

PEER ASSESSMENT IN ORAL DESCRIPTIVE TEXT TO THE TENTH GRADERS OF SMAN 1 KRIAN

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Abstrak

Berbicara adalah bagian penting dari pembelajaran bahasa. Dalam menilai kegiatan berbicara, beberapa alternatif juga tersedia untuk para guru untuk mendapatkan data lebih lanjut tentang hasil siswa. Salah satunya adalah penilaian teman sebaya. Desain penelitian ini adalah deskriptif kualitatif. Instrument yang digunakan adalah catatan lapangan dan ceklist pengamatan. Peneliti juga mendapatkan data dengan mewawancarai siswa dan guru. Penelitian ini dilaksanakan dalam tiga pengamatan di SMA Negeri 1 Krian untuk mengetahui implementasi penilaian teman sebaya pada penampilan bahasa Inggris teks deskriptif siswa kelas 10. Hasil pengamatan menunjukkan bahwa penilaian teman sebaya terbukti membantu dan berpengaruh terhadap siswa. Penilaian teman sebaya membuat siswa mendapatkan informasi tentang hal hal yang harus mereka perbaiki di penampilan di masa depan dan membantu memberi timbal balik yang positif untuk siswa.

Keyword: penilaian, berbicara, deskriptif

Speaking is an essential part of learning language. In assessing speaking, some alternatives are also available for the teachers to gain more data about the students' outcome. One of them is peer assessment. The design of this study was descriptive qualitative research. The instruments were field notes and observation checklist. The researcher also gained the data from interviewing the students and the teacher. This research was conducted in three observations in SMA Negeri 1 Krian to find out the implementation of peer assessment in English oral performance of descriptive text for the tenth graders of the school. The result of the observations shows that peer assessment is proven to be helpful and influential toward the students. It lets the students gain more information about some points to be improved in their future performance. It is helpful and gives positive feedback for the students.

Keyword: assessment, speaking, descriptive

INTRODUCTION

Teachers have to apply the effective assessment method in teaching. Restrepo (2003) suggested that teachers need to understand that assessment not only implies assigning grades to students, that the value of formative assessment is fundamental key to regulate the process of teaching and learning.

Peer assessment has been proven to be effective as a tool in assessing other students' activity. It is supported by the result of researches conducted by Hillock (1986), Daly & Vangelisti (1990) (as cited in Xia, 1997) which suggested that peer feedback by students, both positive and negative, has proven to be helpful to many public speaking educators. Making the students to assess the English oral performance is proven to be effective and improving their peer's performances.

Previous studies indicated that peer assessment improve students' oral performance. The performance is assessed by the performer's peers by giving comments, rates, opinions, etc. Nakamura (2002) conducted a study about teacher and peer assessment of English language oral presentation skills in Japanese classroom. This study indicated that peer assessment can successfully motivate students to improve their presentations and students can be reliable peer raters. Tedick & Klee (1998) stated that one of the ways in which students internalize the characteristics of quality work is by evaluating the work of their peers. However, if they are to offer helpful feedback, students must have a clear understanding of what they are to look for in their peers' work. For peer evaluation to work effectively, the learning environment in the classroom must be supportive. Tierney, Carter & Desai (1991) also suggested that a reasonable message is

given to students about learning and performance by utilizing assessment procedures that value the work of students in a variety of areas over an extended period of time. Students learn that quality work takes time and that input from others, while in process, facilitates depth of thinking.

Oral performance assessment tends to be a subjective assessment since the oral performance is assessed by the judges. Bachman, et al. (1995) (as cited in Hsieh, 2011) implied that oral performance assessment always involves raters' subjective judgments and is thus subject to rater variability. The variability due to rater characteristics has important consequential impacts on decision-making processes, particularly in high-stakes testing situations.

One of the standard competences for English for senior high students in the 1st grade is expressing the meaning of short functional text and simple monologue in the form of descriptive, and news item in the context of daily life. Therefore the researcher adopts descriptive text as the material in conducting peer assessment, and the research is conducted during the teaching period of descriptive text which is in the second semester of the 1st grade.

