THE EFFECTIVENESS OF USING PEER ASSESSMENT TECHNIQUE IN TEACHING SPEAKING AT FIRST GRADE OF MAN 4 KEDIRI

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Abstract

Peer assessment is an innovation in the field of assessment which aims to improve the quality of learning. Peer assessment is one approach to obtain information that might help determine the value of the individual. This research was intended to know the effectiveness of using Peer Assessment in teaching speaking at first grade of MAN 4 Kediri. This research used a quantitative approach, while the design used was the posttest-only control group design. In this research used two classes, there is an experimental group and control group. The experimental group used the peer assessment method, and the control group was taught using the conventional method. To collect the data, post speaking tests in the experimental and control groups were administered. Data were analyzed using mean scores, standard deviation, and independent-sample t-test. The result of this research showed that the t-test was higher than t – table with a degree of freedom. It can be concluded that using peer assessment in teaching speaking is effective.

Keywords: assessment, peer assessment, speaking.

INTRODUCTION

Speaking is the ability to express the idea in acceptable spoken English form. The students speaking ability is very important because it is one of the skills which must be learned by the student. The benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish a pragmatic goal through interactive discourse with other speakers of the language. Besides that, Richard in Brown (2001: 267) noted," the conversation class is something of an enigma in language teaching." The goals and techniques for teaching conversation are extremely diverse, depending on the student, teacher and overall context of the class.

The students have difficulty to learn speaking English. Therefore, students will be more motivated when they know their strengths and weakness. To show the students' strengths and weaknesses, authentic assessment can be used. According to Zulrahman (2007), there has been a paradigm shift learning from teacher-centered to student-centered now. The condition not only has an impact on changes in teaching methods but also affects the use of methods of assessment of learning. Method of Assessment learning should be pursued further involving the role of students. One of the assessments which are used is authentic assessment. According to John Mueller (Zulrahman,2007), authentic assessment is the assessment in which students are asked to perform a real-world task that demonstrates meaningful application of essential knowledge and skill. The other name of authentic

assessment is an alternative assessment. The alternative assessment uses activities that reveal what students can do with language, emphasizing their strengths instead of their weaknesses. Alternative assessment instruments are not only designed and structured differently from traditional tests but are also graded or scored differently. Because alternative assessment is performance-based, it helps instructors emphasize that the point of language learning is communication for meaningful purposes.

Alternative assessment methods work well in learner-centered classrooms because they are based on the idea that students can evaluate their learning and learn from the evaluation process. These methods give learners opportunities to reflect on both their linguistic development and their learning processes (what helps them learn and what might help them learn better). Alternative assessment thus gives instructors a way to connect assessment with a review of learning strategies. One of the authentic or alternative assessments that involve the students is peer assessment. Peer assessment is an assessment method that is more student-centered. Mowl (1996) stated that peer assessment is a form of innovation in-field assessment which aims to improve the quality of learning.

Underhill (1987) suggests that peer assessment is an authentic assessment approach because peers are asked to rate the effectiveness of communication by others. One way to make sure students understand this type of evaluation is to give students a practice session with it. The instructor provides a sample of speaking assignments. As a group, the students determine what should be assessed and how criteria for successful completion of the communication task should be defined. Then, the instructor gives the students a sample completed assignment. Students assess this, using the criteria they have developed, and determine how to convey feedback clearly to the fictitious student (Michael 1996: 69).

In conclusion, peer assessment is the assessment of students' works by other students. It can help them in learning to evaluate their language. Further, it has benefits as increasing feedback to students, giving students a sense of more responsibility for their learning, encouraging critical analysis of students' work. By using peer assessment the students would be demanded to assess their peers. The learning environment in the classroom must be supportive. The student must feel comfortable and believe one another to provide honest and constructive feedback.

