

TEACHER'S PERCEPTION OF IMPLEMENTING PEER FEEDBACK IN SPEAKING PERFORMANCE

Novita Sari Hidayat¹⁾, Oikurema Purwanti²⁾, Slamet Setiawan³⁾

^{1,2,3}Pascasarjana, Universitas Negeri Surabaya

¹novita.20031@mhs.unesa.ac.id

²pungki_unesa@yahoo.co.id

³slametsetiawan@unesa.c.id

Informasi Artikel

Riwayat Artikel :

Submit, 28 Februari 2023

Revisi, 3 Maret 2023

Diterima, 12 Juni 2023

Publish, 15 September 2023

Kata Kunci :

Perspektif Guru,

Peer Feedback,

Speaking Performance,

ABSTRAK

Kegiatan penilaian sangatlah berkaitan erat dengan proses kegiatan pembelajaran yang tidak dapat dipisahkan. Terdapat tiga proses dalam kegiatan belajar mengajar. Yaitu input, proses dan output. Penilaian teman sejawat memiliki peranan yang penting dalam sebuah proses pembelajaran bahasa Inggris, khususnya di ranah speaking. Input adalah siswa itu sendiri, proses berkaitan dengan kurikulum, bahan ajar, maupun metode mengajar. Dan output adalah hasil dari sebuah pembelajaran. Penilaian terdapat pada ketiga ranah. Penilaian yang dilakukan sebelum proses belajar, pada saat pembelajaran dilakukan, maupun setelah pembelajaran dilakukan. Karena pentingnya faktor penilaian dalam pembelajaran, maka terdapat banyak bentuk penilaian selama pembelajaran berlangsung. Salah satu bentuk penilaian yang mendukung dalam proses pembelajaran bahasa Inggris di ranah speaking adalah kegiatan penilaian antar teman sejawat. Beberapa peneliti percaya bahwa penilaian antar teman sejawat sangat berperan aktif dan bermanfaat bagi siswa maupun guru itu sendiri. Penelitian kualitatif ini bertujuan untuk mengetahui dan mengevaluasi manfaat dari penilaian antar teman sejawat dan persepsi dari empat guru mata pelajaran di sebuah sekolah lanjutan tingkat atas sebagai bahan ajar dari hasil penilaian yang dilakukan oleh murid mereka. Data diperoleh dari melalui wawancara semi terstruktur yang berisikan pendapat, tantangan maupun manfaat dari pengaplikasian yang mereka peroleh dari metode penilaian peer feedback ini.

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Corresponding Author:

Novita Sari Hidayat

Universitas Negeri Surabaya

1. INTRODUCTION

Speaking is a challenge for learners who make English as foreign language (EFL). In speaking aspect, students are required to master grammar, pronunciation, fluency, etc. (Cisneros & Ávila, 2022) It's not easy to master all of that; hard practice is needed to master it. Aspects of speaking are not only used in learning, but almost all social aspects use English as their language of communication. In addition, 85% of the research uses English. Peer assessment offers a different form of assessment than general assessment. There is general, unwritten agreement that there are two main purposes of judgment. Specifically, as a certification (summative)

and as a formative learning experience. (Liu & Carless, 2006). The first goal is that many students are only concerned with getting high grades. However, (Carless & Boud, 2018) argues that assessment can provide even more benefits for the learning process itself. Various alternative judgment methods have been proposed that differ from one-way summative evaluation methods such as standard testing. Formative evaluation provides feedback to learners and instructors at various points in time, according to which learning and teaching can be adapted. An effective form of assessment in learning to speak is to provide feedback on student performance.

Peer assessment as explained by Topping as an assessment that takes into account the amount, level, value, quality or success of learning carried out by peers who have the same status (Topping, 2014). While Falchikov as cited in (Liu & Carless, 2006) argues that peer assessment is an assessment made by peers using relevant criteria. He believes that the feedback provided by peers is better and has more potential than the assessment made by peers.

Feedback is an important component of the formative assessment process. Formative assessment provides teachers and students with information about how students are performing relative to the learning objectives in the class, clear learning targets, and clear lessons and assignments that communicate those targets to students. After providing good feedback, help students learn how to formulate goals, new ideas for themselves, and a plan of action that will lead to achieving those goals.

The most effective learning occurs when students know what they are trying to learn. Teachers can use criteria to actively compare their current work with their initial goals and take action to improve the goals they will achieve (Moss & Brookhart, 2012). And formative feedback is part of this process. Formative feedback involves giving comments, administering self- or peer-assessments, and then giving students additional performance opportunities in the same learning cycle. Feedback that occurs in additional student work must be able to equip students for further learning.