Existing studies show that the nature of assessment in general requires understanding of the content of the material to be assessed, the assessment criteria to be used, and the most effective way of providing suggestions of improving one's work (Tsivitanidou, et al. 2012). Students are encouraged to improve their oral performances through peer assessment. Peer assessment is not an easy procedure to implement. It requires exposing students to substantial training and practice (Birenbaum, 1996; Fallows & Chandramohan, 2001; Hanrahan & Issacs, 2001; Sluijsmans, 2002; Van Steendam, Rijlaarsdam, Sercu, & Van den Bergh, 2010) as cited in Tsivitanidou, et al (2012).

The researcher had an experience of peer assessment when she was in junior high school. After an English oral performance conducted by the researcher, she received feedbacks from her classmates, which she felt helpful. The assessment was conducted by using observation paper and oral comments. The observation paper contained some points to be evaluated. The researcher received some comments and suggestions from her peers which she found helpful. She felt less anxious and therefore could perform adequately because she knew that the judges were her own friends, whom she knew well. She found that the peers' comments and suggestions given to her were less threatening because she wasn't afraid of failing the task. Therefore, the researcher wanted to conduct further research about peer assessment in English oral performance for 10th graders

of SMA Negeri 1 Krian. The peer assessment can be implemented not only to oral performance of descriptive text, but also in other genres and oral activities such as role-plays, oral presentations, etc.

This research is meant to describe the implementation of peer assessment in an English oral performance. By applying peer assessment, the teacher can use the students as the alternative assessor or to get additional subjective judgment and evaluation in assessing English oral performance. By getting more judgment or assessment from the students, hopefully the assessment about students' learning progress and products conducted can be more accurate and objective.

METHODOLOGY

Research Design

The researcher used descriptive qualitative research in conducting this study in which the result is described qualitatively without statistical calculation.

Sandelowski (2000) suggested that qualitative descriptive designs typically are an eclectic but reasonable combination of sampling, and data collection, analysis, and re-presentation techniques. Qualitative descriptive study is the method of choice when straight descriptions of phenomena are desired. Researchers conducting qualitative descriptive studies stay close to their data and to the surface of words and events.

Hancock (2002) proposed that some features of qualitative research are : it is concerned with finding the answers to questions which begin with: why? how? in what way? ; it describes social phenomena as they occur naturally, no attempt is made to manipulate the situation under study as is the case with experimental quantitative research; It is collected through direct encounters with individuals, through one to one interviews or group interviews or by observation. Data collection is time consuming; it is concerned with the opinions, experiences and feelings of individuals producing subjective data.

Population and Sample

The researcher chose the students of X-8 of SMA Negeri 1 Krian as the subject/ population of this study. The researcher chose a speaking class in which peer assessment is applied. The performers were chosen randomly by the teacher. The samples were 10 students who were chosen randomly to be interviewed.

Research Instruments

In the descriptive qualitative study, the instruments used are field notes, observation checklist and interviews. For the first research question which is to describe the implementation of peer assessment in English oral performance of descriptive text for the 10

Graders of SMA Negeri 1 Krian, the instruments used are field notes and observation checklist. For the second research questions which is finding out the students' responses in implementing peer assessment in English oral performance of descriptive text the researcher used field notes and interviews. For the third research question which is the problems that the students are likely to have the researcher used field notes and interviews.

Data Collection Technique

Hancock (2002) said that qualitative research describes social phenomena as they occur naturally. No attempt is made to manipulate the situation under study as is the case with experimental quantitative research.

After the activities are done, the researcher interviews the students to gain the data about their responses and problems in implementing peer assessment in speaking descriptive text and the problems which the students are likely to have.

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Bodgan and Biklen (1992) said that field notes are the written account of what the researcher hears, sees, experiences and thinks in the course of collecting and reflecting on the data in the descriptive qualitative study. The researcher wrote all the important things she had seen, heard and some additional information that was not mention in the observation checklist.

The researcher used observation checklist to understand individual behavior or process of occurring a noticeable activity either in actual or made up situation. Patton (2003) suggested that the purposes of checklist are to guide evaluators in determining when qualitative methods are appropriate for an evaluative inquiry and factors to consider (1) to select qualitative approaches that are particularly appropriate for a given evaluation's expected uses and answer the evaluation's questions, (2) to collect high quality and credible qualitative evaluation data, and (3) to analyze and report qualitative evaluation findings.

