CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher attempts to provide two sub-sections. The first is the review of related literature which describes the basic theories used in this research. The second is review of previous study; explains the differences of this study from others which are conducted by other researchers.

A. Speaking

a. The nature of speaking

Communicative skills include the mix of verbal, interpersonal and physical strategies needed to interact confidently and effectively with range of audiences[1]. Speaking skill is one of communicative skill. Speaking practice takes place through the oral presentation and practice of new language items, in dialogue work and in roleplay[2].

In addition, speaking becomes an important item in language teaching, that primary objective of teaching English to the foreign students is to make them have the speaking ability[3]. Students in learning English not only learn how the way to speak English well, but

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[1] [1] Price, Jon K et al, *Using Classroom Assessment to Promote 21st Century Learning in Emerging Market Countries (Melbourne Australia; Global Learn Asia Pacific, 2011)*
[2] Cunningsworth Alan, *"Choosing Your Coursebook"* (United KIngdon: Macmillan Heinemann, 1998), p. 69
[3] Zelvia Damayanti, *An Error of the Tenses Used in Speaking by Senior High School Student,* (unpublished thesis S1: UNESA, 2006)

also learn the other language skill, such as listening skill, reading skill and writing skill. It was defined that speaking and writing skill are productive skill. Students can speak English are effected from receptive skill that is listening skill and reading skill.

According to researcher, speaking in language is the most important one. Through speaking people can share their ideas with others. Not only for share ideas, but also speaking can communicative with others use language through speaking.

b. The importance element in assessing speaking

According to Harris in his book entitled *Testing English as a Second language written* told that five components in assessment of speaking scale. The five components presented by Harris that are generally recognized in analyses of speech process are:

a. Pronunciation (including the segmental features-vowels and consonants and the stress and intonation patterns

b. Grammar

c. Vocabulary

d. Fluency (the case and speed of the flow of the speech)

     e. Comprehension (an understanding of what both the tester and the test takers are talking about the ability to respond to speech as well as to initiate it)[4].

B. Assessment

Assessment refers to the ways used to evaluate information about a learner's language ability or achievement[5]. Assessment is one way to measure how far students understand in a lesson. In addition, assessment in a lesson can use for evaluate how well students have succeeded. Assessment helps teachers draw inferences about students' language abilities. The teachers use assessment for make judgements about the progress, strengths and weakness of their learners and communicative these to students.

Assessment is based on a collection of information about what students know and what they are able to do[6]. In assessment, there are multiple ways and methods of collecting information at different times and contexts[7]. Dietel, Herman, and Knuth (1991) define assessment as any method used to better understand the current knowledge that a student possesses[8].

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[4] David P Harris, *Testing English as a Second Language (New York: McGraw-Hill Book Company, 1969), 81-82*

[5] Hyland Ken, *"English for Academic Purposes; an Advanced Resource Book"* (New York: Routledge, 2006), p. 99

[6] David P Harris, *Testing English as a Second Language (New York: McGraw-Hill Book Company, 1969), 83*

[7] Law, B. & Eckes, M. (1995). Assessment and ESL. Peguis publishers: Manitoba, Canada.

[8] Dietel, R. J., Herman, J. L., & Knuth, R. A. (1991). What does research say about assessment? NCREL, Oak Brook. Assessed on http://www.ncrel.org/sdrs/areas/stw_esys/4assess.htm

In the past, assessment in learning was measured by testing in traditional school settings. Recently, there is an alternative assessment in assessing students to measure that student able or not in learning. In traditional assessment usually assess in multiple choice or short-answer form[9]. In alternative assessment, according to Simonson and others, there are three approaches in alternative assessment: authentic assessment, performance-based assessment and constructivist assessment[10].

C. Authentic Assessment

According to Simonson and others, authentic assessment, performance-based assessment and constructivist assessment are three approaches of alternative assessment[11]. The alternative assessment consists of any method of finding out what student knows or can do that is intended to show growth and inform instruction[12]. Currently, almost every teacher use alternative assessment in assessing their students.

