

FOSTERING STUDENTS' SPEAKING COMPETENCE THROUGH TECHNOLOGY INTEGRATED PEER ASSESSMENT TECHNIQUE

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Abstract:

The study's objectives were to determine the extent to which technology integrated peer assessment techniques are used to teach students how to express their opinions, the degree to which students' speaking abilities before and after using these techniques differ, and whether there is a significant effect on students' speaking abilities. There were 38 students as the sample which taken by total sampling. The research method was the experimental method (pretest posttest one group design). Data were gathered by speaking test and observation. According to the data analysis, the mean score of students' speaking skills in expressing opinions before and after using technology integrated peer assessment technique was classified as 'fail', then after was 'bad'. The average of using technology integrated peer assessment technique in teaching speaking skills in giving opinions is 95%, classified as 'very good'. Furthermore, based on inferential statistic by using Wilcoxon Test (non parametric statistics because the data is not normal distribution), the result shoes the significant value was less than 0.05 ($0.00 < 0.05$). It means, there is a significant effect of the using technology integrated peer assessment technique on students' speaking skill in giving opinion.

Keywords: giving opinion, peer assessment, speaking skill, speaking technique, technology integrated

Introduction

One of the four fundamental language abilities is speaking, which is necessary for effective communication and fostering interpersonal connections. It has big impact on academic achievement and future employment opportunities. Speaking is an essential linguistic ability that enables people to communicate their ideas, feelings, and thoughts.

Speaking English presents a number of significant problems for students. Intelligibility, or how recognized the speech is, comprehensibility, or how well the listener understands, and interpretability, or knowing the speaker's intent, can all be impacted by poor pronunciation. A limited vocabulary makes it challenging to articulate ideas and construct sentences, frequently resulting in misunderstandings regarding word choice and sentence construction.

Due to its complexities in grammar, vocabulary, pronunciation, fluency, and engagement, speaking was a very challenging skill for EFL students (Ghafar & Raheem, 2023) especially for students in high school. It happens in MAN Paluta, which declares speaking is so challenging for their students based on interview with the teachers. Majority students find difficulties to communicate in English. Furthermore, when a teacher encourages a student to practice in class, the majority of students would

rather remain silent than talk. They have trouble asking for or expressing themselves, as well as reacting to what others have said. Most of students struggle with speaking, particularly with vocabulary and pronunciation.

Based on what found, it's needed to make students have more opportunity to talk in class. One of the ways is by applying peer assessment technique. Peer assessment is a method of evaluation that involves students directly in order to foster cooperation, provide feedback, ideas, and criticism on a subject or on other people's learning processes, and to raise confidence and accountability in speaking learning process.

Peer assessment technique can be integrated with technology in class room. Technology-Integrated Peer Assessment is an instructional approach that combines peer evaluation with technology in teaching speaking. It is assumed particularly brings significant effect on students' speaking competence. In this technique, students use platforms such as Flip or Google Classroom to record, upload, and review each other's speaking performances. The integration of technology allows for more flexible interaction (asynchronous or synchronous), clearer feedback through audio or video comments, and opportunities for repeated practice. Research shows that peer assessment supported by technology not only enhances learners' speaking skills but also promotes critical thinking, autonomy, and collaborative learning (Topping, 2009) (Hattie & Timperley, 2007) (Liu & Carless, 2006)

Literature Review

Speaking skill

Speaking is an essential skill for communicating with people worldwide (Parupali, 2019) which encompasses both verbal and nonverbal communication (Kayi, 2006). Then, (Al Nakhalah, 2016) points out that it entails vocalizing sounds using different body parts, (Nunan, 2003) highlights its significance in comprehending and connecting with people.

Speaking abilities are a communication tool that facilitates the sharing of information, feelings, thoughts, and opinions with others (Pricilia et al., 2025), (Sulastri, 2018). This ability entails communication between the audience and the speaker and is frequently used in day to day situations.

Speaking allows us to explain ourselves precisely and clearly, which guarantees that the message is comprehended and communicated correctly. As one of these four language skills, is the capacity to express ideas and thoughts verbally (Rochma et al., 2024).