Data Analysis Technique

In qualitative research, the data is used to describe a phenomenon, to articulate what it means and to understand it (Hancock, 2002). The research describes the implementation of peer assessment in English oral performance of descriptive text at SMA Negeri 1 Krian based on the field notes and observation checklist. All the data in the observation and interviews are analyzed. Patton (2002) implied that students' action can be seen as a collection of symbols expressing layers of meaning. Interviews and observational data then can be transcribed into written text for analysis. The researcher analyzes everything she sees, thinks, and experiences in the classroom. The data obtained from classroom observation are from field notes and check list which were analyzed using descriptive analysis. By making the description during the classroom activities in the teaching learning process, the analysis was done. The researcher analyzed the result of interviewing the students who had applied peer assessment in spoken descriptive text.

Those data are interpreted in descriptive manner in which the researcher described the information concerning with what happen in the classroom while the teacher implements peer assessment in oral performance of descriptive text. The researcher describes the teacher and the students' activities in the classroom.

RESULT AND DISCUSSION

Result of the Implementation

This observation was done for about three weeks, which was held from May 15th 2013 until May 29th, 2013.

In the first day of the implementation, the texts that the teacher used were "Bandung" and "Miley Cyrus". The teacher provided slide show containing the description of Miley Cyrus and Bandung. the teacher provided some aspects that can be described in a descriptive text. She used Indonesian at some point to make sure that all the students understand the genre.

The teacher next explained the assessment that would be used, which was peer assessment in spoken descriptive text. She used power point slides to help her explain the assessment, added some information, and gave general examples which seemed to be easy to understand for the students.

The assessment rubric that the teacher was going to use is constructed by the teacher herself, adapted from various sources. She showed the example assessment rubric to the students as well. The students read and examined the assessment rubrics. The teacher explained that the five randomly chosen students had to fill the score in the column provided based on their observation toward their friend's performance. Below is the teacher's rubric:

DELIVERY ITEMS					
	4	3	2	1	Score
Demonstrates nonverbal behavior that supports the verbal message	Posture, gestures, facial expression and eye contact are very good.	Some reliance on notes, but has adequate eye contact, generally avoids distracting mannerisms.	Speaker relies heavily on notes; nonverbal expression stiff and unnatural.	Usually looks down and avoids eye contact; nervous gestures and nonverbal behaviors distract from or contradict the message	
How is the speaker's overall performance? Suggestion:					
ORGANIZATION/STRUCTURE					
	4	3	2	1	Score
Introduction – Purpose Statements	The topic and purpose are clearly stated.	Either the topic or purpose is clearly stated.	Attempts to state the topic or purpose.	No topic or purpose is stated.	
Does the speaker's identification state the things or person adequately? Comment/Suggestion:					
	4	3	2	1	Score
Description – Organizational Pattern	The speaker signals and follows a clear and logical organizational pattern.	The speaker uses a clear organizational pattern.	The speaker attempts to use a pattern.	The speaker is unorganized.	
Total Score					

The teacher explained to them that the five randomly chosen students had to fill out the score based on scale provided in the assessment rubric based on their assessment in each presentation criteria before giving the sheet to the performer.

The students read the text. The next activity was doing a simulation of presentation and peer assessment. She asked some of the students to describe orally and spontaneously one of the person or things in the class. Initially, the students kept silent. Some students seemed to have problems in delivering their own ideas. Some of the students seemed to feel afraid to ask the teacher because they felt shy and worrying their sentences might be wrong. The teacher however encouraged them. Eventually, one of the students raised his hand and described a classmate.

In order to solve this problem, the teacher encouraged and gave some guidance in developing their own topic. After being encouraged, eventually a student raised her hand. Teacher then asked them to develop their topic. The students were allowed to open the dictionary, discuss with their friends and always gave motivations which help them to develop their own topic.

In the second implementation of the assessment the teacher gave five assessment rubrics to five randomly chosen students. The teacher also showed the slides containing the criteria in her assessment rubric in front of the class. The slides didn't contain the complete form of

the assessment rubric. The teacher showed this slide in order for the other students other than the five randomly chose students to give their assessment directly after the presentation based on the criteria showed in this slide.

In the next observation, the teacher asked three more students to perform that day. The students seemed ready, confident, and less nervous than the previous meetings. The examiners seemed to be more critical and enjoyed the speaking activity. The activity continued like the previous meeting.

