CHAPTER 2

LITERATURE REVIEW

2.1 Students' Perception

Perception is the process of attaining or understanding of sensory information (Zilnyk, 2011). Therefore, students' perception is the process of attaining or understanding of sensory information by the students. There are three processes in perception. The first is selection. This stage focused on how individual converts the environmental stimuli into a meaningful experience. For example, the words we hear, or the things we see. Second, organization or categorization process. This stage is about selecting and eliminating the information from the outside of the world. Individuals need to organize it in some ways by finding meaningful patterns. Last is interpretation which refers to the process of attaching meaning to the selected stimuli. Once the selected stimuli have been categorized into structured and stable patterns, we try to make sense of these patterns by assigning meanings to them. Even so, different people may give different interpretations of the same stimulus.

According to Zylnik (2011), perception has 2 dimensions, namely the physical dimension and the psychological dimension. The physical dimension is people's physical mechanisms of perception are much the same as we all have such sensory organs as eyes, ears, and nose, which permit us to sense the surround environment. These sensory organs receive stimuli, which are routed through the nervous system to the brain, where they are created with structure and stability and attributed meanings. Meanwhile, the psychological dimension is about people's beliefs, values, attitudes, needs, and interests. This dimension possessed greater impact on how they perceive the outside world. During this phase, people give interpretations of selected stimuli and by doing so they have their unique personal touch on the outside world.

2.2 Peer Assessment

The study of Peer Assessment (PA) has been extensively researched. PA has been approved widely in language courses especially in writing and speaking. K. Topping (1998) defined peer assessment as "an arrangement of peers to consider the level, value, worth, quality, or successfulness of the products or outcomes of learning of others of similar status" (p. 150). PA is an alternative method in the context of evaluation process. Not only changed the role of assessment, but PA has increased many researchers to be interested in researching students' attitudes towards peer assessment, the validity of peer assessment, comparison of the validity of teacher assessment and peer assessment (Lv, 2013). A lot of previous studies focused on examining and analyzing the PA, such as (Topping 1998; Ballantyne, Hughes, and Mylonas, 2002; Bloxham and West, 2004), and many more. According to White (2009), most PA literature is focused on two issues in a particular: evaluating student contributions to a group assignment or the reliability or validity of such type of assessment. This study particularly focuses on the contributions of the student to a group assignment. There are reports, that the relationship between student perception and the peer assessment experience is found in the literature of the PA.

Peer Assessment is an important tool in evaluating the process of students. Undoubtedly, PA exposed a better impact on students' learning process and also has a lot of benefits in language learning process. It supports not only student participation and autonomy, but also students' sense of responsibility for their own learning. Other benefits are: improving student motivation, helping to develop a better understanding, encouraging in-depth learning, control, and autonomy of the process of learning, treating assessment as part of the learning process (mistakes are seen as opportunities rather than failures), and increasing the capacity for critical analysis (Planas Lladó et al., 2014). Besides that, PA also aims to encourage better learning processes in the future and aims to mitigate the difficulties that are predicted to occur. Moreover, K. J. Topping (2009) stated there are several benefits of peer assessment in practice. First, feedback. As the main goal of peer assessment,

feedback plays an important role in students' learning development. It provides correction of mistakes and also have a positive impact if it is delivered wisely and positively. Besides, feedback considered important for developing self-regulation skills. Second, cognitive gains. Peer assessment is associated with gains for assessors, assesses, or both (Topping, 2005; Topping & Ehly, 1998). Cognitive processes may occur before, during, or after peer assessments. PA also enhances and promotes self-assessment and metacognitive self-awareness. Third, improvements in writing. Peer assessment in written expression considered more effective than teacher assessment. Peer assessment in written expression provide general feedback or specific feedback in a written product, or components of the writing process, such as planning, drafting, or editing. Fourth, improvements in group work. Peer assessment can be an accompaniment of various learning approaches such as cooperative learning. Whittaker and Reeder (1993) examined the efficacy of a consensus-based group evaluation system with students with disabilities. The results show that there is an increase in attitude, also in quality, and self-frequency. Fifth, *Possible savings of teachers' time.* It has been suggested that peer assessment is not costly in terms of teachers' time. Peer assessment can lead teachers to scrutinize and clarify assessment objectives and purposes, criteria, and grading scales.

