

Peer-Assessment's Effect on Improving EFL Students' Speaking Performance

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ABSTRACT

Speaking is the most difficult ability to learn in English due to surroundings such as English classrooms as well as other contexts prevent students from speaking in the language. The current research should establish how much peer assessment improves EFL students' abilities to speak. Therefore, with the aim to determine whether or not EFL students' speaking skills were improving, the researchers conducted an experimental study using a peer assessment approach. This study included twenty-five first-graders of MTS Daarul Ulum Panyaungan in Lebak-Banten. Data from the evaluation of the study, interviews, observations, and field notes were analyzed. The mean pupil score before applying peer review was 60; nevertheless, after implementing peer evaluation, the mean student score improved to 75. The post-test demonstrated an enhancement in speaking abilities after using peer assessment. Peer evaluation can assist EFL students improve their speaking skills. The study found that adopting peer assessment helps EFL students accomplish better during speaking. Since this research suggests that peer assessment enhances speaking skills significantly, additional research is definitely needed, especially for EFL students. The researcher suggests more studies to develop new peer evaluation methods and to apply peer evaluation in EFL students in a variety of ways.

Keywords: EFL students; Peer Assessment; Speaking Performance

INTRODUCTION

The reality that English has acquired the title of a global language is obvious given how frequently it is utilized in the world. As a result, most people feel that learning and writing fluently in English implies having better opportunities in both academic and personal relationships (Mbato, 2013). Listening, reading, writing, and speaking are the four core English skills that students have to master. Nevertheless, (Darmawan et al., 2021) argue that since their primary goal is being capable to apply English for communicating purposes, learners of

EFL have to gain speaking proficiency for the purpose to develop the skills required for successful communication beyond the language they want to learn.

Speaking is the most effective way to engage among other individuals, yet English is mostly taught in educational institutions and rarely utilized in Indonesia. Educational institutions ought to focus on teaching speaking skills to assist students talk English successfully (Alderson & Banerjee, 2001). It suggests that students need to brush up

on the language for the purpose to demonstrate their ability.

According to research, EFL learners, especially those studying Indonesia, continued to struggle on how to speak. In accordance with (Erdiana et al, 2020), it is common to see students struggling as well as feeling apprehensive when prompted to communicate in English with their teacher along with their peers. A further investigation (Riadil, 2020) found that learners regularly make grammatical and usage of vocabulary errors, which impair their capability to communicate English. As a consequence, it is evident that a number of the elements influencing learners. poor ability to speak are related to their comprehension and awareness about the subject matter that is being evaluated, and additionally to their sense of confidence, which is related to their impressions of how well they're able to organize, accomplish, and successfully finish an undertaking that is predicted to be difficult (Darmawan et al., 2021).

Students at MTs. Daarul Ulum Panyaungan had identical problems expressing himself. The study uncovered challenges related to students that demonstrate little appetite to use English. They thought it was tough to communicate in English. Since they are frightened their friend may make fun of them. Some feel too shy to express themselves in English. They regularly shield their faces with books when talking in English in front of their classmates. They refused to chat to a partner when their instructor asked them to, so they were permitted to move upfront. They were worried if they committed any mistakes. Furthermore, they lacks courage when expressing themselves in English. In

consideration all of these factors, assessment by peers might be proposed as a solution to the issue.

Peer evaluation is a way of assessing our capabilities using others in our group. Peer evaluation is an effective way to enhance evaluations in classes (McKay, 2006). In accordance with (Noonan and Duncan, 2005), peer evaluation serves as an approach which engages learners assessing other learners and has been proposed to be a form of collaborative effort in the instructional tasks. When an individual creates errors, their fellow classmates convey criticism and opinion to ensure that additional errors could be minimized.

Peer-assessment is another formative assessment paradigm in which classmates undertake a review activity. In such a kind of the test, participants are going to assess other people fairly. The evaluation that is conducted utilizing the peer evaluation strategy is an enhancement in developing communicating among learners since it provides a major effect that can also be experienced implicitly to strengthen interpersonal competencies (Banditvilai, 2016).

Conversely, since assessment by peers includes two different individuals, learners must become accustomed to it beforehand applying it in the instructional activity. It strives to obtain something of significance from them. Before implementing assessment by peers in the learning environment, instructors or teachers ought to discuss the advantages and achievements to the learners (Ndoye, 2017). Teachers have to demonstrate to learners how to conduct reliable peer assessments and establish in individuals an overwhelming sense of personal accountability for what they

produce. The idea is for learners to consider themselves entirely responsible for what they say in peer ratings.

