

# **The Use of Group Assessment for Speaking Skill at English Language Education**

## **Department**

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### **Abstract**

Group assessment is one of assessment that teachers usually use to assess students. The students need to do the assignment in group. In group assessment, the students can discuss and interact with other member. This research discussed about the use of group assessment for speaking skill. The aimed of this research are to investigate the students' perception of advantages and disadvantages on using group assessment. This research conducted at English Education Department on private university in Yogyakarta. The participants of this research were students of batch 2014 at that department. This research was qualitative method and use interview to gain the finding of this research. The finding of this research showed those using group assessment has advantages and disadvantages. The advantages of using group assessment were adding knowledge, improving students' speaking skill, improving students' confident, building students' leadership, and knowing each other. The disadvantages of using group assessment were losing control of the class, teachers' ineffective time management, and unequal member contribution.

*Keyword:* group assessment, speaking skill, students' perception, advantages of using group assessment, disadvantages of using group assessment.

## **Introduction**

Speaking skill is one of important skills in language learning. Qureshi (2016) mentioned that speaking skills are important to communicate with other people, to express our ideas well. He also suggested that speaking skill is important to acquire the students' speaking skill to speak fluently with native speaker. Other researcher suggested that the students' speaking skill in communication skill is one of long term goals that teachers want to achieve in class (Hamzah & Ting, 2010).

At the end of the learning process, teachers need to give an assessment to check the students' speaking ability. The use of assessment can also help the students to develop their ability and knowledge. Jabbarifar (2009) mentioned that assessment is a process that includes four basic components such as measuring the students' improvement every time, motivating the students, evaluating the teaching method, and ranking students' capabilities in relation to the whole group evaluation.

Teacher can assess the students by using group or individual assessment. Teachers can use one kind of assessment and assess the students in many ways depends on what they want to assess. Individual assessment is assessing students individually, and group assessment is the type of assessment in which the students have to do the assessment in group. Applying group assessment depends on the situation of the assessment such as the measure of problem that cannot be done in individual, the goals of assessment in group, and the limitation of the time or

equipment to solve the problem that the students have (Victoria University of Wellington, 2004).

Smith and Bath mentioned that group assessment is one way to interact with others and increase students' critical thinking and communication skill by cooperating students in group (as cited in Bentley and Warwick, 2013). Many teachers think that using group assessment is good to assess the students' speaking skill especially in communication skill.

## **Literature Review**

### **Perception**

Perception is an argument that comes from someone experience. Lindsay and Norman (as cited in Pickens, 2005) mentioned that, "perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world". In other words, perception is a prior experience that builds an argument based on the person's understanding by the past. However, perception can be different with the real, because perception is the person understands from the experience (Pickens, 2005). In one situation people can have different perception because they have different opinion and feel.

### **Speaking Skill**

In learning language, speaking is important. According to Kuśnierek (2015), "the ability to speak a foreign language is synonymous with knowing that language because speech is for them the basic means of human communication." (p. 75). When

people communicate with others, they should understand the meaning of speaker and reply the answer. In this interaction, people can talk and make a conversation to other. Sanna (2013) explained that people can share their ideas and interact with others if they have good speaking skill. Speaking is useful in communication to show people's opinion and communicate with others.

### **Assessment**

Assessment is a tool to find out about the students' performance. Assessment is the way that teacher used to check the students' understanding about the material that has been taught. Brown (2004) stated "assessment is an ongoing process that encompasses a much wider domain" (p. 4). Assessing the students is not only including about the students understanding, but includes the students' abilities. Teachers can assess the students in formal or informal situation depend on the kind of assessment that teachers choose to apply.

Group assessment is a type of assessment that teacher usually use. Group assessment aims to achieve the learning process, related to the process and product (Victoria University of Wellington, 2004). Teachers can assess the students using group assessment to achieve the goals of learning and the teachers can use some kinds of group assessment to assess the learning process. There are kind of assessing students in group that teachers can use, group discussion, group presentation, group debate, and role play. The kind of group assessment that teachers usually use are group discussion and group presentation.