Besides the benefits of peer assessment, there is the process in conducting peer assessment. According to Yusna Musfirah (2019), there are seven procedures in implementing peer assessment as has been outlined by White (2009), namely (1) preparing the peer rating sheet before mid-term and final presentation classes, (2) students' responsibility for setting up recording equipment to record each presenter, (3) distributing the checklist (rubric) sheets of peer assessment to each student. (4) filling out the rubric sheet for each presenter by students during and after each presentation, (5) collecting rubric sheets at the end of class and giving it to teachers. (6) recording rubric scores for each presenter and determining an average peer assessment score which ranges from 5 (very good) to 1 (poor), and (7) Returning rubric sheets of the previous week presenters to the students in the subsequent meeting.

PA also aims to change students who are initially a passive student into active one and recognize the evaluation process. This in turn, enables them to interact, search, explore and also be able to achieve better learning achievements which are categorized based on aspects of critical thinking and creativity. Peer assessment in the education field has gain an increasing rate in recent decades as an assessment tool. PA represents a system learning development which involves students in effective learning that focuses on integrating students during collaborative learning that is guided by the teacher (Alzaid, 2017). Alzaid (2017) also stated that peer assessment is also used to enhance learning in an effective way to increase student motivation by involving students in the evaluation process, which has received attention in recent years. Besides that, peer assessment is "as good as or better than the effects of teacher assessment" (Mcgrane & Hopfenbeck, 2020 p.249). The role of PA is very important, students are more likely active and not involved in the awkwardness of the learning assessment process. Unlike the teacher assessment, students could not see the strengths and weaknesses that have been achieved during the learning process because rarely a teacher includes feedback on student assessments. In the PA process, students can see for themselves the extent to which the learning process has been achieved and they will also help each other in the process of achieving learning. According to (Mcgrane & Hopfenbeck, 2020) stated that "peer assessment has a positive effect on learning but may be hampered by social factors such as friendships, collusions, and perceived fairness".

2.3 Speaking

Speaking is one of the basic language skills that considered to be mastered, because it is one of the most important skills in English Language Teaching (ELT) area. According to (J & Fajar, 2019) reveals that "speaking is the use of language to express meaning so that others can understand it". Speaking is a process where we convey ideas and feelings towards someone. Someone can be categorized as fluent speaker when they speak clearly and well understood for the listeners.

Therefore, improving speaking abilities requires practice and also correction from friends or teachers.

2.3.1 Peer Assessment in Speaking

In improving the quality of speaking ability, peer assessment is suggested to be an evaluation process method for students in the speaking class. PA has given many positive responses from students in its application. Speaking peer assessment is an assessment method in which students assess speaking peers' performance and provide each other with feedback and suggestion. Before doing peer assessment in speaking class, several things must be prepared by the teacher. The first one, the teacher must understand the concept of peer assessment. Second, the teacher introduces the process and method of peer assessment. Third, provide an example of how the peer assessment process is carried out. Lastly, provide an example of an assessment of speaking aspects that must be assessed.

There are several criteria about what to assess in the term of speaking ability with a very common rubric. According to Faoyan (2016), in peer assessment, the students have to evaluate the rubric of speaking assessment with their peers (e.g. pronunciation, performance, fluency, and accuracy). The peer assessment process generally occurs in several stages. First, students are divided into several groups. After that, they were asked to choose a particular theme for the speaking performance of each group. Then, each group member will perform related to their respective theme and the other groups pay attention and listen to how each member's speaking performance is performing. After the performance, the rest of the groups are welcome to give comment and provide feedback based on the speaking assessment sheet (pronunciation, fluency, accuracy, grammar, etc.). Fifth, the assessment sheet will be given to each member who has performed, and vice versa the process will be the same as the first one in turn.

In conducting peer assessment especially assessing speaking, the rubric may have different types or score range depends on the teacher, but the process of applying PA in speaking is usually the same. Lv (2013) stated that there are several

steps of peer assessment in teaching speaking. First one is training. In this step, the teacher explains the benefits of peer assessment, raising students' awareness that this exercise is not a time-saver for teachers, but a process to help them become critical public speakers and cooperative students. Second, grouping. The teacher divides the students into small groups of four or five people by taking consideration to gender balance and students' competence in speaking. Third, students record their learning process and then the teacher gives students' assessment sheet. On the sheet, the students analyze their peer performance. Lastly, each student presents an assessment sheet of their reflection results and they provide feedback on their friend's performance on pronunciation, grammar, words, and fluency.

