

**STUDENTS' PERCEPTION OF PEER ASSESSMENT IN
IMPROVING STUDENTS' SPEAKING SKILL
(A Case Study at The Department of English Language Education)**

THESIS

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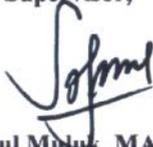
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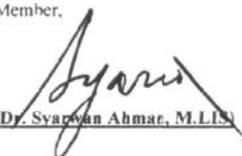
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **“Students’ Perception of Peer Assessment in Improving Students’ Speaking Skill (A Case Study At The Department of English Language Education)”** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sebenar-benarnya.

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ABSTRACT

This study is entitled “ Students’ Perception of Peer Assessment in Improving Students’ Speaking Skill (A Case Study At The Department of English Language Education)”. The research was conducted at The Department of English Language Education (PBI) of The Faculty of Education and Teacher Training of Islamic State University Ar-Raniry, Banda Aceh. The aims of this research are to find out to what extent peer assessment improves students’ speaking skill and to investigate the students’ responses toward the application of peer assessment in improving student speaking skill. The subjects were the third semester students of speaking class, especially unit 3. The researcher took speaking class in which peer assessment is applied. The sample was taken by using simple purposive sampling technique. The research instrument are observation sheet and interview guide. To analyze the data, the researcher uses descriptive analysis. The result of this research indicates that peer assessment improves students’ speaking skill. The students also give positive responses toward the influence of peer assessment. However, students thought that the application of peer assessment should also collaborate with teacher’s assessment. This is intended to obtain more accurate assessment.

Keyword: students’ perception, peer assessment, speaking skill.

CHAPTER I

INTRODUCTION

This chapter discusses the background of study, previous study, research question, aim of study, and terminology.

A. Background of Study

There are four skills required in English teaching learning program. They are reading, speaking, listening, and writing. This study only focuses on speaking skills.

Speaking is one of important skills in language learning. Through speaking, we can convey information and ideas, and maintain social relationship by communicating with others. When someone speaks to other people, there will be an interaction, called communication.

Wilson (1983) defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation". It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of communication to his/her listener,

he/she has to understand any principle that based his speaking either in general or in individual.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. The researcher confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

However, testing speaking is difficult and cannot be assessed as precisely and without difficulty as other language skills. Despite being claimed as one of language skills that is important to be mastered, speaking is also considered as a challenging skill to assess for most teachers and even it is often avoided because of practical

consideration (Louma, 2009). It means that assessing speaking it takes considerable time, effort and training.

According to Kim (2006), there are two fundamental issues that need to be considered in a speaking assessment area that is to ensure the fairness between the use and consequences of a speaking test. It is related to the assessment reliability and accuracy in order to avoid unreliable and inaccurate interpretation in assessing learners' speaking skill.

In assessing speaking, teachers need to organize and conduct assessments that are able to measure their language use ability in speaking through suitable assessment technique. It can be through interviews, observation, pair-work task and group interaction (Pinter, 2009). Besides that, there are four categories that should be assessed in assessing speaking. There are grammar and vocabulary, discourse management, pronunciation and interactive communication (Aslanishvili, 2011). Assessing speaking will help learners in building a strong foundation in their literacy skill and raising their awareness about the language they are using, if it is implemented appropriately and using appropriate tasks.

On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning that difficult to assess. This become one important subject that teacher should given. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class.

However, the teacher should have an alternative assessment to help him or her in assessing students' speaking skill. Hancock (2013) defines alternative assessment is an ongoing process involving the student and teacher in making judgments about the students' progressing language using non-conventional strategies. There are many alternative assessments that can be used in assessing student ability, such as performance assessment, portfolio, self assessment, learning journal, and peer assessment.

One of the beneficial alternative assessments that engaged student for being autonomous learner and automatically reforming teaching and learning constructs is peer assessment. Peer assessment is increasingly involved in providing opportunities for the students to gain feedback on their work from sources other than academic staff time

(Haines, 2004). In addition, peer assessment also requires ability of students to judge and evaluate themselves and their peers as well. This method will be reached successfully if the class instructor gives them appropriate assessment criteria that get students become more directed to assess their peer work.

Through this, students competently try to do self-evaluation by identifying their strength and weakness in learning. Students are actively involved for creating their own learning strategy, being more accountable, and working collaboratively with their peer. Additionally, students will able to assess and develop their assessment process.

Some studies revealed that the implementation of peer assessment gained a positive feedback from student's learning experience. Sivan (2010) has been researched that student feedback indicated that they found the method to be appropriate for their studies. They regarded it as a good mechanism to develop critical thinking and to learn from other's work. In other words, peers assessment is very helpful for being an active receiver of knowledge and autonomous learner as well.

Recently, even though the purpose of most learners in learning language is to communicate, they are still unable to use the language for communicative purpose. The student also lazy to speak and shy because they are afraid to make mistake.

Based on the background, the researcher intends to conduct a research related to peer assessment to improve students' speaking skill entitled **“Students' Perception of Peer Assessment in Improving Students' Speaking Skills: a Case Study at English Education Department of Tarbiyah and Teacher Training Faculty”**.

There are several researches related to this study. One of the research is written by Aini (2015) entitled The Implementation of Peer Assessment to Improve Student Writing Ability. Aini's research was conducted at Man Model Banda Aceh. She used this assessment method to improve student ability in writing recount text. Through this strategy, she found that the students could interact and develop their idea to write. Using this method also can make students more creative and active in learning. The student can learn from their friend mistake, style to write, and their friends' ability.

Another research was conducted by Amri entitled The Implementation of Peer Assessment on Speaking for The Tenth Grade Students in SMANegeri 1 Kayu Agung in academic year 2014/2015. He found that using this method encourages student to be more active in speaking and also can help the teacher to assess student's work in large of member.

B. Research Question

Based on the background of study, the research questions are formulated as follows:

1. To what extent does peer assessment improve students' speaking skills?
2. What are the students' responses toward the application of peer assessment in improving students' speaking skill?

