CHAPTER IV

FINDING AND DISCUSSION

A. Research Findings

In this study, the researcher described the data based on the research questions; (1) how is the implementation of students' peer assessment in speaking practice at hospitality program of State Vocational High School 1 Buduran Sidoarjo; (2) what are students' responses of peer assessment in speaking practice at hospitality program of State Vocational High School 1 Buduran Sidoarjo.

The researcher got the results of the data after doing observation, giving questionnaire and interviewing the teacher. The data presented by researcher in detailed information. The data discussed in two discussion related research question in chapter I. the first discussion explained about implementation of students' peer-assessment in speaking practice at hospitality program related research question number one. Then, the second discussion discussed about students' responses related implementation of peer-assessment. The following section presents details findings of the study.

1. The Implementation of Student's peer assessment in speaking practice at Hospitality Program

To find the data related implementation of peer assessment in speaking practice at hospitality program, the researcher collected the data

by using observation checklist and interview guideline. The first section presents about the result of observation checklist, then the result of interview.

This is the result of observation and interview related on implementation of peer assessment at Hospitality Program, the first observation conducted at tenth grade of *APH 1* then on *APH 2¹*. The first observation conducted on Wednesday at third and fourth school hour, while the second observation on Monday at eighth and ninth school hour. Before conducting observation, in the beginning the teacher introduced the researcher to all students. Also He explained about researcher what purpose of her coming to the class.

The roles of the teacher while doing peer assessment are instructor and monitor. The instructor such before doing peer assessment, the teacher giving instruction and explain about the use of rubric speaking assessment. Then the teacher as a monitor while student doing peer assessment to decrease students in giving unfair score.

The role of the students while doing peer assessment is assessor of their peers. In the first student must understand the instruction of the teacher related rubric of assessment. Then they give a score and feedback to their peers based on the rubric. While doing peer assessment student should be fair in giving score.

¹ Wednesday, May 18 2016 and Monday, May 23 2016

The process of peer assessment was at the beginning of the lesson; the teacher provided a clear and understandable vision of the learning target. The students listened teacher's explanation carefully. In the both of class, *APH 1* and *APH2*, the teacher did this to make sure that students understand what teacher will do. Also, the students can prepare themselves to rich the goal of the lesson. After that, the teacher checked students understanding about the material in last meeting. Some of student answered teacher's question.

After explaining and checking students understanding, then the teacher gave an instruction about what they would do. The teacher explained about peer assessment. Before conducted peer assessment, the teacher showed an example of strong and weak work. While the students listened the instruction, but some of student did not listen teacher's instruction then the teacher warned them and asked to repeat the instruction.

Then, the teacher continued to provide regular descriptive feedback. In this stage, the teacher showed a feedback of his presentation which as an example. The teacher suggested students give a feedback to their friends like him. Moreover, students gave a feedback more than an example. Then He gave an instruction how the way to do peer assessment while shared a rubric of speaking assessment.

Before conducting peer assessment, the teacher asked one more time to make sure that all of students knew what will they do and how the way to complete the rubric of speaking assessment. Also the teacher trained students to peer assess and set goals of peer assessment. Through speaking rubric assessment, the teacher taught students to revise their work, in particular their peers.

The researcher found that the teacher engaged students in peer assessment by letting them kept track of or monitored and shared their learning. Even though only some of student shared their learning. Then, the last of stage, the teacher determined how to convey feedback clearly to the fictitious student. Because this one of issue in implementation peer assessment that the fictitious students did not do seriously and they do what they want to do, do not consider the instruction of the teacher.

In the other hand, the researcher also interviewed the teacher related implementation of peer-assessment. The researcher interviewed the teacher using interview guideline (see appendix II)². According to the result of interview, the teacher applied peer-assessment such in observation, particularly in staging of peer-assessment. Such as giving instruction, giving an example of good and bad of presentation, and then giving feedback.