The Students' Responses toward the Implementation of Peer Assessment

Based on the researcher's observation, the researcher found that only some students seemed to be involved actively at first. They appeared to be shy to deliver their assessment toward their peers' performance. However, the teacher kept encouraging them to utter their assessment. After some students had presented their descriptive text, all the examiners started to get involved actively. However, the researcher also saw that when the teacher asked the oral assessment from one of the students, he said "no comment, Ma'am". This shows that not all of the students participated in giving assessment in the beginning of the activity.

The researcher also obtained the data about the students' responses from the interview conducted in the

3rd meeting. The researcher interviewed 10 students which were chosen randomly. The students' eagerness during most of the sessions indicated their good responses toward the use of peer assessment in the speaking class.

There were 8 out of 10 interviewees who found peer assessment easy to understand or apply, one student found it not too easy to understand/apply, and one student stated that it may be easy to understand/apply.

Nine out of 10 students said that they found peer assessment helpful. Most of the reasons were because peer assessment let them know about points to improve and avoid in their future performance. One student said that peer assessment wasn't too helpful. He said the reason was he couldn't understand the oral assessment given to him because he couldn't understand English well. Hence it can be concluded that the problem was not about the implementation of peer assessment, but it was his ability to communicate in English instead.

One out of 10 interviewees said that she needed more time to adapt herself in applying peer assessment. While 2 out of 10 students said that the problem they had during the implementation was their difficulty in communicating in English. Thus, the problem was not applying peer assessment. Seven out of 10 students stated that they didn't have any problems at all in applying it. However, the students argued that there was a need of improvement of their English class, especially in terms of encouraging the students to give utter their assessment. An interviewee stated that some of the students found it difficult to utter their opinions. She suggested that it is the teacher's obligation to make the activity interesting so they students can be motivated to involve themselves more.

The Problems that the Students Are Likely to Have in Implementing Peer Assessment in English Oral Performances of Descriptive Text

Performing Descriptive Text.

Based on the interviews, four students said that the problem was their difficulty in communicating in English orally. They found it difficult to communicate fluently and present their descriptive text well because of lack of vocabulary, knowledge of grammars, etc. Hence it can be concluded that the problem was about their inability to communicate in English well.

Delivering Oral Peer Assessment

Based on the researcher's observation, the problem was the time the students need to adapt themselves in using peer assessment. In the beginning of the implementation, some students were not fully active and willing to utter their assessment. The teacher had to

encourage and make them more actively involved. However, the students showed great enthusiasm in the next performances and when they were less anxious.

The researcher also gained the data about the problems that the students were likely to have from the interview. Five out of 10 interviewees said that they didn't have any problems at all in implementing peer assessment. While the other five students said that they had problems in implementing it. One out of five students who had problems said that she needed adaption in implementing it. She needed time to get understand and get used to it. While the other four students who had problem said that the problem was because they had difficulty in communicating in English orally. It made them unable to either understand oral assessment given to them or give assessment about their friends' performances. Hence it can be concluded that the problem was about their inability to communicate in English well.

The researcher also gained the data about the problems in implementing peer assessment from the teacher. She stated that the only problem she had was the students' willingness to participate in uttering their oral assessment. She had to encourage the students to be more active and responsive.

Assessment Rubric

Another problem which is likely to occur is the assessment rubric used by the teacher. When a teacher uses rubric to assess oral performance, the rubric can be well constructed or not. By using a good rubric, the activity of peer assessment can be improved. As Terry (2002) implied that for an effective speaking lesson, teachers need to understand teaching and conducting speaking class. The assessment rubric influences students' learning since it is a part of the speaking activity. Hence, the assessment rubric can be a problem if it is not effective or well-constructed. The paragraph below discusses the analysis of the teacher's assessment rubric.

The researcher analyzes and compares the assessment rubric that the teacher used with the rubric designed by Yamashiro & Johnson (1997). Yamashiro & Johnson (1997) introduced this 14 Points for Public Speaking for peer assessment.

In the assessment rubric introduced by Yamashiro & Johnson (1997), the criterion assessing posture, gestures, facial expression and eye contact is the "Body Language". Below is the criterion discussing "Body Language".