In this research, the writer uses the peer assessment technique. By using peer assessment technique, the writer hopes that this technique will help the students to solve the problems in speaking. Based on the background of the study above, the researcher would like to conduct a research entitled "The Effectiveness of Using Peer Assessment Technique in Teaching Speaking at First Grade of MAN 4 Kediri"

The study intends to answer the following question: (1) How is the first grade skill of speaking in control group after taught by using Conventional Method (2) How is the first grade skill of speaking in experimental group after taught by using Peer Assessment Method (3) Is there any significant differences of speaking skill between the control group and experimental group (4) Is Peer Assessment effective to be used to tech speaking at first grade of MAN 4 Kediri.

RESEARCH METHOD

The design of this research was quantitative research that intended to find out the effectiveness of using Peer Assessment in teaching speaking at first grade of MAN 4 Kediri. This research uses a quantitative approach. This research was classified as a quasi-experimental study. There was one group as an experimental group and the other as the control group. After the teacher finished teaching in the experimental and control class, a post-test was given to those classes. Post-test was done to know the effectiveness of using Peer Assessment in teaching speaking.

This research was done at MAN 4 Kediri. It is located at Jl. Melati No. 14, Krecek, Badas, Kediri. The subject of this research was students of the first grade of MAN 4 Kediri. This research chosen two class to be the subject of research, they were class of X IIS 1 as the experimental class. The class consisted of 36 students. There are 12 males and 24 female. Meanwhile, class X IIS 2 as the control class. The class consisted of 36 students. There are 11 males and 25 females. The class was chosen as the subject of research based on random from the teacher.

The procedure to collect the data in conduction research will be presented in chronological order as follow:

a. *Treatment*. This research involved two groups given different treatments. The experimental group (X IIS 1) was taught by using the Peer Assessment method, while the control group (X IIS 2) was taught by using the conventional method.
b. *Test*. The evaluation was given to the experimental class and control class. The purpose of the evaluation was to measure the students' achievement in speaking comprehension.

The test is focused to make a factual report and perform come forward randomly paired. Their speaking achievement would be scored based on their answers. If the answer was right, the score was "5". If the answer was false the score was "1". The purpose of this study was to find out the effectiveness of using the Peer Assessment technique in teaching speaking at the first grade of MAN 4 Kediri. The speaking test provides the students' speaking skill factual report text. This data helped to know the different results between students' speaking skills in the experimental group and control group. Before analyzing the data, the students speaking skill factual report text was scored based on the speaking test. After determining the score of the test, their speaking skill factual report text would be score based on their speaking skill.

RESEARCH FINDING AND DISCUSSION

a. The Students' Speaking Ability after Being Taught by Using Conventional Method

Post-test is a way to assess the students' speaking ability in the last meeting after the conventional method was used. The researcher used 5 treatments to make sure the students master speaking skills based on the topic. Here the researcher has discussed the result of speaking skills after being taught by using the conventional methods.

From the result of the computation, can be seen that the highest score is 80 and the lowest score is 40, while the range is 40. Besides that mean is 57.50, the

median of the variable is 55.00, and mode is 50. The mean of the score of students' post-test is 57.50. The consults this means to the system of score category and he found the average score of post-test the students is fair to the good category because 57.50 was among the range 41 – 70 which is categorized as fair. It shown that students who get score 0 – 44 is 19 students 53% and the criteria is very bad, 45 – 54 is 11 students 31% and the criteria is bad, 55 – 64 is 6 students 17% and the criteria is fair, 65 – 79 is 0 students 0% and the criteria is good, 81 – 100 is 0 students 0 % and the criteria is very good.

b. The Result of Students' Speaking Ability after Being Taught by Using Peer Assessment

Post-tests are a way to assess the students' speaking ability in the last meeting after the conventional method was used. The researcher used 5 meetings to make sure the students master speaking skills based on the topic. Here the researcher has discussed the result of speaking skills after being taught by using peer assessment methods.