In giving score, students are given a paper that includes the speaking ability components (e.g. pronunciation, performance, fluency, and accuracy). Then, students write comments about their friends' performance. There are nine categories of speaking assessment rubrics retrieved from (Venera, 2017) as follow:

Table 2. 1 Speaking Assessment Rubric

No	Categories	Description
1	*Grammar* (range and accuracy)	Grammar is one of the most often used criteria in assessing students' speaking, which is usually described as a set of rules by which the language is created, or a set of rules used for combining sentences.
2	*Vocabulary* (range and accuracy)	Vocabulary is another very popular criterion that is used to assess students' speaking skills, which refers to a number, range, and accuracy (choosing the right words and forms of the words according to

		the particular context) of the words used in a particular subject. Vocabulary accuracy assessment criteria, however, can be incomplete, if it is used separately from sociolinguistic appropriateness of words' selection (i.e., variant/dialect, style, jargon, etc.).
3	*Pronunciation* (individual sounds, stress, rhythm, intonation, and linking/elision/assimilation).	Assessing students' pronunciation accuracy is usually compared against the native speaker's natural speech production. English is quickly becoming a language of international communication, so more and more people from different countries use it as their first language. That makes it very difficult to set the standards to apply. That is why teachers should focus on only major peculiarities of English language pronunciation (comprehensibility in the first place).
4	*Fluency* (speed of talking, hesitation while speaking, hesitation before speaking).	Fluency is another popular criterion in assessing students' oral performance, which is often mentioned in contrast to accuracy. When assessment focuses on fluency, assessors judge students'

		ability to speak naturally without worrying too much about being completely accurate. The sub-criteria (speed, hesitations) should be decoded correctly because they may vary in the natural flow of speech as well and they may be features of the fluency (for example, fluency is rather the ability to know how and when to hesitate, or when to speak slowly).
5	*Conversational skill* (topic development, initiative, and conversation maintenance)	Conversational skills criteria are described as the ability to maintain a conversation. It assesses speakers' ability to maintain the coherence of their utterances and with the speech of the interlocutors, taking turns in conversation, using pauses and fillers, correcting oneself, asking for further information and details to develop the topic of the conversation. In addition, the rules of etiquette (politeness norms) may also influence conversational skills.
6	*Sociolinguistic skill* (distinguishing register and style, use of cultural references).	These criteria refer to the sociolinguistic appropriateness of a speaker, which involves the ability to select the right registers and styles, (such as formal and informal) and the balanced use of

		cultural references. Assessment according
		to sociolinguistic skills focuses on students' ability to evaluate situations and decide what the right thing to say is in terms of manners, politeness, tactfulness, etc. to be contextually appropriate. Mastering these skills is as important as mastering grammar, vocabulary, pronunciation, fluency, etc.
7	*Non-verbal* (eye contact and body language).	Speaking involves not only producing the words but also the message expressed with the help of the body (posture, gestures, facial expressions, eye contact) or what is also called non-verbal communication. The message delivered verbally is supported by the nonverbal signs to provide a more natural, vivid, and clear understanding of the speech.
8	*Content* (relevance of arguments and ideas).	These criteria refer to logic and consistent arrangement of arguments, ideas, comments, etc. to the speakers' point, leading to better and easier understanding.
9	*Pragmatic competence*	Assessment of pragmatic competence aims to measure the

		ability of a learner to communicate his/her intended message, on the other hand, assess the ability to interpret the received message as it was intended by the interlocutor.

After the students finished conducting peer assessment, they will gain several benefits especially in speaking class and speaking ability. First, students can observe the speech delivery of their peers, which is like a mirror, reflecting their defects in non-verbal aspects, such as eye contact and body language. They also have chances to explore the target language as they respond to their peers' speeches and discuss such issues in correct word choice and grammatical structures. It is effective for students to learn from peer feedback and comment from different perspectives. PA process can train students to make decisions wisely. Besides that, PA is also part of the learning experience. PA provides students with a context in observing the role of teachers and the nature of assessment, peer interaction can help students express their ideas and in improving their learning (second or target language) in general (Lv, 2013).

