

**THE IMPLEMENTATION OF PEER ASSESSMENT IN SPEAKING
SKILL AT THE TENTH GRADE STUDENTS OF SMK PGRI 4 KEDIRI**

THESIS

Presented as a Partial Fulfillment of the Requirement to
Obtain the Sarjana Degree of Education of English
Department Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



BY:

DANI NUR ILLA HIDIANA FISABIL

19.1.01.08.0020

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2023

APPROVAL PAGE

THESIS

by :

DANI NUR ILLA HIDIANA FISABIL

19.1.01.08.0020

ENTITLED:

**THE IMPLEMENTATION OF PEER ASSESSMENT IN SPEAKING
SKILL AT THE TENTH GRADE STUDENTS OF SMK PGRI 4 KEDIRI**

Approved by the Advisors to be proposed to the
English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, 25 July 2023

First Advisor

Second Advisor

Dr. Dewi Kencanawati, M.Pd
NIDN. 0707097102

Rika Riwayatningsih M.Pd
NIDN. 0721107201

APPROVAL SHEET

Skripsi by :

Dani Nur Illa H.F

19.1.01.08.0020

Entitled :

**THE IMPLEMENTATION OF PEER ASSESSMENT IN SPEAKING
SKILL AT THE TENTH GRADE STUDENTS OF SMK PGRI 4 KEDIRI**

Approved and Accepted by all its qualification

by the Examination Committee of

University of Nusantara PGRI Kediri

Kediri, 25 July 2023

And Declared to Have Met The Requirements

Commite examiner:

- | | | |
|--------------------|------------------------------|-------|
| 1. Chairman | : Dr. DEWI KENCANAWATI, M.Pd | _____ |
| 2. First examiner | : Dr. DIANI NUR HAJATI, M.Pd | _____ |
| 3. Second examiner | : RIKA RIWAYATININGSIH, M.Pd | _____ |

The Dean of Faculty of Teacher
Training and Education University of
Nusantara PGRI Kediri

Dr. Mumun Nurmilawati, M.Pd
NIDN. 0006096801

THE STATEMENT OF WRITING ORIGINALLY

The undersigned below, I:

Name : Dani Nur Illa Hadiana Fisabil

Gender : Male

PDoB : Nganjuk, June 08th, 2000

NPM : 19.1.01.08.0020

Fac/Dec : FKIP/ English Language Education Department

State that :

1. This Skripsi was never submitted to any institute of higher education for any academic degree.
2. This Skripsi totally independent of my work and not the result of the plagiarism from the work of others.
3. If someday proved of this Skripsi as a result of plagiarism, I would be willing to bear all the legal consequences occur.

Kediri, 23 July 2023

Signed by:

Dani Nur Illa H.F

19.1.01.08.0020

MOTTO AND DEDICATION

MOTTO :

Akan selalu ada jalan untuk sukses selama ia mau belajar,

berusaha dan bekerja keras.

"Ijazah hanya tanda bahwa ia pernah belajar,

bukan tanda bahwa ia pernah berfikir."

DEDICATION :

- 1. My Parents: Thank you for praying and always supporting me wherever and whenever.**
- 2. My great friends : Thankyou for your time and support to me.**
- 3. My Self : Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for, for never quitting. I wanna thank me for always being a giver And tryna give more than I recieve. I wanna thank me for tryna do more right than wrong. I wanna thank me for just being me at all times.**

ABSTRACT

Dani Nur Illa H.F, 19.1.01.08.0020, THE IMPLEMENTATION OF PEER ASSESSMENT IN SPEAKING SKILL AT SMK PGRI 4 KEDIRI, Scrips, English Department, The Faculty of Teacher Training and Education, Nusantara PGRI Kediri University, 2023

