

**MINISTRY OF HIGHER AND SECONDARY SPECIALIZED
EDUCATION OF THE REPUBLIC OF UZBEKISTAN UNIVERSITY OF
EXACT AND SOCIAL SCIENCES**

Master student :Avazova Lobar Boriyevna

Developing students' oral and written skills through peer assessment

ANNOTATION:

The study aims to describe the implementation of peer assessment specifically to describe the objective of the teaching, describe the material used in teaching-learning process, and describe the procedures used in peer assessment especially in speaking and describe the students' response toward the technique. This research is a qualitative research. The data are taken from event, informant, and document. In collecting data, the researcher uses observation, interview, and documentation. Besides, This study aimed at exploring the effect of using peer assessment in writing improvement of students. In this paper, 30 students have to be guided by using a peer assessment approach in their writing skills in class, and after that, they take their classmates' feedback into account as a tool to reflect their improvement.

Key words: oral skill, writing skill, students, speaking, technique, peer assessment, performance, teaching

Speaking is the most important skill in studying foreign language. Mostly, students find the difficulties in speaking English. Celce Murcia in Fauziati states that "speaking is an activity requiring the integration of many subsystem and all these factors are combined to make speaking a second or foreign language formidable task for language learners". Speaking is very influential in language acquisition. Some of students' speaking skill cannot reach the target of teaching speaking. It's because the students have difficulties in speaking and pronounce the correct words or it may be caused by they afraid to speak in front of their teacher. Each student has different level of capability and understanding. To confront the different learners' characteristics also require special competence from the teacher.

In teaching learning process, teaching is the most important aspect must be noticed, but in addition assessment from the learning process also needed. Taras defines



assessment as judgements of students' work, and "evaluation" to refer to judgement regarding courses or course delivery, or the process of making of such judgements. Peer assessment technique require students' to speak then assessed by peers. Present research uses narrative text as it's definition "narrative type tells a story". The teacher makes sure that student sunderstand about the definition, social function, and generic structure, and also the language features of narrative text. Then, the teacher explains the peer assessment technique to correct their pronounciation in speaking narrative text. Finally, the teacher asks the students to present narrative text using peer assessment technique which has been explained by the teacher. Commonly, the current research of the topic is to analyze or testing method of teaching speaking approach. This research tries to describe the implementation of peer assessment on speaking skill on narrative text. Here, the researcher tries to analyze the effectiveness of peer assessment technique which is applied in teaching-learning narrative text.

Overall, interview data indicate that majority of students had a positive reaction to the peer assessment. While being a positive assessment experience, a minority of students expressed a dislike or dissatisfaction with the process. Mostly students were agreed that peer assessment is an effective way improving students speaking ability. The application of this technique was not difficult and do not waste much time, but in giving scores students potentially affected by students caused by relationship between assessor and students being assessed. All of the interviewee recommend peer assessment technique used in speaking teaching-learning process. Students are more interested in joining teaching-learning activities, and the students have development of speaking skill teacher's. It means that students have ability to assessed and judge their peers' competence. From the interview data, they also said that peer assessment is an effective and good technique which help them to shared understanding about English especially in speaking.

Typically, writing is considered one of the most complicated for most learners that also requires a great deal of knowledge background to fulfill a paragraph. Hence, this paper aims to propose a means of writing assessment by which the pupils may brush up on their paragraph and obtain an opportunity for peer assessment. The alternative assessment does play a crucial part in learning and teaching effectively as it makes an effort to contribute to emphasize collaborative and co-operative learning progress. Thus, the teachers must pick up one alternative assessment to guide, transfer feedback, and apply it in class, which will pave the way for the pupils



to be self-motivated in their learning outcomes. One of the most efficient ways is peer assessment, which appears as an ideal assessment approach for both teachers and learners. As Topping states, peer assessment is a tool for the learners to have a concrete plan to consider the factors like level, value, or the quality of the performance for various students. Besides, another important point of peer assessment is figured out by the researchers Strijbos & Sluijsmans that peer assessment is an educational organization in which the pupils may obtain the opportunities to give feedback for their classmates based on their performance quantitatively or qualitatively in order to discuss, reflect and learn from each other. Additionally, refers to peer assessment as an interactive type of assessment since the learners can keep pace with the academic achievement and the teachers may utilize this type of assessment to boost the students' learning progress. Hence peer assessment can be used more in the teaching environment to help both teachers and learners achieve their outcomes sufficiently. Furthermore, using peer assessment in teaching writing for students is a practical and time-saving way for the writing performance of the learners because through the process that they check, adhere and provide the comments for their mates' writing productions, the learners may learn on their own by considering the oblivious errors as well as their mates also have a chance to reflect and learn from their friends' assessment.