The authentic assessment is an assessment to describe the multiple forms of assessment that reflect student learning, achievement, motivation,

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[9] Law, B. & Eckes, M. (1995). Assessment and ESL. Peguis publishers: Manitoba, Canada.

[10] Simonson M., Smaldino, S, Albright, M. and Zvacek, S. (2000). Assessment for distance education (ch 11). Teaching and Learning at a Distance: Foundations of Distance Education. Upper Saddle River, NJ: Prentice-Hall.

[11] Ibid

[12] O'Malley J Michael and Pierce Lorraine Valdez, "Authentic Assessment for English Language Learners; Practical Approaches for Teachers" (Longman,1996), p. 1

and attitudes on instructionally-relevant classroom activities[13]. The examples of authentic assessment are self-assessment, peer-assessment, and portfolio assessment[14].

D. Peer-Assessment

a. The nature of peer-assessment

For the past two decades, instructors in language classrooms have started to use various assessments in classrooms, such as assessment by learners and also by their peers or called peer assessment (Brown and Hudson, 1998). Peer assessment can be understood as measurement carried out their peers, can play a significant role in helping the learners to monitor their learning progress and to judge their language proficiency.

"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). Involving students in assessing require teacher to explain clearly the rule or each criteria of point in the assessment. Furthermore, the

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[13] Ibid p.4
[14] Ibid p.5

students assess their peers' oral performance with rubric of assessment that given by the teacher.

b. The importance of peer-assessment

The significant component of helping students to develop a clear picture of the goals of their own learning compared to their current performance is self- and peer- assessment[15]. Peer assessment has role in helping teacher do collaboration with the students in assessment tasks. Also, the students are encouraged in giving feedback to clarify, review, and edit the ideas of their peers. The students receiving feedback from their peers can extend of ideas about their performance.

In the other hand, peer assessment is one of classroom assessment which important role for instance increasing students' confidence, students' motivation to be more careful in the work they do. Throw processes peer assessment, students can understand how the way to receive and give a feedback that is important for their performance.

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[15] Fulcher, Gleen & Davidson, Fred "*Language Testing and Assessment an Advance Resource Book*" (New York: Routledge, 2007), p.71

c. The implementation of peer-assessment

The evidence suggests that students become better at peer assessment with practice[16]. Regarding the implementation of peer assessment in assessing performance of speaking, students must evaluate their peers while perform. Before students assess their peers, the teacher must explain the criteria for any piece aspect of peer assessment clearly.

According to Stiggins, there are seven strategies that teachers might use with rubrics as instructional tools in the classroom assessment. They can be summarized as follows[17]:

1. Provide a clear and understandable vision of the learning target;

2. Use examples and models of strong and weak work;

3. Continue to provide regular descriptive feedback;

4. Train students to peer-assess and set goals;

5. Teach students to revise their work;

6. Engage students in peer-assessment by letting them keep track of and share their learning.

7. Determine how to convey feedback clearly to the fictitious student.

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[16] Boud, D. & Falchikov, N. (2006) Aligning assessment with long-term learning. *Assessment and Evaluation in Higher Education*, 31(4), 399-413.

[17] Stiggins , Arter, Chappuis.J and Chappuis.S, (2006). *Classroom Assessment for Student Learning – Doing It Right-Using It Well.* Boston, MA: Pearson Education. p. 31, 231-240.

One way to make sure students understand this type of evaluation is to give students a practice session with it. The teacher provides a sample writing or speaking assignment. As a group, students determine what should be assessed and how criteria for successful completion of the communication task should be defined. Then the teacher gives students a sample completed assignment. Students assess this using the criteria they have developed, and determine how to convey feedback clearly to the fictitious student[18].

d. The function of peer-assessment

In classroom assessment for student learning, the assessment process and its results are turned into instructional interventions which are designed to increase, not just monitor, student learning, motivation and confidence[19]. Peer assessment has a significant role in assessing performance especially focus on speaking of student. A process for learners to consider and give feedback to other learners about the quality or value of their work is one of function of peer assessment.