From the result of the computation, can be seen that the highest score is 95 and the lowest score is 55, while the range is 40. Besides that, the mean 70.55, the median of the variable is 65.00 and the mode is 60. The mean of the score of students' post-test is 70.55. Then the consults this means to the system of score category and he found that the average score of post-test the students is good category because 70,55 was among the range 50 – 80 which is categorized as good. It shown that students who get score 0 – 44 is 0 students 0% and the criteria is very bad, 45 – 54 is 0 students 0% and the criteria is bad, 55 – 64 is 27 students 75% and the criteria is fair, 65 – 79 is 5 students 14% and the criteria is good, 80 – 100 is 4 students 11% and the criteria is very good level.

c. The Significant Difference between Students' Speaking Ability Between The Control Group and Experimental Group

After finding the result of the post-test control class and post-test experimental class, the calculate the mean of the post-test control class is 47.50, while the mean of the post-test experimental class is 70.55. So, it was got the significant difference of the students speaking ability after being taught conventional learning way and after being taught by using peer assessment is 23.05. To analyze the data, it was used the SPSS 16.0 program, and the table is followed.

Table of One-Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Control Class	57.5000	36	11.05183	1.84197
	Experimental Class	70.5556	36	12.17596	2.02933

From the table above, it is shown that the result of the number (N) students' control class is 36, then the mean of the control class is 57.50, the standard deviation is 11.05283 and the standard error mean is 1.84197. Besides that, the researcher gets the data of the experimental class about: number (N) of student's experimental

class is 36, then the mean of the experimental class is 70.55, standards deviation is 12.17596 and the standard error mean is 2.02933.

For the further calculating using SPSS 16.0 program, it is also gotten sample test from post-test control class and post-test experimental class score as shown from the table below:

Table of t-test

	Paired Differences							
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
	Mean			Lower	Upper	t	Df	Sig. (2-tailed)
Pair 1 Post Control - Post Experiment	1.30556E1	4.82224	.80371	11.42395	14.68717	16.244	35	.000

From the table above, it is known that the t value of control – experiment class is 16.244, degree of freedom is 35 and mean difference of the variable is 1.30556 and then 95% confidence interval of the difference from the lower value is 11.42395 and the upper is 14.68717.

For the next result, the computation t-test result. The computation t-test is 16.244. This result then is drawn to the 't' table through the degree of freedom (df) which is proper. To find df, the pattern is df = N – 1. In this research, N contains 36 students. After getting the result that is 35, it is then consulted in the 't'' table which has df = 35 insignificant levels 1% and 5%. The significant level 1% of this degree of freedom is 2.72 while 5% is 2.03.

d. The Effectiveness of Teaching Speaking by Using Peer Assessment Method

For knowing the effectiveness of peer assessment in teaching speaking, two indicators were selected to measure it, they are the differences of mean between control class and experimental class, the result of SPSS calculation and significantly different between control class and experimental class.

The statistical analysis showed that the result of the t-test is 16.244, the degree of freedom is 35, while the critical value on the degree of freedom 35 with a 1% significant level is 2.72 and 5% significant level is 2.03. Based on this statement, it can be concluded that the alternative hypothesis which stated that "Peer Assessment is effective in the teaching speaking of the first grade of MAN 4 Kediri" was accepted.

CONCLUSION

Based on the research finding and discussion, the researcher can take some conclusion as follow:

The students' ability to speak in the control group after taught by using conventional learning way at MAN 4 Kediri is fair category and the mean is 57.50 and had been consulted to the system of score category among 0 – 40. The students' ability in the experimental group after taught by using Peer Assessment at MAN 4 Kediri is a good category. The mean of the students consulted to the system of score category among the range 55 – 64 is 70.55. There is a significant difference in speaking skills between the control group and the experimental group. Teaching speaking using peer assessment is effective. It could be seen from the result that the t-test (16.244) was higher than t- table with a degree of freedom 35 at 5% significant level (2.03). It means that if there is a 100% sample only 5% of the students did not increase their speaking ability and 1% significant level (2.72), it means that only 1% of students did not increase their speaking ability. Based on the conclusion above, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. So, teaching speaking by using the Peer Assessment technique is effective for the first grade of MAN 4 Kediri.

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