbal cues in spoken communication.

Accoding to Yamashiro and Johnson (1997), an educator who teaches and coordinates Public Speaking in EFL must not only decide what to teach, but more importantly determine how to evaluate student performance. In this case, they consider EFL students' needs, their past learning experiences, and the learning context. EFL students need to acquire the language functions, skills, as well as cross-cultural awareness which are necessary to write and deliver speeches. Then Yamashiro and Johnson decide the priority and sequence of elements in a speech making course, consisting of: *voice control, body language, speech content*, and *effectiveness.* Therefore, they develop a reference list of elements for the public speaking course (Table 2.1).

Table 2.1: 14 Points for Public Speaking (Yamashiro & Johnson, 1997)

	Speaking Area	**Comment**
Voice Control		
1	*Projection*	Speaking loud enough (not too loud nor too soft)
2	*Pace*	Speaking at a good rate (not too fast nor too slow)
3	*Intonation*	Speaking using proper pitch patterns and pauses
4	*Diction*	Speaking clearly (no mumbling or interfering accent)
Body Language		
5	*Posture*	Standing with back straight and looking relaxed
6	*Eye Contact*	Looking each audience member in the eye
7	*Gesture*	Using few, well-timed gestures, nothing distracting
Content of Oral Presentation		
8	*Introduction*	Including attention-getting device, thesis statement
9	*Body*	Using academic writing structure and transitions

10	*Conclusion*	Including restatement/summation & closing statement
Effectiveness		
11	*Topic Choice*	Picking a topic that is interesting to the audience
12	*Language Use*	Varying types of clear and correct sentence forms
13	*Vocabulary*	Using vocabulary appropriate to the audience
14	*Purpose*	Fulfilling the purpose of the speaking task

Assessment can be highly subjective. Without guidelines or agreement, reliability may be negligible. It is essential that each item be labeled and explained carefully to students so that they can better understand each point and how to use the peer rating sheet. It is best to introduce each point as clearly as possible and allow students to practice and master it during the class meeting so that they will not be overwhelmed or confused.

1. Voice Control

When explaining the importance of voice control in public speaking, it is essential for students to practice each point. A simple activity for teaching *projection* (Point 1) is to have students practice a dialogue or a new grammatical structure. Teach students useful classroom expressions, such as "please speak louder!" to provide the speaker with constructive feedback. Likewise, students could read aloud original writing or journal entries in groups to practice *pace* (Point 2), *intonation* (Point 3), and *diction* (Point 4). As before, teach useful classroom expressions such as "please speak slower!", "please speak faster!", "please speak more smoothly!" or "please speak more clearly!". From an

educational point of view, this is contextualized language use that serves a real purpose and has real world application beyond the classroom setting.

2. Body Language

It is imperative for students to experiment with body language in order to find a delivery style that is both effective and comfortable. Constructive feedback from the instructor and peers is really helpful to the speaker. Students need to be aware of their *posture* (Point 5). The instructor could ask them to demonstrate good posture with the feet spread about shoulder width, weight even between the feet, and no swaying or leaning. They should know how posture affects their impression. Besides, when teaching students to make *eye contact* (Point 6), the insructor could ask each student to make eye contact with each person in the class. Moreover, teaching some sign language or a few simple *gestures* (Point 7) like indicating one, two, up, down, small or large using fingers can help students understand how their hands can enhance communication.

3. Content of Oral Presentation

Content in public speaking has obvious parallels with academic essay writing. However, the key difference lies in the nature of the task. Because the information is being conveyed orally, it is essential for students to organize their material very clearly and use transition words as signs for guiding audience to the main points and supporting statements in their speeches. With practice in writing skill, students can learn how to introduce and develop arguments to present

information effectively. Meanwhile, with practice in reading and listening, they can learn to catch main ideas of a speech and follow the organizational structure by identifying transition words (Points 8-10). The four skills can be integrated as students learn to skim and scan references to find evidence for their arguments, research and write their speeches, use points 1-7 to practice delivery, and employ listening skills to judge their peers' and their own speeches.

4. Effectivenesss

Although higher-proficiency students may have better language skills, all students will be able to evaluate effectiveness. Students must learn to analyze the *topics* (Point 11) of their peers' oral presentations. Their listening skills should be developed to recognize a variety of *language structures* (Point 12) and to guess the meaning of key *vocabulary* from context (Point 13). At this stage, students will have acquired enough language and critical thinking skills to begin criticizing peer speeches in terms of *purpose* (Point 14). Students learn to become critical of strengths and weaknesses in speeches they view. They learn from personal experience how the 14 Points affect the overall assessment of a speech, both as a speaker and as an evaluator. Students also realize that they must understand the criteria in order to provide their peers with accurate feedback; and develop their critical thinking skills.

In the present experimental study, this list of elements for public speaking was utilized as the basic reference in designing the teaching-learning framework for oral presentation and peer assessment practice. The points for public speaking

would then be adapted to create the assessment rubric criteria used by the teacher (researcher himself) to evaluate students' oral presentations. The rubric criteria were also put into the presentation peer rating sheet as the main instrument of this study, employed by students to assess and rate others' oral presentation performances.

D. Relevant Studies

Many studies had been managed to investigate the use of peer assessment. Some have been identified and found closely related to the present study. First of all, a case study entitled "*Students' Experience of Peer Assessment in a Professional Course*" was conducted by Thu Thuy Vu and Gloria Dall'Alba in an Australian university, 2007. It aims to investigate the practice of peer assessment in a professional course, and particularly emphasises on students' experience. It was found that peer assessment processes were beneficial to students' learning and development as professionals. The peer assessment process had a positive effect on student learning experiences, with most students acknowledging learning from both the process and from their peers.

As the result, this study points several conditions for an effective implementation of peer assessment, which also relates to assessment in general. These conditions include:

a. adequate and appropriate preparation for the use of peer assessment;

b. alignment of assessment, learning objectives and the broader purpose of the course (e.g. preparation as professionals);

c. the availability of assistance from a teacher throughout the peer assessment process; and

d. constructive discussions following peer assessment, sensitively handled by a teacher.

Secondly, another study relevant to the implementation of peer assessment and oral presentation practice is entitled "*Student Perspectives of Peer Assessment for Learning in a Public Speaking Course*". It was carried out by Eddy White in 2009. This peer assessment study took place on a Public Speaking course at a Tokyo university, containing 55 third-year students, divided in two classes. The study focuses on exploring student feelings about peer assessment as a student-centered assessment procedure, and whether it is useful in promoting effective learning. The researcher reports on a peer assessment framework in which 30% of students' final course grades were comprised of peer assessment scores of oral presentations. Data that were collected and analyzed included some completed peer assessment rating sheets for two presentations by each student, and also a student survey at the end of the course. Based on survey responses, it is shown that student perspectives on using peer assessment were positive, on the whole, and the process really lead to the promotion of student learning. The analysis also found that student views are often congruent with views in previous peer assessment literature.

Lastly, a study entitled "*Peer Assessment in Oral Descriptive Text to the Tenth Graders of SMAN. 1 Krian, Surabaya*" is also closely related to the present experimental study. It was conducted by Indah Nur Kumalasari in 2013 to figure

out the use of peer assessment implemented in English oral performance of descriptive text. This study gained the data from employing field notes, using observation checklist, and interviewing the students and teachers. The findings show that peer assessment is proven to be helpful and influential to the students. Peer assessment allows them to gain more information of some points to be improved for future performances. Overall, it is helpful and gives a lot of positive feedback for students.

While two of those previous studies – Vu and Alba; and White – focused on the implementation of peer assessment in the higher level of education learning environments, the present study aims to investigate whether the use of peer assessment is useful in promoting students' skills and learning in the high school level. High school learners were intentionally chosen for the subject of study because, as long as the researcher is concern, studies on peer assessment in oral presentation have not been much reported to be conducted on high school learners, particularly in Indonesia. Yet, few of them has been carried out, such as the last relevant study, as explained, by Indah Nur Kumalasari which aims to see the effectiveness of peer assessment in English oral performance for the tenth grade students of a high school in Surabaya. The present study also seeks for the usefulness of peer assessment in students' oral presentation skills. It was conducted in Islamic Private Senior High School (MAS) Imam Syafi'i Aceh Besar in the academic year 2016/2017.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The present study was conducted to find out whether peer assessment effectively enhances students oral presentation skills as well as to discover how students view and perceive toward it. Thus, the quantitative approach is used in this study. Aliaga and Gunderson (2002) describe quantitative study as an investigation into a social problem, explaining phenomena by gathering numerical data that are analysed using statistics-based methods.

To reach the aims of this study, an experiment was conducted. Based on Fraenkel (1990) as cited in Arifin (2011), an experiment belongs to a true experiment if subjects are divided in two groups (experimental and control group); pre-test and post-test are utilized; and sample is selected ramdomly. The present study has met the first two criteria, but lacks the feature of random sampling. Instead, intact groups were used to decide the experimental and control group. However, this often occurs in social researches, particularly in education, as circumstances does not always enable random selection. Subjects are naturally formed in intact groups, such as groups of students in classes. Consequently, a researcher can only pick as similar groups as possible; and so can still be fairly compared. Also, since groups are assigned non-randomly, this is said to be non-equivalent. Overall, such method does not entirely fulfill the requirement of a true experiment that, therefore, it is included to a quasi experiment, which is the method used in this study.

The experiment was conducted through 5 meetings in each classroom. Pre-test and post-test are the main sources of data in this study. Besides, other data come from questionnaires. A set of questionnaires were distributed to students of experimental class at the end of the study. Finally, the result was explained with statistical calculation. In conclusion, the present study is determined as a quasi experiment study with non-equivalent pre-test and post-test control group design.

B. Population and Sample

1. Population

Population refers to the group interest to the writer which may generalize the result of the study (Fraenkel, 1990 in Arifin, 2011). The population of this study includes high school tenth grade male students in Islamic Private Senior High School (MAS) Imam Syafi'i Aceh Besar in the academic year 2016/2017. There are two classes for grade X in this school, named class X-1 and X-2 (each contains 17 students). Thus, a number of 34 tenth graders are pointed out as the population of this study.

2. Sample

Sample means the group in a study on which information is obtained, preferably selected in such a way that represents the larger group (population) from which it was selected (Fraenkel, 1990). As explained, two groups of students were required in this quasi-experimental study: each for the experimental and control group. Besides, the sample was assigned via intact groups that, in this case, are classes of tenth grade students in MAS Imam Syafi'i. This is because the

population has been formed in classrooms prior to this study. Thus, the selected reasearch design allows the research to select two of the provided classes of tenth grade students as comparable groups.

In fact, there are only two classes that, therefore, the whole population was assigned as the sample (at first). By flapping a coin, one class is randomly chosen as the experimental group (X-2) and the other one as the control group (X-1). Despite possible disadvantages of non-random sampling such as bias group comparison, fortunately, the students are distributed into classes – by the school system – in an equal level. This means that although the capability of each of individuals may vary, the means of the two classes as a whole are even.

During the experimental process, one of the whole 34 students unfortunately missed a few classroom meetings; and so did not complete the entire experimental procedure. The student (from experimental class) was then eliminated from the research analysis. Hence, a total of 33 students (16 of experimental class and 17 of control class) provided the data needed in this study as well as represent the final number of the sample.

C. Techniques of Data Collection

1. Experimental Teaching

The experimental teaching was conducted by the researcher himself in both experimental and control class. It was going on for 5 meetings. At the first and second meetings, pre-test was conducted on both classes. It took two meetings for this section because every student had to deliver an oral presentation for 4 to 5

minutes individually. Thus, all of them would have finished the performance by the end of the second meeting (Appendix IV & VI).

Afterwards, at the third meeting, both classes were given theoritical instruction regarding oral presentation. The students were taught about points that matter on preparing and delivering oral presentation; also how to perform it appropriately. During the class, they were introduced to the list of elements for oral presentation adapted from Yamashiro and Johnson's journal article (Table 2.1). This section was so essential that the students were required to really focus on the instruction, especially since the concept was new to them. Comprehending the points of oral presentation is helpful in students preparing and practicing better for the next presentation performances.