²² Tuesday, May 24 2016 and Wednesday, May 25 2016

Then the teacher found an advantages of peer-assessment, for instance through peer-assessment students know how the way to get a goal of learning. For example in this case is speaking, so students know about how the way to be a good speaker and the criteria of good speaking. The teacher also mentioned that one of the difficult of implementation peer-assessment is fairness in giving score of their peer. Such as because the presenter is best friend, so he/she get good score. This is the responsible for the teacher to make all students fair in giving score.

2. Students' response of peer assessment in speaking practice at hospitality program

In the last of collecting data, the researcher distributed the questionnaire. From the result of questionnaire, the researcher got the data related students' response of peer assessment in speaking practice of hospitality program at State Vocational High School 1 Buduran Sidoarjo. There are ten items in a questionnaire (See Appendix III).

1) Assessment items on the rubric

The first question is "Assessment items on the rubric were easy to understand". The table below is the calculation of student's answer on this item in the questionnaire:

Table 4. 1
Students' response on assessment items on the rubric easy to understand

Response	N	F	Percent (%)
Strongly agree	72	10	14%
Agree	72	40	56%
Disagree	72	22	31%
Strongly disagree	72	0	0%

In this item, students who answered strongly agree on the easy to understand of assessment item on rubric is 14%. Students who answered agree is 56%. Students who answered disagree 31%. But there is no students who answered strongly disagree. It means the majority of students agreed that the assessment item on the rubric which is provided by the teacher easy to understand.

2) The difficulty in deciding the overall score for each presenter

The second question is "it was difficult to decide the overall score for each presenter". The table below is the calculation of students' answer on this item in the questionnaire:

Table 4. 2 Students' response on the difficulty in deciding the overall score for each presenter

Response	N	F	Percent (%)
Strongly agree	72	5	7%
Agree	72	39	54%

Disagree	72	23	32%
Strongly disagree	72	5	7%

In this item, students who answered strongly agree on the difficulty in deciding the overall score for each presenter is 7%. Students who answered agree is 54%. Students who answered disagree 32% and students who answered strongly disagree is 7%. It means the majority of students agreed that the assessment item on the rubric which is provided by the teacher easy to understand.

3) The influence relationship in giving score or comment

The third question is "relationships with presenters may have influenced overall scores and comments I gave". The table below is the calculation of students' answer on this item in the questionnaire:

Table 4. 3
Students' response on the influence relationship in giving score or comment

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Response	N	F	Percent (%)	
Strongly agree	72	13	18%	
Agree	72	51	71%	
Disagree	72	8	11%	
Strongly disagree	72	0	0%	

In this item, students who answered strongly agree on the influence relationship in giving score or comment is 18%. Students

who answered agree is 71%. Students who answered disagree 11%. But there is no students who answered strongly disagree. It means that the majority of students agreed that relationships with presenters may have influenced overall scores and comments.

4) Being a judge of peers

The fourth question is "I was comfortable being a judge and scoring my peers presentations". The table below is the calculation of students' answer on this item in the questionnaire:

Table 4. 4
Students' response on being peers judge

Response	N	F	Percent (%)
Strongly agree	<mark>7</mark> 2	9	12%
Agree	7 2	54	75%
Disagree	72	7	10%
Strongly disagree	72	2	3%

In this item, students who answered strongly agree on being peers judge is 12%. Students who answered agree is 75%. Students who answered disagree 10% and students who answered strongly disagree is 3%. It means that the majority of students agreed that comfortable being a judge and scoring my peers presentations.

5) The assessment judged by peers

The fifth question is "I was comfortable having my presentations judged and scored by my peers". The table below is the calculation of students' answer on this item in the questionnaire:

Table 4. 5
Students' response on the assessment judged by peers

Response	N	F	Percent (%)
Strongly agree	72	5	7%
Agree	72	53	74%
Disagree	72	10	14%
Strongly disagree	72	4	5%

In this item, students who answered strongly agree on the assessment judged by peers is 7%. Students who answered agree is 74%. Students who answered disagree 14% and students who answered strongly disagree is 5%. It means that the majority of students agreed that they comfortable having their presentations judged and scored by their peers.