English is a crucial language in international communication and is studied in schools and universities worldwide. It is essential for Indonesian education to enrich students' knowledge about other languages. Teachers aim to use appropriate methods to empower learners' senses and build good English skills. Speaking is the most important skill in studying English, demonstrating a deep understanding of the language. However, both teachers and learners may face difficulties in studying English, such as finding appropriate learning strategies and translating English meanings into Indonesian. Assessment is a systematic process that collects, analyzes, and interprets information to determine how far learners can reach their education goals. There are three types of assessment: self-assessment, peer assessment, and self-peer assessment. This research focuses on the implementation of peer assessment in speaking skills among tenth-grade students at SMK PGRI 4 Kediri. The research approach is qualitative, focusing on understanding social phenomena from the perspective of the people involved in the research. The research focuses on the use of peer assessment in speaking skills, focusing on the problems found by students in the class. The findings show that students are actively involved in the Peer Assessment process in speaking skills in grade ten, and the grading rubric used provides clear guidance. However, students face obstacles in providing constructive feedback, such as a lack of understanding of assessment criteria, inability to provide specific suggestions for improvement, low communication skills, and personal biases. Despite these challenges, Peer Assessment provides valuable benefits for student development, such as learning from English-speaking peers, gaining insight into strengths and weaknesses, and providing feedback to improve speaking skills. However, there is still room for improvement in providing constructive feedback. Overall, Peer Assessment is a beneficial method for student development in speaking skills, with room for improvement in providing constructive feedback.

Keywords: Peer Assessment, Teaching Speaking.

ACKNOWLEDGEMENT

First of all, the writer thanked God because of His love, the writer can complete her proposal. Research Proposal was arranged by students of the English Language Study Program Faculty of Teacher Training and Education, Nusantara University PGRI Kediri.

The writer realizes that she would not be able to finish this proposal without the help of other persons. In this opportunity, she would like to express her special and deepest gratitude and sincere to :

1. Dr. Zainal Afandi, M.Pd, as the Rector of University of Nusantara PGRI Kediri.
2. Dr. Mumun Nurmilawati, M.Pd, as the Dean of Faculty of teacher Training and Education of University of Nusantara PGRI Kediri.
3. Khoiriyah, M.Pd, as the Head of English Language Education Department of Nusantara PGRI Kediri.
4. Dr. Dewi Kencanawati, M.Pd as the first advisor who guided her finishing this skripsi.
5. Rika Riwayatningsih, M.Pd as the second advisor who guided her finishing this skripsi.
6. All the lecturers of English Language Education Department of Nusantara PGRI Kediri for the knowledge given all this time.
7. Nurul Khotim as the English teacher who has guided me.
8. All teachers and students of SMK PGRI 4 Kediri who help and cooperation.
9. Parents who always provide moral and material support.
10. All my friends who have helped me in all.

The writer knows that this skripsi is still less. So, the writer waits for any critics, advises and suggestions from all readers. Finally, the writer hopes this skripsi will be useful to every reader and especially to herself.

Kediri, 25 July 2023

Dani Nur Illa H.F

NPM: 19.1.01.08.0020

TABLE OF CONTENTS

APPROVAL PAGE	i
APPROVAL SHEET	ii
THE STATEMENT OF WRITING ORIGINALLY	iii
MOTTO AND DEDICATION	iv
ABSTRACT	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	viii
CHAPTER I	11
INTRODUCTION	11
A. Background of the Research	11
B. Identification of the research.....	14
C. Limitation of the problem	14
D. Formulation of the problem	14
E. Purpose of the research	15
F. Significance of the research.....	15
G. Definition of key term.	15
CHAPTER II	Error! Bookmark not defined.

REVIEW OF RELATED LITERATURE Error! Bookmark not defined.

A. Theoretical Peer Assessment Error! Bookmark not defined.

B. Theoretical Speaking Error! Bookmark not defined.

C. Peer Assessment in Speaking Error! Bookmark not defined.

D. Study of the Relevant Research..... Error! Bookmark not defined.

CHAPTER III..... Error! Bookmark not defined.

RESEARCH METHOD Error! Bookmark not defined.

A. Research Design..... Error! Bookmark not defined.

B. Research Procedures..... Error! Bookmark not defined.

C. Place and time of research..... Error! Bookmark not defined.

D. Subject of the Data **Error! Bookmark not defined.**

E. Research Instruments and Technique Collecting Data .. Error! Bookmark not defined.

F. Technique of Analysis Data..... Error! Bookmark not defined.

CHAPTER IV Error! Bookmark not defined.

RESEARCH FINDING AND DISCUSSION Error! Bookmark not defined.

A. Research Finding Error! Bookmark not defined.

B. Discussion **Error! Bookmark not defined.**

CHAPTER V..... Error! Bookmark not defined.

