PEER ASSESSMENT EFFECT ON STUDENTS' WRITING PERFORMANCE

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Abstract: The aim of this study is to investigate peer assessment effect on students' writing performance. Writing is one of activities that should be learnt by students to achieve language ability especially in English, but the fact they often face difficulties when they write, the difficulties such as in organization, content, grammar, vocabulary, and mechanics, so it is important for students to interact and collaborate with their friends or peers to solve those difficulties together, it called as peer assessment. Peer assessment is a common activity used in writing classroom and it can increase students' writing performance,it also can be beneficial for both writer and teacher. For the teacher, it helps him saving time in checking students' works, further for students, peer assessment can assist and gain their writing performance by stimulating the peers to discuss, reflect, and collaborate well. Peer assessment is very effective for students to be more active and productive by interacting each other. The intended interaction relates the error of poor organization, misuse of punctuation, the use of faulty grammar, inappropriate diction and capitalization, it is done in order to present the students' improvement of writing performance.

Keywords*:* Effect, Peer assessment,Writing performance

Abstrak: *Tujuan dari artikel ini yaitu mengetahui efek dari penilaian sejawat terhadap kinerja menulis siswa. Dapat diketahui bahwa aktifitas menulis merupakan salah satu kemampuan yang harus dikuasai oleh siswa untuk meningkatkan kemampuan Bahasa terutama Bahasa Inggris, namun pada kenyataanya aktifitas ini masih ditemukan kesulitan pada beberapa komponen Bahasa lainnya seperti organisasi penulisan, isi, struktur kalimat, pemilihan kata, dan penggunaan huruf kapital serta tata eja yang tepat, sehingga ini dibutuhkan cara untuk memudahkan siswa dalam hal menulis, salah satu cara yaitu dengan penilaian sejawat. Penilaian sejawat merupakan aktifitas yang digunakan dalam menulis dan ini dapat meningkatkan kemampuan menulis siswa, ini juga bermafaat bagi kedua belah pihak baik guru dan siswa, bagi guru tehnik ini dapat menghemat waktu dalam mengecek hasil kerja siswa dan bagi siswa cara ini dapat membantu meningkatkan kinerja menulis. Penilaian sejawat lebih efektif bagi siswa untuk lebih aktif dan produktif melalui interaksi satu sama lain. Interaksi ini membahas tentang kesalahan pada organisasi penulisan, tanda baca, struktur kalimat, pemilihan kata dan kapitalisasi, hal ini dilakukan untuk meningkatkan hasil kinerja menulis siswa.*

Kata Kunci: *Efek, Penilaian sejawat, Kinerja menulis*

I. INTRODUCTION

The activity of writing becomes a tool for conveying thoughts and creating the process of thinking and thoughts (Andayani, Pratiwi, &Priyatni, as cited in Najich, 2019, p. 98). Writing is someone's attempt to express ideas and thoughts; also writing is the aim to interact with others indirectly. In line

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with previous explanation, Tarigan (as cited in Najich, 2019, p. 98)   states that one language skill that is not used to interact directly or face to face is writing.

For students, writing is not yet an easy skill, they need more process other than just finding the idea. They have to think twice: first, they have to think about what to do, write, and then think about how to express the point of view in another language where they still have some difficulties in using it (Elfiyanto, 2020, p. 78). It is found that writing is not only finding the idea but also how to express what they will write. Elfiyanto (2020, p. 78) also states that it is found that writing the first language is different with second language. Some difficulties in second language writing is due to the lack of some aspects. The first one is about the correlation between understanding the source text or the task instructions for writing.

To be an effective writer, students should have a good insight that writing is a process. As stated by Langan (as cited in Elfiyanto, 2020, p. 79) that writing is a discovery activity that involves a gradually process in. Therefore, writing skill is an activity not only to be learnt but also needs to be trained through several steps of writing to become an effective composition. The first is finding a topic to be written about and developing the topic through the pre-writing stage. The second is developing the supporting ideas or details into several paragraphs and the last is revising and editing the results of the writing to ensure that the writing is correct and appropriate to be published.

According to Elfiyanto (2020, p. 78), currently writing has essential role of language because it is not only want to convey information but also it can convey insight to others. Therefore, understanding how the process of writing is also a challenge for writers to learn because some writers feel that writing is still hard for them with several reasons including that to write in a second language (L2) or for EFL students to write L2 is not the same as L1, and EFL students need a lot of abilities not only to be able to look for ideas to write but also they must be able to think about how to express their views into a different language, namely L2 which is very different from the linguistic structure of the first language (L1), so that it is why writing is still considered a language skill that is very important for students to be learnt and mastered. According to Jacobs et al (as cited in Kustanti&Yuhardi, 2014, p. 72) "common problems that often occur in writing for EFL students include inappropriate in content,

writing organization, language use or grammatical, vocabulary, and mechanics, so students sometime feel frustrated and cannot finish their task of writing, therefore it is needed for students the appropriate strategy to solve those problems faced by them".