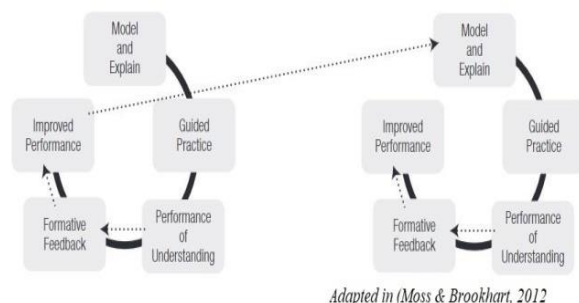


Figure 1.1 The learning cycle of Formative feedback

Feedback (in dotted line) helps students improve their learning in each lesson and from one lesson to the next.

Each student has different learning characteristics and styles, so it is important to determine the best way for each student to learn and tailor feedback for them. Teachers can grow the materials students need to receive feedback by modeling them (Sackstein, 2017). When providing feedback, teachers can contract with students by specifying what they need and then do their best to deliver the feedback in a way students can understand.

Swain & Lapkin, 2014 found that interactive feedback can make students focus on their learning outcomes and enable them to analyze their problems in learning English. Another meta-analysis that

focuses on the role of corrective feedback suggests that corrective feedback is an important factor in interactive research. This can promote the capture of the target grammatical form in both short-term and long-term measurements (Li et al., 2020).

The role of peer feedback in participant performance further revealed that the amount of feedback received during the first round of evaluation (especially meta-cognitive-oriented feedback such as "evaluating and planning" and "regulating and reflecting") was positively correlated with experiencing improvement from the first round to the second round. However, some forms of peer feedback did not play a significant role in the development between the second and final rounds. (Davies, 2007) also emphasized the importance of assessing student work. through comments rather than through ratings. From the explanation above, the focus of this research is on two questions: (1) What kinds of peer feedback are the teachers using to enhance students' speaking performances?. (2) What are the challenges the teacher encounters when implementing peer feedback to enhance the students' speaking performances?

2. RESEARCH METHODS

2.1. Research Design

A qualitative research method with a case study approach will be used in this study. This method was chosen because, according to Fraenkel and Wallen, A case study is a qualitative approach study that examines an individuals, groups, or significant example to formulate an interpretation of a particular case or to provide useful generalizations (Sidiq & Choiri, 2019). In addition, according to (Ary et al., 2010) qualitative research aims to provide in-depth understanding and data holistically, not numerically. Qualitative research has an inductive and exploratory nature where researchers tend to collect data directly according to what is happening in the field without any artificial elements in terms of both the participants and the results to be produced. Hence, the qualitative case study approach enables the author to examine students' mastery of speaking skills through peer-to-peer feedback by presenting a comprehensive rich narrative report on this study.

2.2. Participant

Four EFL English teachers at one of the senior secondary schools were involved in this study. The selection of these four teachers took into account several factors. First, they are teachers in senior high schools where implementing peer feedback might be applied to future learning. second, because they come from different backgrounds. Both in terms of their age and teaching experience.

2.3. Instruments

A semistructured interview will be used in this study. According to Gordon interview is a conversation between two people in which the interviewer is the person asking the question, and the other party is the interviewee or the person who is

giving answers about information with a specific purpose (Sidiq & Choiri, 2019). In addition to collect the data the researcher used interview techniques; it could obtain clearer and more complete information from the teacher to answer the first and the second research question. The interview will be carried out directly by giving several questions to the interviewee.

The advantage of using this data collection technique is that the researcher can find out the feelings and opinions of the students directly and completely and the interviewer can modify the questions even during the interview process, even though the questions have been made and formulated beforehand (Ary et al., 2010).

3. RESULTS AND DISCUSSIONS

What kinds of peer feedback are the teachers using to enhance students' speaking performances?

Some teachers have different opinions on this question. The following answers can be summarized by researchers as follows:

Teacher 1: *I frequently used peer feedback to my class especially for speaking activity. Because I believe peer feedback can create the students more active and get involved during the activity. By giving feedback from their peers the students will gain many benefits and learn together what point they have to improve and they also know about their weakness and strength. Mostly the students for the first feedback, they will give comment for the performance. For the student who has the good level in speaking, they also give the suggestion how to pronounce well the word and commenting on the stressing and expression. So other students will learn together and also shared their opinion too.*

Teacher 2: *I always integrate peer feedback for practicing a dialogue. For the student who has good level in speaking, she or he will directly corrective the word and sometime give suggestion the appropriate word that usually used in comment dialogue.*

Teacher 3 is seldom used peer feedback, she used peer feedback only at certain activity in speaking. She used peer feedback about praising then continues with critics or comment.