CONCLUSION AND SUGGESTION Error! Bookmark not defined.

A. Conclusion Error! Bookmark not defined.

B. Suggestion Error! Bookmark not defined.

BIBLIOGRAPHY 18

APPENDICES..... Error! Bookmark not defined.

CHAPTER I

INTRODUCTION

This chapter, the writer explains about the introduction those are a) Background of the research, b) Identification of the research, c) Limitation of the problem, d) Formulation of the problem, e) Purpose of the research, f) Significance of the research, g) Definition of key term.

A. Background of the Research

English takes a major role in international communication. English as a global communication has been studied in schools till university. English subject become a must in Indonesian education in order to enrich students' knowledge about other languages. According to Freeman and Long (1999, 2-3) there are many reasons why people study English. First of all, the study of second language is fascinating in its own right. It is pleasant to study another language and be able to communicate with people around the world. The other aim is second language teaching profession, both teachers and students. Teachers of second language obviously attracted to some second language research as a source of knowledge which will applied in teaching or learning process. Teachers attempt to use appropriate method to empower learners" sense. It is teachers challenge to build a good English skill for students. The most important skill in studying English is speaking, by speaking we can know how deep students" competence and students" understanding about English.

Celce Murcia (2002:103) in Fauziati (2010:17) states that “speaking is an activity requiring the integration of many subsystems and all these factors are combined to make speaking a second or foreign language formidable task for language learners”. It can be implied that in studying second language, definitely, both teachers and learners may find the difficulties. Some teachers get difficulty to find the appropriate learning strategy to improve students’ knowledge and achieve the goal of the learning process. To confront the different learners’ characteristics also require special competence from the teacher. For the learners, they have some problems which obstruct their ability in studying English. First, they are not having self-confidence, they are afraid to do something false. The differences between Indonesian dialect and English dialect also make students confuse on how to pronounce the words. Mother tongue give big influence in pronunciation and intonation.

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

In teaching learning process, teaching is the most important aspect must be noticed, but in addition assessment from the learning process also needed. Nurgiyantoro (2011:7) argues that assessment, in the other side, is a systematic process in collecting, analysing, and interpreting the information to determine how far the learners can reach the goal of education. It can be concluded that assessment

is judgement based on several criteria to know the learners understanding. There are three assessment namely self-assessment, peer assessment, and self-peer assessment.

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

Peer assessment is an assessment of students by other students, both formative reviews to provide feedback and summative grading (Stephen Bostock, 2000). Falchikov (1995) in Sluijsmans *et.al.* (1998:14) defines peer assessment as the process whereby groups or individuals rate their peers. In here, learners were in a group and he/she assessed by their group friends. If a person makes a mistake, he/she will be evaluated by their friends in that group. Group work provide every team member full opportunity to give play according to their capability and establish good relations of cooperation with friends of how work in group. Besides that, learners can see their friend's ability in English. In peer assessment students will study in a group, they will present a story orally. Other students listen and mark the incorrect spelling, they will take turns in reading the text. At the end, all group members will judge their friends one by one, so students will speak based on their own opinion. It can be one of some ways to make students speak up.

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

The writer chooses SMK PGRI 4 Kediri to observe. The reason which leads the writer to do research in peer assessment of speaking class is that the problem found by students of SMK PGRI 4 Kediri. The writer is interested in conducting research entitled THE IMPLEMENTATION OF ASSESSMENT IN SPEAKING SKILL AT THE TENTH GRADE STUDENTS OF SMK PGRI 4 KEDIRI.

B. Identification of the research

The teacher decides on the assessment because there are three types of assessment, especially on speaking ability. Here what type of assessment is suitable for teachers to use for assessing speaking skills, there are still many other problems that can be researched. Therefore, the writer wants to limit it.

C. Limitation of the problem

In this research, the writer tries to observe the implementation of peer assessment on speaking for the tenth grade students in SMK PGRI 4 Kediri. It is done to get better result of how teacher implements the technique, more focus on the procedures and students' perspective about the technique.

D. Formulation of the problem

Based on the research background above, the problem can be formulated as follows:

1. How does implement peer assessment in speaking class?
2. How do students respond to the peer assessment applied?

E. Purpose of the research

Based on the formulation of the problem above, the objectives of this study are:

1. To describes the implementation of peer assessment on speaking.
2. To describe the student's response to the assessment.

