

ARTICLE

**THE IMPLEMENTATION OF PEER ASSESSMENT IN ELEVENTH
GRADE WRITING CLASS OF SMAN 6 KEDIRI
IN THE ACADEMIC YEAR 2018/2019**



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STATEMENT LETTER

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THE IMPLEMENTATION OF PEER ASSESSMENT IN ELEVENTH GRADE WRITING CLASS OF SMAN 6 KEDIRI IN THE ACADEMIC YEAR 2018/2019

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ABSTRACT

This study focuses on how peer assessment implemented in the writing classroom of eleventh grader in SMAN 6 Kediri academic year 2018/2019. Most of the teacher only gives score to the students' work but mostly without any feedback. It makes the students do not know the mistakes that they were made and they will not be able to understand their own weaknesses. In this research, the writer wants to observe how an assessment by peers can be done in the classroom. This research used qualitative approach. The place to conduct the research is at the eleventh grade students of SMAN 6 Kediri. The result that drawn by the researcher is adapted from Hedgecock (2005) who said that a process-oriented approach to writing involves multiple steps including among others prewriting (thinking and planning), writing, editing, revising and rewriting activities. He also said about peer response in writing that it is proponents emphasize the importance of valuing diversity and cooperative inquiry, as well as the positive affect and learner centeredness associated with peer interaction. The researcher did an observation on the teacher and students when they were involved in peer assessment activity in writing class. Bailey (2001) mentioned about classroom observation in his books. He said that a classroom observation is the purposeful examination of teaching and learning events through the systematic processes of data collection and analysis. This is the thing that been done by the researcher in SMAN 6 Kediri in the academic year 2018/2019. Result of this research is that classroom management plays an important role to make peer assessment successful in the classroom. The teacher should be able to create a good environment to set up this assessment and also by the help of an instrument such as peer assessment checklist that are easily used by the student is also an important factor to execute peer assessment in the classroom

Key words : Peer Assessment, Feedback, Writing

I. BACKGROUND

Writing is very important as one of the media in communication that can help people to express their ideas, feelings, and opinions. Alwasilah and Alwasilah (2005:134) said that writing has been

proved as language activity that helps students to create logical competence as an ability to solve problem through complex linguistic and cognitive ability such as organizing, structuring, and revising.

In relations to educational field, the activity of writing elaborates a process of thinking, feeling, reading, sharing, and finally producing the writing. Writing as the last productive skills is considered as the most difficult skill to be mastered by the students. Richards (2002) said that the students are considered to acquire some complicated skill in which they have to concern to higher level skill of planning and organizing. Also they must pay attention to lower level skills of spelling, punctuations, word choice, and so forth. From the statement above, we can say that their difficulties to mastered writing skill are not only because they must generate and organize ideas, but also they have to turn the ideas into the target language.

Byrne as cited in Suparna, Padmadewi and Putra (2013) stated that generally, students are provided learning materials and learning activities that represent real life context brought to classroom situation. The activities are assigned from the simplest to the most complex one. Writing is simply performing the students' competency in writing to a certain writing task and bundling it into product of written text. Thus, it is clear that writing is one of the most important skill to be mastered by the students.

In Indonesia especially in senior high school, there is a standard competence and the basic competence that the students should achieve. In writing narrative, the standard competence is about to express the meaning of functional short text and essay in the form of narrative in context of daily life, and for the basic competence is about the students should be able to express the meaning and the rhetorical steps on essay by using variety of written language accurately, smoothly, and acceptable in context of daily life in the form of narrative text.