CONTENT OF ORAL PRESENTATION		
Points	Comments	Score
Introduction		
Body		
Conclusion		
EFFECTIVENESS		
Points	Comments	Score
Topic		
Language Use		
Vocabulary		
Purpose		
VOICE CONTROL		
Points	Comments	Score
Projection		
Pace		
Intonation		
Diction		

The teacher combined all points which were posture, gestures, facial expression and eye contact in one criterion; Delivery Items. This led to the students assessing these points in one score without assessing the points specifically one by one. While the assessment rubric designed by Yamashiro & Johnson (1997) requires the examiners to give score specifically to each point. Thus, when the performer receives the assessment rubric given by the examiners, he/she can know how good or poor each point is so he/she can evaluate more thoroughly.

The assessment rubric from the teacher only provides Introduction to Purpose Statements and Description. The criterion of the teacher's assessment rubric only resembles the generic structure of descriptive text without further aspects to assess. While the assessment rubric designed by Yamashiro & Johnson (1997) provides a more complete points to assess which are Introduction, Body, Conclusion, Topic, Language Use, Vocabulary, and Purpose. It can be seen from that the teacher seemed to ignore the aspects such as Topic, Language Use, and Vocabulary by not including them in the assessment rubric. The assessment rubric by Yamashiro & Johnson (1997) thus provides more complete aspects of language to be assessed than the teacher's.

One more criterion that the teacher's assessment rubric doesn't have is Voice Control. This again shows that Yamashiro & Johnson's assessment rubric provides more complete aspects of speaking to be assessed. Thus, the assessment rubric by Yamashiro & Johnson (1997) provides more complete points in the students' performance that need to be evaluated.

Discussion

The texts were the descriptions of Bandung and Miley Cyrus. The teacher said the materials for this meeting were from the internet. The descriptive texts, Bandung and Miley Cyrus, were in line with Werlich's (2006) statement, "descriptive text is a spatial focus or context". The description of Bandung was a spatial focus, regarding the description is about a place or area. Santini (2005) also suggested that in descriptive text, the time dimension can be omitted, by means it is not chronological. This statement resembles the text which described Miley Cyrus and Bandung.

The teacher also explained the definition of descriptive text, generic structures and language features. What the teacher did in this activity fits the suggestion of Tedick & Klee (1998) who stated that if they are to offer helpful feedback, students must have a clear understanding of what they are to look for in their peers' work. The teacher attempted to provide explanation and guidance in order for the students to understand the genre well and clearly. This also resembles what Hatim and Mason 1990 as cited in Trosborg (1997) said, "Failure to recognize the text act can be a stumbling-block in conveying the communicative intention of a message and may easily lead to misunderstandings".

The teacher next explained the assessment that would be used using power point slides, added some information, and conducted a simulation. This indicated that the teacher attempted to provide with explanation in order for the students to understand it clearly. This is in line with what Tsivitanidou, et al. (2012) suggested; the nature of assessment in general requires understanding of the content of the material to be assessed, the assessment criteria to be used, and the most effective way of providing suggestions of improving ones work. Thus the students could provide oral peer assessment as effective as possible.

When the teacher asked for a volunteer to describe someone or something in front of the class for a simulation, students remained silent. The students' unwillingness to present their descriptive text and doubt to ask the teacher are like the suggestion of Crookall & Oxford (1990) who implied that language learning anxiety can cause some interlocking problem. For example lower student's situational self-esteem, reduce their confidence in themselves as language learners, strengthens inhibition, lessens willingness to take risks, and decreases the probability of achieving a high degree of language proficiency. Same phenomena happened when she asked for the oral assessment. Initially, the students appeared to be shy and hesitate to show their assessment toward the first performance but the teacher kept encouraging them. This is related with the

suggestion of Shaaban (2005) who indicated that the assessment of the students' progress and achievement in EFL classes should be carried out in a manner that does not cause anxiety in the students. Students' anxiety apparently couldn't be avoided at first, but then after some adaptations they began to participate actively. This resembles the statement of Birenbaum, 1996; Fallows & Chandramohan, 2001; Hanrahan & Issacs, 2001; Sluijsmans, 2002; Van Steendam, Rijlaarsdam, Sercu, & Van den Bergh, 2010 (as cited in Tsivitanidou, et al 2012) who posit that peer assessment is not an easy procedure to implement. It requires exposing students to substantial training and practice.