For control class, that instruction would suffice. Once students understood the materials, the post-test was then set up. On the contrary, the experimental class was additionally provided with a particular treatment: the implementation of peer assessment. They were firstly introduced to the concept of peer assessment in details, including the definition, elements, procedure of peer assessment activity, and the Peer Rating Sheet (Appendix V) as the instrument for students assessing one another. This required time to discuss and provide guidance on how to judge peers' performances. They had to be given explanation and ensured to understand the concept very clearly because, in the end, this influences the effectiveness, validity and reliability of treatment in this study.

Later on, the activity of peer assessment was conducted. Each student firstly prepared a written procedure text; then practiced for a few minutes; and

finally performed orally in front of their peers (in groups of 5 to 6). When a student performed, the others were assessing via the peer rating sheet. Together, they had to rate through the 13 items with available scales (5 to 1). Once the students finished and the peers completed scoring, another student took turn to perform while the others listened and assessed again by completing the presenter's rating sheet. This went on until all group members finished performing. Then, they were asked to collectively give feedback (score and comment) to every peer. Each of them would listened to the feedback by referring to the completed peer rating sheet. The completed sheets were then kept by students as the feedback and source of reflection, so that hopefully they would perform the next presentation better. The 3 groups did the activity together at the same time. Thus, the teacher was demanded to be fully aware during the process and take part by guiding, assisting, supervising and controlling the class.

At last, post-test was conducted in both experimental and control class. Like pre-test, post-test took two meetings as well. At these fourth and fifth meetings, every students was required to prepare and deliver an oral presentation again as the final one. In addition, questionnaires were distributed to students in experimental class to be completed.

2. Test

Test is an important part of an experimental study. Brown (2004, p.3) states that test is "a method of measuring a person's ability, knowledge or performance in a given domain". In this study, test refers to having students

perform oral presentations individually in front of the class about certain given topics for 4 to 5 minutes in length. Both experimental and control group were given the test, which was divided into pre-test and post-test. Thus, each student had two chances to perform in front of the class.

As the sample consists of tenth grade students of high school, the oral procedural text was used as the presentation material. The kind of text was chosen because it has been recognized by by the students since previous levels of study. Being familiar with procedural texts, they were hopefully able to compose the written text easily when required. This is essential to this study related to the focus and time allotment. The study aim and learning objectives focus on developing students' skills in planning and delivering effective oral presentations, which is speaking skill, instead of improving their writing skill. Hence, it would be helpful if the sample of the study had acquired the written type of presentation material. Also, this study was limited by time. A series of experimental teaching procedure had to be adjusted to student school timetable and to be completed in a relatively short time. Therefore, having the students employ procedural text as the type of presentation material would be more efficient and less time-consuming.

Furthermore, topics for presentations were all provided by the teacher. This includes topics for pre-test and post-test performances in both experimental and control class, also for students in experimental class during the treatment (peer assessment activity). The topics were intentionally set up in order to avoid possibility of students having topics too high or low for their English proficiency level. Besides, this could guarantee that there would be no chance of two or more

students accidentally choosing the same topic. This way, the students would receive and perform various given topics – all in the equal difficulty.

The topics were then chosen randomly by the students. Of 17 scrolls of paper provided in a box, one was to be picked by each student. The scrolls had been inscribed with a number (1 to 17) and a topic. The number represents the ordinal of student performance and the given topic means the material for oral procedural text to be prepared. The topics cover how to make or do something that is common in daily life, such as how to make fried bananas, to use a printing machine, and to make a glass of carrot juice, to call a friend via handphone, to make a kite, etc.

After receiving the topics, the students started writing, preparing and practicing their oral procedural text. Then, they delivered oral presentation individually in front of the class based on the ordinal they had picked. While the students were performing, the teacher assessed them carefully. In assessing student performances, the list of criteria for oral presentation was employed by the teacher, adapted from Yamashiro and Johnson (1997). This is the same list of criteria that is inscribed in peer rating sheets used by students of experimental class during the peer assessment activity.

In conclusion, the pre-test and post-test were conducted with the same list of procedures; and the tests in the experimental class were conducted the same as in the control class. However, the distinction was found in the activity between the tests. As explained, the control group was only provided with theorical instruction about oral presentation while the experimental group not only obtained

the instruction, but also carried out the practical process of peer assessment (Appendix IV). Overall, the tests were employed in order to investigate any improvement in students' oral presentation skills, particularly in the experimental class. The test was chosen as one of the data collection methods in this study because it has a significant use for answering the research question number one, 'does peer assessment improve students' oral presentation skill?'.

3. Questionnaire

To support the primary technique of data collection, questionnaire was employed too. The questionnaire used in this study aims to find out and review students' responses and opinions toward peer assessment that had been implemented to them, as stated in the second research question: 'What are students' perspectives on the implementation of peer assessment in oral presentation?'. Therefore, copies of questionnaire were distributed to each of experimental class students at the last meeting. The questionnaires were then completed with teacher's guide.

D. Research Instruments

1. Presentation Peer Rating Sheet

Presentation peer rating sheet refers to a form of rubric assessment for oral presentation performance which is distributed to each student and completed by peers during the process of peer assessment in groups. In this study, presentation peer rating sheet become the primary instrument used by students of experimental

class. As the activity of peer assessment was conducted, copies of peer rating sheets were distributed to each student and completed by his peers. The peers took roles as audience as well as assessors to the presenting students.

The Peer Rating Sheet is based on a journal article by Yamashiro and Johnson (1997). In their article entitled *Public Speaking in EFL: Elements of Course Design*, Yamashiro and Johnson developed a Public Speaking Course, which they had used at both secondary and post-secondary level in Japan. The authors introduced a reference list of the 14 elements of public speaking covered in the course (Table 2.1).

In the present study, the theorical and practical frameworks for both experimental and control class were heavily based on Yamashiro and Johnson's list of elements for public speaking. The points (Table 2.1) were utilized for the assessment rubric criteria of student oral presentations. The rubric criteria were then put into the presentation peer rating sheet – utilized by students during the activity of peer assessment. Furthermore, the same assessment rubric criteria was also employed by the teacher when assessing the students' performances in front of the class (pre-test and post-test) in the two classes.

However, of the total of 14 points, one was omitted from the rating sheet of the present study. It is point number 11: *Topic Choice (picking a topic that is interesting to the audience)*. This criterion was not included because it is considered as containing a high level of subjectivity; and so become hard to apply on students in grade X of high school level. Besides, students' presentation topics were all provided by the researcher. The topics covers procedural text as the type

of text for *oral presentation content* (points 8, 9 and 10 in the assessment rubric). Therefore, the assessment rubric criteria of oral presentation used in this study consists of 13 points in total (Table 3.1).

Table 3.1: Points for Oral Presentation

Speaking Area		Comments
Voice Control	1. *Projection*	Speaking loud enough (not too loud nor too soft)
	2. *Pace*	Speaking at a good rate (not too fast nor too slow)
	3. *Intonation*	Speaking using proper pitch patterns and pauses
	4. *Diction*	Speaking clearly (no mumbling or interfering accent)
Body Language	5. *Posture*	Standing with back straight and looking relaxed
	6. *Eye Contact*	Looking each audience member in the eye
	7. *Gesture*	Using few, well-timed gestures, nothing distracting
Content of Oral Presentation	8. *Introduction*	Including attention-getting device, thesis statement
	9. *Body*	Using academic writing structure and transitions
	10. *Conclusion*	Including restatement/summation & closing statement
Effectiveness	11. *Language Use*	Varying types of clear and correct sentence forms
	12. *Vocabulary*	Using vocabulary appropriate to the audience
	13. *Purpose*	Fulfilling the purpose of the speaking task

Furthermore, after adapted from Yamashiro and Johnson (1997), the list of 13 points of assessment were included into the form of presentation peer rating sheet of this experimental study (Appendix V). Each point is provided with the available scale ranging from 5 (indicates "very good") to 1 (indicated "poor"). Before the sheets were employed by students, what each point means and how to use the scale had been clearly expained to them.

2. Questionnaire

Questionnaires refers to written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers (Brown, 2004). Questionnaire was used as one of the instruments in this study. It was utilized for collecting data of students' responses and perspectives about the process and effectiveness of the implementation of peer assessment. The Questionnaire of Peer Assessment in Oral Presentation (Appendix VII) is adapted from a case study by Eddy White (2009) entitled *Student Perspectives of Peer Assessment for Learning in a Public Speaking Course*. It is divided into three parts:

a. Part 1: being a rater/being rated by peers

b. Part 2: the peer assessment process as a whole; and

c. Part 3: additional comments

Part one and two consist of close-ended statements while part three is additional and open-ended. Parts one and two contains 11 statements in total. In order to elicit students' views and opinions, the four-point Likert scale is utilized,

i.e.: 1 (agree), 2 (tend to agree), 3 (tend to disagree), and 4 (disagee). Scale options 1 and 4 obviously show students' agreement and disagreement. Meanwhile, scale options 2 and 3 may give them opportunity to express some objections to the level of agreement or disagreement for each item. Furthermore, part three of the questionnaire, the additional and open-ended one, includes students' thoughts and perceptions about the peer assessment process. However, considering the fact that the participants are still at the high school stage, to make it more simple and communicative, the whole parts in questionnaires were translated into Indonesian (Appendix VIII).

E. Techniques of Data Analysis

The data that were analyzed in the present study basically come from 3 sources. Firstly, the data were obtained from the experimental teaching in both experimental and control class. This part was then analyzed descriptively. The second source is the pre-test and post-test results (students' oral presentation performances) from both classes. Moreover, other data were elicited from questionnaires distributed to and filled by students of experimental class by the end of the experimental teaching. For the test and questionnaire, statistical calculation was utilized in analyzing the data.

1. Analyzing Test

The analysis of test focused on comparing average scores of the pre-test and post-test from both experimental and control group. The data were obtained

from the results of student oral presentation performances. Therefore, the mean of student scores was used as the formula to analyze the data, i.e.:

$$\bar{X}_i = \frac{\sum X_i}{n}$$

in which:

$\bar{X}_i$ = mean of the score;

$\sum X_i$ = total of student score; and

n = number of students (Sudjana, 2005).

2. Examining Hypothesis

In examining the formulated hypothesis, the t-test was employed to determine or compare the difference of student achievements. In this study, the achievements refer to student scores (post-test) of oral presentation performances in both experimental and control class. According to Sudjana (2005), the formula of t-test can be used if the variance of a population is not known. The variance of the population in this study is not known; and based on Budayasa (2002), if the variance of the population is unknown, it can be estimated by calculating the variance of sample (S^2). Therefore, the following formula was employed to examine the hypothesis:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2+(n_2-1)S_2^2}{n_1+n_2-2}} \cdot \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

in which:

t = t-score;

$\bar{X}_1$ = the mean of the test in experimental class;

$\bar{X}_2$ = the mean of the test in control class;

n_1 = the number of experimental class students;

n_2 = the number of control class students;

S_1^2 = the variance score of experimental class; and

S_2^2 = the variance score of control class (Sudjana, 2005).

To complete the calculation above, the values of variance from both experimental and control class were needed. Variance (S^2) is the square of standard deviation (S). Therefore, the value could be obtained by utilizing this formula:

$$S = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}}$$

in which:

S = standard deviation;

$\sum X$ = total score;

$\sum X^2$ = total square of total score; and

n = number of students (Sudjana, 2005).

3. Analyzing Questionnaire

After the questionnaire results had been gathered from students, the information was then analyzed based on the percentage of the students' responses. A simple statistical formula was employed. It includes the frequency distribution

method. According to Sudjono (2008), the data would be presented in percentage by using the following formula:

$$P = \frac{f}{N} x100\%$$

in which:

P = percentage;

f = frequency of the respondents;

N = number of sample; and

100% = constant value.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Experimental Teaching

A series of experimental teaching had been conducted on both experimental and control class by the researcher himself. This part of study took place in the Islamic Private Senior High School (MAS) Imam Syafi'i Aceh Besar, particularly grade X-1 (control class) and X-2 (experimental class). Both classes were taught to reach the aim of developing student speaking skill in planning and delivering effective oral presentations. Yet, only the experimental class was provided with a special treatment, which is peer assessment activity.