Teacher 3: *I seldom used peer feedback. But I ever used peer feedback and it can be count. I used peer feedback only when the students have assignment of presentation or performance or something. Before giving the feedback I usually remain to the students to pay attention and write down what is the strength and weakness should be improve when their presenting or performing. After their peers presenting when time of giving feedback, for the first the students will praising them with claps or saying; good presenting for you. Next the student will read the comment that has written before.*

Teacher 4: *has contrasting opinion about peer feedback, she assumes that when the student has low ability of English they also will be very difficult to give*

any feedback for their peers' work. So, she is very rarely and almost never applied this method.

The resulting data states that three of four teachers have implemented a feedback-based assessment system for their students. They also implement peer feedback in their English class. All these teachers revealed that the type of feedback used was feedback by giving suggestion (K. Hyland, 2002) criticism, praise and comments (Chien et al., 2019) on their speaking performance.

The most common type of feedback used by EFL teachers in a school in East Java is criticism, suggestions, input, or comments on student performance. These four feedback characters have a very strong influence on their speaking ability. This is in line with the statement that criticism is a type of negative feedback based on one's dissatisfaction with the results of other people's performance (K. Hyland, 2002). While praising is "an act of giving appreciation to others for some characteristics, attributes, skills, etc." (F. Hyland & Hyland, 2001)

The most valuable feedback is always focused on helping students improve. If comments do not provide information on "where next" or "how to improve the work," then grades may be the only valuable indicator. but if grades are provided without other information, it may not lead to an interpretation of what could be retained for current or future improvement. They believe that giving grades, comments, or both to students after class, and this is seen as the most important and desirable form of feedback. This is in line with the opinion (Davies, 2007) that the term "assessment" is often interpreted as "tagging, ranking, measuring, or rating," and as a result, "peer assessment" is considered primarily as students giving value to one another.

Praise and criticism serve not only as important features of teaching and learning contexts but also as tools for shaping developments in learning. The teachers in this study were well aware that the types of comments they gave greatly influenced learning both directly and indirectly, and these two types of feedback also contributed to creating the interpersonal conditions under which learning was possible (F. Hyland & Hyland, 2001). It was also found that most of the comments, unless they required student responses, were often ignored by students if the comments were not accompanied by a time allotment for students to read the comments, leaving no opportunity to use them in enhancing learning or determining to what extent they learned.

However, one of the teachers thought that providing feedback and its application in learning should be done by students with good mastery of English. because giving feedback to students who do not master English will make it difficult for them to understand the feedback that has been given. Previous studies have proven that students who have difficulty speaking English find it more difficult to understand

and accept the feedback given by their teachers. (Xu et al., 2021)

In other perception by Falchikov as cited in Henderson et al., 2019 commented on how the context of higher education does not support educators being able to provide effective and timely feedback to students. Some students are dissatisfied with feedback for various reasons, such as problems with the content itself, for example, comments that are ambiguous, doubtful, unclear, or not specifically designated (Huxham, 2007). problems with timing such as timeliness, for example, being too late in the subject to be used (Hartley & Chesworth, 2010), and the impact of the feedback itself, for example, comments that are irrelevant and related to the next task (Boud & Molloy, 2013). In addition, dissatisfied educators may point to the increased workload they experience or students not wanting to use the feedback themselves (Duncan et al., 2007).

What are the challenges the teacher encounters when implementing peer feedback to enhance the students' speaking performances?

