

THE USE OF PEER REVIEW TO IMPROVE FBIB STUDENTS' SPEAKING SKILL

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Abstract

Students of English Department should know how to learn and practice using English. They should understand ways to help them improve their English skills. Among those four English skills namely speaking, listening, reading and writing, the most difficult one to master is writing. This study will not focus on writing but on speaking skill. The subject of the study is FBIB Students who took the subject called Business Transactional Conversation.

The students sometimes have difficulty to improve their speaking skill because they are rarely use English in their daily talk with their peers. They use English when they have lecture and talk with their lecturers. The reason why they are rarely use English when they talk with their peers because they are afraid of making mistakes and being laughed by their peers. It will influence their motivation to speak English.

The students' motivation to learn and then master English is a positive trigger to monitor their English skill. A good idea of having peer review in spoken class is a way to help students improve their speaking skill. The result is satisfactory enough because they are more comfort to be evaluated by their own peer than by the lecturer. This peer review is one of some alternatives to help English learners improving their English skill.

This study belongs to classroom reasearch since the lecturers who are also the researchers conducted research for one semester for the fourth semester students who belong to morning program. The number of students who are being observed is 14 students. The researchers collected the data with the help of a student from the observed class. The data are qualitative data in the form of peer review rubric, teacher's journals, teacher's interpretation and teacher's triangulation. After the students do peer review individually as well as in group, their motivation increased and their speaking skill improved accordingly. In addition, by conducting classroom research the lecturers can improve student learning because they know what works best for their students in particular situation.

Keywords : English skills, speaking skill, spoken class, peer review

I. Introduction

The advance technology gives positive and negative impacts to everyone including students. Positively, they can do their work faster and easier compares to the old day when the internet has not been found. Negatively, they become more passive since they rely on their gadgets almost all the time including

schooling time. According to Shahbodin & Abd Talib the changes happened because they become too independent and have passive attitude, lack of motivation and weak in doing analysis because they are being spoilt by the technology (2010). The students only focus on their assessment therefore they only memorize the procedures and facts. It means that they practice their extrinsic desire for the sake of passing the exams. (Yong, 2010)

Teachers have their own duty and responsibility in teaching but they have to spend most of their time not just for teaching but also correcting the students' works. Peer review is one way to help teacher assess their students' improvement. The idea of peer review is suitable for collaborative learning when students can learn from their own peers. They can learn with the existence of their friends who will criticize their work. Holt (1999) said that peer criticism is work best on collaborative classroom so that they can face the difficulties and deal with it by the peer reviewing.

Peer review or peer evaluation is also important to be carried out in English skills like writing, reading and also listening. According to Gocsik (2005) that teachers need to use an approach to attract students' interest in writing, many teachers agree that the most effective way to gain attention of students to talk about writing in class is to discuss the student's own writing. Moreover it is not effective when the student is in isolation or they work alone. Speaking skill is also an important thing to discuss. According to Manurung (2015) In terms of instructional techniques, speaking has the role to motivate and activate learners and for instructional materials it has the role to contextualize the language usage and to meet language learner's need. While for other instructional like instructional media, speaking brings the teaching into real life situation, the teachers ease and facilitate the learning process, the learners manifest and produce meaningful and appropriate utterances as an indicator of the instructional success and the speaking components relates to which components of the speaking to be emphasis in a speaking class activity.

II. Problem Statement:

- a. Can peer review help FBIB students to improve their speaking skill?

III. Related Literature

a. Vygotsky Theory of ZPD

The idea of peer review or peer evaluation is based on the Vygotsky's ZPD (Zone of Proximal Development). This reflects the condition where the area of certain thing that can be done by the person alone and certain things that are to be done with others in furthering learning and development (Jacob, 1989). Based on Vygotsky's idea students can improve their performance with the presence of their peers because the feedback given by their peers can stimulate them not only to work alone but also with their peers.

Speaking is one of English skills that covers instructional techniques, instructional materials, instructional media, the language used by teachers as well

as learners and the speaking components (Manurung, 2015). Learning a foreign language needs the process that the learners should know and understand. When learners learn a foreign language successfully it means they have ability in using the language that they learnt. According to Harmer (2007) learner's language is language used by the learners. They will use all the language that they know when they speak and it means that they are able to communicate using the language.

b. Nunan's Theory of Language Learning

Another opinion about learner's speaking ability is from Nunan (1995) who argued that speaking is an important aspect of language learning whether it is as a foreign or second language and the success of learning a language is measured with the ability of language learners to carry out conversation in the language being learnt. This idea is in line with Richard's idea (2008) that speaking is an important skill in language learning that enable language learners to communicate not only in expressing view point but also in giving responses.