The experimental teaching had been regulated in schedule to be carried out since November 19th up to November 28th, 2016. During the period, each class was arranged for 5 meetings, completed in 3 different days (some meetings went on the same day). Time allotments for each meeting varied, ranging from 35 to 105 minutes. Overall, the teaching covered pre-test and post-test activities (both classes) and the treatment section (experimental class only). In classrooms, the researcher acted as the substitute to the school's English teacher and the students were not told about the research in order to keep the classes in a normal and usual atmosphere and to avoid students behaving unnaturally. Having conducted the series of teaching procedure, the experimental teaching is described as follows.

a. Experimental Class

1) Meeting I (Monday, November 21st, 2016)

The first meeting took 70 minutes (09:10 – 10:20) of time allotment. At this meeting, each student was asked to prepare, practice and deliver an oral procedural text about certain given topic. The process of preparing and practicing last for 30 minutes. When writing the text, students were allowed to use dictionaires as the aid instrument. Besides, they were reminded to adjust the amount of words to the given time for oral presentation (4 to 5 minutes). Next, the students performed individually in front of the class; this part was considered as pre-test. When a student performed, the teacher was assessing him at the same time. Using the rubric of assessment criteria containing 13 items for oral presentation (the same rubric as for peer assessment), the teacher scored the student performance by rating each item. At this meeting, only 6 of 17 students had finished performing. Thus, the pre-test would continue at the next meeting, and so was the annnouncement of score and feedback.

2) Meeting II (Monday, November 21st, 2016)

Although the pre-test was divided in two meetings, this second meeting was conducted on the same day as the first one, for 70 minutes (14:30 – 15:40). The remaining 11 students delivered and were assessed for their oral presentations. When all students finished their performances, the pre-test ended with the teacher announcing student score (Appendix IX) and giving feedback for the last 15 minutes of the classroom. From the pre-test score, it was found that most students lacked on assessment items such as gesture, conclusion of content,

and language use. Thus, the students were given brief feedback on their oral presentations by emphasizing on those items.

3) Meeting III (Friday, November 25th, 2016)

The third meeting took the longest time; it last for 105 minutes (10:05 – 11:50). The meeting was divided in two activities: theoritical and practical framework. Firstly, 3 groups were formed. However, one student was absent that, therefore, 2 groups consisted of each 5 students and the other consisted of 6. Students were taught about the 13 points of oral presentation clearly; given the review of procedural text; and introduced to peer assessment. They were introduced to the concepts in much details. When the topic was stated, it was found that the students seemed to had little exposure to different forms of assessment in EFL class so far; and so might lack the necessary skills to manage peer assessment. Hence, at this stage they were required to really focus on the lesson. Later on, during the asking questions session, some students needed more explanation of certain points they had not completely understand yet; some others only clarified they comprehension. At last, it could be ensured that the whole theories were entirely comprehended.

Afterwards, peer assesment was conducted. This treatment section started with students preparing written procedural text, practicing, and finally performing in groups. When preparing and organizing the text, students were assisted by teacher in order to fulfill the criteria needed on the assessment rubric. Also, when practicing, they were reminded to always recall the 13 items (projection, gesture, language use, etc). Next, they performed oral presentations individually in front of

peers in each group; and assessed by the peers by completing rubric in presentation peer rating sheet. The three groups ran the activity at the same time, so students on each group had to only focus on watching and assessing their own group performer as objectively and accurately as possible. During the process, the teacher continually guided and supervised the class to keep it controlled and well-organized. When all performances were finished, the students gave feedback to each other, referring to the completed peer rating sheet of each student. The completed sheets were then kept by them as a source of reflection that hopefully he would perform better in the following presentation.

4) Meeting IV (Monday, November 28th, 2016)

Last for 70 minutes (11:15 – 12:25), the fourth meeting covered post-test activity. The same as the procedure during pre-test, each student prepared and delivered an oral presentation (the final one). Their performances were assessed by the teacher using the same rubric. From the 8 student performances during this meeting, improvement in student oral presentation items (based on the completed rubric) could be seen. However, as the remaining did not perform yet, the score and feedback would be provided at the following meeting.

5) Meeting V (Monday, November 28th, 2016)

The last meeting was only separated by hours from the previous meeting, carried out for 35 minutes (14:20 – 15:30). One student was absent; and so did not complete the pre-test. Thus, final oral presentations were delivered by the remaining 8 students. After that, the final score (Appendix X) was announced and

brief feedback was given to sudents. Overall, a lot of improvement was seen referring to the increasing rate for most assessment criteria, especially for items on which the students previously lacked during pre-test. Furthermore, at the end of the class, questionnaires were distributed. The completion was guided by the teacher to avoid students' possible missunderstanding or ambiguity on questionnaire statements. Finally, the total of 16 pieces of questionnaire were all completed as instructed.

b. Control Class

1) Meeting I (Saturday, November 19th, 2016)

The first meeting took 70 minutes (08:35 – 09:45) of time allotment. Like in the experimental class, this – as well as the second – meeting was considered as pre-test. Thus, the classroom activity covered the same procedure. Each student was required to prepare, practice and deliver an oral procedural text about certain given topic. The students performed individually while the teacher assessed their presentations by employing the same assessment rubric. When the time was up, only 7 of 17 students had finished.

2) Meeting II (Saturday, November 19th, 2016)

Still on the same day, the second meeting (11:15 – 12:25) continued the preset. The remaining 10 students delivered and were assessed for their oral presentation. When all performances were completed, the teacher announced the student score (Appendix XI). It was found that most students lacked on such items

as making gesture, stating conclusion, and articulating (diction). Thus, they were given brief comments by emphasizing on those items.

3) Meeting III (Wednesday, November 23rd, 2016)

The third meeting was carried out for 70 minutes (08:35 – 09:45) and mostly spent for theoritical framework. Students were introduced to the 13 points of oral presentation and given the review of procedural text. They were requiered to focus on the explanation and also given chances to ask questions. Several students asked for more or repeated explanation related to some points that they did not understand yet. At last, it could be ensured that the whole lesson was entirely comprehended. For the last 15 minutes, the students planned and practiced the second final oral presentation, which was the final one and considered post-test. The performances would be on the next meeting.

4) Meeting IV (Saturday, November 26th, 2016)

Last for 70 minutes (08:35 – 09:45), the fourth meeting covered the activity of students delivering final oral presentations. While performing, they were being assessed by the teacher, using the same rubric as before. 14 of 17 students finished performing during this meeting. Therefore, the rest of them continued at the next meeting.

5) Meeting V (Saturday, November 26th, 2016)

Only separated by hours from the previous meeting, this fifth meeting last for 35 minutes (11:50 – 12:25). The final oral presentations were continued by the remaining 3 students. When all were completed, the final scores (Appendix XII)

were announced and feedback was given to the students. In fact, the student final scores increased from the pre-test results, but only a little bit. This means that the students showed only few improvement on their oral presentation skills if compared to the experimental class students.

2. Test

Both pre-test and post-test had been conducted by the reseacher in both experimental and control class to measure student oral presentation skills. Raw scores of the two classes (Appendix IX, X, XI, and XII) were analyzed by using statistical calculation as follows.

a. Experimental Class

Based on the raw scores of experimental class students, the total scores, means, and variances were calculated. The analysis of pre-test and post-test in the experimental class (compiled in Appendix XIII) is elaborated below.

1) Pre-test

Of the 17 students, one was eliminated from the analysis because he did not complete the following post-test. Thus, from a group of 16 students, it was determined that their total pre-test score ($\sum X_1$) is 1090,77. Based on that, the mean score was calculated as follows.

$$\bar{X}_1 = \frac{\sum X_1}{n}$$

$$\bar{X}_1 = \frac{1090,77}{16}$$

$$\bar{X}_1 = 68,17$$

2) Post-test

From the students' post-test raw score, it was found that the total of their score ($\sum X_2$) is 1393,85 and the square of the total score ($\sum X_2^2$) is 122875,8. Thus, the mean score could be determined as follows.

$$\bar{X}_2 = \frac{\sum X_2}{n}$$

$$\bar{X}_2 = \frac{1393,85}{16}$$

$$\bar{X}_2 = 87,12$$

Besides, the value of variance was also calculated. Variance (S^2) was needed to determine t-score afterward. To obtain it, the standard deviation (S) formula was employed.

$$S = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{16 \cdot 122875,8 - 1393,85^2}{16(16-1)}}$$

$$S = \sqrt{\frac{23194,9775}{240}}$$

$$S = \sqrt{96,65}$$

$$S^2 = 96,65$$

b. Control Class

Based on the student raw scores, the pre-test and post-test in the control class (compiled in Appendix XIV) were analyzed as elaborated below.

1) Pre-test

From a group of 16 students, it could be calculated that the total of student pre-test score $(\sum X_1)$ is 1130,77. Therefore, the mean score was determined as follows.

$$\bar{X}_1 = \frac{\sum X_1}{n}$$

$$\bar{X}_1 = \frac{1130,77}{17}$$

$$\bar{X}_2 = 66,52$$

2) Post-test

From the post-test raw score, it was calculated that the total of student score $(\sum X_2)$ is 1192,31 and the square of the total score $(\sum X_2^2)$ is 88090,92. Thus, the mean score could be determined as follows.

$$\bar{X}_2 = \frac{\sum X_2}{n}$$

$$\bar{X}_2 = \frac{1192,31}{17}$$

$$\bar{X}_2 = 70,14$$

Moreover, the variance was also calculated. The value (S^2) was obtained through the calculation of the standard deviation (S).

$$S = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{17 \cdot 88090,92 - 1192,31^2}{17(17-1)}}$$

$$S = \sqrt{\frac{75942,5039}{272}}$$

$$S = \sqrt{279,2}$$

$$S^2 = 279,2$$

To sum up, from the entire calculation of the tests in both classes as explained above, the results can be displayed in Table 4.1 below:

Table 4.1: Recapitulation of Test Results of Experimental and Control Class

Class	Pre-test		Post-test		
	Total Score	Mean	Total Score	Mean	Variance
Experimental	1090,77	68,17	1393,85	87,12	96,65
Control	1130,77	66,52	1192,31	70,14	279,2

The analysis of the test focused on comparing mean scores of pre-test and post-test of both experimental and control class. According to the data in Table 4.6, the comparison and difference could be seen. On the pre-test, the mean score of the experimental class (68,17) was a little bit higher than the control class (66,52). Meanwhile, on the post-test, the mean score of the experimental class (87,12) was excessively higher than the control class (70,14).