Speaking is one of the most challenging yet essential abilities for students learning English as a foreign language (EFL) (Em, 2024). It is more difficult than other abilities like listening, reading, and writing since it requires a high level of cognitive effort and is an active, productive talent (Ismatullayeva & Zubaydova, 2024).

Since English is not their first language, EFL (English as a Foreign Language) learners frequently find it difficult to communicate in it. Pauses, repetitive behaviors, a small vocabulary, and ambiguous speaking are some of these difficulties. It becomes difficult for English language learners to improve their speaking abilities. Appropriate techniques are required for speaking instruction in order to significantly influence speaking ability. As a result, English speaking proficiency will be developed as a gauge of an individual's English competence (Khasanah et al., 2022). Pronunciation, fluency, grammar, vocabulary, and comprehension are the five skills needed to learn English.

Based on the aforementioned criteria, the researcher came to the conclusion that speaking is a productive oral ability and that it is a tool for interacting with others in order to obtain information and build positive relationships in society that facilitate the efficient communication of thoughts, ideas, and emotions.

Peer Assesment

According to (Tu & Lu, 2005), peer evaluation can give authors with varying strengths the chance to engage in constructive oral and written communication by questioning, replying, and instructing. Peer assessment, also known as peer evaluation, peer feedback, peer review, or peer critique (Juan & Flor, 2006), is the process by which students judge the caliber, worth, or level of a peer's performance or output. By encouraging student comments and debates, this process goes beyond simple evaluation and eventually produces results that all parties can agree upon.

In order to enhance students' learning and collaboration in the classroom, peer assessment by students based on their interactive performances within a given framework has recently drawn a lot of attention (Alt & Raichel, 2022).

Peer evaluation provides a number of pedagogical benefits in the context of teaching and learning. It first acts as a tool for motivation when learning a language (Zhang et al., 2020). Peer assessment of students' work motivates them to advance their abilities and take charge of their education. Second, peer evaluation encourages the growth of critical thinking abilities since it requires students to examine and analyse the work of their peers, which leads to a deeper comprehension of the task's requirements (Davidson et al., 2015). Third, peer evaluation fosters teamwork since students have to agree on the evaluation standards, which calls for cooperation and discussion.

These tactics mostly seek to improve students' speaking abilities, and the teacher usually oversees the evaluation procedure. Peer evaluation, however, has been shown to be equally crucial for assisting students in identifying their areas of strength, weakness, and improvement, hence fostering the development of linguistic, metacognitive, and other skills (Topping, 2010). By judging their peers' performance, students are expected to stimulate the knowledge. Based on the definitions, we can sum up that peer assessment is an assessment done by equal-status students based on the criteria that have been agreed to stimulate the learners' knowledge in teaching learning process.

By providing prompt and relevant feedback, peer evaluation can reduce fear, boost motivation, and improve students' performance on speaking assignments (Khonbi & Sadeghi, 2012). By encouraging students to connect for extended periods of time, it improved their social and communication skills (Alzubi et al., 2024).

Peer Assessment Types

Peer evaluation can take many different forms, such as quantitative ratings (rubrics), qualitative remarks (peer feedback), or hybrid assessments that mix the two (Mphahlele, 2022). Every kind had advantages and disadvantages of its own. While quantitative ratings offered organized and consistent evaluation, qualitative feedback encouraged in-depth learning and introspection. By providing thorough feedback while upholding validity and dependability, the hybrid approach aimed to strike a balance between these factors (Ashton & Davies, 2015).

In this research was used technology integrated in peer assessment by using Flip or Google classroom. Students record, upload, and review each other's speaking performances.

Research Method

In this research, the researcher uses one of the kinds of quantitative method that is experimental method because the researcher only wants to conduct one technique which compare the students' speaking skills before and after giving treatment, so the researcher design that will be used is one-group pretest-posttest. Next variable in this research is speaking skills as dependent variable, and technology integrated peer assessment technique as independent variable. The object of research is that the researcher wanted to know the effect of using peer assessment technique on students' speaking skill at the eleventh grade students of MAN PALUTA.