A variety of criteria could be considered while conducting a peer evaluation, such as:

1. Ensure that the specifications of the assessment and appraisal rules unambiguous.
2. Allowing students to engage in peer evaluation while accomplishing their own truthfulness.
3. Assure learners that the feedback that they give for their peer assessment peers may assist them grow as individuals and as a group.
4. Evaluations by peers as well as themselves. (Spiller, 2012).

Students must be mindful of several factors while engaging in peer evaluation. In a peer evaluation, specific criteria for judging results. Feedback from peers is used to evaluate students. It might appear in the form of a written record or journal, in which instance learners use journals to validate the structure as well as investigate or evaluate what they've learned. Furthermore, learners may assess the process, the subject matter, and the flaws and advantages of the approach that is used in peer-presentation; on some occasions, learners criticize others harder compared to what they did personally (Banditvilai, 2016).

To carry out this review efficiently learners must also be able to critically assess other people as well as themselves. Furthermore, the teacher is vital in carrying out the evaluation method since doing it assists students in developing exceptional problem-

solving abilities. Various methods of feedback were identified:

- a. Feedback promotes the growth of learners in the context of both self-actualization and peer evaluation, which will aid in their performance.
- b. Feedback may offer valuable information about how well students learn.
- c. Feedback that is favorable increases pupils' enthusiasm as well as confidence.
- d. Feedback also provides opportunities for both educators and students to talk/communicate to others.
- e. Feedback additionally gives facts to the educator that may be employed in the classroom environment, such as bridging the distinction across desired outcomes and facts (Fulcher, 2015).

It is critical to establish how much effect peer assessment has on students' speaking competency as speaking is a necessary skill for students and peer assessment is proposed as a potential strategy for improving it. As a result, this research was conducted to determine the impact of peer assessment on EFL students' English speaking skills. The relevance of acquiring good speaking talents in today's globalization time, as well as the best tactics for increasing speaking among EFL students, consider the current research critical.

METHOD

The study is an experimental. Experimentation is the most effective method for determining how the imposed condition impacts certain people or groups (Arikunto, 2013). As a consequence, for all of the classes included in this study that used the

evaluation by peers procedure, the researchers chose a single pattern class. The controlled group was not included in this study, and the main focus of the studies was on the results of both the pre and post tests (Bungin, 2005).

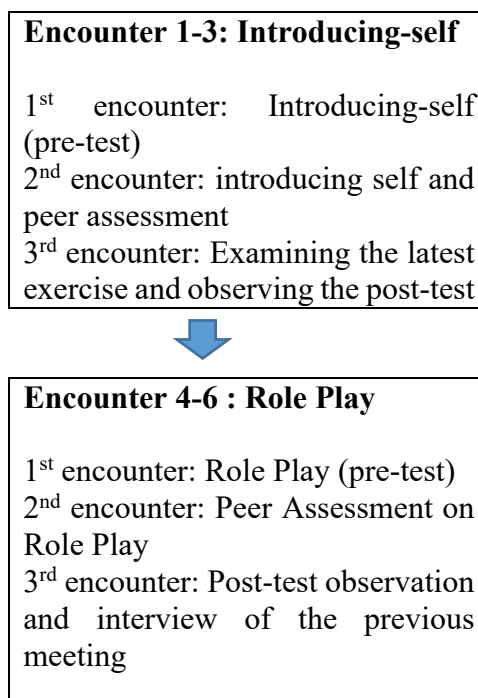
The research was carried out at MTs. Daarul Ulum in Cihara, Lebak, Banten. The research project included 25 first-grade students. The peer evaluation method used in the present research was designed as an academic evaluation instrument. The purpose of the exam is for enhancing participant's ability to speak. Here are actually two sorts of materials: role acting and introducing self. Everyone who participates has an allocated period of time in order to accomplish each of the tasks.

Table 1 Performance of Students' Speaking

Performance	Score
Communication almost always effective	60-55
Communication generally effective	50-45
Communication somewhat effective	40-35
Communication generally not effective	30-25
No effective communication	20

The preliminary test was done before to the start of the investigation. The quantitative information collected from both the pre- and post-test outcomes, as well as research-related reports, have been utilized in a descriptive study to demonstrate how the utilization of peer feedback enhanced the oral proficiency of learners learning EFL.

