

The Influence of Friendship Bias Toward Peer Assessment in Efl Classroom

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Abstrak

Penilaian adalah bagian penting dalam proses belajar mengajar. Salah satu jenis penilaian yang digunakan di kelas adalah penilaian sejawat yang memiliki banyak manfaat. Terlepas dari banyaknya manfaat yang dimiliki, masalah subjektivitas dalam pelaksanaannya meningkat. Penelitian ini mencoba untuk mengetahui apakah persahabatan antara siswa di kelas dapat memengaruhi bias dalam implementasi penilaian sejawat. Untuk tujuan ini, 59 siswa berpartisipasi dalam proses penilaian sejawat. Mereka dibedakan menjadi kelompok teman dan non-teman berdasarkan hasil sosiogram. Mereka diminta untuk membuat karya tulis dan melakukan penilaian teman sebaya setelah dijelaskan bagaimana cara melakukannya. Kuesioner juga diberikan setelah pelaksanaan penilaian sejawat. Setelah itu, skor karya tulis mereka dibandingkan. Data dianalisis menggunakan t-test. Hasilnya menunjukkan bahwa ada perbedaan yang signifikan antara kedua kelompok. Hasil kuesioner sesuai dengan hasil ini dimana siswa memiliki kecenderungan bias dalam menilai pekerjaan teman yang dipengaruhi oleh tingkat kedekatan diantara mereka.

Kata Kunci: penilaian sejawat, teman, bias antar teman

Abstract

Assessment is crucial part in the teaching and learning process. One kind of assessment used in the classroom is peer assessment which has many benefits. Despite of its benefits, the issue of subjectivity in the implementation is raised. This study tries to find out whether friendship between students in the classroom may influence bias in peer assessment. To this aim, 59 students were participated in the peer assessment process. They were differentiated into friends and non-friends group based on the sociogram result. They were asked to make a written work and do peer assessments after being explain how to do it. The questionnaire was also given after the implementation of peer assessment. After that, the score of their written work were compared. The data is analyzed using t-test. The result shows that there is a significant difference between both groups. The result of the questionnaire does in line with this result which students have a tendency of being bias in assessing friends' work which is influenced by their level of intimacy.

Keywords: peer assessment, friends, friendship bias..

INTRODUCTION

In EFL classroom, assessment is the crucial part in teaching learning process. Assessment is the process of getting information from different process and sources related to students understanding, the knowledge they get or the teaching – learning process they experienced, so it can be used as a see to improve further learning process (Huba & Frees, 2000). This can give lots of result towards what students need and what teacher ought to do in the next learning.

Lots of ways are used by the teacher to do the assessment for the students. Assessment in education is known into several kinds. According to Brown (2004), those are informal and formal assessment, formative and

summative assessment and alternative assessment.

Formal and informal assessment related to how an assessment is conducted, is it done during the teaching learning process informally, without recording the result, by the teacher or conducted formally such as test. Formative and summative assessment deals with the procedure of the assessment, it is to help the students develop their ability or to measure their overall comprehension. According to Hill and Parry (1994) Alternative assessment also gives students more chance to decide what kind of criteria that they are going to work on and how they are going to be assessed, but it needs extra time for them to complete all comparing to the

testing. As its own name, alternative, it comes as the solution for teachers' centre in the assessment. In the other words, students who are involved in the teaching learning process are included in the process of assessment.

Alternative assessment has kinds of definitions according to experts. It is less formal method of assessment (Clapham, 2000). Alternative assessment focuses more on students' strength in language learning rather than their weaknesses. The process of grading is also different with the traditional assessment since alternative assessment focus more in the performance and process of learning the language (Tedick & Klee, 1998). The implementation of peer assessment should emphasize the improvement of the students along with respecting their ability to use and deliver the knowledge, as well as to solve its problem (Phye, 1997). In conclusion, alternative assessment is used during the teaching learning process to assess students' performance which is focus more on the development by using some kinds of criteria rather than paper and pencil test.

In the alternative assessments, students have the role to assess themselves, their works and even their friends' works. They are given the opportunity to get access on how to make a good result in learning. This is because using alternative assessment cannot be done just at once. The process is needed to get the result of the assessment as all of alternatives assessment involves more processes. For instance the use of peer assessment which cannot be finished only in one meeting and get the result at the same time; it takes time from giving the peer feedback, asking for confirmation and revising. As a result, alternative assessment could give more effects for the students themselves through its processes.