C. The Aims of Study

Related to the research questions, the aims of this study are stated below:

1. To find out to what extent peer assessment improves students' speaking skill.
2. To investigate the students' responses toward the application of peer assessment in improving student speaking skill.

D. Terminology

In order to avoid misunderstanding of the readers, it is important to give clear definition of the terms used in this study. There are as follows:

1. Speaking

Speaking is a productive oral skill. In fact, speaking—especially in a language other than our own is quite a complex undertaking which involves using all the different levels of language. Brown (2001) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with

otherlanguage speakers. Speaking in this study means the ability of the fourth year students' of department of english language education.

2. Assessment

Assessment can be defined as evaluation or appraisal; it is about making a judgment, identifying the strengths and weaknesses, the good and the bad, and the right and the wrong in some cases. It is more than simply giving marks or grades, although that may well be a part of it (Christ, 2002). It means, assessment not only giving mark but also un written feedback. In addition, Haines (2004) states that assessment is the process of which we measure the achievement and progress of learner. Assessment also makes an expectation and collecting data of student's learning systematically. Assessment in this research means the student can help teacher in assessing their friends' work. Such as; pronunciation, structure, vocabulary mastery, and self-confidence.

3. Peer Assessment

Peer assessment is simply one arm of a plethora of task and procedures within the domain of learner centered and collaborative education (Brown, 2003). This method also allows student to assess and evaluate the quality of their fellow student's work and provide each

other with constructive feedback. In addition, Peer assessment requires either feedback or grades peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining (Falchikov, 2007). Peer assessment in study means the students receiving feedback from their peers can get a wider range of ideas about their work to promote development and improvement.

CHAPTER II

LITERATURE REVIEW

Speaking is one of basic language skills that has important role like other skills due to its significant and its use for communication. To know how important speaking is, this chapter presents the definition of speaking, the definition of speaking skill, macro and micro skill of speaking, assessing speaking, definition of assesment, and peer assessment. It will be discussed in following point.

A. Definition of Speaking

Speaking is used by someone for communication in daily life at school, at home, or some other places. Speaking is significant to an individuals' living processes and experiences. Without speaking, people must remain in almost total isolation from any kind of society. Therearea lot of definitionsofspeakingthathavebeenproposedbysome experts inlanguage learning. Brown(2001) citesthat;

when someone can speak a language it means that they can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Meanwhile, speaking is how someone can deliver the message and the listener understand what the speaker saying. According to McDonough and Shaw (1993), speaking is not the oral production of written language, but involves learners in the mastery of a wide range sub-skill which added together, constitute an overall competence in the spoken language. It means that, speaking is produced by composite of language skills, such as listening, reading, and writing. Those skill are influencing each other. For instance; speaking can not be separated from listening. When someone speaks they also listen, and the communication between them can be smooth. However, some english teacher inattention on the students' speaking. They only emphasize on the importance of mastering writing and reading than speaking. It brings imbalance, the student less to practice speaking. Therefore, its need to combine other language skills in mastery and to produce good speaking. Speakers are required to be able to express orally what they want to say as effectively as possible in order to convey the message or

the information.

Kayi (2006) asserts that speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context. It means that the ability to speak as a basic means of human communication not only involves one of parts but also many part such as part of body and more.

Based on some opinions given above, the writer sums up that speaking is a form of communication. Speaking is communicative activity to produce some words or sentences to express the feelings, ideas, wish, etc. Then, it is delivered to listener for achieving information. As human beings, people need to express their thoughts, opinions, or feeling in order to be accepted in social life.

B. Definition of Speaking Skill

Skill is viewed as a form of a contribution in the world widely. Skill is a provision that very fundamental. During the century ago a skill have grown to achieve the high development of culture. In other words, Tarigan (2008) states that skill only got and mastered by practice and have more training. It can be summed up that skill need to be trained early in order to be skilled in doing activities in the future.

There are four primary language skills related to language skill in education curriculum. Namely; listening skill, speaking skill, reading skill, and writing skill. All of the skill is closely.

Brown(2003)statesthatspeaking isproductiveskillthatcandirectly andempirically observed,thoseobservationsareinvariablycolored by accuracy and effectiveness ofatest– taker’slistening skillwhich is necessarycompromises thereliability andvalidityofanoralproductiontest.Fromthatstatementitcanbe concludedthatlistening skillhasagreat influenceinspeaking skill.Listening isa firstlanguage skillthat taughtwhenthelearnerslearnaboutlanguagebecause listening skillcangivethelearnershowtoimprovespeakingskill.

In the same manner as Ur (1996), speaking seems intuitively the mostimportant: people who know a language are referred to as ‘speaker’ of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak. Substantively, in this case, speaker not only has to know what to be delivered but also knows how to deliver it effectively in conveying the message.

Therefore, speaking skill is one of the skill that is difficult to be mastered. Anderson and Bachman (2009) claim that;

speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. As known that language ability can be measured from four language skills however nowadays people usually judge the language skill from how well someone is able to speak in language itself.

It can be concluded that speaking skill is an important skill to be mastered when someone learns about language especially foreign language. Speaking skill becomes the most important skill since people have a belief that language mastery is able to be judged from how well someone speaks.

Speaking skill becomes the important aspect of language when studying the language especially English without practicing to speak is useless. Celce-Murcia and Olshtain in Gruyter (2006) state that speaking in second language has been considered as the most challenging of four skills which are given the fact that it involves a complex process of constructing meaning. That statement can be described that speaking skill

is the most important thing to be mastered when people learn English because speaking is a process of constructing meaning. It covers almost all of language components. Through speaking, someone can express their minds, ideas, and thought freely and spontaneously. In addition, the purpose of teaching speaking is to guide both teacher and students to use the target language as a common language in teaching learning process even in their daily life.

From the ideas above, it can be summed up that speaking is a skill which is used by someone to communicate something. Speaking skill is not only an ability to articulate by mouth, but to convey the meaning of idea, opinion, feeling, etc. Speaking skill is not an instant skill to acquired. It needs a long process. Therefore the appropriate method and technique are needed to improve students' speaking skill.