Figure 1 Research Procedure of Peer Assessment



Over the course of six sessions, an English-speaking session used peer evaluation with two distinct speaking assignments. The English language communication assignments utilized in every meeting are introducing oneself and role play. At the first-class period, the teacher conducts preliminary tests in each of all three sessions. The instructor divides the pupils into partnerships before the entire class presents at the next session. Every meeting is observed by a researcher, who makes different notes that are going to be examined when utilized as a The basis for the interview questions. Additionally, the researchers conducted interviews with semi-structured questions during the last meeting after the end of the test. Interviews were conducted on pupils in the classes with the greatest and lowest results to obtain comment and evaluation of oneself

FINDINGS AND DISCUSSION

Peer evaluation reveals that learners who engaged minimally in educational talks have experienced some increases in their ability to speak English and interpersonal abilities. Enhanced self-confidence, collaborative behavior, as well as drive to brush up on English all have been linked. Peer assessment is deemed efficient because it results in significantly improved post-test scores as well as other indicators of greater growth for pupils.

Classroom evaluation is critical for assisting learners in developing their interaction as well as performance abilities. Teaching evaluation is required in order to offer pupils the tools that they require to improve their speech interaction and presenting ability. Discussions among students are getting more common throughout study periods. The extent of enthusiasm on the project, the convenience of performing the task, concentration, and willingness to attain targets each increase.

The primary speech exercise involves the researcher utilizing the conversation method of "introducing oneself." Their speaking partnership will reply after the pupils are given an opportunity to voice their views before making remarks. The mean score before the test is 60, and the mean result after the test is 75. While introducing oneself has enhanced slightly, pupils choose peer assessment for enhancing their ability to talk in English after using the strategy.

Furthermore, the students get offered "Role Play" assignments that become increasingly difficult. Pupils evaluate how effectively their classmates performed their responsibilities, and they use their

imagination to devise tasks that they can carry out. The pupils acknowledged that their efforts to comprehend the conversation's essential organizing concepts contributed to an enhancement in their English communication. Peer assessment boosts pupil trust and imaginative thinking, and the following task score rises likewise (the initial test: 65; afterwards: 80).

The mean speech evaluation improved from 65 in the beginning to 80 in the following test for the follow-up assignment, role acting. During the conversation, pupils admitted that a number of factors, including their anxiety, low drive, and low of optimism, contributed to the preliminary test achievement becoming as strong as their post-test achievement.

Peer evaluation reduces issues because it effectively pairs participants and inspires them to concentrate on producing greater results at the next session. Peer assessment reduces the defects that cause pupils to become anxious if they get entangled in their thinking. As a result, in the latest session of the role-playing tasks, pupils shown greater enthusiasm in the roles they played compared to previously. As a result, the pupils believe that the primary goal of peer learning is to provide a positive learning atmosphere in which they can assist others in reaching their goals. In summary, pupils feel that taking up a review tasks assists them to improve their English skills.

MTs' students at Daarul Ulum Panyaungan in first grade utilized peer assessment efficiently. The students' ratings were often truthful as well as authentic, contrary to what the researchers had expected. Researchers

frequently point out errors in coursework that went unreported. Certain learners, nevertheless, continue to doubt the correctness of their judgment thus seeking validation from scholars. It might indicate that researchers continue to consider a variety of techniques to assist students completely embrace the duty of determining the quality of what they are learning. Peer assessment is more beneficial than feedback from teachers.

According to the application's findings, peer assessment increases EFL students' English-speaking proficiency. As a result of peer assessment, students' progress from being fewer communicative to growing more confident in communicating; learners are greater motivated to voice their thoughts in English; and students feel more confident talking.

Examination results that vary between 60 to 75 to higher, approximately 65 to 80, are also possible outcomes. Every student performed better on further post-tests. As a consequence, peer assessment may be seen as an alternate technique for improving relationships among EFL students because it promotes participation by pupils and improvement through collaborative support. Learners have to keep using English while in class as peer assessment could enhance student learning as well as support. (Paltridge & Starfield, 2016).

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The findings also revealed that it might be difficult for children to comprehend the concept, teachers are encouraged to give learners the option for peer evaluation and offer plain, transparent guidelines for evaluation. To strengthen their ability to speak English, learners are urged to get involved in peer assessment. Some researchers argue that additional inquiry is needed to uncover the innovative methods in which peer evaluation can be utilized to develop core abilities in the English language

CONCLUSION

Results of the present research indicate that using assessment by peers might assist EFL students improve their speaking talents. In the following stage of this research, assessment by peers was carried out and the ability to speak improved. Despite the fact that the current study shows that peer assessment increases speaking ability, additional studies are clearly required, particularly for EFL students.

Finally, peer evaluation has a lot of good benefits that may improve learners to speak capabilities. Pupils are motivated to persist in improving. They will then experience an increase in self-esteem, a term linked to optimism as well as consciousness of oneself. Because they have been no more limited by their previous nervousness and anxiousness, they will gradually grow more focused toward improving themselves, resulting in a development in their capacity for speech.

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