

## **BETTERING SPEAKING FLUENCY BY PRACTICING PEER ASSESSMENT**

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**Abstract:** Making conversation is a good way to fluent speaking competence. By having a partner to speak, someone could produce lots of words to utter. A conversation partner could dig some information to the speaker. Moreover, the variety of questions conveyed by a conversation partner could help speaker deliver all information he has in various words as well. Therefore, peer assessment activity could trigger someone to talk a lot. He will speak a lot to better scoring. By doing peer assessment, someone will not have any anxieties to practice speaking. It will not wane speaker to develop his competence in speaking. Eventually, he will get progress in speaking proficiency even faster.

**Keywords:** Peer, Assessment, Proficiency

### **INTRODUCTION**

Speaking is a natural way used by people to deliver their intentions. By speaking, someone could express any kind of emotional condition. Choosing words, grammatical patterns, intonation, and so forth could determine the aim of the speakers. For centuries people developed many kinds of method to lead learners to be able to speak English fluently. On the contrary, the success of someone in learning speaking is sometimes not working properly to apply to other learners. This kind of phenomenon hones the educators to invent and develop some new methods.

Moreover, the level of satisfaction is different from one person to the other. Some people might feel successful when they can communicate their thoughts to people; others might feel the sense of success when they complete a challenging task in a targeted language. The feeling of success time and again emerges specifically

when he realizes the degree of his improvement and achievement. Some people, on the other hand, appreciate compliments from others (Ebata,2008).

### **Background**

People try so hard to be able speak English fluently. They implement various kind of method to gain such aim. Some could get a successful result while some others get failure to obtain success. People have different interest to choose the method. Some love to learn speaking implicitly while others learn it explicitly. Nevertheless, implicit learning needs extra effort to get a desirable goal. The implicit learners will develop themselves to path the ways the intention to pass. But the explicit learners need someone else to gain success. It is the educators' need to search the way how to lead the explicit learners to get desirable level of speaking competence and the implicit learners can achieve the high level of grammar accuracy in speaking.

The role of noticing seems to have a significant usage in applying grammar patterns. Noonan (2004) said "explicit grammar knowledge can foster the acquisition of implicit knowledge through noticing".

Noticing is a method that invites students to see how the rule of grammar is constructed through the material given. It is something possitive for both teachers and students to reach the goal of teaching and learning. Noticing could be used in any level of competences. The material could be situated with the desirable level to satisfy the goal.

## **RELATED THEORY**

### **A. Speaking**

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13 in Kayi, 2006). People are interacting to each other by using verbal and non-verbal expressions. The number of them creates a community and it has its own language. The native of its people has a high fluency in utterance. They do not get any barriers to express their opinions. They simply learn their languages naturally from the environment. On the other hand, people from out of their community take time and

various methods to learn their language at certain level of fluency. Some of them learn it by deductive or inductive.

Like we see that deductive is also called teacher center. In this case teacher is active to explain a grammatical rule and ask the students to do the task. The teacher as a resource and the students just completing the questions based on what the teacher explains. This kind of method make the students passive. They could not be creative. It leads the students to be reluctant to practice.

In the other side the method of inductive is the opposite from deductive. It is students center. Teacher just gives them some examples and invite them to notice them. Students will learn why it happens and how to construct it. This method sounds much better than deductive. It leads the students to be active. The active students could inspire teachers to come their mind up. The teachers off course will be triggered to provide the challenging materials.

#### B. Providing speaking materials

In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task (Kayi,2006).

By the way, people learn other language is aiming to be able to interact to other people by using the same language. They need the possibility of circumstances of conversation. They need to know formal and informal speech. Therefore, to gain such kind of goal, teachers need to provide some authentic materials found from any resources.

The online materials sound profitable. They consist of many kind of authentic expressions by native speakers. They can be the resources for the students to build their vocabulary, listening comprehension, and speaking. Students need various materials to make them get ready to make good result in speaking, writing, reading, and listening.

#### C. Explicit and Implicit

The theoretical basis for noticing centers around the relationship between explicit and implicit knowledge. Explicit knowledge is conscious knowledge of grammar rules learned through formal classroom instruction. For example, Andy knows every rule about subject-verb agreement but makes frequent mistakes in natural speech. This knowledge is only available to him when he has time to think about the rules and then apply them (i.e. a grammar exercise or a writing assignment). In contrast, implicit knowledge is unconscious, internalized knowledge of a language that is available for spontaneous speech. For example, Jim speaks English with near perfect use of the basic rules of subject-verb agreement. This is despite the fact that he may have no idea what subject-verb agreement is or what the rules are (Noonan, 2004).

Therefore, explicit and implicit learners are able to be found in a classroom setting. Both of them have different ability to get involved in teaching learning process. They are completing each other to meet the goal of learning. Moreover, it is the educator's creativity to make them be curious and successful. Finding any kinds of method to gain students' interest is the teacher's job. It could determine the success of teaching learning process.

#### D. Speaking fluency

The level of fluency is different from one person to the other. It depends on the circumstances around the speaker. If it is only among ESL students, they do not need to be as fluent as native speakers. But if they are in L2 country, they need to speak fluent English at least they can catch the speed of native speakers' utterance. It means that the people who interact to each other by using second language should have the ability to communicate in a second language clearly and efficiently (Kayi,2006).

Like proverb says that practice makes perfect. So practicing alot by peer assessment, role play, simulation and other activities that trigger the students' participation should be developed anytime.The key of the successful of speaking is the speaking fluency. It is the way that both the students and teachers should try to get. The success of students' fluency in speaking is the pick of learning speaking.