3. Hypothesis

To examine the hypothesis of this study, t-test was utilized. It began with finding the value of t-score. Based on the analysis of post-test, the mean scores and variances of both classes were obtained (Table 4.1). The mean score of the experimental class ($\bar{X}_1$) is 87,12 and the mean score of the control class ($\bar{X}_2$) is

70,14. Besides, the variance of the experimental class (S_1^2) is 96,65 and of the control class (S_2^2) is 279,2.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2+(n_2-1)S_2^2}{n_1+n_2-2}} \cdot \sqrt{\frac{1}{n_1}+\frac{1}{n_2}}}$$

$$t = \frac{87,12 - 70,14}{\sqrt{\frac{(16-1)96,65+(17-1)279,2}{16+17-2}} \cdot \sqrt{\frac{1}{16}+\frac{1}{17}}}$$

$$t = \frac{16,98}{\sqrt{\frac{1449,75+4467,2}{31}} \cdot \sqrt{0,1213}}$$

$$t = \frac{16,98}{\sqrt{190,8693} \cdot \sqrt{0,1213}}$$

$$t = \frac{16,98}{4,8117}$$

$$t = 3,5288$$

After obtaining the t-score (3,5288), it was then compared with the t-table. To find the exact value of t-table, the degree of freedom (*df*) had to be determined first. Thus, it was calculated as follows:

$$df = n_1 + n_2 - 2$$

$$df = 16 + 17 - 2$$

$$df = 31$$

Referring to the table of 't' distribution, the value of t-table was found. Based on the level of significance α = 5% or 0,05 and *df* = 31, it was obtained that the t-table is 2,04. Next, to examine the hypothesis, the significant criterion for acceptance was determined, i.e.: H_o is accepted and H_a is rejected if t $_{score}$ < t $_{table}$; and H_o is rejected and H_a is accepted if t $_{score}$ > t $_{table.}$ From the preceding analysis,

it was shown that the t-score is 3,5288 and the t-table is 2,04. This means that the t-score is higher than t-table (3,5288 > 2,04). Consequently, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

4. Questionnaire

Questionnaire was designed to elicit students' perspectives about the implementation of peer assessment framework. The copies of questionnaire were completed by 16 students (experimental class). As explained, it consists of 3 parts; and a four-point Likert scale was utilized (Appendix VII & VIII), i.e.: 1 (Agree), 2 (Tend to Agree), 3 (Tend to Disagree), and 4 (Disagree). The raw data of student responses (Appendix XV) were analyzed and each item is presented in tables below, followed by the description. 11 declarative statements were used in the questionnaire, devided into 2 parts. The first and larger part deals with students' views on *being a peer assessor and being assessed by peers* (items 1-8) while the second section is related to the larger issues of *peer assessment process in general* (items 9-12). Additionally, students' comments in part three are used to clarify points that show students' perspectives in their own words.

First of all, questionnaire part 1 includes 8 items (Table 4.2 to 4.6). This part focuses on students' views of both being a rater and being rated by peers.

Table 4.2: Questionnaire Part 1 – Item 1

No	Statement	Scale	Frequency	Percentage
1	Assessment items on the sheet (e.g. pace, language use) were easy to understand.	1. Agree	12	75,00%
		2. Tend to Agree	4	25,00%
		3. Tend to Disagree	0	0,00%
		4. Disagree	0	0,00%
		Total	16	100%

Questionnaire **item 1** asks whether assessment items were easy to understand. Surprisingly, a total of 75% of students agreed; and the other 25% tended to agree. Of all items on the questionnaire, this one earned the highest 'agree' (100%) if combining scale 1 (agree) and 2 (tend to agree). As explained, the 13 key points for oral presentation, adapted from Yamashiro and Johnson (1997), were utilized for peer rating sheets, which were used by students to informally assess and give feedback to group members' presentations duing peer assessment process. Before that, the key points (voice control, body language, content and effectiveness) had been used by the teacher in assessing student performances (pre-test) and also introduced to them with detail explanation. Thus, employing the 13 points continuously during experimental teaching might build familiarity which then helped students have clear understanding of the rating criteria.

Table 4.3: Questionnaire Part 1 – Item 2

No	Statement	Scale	Frequency	Percentage
2	It was difficult to decide the overall score (5, 4, 3, 2, 1) for each presenter.	1. Agree	6	37,50%
		2. Tend to Agree	2	12,50%
		3. Tend to Disagree	4	25,00%
		4. Disagree	4	25,00%
		Total	16	100%

Peer rating sheet uses 5-scale scoring system: 5 (very good), 4 (good), 3 (average), 2 (weak), and 1 (poor). Related to this, questionnaire **item 2** asks whether deciding the overall score was difficult. As the result, 37,50% students agreed (scale 1); while the rest of them chose scale 2, 3 and 4. If combining scale 1 and 2 (agreement) and 3 and 4 (disagreement), 50% of the students thought it

was difficult to decide overall scores and 50% others thought it was not. The reason(s) behind that might vary. The students might possibly get unclear differences between rate 1 to 5; lack the experience of assessing peers; acquire les sufficient time to practice and assess others. Also, this difficulty could be simply because the nature of making assessment judgment itself is often complex. However, a half of the student group has been able to provide appropriate scale to score their peers.

Table 4.4: Questionnaire Part 1 – Item 3 and 6

No	Statement	Scale	Frequency	Percentage
3	Relationships with presenters (friendship, etc.) may have influenced the overall scores and comments I gave.	1. Agree	1	6,25%
		2. Tend to Agree	3	18,75%
		3. Tend to Disagree	5	31,25%
		4. Disagree	7	43,75%
		Total	16	100%
6	The overall scores my peers gave me were fair and reasonable.	1. Agree	6	37,50%
		2. Tend to Agree	4	25,00%
		3. Tend to Disagree	3	18,75%
		4. Disagree	3	18,75%
		Total	16	100%

The focus of **item 3** is investigating one of the possible disadvantages of peer assessment, which is reliability of scoring that may be affected by student bias. As the result, only 1 student agreed with this and 3 tended to agree; while 7 disagreed and 5 tended to disagree. It means that 75% of all students (combining scale 'tend to disagree' and 'disagree') perceived that relationship with presenters did not actually affect their objectivity in scoring. Even one of the students provided a written comment that by conducting peer asssessment, "students became more serious and thorough in assessing oral presentation performers". This result became positive possibly because the researcher, as explained, had

reminded students of the importance of being serious, honest, objective, fair and responsible in assessing each other. No one should either provide more score just because of bestfriend status or out of pity; or lessen score because he disliked the presenter personally. It was also emphasized that peer assessment is not all about earning as much score as possible, but it aims to see to what extent students has acquire oral presentation skills and in which part(s) they are not good at. Hence, by receiving objective and forthright feedback, they will be able to do reflection and betterment in oral presentations. Further, this questionnaire item is connected with the issue in item 6, dealing with fairness of the scores given by peers.

Item 6 asked students if the scores their peers gave were fair and reasonable. 'Reasonable' was pointed out as appropriate judgment based on the quality of delivery and content of presentation. Results show that 37,5% agreed and 25% tended to agree (sum: 62,5% = 10 students). As mentioned, the students had been reminded of the aim of peer assessment activity; and that apparently had brought positive results up to this. However, the other 6 students (37,5%) expressed disagreement (scale 3 and 4). They perceived that the scores were unfair and unreasonable. The influence of student relationships could be a factor here. However, it must be noted that individuals, basically, vary in their perceptions. Some people are too strict; some are too kind. This simple fact could lead to various overall scores students received. Also, some students can be more skillful and accurate than others. But, overall, the fact that 62,5% of them were satisfied with the peer scores indicates that this group of students were capable enough to be assessors of their classmate presentations.

Table 4.5: Questionnaire Part 1 – Item 4 and 5

No	Statement	Scale	Frequency	Percentage
4	I was comfortable being a judge of my peers' presentations and giving score.	1. Agree	4	25,00%
		2. Tend to Agree	5	31,25%
		3. Tend to Disagree	7	43,75%
		4. Disagree	0	0,00%
		Total	16	100%
5	I was comfortable having my presen-tations judged and scored by my peers.	1. Agree	6	37,50%
		2. Tend to Agree	5	31,25%
		3. Tend to Disagree	4	25,00%
		4. Disagree	1	6,25%
		Total	16	100%

Students' feelings about their changing role during the process of peer assessment and how comfortable they were are the focus of items 4 and 5 of the questionnaire. The result of **item 4** (students' role as assessors) shows that 4 students selected scale 1 (agree) and 5 selected scale 2 (disagree), meaning that a total of 56,25% (9 students) felt comfortable in judging others. No one selected scale 4 (disagree), yet the largest response group selected scale 3 (tend to agree): 43,75% (7 students). This facts indicate that discomfort at judging peers was common in this class. It might be a result of lack of confidence or experience in rating peers. Besides, in this case, students were directly looking at and evaluating peers' performances that could make some students uncomfortable taking role as peer assessors.

Meanwhile, the result of **item 5** (students' role as being assessed) shows that 37,5% agreed and 31,25% tended to agree (sum: 68,75%), meaning that a majority of students loved to be assessed by peers. A student commented "I am very satisfied with the process and score of peer asssessment that I received". This was possibly caused by student's experience that they are more used to being

evaluated rather than evaluating; yet it can also be caused by their strong belief in peers' ability and objectivity in judging and deciding appropriate scores since they have mostly acquired key items of oral presentation assessment (questionnaire item 1). Nevertheless, the remaining 5 students disagreed (25%) and tended to disagree (6,25%). Such views might be caused by such factors mentioned before as: worrying about peers' objectivity, assessment capabilities, relationship between presenters and assessors. Overall, compared to item 4, the students felt more comfortable being assessed than assessing peers for oral presentations.

Table 4.6: Questionnaire Part 1 – Item 7 and 8

No	Statement	Scale	Frequency	Percentage
7	Assessing other students' presentations helped me plan and deliver my own presentations.	1. Agree	13	81,25%
		2. Tend to Agree	1	6,25%
		3. Tend to Disagree	1	6,25%
		4. Disagree	1	6,25%
		Total	16	100%
8	PA scores and comments for my presentation helped me prepare my following presentation.	1. Agree	10	62,50%
		2. Tend to Agree	2	12,50%
		3. Tend to Disagree	2	12,50%
		4. Disagree	2	12,50%
		Total	16	100%

Whether the implemented peer assessment was helpful in student learning to be better in oral presentation is the focus of items 7 and 8. **Items 7** results in 81,25% (13 students) agreeing with the questionnaire statement (table 4.6). This huge number makes the highest 'agree' of all questionnaire items, leaving only 3 students (out of 16) each tending to agree, tending to disagree, and disagree with peer assessment being beneficial. This positive result is correlated to the student post-test result which is much higher than that of the pre-test, showing that being peer assessors was definitely helpful to students planning, delivering, and then

improving their own presentation. Moreover, **item 8**, asking students whether feedback from peers (scores and comments) helped them prepare the next presentation, results in 10 students (62,5%) agreeing that peer feedback was helpful in this way. Meanwhile, the remaining 6 tended to agree, tended to disagree, and disagree (each 2 students). Overall, this means that feedbacks that students obtained from peer assessment affect on their improvement on delivering the next oral presentations.

Second of all, questionnaire part 2 focuses on the peer assessment process as a whole, as well as the issue of incorporating the peer assessment scores into final grades for the oral/ speaking test in the English subject. The student responses to this section (Table 4.7 and 4.8) are elaborated as follows.

Table 4.7: Questionnaire Part 2 – Item 10

No	Statement	Scale	Frequency	Percentage
10	Making PA scores *a part of student final grades* for the Speaking skill in this English subject is a good idea.	1. Agree 2. Tend to Agree 3. Tend to Disagree 4. Disagree	6 4 3 3	37,50% 25,00% 18,75% 18,75%
		Total	16	100%

Item 10 looked for students' perspectives about peer assessment scores incorporated into final grades. The results show that 37,5% agreed and 25% tended to agree – if combined, a total of 62,5% (10 students out of 16) thought that it is a good idea to make peer assessment scores a part of student final grades. However the remaining 37,5% (6 out of 16) chose 'tend to disagree' and 'disagree', indicating some degree of objection to the summative use of peer assessment scores. This can possibly be caused by students' experience with peer

assessment process and their awareness of noting some potential problems in peer assessment area.