Speaking is included into productive skills along with writing while reading and listening are classified as receptive skill. As productive skill, speaking is related to the ability of language learners to process information during the conversation (Harmer, 1991; Burns and Joyce, 1997; Brown, 2001). In communication, the speaker and the listener will have the same understanding about the messages therefore concerning speaking ability used in communication by the language learners shows that speaking deals with the process. Speaking deals with learner's ability to process messages so that the utterance they produced are appropriate with the context of the conversation so that the produced utterances meet the purpose of the conversation (Manurung, 2015).

c. Participation Instruction Approach

Some research have proven that there is relationship between student's participation in the classroom with the student's academic. In accordance to Lim's idea (1992) that the linkage between student's classroom participation and their academic achievement is undeniable (Wudong, 1994 and Zhou, 1991). According to Krupa-Kwiatkowsky (1998:133) he wrote that interaction involves participation, personal engagement, and the taking of initiative in some ways, activities that in turn are hypothesized to trigger cognitive processes conducive to language learning. This shows that if the students are actively taking part in the speaking class, their academic achievement will improve.

Participation Interaction (PI) is an approach used in the language classroom to find out the interaction in it. PI approach is based on the theory of culture assimilation model proposed by Triandiss (1972); cultural self-awareness model proposed by Kraemer (1973) and PIC known as Perspective, Interaction, and Context-Specific proposed by Gudykunst, Hammer, Wiseman (1977).

IV. Method of the Study

Classroom Action Research (CAR) involves a cyclical process of questioning, planning, acting, observing and reflecting. There are some steps to implement

classroom action research (this study is based on CAR cycle but the researchers only applied 1 (one) cycle, namely:

- 1) **The first stage is developing a plan of action to understand and improve what is already happening. In this sense planning is already strategic.**

The researchers have planned to conduct a research about peer review applied for the fourth semester students of FBIB Unisbank (University of Stikubank Semarang) of the academic year 2015/2016. The subject of the study is the morning program of FBIB students. There are 14 students and all of them are observed during one semester. They were observed when they have subject called Business Transactional Conversation. The teachers want to find out a way that can help the students improve their speaking skill therefore the teachers decided to apply peer review. *Then the teachers have formulated a research question namely: Can peer review improve FBIB students' speaking skill?*

- 2) **The second stage is to act to implement the plan. Action is both deliberate and controlled but at the same time dynamic. It requires spontaneous decisions and practical judgement. (see the appendix for peer review rubric)**

After formulating a research question, the next step is asking for a student from the class to be an assistant to help teachers gathered the data. Only one student was chosen among fourteen students. The research was conducted for one semester, on the fourth semester. The semester began in March 2016 and ended on July 2016.

Three topics and three different classroom activities are chosen to observe for one semester. They are as follows: 1) In pair-activity (presentation) about Product Presentation; 2) In group-activity about Live Report (role play) and 3) Individual activity (presentation) about Socializing. The teachers have designed a peer evaluation sheet for each topic. The student assistant helped the teachers copied and distributed the peer evaluation sheet and gathered it and submitted to the teachers when the class is over.

- 3) **The next phase is to observe the effects of the action in the context in which it occurred. Careful documentation of the effects of the action is critical as this will help teachers to better understand what is happening and lead to a more informed strategic action. (see the appendix for teacher's journals)**

All the data (field notes) are documented by the researchers and then they were analyzed into the peer rubric. From the data, the students are more encourage to be better if they were reviewed by their own peer instead of the teachers. Perhaps they can reduce their anxiety and overcome

nervousness in front of the class because they know that their peer (classmates) will be the evaluator. Reading from the documented data the teachers found out that the peer review is quite effective to improve students' speaking skill because they do their job better than before (when they are evaluated by the teachers). They feel happy and enjoy doing their job and it makes them perform better.

- 4) **The final procedure is to reflect on these effects as a basis for further planning and subsequent action. Reflection which is integral with to the process of action research, is the ability to step back and critically analyze teacher's actions, decisions or products by focusing on what we did or are doing and learning lessons that can be applied to new situations. (see the appendix for teacher's interpretation)**

The peer review rubric and teacher's journals are compared and analyzed based on the theory. Sometimes the teachers found that their classmate are a little bit prejudice in reviewing their friends, it might be some inconvenience situations at that time for example between the examiner and examinee they do not have a good relationship due to many reasons, they have different point of views, etc. This situation will influence the review therefore teacher's journals are used as a triangulation. The teachers who were teaching Business Transactional Conversation also asked her colleagues about the performance of some students in other classes and noted the information. The information given by the colleagues will be considered as a means for data triangulation too.