The primary function for using peer assessment is to provide feedback to learners[20]. The greater emphasis on encouraging learners to judge their own or peers' language ability critically has led to an

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[18] *http://www.ryerson.ca/lt/resources/assessment* *assesed on 19th May 2016*

[19] Fulcher, Gleen & Davidson, Fred "*Language Testing and Assessment an Advance Resource Book*" (New York: Routledge, 2007), p.67

[20] Price, Jon K et al, *Using Classroom Assessment to Promote 21st Century Learning in Emerging Market Countries (Melbourne Australia; Global Learn Asia Pacific, 2011)*

increased interest in the use of peer assessment techniques in the ESL

(English as a second language) classroom since the late 1970s[21].

Peer assessment is one form of innovative assessment, which aims to improve the quality of learning and empower learners, where traditional forms can by-pass learners' needs.[22]. Furthermore, peer assessment also can be part of learning for students. They know which part should be better and must be develop. Peer assessment can be one of appropriate authentic assessment in assessing students.

e. The advantages of peer-assessment

In implementing peer assessment, there are advantages. They are[23];

- Agreed marking criteria means there can be little confusion about assignment outcomes and expectations.

- Encourages student involvement and responsibility.

- Encourages students to reflect on their role and contribution to the process of the group work.

- Focuses on the development of student's judgment skills.

- Students are involved in the process and are encouraged to take part ownership of this process.

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[21] Oskarsson, M. (1978) *Approaches to Self-Assessment in Foreign Language Learning*. Oxford: Pergamon Press.
[22] McDowell, L. and Mowl, G. 1996 Innovative assessment - its impact on students, 131-147 in Gibbs, G. (ed.) Improving student learning through assessment and evaluation, Oxford: The Oxford Centre for Staff Development
[23] Ibid p. 147

- Provides more relevant feedback to students as it is generated by their peers.

- It is considered fair by some students, because each student is judged on their own contribution.

- When operating successfully can reduce a lecturer's marking load.

- Can help reduce the 'free rider' problem as students are aware that their contribution will be graded by their peers.

f. Students' response of peer-assessment

Assessment is closely associated with student learning[24]. Through assessing students, the teacher knows about the progress of the students. In practicing traditional assessment, it provides a grade at the end of the learning process which no longer practical to help students learn[25]. Therefore, in traditional assessment, students less participate in assessing.

In the last decade, authentic assessment has received much attention. For instance, self-assessment, peer assessment and portfolio assessment[26]. Those assessments involve students in assessing themselves. For example, peer-assessment involves learners judging

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[24] Arter, J. (1997). Using assessment as a tool for learning, In R. Blum & J. Arter (Eds.), Student performance assessment in an era of restructuring (pp. 1-6). Alexandria, VA; Association for Supervision and Curriculum Development.
[25] Ibid
[26] Fulcher, Gleen & Davidson, Fred "*Language Testing and Assessment an Advance Resource Book*" (New York: Routledge, 2007), p. 71

and evaluating the work or performance of their peers[27]. In peer assessment, the students allow to give feedback to their peers.

In traditional and authentic assessment has an impact for students. Such as in authentic assessment, the assessment is a new assessment for them which they involve in the assessment. Their peers decide their score. It has a positive and negative view from the students. On the positive side these include fairness (being assessed by more people) and the formative usefulness of detailed peer feedback. On the other hand, students expressed a dislike for possible social embarrassment (especially concerning identifying weaknesses in the work of peers) and the fact that PA may be cognitively challenging and straining for students[28].

Student questionnaire responses about Peer Assessment included such themes as: motivation to impress peers, difficulties with being objective, discomfort with peers judging work, and gaining a better understanding of marking procedures through peer assessment[29]. Conducting peer assessment have benefit, such as students felt that peer assessment encourage them to compare and reflect on their own

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[27] Sitthiworachart, J., & Joy, M. (2004). The evaluation of students' marking in web-based peer assessment of learning computer programming. In Proceedings of the International Conference on Computers in Education (ICCE 2004) (pp. 1153-1163). Melbourne, Australia.

[28] White, Eddy 2009 *"Student Perspectives of Peer Assessment for Learning in a Public Speaking Course"* Asian EFL Journal-professional Teaching Articles Vol 33

[29] Ibid

work; it gave them the opportunity to develop skills useful for future employment[30]. In addition, students see the positive benefits of having it part of a courses' assessment framework and the impact it can have on their learning.