6) Fairness of peers in giving score

The sixth question is "The overall scores my peers gave me were fair and reasonable". The table below is the calculation of students'answer on this item in the questionnaire:

Table 4. 6 Students' response on fairness of peers in giving score

Response	N	F	Percent (%)
Strongly agree	72	13	18%
Agree	72	46	64%
Disagree	72	8	11%
Strongly disagree	72	5	7%

In this item, students who answered strongly agree on fairness of peers in giving score is 18%. Students who answered agree is 64%. Students who answered disagree 11% and students who answered strongly disagree is 7%. It means that the majority of students agreed that the overall scores their peers gave them were fair and reasonable.

7) Assessing other students helping in planning and delivering their own

The seventh question "assessing other students' presentations helped me plan and deliver my own". The table below is the calculation of students' answer on this item in the questionnaire:

Table 4. 7
Students' response in assessing other students' helping in planning and delivering their own

Response	N	F	Percent (%)
Strongly agree	72	13	18%
Agree	72	51	71%

Disagree	72	6	8%
Strongly disagree	72	2	3%

In this item, students who answered strongly agree in assessing other students helping in planning and delivering their own presentation is 18%. Students who answered agree is 71%. Students who answered disagree 8% and students who answered strongly disagree is 3%. It means that the majority of students agreed that assessing other students' presentations helped them plan and deliver their own.

8) Involving them in assessing their friends or peers

The eighth question is "Students should **not** be involved in assessing peers; assessment should be solely the teachers' job". The table below is the calculation of students' answer on this item in the questionnaire:

Table 4. 8
Students' response in involving them in assessing their friends or peers

Response	N	F	Percent (%)
Strongly agree	72	2	3%
Agree	72	8	11%
Disagree	72	59	82%
Strongly disagree	72	3	4%

In this item, students who answered strongly agree in involving them in assessing their friends or a peer is 3%. Students who answered agree is 11%. Students who answered disagree 82% and students who answered strongly disagree is 4%. It means that the majority of students disagreed that they should not be involved in assessing peers; assessment should be solely the teachers' job.

9) Students idea about peer assessment score as a part of final grade

The ninth question is "Making pee assessment scores a part of student final grades is a good idea". The table below is the calculation of students' answer on this item in the questionnaire:

Table 4. 9
Students' response on their idea that making peer assessment scores as a part of students final grades

Response	N	F	Percent (%)
Strongly agree	72	0	0%
Agree	72	9	12%
Disagree	72	43	60%
Strongly disagree	72	20	28%

In this item, students who answered strongly on their idea that making peers assessment scores as a part of students' final grades is 0%. Students who answered agree is 12%. Students who answered

disagree 60% and students who answered strongly disagree is 28%. It means that the majority of students disagreed in making peers assessment scores a part of student final grades is a good idea.

10) Recommendation using peer assessment for future

The tenth question is "I recommend using peer assessment in future hospitality classes". The table below is the calculation of students' answer on this item in the questionnaire:

Table 4. 10
Students' response on recommendation using peer assessment for future

Response	N	F	Percent (%)
Strongly agree	72	8	11%
Agree	72	58	81%
Disagree	72	6	8%
Strongly disagree	72	0	0%

In this item, students who answered strongly agree on recommendation using peer assessment for future is 11%. Students who answered agree is 81%. Students who answered disagree 8% and students who answered strongly disagree is 0%. It means the majority of students agreed that they recommend using peer assessment in future hospitality class.