C. The Macro and Micro of Speaking Skill

Brown(2003) adds in teaching oral communication, macro-micro skills are

very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more than make up the whole. Furthermore, he mentions macro-micro skills of oral production are:

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices - pauses, fillers, self-corrections, backtracking - to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to the situation, participants and goals.
13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Convey facial feature, kinesics, body language, and other nonverbal cues along with verbal language.
16. Develop and use the battery of speaking strategies, such as emphasizing key word, rephrasing, providing a context for interpreting the meaning of word, appealing for help, and

accurately assessing how well your interlocutor is understanding you.

From the statement above, it can be concluded that macro and micro of speaking skill is really important. When someone speaks, he or she has to consider all the aspects mentioned. For instance, it could be easier for the listener to understand what the speaker says while he is using his body language.

D. Definition of Assessment

According to Tilestion (2003), assessment is the measurement applied to the learning of information (declarative knowledge) and performance skill (procedural knowledge) on the part of student and teacher. It means that the assessment used to know how far someone encourages their ability. in addition assessment is one of the important process in improving students' leaning activity. Angelo (1995) contends that;

assessment is an ongoing process aimed at understanding and improving student learning. It Involves making expectations explicit and public; setting appopriate criteria and high standards for learning quality; systematically gathering, analyzing and interpreting evidence to determine how well performance matcheses those expectation and standards, and

using the resulting information to document, explain, and improve performance.

It means that assessment is the systematic collection of information about students' learning and the use of that information to improve the learning and teaching process in the classroom. Assessment has standard and criteria, its used in all aspect. For instance; in teaching speaking skill, the teacher has many criteria and high standard to achieve students' ability in speaking. The teacher uses many types of assessment.

E. Assessment In Speaking Skill

Assessment is the procedure to collect data of the student in order to measure the effectiveness of the method or technique which is used in the research. According to Brown (2004), assessment is an ongoing process that encompasses a much wider domain. In speaking, assessment is challenging. There are several components that should be emphasized as follows:

1. Vocabulary

English has a very large vocabulary, which adds greatly to our opportunities to express subtle shades of meaning and to use

different styles (McCarthy, 2002). Meanwhile, vocabulary is one of important components in speaking skill. By mastering enough vocabularies, students can express their ideas easily.

According to Turk (2003), the second way in which spoken language differs from written language is that the choice of vocabulary is very different. Written vocabulary is formal, and explicit. Spoken vocabulary tends to be familiar, and everyday. From that statement, it can be concluded that the appropriate way to develop the students' speaking skill is to make sure that the vocabulary used in the speaking topic is familiar for the listener.

2. Fluency

The fluency of someone might draw that he or she is able to speak well. But, it needs to be noticed that the clarity of the words pronounced is also important. Louma (2004) states that fluency is the ability to talk freely without too much stopping or hesitating. It can be assumed that at the level of someone's fluency when speaking, it

can be seen whether he or she speaks naturally without some hesitations about what the speaker would like to say. In addition, Byrne and Syakir (2007) cited that,

the main goal in teaching the productive skill of speaking will be oral fluency. Fluency as a part of speaking indicates how well or how smooth a speaker expresses ideas in terms of sentences. Fluency in speaking is the quality of being fluent and it needs the intensity or practices, talent, habit and proper speech.

It means that students' master the fluency when they are speaking by using the target language. It indicates that they have understood the speaking concept as well as the purpose of speaking.

3. Grammar

Grammar is needed in spoken language in order to arrange the correct sentence. People judge you by the way you speak, and they can dismiss what you have to say if you say it carelessly (Batko, 2004). Thus, grammar is needed to make a good understanding and comprehension between speaker and listener.

According to Pooley in Olfah (2004), grammar describes the way of language work. English grammar tells how English works in communicating ideas. Ideas are generally expressed in sentences.

Sentences are made by grouping and arranging words. Therefore, grammar is also the study of words in sentences. It can be assumed that grammar is the way of language works through words in speaking or writing so a language will be understood clearly.

4. Comprehension

When someone speaks, he or she has to make sure that he or she understands about what he has said and able to make the listener catch easily the ideas, meanings and feelings of speaker that why comprehension is needed in speaking.

Both the production and comprehension of language are a factor of our ability to perceive and process stretches of discourse, to formulate representations of meaning not just from a single sentence but from referents in both previous sentences and following sentences (Brown, 2007). From this statement, it can be concluded that comprehension is used to describe the stretches of the topic which is being spoke by the speakers.

5. Pronunciation

Pronunciation is the speaker's way to express every single word in a language.

Pronunciation is needed to make good understanding between speaker and listener; moreover, clear pronunciation can express the speaker's ideas correctly and make the listener understand the ideas easily.

Boyer (2008) defines,

pronunciation is a necessary part of speaking (oral communication) involving three important items such as making correct sounds of a particular language, knowing how the sounds are put together in the flow of speech (not just in isolated words), and understanding how to stress words correctly and how to use intonation appropriately.

However, Burns and Claire

(2003) state that the survey conducted for this project showed that pronunciation can be something of a 'Cinderella' in language teaching – to be given low priority or even avoided. Sometimes teaching learning process only stressed in using of grammar or the fluency without correcting the student's pronunciation. Some factors can be the reasons of that situation; one of those factors is the teachers' effort to build students' confidentiality.

In addition, Brown (2003) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. However, making an assessment is a hard work for the teacher.

F. Peer Assessment

Many definitions exist about what constitutes peer assessment. Topping (1998) defines peer assessment as an agreement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status. It can be defined peer assessment is an agreement between students to give the score of their partner based on the criteria giving by the teacher.

Similarly, Van Den Berg, Admiraal and Pilot (2006) propose that student assessment is understood to be an arrangement with students assessing the quality of their fellow students' writings and giving feedback to each other. The writer conclude that peer assessment is one of the assessment method giving feedback to the student while and after studying.