## **Advantages of Group Assessment**

Group assessment has some advantages. There are six of advantages on using group assessment. First, improve students' communication skill. Students develop their communication skill because they have to interact and speak up to others members (Bently & Warwick, 2013). Students have an opportunity to discuss and communicate with other member and improve their communication skill. Second, improving students' knowledge. Hamzah and Ting (2010) found that in the implementation of group assessment, students need to interact with other member. Interact with other member will help students share their opinion or knowledge with other members, thus students can get additional knowledge by sharing each other and help another member.

Third, building students' confidence. Harmer (2003) mentioned that using group assessment can make the students more comfortable to talk in group which is more private than speak in front of the class. Using group assessment makes students more comfortable and feels confident to tell their opinion with their friends. Four, building students' tolerance and patience. Bently and Warwick (2013) found that when students share opinion to other members they actually learn how to act to other people since they have different thinking and they have to solve a problem together.

Five, getting more active in group. Harmer (2003) commented that students can be more active in group work. Students will be more active to do the assessment in the small area with their classmates because the student feel more enjoy talking with their friends. Lastly, making students enjoy learning process. Martine (2001)

explained that using group assessment will create a good atmosphere in classroom and make teaching and learning process more fun. Group assessment gives different atmosphere and makes the students comfortable in learning process.

### **Disadvantages of Using Group Assessment**

There are disadvantages of using group assessment from other experts. First, teacher loses control of the class. Martine (2001) supposed that using group work can make teacher lose control of the class with some group in the classroom. Students may use their first language (L1) in group discussion or students can talk about another topic which is not the topic. Second, students may do not like working in their group. Harmer (2003) mentioned that some students may not like working in group. Some students may like to do something by themselves, individual or like teachers' explanation than work in group.

Third, unfair for students who contribute more. Bently and Warwick (2013) suggested that some students may less contribution and make other member give more effort. It is not fair for other students who give more contribution and get the same score with other member who give less contribution. Lastly, time consuming. Harmer (2003) argued that using group assessment will take a long time. It is because the procedure of group assessment.

### **Methodology**

The purpose of this study was to investigate the advantages and disadvantages of using group assessment based on the students' perception on using group

assessment. Thus, the researcher used qualitative design to gather the data. One of the characteristics of qualitative is to explore and develop the central phenomenon to get the detail information (Creswell, 2012). In qualitative research we can explore the topic widely including the perception, understanding, and experience of the participants (Mason, 2002). Therefore qualitative research design was suitable to be used in this research. Furthermore, descriptive qualitative used in this research because the researcher need the participants' explanation descriptively.

This study was conducted at ELED of private university in Yogyakarta which is implementing group assessment. The researcher chose that department because the department used group assessment for many times. The types of group assessment that students usually use are group discussion and group presentation. This research was started from October 2017 and lasted on July 2018. The researcher collected data information on April 2018 and continued to analysis the data.

The participants of this study consist of three students were on batch 2014 who have longest period of studying and experiences on using group assessment in teaching and learning process at ELED of private university in Yogyakarta. The researcher was gathered information from students in different level of GPA because the researcher assumed that students have different opinion based on their GPA level. The student who has excellent level of GPA may the very active student and gives more contribution than other member. The other students with different level of GPA may have different opinion with that student that they have no chance to talk. The participants' identities were anonymous and changed to Participant 1 (P1), Participant

2 (P2) and Participants 3 (P3). They are active in the teaching learning process, participant one has excellent level of GPA (3.51 – 4.00) with score 3.75, participant two has satisfactory level of GPA (2.76 – 3.50) with score 3.47, and student who has good level of GPA (2.00 – 2.75) with score 2.62.

This research used interview to collect the data because interview can help researcher to get information wider and deeper. Interviews enable participants to express their opinions or experiences in their own way (Cohen et al., 2011). The researcher used Indonesian language to interview the participant, because the participants are native of Indonesian language. Using Indonesian language was helped both of the researcher and participants to limit misunderstanding of questions and answer. This research was used interview guideline, recorder, and note as the tools. The researcher was needed the tools to guide the interview question and did not missing any point.

The researcher continued to select the participants based on the criteria. Then the researcher contacted the participants via Whatsapp application and decided the time and place to meet. The researcher interviewed the participants in the different day and started from participant one, participant two, and the last participant three. After interviewed the participants, the researcher was transcribed the interview audio into text. The researcher sent the transcript to participants via email to do member checking. Member checking was useful to check whether the transcript agree with the participants or not. The researcher did the coding to find the main point of participants' answer. Coding used to analyzed the information and get the answer



from the transcript. This research used open coding, analytical coding, axial coding and selective coding.

