THE EFFECT OF APPLYING PEER ASSESSMENT ON STUDENTS SPEAKING ABILITY AT THE 11TH GRADE OF SMK SWASTA PEMBINA BANGSA BUKITTINGGI

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ABSTRACT

This study examines the effect of implementing peer assessment on the speaking ability of class XI students at SMK Pembina Bangsa Bukittinggi. Based on preliminary research conducted with English teachers, several problems were found related to students' speaking abilities. including many students have scores below the minimum completeness criteria, students' basic skill levels are different, students still cannot speak English without using text. This study used a quasi-experimental method, by dividing participants into two groups: an experimental group and a control group. The experimental group received peer assessment training, while the control group did not. The population in this study was 110 respondents with a sample of 34 respondents. The results showed that the experimental group significantly outperformed the control group in terms of speaking ability, as measured by a speaking test. In addition, this study found that peer assessment increased students' confidence and motivation to speak, as well as improved their ability to give and receive feedback. These findings suggested that integrating peer assessment into English teaching could have been an effective way to improve students' speaking ability and encourage collaborative learning in the classroom. The assessment instrument used in testing the hypothesis showed a value of r_count > r_table, which was 0.560 > 0.60, which proved that the application of peer assessment had a positive impact on the speaking ability of grade XI students at SMK Pembina Bangsa Bukittinggi.

Keywords : *Peer Assessment; Assessment Method; Speaking Skill*

INTRODUCTION

Speaking is a tool for communication between one person and other people. Speaking is a means of thinking and transferring culture from one generation to another as well as from one nation to another (Bailey, 2003; Humairoh et al., 2024). It is also a means of communication among people. Over the last three decades, English has become the most important foreign language in the world. At first, English is the language for international communication, science, commerce, advertising, diplomacy and transmitting advanced technology. It has also become a "lingual franca" among speakers of languages that are not mutually intelligible.

Communication is an important thing in everyday life. For many years English has been used as an international language, therefore teachers must help students effectively to communicate using English. To achieve this goal, students must also be more active in English lessons, practice speaking in class and actively learn to speak with peers in class and outside class (Harmer, 2007). In learning English, teachers must focus on teaching speaking based on the five components; pronunciation, vocabulary, grammar, fluency and comprehension. Speaking classes must prioritize teaching students how to speak effectively (Aini et al., 2024).

Speaking is one of the important skills to master. Speaking is one of the four language skills; reading, writing, listening and speaking. It is a means through which students can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and points of view. Apart from that, people who master a language are called 'speakers'. from that language. In almost all situations, speaking is the most frequently used language skill. Speaking is usually equated with writing, both being considered productive skills, compared to receptive skills such as reading and listening. Speaking is also closely related to listening as two interrelated ways of achieving communication. Every speaker is also a listener and every listener has at least the potential to become a speaker.

Speaking is a unique form of communication that is the basis of all human relationships and the primary channel for the projection and development of individual identity (Richards & Schmidt, 2010). Especially in literate societies and cultures, this is a characteristic feature. Talking is about making choices. Students must choose how to interact to express themselves and form social relationships through speech. Of course, when we speak, we use our tongue and speak verbally. In short, the author concludes that speaking is an activity where humans try to express thoughts, feelings, opinions and exchange information using speech in the form of communication.

English speaking proficiency classes at all levels are often structured around functional use of the language. In non-academic contexts, this can take the form of basic greetings, telephone conversations, interactions with school friends, shopping, and so on. Meanwhile, in academic or formal situations, the use of English as a foreign language is carried out in the form of retrieval (Hopfenbeck, n.d.; Kardena et al., 2020). Participate in discussions, make speeches and provide oral reports in front of audiences. Mastering English speaking skills is a priority for many people who are second or foreign language learners. As a result, students often evaluate their success in language learning as well as the effectiveness of an English course based on how much they feel they have improved in their spoken language proficiency.

The ability to speak confidently and fluently is something that children would develop while at school, and something that would help them throughout their lives (Khalil, 2005). Speaking skills are defined as skills that enable us to communicate effectively. They gave us the ability to convey information verbally and in a way that the listener can understand. Children

would learn English speaking skills as well as speaking skills in other languages, in primary and secondary school. Learning how to develop English speaking skills is very important for ESL students. This is one of the most important parts of language learning because speaking is the way we communicate in everyday life. Speaking is an interactive process in which information is shared, and if necessary, acted upon by the listener. So, it is important to develop speaking and listening skills to communicate effectively.