A week before the teacher assigned the students to present or do role playing, she has designed the peer evaluation sheet and distributed also divided the class as the examiners and examinees. She believed that giving the students a week preparation will help the students to prepare and get relevant data before they presented on the due date. If the teacher found out that the students have difficulties then she will change the topic and points to evaluate but if the students can do it so there will be no changes made. This phase is important for the teachers to find out whether she applied the same form or made some revision based on the action that has been done during the observation.

V. Findings and discussion of the findings

Findings

The findings in this study are the reviews given by the peer in Business Transactional Conversation class. The subject of the study is the fourth semester students of FBIB Unisbank of the academic year 2015/2016. There are fourteen students join the class for the morning program.

Discussion of the findings

The data analysis in this study are as follows:

1. Peer review rubric, for example as follows:

Table 5.3 Peer Review Rubric about Live Report

Group	Questions	Comments	Performance
1	1. Why did you choose those topics? 2. Does the rice in food prices affect to the economy condition of Indonesia?	1. The group is well prepared but the first and third reporters are still nervous and they speak too fast. Overall they have great performance.	Group : G Members: S1 : G S2 : G S3 : G S4 : G
2	1. Why do you focus on the tragic news? 2. Why there are no transitional words in your news?	1. There are no transitional words or phrases applied in delivering the news. 2. The reporters are better not to stick on the notes or text.	Group : VG Members: S5 : VG S6 : VG S7 : VG S8 : VG
3	1. Why do you choose disaster topics? 2. Do the disaster topics are trending topics right now?	1. You would better prepare the video before you delivering the news.	Group : VG Members: S9 : VG S10: VG S11: VG S12: VG

2. Teacher's journals, for example as follows:

Table 5.7 Teacher's journal for work in group activity about Live Report (role playing)

Group	Questions and answers	Comments	Student's Performance
G1	1. Q=Why did all of you take the price hike during fasting month as the highlight of your news? 1. A=We believe that updated news is always worthy and got viewer's attention 2. Q=How did you organize your chosen news to be performed? A=We discussed and selected the news from the highlight news to the entertaining news and assigned the group members based on the news.	In my opinion I will give this group a good comment because they are the first group to perform but they are solid and they performed well in role playing. I think that they have prepared this activity well because all of them know what they have to perform and are able to bring the real situation to the class.	VG VG
G2	1. Q=Why did you choose tragic news as your headline story? 1. A=Because we believed that tragic news will get viewer's	This group actually can perform better but some of them are nervous therefore they have a little bit difficulty in delivering news.	VG

	<p>attention especially if the event is just happened.</p> <p>2.Q=Who decided the news for this role playing? 2.A=Before we performed we have a group discussion about the topics and then we gathered the news and start discussing to choose only three news to be performed.</p>	<p>The group members can perform their roles accordingly and the news anchor and reporter know how to act like those two roles that I mention.</p>	<p>VG</p>
G3	<p>1.Q=Why did you select to deliver disaster news as the headline news? 1.A=Because we decided to deliver the disaster news as the first news to get viewer's attention and it is based on our group's experience when we watch TV.</p> <p>2.Q=Why didn't you attach a video showing the disaster to arise the viewer's curiosity to follow the news? 2.A=Telling you the truth, we did not have time to do it and as a group we will do it better if we have another chance.</p>	<p>This group showed their cooperation and it is a positive point when they have group discussion they should cooperate.</p> <p>This group knew how to give response and have motivation to do another job better.</p>	<p>VG</p> <p>VG</p>

3. Teacher's interpretation, for example as follows:

Table 5.10 Teacher's interpretation for work in group activity (Role Playing) about live report

Group	Interpretation of linguistic components	Student's Performance
G1	<p>S1, She can speak in English influenced by Javanese vernacular when she has the role as newscaster, not just the accent but the intonation also. She produced Javanese English.</p> <p>S2, her English is better than her three other group members. She can speak and use English properly especially when she has the role as English reporter that should report the news in live report news.</p> <p>S3, he can speak English but in Javanese accent and intonation just like S1. He has the</p>	<p>S1, I think she needs to improve her speaking ability so that she can speak English with proper accent and intonation. But, she is good enough in handling her role.</p> <p>S2, She needs to keep her speaking ability and always practice to be better. I think her performance is very good.</p> <p>S3, His performance in this job needs to be improved like S1, because he is influenced by his Javanese vernacular. I think his English is good enough.</p>