Teacher 1: *Sometime the students grading is not accurate and objective but I always remain them to have a look again to the criteria that I have shared for each student what they have to grade. And the class control is needed to be given more attention. Because the classroom became alive and the student will more active giving the feedback, sometime they often scramble giving criticism, suggestion and sometime they have differences with their peer. So this is the role for teacher to mediate those differences. And give chance for each student to give more explanation and the reason about the feedback.*

Teacher 2: *For me, the challenges are how to give the student insight that all of the feedback related about critics and corrective the word from their peers is a process to be even better. And more give the attention to the student who always mocking when his/her friend get wrong with their pronouns or word. Because sometime when the student give corrective about how to pronounce well, the student will make a laughing stock, because they rarely hear it and also connected the word with a negative meaning.*

Teacher 3: *The challenges, when I applied peer feedback, I really have to give more pay attention to the whole class because sometime the student don't really pay attention to their peer's work, so as a teacher I have to remain them again to make sure that the student will be focus and know what should them do by giving feedback and also it can take more time. While the students still learning about giving feedback, But yeah.. it take many time for me and sometime the students only give criticism only about their peer's attitude while presenting/performing. So I have to prepared well again and think another way how to make student really understand how to give an effective and make it efficient in class.*

Teacher 4: *Since I never used peer feedback in my class. If you ask me the challenge I think the student's*

feedback is not really useful to their peer work, if the level of the student English skill are low and they still in process in learning, so I think the feedback from their peers is not accurate and maybe not really relevant and understand well what about feedback that they should give to other.

The first teacher stated that the challenge he faced in applying peer feedback was the inaccuracy of the results given by students, so that the student who was assessed felt dissatisfied because he felt that his friend's skills were not better than his. In addition, the teacher finds it difficult when conditioning the class because when giving feedback, the class comes alive, which eventually causes noise, and it is not uncommon for differences of opinion to arise among students. The teacher's task also increases by acting as a mediator for students who disagree with each other.

There has been one case in the last few years a rapid development of scientific writing on feedback (Liu & Carless, 2006). To improve feedback practices, there is a need for a more fundamental rethink about the curriculum of the placement of assessment and feedback. By knowing the basis for assessment and feedback as appropriate to the curriculum, it will be possible make feedback more robust - primarily focused on learning needs and teacher needs.

While the second teacher thought that the challenge faced when applying peer feedback to learning English was that students rarely listened to new vocabulary, so some of the vocabulary sounded funny to them and they ended up making fun of each other. The lack of vocabulary in their vocabulary dictionary makes the new vocabulary they hear seem funny, which triggers ridicule. In this case, the teacher's role in handling the class is very important. There is learning what students can detached, unmotivated, many students are not active learners, but are meant to be "taught", or in other words, to be "instructed," they wait a lot without a strong desire to find new vocabulary without being instructed by the teacher. If this situation cannot be changed, perhaps only model teachers who facilitate the feedback process and encourage students to monitor and assess one's learning (Boud & Molloy, 2013).

Another challenge is explaining to students the purpose of peer feedback itself. Many students still believe that giving peer feedback is only for pointing out flaws. Here the teacher's task is to clarify that giving feedback is also for their progress by giving mutual assessments.

The third teacher thought that the challenge he faced was when he had to give full attention to the class. Because as it is known that giving feedback is not only criticizing but also providing constructive suggestions in it.

A student's conceptual rationale for conducting peer assessment and peer feedback is the opportunity for students to take an active role in the management of their own learning (Liu & Carless, 2006). If this factor is fulfilled, the teacher is no longer too focused

on his students. He can focus on the ongoing assessment process.

The fourth teacher's opinion about the challenges faced when applying peer feedback is the inaccuracy of an assessment considering that the students being assessed are not better than their friends in English. In addition, their friends also do not understand what the other person is saying because of their weak vocabulary.

3. CONCLUSION

The second teacher prefers the praising and criticizing method. According to (Chien et al., 2019), people prefer to receive positive feedback such as praise rather than criticism. According to him, giving feedback in the form of criticism really helps students in developing their speaking skills compared to giving criticism because, according to him, giving criticism does not really affect students' speaking abilities.

Based on these findings, the application of the assessment method by providing feedback is very useful and has an effect on students' speaking development. Feedback for educators can be used in making decisions about whether the subjects or areas of skills that have been implemented need to be improved or continued, and whether it will improve student learning achievement consistently (Hattie & Timperley, 2007). Feedback on student motivation should focus on: a) the quality of student work rather than comparing it to the work of other students; b) specific ways to improve student work; and c) an increase in student work compared to previous work Crooks (2001) as cited in (Pat-El et al., 2013). Learning in high school, accompanied by training or assignment, it will be more effective if given feedback. Feedback is facilities for educators and students to know the extent of mastery students to the training material or assignments given in Processes and activities for teaching and learning. Bait Feedback provided by educators Student work is a means for students to know their mastery of the concept received lessons in learning. Therefore, in Educators must conduct the assessment. Consider feedback as one of the components and should carried out in a structured, periodic, and planned, so it can deliver benefits for student speaking abilities.

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