The level of fluency is different from one person to the other. It depends on the level of their vocabulary building and their frequency of practicing. The more

vocabulary they have the more various expression they make. The more frequent they practice the more fluent they will speak.

## **ACTIVITY**

### **A. Peer assessment**

In peer assessment, learners are active to assess and to be assessed. The assessor can raise some critical opinions related to performance of the assessed peer. They learn each other. It is a good way to help introvert people be active. They can criticize each other without feeling ashamed.

By doing such kind of activity the silent students will be triggered to take part in conversation. They will not be reluctant to complete it because of the score. They will try bit by bit to satisfy the requirement. Day by day, one time in occasion they will be accustomed to practicing English.

On the other hands, the active students could help others to participate in practicing conversation. They could inspire others to come their mind up. By giving them some stimuli, the active students could trigger others to speak up. It is the aim of peer assessment, it is not merely assessing others but also teaching others by stimulating others to satisfy the questions. The more various the questions are the better the fluency will be built. So the benefit of peer assessment could be gained bot the assessor and the assessee. Nevertheless, the teachers also could get satisfaction by having their students complete the task.

Mentioning about peer assessment, Mandelsdorf, 1992, pp. 275-276 in Gousseva,J.(1998) said "Do you find it useful to have your classmates read your papers and give suggestions for revision? What kinds of suggestions do you often receive from your classmates? What kind of suggestions is the most helpful to you? In general, do you find the peer-review process valuable?"

### **B. Oral Assessment**

In assessing speaking competence, some criterion would be listed. The proficiency in Pronunciation, intonation, vocabulary, and fluency is some criterion someone should perform when he would like to be assessed in oral assessment. Those

kinds of criterion measure the fluency of the assessee. By having such kind of ability, he would speak clearly and efficiently.

Before getting oral assessment, the assessee should enrich themselves by listening podcast a lot in order to be accustomed to pronoun the correct pronunciation. It is the step they need to get to satisfy the requirement.

In podcast, learners could listent how a word pronounced correctly, the intonation of sentences or phrases stressed appropriately, and some words choosed accordingly. Besides learning new vocabulary, they also learn some knowledges for their life.

Moreover, Criterion-referenced testing is defined as, "a test which measures a test-taker's performance according to a particular standard or criterion that has been agreed on. The test-taker must reach this level of performance to pass the test, and a test-taker's score is interpreted with reference to the criterion score, rather than to the scores of other test-takers, which is the case with a norm-referenced test." (Longman Dictionary of Language Teaching and Applied Linguistics 3 rd Ed, Richards & Schmidt, Longman 2002 in Lambert, I. 2003).

### C. Cooperative learning

Cooperative learning can be defined as a variety of concepts and techniques for enhancing the value of student-student interaction. In one well-known operationalization of cooperative learning (Johnson and Holubec, 1993 in Tan,1999).

Therefore, cooperative learning is an activity needed in practicing peer assessment. Students cannot do just that alone. He or she will need a partner to practice. One is as an assessor and the other as anassessee. They will interact to each other to meet the goal. One of them dig some information from his parner to satisfy the question. Cooperative learning is not only to build the friendship but also could support the fellowship to be active in learning. Developing this method is beneficial for students and teachers in building the condusive environment.

Cooperative learning is also important to boost the student's enthusiasm to participate the teaching learning process. One of the activity that could be done by implemanting such kind of activity is peer assessment. A student will need another one to practice with. They will be completing each other to meet the requirement.

#### D. Self regulated learners

Students who are self regulated learners collaborate with other students in exchanging ideas, eliciting assistance when needed, and providing support to their peers (Trejos, 2008). They could lead other students to be conscious of their performances. They provide themselves with enormous materials to make them get ready to respond to their partners in answering their questions.

In peer assessment an assessor will criticize assessee's performance. He will give some suggestions regarding to the result of the assessment. The assessor and assessee will exchange ideas how to better the proficiency. Moreover, someone can elicit assistance to those who are reluctant to perform his involvement in any classroom activities. In applying self regulated learner method, someone can offer a favor to his low competence peer. He could give him a vivid explanation about the material he does not understand yet.

In self regulated learners both the assessor and the assessee will gain the benefit. They will get some knowledges by doing such kind of activity. The assessor will learn the material deeply than the assessee also prepare themselves with various materials to make them get ready.

By doing such kind of activity, students will enrich themselves with desirable materials based on their need. They will be proud of themselves by having that level of competence. It could boost their involvement in many speaking activities. Teaching learning process could be developed greatly.

#### 1. Suggestion

##### A. The benefit of peer assessment in speaking

In peer assessment activity, the participants are active in any angles of activities. They are getting involved in performing their ability and assessing their performance. They experience take and give activity beyond the boundaries. They do not just take enrollment in peer assessment activity to meet the requirement. They are truly to get some benefits by doing so. They will widen their own perspective against the material discussed.

Furthermore, the value of peer evaluation lies not simply in the obvious practical advantage that students are constantly engaged in the teaching and learning

process rather than mere passive observers. It is a valuable means of giving students direct feedback and providing a means of assessment that is directly related to the stated intentions of the course (Hooper, 2005).

## CONCLUSION

Peer assessment benefits for both the assessor and the assessee. The assessee knows the mistakes he makes and the assessor can develop his knowledge by assessing his friend. Peer assessment in speaking can wane the level of anxiety and reluctance because the relationship among friends hone the learners' confidence. Therefore, practicing this kind of activity is triggering participants to develop their critical thinking. The assessor and the assessee can take and give the information they have without feeling afraid. Slowly but surely their competence in speaking would develop greatly.

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