Alternatives assessment includes portfolio, journals, self and peer assessment. One of them, which are peer assessment, is done by the students toward their friends' work which is commonly done in the classroom before the teacher rate students' work. Students take role in the process of assessment by giving comments, critics, advice or even feedback for friends' work. It is done through the criteria or rubrics given by the teacher.

One kind of alternative assessment is peer assessment. There are many experts define the nature of peer assessment. Falchikov (2007) defined that Peer assessment requires students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining. Spiller (2009) also stated that peer assessment involves students providing feedback to other students on the quality of their work. Both say that peer assessment is done by a student to another in order to give his opinion or comments toward his friend's work. The feedback is the suggestion that can be taken or not by his peer to revise his work in the classroom. In conclusion, peer assessment is students being

responsible to assess other students' works by relying on the assessment criteria.

Peer assessment has been defined as "an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status" (Topping, 1998). The use of peer assessment can encourage students' engagement, responsibility and excellence, makes frameworks course clearer, skills and learning focus, and supply better feedback (Weaver & Cottrell, 1986).

In the use of peer assessment, Saito (2008) believe that peer assessment encourages reflective learning through observing others' performances and becoming aware of performance criteria. In general, peer assessment seems to generate positive reactions in students, although some students have concerns and worries it leads to multiple interpretations. However, all of those benefits still lead peer assessment to a question about its subjectivity. Does students really objective and rely on the criteria while assessing their peer work or they may be influenced by personal relationship with their pair? Especially for adolescence since they are in the process of getting trust and a need to be accepted as an individual in their community (Santrock, 2014). They want to be accepted, liked and become a member of the group, thus by giving bad mark to their friend there is a worry that their friends may hate them.

A relationship between students in a class can lead them into an intimacy which then they called as friend. Especially for teenagers, they prefer friendship which more intimate and intense compare with young children (Santrock, 2014). Some students in a class can be quite close to each other because of several factors, such as having the same opinions, obligations, responsibilities even hobbies. However, some of them might not that close but just knowing each other since they are classmate. This intimacy between students in the class could influence the use of peer assessment in the classroom. They might have a tendency to over mark or under mark their friends. This brings me to this study to investigate; whether there is a friendship bias in the use of peer assessment in the classroom.

According to Matthews (1983), people define friendship in different way. Some of them see friendship as irreplaceable individual and the others say that it is just a relationship between individual. Friendship as irreplaceable individual means someone that could not be change in someone's live even when the people passed away, could not be placed by other individual. On the other hand, people friendship as a relationship is the intimacy between individual in certain time and certain circumstances. Some individual become so close, but as the time goes by and when something makes them separate, it is not horrible. Other individual will come and they can make friends again.

Friendship can be seen as how long people have spent certain amount of time together (Walker, 2013). To be called as friend, men need some activities to get-together and not only about simple feeling. The time they spent will build intimacy between individual which

build trust, companionship, assistance, and affection (Caroline, 1993).

Related to this study, friendship is defined as the relationship between at least two people who share companionship and intimacy which is more than people in their surrounding. In this case is classroom. Some students are considered as friend when they socialize more, spending more time together, discuss and shared personal matters which do not share to the member of the students in the classroom. Furthermore, non-friend is defined as students who do not have close label as friend. They know each other as a part of the classmate who they meet everyday, but do not share certain intimacy and personal experiences.

Even though some study also show objectivity in peer assessment, for example a study conducted by Inayah, et al. (2015) toward 164 medical students found that peer assessment has less objectivity in result rather than high-stakes test. McConlogue (2012) also discover in her study that the subjectivity was emerged in students' mark. It proofs that subjectivity in peer assessment is possible. Even though some studies, for instance, Azarnoosh (2013) says that there is no subjectivity in the implementation of peer assessment in the classroom, this might be because the subject were university level which most of them did not bound to each other as the senior or junior high schools do, especially related to students writing.