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. In general, Assessments are typically design to measure certain or specific elements of learning. Roberts (2006) stated that assessment can and should also play a vital part in the learning process itself. The most radical form of this alternative view is that the primary role of assessment is not about grading at all, but about learning, and that assessment practices should be developed and refined so that they assist the learner to learn effectively and efficiently. Most

of the teacher only gives score to the students' work but mostly without any feedback. It makes the students do not know the mistakes that they were made and they will not be able to understand their own weaknesses. It also makes them reluctant to write a composition and making a good writing product. Hence, the appropriate method of assessment in teaching and learning process is very important to help the students. And to overcome the problem, it can be done by using peer assessment

Peer assessment is an assessment of students that is done by their friends or peers, and it can be used for both reviews to facilitate feedback. Roberts (2006) in his books stated that the term *peer assessment* refers to the process of having the learners critically reflect upon, and perhaps suggest grades for, the learning of their peers. Peer assessment is

II. METHOD

In this research, the researcher collected the data in the form of qualitative. This study was conducted to describe the implementation of peer-assessment technique in teaching writing. The students doing peer-assessment in the classroom while conducting a writing task and producing a narrative text. Qualitative data collection is more than simply deciding on whether you will observe or

distinguished from group assessment in that students assess each other's learning, even though the learning may have occurred individually or at least outside of any formal collaborative groups.

Peer assessment has been considered an important part of writing process that helps improving writing ability. Mazda (2013) stated that the use of an appropriate technique is the significant way to increase the writing skill. One of the effective ways to encourage students to enhance their writing skill is through peer assessment technique. Wenjie and Shuyi (2010) stated that peer assessment as a method of writing can enhance autonomous learning. It can well reflect the effectiveness of the learners' feedback and cooperation as well as enhance learners' awareness of self-learning and self-esteem.

interview people. Five steps comprise the process of collecting qualitative data. You need to identify your participants and sites, gain access, determine the types of data to collect, develop data collection forms, and administer the process in an ethical manner (Creswell, 2012). The Researcher take an important roles in this research because he became the main observer as a key instrument for the findings of the research. Ary (2010:424)

said that in qualitative studies, the human investigator is the primary instrument for gathering and analyzing of data. The researcher will collect the data by doing the observation, and the researcher will become a non-participant in the classroom to do the observation. The researcher observe and collecting the data using observation checklist and make a documentation from the beginning of teaching and learning process until the end of the class.

III. FINDING AND DISCUSSION

The finding of this research is about how peer assessment implemented in eleventh grader writing class of SMAN 6 Kediri. The finding is in the form of qualitative and the researcher described the data that already gathered through an observation in the classroom. The objective of the peer-assessment that she did in the classroom is to brainstorm students' ability to analyze their own ability to do the task. By doing a peer-assessment in the classroom, she makes the students understand about the thing that is wrong from their work before they are proceeding in doing the real assignment that are meant to be scored. Feedback from their peers is a key for them to get a better result when they have to do the next similar task or assignment.

In the beginning, the teacher delivered the material about narrative writing. After the teacher make sure that she succeed in delivering the material about narrative text, she started to ask the students to make one narrative writing product with a theme that had been decided. The themes that can be used by the students are a story about animal and person. Besides, the story that wrote by the students that day should not more than 4 paragraph and less than 250 words.

After the students finished the task that given by the teacher to made a narrative writing product, the teacher started to conduct the peer assessment in the classroom by using peer assessment checklist that already been prepared.

The result is the teacher able to execute the peer assessment without any difficulties, they realized on the spot about their own mistakes and the feedback is given by their peers who did the same works. This checklist helps the students in realizing their mistakes real-time or on point like what the teacher said. I believe that all students happy with the method that used by the teacher in the classroom. After all of them finish their work, the teacher asks them to write down the result of their checklist. This checklist helps the students in realizing their mistakes real-time or on point like what the teacher said.

I believe that all students happy with the method that used by the teacher in the classroom. After all of them finish their work, the teacher asks them to write down the result of their checklist. It can help them in making a better narrative text for the assignment that given by the teacher.

IV. CONCLUSION

This research, researcher found that in some situations, peer assessment could become a good choice for teacher to make the students able to get the feedback that they need. The researcher focused on how the teacher applied peer assessment in the writing activity in the classroom and it can be concluded that peer assessment is a great method for students in understanding their mistakes from their works immediately. Besides, the judgment is coming from their peers that also doing the same works. The researcher will draw a conclusion based on the previous chapter and on the observation that had been done on the field.

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