Table 4.8: Questionnaire Part 2 – Item 9 and 11

No	Statement	Scale	Frequency	Percentage
9	Students *should not* be involved with assessing their peers. Assessment should be the sole responsibility of the teacher.	1. Agree 2. Tend to Agree 3. Tend to Disagree 4. Disagree	1 4 3 8	6,25% 25,00% 18,75% 50,00%
		Total	16	100%
11	I recommend using PA when learning/practicing Speaking skill in future English classes.	1. Agree 2. Tend to Agree 3. Tend to Disagree 4. Disagree	7 3 3 3	43,75% 18,75% 18,75% 18,75%
		Total	16	100%

At last, questionnaire items 9 and 11 is regarding student views on their involvement in assessment process. **Item 9,** presenting the negative statement (Table 4.8), shows that a total of 50% of students disagreed with it, supperted by 18,75% tended to disagree (sum: 68,75% = 11 out of 16 students). The responses show that student understand the potential benefits from their involvement in the assessment process, compared to the traditional teacher-only assessment format. Students' view was also expressed by some comments such as "I like the idea on peer assessment", representing that it is good to know how others think about one's presentation and to receive many advices or opinion from peers, not only from teacher. Nevertheless, 25% (4 students) selected 'tend to agree' and 6,25% (only 1) chose 'agree' on the idea that assessment should only be handled by teacher. This is presumably due to some factors previously mentioned (student bias). Students may lack the ability to evaluate each other; not take it seriously;

allow friendships or entertainment value to influence their feedback; and discriminate or misunderstand others. Thus, the objection is reasonable since few students were still poor in comprehending peer assessment as a whole, as stated in one comment: "I still don't completely get the process of peer assessment".

The result of **item 11** shows that 43,75% of students agreed and 18,75% tended to agree with the questionnaire statement (Total: 62,5%). This is supported by student additional commentary: "peer assessment is a good method" and "I agree with this way of learning because it helps me enhance my skills in English". Meanwhile, the rest of them selected both 'tend to disagree' and 'disagree' (each 3 students). The negative response was also found in the comments such as "Please don't apply peer assessment anymore, Sir! It's a problem to me." However, from the whole results, despite objections to some points within peer assessment process, more than half of the student group show a positive assessment experience in the classroom and think that future English classes should provide similar chances to engage with and learn from peer assessment.

Lastly, questionnaire part 3 is made to invite additional written comments about peer assessment. Apparently, a half of the student group (8 out of 17) wrote further commentary. From the list of students' comments (Appendix XV), some have been presented above to support students' responses in questionnaire parts 1 and 2. Overall, the comments could be grouped into 2 categories of student perspectives about the experience, i.e.: positive and negative. Table 4.9 below shows that most of the students (6 out of 8) who wrote additional comments expressed positive views about peer assessment.

Table 4.9: Questionnaire Part 3 – Categorization of Student Written Comments

Category	Number	Percentage
Positive	6	72%
Negative	2	25%
Total	8	100%

B. Discussion

The discussion re-focuses on the questions of this experimental study. The primary issue is investigating whether the use of peer assessment improves students' oral presentation skills. To support that, students' perspectives on the implementation of peer assessment in oral presentation are also explored.

A series of test (pre-test and post-test) had been conducted on both experimental and control class, with the same procedure. As the result, on the pre-test, the mean score of the experimental class (68,17) was higher than the control class (66,52). Yet, the difference of the two mean scores was very slight (ony 1,65). Meanwhile, on the post-test, the mean score of the experimental class (87,12) was also higher than the control class (70,14). At this stage, the two mean scores represents an excessively great difference (16,98). The results indicate a significant increase on students' final scores of experimental class (post-test) from their previous scores (pre-test). Compared to the control class, the only different procedure applied to the two classes is that the experimental class was provided with peer assessment activity, in which the students could pactice, familiarize with, and sharpen the skills of oral presentation as well as ability to assess, judge, and correct one's performance. Therefore, the researcher believes that these whole advantages obtained during the application of peer assessment, resulted in

students being fully aware and critical of their own performance, that finally become the primary factor of their improving skills in the oral presentations and boosting the final test score.

Meanwhile, in the control class, although the students also prepared and performed oral presentations, they were not introduced to peer assessment. Instead, the knowledge of appropriate and effective peer assessments only comes from teacher's lectures. Assessment process was carried out only by the teacher (researcher himself) through the entire course while the students focused only on delivering presentations, not involved with assessing peers. As the result, from the compared scores (pre-test and post-test), they basically made improvement, but only a little bit. This is possible because the students had acquired the theory of what constitutes a good oral presentation and how to deliver an effective one during the teacher's lecture.

The values of t-score (3,5288) and t-table (2,04) has also been found, showing that the t-score is higher than t-table (3,5288 > 2,04). Consequently, the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, the analysis ends up in a conclusion that the hypothesis "the implementation of peer assessment in oral presentation can improve students' oral presentation skills" is proven and accepted.

In addition to that, students' perspectives on the implementation of peer assessment in oral presentation are also hugely cosidered. The results gained from questionnaire responses indicate that most of the students provided positive reactions to the format of peer assessment employed in English class, in learning

oral presentation. For many students, peer assessment obviously served the purpose of promoting them learning oral presentation skills – which is the first priority in assessment for learning (Black et. al., 2003). Rachel at al., (2005) state that peer assessment is most effective when the criteria are clearly understood by all students. This has been represented by the student positive responses in the completed questionnaire. Besides, a firm understanding of assessment criteria can result in greater validity (Langan, 2005 in White, 2009).

Despite many benefits from applying peer assessment, a possible disadvantage is that reliability of scoring may be affected by student bias. It may be caused by the relationship between students who assess and be assessed. However, the possibility has been greatly considered and then prevented from the beginning. Thus, the students' responses show that most of them were not influenced by the issue of subjectivity. This fact indicates that the researcher's maintenance and involvement in assisting, guiding, and watching the students during peer assessment activity have made positive results. As Vu and Alba (2007) state, the adequate and appropriate preparation as well as availability of assistance from teacher throughout the process can results in successful implementation of peer assessment.

According to Black et al. (2003), students learn when they become examiners of others. When students participate in thoughtful analysis of quality work, they become better performers; then become conscious and responsible for improving their own work (Stiggins, 2007 as cited in White, 2009). It is proven in this study that students engaged in thoughtful analysis of the peers' performances

during peer assessment activity, and in turn became thoughtful on their own work. As a result of this process, they became better performers during the final presentations. Nevertheless, a minority of students expressed objections to peer assessment. They disliked or felt dissatisfied with the process. This is reasonable due to the lack of comprehension, experience, and capability regarding peer assessment which might come from the student himself or his peers.

Overall, the questionnaire can be said to be effective in obtaining students' views about the implemented peer assessment in oral presentation. The students' perceptions, both positive and negative, are mostly congruent with student views expressed in the peer assessment literature described earlier. In conclusion, the majority of students enjoyed the implementation of peer assessment and obtained many advantages from it that, in the end, certainly improves their oral presentation skills. It is proven by the final test result which is much higher than the previous test.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data and finding the results in the previous chapter, some conclusions can be mentioned as follows:

1. Peer assessment is helpful to improve oral presentation skills of the tenth grade students in Islamic Private Senior High School (MAS) Imam Syafi'i Aceh Besar. This is primarily proven by the significant increase on mean scores achieved by experimental class students in post-test (87,12) compared to their mean scores of pre-test (68,17) before the implementation of peer assessment.

2. The fact that the implementation of peer assesment can bring enormous benefits to the students' development of oral presentation skills is also supported by their own perspectives. The students' positive responses on questionnaires reveal that learners who are exposed to the activity of peer assessment and given opportunities to experience assessing and being assessed by peers could obtain rich experience from the learning process; comprehend the classroom framework and learning materials in a more meaningful way; and promote their involvement, responsibility and excellence. Moreover, a majority of them feel that the feedback (scores and comments) given by peers is acceptable, fair, and helpful in improving

their skills; and judging others' performances can increase the awareness, responsibility, and development of their own oral presentation skills.

B. Suggestions

Some suggestions are proposed by the researcher to the readers especially educators and researchers, i.e.:

1. Considering the positive results gained from this study, supported by the previous ones, peer assessment is highly recommended to be employed in EFL classrooms. Besides proven to raise students' achievement, this learner-centered activity is also more authentic and enjoyed by students.

2. The application of peer assessment, especially in oral presentation, seems to be time-consuming. Thus, it would be better to seek a way that can shorten the time allotment for classroom activities, such as applying pairs or groups instead of individual work; or considering tasks which can be finished fast.

3. Since studies on peer assessment in oral presentation which are applied on high school level students are still few, it is essential to conduct relevant studies on other high school learners in the future, either to investigate whether peer assessment can really influence student improvement, or probably to focus more on the validity and reliability of students' judgement and feedback in the process of peer assessment.

REFERENCES

Aliaga, M. & Gunderson, B. (2002). *Interactive Statistics*. Upper Saddle River, N.J.: Pearson Prentice Hall.

Al-Issa, A. S. M. & Al-Qubtan, R. (2010). *Taking the Floor: OralPresentations in EFL Classrooms*. TESOL Journal, 1(2), 227-246.

Al-Mutawa, N, & Kailani T. (1989). *Method of Teaching English to Arab Students.* London: Longman Group.

Arifin, Z. (2011). *Penelitian Pendidikan*. Bandung: Rosdakarya.

Azarnoosh, M. (2013). *Peer Assessment in an EFL Context: Attitudes and Friendship Bias*. Language Testing in Asia. 3(11), 1-10.

Black, P., Harrison C., Lee, C., Marshall, B., & Wiliam, D. (2003). *Assessment for Learning: Putting It into Practice*. Maidenhead, UK: Open University Press.

Brookhart, S. (2003). *Developing Measurement Theory for Classroom Assessment Purposes and Uses*. Educational Measurement: Issues and Practices, 22, 5-12.

Brooks, G. & Wilson, J. (2014). *Using Oral Presentations to Improve Students' English Language Skill.* Japan: Kwansei Gakuin University – Humanities Review, 19: 199-212.

Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. USA: Longman Publishing.

Budayasa, K. *Catatan Statistik*. (2002). Surabaya: Universitas Negeri Surabaya.

Cheng, W. & Warren, M. (1997). *Having Second Thoughts: Student Perceptions before and after a Peer Assessment Exercise.* Studies in Higher Education, 22, 233-239.

Falchikov, N. (2003). *Involving Students in Assessment.* Psychology Learning and Teaching, 3(2), 102-108.

Jones, L. (2007). *The Student-Centered Classroom.* Cambridge: Cambridge University Press.

Kumalasari, I. N. (2013). *Peer Assessment in Oral Descriptive Text to the Tenth Graders of SMAN 1 Krian*. Surabaya: State University of Surabaya.

Peer Assessment (2007). University of Technology Sydney. Institute for Interactive Media and Learning. Retrieved from http://www.iml.uts.edu.au/assessment/students/peer.html

Race, P., Brown, S. & Smith, B. (2005). *500 Tips on Assessment*. London: Routledge.

Sudjana (2005). *Metoda Statistika*. Bandung: Tarsito.

Sudjono, A. (2008). *Pengantar Statistika Pendidikan*. Jakarta: Raja Grafindo Persada.

Topping, K. (1998). *Peer-Assessment between Students in Colleges and Universities*. Review of Educational Research 68 (3), 249-276.

Vu, T. & Alba, G. (2007). *Students' Experience of Peer Assessment in a Professional Course*. Assessment & Evaluation in Higher Education, 32(5), 541-556.

White, E. (2009). *Student Perspectives of Peer Assessment for Learning in a Public Speaking Course*. Asian EFL Journal – Professional Teaching Articles, 33(1), 1-36.

Yamashiro, D. & Johnson, J. (1997). *Public Speaking in EFL: Elements for Course Design*. Retrieved from http://www.jalt-publications.org/tlt/files/97/apr/yamashiro.html

Appendix I

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp. 0651-7551423- Fax. 0651-7553020 Situs: www.tarbiyah.ar-raniry.ac.id

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/2090/2016
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 pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry maka dipandang perlu menunjuk pembimbing skripsi;
		b.	Bahwa namanya yang tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing Skripsi dimaksud.
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 Pemerintah Nomor 13 Tahun 1991, tentang Pokok-pokok Organisasi IAIN;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
		7.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry;
		8.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		11.	Surat Keputusan Rektor IAIN Ar-Raniry Nomor. IN/3/R/Kp.00.4/394/2007, tentang Pemberian Kuasa dan Pendelegasian Wewenang Dekan
Memperhatikan	:		Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Februari 2016

MEMUTUSKAN

| Menetapkan | : | |
| PERTAMA | : | Menunjuk Saudara: |

1. Syarifah Dahliana, M.Ag.,M.Ed.,Ph.D   Sebagai Pembimbing Pertama
2. Nur Akmaliyah, M.A   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Fastabiqul Khairat Nida**
NIM	:	**231222728**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Use of Peer Assessment to Improve Oral Presentation Skills**

KEDUA	:	Kepada pembimbing yang namanya tersebut di atas diberikan honorarium sesuai dengan peraturan yang berlaku;
KETIGA	:	Segala pembiayaan akibat Surat Keputusan ini dibebankan pada dana DIPA UIN Ar-Raniry Tahun 2016
KEEMPAT	:	Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2016/2017.
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.