Writing task is one of the important tasks in the classroom for the students. Through writing students can express their thoughts and feelings based on their knowledge and experiences. Related to learn a language, writing gives ways to students in improving their vocabulary, content, language structure, and grammar. More importantly in Indonesian, the basic competence point four stated that teacher need to guide the students to produce a text, whether it is an adaptation or by their own ideas. This helps them to understand more about the material which is learned. Furthermore, writing would help the students in giving feedbacks. This reveals their language competence understanding.

Based on the previous definitions, close relation between individual have the possibility in influencing someone in many ways. As in teenagers' friendship, friends are the closest individual they have, even more than family, which influence them the most in their development, positively or negatively (Sullivan 1953 in Santrock 2014). When individuals enter schools, especially during junior high and senior high, friendship becomes meaningful and typically takes over most aspects of life (Sharon, et al., 2010). In their early ages, adolescents spend most of their time with few group of closest friends (small cliques), and will continue into larger group called crowds (Shaffer & Kipp, 2007). In the other words, teenagers' unconsciously will create a group on their own and it starts from a peer which consists of two people into a group of people.

In the peer assessment, if two intimate individuals who call themselves as friend made up into peer marker, there would be tendency that their intimacy would influence their marks. This is because being

acknowledged by other friends with the peer is somehow important for some teenagers (Santrock, 2014). However, according to Jean Piaget in Shaffer & Kipp (2007), peers give more parts in adolescent's development. This means that learning with their peer helps the students to develop their ability. That is why peer assessment is beneficial to be implemented in the classroom with some consideration.

The issue of subjectivity between friends in peer assessment appears in some studies. A study conducted by Panadero (2013) to 209 students of bachelor degree in Spain investigate about the impact of rubric assessment and friendship on peer assessment. The result shows that there is significant different between the level of friendship and the use of condition rubric to students with higher level of friendship which students are being over mark other students with medium and low level of friendship. The medium and low levels of friendship result of peer assessment are more valid compare to students with higher level of friendship which means the use of rubric do not help much in reducing friendship bias. The writer stated that the use of rubric not only guide into more valid result but also give more potential friendship bias.

Other study about the relation between friendships and peer assessment is also conducted by Azarnoosh (2013). Her study compare the difference between teacher's score of students work and the score which is given by students on peer assessment and find out the possibility of bias which appear among students' friendship. The study involves 38 university students and 26 of them are participated in all the part of the study. The result shows that there is no significant different between teacher score and student score which also prove that there is no friendship bias interfere the implementation of peer assessment.

According to those studies, there are two conflicting result about the influence of friendship on peer assessment. Another researcher such as Topping (2003), also stated that friendship partly determine the implementation of peer assessment. One result shows that friendship appears and the other do not show the same result. For these differences, further study need to be conducted to find out what is the more relevance and closer to the actual implementation.

Therefore, it is necessary to conduct research on peer assessment to find out whereas friendship influences the use of peer assessment in the EFL classroom in Indonesia. In particular, the present research is intended to investigate the following problem: Is there any influence of friendship bias in the implementation of peer assessment? In this study, the discussion of peer assessment focuses on friendship bias by the use of peer assessment in the classroom and how friendship can affect peer assessment.

METHOD

Based on the research questions and the objective of the study, this study used quantitative ex-post facto research because the participants are impossible to be

manipulated. The reason why they are impossible to be manipulated is because the relationship between students is something that they already have before this study conducted and it could not be controlled (Ary, Jacobs, & Sorensen, 2010). Furthermore, it would be unethical to ask them change their relationship for an experiment purpose. The research was conducted to find out the influence if friendship bias in the implementation of peer assessment in the classroom of Senior High School students. Quantitative research was used in this research because it studies about relationship (Ary et al., 2010) that is related to the study which try to find out whether there is any influence of friendship in the peer assessment. The aim of the research is to find out is there any significant difference between students who are close to each other and those who are not. It is also try to find out whether during peer assessment students have tendencies to rely on their friendship in giving assessment.

