

CHAPTER I

INTRODUCTION

In this introduction chapter, writer describes the background of the study, problem identification, purpose of the study, research questions, significance of the study, scope of the study, definitions of terms and organization of the study.

1.1. Background of the Study

Being able to speak in English is the goal many of EFL (English as Foreign Language) learners. The language learners want to be able to speak with confidence in order to carry out interactive transactions. Speaking is the skill by which EFL learners are most frequently judged (Bygate 2014, 1). They are expected to understand what is being said to them and be able to respond appropriately to achieve the communicative goals. They also have to understand the sound of the language, have sufficient vocabularies and put words together intelligibly with minimal hesitation. Moreover, they need to have the skill to use the language, know how to assemble utterance, make decision, implement them and adjust the conversation as unexpected situations appear.

Harmer (2012, 116) said that students need to show their speaking skills in order to show the teacher and the students themselves how well everyone is doing. Performing their speaking skills will make them retrieve and use the language they know. Retrieval and use will help them to remember the

language. After all, the objective of teaching spoken language is the development of the ability to interact successfully in that language, and this involves comprehension as well as production (Hughes 2003, 113).

Speaking a second or foreign language is quite complex because it involves using all the different levels of language (Bailey 2003, 64). Speaking happens in real time (the person you are talking to is waiting for you to speak right then). Learners' abilities to plan, process and produce the foreign language are really challenged, because they have very limited time to plan, edit and correct or revise what they produce. Therefore, although speaking seems very natural, it is not such a simple thing anymore when we speak in language of others (Bailey 2003, 48).

At the intermediate level, EFL learners are already able to accomplish many goals by speaking. They can sustain basic communication tasks, establish some minimal fluency, deal with a few unrehearsed situations, self-correct on occasion, use a few compensatory strategies, and get along in the language beyond mere survival (Brown 2007, 124).

While EFL learners at the intermediate are still developing their proficiency, their fluency and accuracy often work against each other (Bailey 2005, 5). Before grammar rules become automatic and while learners are still acquiring essential vocabulary items, applying the rules and searching for the right words can be laborious and slow the learners' speech and make them seem dysfluent. Likewise, some other intermediate learners can sometimes speak

quickly, without hesitating to apply the rules they have learned, but doing so may decrease their accuracy.

When teaching a large classroom, teacher may have difficulties in monitoring work and giving feedback for students' performance. Bailey (2003, 173-175) recommended self-checking or peer-review with clear system set up that allows students to learn more and correct problems in their speech by themselves. Peer-assessment involves students assessing each other's work, through reflection on the goals and what it means to achieve them (Sebba et al. 2008, 6). In peer-assessment, students can learn the skills of what and how to assess from one another. By doing so, students can develop a better grasp of their strengths and weaknesses and become more accountable for their learning (Sebba et al. 2008, 16).

Assessing speaking activities is difficult for both teachers and students; judgment can be subjective without any concrete evidence. One way to address this problem is to video record the performance (Yamkate & Intratat 2012, 145-146). Video recordings can help students to see their weaknesses and strength, and motivate them to improve themselves.

Bandura defined perceived *self-efficacy* as “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura 1986, 391). Self-efficacy affects students’ choice of activities, effort, persistence and achievement (Bandura, 1977 as cited in Schunk 1991, 207; Pintrich & Schunck 2002, 164-165). Students, who feel efficacious for learning or performing a task, will participate

more readily, work harder, persist longer when they encounter difficulties and achieve at higher level than those who doubt their capabilities.

According to Bandura (1997, 79) self-efficacy beliefs are constructed from four principal sources information: enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. Mastery experiences are the most authentic evidence about capabilities, in which individuals acquire essential cognitive and behavioral skills for the situation and experience success. Vicarious experiences can be helpful when the observer can identify with the model. Verbal persuasion can help individuals to counter mild self-doubts. People also rely partly on their physiological and emotional states in judging their capabilities. Physiological and emotional states that signal vulnerability to poor performance should be reduced or interpreted as a signal for increased effort.

Hsieh and Kang (2010, 606) found that in general, self-efficacy appears to be positively associated with achievement as defined by course grades in the target language. Their study reported that students with high self-efficacy were more interested in learning foreign languages, had more positive attitude, and possessed higher integrative orientation.

1.2. Problem Identification

Having been in Intermediate level, EFL (English as Foreign Language) students are expected to have good speaking skills. As mentioned by Brown (2007, 124), Intermediate level students have progressed beyond novice stages

to an ability to sustain basic communicative tasks, to establish minimal fluency, to deal with a few unrehearsed situations, to self-correct on occasion, to use a few compensatory strategies, and generally to get along in the language beyond mere survival. Unfortunately, Intermediate 1 students showed that they still had difficulties in their fluency and accuracy, as it was shown in the results of their previous summative oral test in Elementary 4 and some errors that occurred in their daily performance.

