

**PENERAPAN PENILAIAN SEJAWAT DALAM KETERAMPILAN BERBICARA
SISWA KELAS SEPULUH SMK PGRI 4 KEDIRI**

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

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ABSTRACT

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. 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 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.

Keywords: *Peer Assessment, Speaking, Teaching Speaking*

ABSTRAK

Bahasa Inggris adalah bahasa penting dalam komunikasi internasional dan dipelajari di sekolah dan universitas di seluruh dunia. Pentingnya pendidikan Indonesia untuk memperkaya pengetahuan siswa tentang bahasa lain. Guru bertujuan untuk menggunakan metode yang tepat untuk memberdayakan indera peserta didik dan membangun keterampilan bahasa Inggris yang baik. Baik guru maupun peserta didik mungkin menghadapi kesulitan dalam mempelajari bahasa Inggris, seperti menemukan strategi pembelajaran yang tepat dan menerjemahkan makna bahasa Inggris ke bahasa Indonesia. Penilaian adalah proses sistematis yang mengumpulkan, menganalisis, dan menafsirkan informasi untuk menentukan sejauh mana peserta didik dapat mencapai tujuan pendidikannya. Ada tiga jenis penilaian: penilaian diri sendiri, penilaian rekan sejawat, dan penilaian rekan sejawat. Penelitian ini berfokus pada penerapan penilaian teman sejawat dalam keterampilan berbicara di kalangan siswa kelas sepuluh di SMK PGRI 4 Kediri. Pendekatan penelitiannya adalah penelitian kualitatif. Penelitian ini berfokus pada penggunaan penilaian teman sejawat dalam keterampilan berbicara, dengan fokus pada permasalahan yang ditemukan siswa di kelas. Temuan menunjukkan bahwa siswa terlibat aktif dalam proses Penilaian Sejawat dalam keterampilan berbicara di kelas sepuluh, dan rubrik penilaian yang digunakan memberikan panduan yang jelas. Namun, siswa menghadapi kendala dalam memberikan umpan balik yang konstruktif, seperti kurangnya pemahaman tentang kriteria penilaian, ketidakmampuan memberikan saran khusus untuk perbaikan, rendahnya keterampilan komunikasi, dan bias pribadi. Terlepas dari tantangan-tantangan ini, Peer Assessment memberikan manfaat yang berharga bagi perkembangan siswa, seperti belajar dari teman-teman yang berbahasa Inggris, mendapatkan wawasan tentang kekuatan dan kelemahan, dan memberikan umpan balik untuk meningkatkan keterampilan berbicara.

Kata Kunci: *Penilaian Sejawat, Mengajar Berbicara, Berbicara*

Article History:

Submitted	Accepted	Published
June 28 th 2024	August 10 th 2024	September 15 th 2024

INTRODUCTION

English is important in global communication and is a subject that is widely studied in Indonesian educational institutions, from elementary to university level. The pursuit of an English language education is driven by a variety of motivations, including the appeal of second language learning and recognition of the importance of English in the teaching profession.

In English lessons, speaking is recognized as the most important skill, which allows assessing students' competence and understanding. However, speaking a second language, such as English, poses severe challenges for learners due to the integration of various subsystems. Teachers grapple with the task of identifying appropriate learning strategies to increase students' knowledge while addressing the diverse characteristics of their learners.

On the other hand, learners face obstacles such as lack of self-confidence, confusion between Indonesian and English dialects, and limited vocabulary. Differences in pronunciation and intonation between languages increasingly impact learners, potentially giving rise to translation challenges and misunderstandings. Recognizing the importance of assessment in the teaching-learning process, three types of assessment—self-assessment, peer assessment, and independent peer assessment—were identified. This assessment method plays an important role in evaluating student achievement and learning outcomes. The research described in this context specifically explores the implementation of speaking skills assessment in the tenth grade of SMK PGRI 4 Kediri, driven by the motivation to overcome the identified challenges faced by students at this educational institution. 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.

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. 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

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. There the learners are assessing and 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.

RESEARCH METHOD

It presents what design was used in conducting the research. This research approach is qualitative research. Qualitative research, on the other hand, focuses on understanding social phenomena from the perspective of the people involved in the research. Case study research is an intensive analysis of an individual unit such as a person or community that emphasizes developmental factors in relation to the environment. According to Gomm, Hammersley, and Foster (2000), case studies refer to research that investigates several cases in depth.

Researchers use case studies because this research focuses on very specific interests, research seeks detailed interaction with context. This research focuses on the use of peer assessment in speaking skills. In addition, the researcher determined and reported the results regarding the use of peer assessment on tenth grade English speaking ability at SMK PGRI 4 Kediri. The first step is to analyze the data collected from class observations and documentation. The second step is to write down the research findings on several research indicators and sub-indicators which are composed of several research points. The final step is to come to be a conclusion.