In the implementation of peer assessment, the researcher focused on the result of students test result and questionnaire. The test was given after the sample drew between two classes. The students were divided into two groups which were friends and non-friends. Then, the researcher explained to the students about the written work that they were going to make. The researcher decided the criteria of the work they are going to do. Even though involving the students to take part in deciding the criteria is important, so they could be more involved in the assessment process (Clapham, 2000), as a matter of practicality, the researcher only provided a rubric for the students and explained to them. After that, they wrote a text based on the instruction given. Next, they were asked to assess their partner written works. The process of assessment was done twice, by friend group and by non-friend group to find out the score difference. To get the answer of the second research question, the questionnaires were given after all the assessment process done.

This study collected the data in two classes of senior high school in Indonesia. Each class contains of thirty students in average. Therefore, there were 59 students participated in this study. Random sampling was used in this study to draw the sample from the population who were tenth grade students. Among those two classes, they were classified into friends and non-friends to do peer assessment. Both classes also experienced with the peer assessment before.

There were two questionnaires used in this study. The first questionnaire was done at the beginning to define relationship among the students by using sociogram. The second one was conducted after the implementation was done to find out whether students rely on their relationship during peer assessment or not. the test which was used is subjective writing. The students were asked to write an essay about descriptive text. The reason was because the students have been learnt about it and it also the material which is contained a basic competence 3.4 and 4.4 in the curriculum. To

assess students' works, rubric assessment is also used. It helps assessors to focus on what they need to assess (Airasian & Russel, 2008).

In collecting the data, the researcher distributed the questionnaire to students to find out the relationship in the classroom to make the sociogram. After the group has been discovered and the peers have been decided, the writing test was given. Before they started writing, the researcher explained to them about how to make a good text according to some criteria through a passage as an overview and example. After the students finish with their writing, they did peer assessment. Lastly, the researcher gave them the last questionnaire to find out whether during the process of peer assessment they rely on their relationship with the owner of the work or not.

RESULT AND DISCUSSION

In order to answer one of the questions of the study about the bias which may appear in the process of peer assessment related to friendship, the paired sample t test is used. After being count, the result indicates that there is significant difference between score given to friends and score given to non-friends.

Table 1. Calculating t test for the difference of friend and non-friend peer assessment

	Mean	Standard Deviation	Standard Error	t test	Critical Value	Conclusion
Friends	7.9	0.85				
Non-Friends	7.1	0.83	0.17	4.71	1.98	Significant

Based on the result above, it can be concluded that there is mean difference of $7.9 - 7.1 = 0.8$ has t value 4.71, we would say that there is significant difference between mark given to friend and non-friend. From the table 4.1, we can note that 116 degree of freedom (N-2), p at the .05 level is 1.98. Since the t value of 4.71 is higher than $t_{.05}$, it can be concluded that $t > t_{.05}$ is significantly different from the .05 level. There appears to be there is a significant difference between both scores which lead into bias. Therefore, the alternative hypotheses are accepted and the null hypotheses are rejected.

In order to make sure about the effect size of the treatment those were given by the researcher didn't happen because of the chance. It is essential to calculate the effect by using Eta Square Calculation. Cohen (1988) proposed that the calculation has three scales, as listed in the table below:

Table 2. Eta square scale

The Criteria	The Description
Large effect	.14
Moderate effect	.06
Small effect	.01

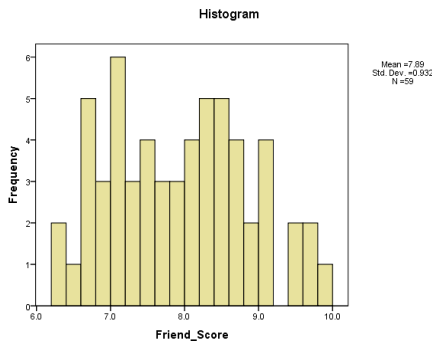
Here is the eta square calculation of effect size of the t test:

$$\begin{aligned} \text{Eta squared} &= \frac{t^2}{t^2 + (N1 - 1)} \\ &= \frac{4.71^2}{4.71^2 + (59-1)} \\ &= \frac{33.18}{22.18 + 58} \\ &= \frac{22.18}{80.18} \\ &= 0.28 \end{aligned}$$

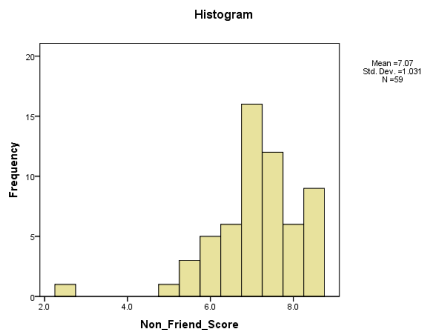
From the calculation, it can be concluded that the Eta Squared value is 0.28. It means that the treatment which was given by the researcher has large effect. In other words, it has been answered the hypothesis in the first chapter one that there is significant difference between scores which is given by students to their friends and non-friends.

