ENHANCING THE STUDENTS' SPEAKING SKILL THROUGH PEER AND SELF ASSESSMENT METHOD

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Abstract

The purpose of this research was to find out the effectiveness of peer and self-assessment in enhancing students' speaking skills at the second-grade students of SMA 3 Parepare. The subject of this research was the XI IPA 1 class which is consisted of 28 students. The sample was taken by using cluster sampling. The design of this research was pre-experimental with pre-test and post-test design. The researcher gave pre-test and post-test to know whether implementing peer and self-assessment methods can improve students' speaking skills or not. The result of this research indicates that there was an improvement in the students' speaking skills. It was shown in the students' mean score of post-test (62.8) that was greater than the pre-test (19.5). Even, for the level significant (p) 5% and df = 27, and the value of the table is 1.703, while the value of the t-test is 1.825. It means that the t-test value is greater than the t-table ($1.825 \geq 1.703$). Thus, it can be concluded that the students' speaking skill is significant because previously the students' speaking skill was low and after implementation peer and self-assessment methods there have been differences or development of speaking after getting the treatment. So, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted.

Keywords: *Speaking Skill, Peer-Self Assessment Methods.*

Introduction

English as a global language has been used by more than half the population in the world. Beside language as a role of knowledge, technology and art. English can be used as a tool for trading, economy, international connection social-cultural, and education, and carrier development. English may not be the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that the number of people in the world that use English to communicate on a regular basis is 2 billion.

According to Hasman, over 1.4 billion people live in countries where English has official status. Over 70% of the world's scientists read English, over 85% of the world's mail is written in English and 90% of the information in the world's electronic retrieval system is stored in English. Hasman suggests that by 2010, speakers of English as a second or foreign language (SL/FL) will exceed the number of native speakers. English has become a key

factor in the development of nations globally. The information technology revolution has shortened the distance between nations, and its services ignore geographical borders.[1]

English learning is a special accomplishment. Million of people learn the language, but a little of them succeed in mastering it. The first obvious reason is that. Learners of foreign languages had experience with another language. Native language structure is the first obstacle of learning new language. The beginner in a foreign language has over-learned his first language that is hard for him to say the same things in a different way.

People who learn a foreign language e,g. English, they must meet four kinds of skills in the process of learning, for instance, listening, reading, speaking, and writing. These four skills are required to be mastered in order to beable to communicate both in spoken and written discourses. English is one of the subjects for students of senior high school. As English is a compulsory subject, the Indonesian government always develops this lesson. The purpose is to make easy the students to learn and to practice it every day. They are expected to be able to communicate with other people around the world. Hence, they have to study English in their schools.

One of the skills which are very important to be taught is speaking skill because it will help them to use their English to communicate and interact with other people. Norman W. Edmund states in Kharuddin that the amount of knowledge in the world will double every seventy-three days. Therefore, people in their lives are in need of communicating information and their knowledge more than ever for some purposes such as to inform, to convince, to persuade, and to motivate others.

Based on the reality which is happening in Senior High School 3 Parepare, most students still need some supplements to support them in studying English. As find the researcher's observation in the process of teaching and learning English. In Senior High School 3 Parepare, similar problems in speaking skills were also faced by the students. They still face difficulty to express their ideas orally in English because they lack vocabulary and did not have self-confidence. They tend to keep silent when the researcher invites them to interact using English in asking something. The students seem to be unmotivated and have favorable attitudes toward English. These problems cannot only be attributed to the students' personal factors but also to the types of teaching the materials. Furthermore, Weinsheimer said that the most common subjects covered in tutoring are the subjects, like math, English, science and social studies. However, help is available through teachers after school.

Self-assessment and peer-assessment are strategies employed to encourage students to take more responsibility for the learning process. Although the advantages are not obvious, the process has the potential to empower learning and to assist the development of assessment skills, which are so important for future teachers. The research aimed to identify student-teachers' attitudes concerning the contribution of self-assessment and anonymous peer-assessment to the quality of their assignments and improvement of their assessment skills, using both qualitative and quantitative methodologies. The sample included 300 students studying for bachelor's or master's degrees. Texts that were analyzed included: responses to a questionnaire, self, and peer-assessments, word comments on the assignments and written blog content relating to students' activities and their performance of peer evaluations. The students noted that they significantly benefitted from the process, learned various methods of assignment and assessment performance and it positioned them in relation to others, noticing how others evaluated them. Anonymous evaluation allowed students to overcome inhibitions in evaluating peers' works and improved their assessment skills.

Method

The research design of this research was pre-experimental with pre-test and post-test. It aims to know whether applying the peer and self-assessment method was able to improve the student's speaking skills at the second-grade students of Senior High School 3 Parepare.