## **Findings**

Based on the interview, the researcher found that there are five findings of the advantages of using group assessment and three findings of the disadvantages on using group assessment.

### **The Advantages of Using Group Assessment**

The result of the first question shows that group assessment has some advantages based on the participants' perceptions. Based on the interview, the researcher found that there are five findings of the advantages of using group assessment. First, the advantage of using group assessment is adding knowledge. Adding knowledge means that the students get new information and get more understanding about what they learn. All participants agreed that using group assessment can add the students' knowledge with interaction, share the idea, and discussion. Some people may have more knowledge to help the other member find the result and make other members knowledgeable (Bently & Warwick, 2013)

Second, building students' leadership. Students need to improve leadership skill to make students more responsible about their task and their role in group, the students can also learn how to plan the strategy and manage group to help the students solve the problem together. Based on the book of Victoria University of Wellington (2004), some advantages of using group assessment are to develop

students' leadership and planning skill. The students practiced their leadership, so the students do not depend on the other member, and find the strategy to finish the task earlier. Third, students improved speaking skill. Improving students' speaking skill is important because speaking skill is one of important skill in teaching and learning process. Hamzah and Ting (2010) agreed that the students can practice their speaking skill especially in communication skill by interact and discuss among member.

Four, make students know each other. The student may know their classmates, but not really close with their classmates. Therefore by doing group assessment, students interacted with other members and become closer with their classmates. Bentley and Warwick (2013) stated that having group member made the students know how to interact with other people in work, and know about the culture and behavior other member. Communicating helped the students to sharing their experiences, idea, and culture to other group member. Lastly, build students' confidence. Confident make people brave to tell their opinion and do something they like. The students felt confident when they using group assessment because they work with their friends. Martine (2001) stated that the students sometimes felt fear and doubt to express their idea, new atmosphere decrease fear to interact and share their opinion by using small group area and talking with their own friends.

### **The Disadvantages of Using Group Assessment**

Using group assessment has some disadvantages based on the students' perception. The finding of this research showed the disadvantages based on the students' perception that the researcher was collected. There are three disadvantages

that researcher found based on the participants' perception. First, teachers lose control of the class. Losing control means that teachers cannot take control of the class and the students. Teachers can lose students' attention during teaching and learning process such as the students do not focus on the material or the activity and doing something else. Martine (2001) stated that teachers need to monitor several group in the same time.

Second, teachers' ineffective time management. The implementation of group assessment need a lot of time. Teachers usually have poor time management for group assessment. Participants felt that using group assessment was wasting time, have limited time and take a long time. Using group assessment took a long time and has limited time because the activity of group assessment started from divided students into several group until the end of activity. Third, unequal members' contribution. Members' contribution is important to finish the task earlier and get a good score for group. In group assessment there are some students who give less contribution and did not take a part in group. This problem makes the other members take the other part to complete the assignment. Bentley and Warwick (2013) explained that unfair contribution for some students who do not contribution and the other take the responsibility of the task, some students rely on one member's decision, and the other member can get bad grade because the member who do not give any effort.

## **Recommendations**

This research gives some suggestions regarding the students' perception on the advantages and disadvantages of using group assessment at university in Yogyakarta. The suggestions are expected to be beneficial in the future.

**For teachers.** The teachers should provide the advantages and disadvantages of using group assessment. Group assessment has some beneficial in learning process especially for students' speaking skill. However, group assessment also has some disadvantages that students can face. The teachers need to realize the problematic and decrease the problem. The teachers should make effective time management to apply group assessment.

**For students.** The students should realize the problem of using group assessment in group. It will help the students to avoid the problematic with other member who has bad character. The students can also find the fair way to get score for students who give contribution and less contribution. The students can also aware of their weakness when they in group assessment to be more confident and take a chance to practice.

**For other researchers.** The others researcher can use the information of this research with similar topic. The other researchers can also find other topic of assessment or different skill to discuss. This research can help other research to find other idea such as the kind of assessment, the different of assessment, or the problem and solution of assessment.

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