

THE EFFECT OF USING PEER ASSESSMENT TECHNIQUE ON STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE STUDENTS OF MAN PALUTA IN 2023/2024 ACADEMIC YEAR

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Abstract: *The aims of the research were to know the extent of using peer assessment technique in teaching speaking skill giving opinion, the extent of the students' speaking skill before and after using peer assessment technique, and to know whether there is a significant effect of using peer assessment technique on students' speaking skill at the eleventh grade of MAN PALUTA. The research was conducted by using experimental method (pretest posttest one group design) with 38 students as the sample and population, they have taking by using total sampling technique. Test and observation were using in collecting the data. Based on the data analysis, it can be found the average of using peer assessment technique in teaching speaking skill is 95% categorized "very good", and the mean score of students speaking skill before using peer assessment technique was 36.84 categorized "fail" and after 50.65 categorized "bad". Furthermore, based on inferential statistic by using Wilcoxon Test (non parametric statistic because the data is not normal distribution), result shoes the significant was less than 0.05 ($0.00 < 0.05$). It means, there is a significant effect of the using peer assessment technique on students' speaking skill in giving opinion at the eleventh grade students of MAN PALUTA.*

Key words: *peer assessment technique, speaking skill, giving opinion*

Abstrak: Penelitian ini bertujuan untuk mengetahui bagaimana penggunaan teknik penilaian teman sejawat dalam mengajarkan keterampilan berbicara memberikan pendapat dalam bahasa inggris, bagaimana keterampilan berbicara siswa dalam memberikan pendapat dalam bahasa inggris sebelum dan sesudah menggunakan teknik penilaian teman sejawat, dan untuk mengetahui apakah terdapat pengaruh yang signifikan dari penggunaan teknik penilaian teman sejawat terhadap keterampilan berbicara siswa dalam memberikan pendapat di kelas XI MAN PALUTA. Penelitian ini dilakukan dengan menggunakan metode eksperimen (pretest posttest one group design) dengan sampel sebanyak 38 siswa dan pengambilannya menggunakan teknik total sampling dari 38 siswa sebagai populasi. Tes dan observasi digunakan dalam pengumpulan data. Berdasarkan analisis data, dapat ditemukan rata-rata penggunaan teknik penilaian teman dalam pengajaran keterampilan berbicara memberikan pendapat adalah 95% dikategorikan "sangat baik", dan nilai rata-rata keterampilan berbicara siswa dalam memberikan pendapat sebelum menggunakan teknik penilaian teman pada nilai XI MAN PALUTA sebesar 36,84 berkategori "gagal" dan setelah 50,65 berkategori "buruk". Selanjutnya berdasarkan statistik inferensial dengan menggunakan Uji Wilcoxon (statistik non parametik karena data tidak berdistribusi normal) diperoleh nilai signifikan kurang dari 0,05 ($0,00 < 0,05$). Artinya, terdapat pengaruh yang signifikan penggunaan teknik penilaian sejawat terhadap keterampilan berbicara siswa dalam memberikan pendapat pada siswa kelas sebelas MAN PALUTA.

Key words: *Peer Assessment Technique, Speaking Skill, Giving Opinion*

I. INTRODUCTION

Speaking is the act of communicating verbally by producing sounds and words to convey thoughts, ideas, emotions, or information to others. This skill is important because used everyday life when someone wants to give information to the others.

Speaking also is studied in senior high school, especially at the eleventh grade students' of MAN PALUTA. There are several speaking materials that are studied, such as speaking asking and giving opinion, speaking satisfaction and dissatisfaction, speaking giving warning, giving advice and the others. Based on interview to the teacher of English in MAN PALUTA especially at the eleventh grade, most students' are difficult to speak in the classroom. In addition, most students prefer silence to speaking when a teacher asks a student to practice in class. They are struggling to express or ask for something, whether responding to other people's words. Many students' are low in speaking especially in vocabulary and pronunciation.