The location of this research will conduct in SMAN 3 Parepare, Jl. Pendidikan No. 9 Lembah Harapan Kota Parepare. By focusing at the eleventh grade of SMAN 3 Parepare in academic year 2019/2020. The duration of the research will be taken about one month.

The population of this research is focusing on the eleventh grade of SMAN 3 Parepare in the academic year 2019/2020. To make it clear the population of this research, the number of the population total it can be seen in the table below:

Table 1. The total of the eleventh grade of SMAN3 Parepare

No.	Class	Total
1.	XI IPA 1	28 students
2.	XI IPA 2	28 students
3.	XI IPA 3	27 students
4.	XI IPS 1	26 students
5.	XI IPS 2	27 students
6.	XI IPS 3	27 students
Total Students		**163 Students**

Based on the population above, the sample of this research is at the second grade (IPA 1) of SMAN 3 Parepare, related to the total number of the research population consisting of 163 students; the researcher will use a purposive sampling technique with taking second grade IPA 3 as a sample to get valid data. There several reasons to pick this class as the sample, the varied student's ability might be the first reason. Besides, the result of early observation and an interview with the English teacher find out that this class in the most proper class to represent the all of population because of the variety of students' abilities in English. Furthermore, it is the recommendation of the English teacher. He stated that the students in the class have represented the population. The total sample of the research was 28 students.

Result

In collecting data, the researcher gave a speaking test which consists of pre-test and post-test. The pre-test was intended to see students' speaking skill before giving treatment, while the post-test was intended to know the students' improvement in speaking based on the method that was given and the researcher used recorder as the aid of these activities.

1. Pre-test

The Pre-test was given before giving the treatment, the researcher would provide one picture with the topic. The students had to explainthat picture withthe topicby using their own words. The researcher would know the students' speaking skills in the pre-test which was given directly before treatment.

2. Post-test

After treatment, the researcher gave the students a post-test to improve students' speaking skills. In this post-test, the researcher would provide one different picture with the different topics as well. The students had to explain that picture with topic by using their own words. The researcher would know the students' speaking skills in the post-test.

3. Treatment

After the pre-test, the researcher gave treatment to the students. The researcher would be implementing peer and self-assessment methods as a way to improve students' speaking skills. The treatment process would be conducted for six meetings. The strategies were: 1) The researcher divided students into pairs or groups. 2) The researcher will give the opportunity to students their friends to give an assessment. 3) The researcher conducted a regular meeting once a week. 4) The researcher distributed the material. 5) The given

material was analytical exposition text and the topics were: Laptop as Student's Friend, Cars should be Banned in the City, Corruption and Indonesian Culture, Is Smoking Good for Us, and Why Books are Important for Us. 6) The researcher gave hand out of listed expression to facilitate the students in asking and responding to the questions relating to the material for each treatment. 7) The researcher chooses each friend explaining the material in their own and communicative way and then the researcher comes to make sure his friend explains it in their own way. 8) After fifteen to twenty minutes the presenter stopped the peer and self-assessment process and the researcher opened the next session. 9) The next session was making a discussion by sharing their ideas within asking and responding to the given material on analytical exposition text. 10) The researcher made sure that all students in the group were engaged fully. 11) Students of each group were required to speak naturally about the topic based on the given question. 12) Friends who judge are attention clearly because later they will judge, and will also judge themselves 13) After twenty minutes the peer and self-assessment method in the class was stopped and the presenter concluded the given topic with their friends. 14) The researcher made sure the positively reinforce the work of presenter 15) The researcher evaluated the material in general class. 16) The researcher and the students concluded the study at the meeting. 17) This activity ran until the last meeting.

Findings

The finding of this research consists of the classification of students' pre-test and post-test. It aimed to find out the answer to the research question. The researcher gave two tests which are pre-test and post-test. A pre-test was given before the treatment to know students' speaking skill then the post-test was given to know students' speaking skills after doing the treatment. From the result of the post-test, it aimed to find out that implementing peer and self-assessment methods is able to enhance students' speaking skills at XI IPA 1 class in Senior High School 3 Parepare.

Students' speaking skills in implementing peer and self-assessment methods this section described the result of data analysis implementing peer and self assessment methods at XI IPA 1 class in Senior High School 3 Parepare.

The researcher gave the question to the students' as the pre-test to know the students' speaking skills. Every student got the question and answered it then the researcher recorded the students' answers. After giving the pre-test to the students, the researcher found out the

result of students' speaking skills based on the criteria of speaking skills which is fluency, comprehension, vocabulary, and pronunciation before giving treatment.