Second, in enhancing classroom interaction of PA. Students agree that PA can increase teacher-student interaction as well as student-students interaction in the English classroom. PA promotes students to engage actively in learning especially in speaking class. Therefore, the peer assessment in English public speaking class can enhance interaction, which requires students to think actively, triggers effective learning, and improves the mutual understanding between students and between teachers and students. In sum, the student's responses to the PA in the speaking class are positive but they doubt the validity and reliability of the use of PA because there is no way to guarantee that every student fully understands the assessment criteria and that it is fair and responsible in peer assessment (Lv, 2013).

Third, in the cognitive process. In conducting peer assessment, there is a cognitive process, namely managing the information obtained based on peer performance which can be used as feedback for the assessor's learning. This cognitive process involves the memory of how new knowledge is processed to become new information. It involves language awareness aspects, for instance, consciousness/awareness, attention, and noticing. In conducting peer assessment,

we pay attention to the peer's performance, record important information and also provide feedback that involves the thought process (Svalberg, 2007).

2.4 Social Constructivism

Social constructivism is a theory of knowledge in sociology and communication that examines the knowledge and understandings of the world which was developed jointly by individuals (Amineh & Asl, 2015). This theory assumes that understanding, significance, and meaning are developed in coordination with other humans. There are two elements in this theory, namely 1) assumptions about humans in rationalizing their experiences in the social world and also their functions and, 2) assumptions that language is a very important system of humans in constructing reality. In short, knowledge is obtained based on human experiences. This human experience is like interacting and discussing with other people in gaining knowledge and understanding of reality. According to Vygotsky (1987) cognitive growth first occurs at the social level, after that, it occurs in the individual. According to Roth, the root of individual understanding lies in the process of social interaction before that understanding is internalized. Thus, this theory assumes that a person gains knowledge based on their experience of interacting with others and the process of knowledge is obtained after they interact before being understood by themselves.

There are basic assumptions in this theory. Kim (2001) stated that there are 3 specific assumptions, namely reality, knowledge, and learning:

a) Reality. The first assumption of social constructivism is that reality does not exist before, but is built through human activity. Kulka also adds that members of society or groups and (not individuals) create the properties of the world or groups. For instance, interacting to gain an understanding of the world. Social constructivists also believe that reality does not exist before the social, so it is not something that can be discovered by the individual.

b). Knowledge. The second assumption is that knowledge is a human product that is obtained socially and culturally. Because of that, individuals can create

knowledge or meaning when they interact with each other and with the environment in which they live.

c). Learning. The third assumption is to emphasize that learning is a social process. Learning does not occur only within the individual, nor is it developed passively by external forces. Social constructivism states that meaningful learning occurs when individuals are involved in social activities such as interaction and collaboration.

Besides the assumptions above, social constructivists' views on learning argue that learning is an active process where students must learn to discover principles, concepts, and facts for themselves. Therefore, they encourage and predict assumptions and intuitive thinking in learners. Other constructivist researchers agree with this and emphasize that individuals make meaning through interactions with each other and with the environment in which they live. This theory is used because the researcher wants to investigate student perceptions of the effectiveness of peer assessment in speaking class, especially the knowledge or experience that students gain from interaction and collaboration during peer assessment. Related to peer assessment, peer assessment involves peers to help correct and provide feedback on each other's speaking performance. This is supported by the key concept of social constructivism theory that is the More Knowledgeable Other. Vygotsky (1987) defined it as someone who has higher skills or more experiences than the learner about a certain task. Teachers or older adults like parents are usually the ones with more knowledge or more experience or it can be peer and computer program such as electronic tutor. Vygotsky (1978) also added that learning is a continuous movement from the current intellectual level to a higher level that is closer to the potential of students. This movement occurs in the zone of proximal development (ZPD) as a result of social interaction. The ZPD has been defined as "the distance between the level of development determined by independent problem solving and the level of potential development determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 2003). 1978, p. 86).

The social constructivist approach including More Knowledgeable Other and ZPD concepts is involved in most formative peer assessment models where students first act on what they can do independently and with the help of peers, teachers, or other supporting systems will be able to increase the concept of knowledge and improve the quality of their work. The interplay between students during peer assessment promotes learning and skill acquisition: and less able students are able to raise their competence through help from students with higher level of competence (Li & Gao, 2016). Therefore, Vygotsky emphasized that human mental activity is a special case of social experience. Thus, understanding people or knowledge is depend on understanding social experience and the power of cognitive processes derived from social experience interaction.