Moreover, the normality test is also done using SPSS. This is due to many parametric statistical such as t-test which is used in this study require the data to be normally distributed. Therefore, this is done to check whether the data is normally distributed or not.

Graph 1. Histogram for Friend Score



Graph 2. Histogram for Friend Score



Assumption test which has been done shows that the data were normally distributed as indicated in the histogram. The histogram have the approximately shape of a normal shape which shows normality. The data also linear which is reasonably straight line suggests a normal

distribution. The boxplot, also shows that the line inside the rectangle is the median value which means the data is approximately normally distributed.

The Result of the Students' Tendency of Being Partial

To find out the possibility of subjectivity in the process of marking during peer assessment, the researcher gives the students questionnaire.

Table 3. The result of the questionnaire to students' partial tendency in giving assessment

Features	Responses	Frequency	%	Total (%)
Owner	Yes	92	78	100
	No	26	22	
Accuracy	Yes	51	86	100
	No	8	14	
Feeling	Yes	72	61	100
	No	46	39	
Comments and Critics	Yes	59	50	100
	No	59	50	

The table consists of four features, owner, accuracy, feeling, and comments and critics. The first feature, owner, is based on three questions which are given in the questionnaire. The questions relates with the students perception about how they react to the owner of the work. According to the result 78% of the students agree that they consider the owner of the work in giving assessment.

The second feature is the accuracy of the assessment. Students in 86% believe that they have given the best score according to their own ability. They are sure that the score given to their peers are relevance with their peers' ability.

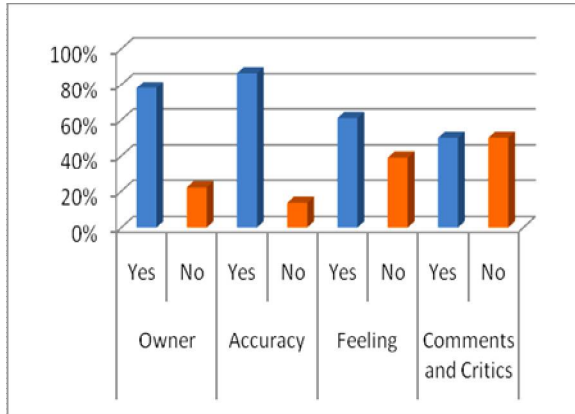
The next feature is related to students feeling. There are three questions which questions students' feeling tendency during peer assessment. The questions ask weather they have bad feeling or guiltiness when they have to face the fact that their peers' work is not good enough. As a result, they need to give bad marks. The questionnaire want to find out if they experience certain feeling of partiality while giving marks related to their intimacy. According to the table, 72% students choose that they have certain feeling in while giving marks to their peers.

The last feature is asking about their opinion to provide further comments and critics to their peers. Comment and critics toward peers' works are expected to be given by students. However, according to the questionnaire, all students give equal response about their willing in giving further non-verbal feedback.

As what has been stated before that there is significant difference between score which is given by the students to their friends and to the other classmate who they are not really engage. Some of them even show

quite high difference, for example marks given by Adam. He gives his friend partner 7.3 and gives 6.2 to his non friend partner. According to the sociogram, his non-friend partner is one of the students who are not chosen by anyone.

Graph 3. Percentage of students' Partiality during Peer Assessment



As the score result shows that there is significant difference between friend and non-friend scores, the questionnaire result also indicates the same way. According to the bar graph presented, it can be interpreted that there is very high difference in the first and second features. In the first feature, students take a more consideration of the owner of the work. In the second feature, students are highly confident that they have given their friends fair assessment. However, the final score shows that a task could have various marks depend on who assess the work. The third feature also shows quite different result in 61% of the students feel burden that they have to assess their friends work, but the rest are fine. The last is that students are fine providing further critics and comment to the students which is shown by the equal high of the bar.