Table 2. The rate percentage of the frequency of the pre-test

No.	Classification	Score	Frequency Of Pre-Test	Percentage Of Pre-Test
1.	Very Good	81-100	0	0%
2.	Good	61-80	0	0%
3.	Fair	41-60	2	7%
4.	Poor	21-40	5	18%
5.	Very poor	0-20	21	75%
	Total		**28**	**100%**

As the explanation in the table above, the average score of students' prior speaking skills before implementing peer and self-assessment methods. Most students were on very poor classification with the percentage was 75 %. The total score in the pre-test was 545. It had shown that the students' speaking skill in pre-test was low because most of the students got the fair, poor and very poor score. The following are the process of calculation to find out the mean and standard deviation in the pre-test of table.

The students score in post-test

The researcher gave a question to the students' as the post-test to know the students' speaking skills. Every student got the question and answered it then the researcher recorded the students' answers. After giving the post-test to the students, the researcher found out the result of students' speaking skills based on the criteria of speaking skills which is fluency, comprehension, vocabulary, and pronunciation before giving treatment.

After qualified, the students score in post-test based on the criteria of speaking skills which are vocabulary, fluency, comprehension, and pronunciation. The following table below is to know students speaking score in post-test:

The table above shows about students' speaking scores in the post-test. To find out the students' speaking score in the post-test by dividing students' total score with maximum score, after that time with 100. Based on the table above about students' speaking score in post-test we can know the frequency of the classification score by looking at the following table:

Table 3. The rate percentage of the frequency of the post-test

No.	Classification	Score	Frequency of post-test	Percentage of post-test
1.	Very Good	81-100	2	8%
2.	Good	61-80	12	42%
3.	Fair	41-60	14	50%
4.	Poor	21-40	0	0%
5.	Very poor	0-20	0	0%
	Total		28	100%

The table above showed the result of students' improvement in speaking skills after implementing treatment through peer and self-assessment methods. Most students were on good classification with the percentage was 42%. It means that the students' speaking skills had improved through implementing peer and self-assessment methods. The total score in the post-test was 1756. It proved that there was improving students' scores in the post-test. In addition, the result of the post-test showed that no students had to fail classification.

In this table, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process in implementing peer and self-assessment method speaking skill.

Result of the pre-test and post-test, the researcher compared the result of the pre-test and post-test by calculating the mean score and standard deviation of the test. The result of pre-test and post-test were presented in the following table to know the difference between the mean score and standard deviation:

Table 4. The mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	19.5	10.5
Post-test	62.8	32.8

The data in table showed that the mean score of the pre-test was 19.5 (X1) while the mean score of the post-test increased 62.8 (X2). The standard deviation of pre-test was 10.5 while the standard deviation of post-test was 32.8

As a result at this item is the mean score of the post-test was greater than the mean score in the pre-test. It means that students' speaking skill had improvement after doing the learning process that implementing peer and self-assessment method.

The rate percentage of the frequency of the pre-test and post-test

The researcher compared by calculating the percentage of students' classification score namely very good, good, fair, poor and very poor. The result of the rate percentage of the frequency of the pre-test and post-test were presented in the following table:

Table 5. The rate percentage of the frequency of the pre-test and post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Very Good	81-100	0	2	0%	8%
2.	Good	61-80	0	12	0%	42%
3.	Fair	41-60	2	14	7%	50%
4.	Poor	21-40	5	0	18%	0%
5.	Very Poor	0-20	21	0	75%	0%
	Total		28	28	100%	100%

The data of the table above indicated that the rate percentage of the pre-test and post-test increased, from the very poor classification of the students changed into fair classification. The percentage in the post-test that students got a good score was higher than the percentage in the pre-test. It showed that students were able to improve the students' speaking skills after treatment through implementing peer and self-assessment methods.

This research used the pre-experimental group with pre-test and post-test design. The data below showed the value of the t-test was greater than the t-table value. In indicated that there was a significant difference between the result of students' pre-test and post-test.

Table 6. The test of significant

Variable	T-test	T-table value
Pre-test – post-test	1.825	1.703

Conclusions

The research of data analysis test showed that there is a significant difference between the students' speaking skill before and after being taught through "peer and self-assessment" method, it was proved by the development of mean score from (10.5) on pre-test to (62.8) on post-test, while the t-test (1.825) was greater than t-table (1.703). It means that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. Therefore, the "peer and self-assessment" method was able to enhance the speaking skill of the students of the second grade of Senior High School 3 Parepare.

There is a significant difference between the students' speaking skills before and after being taught through the "peer and self-assessment" method, it was proved by the students' improvement especially in the vocabulary aspect and also fluency aspect in every meeting. Comparing the first meeting and the last meeting that the students tended to keep silent and were shy to express their ideas at the beginning of the meeting, but in the following meetings,

the students were more active and more confident in expressing their ideas orally because they did peer and self-assessment method well.

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