In line with peer assessment, this theory is based on the understanding gained in social interactions. Similarly, peer assessment which provides feedback for students will involve an interaction between students. In the peer assessment process, there are also interactions between students and students as well as students and teachers. Reviewing that interaction is a social process of communicating and sharing new information, it allows students to gain and explore knowledge, understanding, and facts in term of speaking context.

2.5 Study of the Relevant Research

Regarding to this recent research, there are previous studies that has been conducted to examine students' perceptions toward peer assessment in speaking class. In the first research, peer assessment (PA) case study was conducted to determine student feelings about a student-centered assessment procedure, and whether it was useful in promoting effective learning or the quite opposite (White, 2009). The research was set in the Public Speaking course at Tokyo University involving 55 third-year female students, in two classes. The data were collected from completed PA sheets and students' survey at the end of the course. The results of this study pointed out that 30% of students' final course grades were comprised of peer assessment scores of oral presentations. Based on survey responses about the assessment process and the framework implemented in the course, student

perspectives on using peer assessment were positive, on the whole, and the process did indeed lead to the promotion of student learning.

The peer assessment is not only an assessment but can improve the quality of the student' learning process with the help of peers who can give each other feedback on each other's learning process.

Second, a study that examined how PA is considered beneficial for students in their learning process. The data were collected from questionnaires and was administered before and after the peer assessment process to 416 students studying 11 different subjects in four different fields at the University of Girona. Results suggest that students have a positive predisposition towards this method of assessment, both before and after its implementation. Students perceive it as a both motivating and recommended methodology that facilitates the acquisition of learning at different levels. As for its limitations, students highlight the responsibility that comes with it and a certain amount of distrust in fellow students' abilities to peer-assess (Planas Lladó et al., 2014).

Third, a study conducted by Faoyan (2016) aimed to investigate the students' perceptions on peer assessment in speaking activity particularly speaking performance. The result highlighted that "Peer assessment created a positive students' perception in learning speaking because it improved their skill in verbal communication, helped them to understand what other peers think, provided students with useful feedback about their performance, motivated students to learn to speak English, helped students to develop a sense of participation, increased the teacher-student interaction and among students interaction, involved students in the development of peer assessment criteria. However, few students felt not better to assess their work".

Fourth, there is a study that investigated students' think of peer assessment in the social constructivist paradigm. The study reports on several related areas including students' opinions of peer assessment, students preferred of method in delivering materials, and self-assessment of learning skills, and ratings of

assessment tasks. A social constructivist paradigm can facilitate student learning through applying criteria to assess and provide feedback on each other's work. (McGarrigle, 2013).

Fifth, Yusna Musfirah (2019) examined the use of peer assessment in speaking skills. The study used a descriptive study in which the researcher served as an active observer. The participants in this research were the first-year students and a teacher who applied peer assessment technique in the senior high school in Banda Aceh. This study found that the implementation process of peer assessment was shown by the classroom observation in three steps; pre-implementation, during, and post peer assessment. The researcher also found that the successful implementation of peer assessment was because of teacher's emphasis on giving score to the peers and raising the students' motivation to conduct peer assessment, making them confident to perform the peer assessment process.

Sixth, Lv (2013) examined perception and attitudes towards PA in public speaking English classes. Involving 115 participants of English majors at Southwest Petroleum University, who have attended the public speaking English course in this semester, a 16-items questionnaire was adopted to investigate their attitudes toward (PA) in public speaking English classes. This study revealed that participants generally hold positive attitudes toward PA in public speaking English classes because of the advantages that PA offers. However, some students still remain doubtful of the validity, reliability and effect of peer assessment.

Seventh, Li and Gao (2016) examined the effect of peer assessment on project performance of students at different learning levels. This study examined how peer-assessment and students' learning levels influenced students' project performance using a two-way factorial design. 130 teacher education students participated in this quasi-experimental study. When working on a technology-integrated lesson plan project, the experimental group completed an online peer assessment process while the control group followed the discussion method. This study using social constructivism theory which revealed that higher achievers

influence and assist low achievers in improving the learning process and influence students' learning levels.

From previous studies above, it shows that the use of peer assessment in speaking class exposed positive results from the students. Their speaking skills improved and they also gain new knowledge related to their speaking learning. Peer assessment is very precise and provide many benefits for the development of students' speaking ability, especially from the feedback given. Feedback will help students to be able to monitor and reflect on the development of students' speaking learning.