In the process of teaching English speaking to students, teachers need appropriate assessments. The meaning of assessment according to several experts; According to Richard I. Arends, assessment is a process of collecting information about students and classes for the purposes of making learning decisionsRichards And Schmidt, Dictionary Of Language Teaching And Applied Linguistics.. According to Terry Overtun, "Assessment is a process of gathering information to monitor progress and make educational decisions if necessary. As stated in my definition of tests, assessments can include tests, but also include methods such as observation, interviews, behavioral monitoring, etc." Assessment is a process of collecting information to monitor progress and if mentioned in my definition of tests, this assessment can consist of tests, or it can also consist of various methods such as observation, interviews, behavior monitoring, and so on (Overton et al., 2000).

According to Bob Kizlik, "Assessment is a process where information is obtained regarding some known goal or target. A test is an assessment made in circumstances created specifically so that the test can be carried out. In other words, all tests are assessments, but not all assessments are exams." Assessment is a process where information is obtained related to learning objectives. This assessment is a broad term that includes tests (tests). Tests are a special form of assessment. Tests are also a form of assessment. In other words, all tests are assessments, but not all assessments are tests (Kizlik, 2014).

Assessment or also called assessment is the application or use of various methods and tools to obtain a series of information regarding learning outcomes and achievement of student competencies. Basically, assessment is another term for assessment. The term assessment is closely related to the term evaluation, which is a way of obtaining learning outcomes from students. So, this assessment process is carried out with the aim of finding out the extent of student learning achievements (Ezalia et al., 2020).

Assessment has an important role in the process of student learning and teaching activities. Because assessment has two functions; a formative function and a summative function (Sadler, 1989). The formative function is an assessment that is used to provide feedback to teachers to be used as a basis for improvement and justification of the learning process as well as providing remediation to students. The summative function is a function that is useful for determining student learning scores in a particular subject, so that it can then be used as material for making reports, to determine grade promotion and determine whether students pass or not. From the assessment based on its function, the type of assessment that would be gave to students is a summative assessment. Because the grades taken are the test results at the end of the learning material.

There are several types of assessment; performance assessment, portfolio assessment, project assessment, product assessment, self-assessment and peer assessment. And the type of assessment that would use for the students in this research is peer assessment. There are some reasons why researcher use peer assessment to improve students' speaking skills (Cheng & Warren, 2005);

1. Peer assessment increases students' self-awareness and critical thinking skills.

2. Increases students' motivation and involvement in speaking learning.
3. Develops students' communication and collaboration skills.
4. Reduces teacher workload.
5. Increases students' ability to gave and receive feedback.

In this study, researcher suggest using the peer assessment method to be applied in learning to speak English.

Peer assessment is an effective learning tool as well as part of the assessment process. Brown stated that peer assessment is an effective tool for assessing English speaking classes. This can increase student motivation and engagement, develop critical thinking skills, increase self-confidence, provide diverse feedback, and save teacher time (Pratama et al., 2024). Peer assessment is a process where a student assesses the learning outcomes of friends or other students at the same level (Boud, 2013). Peer assessment is a process where students assess the performance of other students at the same level, individually and in groups (Yusna, 2019). Peer assessment is an assessment process carried out by students against other students using predetermined criteria (Nuraeni, 2019). It concluded that peer assessment is an assessment process carried out by students against other students using predetermined criteria. This assessment can be carried out individually or in groups and can be used for summative assessments.

Speaking ability of eleventh-grade students at SMKS Pembina Bangsa Bukittinggi is still low. Preliminary research was conducted through observation and interviews with the English teacher of eleventh-grade, which revealed some issues. First, many students have scores below the minimum completeness criteria (KKM) for English speaking assessment. The English teacher said that the KKM score for the English-speaking assessment was 75. Determination of KKM is taken from the daily score based on pronunciation, fluency, vocabulary, grammar and comprehension.

Second, students' level basic skill are different. There are some students who can understand the lesson quickly, there are also some students who cannot understand the lesson quickly. This difference caused students to lack motivation to learn because they feel different from their friends.

Third, students still cannot speak English without using text because they are hampered by a lack of vocabulary, so they can only speak English if they read text. This is because students lack confidence in their skills, and lack the courage to try to speak English. And this can also be seen when they are asked to speak in front of the class using English. Lack of vocabulary makes it difficult for students to express their thoughts and ideas clearly and structured. They often use short and simple sentences, and appear hesitant in speaking. This of course can reduce their self-confidence and hinder their speaking ability.