The positive oral assessment in form of suggestion and positive comments given by some students proves that oral assessment doesn't tend to 'judge' the performer. This is in line with the statement of Baehr (2007) who said that assessment helps the student learning to work effectively rather than evaluation which aims to determine the quality of a performance or outcome and to make decisions based on the quality. The assessment focuses on improvement, not judgment. The teacher and examiners tried to provide assessment without giving impression that this would humiliate, judge or even determine the performers' academic outcome. A research conducted by Nakamura (2002) also implied that the peer assessment can successfully motivate students to improve their presentation. Struyven et al., (2003) (as cited in De Grez, et al (2012) also stated that student perceptions are stated to have a considerable influence on student learning.

The teacher provided assessment rubric that they students used to assess their peer's presentation. This is in line with what Falchikov (2005) (as cited in De Grez, 2012) implied. He (Falchikov, 2005) implied that students use criteria and apply standards to the work of their peers in order to assess that work. The students are provided criteria and they are proven to be able to apply the criteria.

From the interview, the researcher found that 9 out of 10 students implied that they found peer assessment helpful and effective. This goes in line with the statement "peer feedback by students, both positive and negative, has proven to be helpful to many public speaking educators" (e.g. Hillock, 1986; Daly & Vangelisti, 1990. As cited in Xia, 1997). Most students who found it helpful argued that peer assessment let them know points to improve and avoid in their future performance. Based on the observation, the researcher saw that the performers seemed to enthusiastically receive every oral assessment their peers uttered.

Ontario Ministry of Education (2005) suggested that classroom talk helps students to learn, to reflect on

what they are learning, and to communicate their knowledge and understanding. The researcher found that peer assessment facilitated the students in creating classroom talks that helped them to communicate their knowledge and understanding. In this case, it facilitated them to express their opinions and understanding about their peers' oral performance of descriptive text. Both the examiners and performers interacted and gave feedbacks.

Conclusion

Peer assessment is effective and useful in speaking activity, especially for oral performance of descriptive text for tenth graders. The assessment can promote critical thinking of the students, help them to improve their future performance by the assessment they receive from their friends, and thus reflect those assessment to their own selves.

The assessment keeps the students get engaged to the activity and make them focus during the speaking activity in the classroom because they are required to participate in assessing their peers. This makes the students involve themselves better. Though some of the students have problem in communicating in English, peer assessment make them more motivated.

Based on the data analysis in the previous chapter, the researcher concludes that the implementation of peer assessment to the students of X-8 SMAN 3 Krian is good and in line with the theory which have been explained. Although in the beginning of the implementation the students seem to need time to adapt, the assessment is quite helpful in the oral performance of descriptive text. In the second and third implementation both the teacher and the students are able to use the peer assessment in spoken descriptive text well.

From the data that had been gained by the researcher, it shows that there is significant difference in the responses that the students show in the beginning of the first implementation with the second and third meeting. The students' responses and enthusiasm in the second and third meeting are better than in the beginning of the first meeting. Therefore, it can be concluded that teaching speaking descriptive text with peer assessment give contribution to the students in participating more actively in the class.

Suggestion

Considering the result of this study, the researcher considers that it is necessary to serve several suggestions to English teacher dealing with the implementation of peer assessment.

To implement peer assessment in English class, the first thing to be considered is about how the teacher can create the non threatening situation while the students

are learning. The teacher should encourage them to be actively involved. Furthermore, it is better to explain as clearly as possible about what, why, and how the assessment is applied so that they will not get confused dealing with the assessment.

The best way to use this assessment is by modeling and practicing. The teacher should provide brief understandable models. It is better if the students do simulation and practice at the first stage of the implementation. Modifying the models and the explanations are necessary in order to make them effective and understandable for the students. It is important to be aware of the students' ability to communicate in English and the appropriate treatment for them.

At the end of activity, the teacher is suggested to give the reinforcement by asking question, making list of important points what they have learned on that day so they can memorize what they have learned that day.

Moreover, the researcher also gives suggestion to the other researchers to develop further research about peer assessment. It is strongly recommended for them to develop other method, technique or strategy which is more effective and interesting to conduct speaking activity. By doing so, it is expected to achieve better achievement in English subject.

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