PEER ASSESSMENT IN THE SPEAKING IN ACADEMIC CONTEXTS COURSE

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ABSTRACT

This study aimed to: 1) describe the scores by peers in the Speaking in Academic Contexts course, 2) describe the scores by the lecturer, 3) compare the scores by peers and those by the lecturer, and 4) describes the students' perceptions of peer assessment. The research subjects were 56 students from the Speaking in Academic Contexts course. They were selected using the cluster sampling technique. Quantitative data were collected through speaking tasks and the scoring rubric. The speaking tasks were those for informative speech and persuasive speech. The rubric included components of language appropriateness, vocal variety, pronunciation, and gestures. Qualitative data were collected through reflection to find out students' perceptions of peer assessment. Quantitative data were analyzed using descriptive techniques and the Wilcoxon Signed Ranks Test to compare peer scores with lecturer scores. Qualitative data in the form of reflections were analyzed using the thematic analysis technique. The results showed that: 1) based on the speaking task components, the scores by peers in Speaking in Academic Contexts courses tended to have low internal consistency, 2) based on the speaking task components, the scores by the lecturer in Speaking in Academic Contexts courses had adequate internal consistency, 3) the scores by peers were different from those by the lecturer with a tendency for lecturer scores to be higher, and 4) students' perceptions of peer assessment in the Speaking in Academic Contexts course tended to be positive.

Kata Kunci: *peer assessment, lecturer assessment, Speaking in Academic Contexts, informative speech, persuasive speech*