F. Significance of the research

Hopefully the results of this study are very important for teachers to be able to apply peer assessment in their teaching and learning process after knowing the effectiveness of use one type of assessment in teaching speaking skills. The research is on students so that students are able to develop ideas and make students confident with the results of their way of speaking. Motivate others to do research on assessment in other skills and other problems in teaching English.

G. Definition of key term.

1. Peer Assessment

“Falchikov (1995) defines peer assessment as the process through which groups of individuals rate their peers.” (Dochy et al, 1999).

“Peer assessment is an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners. Products to be assessed can include writing, oral presentations, portfolios, test performance, or other skilled behaviors. Peer assessment can be summative or formative.” (Topping, 2009, Abstract)

According to Topping (2009:21), peer assessment activities can vary in a number of ways:

- a) It can happen in different curriculum areas or subjects.
- b) Different learner products or outputs can be peer assessed, including writing and speaking.

Portfolios, oral presentations, test performance, and other skilled behaviors.

- a) Assessors and the assessed may be either pairs or groups.
- b) Directionality can vary: Peer assessment can be one-way or reciprocal.
- c) Objectives of peer assessment may vary: The teacher may target cognitive or metacognitive gains, time saving, or other goals.
- d) It can use computerized tools or not.
- e) It can occur in or out of class

Peer assessment has been deployed at any school level from elementary to graduate, from school learning to vocational training, etc. The main argument for use peer-assessment is pedagogical, i.e. a learning gain in several dimensions.

2. Speaking

Speaking is a way of message in saying ideas, knowledge and feeling to other people. It is the most important method in which the narrator can state himself with a language. According to Harmer (2001:269) capability to speak fluently by use their knowledge, information and say it by on the spot.

BIBLIOGRAPHY

- Alzaid, J. M. (2017). The Effect of Peer Assessment on the Evaluation Process of Students: International Education Studies (Vol. 10). Saudi Arabia: Canadian Center of Science and Education.
- Ary, D. (2010). Introduction to Research in Education Eight Edition'. United State: Wadsworth Cengage Learning.
- Bakri, Nazir, Moh. (2003). Metode Penelitian. Jakarta: Ghalia Indonesia, Cet. VI, 2005.
- Creswell, John W. (2009). Research Design (Pendekatan Kualitatif, Kuantitatif, dan Mixed)
- Celce-Murcia, M. 2002. *What It Makes Sense To Teach Grammar Through Context And Through Discourse*.
- Fauziati, Endang. 2010. Teaching English As a Foreign Language. Surakarta: Era Pustaka Utama
- Double, K. S., McGrane, J. A., & Hopfenbeck, T. N. (2020). The impact of peer assessment on academic performance: A meta-analysis of control group studies. *Educational Psychology Review*, 32(2), 481–509
- Larsen-Freeman & Long, Michael (1999). *An Introduction to Second Language Acquisition Research*. Longman, New York.
- Nurgiyantoro, Burhan 2011. *Teori Pengkajian Fiksi*. Jogjakarta: Gajah Mada Universitas Press
- Planas Lladó, dkk. (2014). Student perceptions of Peer Assessment: an interdisciplinary study. *Assessment and Evaluation in Higher Education*, 39(5), 592–610. <https://doi.org/10.1080/02602938.2013.860077>
- Sudharto P. Hadi. 2000. Manusia dan Lingkungan. Semarang: Universitas Diponegoro
- Svalberg, Agneta M-L, (2007). Language awareness and language learning.
- Topping, K. (1996). The Effectiveness of Peer Tutoring in Further and Higher Education. A Typology and Review of The Literature. *Higher Education*. (32), 321-345.

Topping, K. J. (2005). Trends in Peer Learning. *Educational Psychology*, 25, 631-645.

Topping, K. J. (2009). Peer Assessment. *Theory Into Practice*, 48(1), 20-27.

White, E. (2009). Student perspectives of peer assessment for learning in a public speaking course. *Asian EFL journal - Professional teaching articles*, 33, 1– 55.

Yusna Musfirah. (2019). The use of peer assessment in speaking skill Yusna Musfirah 1 Universitas Syiah Kuala, Banda Aceh, Indonesia. 2004, 67–79.