Banda Aceh,   28 Maret 2016
Dekan,

Dr. Muslim Razali, M. Ag
NIP. 197109082001121001

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;

Appendix II

Nomor   : Un.08/TU-FTK/TL.00/ 11329 /2016   Banda Aceh, 17 November 2016
Lamp   : -
Hal   : Mohon Izin Untuk Mengumpul Data
          Menyusun Skripsi

Kepada Yth.

Kepala Sekolah
MAS Imam Syafi'i Aceh Besar

Di -
          Tempat

Dekan   Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry   Darussalam   Banda   Aceh,
dengan   ini memohon kiranya saudara memberi izin dan bantuan kepada :

      N a m a   : **Fastabiqul Khairat Nida**
      NIM   : 231 222 728
      Prodi / Jurusan : Pendidikan Bahasa Inggris
      Semester   : IX
      Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry   Darussalam
      A l a m a t   : Tungkop Darussalam Aceh Besar

Untuk Mengumpulkan data pada:

MAS Imam Syafi'l sibreh Aceh Besar

Dalam rangka menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi pada
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry   yang berjudul:

The Use of Peer Assessment to Improve Oral Presentation Skills

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami
ucapkan terima kasih.

An.Dekan
Kepala Bagian Tata Usaha,

M.Said Farzah Ali, S.Pd.I.,MM
NIP. 19690703200212001

Appendix III

SURAT KETERANGAN PENELITIAN

Nomor :Ma.01.04.19/ 43 /2017

Kepala Madrasah Aliyah Swasta Imam Syafi'I Sibreh Kecamatan Suka makmur Kabupaten Aceh Besar, dengan ini menerangkan bahwa:

Nama	:	**Fastabiqul Khairat Nida**
Jenis Kelamin	:	Laki-laki
NIM	:	231 222 728
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	IX
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
Alamat	:	Tungkop Darussalam Aceh Besar

Benar yang tersebut namanya diatas telah menyelesaikan kegiatan penelitian / pengumpulan data pada MAS Imam Syafi'I Sibreh Aceh Besar dalam rangka menyusun skripsi yang berjudul **"The Use of Peer Assessment to Improve Oral Presentation Skills"**

Demikian surat keterangan ini kami keluarkan untuk dapat dipergunakan sebagaimana mestinya.

Sibreh, 3 Febuari 2017
Kepala Madrasah,

Fairi, S.Pd.I
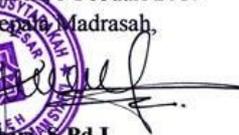
LESSON PLAN
(Experimental Class)

School   : MAS Imam Syafi'i Aceh Besar
Subject   : English
Grade/Semester   : X/2
Skill   : Speaking
Topic   : Procedural Text
Time Allotment   : 11 x 35 minutes (5 meetings)

A. Competence Standard
4. Expressing meaning in short functional text and monologue in the form of procedural text in the context of daily basis.

B. Basic Competences
4.2 Express meaning in short monologue text using diversity of oral language accurately, fluently, and acceptable in various contexts of daily basis in the form of procedural text.

C. Indicators
1. Students are able to communicate spoken monologue in form of procedural text.
2. Students are able to plan, organize, and perform oral presentations of procedural text.

D. Materials
1. Points for Oral Presentation (*the 13 criteria adapted from Yamashiro and Johnson (1997)*)
2. Procedural Text (*as the content of presentation, which is one of the main aspects of the whole 13 criteria*)

E. Method and Technique
1. Method   : Communicative Language Teaching
2. Techinque   : Oral Presentation, Peer Assessment, and Lecture

F. Teaching-Learning Activities

First Meeting (2 x 35 minutes)

Description	Time Allotment
Pre-activities • Greeting • Introducing self and stating the goal of the class • Checking the students' attendance as well as getting acquainted with them • Asking students' opinion and experience about their speaking skill, particularly oral presentation skill • Encouraging students to refresh their knowledge of procedural text they have learned at the previous grade	10 minutes

Description	Time Allotment
Whilst activities • Asking each student to randomly select 1 of 17 scrolls of paper inscribed with a number and a topic, provided in a box, that represents the ordinal of the student's oral presentation performance and the given topic for the presentation • Asking students to individually write an appropriate procedural text based on the selected topic • Giving them time to prepare and practice presenting the text orally before performing in front of the class • Asking them to perform the oral presentation in front of the class one by one based on the ordinal they have chosen • Assessing the students' oral presentation while they are performing	55 minutes
Post-activities • Informing students that as the time is up, the presentations will be continued at the next meeting; the score and feedback will be given when all students have performed • Complimenting students' performance • Greeting	5 minutes

Second Meeting (2 x 35 minutes)

Description	Time Allotment
Pre-activities • Greeting • Checking the students' attendance	5 minutes
Whilst activities • Continuing students' oral presentation performance in front of the class, one by one, based on the ordinal • Assessing the students' oral presentation while they are performing	50 minutes
Post-activities • Complimenting students' performance • Giving score and feedback to the students when all of them have already delivered the oral presentation • Greeting	15 minutes

Third Meeting (3 x 35 minutes)

Description	Time Allotment
Pre-activities • Greeting • Checking the students' attendance • Dividing students into 3 groups (of 5 to 6 students) • Asking students' opinion and experience related to oral presentation performance and peer learning/assessment • Stating the topic: oral presentation and peer assessment	5 minutes

Description	Time Allotment
Whilst activities • Distributing hand-outs of oral presentation and peer assessment to students • Explaining the 13 points of oral presentation, in which the procedural text is included as the particular content of presentation • Introducing peer assessment to the students • Giving students a chance to ask questions • Asking them to individually write an appropriate procedural text about a particular topic given randomly • Getting them to prepare for oral presentation • Distributing peer-rating sheets to students • Telling students to practice oral presentation one by one in their own group by employing peer assessment – while one student is performing, other students in that group become audience as well as assessors by completing the peer rating sheet • Guiding students and assessing the students' performance while the process of peer assessment is going on • Asking students to state score and feedback for their peers when all of performances in particular groups are finished	90 minutes
Post-activities • Complimenting students' work • Providing clarification for students' scoring and feedback and also giving feedback for the process of peer assessment that has just been carried out • Having the students keep the completed peer-rating sheet of their own performance as the source of reflection • Summarizing the lesson and encouraging students to keep practicing oral presentation and peer assessment outside the class • Greeting	10 minutes

Fourth Meeting (2 x 35 minutes)

Description	Time Allotment
Pre-activities • Greeting • Checking the students' attendance • Asking students questions related to what they have learned at the previous meeting	5 minutes
Whilst activities • Asking each student to randomly select 1 of 17 scrolls of paper inscribed with a number and a topic, provided in a box, that represents the ordinal of the student's final oral presentation performance and the given topic for the presentation • Asking students to individually write an appropriate procedural text (the last one) based on the selected topic	60 minutes

Description	Time Allotment
• Giving them time to practice presenting the text orally before performing the final oral presentation • Asking students to perform the final oral presentation performance in front of the class one by one, based on the ordinal they have chosen • Assessing the students' final oral presentation while they are performing	
Post-activities • Informing students that as the time is up, the presentations will be continued at the next meeting; the score and feedback will be given when all students have performed • Complimenting students' performance • Greeting	5 minutes

Fifth Meeting (2 x 35 minutes)

Description	Time Allotment
Pre-activities • Greeting • Checking the students' attendance	5 minutes
Whilst activities • Continuing students' final oral presentation performance • Assessing the students' oral presentation while they are performing	45 minutes
Post-activities • Complimenting students' performance • Giving score and feedback to the students when all of them have already delivered the oral presentation • Distributing questionnaires to students • Asking and guiding them to complete the questionnaire • Summarizing the whole lesson • Greeting	20 minutes

G. Media and Sources

1. Learning Media:
   - Student Handouts
   - Presentation Peer rating sheets
   - Manual or digital dictionaries

2. Learning Sources:
   - *Points for Public Speaking* journal (Yamashiro & Johnson, 1997)
   - Internet

H. Evaluation

Assessment Rubric of Students' Oral Presentation Performances:

1	**VOICE CONTROL**					
1.1	**Projection** (loud/soft)	5	4	3	2	1
1.2	**Pace** (speech rate; fast/slow)	5	4	3	2	1
1.3	**Intonation** (patterns, pauses)	5	4	3	2	1
1.4	**Diction** (clear speaking)	5	4	3	2	1
2	**BODY LANGUAGE**					
2.1	**Posture** (standing straight, relaxed)	5	4	3	2	1
2.2	**Eye contact** (looking audience in the eye)	5	4	3	2	1
2.3	**Gestures** (well used, not distracting)	5	4	3	2	1
3	**CONTENTS OF PRESENTATION**					
3.1	**Introduction** (grabs attention, has main points)	5	4	3	2	1
3.2	**Body** (focused on main ideas, has transitions)	5	4	3	2	1
3.3	**Conclusion** (summary of main points, closing statement)	5	4	3	2	1
4	**EFFECTIVENESS**					
4.1	**Language use** (clear, correct sentences)	5	4	3	2	1
4.2	**Vocabulary** (words well-chosen and used)	5	4	3	2	1
4.3	**Purpose** (informative, informs about topic)	5	4	3	2	1
	Overall Score					

Score Scale:
5 = very good
4 = good
3 = average
2 = weak
1 = poor

Overal Score:
Score = total points / 65 x 100
Maximum Score = 100

Teacher

Fastabiqul Khairat Nida

Appendix V

"PEER RATING SHEET OF ORAL PRESENTATION PERFORMANCE"

Speaker's Name   : _____

Presentation Topic   : _____

Score scale: **5** (very good)   **4** (good)   **3** (average)   **2** (weak)   **1** (poor)

Circle a number for each category, and then consider the numbers you chose to decide an overall score for the presentation.

1	**VOICE CONTROL**					
1.1	**Projection** (loud/soft)	5	4	3	2	1
1.2	**Pace** (speech rate; fast/slow)	5	4	3	2	1
1.3	**Intonation** (patterns, pauses)	5	4	3	2	1
1.4	**Diction** (clear speaking)	5	4	3	2	1
2	**BODY LANGUAGE**					
2.1	**Posture** (standing straight, relaxed)	5	4	3	2	1
2.2	**Eye contact** (looking audience in the eye)	5	4	3	2	1
2.3	**Gestures** (well used, not distracting)	5	4	3	2	1
3	**CONTENTS OF PRESENTATION**					
3.1	**Introduction** (grabs attention, has main points)	5	4	3	2	1
3.2	**Body** (focused on main ideas, has transitions)	5	4	3	2	1
3.3	**Conclusion** (summary of main points, closing statement)	5	4	3	2	1
4	**EFFECTIVENESS**					
4.1	**Language use** (clear, correct sentences)	5	4	3	2	1
4.2	**Vocabulary** (words well-chosen and used)	5	4	3	2	1
4.3	**Purpose** (informative, informs about topic)	5	4	3	2	1
	Overall Score					

COMMENTS:

(You may state the presenter's strenght and weakness briefly; what he can improve on; etc)

Appendix VI

<div align="center">

LESSON PLAN
(Control Class)

</div>

School   : MAS Imam Syafi'i Aceh Besar
Subject   : English
Grade/Semester   : X/1
Skill   : Speaking
Topic   : Procedural Text
Time Allotment   : 9 x 35 minutes (5 meetings)

A. Competence Standard

4. Expressing meaning in short functional text and monologue in the form of procedural text in the context of daily basis.

