

**DEVELOPING SENIOR HIGH SCHOOL STUDENTS' SPEAKING
ABILITY BY USING PEER-ASSESSMENT**

(Paper)

*Submitted as a Partial Fulfillment of the Requirements to Obtain
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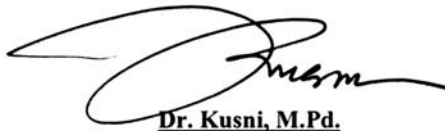
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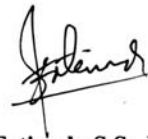
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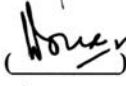
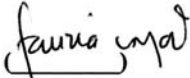
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ABSTRAK

Nanik Marlina Sri Weny. 2011. *Developing Senior High School Students' Speaking Ability by Using Peer-Assessment*. Makalah Jurusan Bahasa dan Sastra Inggris UNP Padang.

Kemampuan berbicara siswa merupakan salah satu bagian yang penting dalam kurikulum pengajaran Bahasa Inggris. Hal ini membuat kemampuan berbicara mempunyai penilaian tersendiri dalam proses pembelajaran. Namun, penilaian terhadap kemampuan berbicara siswa di dalam kelas sudah semakin jarang dilakukan. Hal ini disebabkan oleh beberapa faktor. Faktor penyebab pertama adalah penilaian di kelas cenderung difokuskan pada kemampuan menulis siswa karena dianggap lebih efektif dan efisien sehingga penilaian terhadap kemampuan berbicara Bahasa Inggris siswa sering diabaikan. Faktor yang kedua adalah faktor waktu dimana lamanya waktu untuk menilai kemampuan berbicara siswa secara individual membuat guru kesulitan melakukan penilaian. Faktor yang ketiga adalah pengenalan terhadap aspek-aspek berbicara dalam Bahasa Inggris yang tidak pernah dilakukan guru membuat siswa kesulitan untuk meningkatkan kemampuan berbicara mereka.

Dalam makalah ini penulis mengenalkan salah satu upaya yang dapat dilakukan untuk meningkatkan kemampuan berbicara siswa yakni dengan melakukan kegiatan penilaian antar sesama siswa (*peer-assessment*) di dalam kelas. Ini merupakan salah satu cara yang bisa digunakan oleh guru sebagai sarana belajar kooperatif antar siswa dalam upaya meningkatkan kemampuan berbicara mereka. Dengan menerapkan teknik ini, siswa bisa memperoleh respon langsung terhadap kemampuan berbicara dari teman sebangku atau kelompok, dan juga mempermudah guru dalam penilaian kemampuan berbicara siswa secara efisien dan efektif. Selain itu, siswa memperoleh pengetahuan terhadap aspek-aspek berbicara Bahasa Inggris yang harus mereka kembangkan. Oleh karena itu, disarankan kepada para guru agar bisa mengaplikasikan teknik ini untuk menjadikan siswa lebih termotivasi dalam berbicara dan mengembangkan kemampuan mereka berbahasa Inggris yang benar.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking skill is one of the important parts of the curriculum in English language teaching. This makes speaking skill also an important object for assessment. The assessment in speaking is necessary because it can capture students' ability to communicate for both basic communicative and academic purposes. Besides, it can be as a document of students' progress in speaking so that teachers can evaluate their students systematically. Moreover, the assessment for speaking is also needed for identification and placement of students into a certain level. It is to show which students are good in English speaking and which are not. In short, speaking assessment cannot be ignored because it has significant roles to help students in speaking.

On the other hand, assessing students' speaking ability is rarely done in the classroom. Based on some informal discussions with several English teachers in senior high schools, the teachers tend to avoid assessing students' speaking ability. Some problems cause this situation. First, students' final marks are gotten based on their marks in written test only. Speaking is very rarely included in their assessment because students' written tests are more effective and efficient to be assessed rather than students' oral tests. It may also be that the teachers do not see speaking assessment as important as the assessment of reading and writing, since these are the areas typically assessed in grade-level classrooms. This situation can be harmful for students because their oral performance is not assessed objectively

and seriously. The students who are shy may even cease speaking at all when they do not feel obliged to perform.

Second, assessing students' speaking needs much time so that teachers cannot assess each student effectively. It happens because there are too many students that need to be assessed in the classroom. If teachers do this assessment by themselves, they cannot continue the lesson and fulfill their duty to finish the material as scheduled.

Third, some teachers have never introduced the criteria of speaking, such as fluency, accuracy, appropriacy, and interaction and so on, to students during the lesson. Actually, these criteria are also important for students to know because it can guide students to be better in English speaking. Because of this problem, students are difficult to develop their speaking ability correctly. When teachers ask them to practice speaking in front of the class, students just speak without paying attention to the criteria of speaking at all.

Based on the problems explained above, it will be helpful for students to be involved in a kind of assessment. The students need to learn how to assess themselves in speaking especially. It would be better for teachers to provide students with a peer-assessment as a technique to encourage students to judge their peers' speaking ability or an assessment that is used by a student to assess his or her peer's oral performance. Peer-assessment gives personalized feedback toward students' performance in speaking. After that, students learn how to assess themselves at the same level as their teachers because they can interpret the criteria of speaking at this assessment in the same way. In addition, peer-assessment also helps teachers to know more about the competency of their

students in speaking. Therefore, using peer-assessment can be as a technique to develop students' ability in speaking.

B. Identification of the Problem

There are some problems to assess speaking ability in the classroom. First, students' final marks are gotten based on their marks in written test only. This situation makes oral test to be ignored or just as complement to be done. Second, assessing students' speaking needs much time so that teachers cannot assess their students by themselves effectively. Third, teachers have never introduced the criteria of speaking to students so that there is no changing and improvement toward students' speaking ability.

C. Limitation of the Problem

From the identification above, the discussion of the problem will be limited on using peer-assessment as a technique that helps students to develop their speaking ability at senior high schools. This technique also encourages students to be more cooperative and honest in assessing their peers' speaking in the classroom.

D. Formulation of the Problem

Based on the identification and the limitation of the problem above, the formulation of the problem is "How does teacher use peer-assessment to develop student's speaking ability at senior high school?"

E. The Purpose of the Paper

The purpose of this paper is to explain the way of using peer-assessment in the classroom in order to help students develop their speaking ability at senior high school.