In the meantime, the research used total sampling with 38 students at the eleventh grade of MAN PALUTA as the sample in this research. Tests and observation were utilized as research instruments.

Results and Discussion



1. Data Description of the Technology integrated Peer Assessment Technique in teaching speaking skill

In order to conduct the research, the English teacher observed the research and utilized a technology integrated peer assessment technique to gather data on speaking ability. Following data collection and computation, the mean score of the employed peer evaluation was classified as 'very good'. This observation was utilized to gauge the effectiveness of the technology integrated peer assessment technique. The results of the observation sheet can demonstrate it.

The calculation of observation during the use of the technology integrated peer assessment technique yielded a score of 95%. Based on the steps of technology integrated the peer assessment technique, the observer identified sixteen factors. Following the English teacher's observation, the author made the calculations in the appendix. It received a total score of 76. To calculate 95%, the total score was divided by 5 score elements and then multiplied by 16 aspects. This score fell into the very good category.

2. The outcome of students' speaking skill before and using technology integrated peer assessment techniques

Before employing technology integrated peer assessment to determine the students' initial condition, a pretest on speaking skills was given to 38 eighth-grade children. The best score was 46, while the lowest score was 30. The mean, median, and mode that students obtained on the pretest are listed in Table 1. The mean, median, and mode of the students' speaking skills on pretest.

Table 1
The Pretest Score of Mean, Median, Mode of the Students' Speaking Skill

No	Criteria	Score	Category
1	Mean	36.84	Fail
2	Median	34.5	Fail
3	Mode	33	Fail

Based on the table above, it can be known that the score which is got by the students was 36.84 in fail category, the median was 34.5 and the mode was 33.

Table
The Posttest Score of Mean, Median, Mode of the Students' Speaking Skill

No	Criteria	Score	Category
1	Mean	50,65	Bad
2	Median	49	Fail
3	Mode	48	Fail

Based on the table above, it can be known that the score which is got by the students was 50.65 in bad category, the median was 49 and the mode was 48.

Discussion

Peer assessment was used to observe students' speaking skill, and the results were classified as 'very good'. The mean score of 95% demonstrates this. Additionally, prior to using the technology integrated peer assessment technique, the students' speaking skills had a mean score of 36.84, which was classified as 'fail'. In the meantime, the students' speaking proficiency was rated as 'bad' with a score of 50.65 after using the peer assessment technique.

From the previous studies, it can be seen that technology integrated peer assessment technique improve students' learner autonomy and potential to enhance English skills. If they were compared with this research result, it means that the use of technology integrated peer assessment technique in teaching speaking skill makes students easier to speak giving opinion skill. The students' speaking skill higher after being taught by using the technology integrated peer assessment technique. The research thought and presumed that technology integrated peer assessment technique is a suitable technique, the learning process will be more interesting and suitable learning technique would give big effect on the students' speaking skill.

Based on the result of pretest and posttest that has been analyzed, it was known that the result of the students' mean score can be improved. Based on the consultation result of the value, the alternative hypothesis formulated in this research is accepted, it means that, there is a significant effect of technology integrated peer assessment technique on students' speaking skill at the eleventh grade of students MAN Paluta.

Conclusion

In an EFL context, technology integrated peer assessment offers a helpful substitute for conventional assessment techniques (particularly for speaking). According to the study's findings, students generally got a positive effect, especially for their speaking skill in expressing opinion. It can be seen from the students' speaking results.

Technology integrated peer assessment is a learning technique where students are divided into several groups, then the teacher explains the learning material and teaches how to assess their peers, then the teacher gives assignment sheets to each group. Each group is given time to discuss, and finally the students present their group's results provide opinions and other groups provide assessments of the group presenting. It makes all learners are able to learn well and obtain maximum results on all the material being studied. For all learners to achieve maximum results, technology integrated peer assessment technique must be done systematically. Thus, it is said that the better the using of technology integrated peer assessment technique, the students' achievement in speaking skill is better.

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