Based on interview to the teacher of English in MAN PALUTA especially at the eleventh grade, most students' are difficult to speak in the classroom. In addition, most students prefer silence to speaking when a teacher asks a student to practice in class. They are struggling to express or ask for something, whether responding to other people's words. Many students' are low in speaking especially in vocabulary and pronunciation.

This reality is not as expected because the curriculum expects students to be able to express their ideas, objects, opinions and

feelings well verbally, especially in giving opinions. Giving opinion is one of subject of English which the student express their opinion of topic or issue. This subject is very important because it helps students develop critical thinking skills, communication skills, and lesson materials mastery skills.

Many efforts have been conducted by the teachers to improve the speaking skills of students' in MAN PALUTA especially at the eleventh grade, although all has been conducted by the teacher, the student's speaking skills are not as expected.

To solve this problem the researcher interest to using peer assessment technique . Peer assessment technique is a judgment technique that directly involves students so that students can develop cooperation, give opinions, suggestions, and criticisms to a matter or to the processes of learning others, and encourage students to have confidence and responsibility in the learning process.

Based on the foregoing explanation, researchers are interested in using a peer assessment technique to affect students' ability to speak. Thus, the title of this research is" The Effect of Using Peer Assessment Technique on Students' Speaking Skill at the Eleventh Grade Students of Man Paluta in 2023/2024 Academic Year”.

A. Definition Speaking Skill

According to Pricilia & Rahmansyah (2023:41), speaking skills are a communication tool that helps to express ideas, thoughts, opinions, share feelings, and share information with other

people. When speak, people can express ourselves with clarity and precision, ensuring that message is accurately conveyed and understood.

Next, Ikhsanuddin (2020:3) says, speaking involves creating structured utterances to express meaning orally. Speaking plays a vital role in various aspects of life, including education, business, relationships. Next Pricilia & Rahmansyah (2023:41) says, people can develop relationships by communicating in English.

Futhermore, Cameron in Iskandar (2021:44) says, speaking is the active use of language to convey meaning so that others can understand it. In other words, a speaker must discover acceptable and grammatically precise words in order to accurately transmit meaning.

Based on the some definitions above, researcher concluded that speaking is productive oral skill and it is as a tool to interact people for getting information and good relationship in society that enables to communicate thoughts, ideas, and emotions effectively.

B. Definition of Giving Opinion

According to Nina cited in (Megiyatri, 2019), asking opinion is used when someone wants to know about anyone's thoughts. Futhermore, Maulana cited in (Megiyatri, 2019) says, giving an opinion involves expressing a remark or viewpoint based on what we have thought about a subject or topic, which may include a personal point of view, agreement, or disagreement.

In other hand, Wardani et all (2020:51) says, asking and giving opinions are inextricably linked; if we ask another individual for an opinion, that person will almost certainly offer us the same one. Asking for an opinion involves discussing ideas and opinions with others. And providing an opinion means sharing ideas and viewpoints with others

Based on the description above, researcher concluded that asking and giving opinion is one of the material in eleventh grade, used when someone expresses their thoughts or responds to questions from People who ask for their opinions and wants to know about anyone's thoughts. Furthermore, asking for opinions is when someone asks for other people's opinions or views on a topic or problem. Giving an opinion is giving a personal opinion or view on a topic or issue requested by someone else.

C. Definition of Peer Assessment Technique

According to Gerdeh & Davaribina (2021:18), peer-assessment is a method of increasing student participation in classroom activities and incorporating them in the teaching and learning process. Peer assessment technique is an assessment that directly involves students, so that students are able to develop cooperation, criticize the process of other people's learning outcomes, and encourage students to have a sense of responsibility for their learning process so that students can be independent.

Nurgiyantoro (2011:7) argues that assessment is a systematic process of gathering, analyzing, and interpreting information to determine how far learners can accomplish the educational goal. It can be concluded that assessment is judgement. Based on several criteria to know the learners understanding. Futhermore, (Brown, 2003) says, so many forms of alternative assessment that have been widely used in the field of language evaluation, such as students' diaries, portfolios, self-assessment, peer-assessment, conferences, and interviews.

