

Chapter I

Background

This chapter covers the discussion of basic consideration, problem statement, research question, objective of study, significances of study and delimitation. These all will be further presented in the following.

Basic Consideration

Speaking skill is the one important skill of some skills that should be learned in English Foreign Language (EFL), so that the student who have learned in English Department must have already known about speaking ability it self. There are many kinds of speaking aspect, that must be known by the students when they learn about speaking skill, such as pronuniation, grammar, vocabulary, fluency and comprehension. According to David P. Haris; 1925 (P. 153) there are five components of speaking that are generally known by us such as pronunciation, grammar, vocabulary, fluency and comprehension.

Related with the speaking learning process, the students can achieve their learning goal in which students have the chance to share their speaking activity with the others in class. In the process of speaking the students should pay attention on some specific indicators of some aspects such as pronunciation, comprehension, fluency, vocabulary, grammar and accuracy, pertaining with the material students can achieve the goals of learning. In English Department, State University of Gorontalo there are some students who have low ability in speaking skill

compared to the other skills, because there are some students who have no self confidence and low vocabulary. This is based on my pre observation in fourth semester of the students from English Department at class D, on Monday at 13 and 27 April 2015.

There are many students who felt anxiety because they think that most of their friend has good ability in speaking, particular for the students who feel anxious, for the xample the students who want to practice in front of the class, have many idea but they feel anxiety so that looks like they do not know everything. Teacher can help such students to increase their knowledge and self-confidence by doing the best way to assess such as peer assessment.

Assessment for learning is good, it is as the kind of assessment that to influence each other between teachers and students. The students are active not only as the test taker but also they think about their leaning process. According to Thomas. G at al 2011 (P.27) the one effective way to facilitate students involvement is by doing peer assessment. The peer assessment would make the students active and have critical thinking, Further more Thomas. G at al 2011 say that, assessment is not only as a tool to measure student ability, but also as the inovation that changes for students' knowledge. To assess students in speaking would be better if it was done by peer assessment. It is known that peer assessment is the assessment of students' work, by doing the other student who has equal status.

In regarding to all above, the reseacher found that peer assessment is appropriate in speaking class because the teacher does not need much time to explain about the criteria that should students assess from their friend's assessment.

Actually, peer assessment is an important component of assessment for learning rather than simply a means of measuring peer performance. According to Race 2001 “The students may find that peer assessment in particularly useful in aiding students themselves that engages them in learning process and develops their capacity to reflect on the evaluation of their own learning and skill development.”

Problem statement

The problem statement in this case is, there are some students can increase their knowledge when their teacher applies peer assessment in speaking class. The students' can use their though critically in speaking class, so that the researcher wants to know the students perspective abuot peer assessment especially in speaking class.

Research question

Based on the explanation above, the research question is, what are the students' perspectives about peer assessment, especially in speaking subject?

Objective of study

A study of the students' perspective on peer assessment in speaking is important to be studied about in order to know how the students' prspectives can improve their speaking ability and on how on their point of view that students can be highly improved in the way of their skills and knowledge, especially in being a

qualified society with the students' perspective on peer assessment itself.

Therefore, based on the problem statements which have been explicated in problem statement previously, then the present objectives of this research are:

1. To understand the students' perspectives on peer assessment in speaking.
2. To explore and solve the problem or the obstacles faced by the teachers from the students' perspective.
3. To examine the student's strategy in overcoming the obstacles that occur from the student's perspective on peer assessment in speaking class.

Significances of study

There are some significances of this research. Firstly, for the students in English Department, it can increase their knowledge because of the teacher is applying peer assessment in the speaking class. Applying peer assessment in speaking class has many kinds of benefit for every student, it can motivate each other in speaking class and it can increase the quality of learning that is interesting student to especially in speaking class.

Secondly, it is useful for the English teacher because by knowing the students' perspective on peer assessment can help the teacher in applying assessment method which is appropriate with speaking class, it gives motivation to teacher to make students more active and more interested in learning process.

Delimitation of Study

In this research the researcher focuses on the students in sixth semester which is applied peer assessment and focused in speaking subject.