To resolve the issue, teachers and students can use the peer assessment method. Researcher believe that using the peer assessment method can improve students' speaking skills. Based on the explanation and several problems above, researcher are interested in using the peer assessment method in teaching and learning activities to improve students' speaking skills. And the researcher would title this research with the title: "The Effect Of Peer Assessment On Students' Speaking Ability At Eleventh Grade Students Of Smk Swasta Pembina Bangsa Bukittinggi."

METHOD

This research used a quantitative approach with a quasi-experimental method. The quantitative approach was chosen because it aims to measure and analyze causal relationships between variables through numerical data and test hypotheses statistically. In accordance with Nugroho's opinion, quantitative research involves the systematic measurement of social phenomena and aims to uncover patterns or relationships through statistical data. This research focuses on the effect of peer assessment on students' speaking skills, making an experimental approach highly relevant to determining the effectiveness of the treatment. The research design involved two classes: an experimental class that received peer assessment, and a control class that did not receive the same treatment. The researcher administered pre-tests and post-tests to both classes to determine differences in outcomes after the implementation of the peer assessment technique (Muhajiir et al., 2021).

The population in this study was all 119 eleventh-grade students at SMKS Pembina Bangsa Bukittinggi, representing six different programs. The sampling technique used was random sampling, as each member of the population has an equal chance of being selected. In this study, the eleventh-grade Culinary class was selected as the experimental class, while the eleventh-grade Computer and Network Engineering class served as the control class. This second class was chosen because they had comparable abilities and learning processes, and were taught by the same teacher, thus minimizing bias in the learning process. The sample size was 34 students from both classes. Before testing the hypotheses, normality and homogeneity tests were conducted using SPSS to ensure that the data met basic statistical assumptions. The test results indicated that the data were normally distributed and homogeneous, making them suitable for further analysis (Creswell & Creswell, 2018; Sugiyono, 2018).

The research instrument used was an English speaking proficiency test, administered in the form of a pre-test and post-test. This test was developed based on content validity by consulting with experts, namely English Language Education lecturers at UIN Bukittinggi and English teachers at SMKS Pembina Bangsa Bukittinggi. The instrument was tested for validity and reliability before use. Validity was used to ensure that the questions provided reflected speaking competencies relevant to the learning objectives. The results of the validity test indicated that all items were valid, while the reliability test scored in the "very reliable" category (very reliable), indicating that the measurement instrument was reliable and consistent. With this systematic design and instruments, the research is expected to be able to provide an objective picture of the influence of peer assessment on improving students' speaking abilities.

RESULTS AND DISCUSSIONS

Result

Hypothesis Testing

After calculating the data from pre-test and post-test in experimental and control class, the researcher tested the hypothesis in this research.

First Hypothesis

Ha: There was significant effect of using peer assessment method towards students‘ speaking ability. (Ha: $\mu 1 \neq 0$)
H0: There was no significant effect of using peer assessment method towards students speaking ability. (H0 : $\mu 1 = 0$)

The researcher used t-test formula with SPSS to test the hypothesis. The value of t-calculated was compared with the value of t-table. If the value of t-calculated higher than t-table, it means Ha is accepted and H0 is rejected (Ha : t-calculated > t-table), meanwhile t-calculated < t-table, it means Ha is rejected and H0 is accepted.

From the calculation of pre-test and post-test score of the experimental class, the mean score of post-test was higher than pre-test score (72.38 > 61.86). To found the t-calculated to test the hypothesis, the researcher used independent sample t-test by using SPSS software. The t-calculated of the data can be seen in the table below:

Table 1. T- test for Pre-Test and Post-Test Experimental Class Independent Samples Test

Hasil Belajar Speaking	**Levene's Test For Equality Of Variances**	**T-Test For Equality Of Means**
	F	Sig.
Equal variances assumed	8.752	.005
Equal variances not assumed		

From the data above, it was shown that the t-calculated was 5.006, the degree of freedom (df) was 56. The level of significant (α) of this research was 0.05. The t-table was 2.003. So, the t-calculated was higher than t-table (5.006 > 2.003). From the data, it means that the alternative hypothesis (Ha) was accepted, which there was significant effect of using peer assessment method towards students‘ speaking ability. In conclusion, the alternative hypothesis (Ha) was accepted and null hypothesis (H0) was rejected.