Next, Strijbos & Sluijsmans (2010:265) says, the peer-assessment process is "an educational arrangement where students judge a peers' performance quantitatively and qualitatively and which stimulates students to reflect, discuss and collaborate. According to Banditvilai (2016) in Hasnani and Mubarak (2020:75) says, the peer assessment method improves speaking skills for students by having a large indirect impact. As for the steps in using the peer assessment technique according to Nirwana et al. (2013) in Adawiyah (2023:197), starting from make a group, explain learning outcome, peer asesment technique, succes criteria assessment, train participants student, student to discuss and self reflection.

Based on explanation above, researcher concludes peer assessment technique is an assessment technique in learning that directly involves students so that students can criticize, analyze, discuss and collaborate with their peers. Peer assessment also is a assessment made by learners to judge their own friends based on the observation sheets given to assess the quality of students' learning, and their

competence attainment, and provide useful feedback for future improvements.

II. METHODOLOGY OF THE RESEARCH

The place of this research is MAN PALUTA. This school is located on Desa Nagasaribu, Kec.Padang Bolak Tenggara, Kab. Padang Lawas Utara, Prov. Sumatera Utara. In this research, the researcher uses one of the kinds of quantitative method that is experimental method. Experimental research has some research design, Sugiyono (2014:111) stated that there are some types of pre-experimental design such as one-shot case study, one-group pretest-posttest, and intact-group comparasion.

Because the researcher only wants to conduct one technique which compare the students' speaking skills before and after giving treatment, so the researcher desgin that will be used is one-group pretest-posttest. Next variable in this research is speaking skills as dependent variable, and peer assessment technique as independent variable. The object of research is that the researcher wanted to know the effect of using peer assessment technique on students' speaking skill at the eleventh grade students of MAN PALUTA.

Meanwhile, the subject of the research were the eleventh grade of MAN PALUTA, which consisted of 38 students using total sampling as the technique. The instrument of research used observation and test.

III. RESULT

Data Description of the Using Peer Assessment Technique in Teaching Speaking Skill at the Eleventh Grade of MAN PALUTA

In collecting the data, there are 5 aspects that must be assessed, namely the steps in using peer assessment technique. The results show that, the use of peer assessment technique is successful. It can be seen from the result of using peer assessment technique on students' speaking skill in observation sheet is 95% category "Very Good". (see appendix 1). For more details, the mean score can be described as follows:

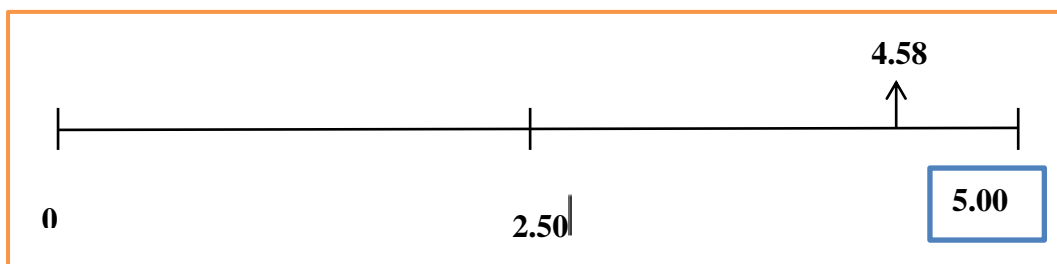


Figure 1. The position of the using peer assessment technique at the eleventh grade students' of MAN PALUTA

Based on the position of the using peer assessment technique above, it is known that the researcher used peer assessment technique running well. So, based on the results of the analysis done by using peer assessment technique in speaking skill at the eleventh grade students of MAN PALUTA was into a very good category and can be concluded that the researcher used peer assessment technique in speaking skill runs well and has been in accordance with the steps.

The Result of Students' Speaking Skill Before Using Peer Assessment Technique at the Eleventh Grade of MAN PALUTA.