B. Basic Competences

4.2 Express meaning in short monologue text using diversity of oral language accurately, fluently, and acceptable in various contexts of daily basis in the form of procedural text.

C. Indicators

1. Students are able to communicate spoken monologue in form of procedural text.
2. Students are able to plan, organize, and perform oral presentations of procedural text.

D. Materials

1. Points for Oral Presentation (*the 13 criteria adapted from Yamashiro and Johnson (1997)*)
2. Procedural Text (*as the content of presentation, which is one of the main aspects of the whole 13 criteria*)

E. Method and Technique

1. Method   : Communicative Language Teaching
2. Techinque   : Oral Presentation and Lecture

F. Teaching-Learning Activities

First Meeting (2 x 35 minutes)

Description	Time Allotment
Pre-activities • Greeting • Introducing self and stating the goal of the class • Checking the students' attendance as well as getting acquainted with them • Asking students' opinion and experience about their speaking skill, particularly oral presentation skill • Encouraging students to refresh their knowledge of procedure text they have learned at the previous grade	10 minutes

Description	Time Allotment
Whilst activities • Asking each student to randomly select 1 of 17 scrolls of paper inscribed with a number and a topic, provided in a box, that represents the ordinal of the student's oral presentation performance and the given topic for the presentation • Asking students to individually write an appropriate procedure text based on the selected topic • Giving them time to prepare and practice presenting the text orally before performing in front of the class • Asking them to perform the oral presentation in front of the class one by one based on the ordinal they have chosen • Assessing the students' oral presentation while they are performing	55 minutes
Post-activities • Informing students that as the time is up, the presentations will be continued at the next meeting; the score and feedback will be given when all students have performed • Complimenting students' performance • Greeting	5 minutes

Second Meeting (2 x 35 minutes)

Description	Time Allotment
Pre-activities • Greeting • Checking the students' attendance	5 minutes
Whilst activities • Continuing students' oral presentation performance in front of the class, one by one, based on the number they have selected before • Assessing the students' oral presentation while they are performing	50 minutes
Post-activities • Complimenting students' performance • Giving score and feedback to the students when all of them have already delivered the oral presentation; the students are required to pay much attention as the feedback may help them evaluate and prepare themselves better for the next (and final) presentation • Greeting	15 minutes

Third Meeting (2 x 35 minutes)

Description	Time Allotment
Pre-activities • Greeting • Checking the students' attendance	5 minutes

Description	Time Allotment
• Asking students' opinion and experience related to oral presentation performance • Stating the topic: points of oral presentation	
Whilst activities • Distributing hand-outs of oral presentation to students • Explaining the 13 points of oral presentation, in which the procedure text is included as the particular content of presentation • Giving students a chance to ask questions • Asking students to individually write an appropriate procedure text (the last one) based on the given topic • Giving them time to practice presenting the text orally before performing the final oral presentation	60 minutes
Post-activities • Complimenting students' work • Summarizing the lesson and reminding students to prepare themselves for the final presentation by the next meeting • Greeting	5 minutes

Fourth Meeting (2 x 35 minutes)

Description	Time Allotment
Pre-activities • Greeting • Checking the students' attendance • Asking students questions related to what they have learned at the previous meeting	5 minutes
Whilst activities • Asking each student to randomly select 1 of 17 scrolls of paper inscribed with a number and a topic, provided in a box, that represents the ordinal of the student's final oral presentation performance and the given topic for the presentation • Asking students to individually write an appropriate procedure text (the last one) based on the selected topic • Giving them time to practice presenting the text orally before performing the final oral presentation • Asking students to perform the final oral presentation performance in front of the class one by one, based on the ordinal they have chosen • Assessing the students' final oral presentation while they are performing	60 minutes
Post-activities • Informing students that as the time is up, the presentations will be continued at the next meeting; the score and feedback will be given when all students have performed • Complimenting students' performance • Greeting	5 minutes

Fifth Meeting (1 x 35 minutes)

Description	Time Allotment
Pre-activities • Greeting • Checking the students' attendance	5 minutes
Whilst activities • Continuing students' final oral presentation performance • Assessing the students' oral presentation while they are performing	20 minutes
Post-activities • Complimenting students' performance • Giving score and feedback to the students when all of them have already delivered the oral presentation • Summarizing the whole lesson • Greeting	10 minutes

G. Media and Sources

1. Learning Media:
   - Student Handouts
   - Presentation Peer rating sheets
   - Manual or digital dictionaries

2. Learning Sources:
   - *Points for Public Speaking* journal (Yamashiro & Johnson, 1997)
   - Internet

H. Evaluation

Assessment Rubric of Students' Oral Presentation Performances:

1	**VOICE CONTROL**					
1.1	**Projection** (loud/soft)	5	4	3	2	1
1.2	**Pace** (speech rate; fast/slow)	5	4	3	2	1
1.3	**Intonation** (patterns, pauses)	5	4	3	2	1
1.4	**Diction** (clear speaking)	5	4	3	2	1
2	**BODY LANGUAGE**					
2.1	**Posture** (standing straight, relaxed)	5	4	3	2	1
2.2	**Eye contact** (looking audience in the eye)	5	4	3	2	1
2.3	**Gestures** (well used, not distracting)	5	4	3	2	1
3	**CONTENTS OF PRESENTATION**					
3.1	**Introduction** (grabs attention, has main points)	5	4	3	2	1

3.2	**Body** (focused on main ideas, has transitions)	5	4	3	2	1
3.3	**Conclusion** (summary of main points, closing statement)	5	4	3	2	1
4	**EFFECTIVENESS**					
4.1	**Language use** (clear, correct sentences)	5	4	3	2	1
4.2	**Vocabulary** (words well-chosen and used)	5	4	3	2	1
4.3	**Purpose** (informative, informs about topic)	5	4	3	2	1
Overall Score						

Score Scale:
  5 = very good
  4 = good
  3 = average
  2 = weak
  1 = poor

Overal Score:
  Score = total points / 65 x 100
  Maximum Score = 100

Teacher

Fastabiqul Khairat Nida

Appendix VII

QUESTIONNAIRE OF PEER ASSESSMENT IN ORAL PRESENTATION

During the lesson, as well as planning, organizing and delivering presentations, you have also been asked to assess the presentations of your peers. I am interested in student views of this Peer Assessment (PA) process. Please look at the sample Peer Rating Sheet again, consider the following statements, and respond in a way that **honestly** reflects your views. **Thank you for your feedback**.

For Part 1 and 2: Choose (circle) one of the following numbers for each statement.

1 = agree   2 = tend to agree   3 = tend to disagree   4 = disagree

	Part 1: Being a rater/being rated by my peers				
1	Assessment items on the sheet (e.g. pace, language use) were easy to understand.	4	3	2	1
2	It was difficult to decide the overall score (5, 4, 3, 2, 1) for each presenter.	4	3	2	1
3	Relationships with presenters (friendships, etc.) may have influenced the overall scores and comments I gave.	4	3	2	1
4	I was comfortable being a judge of my peers' presentations and giving a score.	4	3	2	1
5	I was comfortable having my presentations judged and scored by my peers.	4	3	2	1
6	The overall scores my peers gave me were fair and reasonable.	4	3	2	1
7	Assessing other students' presentations helped me plan and deliver my own presentations.	4	3	2	1
8	PA scores and comments for my presentation helped me prepare my following presentation.	4	3	2	1
	Part 2: The Peer Assessment Process				
9	Students *should not* be involved with assessing their peers. Assessment should be the *sole* responsibility of the teacher.	4	3	2	1
10	Making PA scores *a part of student final grades* for the Speaking skill in this English subject is a good idea.	4	3	2	1
11	I recommend using PA when learning/practicing Speaking skill in future English classes.	4	3	2	1
	Part 3: Provide other comments on the Peer Assessment process!				

Appendix VIII

ANGKET TENTANG *PEER ASSESSMENT* DALAM PRESENTASI LISAN

Dalam beberapa pertemuan ini, selain telah merancang, mempersiapkan dan menampilkan presentasi, kita juga sudah melakukan penilaian terhadap presentasi teman-teman. Saya ingin mengetahui bagaimana pandangan siswa terhadap proses *Peer Assessment* (PA) tersebut. Silahkan lihat kembali sampel lembaran PA, lalu perhatikan pernyataan-pernyataan di bawah ini, dan tolong berikan tanggapan secara **jujur,** yang benar-benar mencerminkan pandangan/persepsi kamu. Terima kasih.

Untuk *Bagian 1 dan 2*: Pilihlah (lingkari) salah satu nomor untuk setiap pernyataan.

1 = setuju   2 = cenderung setuju   3 = cenderung tidak setuju   4 = tidak setuju

	Bagian 1: Menjadi penilai/yang dinilai oleh teman				
1	Poin-poin pada lembar penilaian (seperti *projection*, *pace*, gesture, *language use*, dll.) mudah dipahami.	4	3	2	1
2	Sulit untuk menentukan skor secara keseluruhan (5, 4, 3, 2, 1) untuk setiap *presenter*.	4	3	2	1
3	Hubungan dengan *presenter* (pertemanan, dll.) bisa mem-pengaruhi skor keseluruhan dan komentar yang saya berikan.	4	3	2	1
4	Saya merasa nyaman menjadi penilai dan pemberi skor terhadap presentasi teman-teman saya.	4	3	2	1
5	Saya merasa nyaman bahwa presentasi saya dinilai dan diberikan skor oleh teman-teman saya.	4	3	2	1
6	Skor keseluruhan yang diberikan oleh teman-teman saya cukup adil dan wajar.	4	3	2	1
7	Menilai presentasi siswa lain dapat membantu saya mempersiapkan dan menampilkan presentasi sendiri.	4	3	2	1
8	Skor dan komentar dari PA terhadap presentasi saya membantu saya mempersiapkan presentasi berikutnya.	4	3	2	1
	Bagian 2: Proses Melakukan Peer Assessment				
9	Menurut saya, siswa *tidak perlu* dilibatkan dalam menilai teman-temannya. Penilaian seharusnya *hanya* menjadi tanggung jawab guru.	4	3	2	1
10	Hasil penilaian PA ini bisa dijadikan *bagian dari nilai akhir* siswa untuk penilaian *Speaking* di pelajaran Bahasa Inggris.	4	3	2	1
11	Saya menyarankan untuk menggunakan PA saat belajar/berlatih kemampuan *Speaking* pada pelajaran Bahasa Inggris di waktu yang akan datang.	4	3	2	1
	Bagian 3: Komentar tambahan terhadap proses Peer Assessment				

Appendix IX

RAW SCORE OF PRE-TEST IN EXPERIMENTAL CLASS

No.	Student Initial	Assessment Rubric													Score $\left(\text{total x}\dfrac{100}{36}\right)$
		Voice Control				Body Language			Content			Effectiveness			
		Projection	Pace	Intona-tion	Diction	Posture	Eye Contact	Gesture	Intro-duction	Body	Conclu-sion	Language Use	Vocabu-lary	Purpose	
1	BH	4	3	4	4	5	4	4	3	5	2	4	5	4	78,46
2	DAJ	2	3	3	1	4	1	1	2	3	2	2	2	2	43,08
3	F	5	4	4	3	3	3	1	3	4	2	2	2	4	61,54
4	HEH	3	4	4	4	5	4	2	4	5	4	4	3	4	76,92
5	HF	4	3	4	2	4	2	1	2	3	1	1	4	3	52,31
6	MAF	4	5	4	3	4	3	2	3	3	3	3	3	4	67,69
7	MAR	3	3	2	1	4	1	2	2	3	2	2	3	3	47,69
8	MFS	5	3	5	5	5	5	4	3	5	2	4	3	5	83,08
9*	MRM	3	4	3	4	5	3	2	4	5	2	4	3	4	70,77
10	MN	2	4	4	4	4	4	2	4	4	3	3	3	5	70,77
11	MS	4	4	5	3	4	4	2	4	3	3	4	3	4	72,31
12	RA	4	4	4	3	5	3	3	2	3	2	3	4	3	66,15
13	TTAMT	5	4	5	4	5	4	4	4	5	3	3	3	4	81,54
14	WS	3	2	4	2	4	2	1	2	3	1	2	4	3	50,77
15	ZF	4	4	5	4	5	3	2	4	4	3	4	4	4	76,92
16	ZU	4	4	5	3	4	3	3	4	4	3	3	4	5	75,38
17	ZI	4	4	5	4	5	4	4	5	5	4	4	3	5	86,15