Second Hypothesis

The second hypothesis of this research was:

Ha: There is significant different in speaking between students who are learning with using peer assessment method and without using peer assessment method. (Ha : $\mu 1 \neq \mu 2$)
H0: There is no significant different in speaking between studnets who are learning with using peer assessment method and without using peer assessment method. (H0 : $\mu 1 = \mu 2$)

The value of t-calculated was compared with the value of t-table. If the value of t-calculated higher than t-tbale, it means Ha is accepted and H0 is rejected (Ha : t-calculated > t-table). From the calculation of post-test scores of experimental and control class, the mean score of post test of experimental class was higher than control class (72.38 > 62.76). To found the t-calculated to test the hypothesis, the researcher used independent sample t-test by using SPSS software. The t-calculated of the data can be seen in the table below:

Table 2. T- test for Post-test of Experimental and Control Class Independent Samples Test

Hasil Belajar Speaking	Levene's Test for Equality of Variances	t-test for Equality of Means
	F	Sig.
Equal variances assumed	2.219	.142
Equal variances not assumed		

From the data above, it was known that the t-calculated was 4.120, the degree of freedom (df) was 56, the level of significant (α) of this research was 0.05. the t-table was 2.003. So, the t-calculated was higher than t-table (4.120 > 2.003). From the data, it means that the alternative hypothesis (Ha) was accepted, which there was significant different in speaking between students who are learning with using peer assessment method and without using peer assessment method. In conclusion, the alternative hypothesis (Ha) was accepted and null hypothesis (H0) was rejected.

Third Hypothesis

The third hypothesis of this research was:

Ha: The speaking ability of the students using peer assessment method better than students who are taught without peer assessment method.
H0: The speaking ability of the studnets using peer assessment method is not better than studnets who are taught without peer assessment method.

In the third hypothesis, it found that students‘ speaking ability who taught by using peer assessment method is better than students who were not taught by using peer assessment method. It can be seen from the mean of post test score of experimental and control class (72.38 > 62.76), and the improvement of mean score of post test of experimental class was greater than the mean score of control class on post test (10.52 > 4.1). So, it can be concluded that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected.

Discussions

This research delved into the profound effect of applying the peer assessment method on the speaking ability of eleventh-grade students at SMK Swasta Pembina Bangsa Bukittinggi. The core objective of this study was to ascertain whether the implementation of the peer assessment method yielded a significant impact on students' proficiency in speaking English. The researcher observed and analyzed the tangible effects of integrating this method into the language learning process.

Prior to the intervention, an initial assessment and consultation with English teachers at SMK Swasta Pembina Bangsa Bukittinggi highlighted prevalent challenges in students' speaking ability. A significant number of students consistently scored below the minimum completeness criteria (KKM), set at 75. Moreover, there was a noticeable disparity in students' foundational speaking skills. Many students exhibited an inability to articulate thoughts in English

spontaneously without relying on pre-written texts, primarily due to limited vocabulary and a lack of self-confidence. Recognizing these obstacles, the research aimed to introduce an innovative and engaging methodology to foster improved speaking skills and enhance student participation.

To achieve its objectives, this study adopted a quasi-experimental research design. The methodology involved two distinct groups: an experimental group and a control group. The experimental group was subjected to instruction incorporating the peer assessment method, while the control group continued with traditional teaching approaches. The research period commenced on May 3rd, 2024, and concluded on July 19th, 2024. Both groups underwent pre-tests and post-tests to measure their speaking abilities and to evaluate the effectiveness of the peer assessment intervention.

The empirical findings from the study unequivocally demonstrated that the experimental group, which engaged with the peer assessment method, achieved notably superior outcomes in speaking ability compared to the control group. A substantial majority of students in the experimental class recorded higher scores in their post-tests, with a remarkable 21 students showing marked improvement and not a single student experiencing a decline in their scores.

Statistical analysis further corroborated these observations. The calculated t-value for the first hypothesis (t-calculated = 5.006) was found to be significantly higher than the t-table value (2.003). This result (5.006 > 2.003) led to the decisive acceptance of the alternative hypothesis (Ha), which posited a significant effect of the peer assessment method on students' speaking ability.