The pretest given to student at eight grade students which consists of 38 students in speaking skill before using peer assessment to find out the initial condition of students, it found that the highest score was 46 and the lowest score was 30. As for the mean, median and mode were achieved by students on the pretest are as follows :

Table I
The Pretest Score of Mean, Median, Mode of the Students' Speaking Skill

No	Criteria	Score	Category
1	Mean	36.84	Fail
2	Median	34.5	Fail
3	Mode	33	Fail

Based on the table above, it can be known that the score which is got by the students' was 36.84 in fail category, the median was 34.5 and the mode was 33. For more details:

Table II
Indicators Score of Speaking Skill Before Using Peer Assessment Technique at the Eleventh Grade Students of MAN PALUTA

No	Item	Average
1	Grammar	5.92
2	Vocabulary	6.05
3	Comprehension	9.76
4	Fluency	7.73
5	Pronunciation	7.34

- a. The first indicator of speaking skills students' before using peer assessment technique is grammar, score for

grammar was 5.92 it is categorized “Grammatical inaccuracy does not seriously impede understanding”

- b. The second indicator of speaking skill students’ before using peer assessment technique is vocabulary score is 6.05 it is categorized “In accurate or adequate that effects the understanding”
- c. The third indicator is comprehension, score is 9.76 it is categorized “Understand simplified speech / dialogue but need repetition and rephrasing”
- d. The fourth indicator is fluency score is 7.73 it is categorized “Often hesitant and forced silence by language limitation”
- e. The fifth indicator is pronunciation, score is 7.74 it is categorized “In accuracy of pronunciation does not seriously impede understanding”.

So if add it up, the average student speaking score is 36.84, meaning the students’ speaking category is “fail”. The researcher shows the histogram as follow:

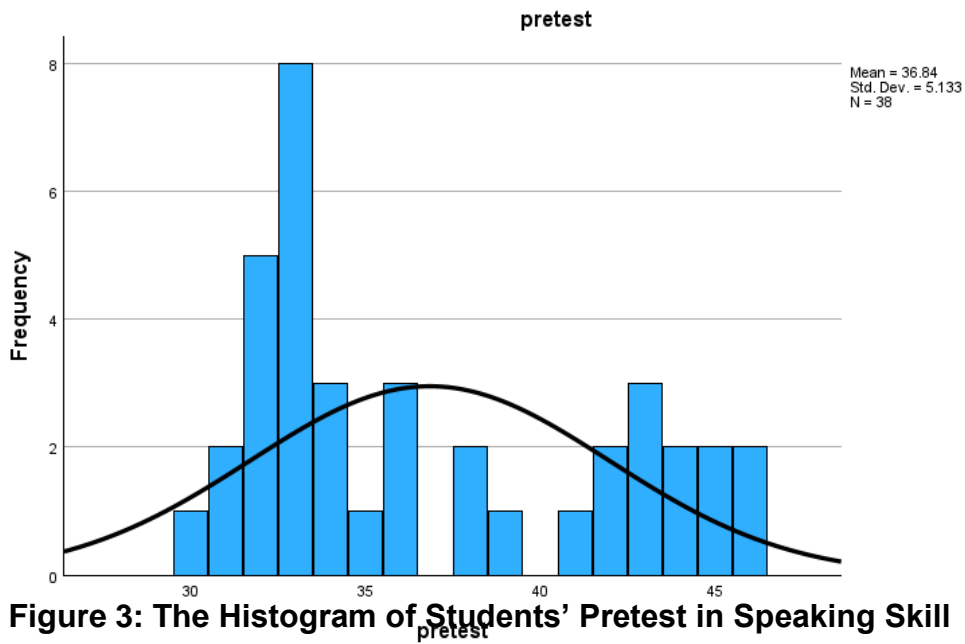


Figure 3: The Histogram of Students' Pretest in Speaking Skill

Based on the histogram above, it showed that higher scoring was skewed to the right, which means the data was not normally distributed where the significant pretest was smaller then 0.05.