Meanwhile, Haines (2004) states that peer assessment is increasingly involved in providing opportunities for students to gain feedback on their work from sources other than academic staff time. It means that, each student has same opportunity to get feedback, because peer assessment can be worked outside the classroom. The time provided by the staff at the school sometimes do not cover all the material and assessment.

It is important to highlight that some of the recent hype about peer assessment is due, at least in some part, to the facilitation role of information technology as a major component in peer learning (Topping, 2005). It can be assumed that peer assessment is a way for students to practice analyzing the work of others. Students learn to look critically at others' work and analyze it for strengths and weaknesses.

Similarly, Clark (2007) cites that they also understand deeply of the expectations of each particular writing genre because they must know what a good topic sentence is if they are going to determine if their peer's work has an effective topic sentence. It can be assumed that using peer assessment teachers can also ask students to reflect on what they saw and listened in their partner's work and choose an aspect that they might want to include in their speaking skill in the future. This

should be a positive process, so provide explicit examples of feedback and constructive criticism so that students are clear on how they are to evaluate a classmate's work (Clark, 2007).

a. Types of Peer Assessment

There are several types of peer assessment. According to Brown (2003), there are 5 types of peer assessment. Those are:

a. Direct assessment of performance.

In this category, the student will be assessed by their friend immediately or very soon after performance. The evaluation might be oral or written production and extend some kind of evaluation of performance. Therefore, the teacher should make a criteria of the students' fill out a checklist that rate the performance on a defined scale.

b. Indirect assessment of (general) component.

Indirect peer assessment is the evaluation that might be help after the performance or task. It might take the time, use general ability, and so forth. Indirect assessment is suitable to

be used in writing class. Hence, in writing class the student would be assessed after doing the task.

c. Metacognitive assessment

Metacognitive assessment can be applied if the teacher uses appropriate criteria. Strategic planning also influences the success of assessment. For example; form of journal entries, choices from a list of possibilities, questionnaires, or cooperative (oral) pair or group planning.

d. Assessment of socioaffective factors

Another type of peer assessment comes in the form of method of examining affective factors in learning. Peer assessment challenges the student to work honestly, responsibly, and intelligently.

e. Student self – generated test

Peer assessment is the technique of engaging students in the process of constructing test themselves. The traditional assessment focuses on the students' cognitive and never allows students to engage in test construction, but student-generated test can be productive. It motivates the student in learning and build autonomy process.

In this research, the researcher uses direct assessment to evaluate students' speaking competence. By mastering oral presentation, it will be easier for the student to know their speaking ability.

b. The procedure in doing peer assessment

In doing peer assessment in the classroom, it needs some procedures. Brown (2004) states that peer assessment is the best possible formative types of assessment and possibly the most rewarding, but they must be carefully designed and administered for them to reach their potential. Based on explanation above, the writer try to explain some guidelines will help teacher brings this assessment method successfully. There are as in the following:

- a. Tell students the purpose of the assessment.

It is essential to teacher analyze the need carefully that will be made in offering peer-assessment opportunities, and then convey this information to students clearly.

- b. Define the task clearly.

Make sure the students know exactly what they are supposed to do.

- c. Encourage impartial evaluation of performance or ability.

By showing the students the advantages of being honest and objective opinions, the teacher can maximize the beneficial washback of peer assessment, vulnerable to unreliability as students apply varying standards to their peers.

- d. Ensure beneficial wash back through follow up task.

Systematic follow up can be accomplished through further self analysis, journal reflection, written feedback from the teacher, conferencing with the teacher, purposeful goal setting by the student.

Through the use of those procedure, peer assessment can be implemented by the teacher in teaching speaking. Those procedures are telling students the purpose of the assessment, defining the task clearly, encouraging impartial evaluation of performance or ability, and ensuring beneficial wash back through follow up tasks.

**c. The Procedure of Teaching through Peer Assessment
Technique**

Peer assessment is an effective technique to trigger students' ability in speaking. Thus, there are several steps in implementing peer assessment in the classroom as in the following (Widiastuti, 2014):

- a. Teacher decides suitable material which will be taught in line with speaking.
- b. Teacher informs the students about the importance of the use of peer assessment and its implementation.
- c. Teacher informs the estimation (\pm 3 minutes) for each student to perform
- d. Teacher asks each student to perform in front of the class.
- e. Teacher asks the audiences or other students to assess the presenter by giving the comment and score which has given by the teacher.

Based on the steps of teaching through peer assessment above, teachers can modify the techniques based on their ideas.

d. The advantages and Disadvantages of Peer assessment

All the theory has advantages and disadvantages. Peer assessment has a lot of advantages. One of the advantages is trusted and

intellectual student. According to Harmer (2002), there are some advantages of peer assessment, as in the following:

- a. Encourages student involvement and responsibility.
- b. Encourages students to reflect on their role and contribution to the process of the group work.
- c. Focuses on the development of student's judgment skills.
- d. Students are involved in the process and are encouraged to take part ownership of this process.
- e. Provides more relevant feedback to students as it is generated by their peers.
- f. It is considered fair by some students, because each student is judged on their own contribution.
- g. When operating successfully can reduce a lecturer's marking load.
- h. Can help reduce the 'free rider' problem as students are aware that their contribution will be graded by their peers.

From the statement above, it can be concluded that the advantages of peer assessment are encouraging students' responsibility, providing relevant feedback, leading students' honest and so forth.

According to Harmer (2002), the disadvantages of peer assessment are as in the following:

- a. Additional briefing time can increase a lecturer's workload.
- b. The process has a degree of risk with respect to reliability of grades as peer pressure to apply elevated grades or friendships may influence the assessment, though this can be reduced if students can submit their assessments independent of the group.
- c. Students will have a tendency to award everyone the same mark.
- d. Students feel ill equipped to undertake the assessment.
- e. Students may be reluctant to make judgements regarding their peers.
- f. At the other extreme students may be discriminated against if students 'gang up' against one group member.