As stated by Topping (as cited in Kustanti&Yuhardi, 2014, p. 73)"It is known that peer assessment is able to give good way or solution and minimize their writing error by interact through peer response each other".SimilarlyGielen et al (as cited in Kustanti&Yuhardi, 2014, p. 73) said that the term peer-review refers to peer assessment and peer response or peer editing in teaching writing.Peer-review is a benefit to other students, namely as a source of information for others so that they take over the role of the teacher and the responsibilities that teacher usually gives by giving suggestions, criticism both written and oral so that their writing result has well organized (Hansen & Liu, as cited in Kustanti&Yuhardi, 2014, p. 73).

II. PEER ASSESSMENT EFFECT ON STUDENTS' WRITING PERFOR-MANCE

2.1 Peer Assessment in Writing

Assessment is a part of the learning process between teachers and students; it is also as a tool to help students see the development and progress of their learning by identifying and monitoring learning progress. Moreover; it obtains the information that enables the teachers and students professionally judge about the students' academic progress (Wikstorm as cited in Legese, Ferede, &Shimelis, 2019, p. 754). In addition, they added that assessment in traditional model of teaching and learning is usually used to check whether the information has been absorbed and received, and it make sure that the learning has been provided and completed information and feedback which sums up teaching and learning process.

O'Neil & McMahon (as cited in Legese, Ferede, &Shimelis 2019, p. 756) said that the use of traditional assessment continuously by the teacher and it is dominated by him in learning outcomes is not appropriate anymore and does not fit with the paradigm shift from teacher-centered to students-centered learning approach; as a result peer assessment that gives an important position in the learning process has received much attention as one of the alternative assessment and also important to increase their achievement in students' academic performance especially in writing

Peer assessment is a common activity used in writing classroom and it can increase

students' writing performance (Brammer & Rees as cited in Legese, Ferede, & Shimelis, 2019, p. 755), it also can be beneficial for both students and teacher. Peer assessment is very effective and students are more active and productive by interacting each other and intended communication relates to the error of poor organization, misuse of punctuation, the use of faulty sentences, inappropriate the diction and capitalization and presents the students improvement of the writing performance.

2.2 Effectiveness of Peer Assessment

The effectiveness of assessment at least has two respects; the first is peer assessment allows the students to engage critically with the material assessed and to compare and contrast their writing performance with their peers' work (Topping as cited in Double, McGrane &Hopfenbeck, 2019, p. 484).

In addition, Liu et al (as cited in Double, McGrane &Hopfenbeck, 2019, p. 484) argue that peer assessment is able to improve the interaction or feedback communication relates with their written work, reviewing peers' work is also likely to help students become better reviewers of their own works, revise and also improve their writing performance if it is done frequently, not only that it can gain and

increase positive learners perceptions of peer assessment itself.

According to Elfiyanto (2019, p. 434), there are some benefits of applying peer assessment on students' writing performance such as firstly it is considered to enable students to increase their ability in writing, secondly, it is able to work towards developing cognitive thinking because by doing it, the students can increase interaction, confidence, critical thinking skill, and build interpersonal relationship between the peers. It is also reduce the error of writing. Thirdly, peer assessment gives benefit for both teacher and students, for the teacher, it helps him saving time in checking students' works, in one way or another freeing him for more helpful direction or instruction, however, it does not mean that the teacher is really free from his obligation for assisting his students to write better. Further, for students, peer assessment can assist and gain their performance by stimulating the peers to discuss, reflect, and collaborate well.

Peer assessment is one way that can be used to develop one's interpersonal skills if they are ready to do this and have received sufficient guidance so that peer assessment can give a positive impact on students' learning and needs (Topping, 2018, p. 17), moreover; Basuki (2012, p. 87) added that

there are some effectiveness of using peer assessment in writing performance:

1. Trains to give feedback on friends, receives information, respects the opinion of friends, behave open to peer judgments, and responsible for everything that has been done.

2. With peer assessment, the relationship between one and another become closer and more alive.

3. Reads the composition of other friends also as learning process because by reading the composition, the students are able to get new knowledge and information from it.

4. Gives assessment on another friends' composition, the students must have good ability and knowledge about the way how to write, so to assess that the students get challenged or more challenging to apply the ability and knowledge that they have.

5. Reads other friends' composition, indirectly they will accustom to receive and respect other friends' idea.

It can be inferred that peer assessment gives benefits for students, means that it also gives positive effects for them when they write such as they can build and give feedback, interact, and collaborate closer each other to discuss what they are writing about.

2.3 Writing

Writing is one kind of skill in English. Writing is a way to transfer ideas, thoughts, and feelings to the other people in written form in order that make understand the meaning. According to Linse&Nunan (2005, p. 88), writing is the process of thinking to invent ideas, thinking how about to express idea, and organizing idea into sentences, paragraph, and essay that will be clear to be catch by the reader. Then, Harmer (2006, p. 31) states that writing is an activity to produce language by transferring the idea, feeling, and opinion into written form. From the explanation above, it can be concluded that writing is the activity to express or transfer ideas, feeling or thinking in written form to make the readers are visible and concrete on the piece of paper as the tool to communicate with the others. Futhermore, to make the reader is easy to understand the context and message of writing. To write good performance of writing, it is better for the writer has to follow the process of writing itself.