Table 4. 11
The result of students' response on peer assessment

	Survey item	Strongly Agree	Agree	Disagree	Strongly disagree	Conclusion
1.	Assessment items on the rubric were easy to understand.	14%	56%	31%	0%	It means the majority of students agreed that the assessment item on the rubric which is provided by the teacher easy to understand.
2.	It was difficult to decide the overall score for each presenter.	7%	54%	32%	7%	It means the majority of students agreed that the assessment item on the rubric which is provided by the teacher easy to understand.
3.	Relationships with presenters may have influenced overall scores and comments I gave	18%	71%	11%	0%	It means that the majority of students agreed that relationships with presenters may have influenced overall scores and comments.
4.	I was comfortable being a judge and scoring my peers	7%	75%	10%	3%	It means that the majority of students agreed that comfortable being a judge and scoring my peers presentations.

	presentations.					
5.	I was comfortable having my presentations judged and scored by my peers.	7%	74%	14%	5%	It means that the majority of students agreed that comfortable being a judge and scoring my peers presentations.
6.	The overall scores my peers gave me were fair and reasonable.	18%	64%	11%	7%	%. It means that the majority of students agreed that the overall scores their peers gave them were fair and reasonable.
7.	Assessing other students' presentations helped me plan and deliver my own.	18%	71%	8%	3%	It means that the majority of students agreed that assessing other students' presentations helped them plan and deliver their own.
8.	Students should not be involved in assessing peers; assessment should be solely the teachers' job.	3%	11%	82%	4%	It means that the majority of students disagreed that they should not be involved in assessing peers; assessment should be solely the teachers' job.

9. Making peer					It means that the majority
assessment	0%	12%	60%	28%	of students disagreed in
scores a part of					
student final					making peers assessment
grades is a good					scores a part of student
idea.					final grades is a good idea.
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10. I recommend					It means the majority of
using peer					students agreed that they
assessment in	11%	81%	8%	0%	recommend using peer
future hospitality					assessment in future
classes.		4 %			hospitality class.

B. Research Discussion

The researcher presents research discussion based on the findings of the research. The discussion deal with research question of this study, these are: (1) How is the implementation of students' peer-assessment in speaking practice at hospitality program of State Vocational High School 1 Buduran Sidoarjo? (2) What are the students' responses of peer assessment in speaking at Hospitality Program of State Vocational High School 1 Buduran Sidoarjo?

1. The Implementation of Student's peer assessment in speaking practice at Hospitality Program

Based on the findings, the implementation of peer assessment in speaking practice at Hospitality program similar to literatures which

have been presented in chapter 2 of the research. In particular is about the staging of peer assessment. 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 follows³: (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; and (7) Determine how to convey feedback clearly to the fictitious student. The results of data are gotten to answer the implementation peer assessment in speaking practice. The teacher applied the staging of peer assessment such the theory above.

Based on the observation in the tenth grade of APH 1 and APH 2, the teacher applied peer assessment in assessing speaking. Related with Stiggins, Arter, Chappuis.J and Chappuis.S, (2006), there are seven steps in implementing peer-assessment as in appendix I. The first step was the teacher provides a clear and understandable vision of the learning target, in the field the teacher applied this step. The teacher showed the learning clear enough.

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³ 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.

Then the second step was the teacher use examples and models of strong and weak work. In the field, the teacher applied this step through giving an example speaking in front of all students dealing with the rubric for speaking. Meanwhile, the students understand how the way to practice speaking very well.

For the third step was the teacher continues to provide regular descriptive feedback. In this step, the English teacher of Hospitality Program has done it. He allowed the students to provide feedback for their peers. And also the teacher provided feedback for the presenter just like what students done. Then, for the next step was the teacher trained students to peer-assess and set goals. In the field, this step was the main practice of peer assessment. The students assessed their peer used rubric which given by the teacher. The students assessed their peers fairly and reasonably.

Then, the following step was the teacher taught students to revise their work. In the class, the teacher has done this step through peer assessment. The sixth step was the teacher engaged students in peer-assessment by letting them keep track of and share their learning. In the class, students always monitor their peer while doing presentation. They gave score and shared their feedback. The last step was the teacher determined how to convey feedback clearly to the

fictitious student. The teacher let the students to convey feedback after the presenter presents. Students can give a comment orally or in the written.

In addition, the result of interview answered the first research question of this study. For instance; the staging of implementation peer assessment; the impact of peer assessment for the teacher and the students; the advantages of peer assessment also the issues of peer assessment.