Researchers will examine the findings that have been collected and compare them with hypotheses or research objectives. The purpose of this stage is to draw conclusions based on the evidence found during data collection. This conclusion will reflect the results of the research and can be in the form of relevant findings, recommendations, or implications

RESULT AND DISCUSSION

The research was conducted at SMK PGRI 4 KEDIRI. This research is about the use of Implementation of Peer Assessment in Speaking Skill at Tenth Grade Students. The type of the research uses descriptive qualitative which describe the real situation which is according to the qualitative approach. From the finding of the data used to answer the research question, the researcher used the find of observation, interview, and documentation about the use of Implementation of Peer Assessment in Speaking Skill at Tenth Grade Students. The findings from these observations are that in general, students are actively involved in the Peer Assessment process in speaking skills in grade ten. The purpose of Peer Assessment in speaking skills in grade ten is clear and understandable to students. The grading rubric used in the Peer Assessment provides clear guidance to students. Students face several obstacles in providing constructive feedback to their classmates in Peer Assessment. These obstacles include a lack of understanding of the assessment criteria, an inability to provide specific suggestions for improvement, low communication skills, and an inability to overcome personal biases. The teacher was successful in facilitating discussion and reflection on the Peer Assessment results in tenth grade speaking skills. Students identify significant benefits after following the Peer Assessment process in speaking skills. Students faced significant challenges during the Peer Assessment implementation in speaking skills, but they managed to overcome these challenges. An overall evaluation of the implementation of Peer Assessment in speaking skills in grade ten provides valuable insights into student development. Thus, even though students have been actively involved in Peer Assessment and recognize its benefits, there are still some areas where students need to improve their ability to provide constructive feedback. However, the overall implementation of Peer Assessment provides valuable benefits for student development.

The observations reveal that tenth-grade students actively engage in the Peer Assessment process for speaking skills, demonstrating a clear understanding of its purpose and guidance provided by the grading rubric. However, students encounter obstacles in providing constructive feedback, including a lack of understanding of assessment criteria, inability to suggest specific improvements, low communication skills, and difficulty overcoming personal biases. Despite these challenges, the teacher successfully facilitates discussions on Peer Assessment results, leading to significant benefits identified by students. Although they faced hurdles during implementation, an overall evaluation emphasizes valuable insights into student development. In an interview with Ms. J.E., it is evident that Peer Assessment contributes to learning from classmates with expertise in speaking English, offering direct feedback and diverse perspectives. However, she expresses mixed feelings about judging classmates and discomfort in providing criticism. Ms. J.E. acknowledges the benefits of peer assessment, emphasizing the importance of objectivity, sensitivity, mutual support, and teacher guidance. Additionally, she sees Peer Assessment as a source of motivation, promoting responsibility, social responsibility, healthy competition, learning by example, and self-awareness. Providing specific feedback, clear examples, honesty, and support are highlighted as essential for constructive assessment and skill improvement in English-speaking. After interviewing the participants, the results were found based on the observations of the researchers. Interview findings can help researchers in completing this research. The research question, "How does implement peer assessment in speaking class? and How do students respond to the peer assessment applied?" can be answered using interview findings.

From the explanation of the resource, Peer Assessment helps students learn from their English-speaking peers, gain insight into their strengths and weaknesses, and provide feedback to improve their speaking skills. While this can be useful, criticizing and pointing out shortcomings can also make students uncomfortable. Involving peers in learning English provides direct feedback, multiple perspectives, and collaboration, which in turn fosters support and collaboration among students. From the presentation of the resource, their comfort in receiving input from friends stated that it helped them feel relaxed and closer to their social life. They also mentioned concerns about subjectivity, differences in ability, inconvenience in providing feedback, loss of experts, and conflict. However, they acknowledge the benefits of peer assessment, provided it is carried out with objectivity, sensitivity, and mutual support, with adequate guidance and supervision from the teacher. For the conclusion, Peer Assessment can motivate students to study harder and improve their English skills through self-responsibility, social responsibility, healthy competition, learning by example, and self-awareness. It offers opportunities for personal growth and contributes to the progress of the final assessment. Providing specific feedback, clear examples, honesty and support can help improve English skills. The findings from these observations are that in general, students are actively involved in the Peer Assessment process in speaking skills in grade ten.

Based on previous research the study aimed to describe the implementation of peer assessment in teaching speaking. The research utilized qualitative methods, collecting data through observation, interviews, and documentation. The findings showed that the teaching-learning process using peer assessment in the X SMK PGRI 4 Kediri effective. The steps involved in implementing peer assessment included explaining the procedure, forming groups, distributing assessment forms, and having students present their stories while being observed, scored, judged, and commented on by their peers. The teacher also conducted evaluations and

tests to assess the students' progress. Overall, the peer assessment technique had a positive impact on the students' speaking skills and their engagement in the learning process.

CONCLUSION AND SUGGESTION

Conclusion

In summary, observations and interviews reveal active participation of tenth-grade students in Peer Assessment for speaking skills. The purpose is clear, aided by a helpful grading rubric, yet students encounter challenges in offering constructive feedback due to a lack of understanding and difficulty providing specific suggestions. Despite obstacles, the teacher effectively facilitates discussions, and students recognize significant benefits. However, there is a need for improvement in students' feedback skills. Overall, Peer Assessment provides valuable insights into student development. Students view it positively, recognizing advantages in learning from peers and plan to use feedback for improvement. Despite concerns, they emphasize objectivity and mutual support, believing in its motivational impact and contribution to overall progress. In conclusion, peer assessment is beneficial for speaking skills development, with a potential for enhancing constructive feedback. In conclusion, peer assessment is seen as a beneficial method for student development in speaking skills, with room for further improvement in providing constructive feedback.

Suggestion

1. For teachers, the results of the study show that students agree that Peer Assessment helps in improving learning speaking skills.
2. For students to be able to develop ideas to be more creative and confident at work.
3. For future researchers, the writer realizes that this research is far from perfect. The writer hopes that this research can be a reference for further research. Future researchers can research more about Peer Assessment in other skills such as listening / reading.

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