Note (*): The student was then eliminated for data analysis because he did not complete the post-test

Appendix X

RAW SCORE OF POST-TEST IN EXPERIMENTAL CLASS

No.	Student Initial	Voice Control				Body Language			Content			Effectiveness			Score $\left(\text{total x} \frac{100}{36}\right)$
		Projection	Pace	Intona-tion	Diction	Posture	Eye Contact	Gesture	Intro-duction	Body	Conclu-sion	Language Use	Vocabu-lary	Purpose	
1	BH	5	5	5	4	4	4	5	5	5	5	4	5	4	92,31
2	DAJ	3	4	4	4	4	3	3	3	3	4	4	4	3	70,77
3	F	5	5	5	4	4	4	4	5	5	4	4	4	4	87,69
4	HEH	4	5	5	4	5	4	3	5	5	5	4	4	5	89,23
5	HF	4	4	4	3	4	3	3	3	3	3	2	3	4	66,15
6	MAF	5	5	4	4	5	3	4	4	4	4	4	5	4	84,62
7	MAR	5	5	5	2	5	3	3	3	3	3	3	4	4	73,85
8	MFS	5	5	5	5	5	5	5	5	5	4	5	5	5	98,46
9	MN	4	5	5	5	5	5	5	4	5	5	5	4	5	95,38
10	MS	5	4	5	4	4	5	4	5	5	5	4	5	5	92,31
11	RA	4	5	5	3	5	4	5	4	5	4	3	4	4	84,62
12	TTAMT	5	5	5	4	5	5	4	5	5	4	4	5	5	93,85
13	WS	5	5	5	3	5	4	4	3	4	4	3	4	3	80,00
14	ZF	5	5	5	4	5	4	4	4	5	5	5	4	5	92,31
15	ZU	4	5	5	5	5	4	5	5	5	4	5	4	5	93,85
16	ZI	5	5	5	5	5	4	5	5	5	5	5	5	5	98,46

Appendix XI

RAW SCORE OF PRE-TEST IN CONTROL CLASS

No.	Student Initial	Voice Control				Body Language			Content			Effectiveness			Score $\left(\text{total x}\dfrac{100}{36}\right)$
		Projection	Pace	Intona-tion	Diction	Posture	Eye Contact	Gesture	Intro-duction	Body	Conclu-sion	Language Use	Vocabu-lary	Purpose	
1	DS	3	3	3	4	4	1	1	5	4	3	3	5	3	64,62
2	ESR	5	4	4	4	5	5	4	4	3	2	3	3	2	73,85
3	FDM	3	3	3	3	4	1	2	4	5	2	4	4	5	66,15
4	FFS	2	2	2	1	3	2	2	5	2	2	2	2	2	44,62
5	FZ	5	4	3	3	5	3	2	5	5	3	3	4	4	75,38
6	FM	4	4	3	2	5	4	3	3	4	2	4	4	5	72,31
7	H	3	2	3	1	4	2	1	5	2	2	2	2	3	49,23
8	I	3	4	4	2	5	3	1	4	4	2	2	3	3	61,54
9	MAS	4	5	4	3	4	4	2	3	4	2	3	3	4	69,23
10	MF	4	5	5	4	4	3	4	4	5	2	4	4	4	80,00
11	MNM	4	4	4	3	5	5	5	4	5	3	3	4	5	83,08
12	MA	5	4	4	3	5	4	2	4	4	2	3	3	3	70,77
13	M	2	3	3	2	4	1	1	3	4	3	4	4	4	58,46
14	RS	2	3	3	2	4	1	1	2	4	3	3	3	2	50,77
15	RF	5	5	4	3	5	4	3	4	4	2	3	3	3	73,85
16	SP	3	4	3	2	4	3	1	4	5	3	4	3	5	67,69
17	TMHU	3	4	4	2	4	2	3	4	5	2	4	4	4	69,23

Appendix XII

RAW SCORE OF POST-TEST IN CONTROL CLASS

No.	Student Initial	Voice Control				Body Language			Content			Effectiveness			Score $\left(\text{total x}\frac{100}{36}\right)$
		Projection	Pace	Intonation	Diction	Posture	Eye Contact	Gesture	Introduction	Body	Conclusion	Language Use	Vocabulary	Purpose	
1	DS	3	3	3	3	4	2	3	5	5	3	3	5	4	70,77
2	ESR	5	5	4	4	5	5	5	4	4	4	3	3	4	84,62
3	FDM	3	3	3	4	4	2	1	4	5	3	4	4	4	67,69
4	FFS	3	2	2	1	2	1	2	4	2	1	1	2	3	40,00
5	FZ	4	5	4	5	5	4	4	4	5	5	5	4	5	90,77
6	FM	5	4	4	4	5	4	4	5	4	3	4	4	5	84,62
7	H	2	2	3	1	3	2	1	4	3	2	1	2	2	43,08
8	I	3	3	4	3	4	2	2	3	3	2	2	3	4	58,46
9	MAS	4	5	3	3	4	3	1	3	4	2	3	3	3	63,08
10	MF	5	5	5	5	5	4	4	4	5	4	4	5	5	92,31
11	MNM	4	4	5	4	5	5	5	5	5	5	4	5	5	93,85
12	MA	4	5	5	3	5	4	2	4	4	3	3	3	4	75,38
13	M	2	2	2	2	3	2	1	2	4	3	2	4	4	50,77
14	RS	3	3	4	2	3	1	1	2	4	3	3	4	2	53,85
15	RF	5	4	4	4	5	4	3	4	4	3	4	3	3	76,92
16	SP	4	4	3	3	5	3	2	5	4	4	3	3	5	73,85
17	TMHU	2	4	4	3	4	3	3	4	5	4	3	4	4	72,31

Appendix XIII

ANALYSIS OF PRE-TEST AND POST-TEST IN EXPERIMENTAL CLASS

No	Student Code	Pre-Test Score (X_1)	Post-Test Score (X_2)	Post-Test X_2^2
1	A1	78,46	92,31	8521,14
2	A2	43,08	70,77	5008,39
3	A3	61,54	87,69	7689,54
4	A4	76,92	89,23	7961,99
5	A5	52,31	66,15	4375,82
6	A6	67,69	84,62	7160,54
7	A7	47,69	73,85	5453,82
8	A8	83,08	98,46	9694,37
9	A9	70,77	95,38	9097,34
10	A10	72,31	92,31	8521,14
11	A11	66,15	84,62	7160,54
12	A12	81,54	93,85	8807,82
13	A13	50,77	80,00	6400,00
14	A14	76,92	92,31	8521,14
15	A15	75,38	93,85	8807,82
16	A16	86,15	98,46	9694,37
Total Score		1090,77	1393,85	122875,8
Mean		68,17	87,12	
Variance			96,65	

Appendix XIV

ANALYSIS OF PRE-TEST AND POST-TEST IN CONTROL CLASS

No	Student Code	Pre-Test Score (X_1)	Post-Test Score (X_2)	Post-Test $X_2{}^2$
1	B1	64,62	70,77	5008,39
2	B2	73,85	84,62	7160,54
3	B3	66,15	67,69	4581,94
4	B4	44,62	40,00	1600,00
5	B5	75,38	90,77	8239,19
6	B6	72,31	84,62	7160,54
7	B7	49,23	43,08	1855,89
8	B8	61,54	58,46	3417,57
9	B9	69,23	63,08	3979,09
10	B10	80,00	92,31	8521,14
11	B11	83,08	93,85	8807,82
12	B12	70,77	75,38	5682,14
13	B13	58,46	50,77	2577,59
14	B14	50,77	53,85	2899,82
15	B15	73,85	76,92	5916,69
16	B16	67,69	73,85	5453,82
17	B17	69,23	72,31	5228,74
	Total Score	1130,77	1192,31	88090,92
	Mean	66,52	70,14	
	Variance		279,2	

Appendix XV

QUESTIONNAIRE RESPONSES

No	Student Initial	Part 1								Part 2			Part 3
		1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*Additional Comment*
1	BH	1	4	4	3	1	1	1	1	4	1	1	-
2	DAJ	1	1	2	1	1	1	1	1	4	1	4	-
3	F	2	1	2	3	2	3	1	1	3	3	2	Saya kurang paham terhadap proses PA ini
4	HEH	1	2	3	2	2	3	1	1	2	1	3	I like the idea of PA
5	HF	1	4	3	1	1	1	1	1	4	1	1	
6	MAF	1	3	4	3	2	1	1	4	4	1	4	-
7	MAR	1	1	4	3	2	2	1	2	4	2	1	-
8	MFS	1	4	4	2	2	2	1	1	4	1	1	Sangat setuju dengan program ini, karena program ini sangat membantu saya untuk meningkatkan kemampuan dalam Bahasa Inggris
9	MN	1	3	4	3	3	1	1	1	3	2	4	Saya sangat puas dengan proses dan hasil PA yang saya peroleh
10	MS	1	3	4	2	3	2	1	1	4	2	1	Menurut saya kegiatan PA di lingkungan sekolah merupakan suatu kegiatan yang sangat mendidik untuk anak2 terutama di pesantren
11	RA	1	1	1	3	1	4	1	1	2	3	3	-
12	TTAMT	1	2	3	1	3	2	2	2	2	4	2	PA adalah metode yang bagus
13	WS	1	1	4	1	1	4	4	4	4	3	1	-
14	ZF	2	1	2	2	4	4	3	3	1	4	3	Jangan pakai PA lagi ustadz, masalah ni buat ana.
15	ZU	2	3	3	2	3	3	1	3	2	4	2	-
16	ZI	2	4	3	3	1	1	1	1	3	2	1	Penilai menjadi lebih serius dalam menyimak dan menilai yang tampil

Appendix XVI

DOCUMENTATION

A. Experimental Class

No.	Activity	Photograph
1	A student was performing his first oral presentation. (*Pre-test*)	
2	Students (in groups) were carrying out the activity of peer assessment. (*Treatment*)	
3	A student was performing his final oral presentation. (*Post-test*)	

B. Control Class

No.	Activity	Photograph
1	A student was performing his first oral presentation. (*Pre-test*)	
2	Students were listening to the teacher's lecture and taking notes.	
3	A student was performing his final oral presentation. (*Post-test*)	

AUTOBIOGRAPHY

Name   : Fastabiqul Khairat Nida

Place, Date of Birth   : Aceh Barat Daya, April 5th 1995

Sex   : Male

Religion   : Islam

Nationality   : Indonesia

Marital Status   : Single

Address   : Jl. Pemuda, Komplek Meuligo, Tungkop,
                                Kec. Darussalam, Kab. Aceh Besar

Phone Number   : 085260738766

Educational Background   :

- TK 'Aisyiah Bustanul Athfal Blangpidie, Aceh Barat Daya
- Madrasah Ibtidaiyah Negeri (MIN) Blangpidie, Aceh Barat Daya
- Madrasah Tsanawiyah Negeri (MTsN) Unggul Susoh, Aceh Barat Daya
- Sekolah Menengah Atas Negeri (SMAN) 10 Fajar Harapan Banda Aceh
- English Language Education of UIN Ar-Raniry Banda Aceh

Banda Aceh, February 2017

Writer

Fastabiqul Khairat Nida