	<p>role as the eyewitness of the event but the way he talked about the event sounds like Javanese English.</p> <p>S4, she has less ability compares to other three members. She is influenced a lot by Javanese vernacular in her accent and intonation. She has the role as the eyewitness like S3.</p>	<p>S4, Her speaking ability must be improved especially when she talked in English she produced Javanese English. So her English is not really good.</p>
G2	<p>S5, she really paid attention on her English so that she speaks English fluently. She has practiced a lot and her English is improved.</p> <p>S6, she can speak and use English properly especially when she has the role as English reporter. She reported in English properly.</p> <p>S7, he can speak and use English properly too. He has the role as English reporter and he can do his job well. He can report the news in English well.</p> <p>S8, her English is quite good compares to her other three members. She needs to improve her English because sometimes she mispronounced some English words in her role as the reporter.</p>	<p>S5, her English is very good because she can speak and perform her job as the newscaster well.</p> <p>S6, her English speaking skill is very good. She can speak and use English well.</p> <p>S7, his English speaking skill is very good because he can speak and use English well. His performance is very good.</p> <p>S8, her English speaking ability needs to be improved especially in speaking because she sometimes mispronounced the English words. I think her English is good enough.</p>
G3	<p>S9, her English is very good because she can speak and use English properly. She has the role as the newscaster.</p> <p>S10, her English is very good because she can speak and use English properly. She has the role as the reporter and she can report the English news using English fluently.</p> <p>S11, his English is good because he can speak and use English properly. He has the role as the reporter but he made many pauses like uhm and it disturbed his job when he has to report news lively.</p>	<p>S9, her English speaking skill is very good because she can speak and use English well. In my opinion her performance is very good.</p> <p>S10, her English speaking ability is very good. She can perform her job very good. She needs to keep her English speaking skill and practice using English. I think her performance is very good.</p> <p>S11, his English skill is good but he needs to do more practice especially reducing the pauses or filler like uhm and so on. In my opinion his English is very good.</p> <p>S12, her English speaking skill needs to be improved because she is influenced by Javanese vernacular and it made her</p>

	S12, her English is less than her three other members. She needs to improve her English especially it is influenced by Javanese vernacular. She also speak English but in Javanese intonation. She has the role as the eyewitness and when she speaks she speaks Javanese English.	produce Javanese English and intonation. Her performance is good enough.
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4. Teacher's triangulation, for example as follows:

Student	Peer Review	Teacher Review	Final Performance
G1	Group : G Members: S1 : G S2 : G S3 : G S4 : G	Group : G Members : S1 : G S2 : VG S3 : G S4 : G	Group : G Members : S1 : G S2 : G S3 : G S4 : G
G2	Group : VG Members : S5 : VG S6 : VG S7 : VG S8 : VG	Group : VG Members : S5 : G S6 : VG S7 : VG S8 : VG	Group : VG Members: S5 : G S6 : VG S8 : VG S9 : G
G3	Group : VG Members : S9 : VG S10:VG S11:VG S12: VG	Group : VG Members: S9 : VG S10:VG S11:VG S12:G	Group : VG Members: S9 : VG S10:VG S11:VG S12:G

The students have two types of peer review sheet (evaluation sheet depend on the activity that they have to do) as follows:

Figure 1: Evaluation sheet for group performance

EVALUATION SHEET

Examiner :
 Examinee :

1. Group Performance : VG G F P
 VP

2. Group Members' Performance : VG G F P
 VP

a.....
 b.....

- c.....
- d.....
- 3. Topic :
- 4. Questions :
 - a.....
 - b.....
 - c.....
- 5. Comments :
 - a.....
 - b.....
 - c.....

Figure 2. Evaluation sheet for individual activity

EVALUATION SHEET

Examiner :

Examinee :

Topic :

Points to evaluate

a. Fluency	VG	G	P	G	VP
b.					
c. Appropriateness	VG	G	P	G	VP
d.					
e. Interaction	VG	G	P	G	VP

Comments :

VI. Conclusions

Based on the findings, the researchers can draw some conclusions as follows:

1. The students as the peer review can practice how to evaluate their classmates in Business Transactional Conversation class.
2. Their speaking skill improves accordingly after being reviewed by their peer in the Business Transactional Conversation class.

VII. References

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