Reasons for using peer assessment on writing. It is commonly believed that through the peer assessment, the teacher and the learners can create consistent bonds amongst the teacher and students or students and students so as to judge the quality of the writing performance based on the provided rubric from the teacher. Clearly, according to Van Zundert, Sluijsmans, & Van Merriënboer the peers play the role of assessors or assesses for the other peers, and they can boost the improvement if they receive the unambiguous and rational assessment from others. Although there are two types of peer assessment, namely formative and summative, both of them are feasible for the learners to check and upgrade their learning outcomes. Thus, the main reasons why it is so essential to opt for the peer assessment in teaching, learning as well as improving the writing skill for learners. In fact, the peer assessment takes part in catering for not only the teachers but also the students to realize their weaknesses and strengths through conducting an assessment by peers that will be helpful for their own learning strategies to eliminate their errors in writing and enhance their good points regarding learning, giving assessment and improving their



writing skill. In the apply in their classes and peer assessment, which is feasible for the students to learn in chosen popularly. It is commonly believed that to be successful in all aspects of English is not an easy mission as the EFL.

Learners need to take into account more and more efforts in improving their skills. More specifically, writing skill seems to be the most difficult skill for both teachers and students to achieve the completing outcomes. On the one hand, it isn't very easy for the teachers to guide or make the pupils' appropriate assessment. On the other hand, the EFL pupils also meet more challenges in learning or enhancing their writing performance.

All things considered, this study focuses on the usage of peer assessment and its effect on learners' oral and writing skills. Through the information displayed in this paper, the peer assessment approach helps the students improve their writing and oral performance. If the teachers and students may apply this type of assessment reasonably, they will obtain more and more beneficial throughout the teaching and learning process. The literature review also pays more attention to finding out and highlighting the pros and cons of peer assessment, which is the most primary point in this paper. As an English teacher, I really appreciate these results to explore more effective teaching methods in the foreseeable future. Indeed, the higher the positive attitudes the learners express in peer assessment for their writing and oral performance, the more usable that method can bring to them.

REFERENCES:

1. Bashir, Marriam. 2011. Factor Effecting Students English Speaking Skills. British Journal of Arts and Social Sciences. English : British Journal Publishing.
2. Basuki, Ismet and Hariyanto. 2014. Assesmnen Pembelajaran. Bandung : Remaja Rosdakarya.
3. B. Gilbert, Judy. 2008. Teaching Pronunciation Using The Prosody Pyramid. Cambridge English. USA : Cambridge University Press.
3. Brown, H. Douglas. 2004. Language Assessment : Principles and Classroom Practices. USA : Longman.
4. David Bound. (1999). Peer Learning and Assessment. Assessment & Evaluation in Higher Education. Volume 24, Issue 4, pages 413– 426.
5. Fauziati, Endang. 2010. Teaching of English as a Foreign Language (TEFL). Surakarta : Muhammadiyah University Press.



6. K. J. Topping, Peers as a source of formative assessment. In: H. L. Andrade, & G. J. Cizek (Eds.), Handbook of formative assessment (pp. 69–75). New York, NY: Routledge, 2010.
7. J. W. Strijbos, D. Sluijsmans, Unravelling peer assessment: Methodological, functional, and conceptual developments. Learning and Instruction, 20(4), 265-269, 2010.
8. N. Wikstrom, Alternative assessment in primary years of international baccalaureate education (Master's thesis), 2007.
9. M. Van Zundert, D. M. A. Sluijsmans, & J. J. G. Van Merriënboer, Effective peer assessment processes: Research findings and future directions. Learning and Instruction, 20(4), 270-279, 2010
10. K. J. Topping, Peers as a source of formative assessment. In: H. L. Andrade, & G. J. Cizek (Eds.), Handbook of formative assessment (pp. 69–75). New York, NY: Routledge, 2010.