However, the disadvantages of peer assessment are students individually assess each other's contribution using a predetermined list of criteria. Grading is based on a predetermined process, but most

commonly it is an average of the marks awarded by members of the group.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology of the research. It provides the information about research design, research location, subject of the research, procedure of data collection, and technique of data analysis.

A. Research Design

The research design of this study utilizes case study with qualitative research. According to Heigham and Croker (2009), qualitative research entails primarily textual data and examining it using interpretive analysis. Similarly, Bogdan and Tylor (1990) in Margono (2007) cited that qualitative research is a research procedure which produce descriptive data both oral and written forms by people and behaviour which can be observed. From those statement, it can be concluded that, qualitative research is different from quantitative

research. It is research procedure which need contextual data or descriptive data and examining it by using interpretive analysis.

In this research, the researcher describes the students' perception of speaking skill through the use of peer assessment. The subject of this research is limited to the teacher and the student of third year student of the Department of English Language Education. The aims of this research is to find out the influence of peer assessment in improving the speaking skill of the third year students of the Department of English Language Education and to investigate the students' responses toward the implementation of peer assessment.

The researcher will interview the student by giving ten questions, each student gets same questions. The interview will analyze by using descriptive analysis.

B. Research Location

The research was conducted at the Department of English Language Education, The Faculty of Education and Teacher Training, Ar-Raniry Islamic State University. It is located on Jl. Lingkar Kampus, Kopelma Darussalam, Syiah Kuala, Kota Banda Aceh, Aceh. UIN Ar-

Raniry was inaugurated on October 5th, 1963 and became a state university on October 1st, 2013.

UIN Ar-Raniry consists of eight faculties. Each of them focuses on one specific study; Faculty of Education and Teacher Training, Dakwah and Communication Faculty, Syariah and Islamic Economy Faculty, Adab and Humanities Faculty, Science and Technology, Psychology, Business and Economic Islam and the last is Ushuluddin Faculty.

In this research, the researcher conducted a research at the Faculty of Education and Teacher Training especially at the Department of English Language Education. This department aims to educate prospective professional English Teacher at Islamic schools, state school, and other formal and informal educational institution. Students in this department are taught widely various subjects, such as listening, speaking, grammar, academic writing, reading comprehension, teaching methodology, phonology, linguistics, and so forth. Perceiving that this place is the most suitable and applicable place to conduct the research and it represents the subject of the research. Therefore, the researcher

took conducted the research at the Department of English Language Education especially at students' speaking class.

C. Subject of The Research

According to Siegle (2002);

qualitative researchers often inductively analyze their data and develop theories through a process that Strauss called developing grounded theory. They use purposive sampling to select the people they study. Subjects are selected because of who they are and what they know, rather than by chance.

Furthermore, the subject of the research is the students of the third semester of the Department of English Language Education of the Faculty of Education and Teacher Training. In this research, The writer took speaking class in which peer assessment is applied. There were sixteen students chosen as the subject of the the research. Hence, it is easier to the writer to find out the information related to the study.

D. Technique of Data Collection

In order to collect the data needed for the present investigation and to find out the influence of peer assessment, the researcher do some procedures and provide the instruments. The research instruments were

tools which were used to collect the required data. The instruments can be described as in the following:

1. Observation sheet

Observation is the ability to use through the eyes and the senses work is assisted by the other senses. Bogdan and Biklen (1992) asserts that the researcher enters the world of the people he or she plans to study, gets to know, be known, and trusted by them, and systematically keeps a detailed written record of what is heard and observed. This material is supplemented by other data such as artifacts, school memos and records, newspaper articles, and photographs. It can be summed up that the usefulness of method of observation, at least the researcher gets an overview at a glance about the needs and problems faced by students during the learning process. The observation sheet were adopted from Brown (2004).

2. Interview guide

In this research, the researcher uses semi structured interview to get the deep information from the respondents. When the researcher doing the interview, she brings the list of questions would be asked to the respondents. Esterberg (2002) states that semi-structure interview is

an interview that used guide, list of questions and topic that need to be covered during conversation. The purpose of this interview is to find problems explicitly, where the sample are invited to interview the requested opinion and ideas.

Furthermore, to explore the issues being discussed in this study the researcher uses the interview as additional tools. The questions types used in this research was open-ended question. The researcher prepares ten questions related to the research topic that were made. The student be interviewed 5 students only, taken from the scoring rubric result. The question in this interview consist of ten questions. The questions are listed in the appendix.

E. Technique of Data Analysis

Data analysis is needed to know the result of a research. In this research, the writer analyzed the data by several techniques, there are:

1. Observation

The purpose of observation is to find out the data directly by looking, examining, and observing the real situation of the observing class. Here, the writer observed the class by fill the check list of observation and she elaborate the result of observation in description.

2. Interview

The next step in collecting data was conducting interview. This method use to know the respondents' opinion on using peer assessment in improving student speaking skill. The result of the interview is analyzed descriptively based on what the students said when the process of interview occurs. The descriptive analysis is a good method used in analyzing and collecting the data of interview, it is used to obtain detailed descriptions, examine the result of the data deeply, and seek to describe and the meanings of central themes in the life world of the subjects in order to understand the meaning of what the interviewees say (Kvale, 1996). Thus, to avoid mis interpretation in analyzing the data, the researchers would record all the

conversation between the interviewee and participants until it can be rewound many times as the researcher expected.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the research findings and discussion. The qualitative results of content analysis of interviews are presented. The result of the data analysed denote the answer of the research questions and draws out some points and issues for discussion.