2.4 Writing Process

Writing is one of the activities to express idea and the idea itself should be arguable by the writer, not only that he/she has to pay attantion for several aspects like content, organization, language used, vocabulary, and mechanics such as capitalization and spelling.In writing, the students have to set the goal to produce well organizing writing. As stated by Oshima & Hague (2007, p. 15),there are six processes of writinghave to do by the student or writer, as follows.

1. Prewriting

The first stage of the writing process is prewriting. In this stage, the writer choose interested or related topic to be discussed. It is also as a process which will narrow the topic and brainstorm it.

2. Planning

Planning is the second stage of the writing process. Planning is process to involve what is it going to write.In this step, the writer must organize the idea by making outlining such as making sub-list, writing topic sentence and outlining.

3. Writing

In this step, the writer starts to make the first draft based on the outlining. In this process the writer develops or outlines the ideas that have been made in the previous planning. Ideas that is poured is not only words, but also the logical and structural meaning. So that, the reader will understand the message of the content easily.

4. Revising

After process of writing, the next stage is revising, this stage the writer checking out and finds out the error made by the writer. If the error found both in the form of content, organization, language used, vocabulary, capitalization, and spellingthen it can be revised as well.

5. Rewriting

The next stage is rewriting. This stage done after revising means that the writer rewrites his/her composition that he/she revised before about some error found previously.

6. Final Writing

The last stage is final writing. In this stage the writer make sure all errors such content, organization, language used, vocabulary, capitalization, and spelling that he/she made are really revised and fix to be published.

It can be concluded that there are several stages (prewriting, planning, writing, revising, rewriting, and final draft) during writing process and this needs attention from the writer to make his composition becomes

well organized and easy to understand for the readers.

To make good composition, the writer does not only follow and comprehend the stages of writing but also he/she has to have more attention with some problems often face in writing as stated below.

2.5 Problems in Writing

Writing is the activiy that means the students explain the idea into written form. In writing, the students sometimes have problems. According to Alfaki (2015, p. 44—45), there are some problems that commonly occurred in writing such as, grammatical problems, choice word problem, and cognitive problems.

1. Grammatical problems

In English foreign language, students still do mistakes or error frequently in writing English because lack of grammar. Most of them do not have good mastery in grammar knowledge. Specifically, the problems related to the way of arranging the sentence and the use of inappropriate, consequently, their sentences are incorrect, for example: John **goes** to the bookstore and he **bought** some of his favorite comics. Goes is present tense verb and bought is past tense verb. The sentence is incorrect because the event occurs at the same time, so the correct one is "bought" should be "buys".

2. Word choice/Diction problems

Choice of words or diction is a selection of words that the writer wants to express in written form, it is also as supporting and determinants of success in communication, it is not just a matter of choosing words, but how the words affect on the meaning and information to be conveyed and expected, but sometimes students are difficult to express some ideas because they do not have enough vocabulary used to write English, not only that they still confuse in choosing and using appropriate word used based on the context or based on what they write about, so it can make their writing to be not good. For example: She walks **between**her friends" the example above is incorrect and the correct one is "she walks **among**her friends".

3. Cognitive problem

There are five kinds of cognitive problem such as:

a. Punctuation problems

Punctuation is a system of symbol that help the readers understand the structural relation within a sentence. Punctuation is

not standard to the extent like spelling. Understanding punctuation is essential for the students because it enables them to communicate clearly. In fact, the students sometimes still do mistakes in using punctuation.

b. Capitalization problems

Capital letters are useful for some parts of writing such as the beginning of important words, in topics, and heading. In writing, the students often do mistakes in using them.

c. Spelling problems

English spelling system is one of writing problems forstudents. Many students experience problems with English language spelling because English is drawn from a number of other language and lack understanding of language rule that make the students do mistake in writing.

d. Content problem

The problem usually faced by students' writing is content problem, it occurs because they do no enough knowledge and ability about what they will write, so the content what they write is not fit, appropriate, and out of the topic they chose.

e. Organization Problem

This problem occurs because the ideas that the students write is not clear, if the writing is not organized well it can make the readers will confuse and do not understand what they are trying to express because good organization in writing is essential in written communication.

From the statements above, it can be concluded that there are some problems often face by students in writing performance such as grammatical problems, choice word problem, and cognitive problems.

III. CONCLUSION

It is known that the activity of writing is not really easy for EFL students, it can be seen that L1 and L2 are different in many ways so they have to have much knowledge about writing components itself that they have to be able such as organization, content, vocabulary, grammar, and mechanics. As a result they often meet the difficulties to write well, so that to minimize the lack of writing performance, the teacher needs the guide them by the activity that can help them to do it, and peer assessment is one of effective strategies for students' writing performance because it can build collaboration and exchange ideas, thought from one to another, not only that they also get new information

and knowledge that they have not gotten yet, as a result it can make their writing performance will be better, as stated by some previous experts before.

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