E. PREVIOUS STUDY

There are some researches previously held by some researchers related to this study. Here are some previous studies which have in the similar sub skill in students' peer assessment;

The first is a research by Devi Dwi Rahayu under title *"The Implementation of students' Peer Assessment in Writing Descriptive Text at Tenth Grade of Trisila Senior High School Surabaya".* In her study, she takes the teacher and the students of Trisila Senior High School as the subject of her study. This research has purpose to analyze the implementation of students' peer assessment in writing descriptive text. In addition, this study carried out about students' responses related peer assessment in assessing descriptive text. The result of the students' responses on the implementation of peer assessment in their writing class is good response[31].

The second study by Qomariyah who conducted a research entitled *"The Implementation of Peer Assessment in Improving Students Reading*

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[30] Ballantyne, K., Hughes, K. & Mylonas, A. (2002). Developing procedures for implementing peer assessment in large classes using an action research process. *Assessment & Evaluation in Higher Education*, *27*(5), 427-441.

[31] Rahayu, Devi Dwi, " *The Implementation of Students' Peer Assessment in Writing Descriptive Text at Tenth Grade of Trisila Senior High School Surabaya"* (State Islamic University Sunan Ampel Surabaya : unpublished thesis, 2015)

Ability in Descriptive Text"[32]. The objective of this research was to find out the role of peer assessment in improving students' reading ability and to find out the interaction process of students and teacher in implementing peer assessment in reading ability.

The third study 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".* This paper intends to describe and analyze the use of peer assessment in ESL (English as Second Language) for Junior and Senior High School Students. For that purpose, it discusses the research conducted in August 2009. The setting was at Smart Ekselensia Indonesia Junior and Senior High School.

The result of the study shows that by doing peer assessment on the speaking and writing skills, the students are able to express their ideas by analyzing their friends' mistakes and giving some critics and opinion directly. The students are able to develop their confidence. Students can also benefit from using rubrics or checklists to guide their assessments. At first these can be provided by the instructor; once the students have more experience, they can develop them themselves[33].

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[32] Siti Qomariyah, Thesis *"The Implementation of Peer Assessment in Improving Students Reading Ability in Descriptive Text at Seventh Grade Student of MTs Husnaba Kebandingan-Kedungbanteng, Tegal"* (Universitas Pancasakti Tegal Academic Year 2010-2011)

[33] Rosaline, Lisa (2011), *"peer assessment as an alternative assessment to assess student's ability in learning English",* Jurnal Pendidikan Dompet Dhuafa edisi I

The forth is the study by Eddy White who conducted a research entitled *Students Perspectives of Peer Assessment for Learning in a Public Speaking Course*. Based on survey responses, student perspectives on using peer assessment were positive, on the whole, and the process did indeed lead to the promotion of student learning. The analysis also determined that student views expressed are often congruent with views in the Peer Assessment literature, despite the particular context of this investigation[34].

Those researches most of all is about implementation of peer assessment in language skill, such as writing, reading and speaking. Those studies also carried out about the process and students' response while doing peer assessment. In addition, one of study above figured out peer assessment as an alternative assessment in assessing students' speaking ability.

The differences of this study and with those studies above are; in this study, the researcher carry out the implementation in particular about the staging of the teacher while apply peer assessment; the researcher figure out the students' responses related to implementation of peer assessment; the focuses of the research is speaking ability, but this speaking including ESP (English for Specific purposes). In addition, those researches above have similar with this study. Those are about the process of peer assessment and students' responses. In this research, the researcher will focus on students'

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[34] White, Eddy 2009 *"Student Perspectives of Peer Assessment for Learning in a Public Speaking Course"* Asian EFL Journal-professional Teaching Articles Vol 33

peer assessment in assessing speaking of students at hospitality program. In order to, this research the speaking of students is English for Specific Purposes (ESP) in in particular ESP hospitality program. So, the research will conduct peer assessment in speaking practice of students of hospitality program at State Vocational High School 1 Buduran Sidoarjo.