1. The Result of Students' Speaking Skill After Using Peer Assessment Technique at the Eleventh Grade of MAN PALUTA.

After the pretest distributed, then posttest was given at the eleventh grades student which consists of 38 students in speaking skill after collecting the data, it was known the highest that was 62 and the lowest achievement was 42. As for the mean, median and mode were achieved by students on the posttest are as follows :

Table II
The Posttest Score of Mean, Median, Mode of the Students' Speaking Skill

No	Criteria	Score	Category
1	Mean	50.65	Bad
2	Median	49	Fail
3	Mode	48	Fail

Based on the table above, it can be known that the score which is got by the students' was 50.65 in bad category, the median was 49 and the mode was 48. For more details:

Table III
Indicators Score of Speaking Skill After Using Peer Assessment Technique at the Eleventh Grade Students of MAN PALUTA

No	Item	Average
1	Grammar	7.60
2	Vocabulary	10.39
3	Comprehension	12.37
4	Fluency	9.60
5	Pronunciation	10.56

- a. The first indicator of speaking skills students' after using peer assessment technique is grammar, score for grammar is 7.60 it is categorized "Grammatical inaccuracy does not seriously impede understanding".
- b. The second indicator is vocabulary, score is 10.39 it is categorized "Sometimes inadequate or inaccurate"
- c. The third indicator is comprehension, score is 12.37 it is categorized "Understand simplified speech / dialogue but need repetition and rephrasing"
- d. The fourth indicator is fluency, score is 9.60 it is categorized "Strongly affected by language problems"
- e. The fifth indicator is pronunciation, score is 10.65 it is categorized "In accuracy of pronunciation does not impede understanding".

So if add it up, the average students' speaking score is 50.31 means the student's speaking category is "bad". To complete the

explanation of the data of posttest. The researcher shows the histogram as follow:

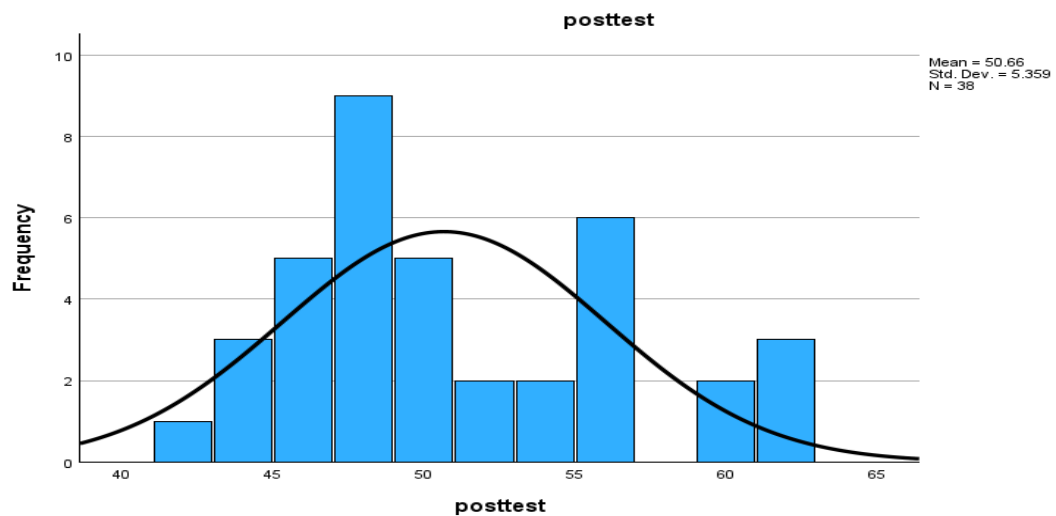


Figure 4: The Histogram of Students' Posttest in Speaking Skill

Based on the histogram above, it showed that higher scoring was skewed to the left, which means the data was normally distributed where the significant pretest was higher then 0.05.