A. Findings

To gain an understanding of the real experience of successful influence of peer assessment in improving students' speaking skill; classroom observation, and semi structured-interview were conducted. The findings of this research are provided below:

1. Students' Speaking Problem

By interview and observation, the researcher intends to know the problems that the students' faced in speaking. It is necessity to know that each student has different problems in learning process. Based on the research finding obtained from the interview and observation, there are several problems in speaking which students' frequently faced. There are as in the following.

a. Pronunciation mistake

Some of students assume that it is difficult to have a good pronunciation because English is not their first language and sometimes it influences by their mother tongue. Thus, they often make pronunciation mistake when they speak. They speak English rarely in daily life. For example, they made mistake by saying adjective "easy" when they have intended to say verb "ease". R2 explained that;

I think pronunciation is the first thing that foreign learner has to study. English is not our first language. Mother tongue always influence us when pronouncing the word. I sometimes find difficult to differentiate between noun, verb, adverb, and adjective. It because, we do not use it in daily activity.

Another respondents also have the similar problem. R4 said: "pronunciation is confused, even I know the vocabulary, but I am still

wrong when saying the word". When she would like to pronounce an adjective but she pronounce the word that means a noun.

Related to classroom observation, the researcher found that many students still make mistake in pronounce the word. The lecturer often correct the word immediately. However, it is the hard thing that must be taught for the lecturer of speaking and pronunciation. It because, students' mother tongue is influenced when pronounce the word.

b. Grammatical error

Grammar is a description of the language pattern we use in communication. According to Harmer (1998), grammar is partly the study of what forms or structure are possible in language. Many students especially EFL student claimed that grammar is difficult part to master. Hence, they often make mistake in grammar while speaking. One of the respondents told that she felt difficult to use the tenses while speaking. She felt difficult to use past tense, perfect tense and also passive voice (R3).

Other respondents also assumed that she often made grammar mistake in her speaking. For instance in passive voice. " I think grammar is number two in speaking, my teacher sometimes told me

that do not worry about grammar, only practice your speaking. I usually make grammar mistake, I am wrong using tenses in passive voice ”.

(R4)

c. Lack of vocabulary

The students also have another problem in speaking besides pronunciation and grammar. It is about lack of vocabulary. Sadono (1997) states that the linguistic problem includes all the difficulties found in the target language itself encountered by some one who is studying language. Three respondents said that they did not have rich vocabulary. Thus, while speaking they felt difficult to deliver well what they want to say. R1 explained: “ I do not have rich vocabulary, when speaking I can not deliver message well. Sometimes, I can not remember word, phrase, or verb ”. Similarly, R5 said that she doesn't have rich vocabulary. It usually influenced her speaking.

All the statement above shows that almost all of students face the same problem in speaking. They seldom speak English. So that it is difficult for them to improve their ability in speaking. They also face other problems, such as; they feel shy to speak because they are worried

about the mistake of pronunciation and they have no idea to say something.

2. Students' Perception on The influence of Peer Assessment in Improving Students' Speaking Skill.

Based on the observation and interview, the researcher found several students' gave positive responses about the application of peer assessment in speaking class. It is explained below.

a. The influence of peer assessment in improving students' speaking skill

Most of the students agree with the implementation of using peer assessment in speaking class. R4 said that during studying by using peer assessment she got new experience in learning. She could learn how to assess her friends' work. After assessing, she knows more about the ability of her and her friend.

In line with it another respondent also gave the same opinion: "Peer assessment is one of method of peer assessment can be used in improving students' speaking skill. While studying by using this method

I know the criteria of oral presentation. I can assess my friends' work ”.

(R3)

The researcher also found the same experience while observing the class. the lecturer gave the opportunity to the student to assess their friends' work. The lecturer explained the criteria clearly. It made the students can know and learn the criteria of speaking. Peer assessment influenced student speaking ability, that looked from the activity of student. It is proven by the score of student that included in appendix.

- b. The advantages and disadvantages of peer assesment for students and lecturer in teaching learning process.

This method gives a lot of advantages for students and lecturer. The advantages are encouraging students to be honest, responsible, and trusted. The lecturer can assess students' ability more objective. He or she can know more about their students by their students. R2 assumed that;

peer assessment has many advantages, such as; student learns to assess objectively, honestly, and responsibly. This method also gives advantage for lectuter. She meets student once a week. It makes the lecturer little bit difficult in assessing the ability of each student objectively. The student knows more about their friend than the teacher.

Leila (2013) states that when assessment criteria are definitely established, peer assessment empowers students to evaluate the performance of their peers in a manner comparable to those of the teachers. It means that peer assessment gave positive feedback for lecturer and student.

On the contrary, beside the advantages peer assessment also has disadvantages. For instance; each student has different ability. The ability of the students who assessed their friends' performance are different. R1 claimed: "the ability of the students are different. May be my ability is high than who assess me". It means that students' ability in assessing will influence the objectivity and quality of their assessment.

c. The result of peer assessment

Based on the interview, the researcher found that three students believed about the result of peer assessment. However, all of the students agreed if peer assessment combined with teacher's assessment to avoid misunderstanding among student. R2 said that she worried about the result of the peer assessment. she thought that the relationship between the students would influence the score given.

Related to observation, the researcher found the speaking rubric used for peer assessment that there were students who had no mistakes while performing. In fact, she got a lot of mistakes while pronouncing the word and grammatical error. It means that the score of the student is sometimes influenced by the students' relationship.

- d. Peer assessment used in other language skills (reading, listening, and writing)

Peer assessment is helpful if it is used in other language skills. For instance; peer assessment used in improving writing skill. This method will help students and teacher in assessing students' work. Students can learn each other. R5 said that this method can be used in other language skills. By using this method, student can increase their ability in learning language. Similarly, R4 said: " I think peer assessment helpful if it is used in writing skill, and it is possible used in listening skill".

B. Discussion

This section presents the discussion based on the findings of the study. The discussion is concerned with the influence of peer assessment in improving students' speaking skill.

There are some problems that faced by student in speaking class. Such as; pronunciation mistake, lack of vocabulary, and grammatical error. However, based on the interview the researcher found that students' mother tongue always influenced students' speaking skill. This findings is supported by Ur (1996) that the problems faced by the students' in speaking were: inhibition, nothing to say, low or uneven participation and mother tongue used.