2. Students' response of peer assessment in speaking practice of hospitality program

Based on the result of questionnaire, the researcher found that most of students agree and interest in implementing of peer assessment in speaking practice.

In the **item 1** that is about assessment rubric, based on the finding, 56% students agree that assessment items on the rubric were easy to understand. Before conducting peer assessment, the teacher gave students a rubric. The rubric included five components of speaking assessment⁴, such as pronunciation, grammar vocabulary, fluency, and comprehension. The teacher has considered those components. Peer assessment is effective when the criteria clearly understood by all

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

students, and for presentation assessment the criteria made clear from the outset of the course⁵.

In the **item 2**, 39 from 72 students or 54 % agree that they difficult to decide the overall score for each presenter. Conducting peer assessment or peer correction for students is a new assessment for them, so they still lack in understanding, even though the teacher gave the instruction in the beginning. In addition, insufficient time giving impact for them in assessing their peer. The rubric from the teacher may also impacted students in deciding score for their peers. It was difficult to understand for them.

In the **item 3,** related about the influence relationship in giving score or comment, the survey showed that 71% agree that relationship with presenters may have influenced overall scores and comments. According to the teacher in interview⁶, he said that one of disadvantage of peer assessment was reliability. It may cause by relationship between the assessor and the person being assessed.

In the **item 4** and **item 5** has a similar focus that was about students' feeling of being an assessment decision-maker and of being assessed by peers. In **item 4**, there were 75 % or 54 students from 72 students agreed that they were comfortable being a judge and scoring

⁶ See appendix II

⁵ Papinczak, T., Young, L., & Groves, M., (2007). Peer assessment in problem-based learning: a qualitative study. *Advances in Health Science Education*, *12*, 169-186.

their peers' presentation. Such the teacher said in interview that students more confident in presentation if their peers which corrected. In **item 5**, there were 74% students response agreed that they were comfortable having their presentations judged and scored by their peers. This may caused similar with **item 4** that they were more confident. As a result, decreased student stress may have been caused by doing peer assessment.

In **item 6,** that was about fairness of peers in giving score. The result of questionnaire was 64% agreed that the overall scores students' peers gave were fair and reasonable. The fact that most students were satisfied that peer scores were generally fair and reasonable indicates that this group of students were, on the whole, 'capable and conscientious' assessors of their classmates presentations⁷.

In **item 7**, 71% students agreed that assessing other students' presentation helped them plan and deliver their own. Conducting peer assessment make students knew how the way to do a good work, the teacher said in interview. 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- assessment⁸.

⁷ White, Eddy 2009 "Student Perspectives of Peer Assessment for Learning in a Public Speaking Course" Asian EFL Journal-professional Teaching Articles Vol 33

⁸ Fulcher, Gleen & Davidson, Fred "Language Testing and Assessment an Advance Resource Book" (New York: Routledge, 2007), p.71

In **item 8**, related about involving students in assessing their peers which actually that was teacher's job. 82% students disagreed about that. According to Stiggins (2007), when students participate in the thoughtful analysis of quality work: they become better performers; they better understand shortcomings in their own work; take responsibility for improving and become conscious of their own improvement⁹. Students felt that doing peer assessment can help them in understanding the quality of their work. Also, they felt that their presence was considered by the teacher; moreover they have a role in determine score or give a feedback to their peers.

In **item 9,** 60% students disagreed if scores of peer assessment as a part of final grades. Even though their peers gave score them fairly and reasonable but the score from the teacher should be consideration in determining final score. Such the result of interview, the teacher took 50% of score peer assessment in determining the final score.

Students agreed that peer assessment recommended for future in assessing speaking. In the **item 10**, the response from students was 81% related using peer assessment for future Hospitality class. This may cause the advantages of peer assessment which they feel during conducting peer assessment. For instance; encourages student

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⁹ 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.

involvement and responsibility; agreed marking criteria means there can be little confusion about assignment outcomes and expectations; Students are involved in the process and are encouraged to take part ownership of this process¹⁰.



¹⁰ 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