IV. DISCUSSION

Based on the results of data analysis that has been done and data processing through the calculation on the results of test scores that was given to the students then the results obtained research was carried out the discussion as follows:

The result of the observation by using peer assessment technique on students' speaking skill was categorized "very good". It can be showed by the students' mean score was 95%. Futhermore, the mean score of the students' speaking skill before used peer assessment technique was 36.84 and it wa categorized "fail". Meanwhile, the result of the students' speaking skill after used peer assessment technique was 50.65 and it was

categorized “ bad”. For more details, this can be seen from the students’ average score on the speaking skill indicator, where before using the peer assessment technique the student’s grammar score was 5.92. After using the technique the students’ grammar score was 7.60, this shows that the students’ grammar score is in the score range (see in chapter 3) namely grammatical inaccuracy does not seriously impede understanding. Furthermore, the previous vocabulary score was 6.05, which is in the range of scores in accuracy or adequate that effect the understanding after using it, is 10.39, which is in the range of scores sometimes in adequate or inadequate.

The previous comprehension score was 9.76 to 12.37 in the score range understand simplified speech/dialogue but requires repetition and rephrasing, the previous fluency score was 7.73 in the often hesitate and forced silence by language limitation score range to 9.60 in the score range speech and fluency are strongly affected by language problems and finally, the student’s pronunciation score is 7.34 in the range of score in accuracy of pronunciation does not seriously impede understanding after using the peer assessment technique to 10.56, namely in the range of score in accuracy of pronunciation does not seriously impede understanding.

The result of this research is suitable with the results of previous studies conducted by, Jorge Washington Encalada Huayamave (2022), with the title "Peer-Assessment to Improve Speaking Skills in a Public Higher Education Institute". The results showed that after analyzing the data obtained from the test, we indicated that there was a significant of

peer assessment technique towards students' speaking skill. In accordance with the relevant research in chapter 2 which was explained that previous researchers were successful in improving students' speaking, especially in grammar and pronunciation, so in this research, researchers found the effect of using peer assessment techniques on students' speaking, especially in vocabulary, where previously students got an average score of 6.05 after that with a score of 10.39 and also in pronunciation which was originally the average student score was 7.34 to 10.65.

Next with the results of previous studies conducted by Karla Estefania Crespo Guttler (2022), with the title "Influence of Peer Assessment to Enhance Speaking Skills Performance for EFL". Previous research concluded that the implementation of peer-assessment influences the performance of speaking skills in EFL. Meanwhile, in this study, researcher also found the effect of using peer assessment techniques on students' speaking skills especially in giving opinions.

Futhermore, Hasnani et all (2020), with the title "The Use of Peer Assessment in Enhancing ESP Students' Speaking Ability". Previous research concluded that the application of peer-assessment improved the performance of ESP students' speaking abilities, where this previous research focused on speaking success in increasing students' self-confidence and creativity. Meanwhile, in this study, researchers also found the effect of using peer assessment techniques on speaking skills which focused on students' grammar, vocabulary, comprehension, fluency and pronunciation and especially on speaking giving opinions.

If they were compared with this research result, it means that the use of peer assessment technique in teaching speaking skill makes students easier to speak giving opinion skill. The students' speaking skill higher after being taught by using the peer assessment technique. The research thought and presumed that peer assessment technique is a suitable technique, the learning process will be more interesting and suitable learning technique would give big effect on the students' speaking skill. Furthermore the hypothesis in this research is accepted, it means that, " There ia a significant effect of using peer assessment technique on students' speaking skill in giving opinion at the eleventh grade students' of MAN PALUTA in 2023/2024 academic year".

CONCLUSION

Based on he results of the data analysis in this script, it can be concluded the use of peer assessment technique in teaching speaking skills at the eleventh grade of MAN PALUTA is categorized "very good", it can be seen from the mean score of observation sheet that is 95%. next students' speaking skill before and after using peer assessment technique at the eleventh grade of students MAN PALUTA is 36.84 categorized "fail" and 50.65 categorized "bad". This means that with the pretest and posttest scores, the peer assessment technique on students' speaking skills has an influence. This is proven by the n gain test where $0.2148 < 0.3$. there is a significant effect on using peer assessment technique with category "low".

Based on explanation above, the hypothesis in this research is accepted. It means that "There is a significant effect of using peer assessment technique on students' speaking skills at the eleventh grade of MAN PALUTA". It can be seen from the score of Wilcoxon test (non parametric statistics because the data is not normal distribution), the result shows the significant value was less than 0.05 ($0.00 < 0.05$).

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