### **CHAPTER I**

### INTRODUCTION

This study is about students' peer-assessment in speaking practice at hospitality program. This chapter discusses the area of the study that will be covered in some headings; background of study, research questions of the study, objectives of the study, significance, scope and limitation, then definition of the key terms.

## A. Background of Study

Assessment refers to the ways used to evaluate information about a learner's language ability or achievement<sup>1</sup>. Assessment is one way to measure how far students understand in a lesson. In addition, assessment in a lesson can use for evaluating how well students have succeeded. Assessment helps teachers draw inferences about students' language abilities. They use assessment for make judgements about the progress, strengths and weakness of their learners and communicate these to students.

One of the major responsibilities of any teacher working with English language learners is enable students to communicate effectively through oral language or sometimes called speaking. Oral language or speaking assessment of English language learners in school aims to capture students' ability to communicate for both basic communicative and academic purposes<sup>2</sup>.

<sup>&</sup>lt;sup>1</sup> Hyland Ken, "English for Academic Purposes; an Advanced Resource Book" (New York: Routledge, 2006), p. 99

<sup>&</sup>lt;sup>2</sup> O'Malley J Michael and Pierce Lorraine Valdez, "Authentic Assessment for English Language Learners; Practical Approaches for Teachers" (Longman, 1996), p.60

Recently, there is some specification in learning English. For example English for Specific Purposes (ESP) and English for Academic purposes. Such general English, English for Specific Purposes (ESP) in the end of learning there is an assessment. For example in the Hospitality Program, in this program apply ESP about hospitality and this program strengthen students' speaking ability because the students after the program will face guests from many countries. So, the teacher will assess students' speaking ability with an assessment instrument or rubric assessment.

One of issue in assessing oral language or speaking in the classroom has been lack of authenticity<sup>3</sup>. Authenticity in oral language assessment or speaking relates to both type of language used and the task to which language is applied. Assessment in English for specific purposes (ESP) is in principle no different from other areas of language assessment<sup>4</sup>. In assessing ESP, also use authentic assessment approach like general English. There are there kinds of authentic assessment approach<sup>5</sup>. They are self-assessment, peer-assessment, and portfolio assessment. Peer-assessment is an authentic assessment approach because peers are asked to rate the effectiveness of communication by others.

<sup>&</sup>lt;sup>3</sup> O'Malley J Michael and Pierce Lorraine Valdez, "Authentic Assessment for English Language Learners; Practical Approaches for Teachers" (Longman, 1996), p.59

<sup>&</sup>lt;sup>4</sup> Paltridge Brian and Starfield Sue, "*The Handbook of English for Specific Purposes*" (United Stated: Wiley-Blackwell, 2013), p. 368

<sup>&</sup>lt;sup>5</sup> Fulcher, Gleen & Davidson, Fred "Language Testing and Assessment an Advance Resource Book" (New York: Routledge, 2007), p. 71

The useful techniques in assessing for learning are self-assessment, peer-assessment and portfolio assessment<sup>6</sup>. Self-assessment is an evaluation of the work by students, peer-assessment is evaluation of the students' work with their partner and portfolio assessment is a selective collection of student work, teacher observations, and self-assessment that is used to show progress over time with regard to specific criteria. Self-assessment and peer-assessment, which can be understood as measurements carried out by learners themselves or by their peers. It can play a significant role in helping the learners to monitor their learning progress or to judge their language abilities.

Peer-assessment is evaluation of the students' work with their partner. It appropriate to assess speaking because in this assessment the teacher can keep providing useful feedback to students and the students can learn how to monitor their own performance<sup>7</sup>. Hence, appropriately implementing peer-assessment can receive more information and feedback to improve their performance in speaking practice. Peer assessment is beneficial for student learning in various ways. It improves students' ability to relate instructional objectives to assessment activities, to understand assessment criteria and processes, to identify the strengths and weaknesses of the students' own

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<sup>6</sup> Ibid

<sup>&</sup>lt;sup>7</sup> Hsiu Chen Chao, "The Implementation and Evaluation of Mobile Self- and Peer-assessment System" (Taiwan: Institute of Education, National Chiao Tung University, 2010) p. 229

performance, to improve their understanding of and their confidence in the subject matter at hand, and to improve their future performance<sup>8</sup>.

There are previous studies which similar with this study. The first is the study by Lisa Rosaline who conducted a research entitled *Peer Assessment* as an Alternative Assessment to Assess Student's Ability in Learning English. The similarities between the previous study and this study are both of studies analyze on the students' peer assessment especially in speaking skill. The differences between this previous study and this study are; this previous study was classroom action research and focus on peer assessment in two skills which are speaking skill and writing skill, but this study only focus on speaking skill at hospitality program.

The second is a study by Eddy White who conducted a research entitled Students Perspectives of Peer Assessment for Learning in a Public Speaking Course. The similarities between this previous study and this study are both studies analyze on the students' peer assessment in particular in speaking skill. The differences between this previous study and this study are; speaking skill in previous study is about public speaking but in this study is about speaking in ESP (English for Specific Purposes). This study will use descriptive qualitative research and focuses on implementation of students' peer assessment in speaking practice at hospitality program at SMKN 1 Buduran Sidoarjo.