Based on the students' speaking performance, researcher felt that the feedback from teacher was not effective. To support and make those feedbacks more effective for the students' learning, researcher tried to implement peer-assessment, so that students can be aware with their own strengths and weaknesses. Peer-assessment offers some benefits: speed, direct involvement of students, the encouragement of autonomy and increased motivation because of their engagement in the process of learning (Brown & Abeywickrama 2010, 145). Meanwhile, Luoma (2004, 189) stated that evaluation from peers can help learners become more aware of their learning goals, learn through evaluation, and learn from each other. Video or audio recorders can be used to carry out peer evaluation (Green et al. 2002, 228-230). Video gives positive feedback because it provides a simultaneous display of contributions, sociolinguistic strategies, group dynamics, language use and accuracy.

Perceived *self-efficacy* as “*people’s judgments of their own capabilities to organize and execute courses of action required to attain designated types of performances*” (Bandura 1986, 391) is obtained from: enactive mastery

experience, vicarious experiences, social persuasion, and physiological emotional states (Bandura 1986, 399). Asakareh and Dehganezad (2013, 354-355) gave some recommendations to improve EFL students' speaking performance by considering the four main sources of self-efficacy as follows:

- (i) Mastery experience suggests that people who have accomplished a task successfully to have higher sense of self efficacy. Thus, in order to improve students' speaking skills self-efficacy beliefs, in the beginning, speaking instructors need to provide students with speaking tasks which are not arduous, thereby increasing the likelihood of their success in performing tasks.
- (ii) Vicarious experience is received when learners observe the performance of their peers and then they appraise their own capabilities. Observing peers performing a task successfully can develop positive feelings about their own capabilities, which in turn results in a higher sense of self efficacy. Therefore, helping students to be attentive in speaking classes and encouraging them to monitor the speaking tasks performed by their classmates can boost their speaking skills self-efficacy.
- (iii) Social persuasion, which students receive from teachers and parents, can affect students' academic achievement directly or indirectly by influencing their self- efficacy (Schunk in 1995 as quoted in Mahyudin, 2006). In EFL language classrooms, teachers shall attempt to persuade students by providing them with facilitative feedback which can result in the improvement of their speaking skills self-efficacy.

(iv) Psychological and emotional states also affect self-efficacy. Transforming debilitating states to facilitative states can improve perceived self-efficacy beliefs (Bandura, 1977). Speaking instructors should be able to create a congenial atmosphere for students, so that students can boost their self-efficacy beliefs.

1.3. Purpose of the Study

This research was aimed to study the effects of teaching English using peer assessment on intermediate 1 students' speaking skills and students' self-efficacy. By doing this research, the writer expected to find out whether teaching English using peer assessment can improve students' speaking skills. Furthermore, this study also wanted to find out whether peer assessment can improve students' self-efficacy.

1.4. Research Questions

This study attempted to answer these following research questions:

1. How are the Intermediate 1 students' initial speaking skills?
2. Does using peer assessment in teaching English improve students 'speaking skills?
3. Does using peer assessment in teaching English improve students' self-efficacy?

1.5. Scope of the Study

In improving their speaking skills, EFL students needed evaluation and feedback, either from their teachers, self-evaluation or from their peers. In order to avoid broader discussion, this study is limited to discuss the effects of teaching English using peer assessment to evaluate Intermediate 1 students' speaking skills. This study would also discuss whether the implementation of peer assessment can improve intermediate 1 students' self-efficacy in speaking English.

1.6. Benefits of The Study

This research was intended to give some benefits for teachers, students and further research. After the research, students were expected to be able to peer-assess each other as an alternative technique to get more feedback that would be beneficial for their speaking skills and self-efficacy.

This research also can become reference for teachers to apply peer assessment as an alternative learners-centered teaching method, especially in improving their students' speaking skills. Hopefully, teacher will also realize the importance of students' self-efficacy in their English performance. Thus, teachers will start to create an efficacious learning atmosphere in the classroom.

Furthermore, the writer hopes that this research will inspire other English language educators and researchers to conduct similar study about the implementation of peer assessment in improving students speaking skills or (and) self-efficacy, either in more specific or comprehensive areas.

1.7. Organization of the Study

This study consists of five chapters: Introduction; Literature Review; Research Method; Results and Discussions; and Conclusions and Recommendations.

Chapter I describes a brief of the study on the reason why the researcher choose to study the implementation of peer assessment to improve intermediate students' speaking skills and self-efficacy. This chapter also consists of problem identification, scope of the study, purpose of the study, research questions, benefits of the study, and the organization of the study.

Chapter II gives some theoretical concepts from previous studies that discuss the concepts of intermediate level EFL learners, speaking skills, self-efficacy and peer assessment. A theoretical framework is presented to give the whole description of the literature of the study.

Chapter III elaborates the research design and research methods used in this study.

Chapter IV presents the results of the study. It also includes the analysis and discussions of the results.

Chapter V contains the conclusion of the study, limitation of the study and recommendation for the future research.