Talking about peer assessment, the first problem is student afraid of being assessed by friends and assessing friends work. According to Cheng and Warren (1997), most of the students felt not qualified to assess their peers' language proficiency. It can be occurred that this problem can be the personal relationship who assessed and being assessed which can influence the score. Nevertheless, the result shows that personal relation section does not bring great influence to the results of the assessment, since the average of students and teacher's assessment showed almost the same result. It could happen due to

differences of opinion among students. In addition, Freeman (1995) states that students must be given adequate training and practice in peer-assessment in order to minimize potential inconsistencies associated with subjectivity.

In addition, based on the interview, most of them are agreed with the application of peer assessment used in speaking class. Using peer assessment is helpful for teaching learning process. Haines (2004) states that peer assessment is increasingly involved in providing opportunities for students to gain feedback on their work from sources other than academic staff time. Based on the interview, three students said that they agreed if this assessment used in speaking class, because it can help teacher in assessing students. Teacher can not assess all of students at the same time, but peer assessment can do it. At the end teacher can combines her score and the score obtained through peer assessment.

This assessment also has a lot of advantages. Students can assess objectively, honestly, and responsibly. (This idea is supported by Harmer (2002) (see chapter II p. 22)). This assessment also challenges students to be honest and responsible. The teacher gives the hard job to do, it is the evaluation of their friends' work. Peer assessment also

supports students to learn about learning and increases students' metacognitive understanding about their own learning. From the interview the researcher found that the student could get the advantages of peer assessment.

On the contrary, peer assessment has disadvantages. Students sometimes assess their friends' work subjectively. The students' ability also influenced the score given. For instance; students who being assessed are more clever than the student who assess.

From the explanation above, it can be concluded that, peer assessment is helpful for the teaching learning process. This method can be used in speaking class and other language skills. The result of peer assessment must be combined by teacher assessment to make the score to be more accurate. The students gave positive responses about the application of peer assessment.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions of the study. The researcher would reiterate and conclude the analysis of the data and the discussion of the result accordingly. In this chapter, the researcher also presents some suggestions regarding the proposed study and recommended future works related to the study to be conducted by other researchers.

A. Conclusions

Based on the results of research on the influence of peer assessment in improving students' speaking skill as has been described in previous chapters, several conclusions can be drawn:

1. This study find that peer assessment improves students' speaking skill. The student can gain feedback of the application of peer assessment. The student faced several problem in speaking such as; pronunciation mistake, grammar error, and lack of vocabulary. However, peer assessment can help them in improving their speaking skill. They can learn one another and they know their own ability and their friends' ability.
2. The students gave positive responses toward the influence of peer assessment. This study found that the students agreed to implement peer assessment in their next class or speaking class. However, students think that the application of peer assessment should also collaborate with teacher's assessment. This is intended to obtain more accurate assessment.

B. Suggestions

Based on the findings, it is necessary to give valuable suggestions for the students, lecturers and also for other researchers.

1. For students

For students who want to improve their speaking skill can use peer assessment in assessing their own ability outside the class. students can learn one another. The researcher have several suggestions to improve your speaking ability related to peer assessment; first, the researcher recommends to make a group of study consist of four or six students. You can practice your speaking. Each students has to comment on their friends' speech where he or she has to improve. Second, always try to speak in English with your best friend. Make an agreement that between you and your friend have to correct and comment of the mistake you make, such as; pronunciation mistake and grammatical error.

2. For lecturers

It is suggested for the lecturers who teach speaking class that they should use peer assessment in assessing beside their own assessment. Peer assessment help the lecturer in assessing students' work in large class. The lecturer can combine between his or her assessment and peer assessment to make the score more accurate.

3. For other researchers

The researcher hopes that the next researcher will continue this research by conducting the further investigation with different subject of investigation such as reading, listening, and writing.

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Appendix I

Interview Guidelines

1. Why do you choose Department of English Language Education be the place for your study?
2. Tell me your problem in speaking?
3. Does your speaking skill improve during studying at this department?
4. Do you think peer assessment helpful for the teaching learning process especially in speaking class ?
5. Do you think peer assessment give advantages for both students and lecturers?

6. Which form assessment do you prefer, peer assessment or teacher assessment?
7. Do you believe about the result of peer assessment?
8. Does the application of peer assessment improve the student ability in speaking?
9. What are the advantages disadvantages of applying peer assessment in speaking class?
10. What do you think if peer assessment used in other language skills, such as listening, reading, and writing?

Appendix II

CLASSROOM OBSERVATION CHECKLIST

Name of Teacher :

Name of Researcher :

Date :

Keep in mind these criteria when observing. Circle or check each item in the column that most clearly represents the evaluation:

4=excellent, 3= above average, 2= average, 1= unsatisfactory,

N/A=notapplicable

Criteria	1	2	3	4	N/A
I. Preparation					
1. The teacher well-prepared and well organized in class					

2.	The lesson reviewed material and looked ahead to new material					
3.	The prepared goals/objectives were apparent					
II.	Presentation					
1.	The class material was explained in an understandable way					
2.	The lesson was smooth, sequenced and logical					
3.	Direction were clear and concise and students were able to carry them out					
4.	Material was presented at the students' level of comprehension					
5.	The teacher answered questions carefully and satisfactorily.					
6.	The method was appropriate to the age and ability of students.					
7.	The teacher knew the students were having trouble understanding.					
8.	The teacher showed an interest in, and enthusiasm for, the subject taught					
III.	Execution/Method					
1.	There were balance and variety in activities during the lesson					
2.	The teacher was able to adapt to unanticipated situations.					
3.	The teacher move around the class and made eye contact					
4.	Student responses were effectively elicited (i.e., the order in which the students were called on)					
5.	Instructional aids or resource material was used effectively.					
IV.	Personal Characteristics					
1.	Patience in eliciting responses					

2. Clarity,tone, and audibility of voice					
3. Pronunciation, intonation, fluency, and appropriate and acceptable use of language.					
V. Teacher / student interaction					
1. The class felt free to ask questions, to disagree, to express their own ideas.					
2. The student were encouraged to do their best					
3. The students were comfortable and relaxed, even during intense intellectual activity.					
4. The teacher encouraged and assured full student participation in class.					
5. Students' are praise regularly for their effort and achievement.					
6. Student's understanding is assessed through out the lesson by use of teacher's questions.					
7. Students' speaking work are assessed immediately, regularly, and accurately.					