<sup>8</sup> Ibid p. 230

According to phenomenon, State Vocational High School 1 Buduran Sidoarjo, in particular hospitality program attempt to students in speaking practice before the students practice in real sphere. Relating the vision of SMKN 1 Buduran that is become an education and training institution which is able to produce professional, independent and competing graduates in national and International social work<sup>9</sup>. In particular, Hospitality Program there is students exchange program which some of students has a chance to go overseas to job training. The program collaborates with Malaysia. Furthermore, the students of hospitality program must speak English very well.

This research is conducted to analyze students' peer-assessment in speaking practice of hospitality program. In the hospitality program, the teacher applies peer-assessment in assessing students' speaking practice. The teacher considers the result of peer-assessment and the feedback in assessing his students. So the teacher does not take a score by himself but including his students through peer-assessment. This research, focus on how implementation of peer-assessment and students response in implementing peer assessment.

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<sup>&</sup>lt;sup>9</sup> Profil smkn 1 Buduran Sidoarjo. Accessed on <a href="http://www.smkn1buduran.sch.id/profil.html">http://www.smkn1buduran.sch.id/profil.html</a>
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# B. Research Question of The Study

According to the background of the research, the problems of this research are stated as follows:

- a. How is the implementation of students' peer assessment in speaking practice at hospitality program of State Vocational High School 1 Buduran Sidoarjo?
- b. What are the students' responses of peer assessment in speaking practice at hospitality program of State Vocational High School 1 Buduran Sidoarjo?

# C. Objectives of the Study

Regarding the research questions this study; focus on finding out the students' peer assessment in speaking practice at hospitality program of State Vocational High School 1 Buduran Sidoarjo. There are the objectives of the study:

- a. To know the students' peer assessment in speaking practice at hospitality program of State Vocational High School 1 Buduran Sidoarjo.
- b. To know the students' responses of peer assessment in speaking practice at hospitality program of State Vocational High School 1 Buduran Sidoarjo.

# **D.** Significance of Study

### **a.** For the Teacher

The study can suggest for the English teacher to use peer assessment as the strategy in teaching English in particular speaking skill. Also the teacher can give supporting to the students in learning English through peer assessment.

### **b.** For the hospitality program Students

Peer assessment can encourage learning because while conducting peer assessment students understand strong and weak of the work. In addition, it can motivate students to achieve the goal of learning. Also provide feedback on learning which can improve they English ability in the future.

### E. Scope and Limitation of the Study

The scope and limit of this research is just limited in the study of students' peer assessment in speaking practice at tenth grade at hospitality program of State Vocational High School 1 Buduran Sidoarjo. This study focuses on speaking practice when they practice of speaking in front of their friends before they practice in real facing guests or customer.

# F. Definition of Key Terms

# a) Implementation

The learning application used in teaching process to educations' purpose<sup>10</sup>. In this research, the researcher has stages of implementation peer assessment in speaking practice. Therefore, the researcher carry out the stages of implemention peer assessment in speaking practice at Hospitality program.

### b) Peer Assessment

"Peer assessment requires students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining" (Falchikov, 2007, p.132). Peer-assessment is assessment of students' work, products or learning processes by classmates<sup>11</sup>. Therefore, in this research, peer-assessment becomes an authentic assessment that helps the teacher in assess students' performance especially in speaking practice.

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<sup>&</sup>lt;sup>10</sup> Theresia Niung p, pengajaran EGL (English as Global Language) and Metode CTL (Contextual Teaching and Learning, 2008) Journal.

<sup>&</sup>lt;sup>11</sup> O'Malley J Michael and Pierce Lorraine Valdez, "Authentic Assessment for English Language Learners; Practical Approaches for Teachers" (Longman,1996), p.239

# c) Speaking

Speaking practice takes place through the oral presentation and practice of new language items, in dialogue work and in roleplay<sup>12</sup>. Furthermore, speaking is the act of someone to produce words orally. In this research, the students practice to speak in front of their friends, then other students assess each other.

### d) Hospitality Program

According to Cambridge Advance Learner Dictionary, hospitality is defined as a term when people are friendly and welcoming to guests and visitors. In this study, the researcher means that hospitality is one of program at Vocational High School 1 Buduran Sidoarjo. The students in that school learn how the way be friendly and welcoming to guest which English has a particular role for them.

### e) Responses

According to Cambridge Advance Learner Dictionary, response is defined as a term when people give an answer or reaction. In this research, the reesearcher figure out the students' responses related to implementation of peer assessment in speaking practice. Such the students' feeling when assessing their peers; they agree or not if peer assessment apply in the future class.

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<sup>&</sup>lt;sup>12</sup> Cunningsworth Alan, "Choosing Your Coursebook" (United KIngdon: Macmillan Heinemann, 1998), p. 69