Furthermore, a direct comparison of the post-test scores between the experimental and control classes revealed that students taught using peer assessment exhibited better speaking proficiency. The improvement in the mean score of the experimental class (10.52) substantially surpassed that of the control class (4.1). This quantitative evidence strongly supports the acceptance of the alternative hypothesis (Ha) for the second and third hypotheses, indicating a significant difference in speaking ability between the two groups, and that the experimental group's speaking ability was indeed better. The t-test analysis from the post-test of both classes (t-calculated = 4.120 vs. t-table = 2.003, i.e., 4.120 > 2.003) reinforced that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected for the comparison between groups.

The success of the peer assessment method in enhancing students' speaking ability can be attributed to several synergistic benefits it provides:

1. Enhanced Self-Awareness and Critical Evaluation: Peer assessment compels students to critically evaluate not only their peers' performance but also their own. This process cultivates a deeper understanding of their strengths and weaknesses in English speaking.
2. Increased Motivation and Active Engagement: The interactive nature of peer assessment inherently boosts student motivation and fosters active participation in learning activities, moving beyond passive reception of information.
3. Development of Communication and Collaborative Skills: By actively engaging in the assessment process, students hone their communication skills and learn to collaborate effectively within a group, contributing to a supportive learning community.
4. Improved Feedback Literacy: Students develop crucial skills in providing constructive and effective feedback, while also learning to receive and interpret feedback positively for their own improvement.

5. Teacher Workload Optimization: Peer assessment serves as an invaluable formative assessment tool, enabling teachers to continuously monitor student progress and provide timely interventions without solely bearing the assessment burden.
6. Boost in Speaking Confidence: The structured and supportive environment of peer assessment helps students overcome inhibitions and build confidence in expressing themselves orally in English.
7. Empowerment and Independence: This method empowers students to take greater ownership of their learning, fostering independence and self-directed learning habits.
8. Differentiated and Varied Feedback: Students receive feedback from multiple perspectives (their peers), offering a richer and more diverse range of insights compared to feedback solely from the teacher.
9. Reinforcement of Learning Objectives: The act of assessing peers requires students to internalize the learning objectives and assessment criteria, thereby reinforcing their own understanding of what constitutes good speaking.
10. Metacognitive Skill Development: According to scholars like Chamot and Ellis, peer assessment cultivates metacognitive skills by encouraging students to reflect on their learning processes, identify errors, and strategize for improvement.

These findings resonate with the perspectives of prominent educational researchers. Brown highlights peer assessment as an effective tool for evaluating speaking, boosting student motivation, engagement, critical thinking, and self-confidence, while also providing diverse feedback and managing teacher workload. Similarly, Chamot and Ellis emphasize that peer assessment aids in the development of metacognitive skills, enhancing students' ability to detect and correct errors, promoting learner independence, and deepening their comprehension of speaking expectations .

In light of the comprehensive analysis, it can be definitively concluded that the peer assessment method is a highly effective pedagogical approach for improving students' speaking ability in English language learning. The research provides robust evidence that its implementation leads to significant enhancements in student performance, fosters a more engaging learning environment, and equips students with essential self-monitoring and collaborative skills. Its proven benefits make peer assessment a valuable tool for both researchers and educators seeking to optimize the teaching and learning of speaking skills.

CONCLUSIONS

Based on the application of the peer assessment method in improving students' speaking abilities, the researcher draws several important conclusions. First, the effect analysis conducted shows a correlation value of 0.560. Although slightly below the standard threshold of 0.60, this result still indicates a positive relationship between the implementation of peer assessment and students' speaking skills. This suggests that the more effectively peer assessment is applied in the learning process, the higher the students' speaking scores and learning outcomes.

Furthermore, the data indicate that the variable representing the application of peer assessment in relation to students' learning outcomes yields an *r-count* of 0.560. This reinforces the existence of a positive and significant relationship between peer assessment and students' speaking ability. In practice, this method not only engages students in evaluating their peers but

also contributes meaningfully to the development of their speaking competence through active involvement and reflective feedback.

Thus, based on the findings, the alternative hypothesis (H_1) is accepted while the null hypothesis (H_0) is rejected. It can be concluded that the implementation of peer assessment has a significant effect on improving the speaking ability of eleventh-grade Culinary students at SMKS Pembina Bangsa Bukittinggi. This supports the idea that incorporating peer-based evaluation strategies in language learning can enhance both student engagement and language performance, especially in oral communication skills.

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