Appendix III

PEER ASSESSMENT RUBRIC FOR PRESENTATION OF INFORMATION TO CLASS IN IMPROVING STUDENT'S SPEAKING SKILL

Name of student being assessed:

Name of student completing the assessment:

Criteria	Low (1)	Good (2)	Very good (3)
<p>1. Ability to prepare and organise for the information to be presented eg:</p> <ul style="list-style-type: none"> • set up and use of data projector, video/ DVD player • bring a set of rules and appropriate playing pieces for students playing the game 	<p>More thorough preparation was required for the presentation and performance to run smoothly</p>	<p>The preparation for the presentation was generally organised and the performance ran quite smoothly.</p>	<p>The preparation for the presentation was very well organised and the performance ran smoothly.</p>
<p>2. Relevance of the information to the chosen questions</p>	<p>Some of the information did not relate directly to the key questions</p>	<p>Most of the information was accurate and related directly to the key questions</p>	<p>All the information was highly accurate and relevant to the key questions</p>
<p>3. Oral presentation</p> <ul style="list-style-type: none"> • Eye contact 	<p>Speakersometimes faces or maintains eye contact with the audience</p>	<p>Speaker faces or maintains eye contact with the audience most of the time, but occasionally loses eye</p>	<p>Speaker faces and maintains eye contact with the audience</p>

		contact	
<p>5. Oral presentation</p> <ul style="list-style-type: none"> • Understandability 	<p>Student sometimes uses confusing words and terms and needs to give examples to help explain the ideas</p>	<p>Student uses understandable words and terms, but needs examples to clarify major ideas.</p>	<p>Student uses words, terms, and examples which the audience clearly understand.</p>
<p>5. Oral presentation</p> <ul style="list-style-type: none"> • Voice 	<p>Student speaks in a voice which is frequently difficult to understand due to poor tone, enunciation or pace even after listener requests to repeat message.</p>	<p>Student speaks in a voice which is generally understandable; sometimes tone, enunciation or pace interferes with message; adjusts delivery when listener does not understand.</p>	<p>Speaker always speaks in an understandable voice, using clear tone, enunciation, and reasonable pace; message is clearly received.</p>
<p>6. Speaking Skill</p> <ul style="list-style-type: none"> - Pronunciation 	<p>Students pronounce the word somewhat difficult to understand.</p>	<p>Students pronounce the word is easy to understand</p>	<p>sound almost like a native speaker</p>

7. Speaking Skill - Grammar	frequent mistakes that make it somewhat difficult to understand	some mistakes that do not interfere with meaning	Very accurate, few mistake
8. Speaking Skill - Vocabulary	uses limited vocabulary and expressions	uses a variety of vocabulary and expressions, but makes some errors in word choice	uses a variety of vocabulary and expressions
9. Speaking Skill - Fluency	frequent pauses	occassional pauses	natural pattern of speech
10. Speaking Skill - Comprehension	some parts are unclear but able to communicate	some errors but ideas are well commicated	communicates ideas clearly and actively

The best part of this presentation was:

The area for improvement is:

*Modified from Brown (2004) and
<https://www.eduweb.vic.gov.au/edulibrary/.../Task11-peer.doc>*

Appendix IV

Students' speaking score of peer assessme

No.	Name	M/F	Registered Number	Peer Assessment Score
1	S D	F	150203096	83
2	S E	F	150203077	80
3	S F	F	150203082	70
4	S G	F	150203088	80
5	S H	M	150203109	83
6	S I	M	150203087	63
7	S J	M	150203075	53
8	S K	F	150203106	76
9	S L	F	150203095	73
10	S O	F	150203078	63
11	S P	F	150203090	90
12	S S	F	150203079	70
13	S AB	M	150203086	60
14	S AC	M	150203103	63

15	S AD	F	150203110	70
16	S AE	F	150203094	70

Appendix V

Students' speaking score of teacher's assessment

No.	Name	M/F	Registered Number	Teacher's Assessment
1	S D	F	150203096	75
2	S E	F	150203077	80
3	S F	F	150203082	73
4	S G	F	150203088	83
5	S H	M	150203109	80
6	S I	M	150203087	65
7	S J	M	150203075	55
8	S K	F	150203106	76
9	S L	F	150203095	70
10	S O	F	150203078	60
11	S P	F	150203090	75
12	S S	F	150203079	70
13	S AB	M	150203086	63
14	S AC	M	150203103	60
15	S AD	F	150203110	63

16	S AE	F	150203094	70
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AUTOBIOGRAPHY

1. Name : Siti Hajar
2. Registered Number : 231 121 280
3. Place/Date of Birth : Aceh Besar/ June 24th, 1993
4. Sex : Female
5. Religion : Islam
6. Nationality/Ethnic : Indonesian / Acehnese
7. Marital Status : Marriage
8. Mobile Number : 085 260 447 957
9. E-mail : hsiti1624@gmail.com
10. Address : Jln. Lubuk-Seuneulop, Ds. Lamcot,
Kec. Ingin Jaya, Aceh Besar
11. Occupation : Students of The Department of English
Language Education
12. Parents
 - a. Father : Sanusi
 - b. Occupation : Farmer
 - c. Mother : Suriawati
 - d. Occupation : Housewife
 - e. Address : Jln. Lubuk-Seuneulop, Ds. Lamcot,
Kec. Ingin Jaya, Aceh Besar
13. Educational Background

- a. Elementary School : MIN Lamjampok (2005)
- b. Junior High School : SMP Islam Al Falah (2008)
- c. Senior High School : SMA Islam Al Falah (2011)
- d. University :The Department of English
Language Education of UIN
Arraniry (2017)

Banda Aceh, 24 Juli 2017

Siti Hajar
231121280