Discussion

As the result that has been described above, it is well defined that there is a difference between score given to friends and non-friends. The above result proves and supports findings that there is a possibility of students became bias in peer assessment because of their friendship. The students in both classes tend to give higher mark to their friends' peer instead of their non-friends' peer.

The result is not surprising since from the beginning, students in both classrooms show more intimacy among some students which was also supported by the statement from their classroom's supervisors. This suggests that close relationship among students in the classroom has effects in the process of peer assessment. This result is related with study by Falchikov (1995) and Morahan-Martin (1996) in (Azarnoosh, 2013) which stated that bias related to friendship is possibly happened. A study by Magin (2010) also has the same result which relationship among students affects peer

assessment. Montgomery (1986) in Kilickaya (2017) also supports this finding.

A previous study by Kilickaya (2017) shows the same result with the result of this study. According to the result, most of the participants experienced friendship bias. As well as this study, Kilickaya study also find out that students are affected by their relationship during the process of peer assessment. Their friendship bias is also affected by the cultural factor.

Different with Azarnoosh (2013) results which bias does not appear, this is happened because their target students are different compare to this study. In this study, the students are teenagers in the average age of sixteen years old. They are in the age when friend means a lot (Santrock, 2014). This time, students spend most of their days with friends, so they have more faith to each other. Friends are individuals who they are really close to after family. One individual represents the other as a friend. They surely want to be better among the others. They want their group of friends to be stand out than the others (Santrock, 2014). Therefore, there is high possibility that they do not want to make their friends' image looks bad because of the bad marks which is also consistent with the result of the study conducted by Kilickaya (2017). It is related to the feature number four of the questionnaire that they feel guilty if they have to give their friend bad mark.

Meanwhile, the result of all the students' score shows that most of the students tend to give higher mark to their friend peers. This finding is related with a study by Vickerman (2009) that in peer assessment, students have a tendency to give more score or over-marked their peer's work. Pond et al (1995) also defines over marking by peers as friendship marking which relevance with the finding of this study.

Another discussion about the finding is that the result of the test is consistent with the questionnaire. As in the first feature which many of the students look at whose work they are going to assess. Blind review, either single or double blind review, was not implemented because in Indonesian classroom reality, it is almost impossible for the teacher to copy students work, then give them code, and then asked the students to assess. It takes more time and budget (Lee et al., 2013). Moreover, by letting it open, students can communicate and clarify to their peers about what is wrong and right with their work. By letting the students' works un-anonymous, teachers give space for the students to have direct communication with peers relates to the feedback (Tighe-Mooney et al., 2016). It is also the best way to show transparency between students and in their communication process (Lee et al., 2013). In addition, the result of the first feature of questionnaire shows that the students consider the owner of the work which means who they are going to assess matters.

In the second feature of the questionnaire, it is surprising knowing the result that more than half of the students felt sure that they have marked their friend as much as is proper. However, looking at the result of the individual score, which a student could have different

scores from different assessors, shows that they all have different tendency in giving the assessment.

Related to the third feature, the finding supports a statement by Brown, Rust, and Gibbs (1994) that students experience such anxiety when they have to grade their peers. The result of the questionnaire shows that students feel more overwhelming when they have to assess their friend's work. Feeling overwhelming that they may grade too low or too high is also experienced by the students when they have to assess their friend works which in this case they are more into do not want to make their friends graded bad. Furthermore, the result reveals that students also feel bad when they have to give bad marks to their friends. They find it difficult to give critics to their friends (Falchikov, 1995).

For the last feature, the researcher asks about their willing to tell their friend's mistakes and giving further comment. The result gives unexpected result. The result is equal between students who are fine by telling their friends their mistakes and who are not. This means that they trusted each other by accepting others' comments. A confidant friends is usually being accepted in any level (Hanna, Suggett, & Radtke, 2010). This also means that they do not feel burden telling their friends' mistakes since it is for their own improvement. Even though during that age adolescence are commonly very stubborn and selfish to receive comments or critics (Sanrock, 2014), it is fine for them to accept comments from their assessors.

At the same time, students also do not want to provide further comment or critics, especially giving direct comments in written. This could be hard for them telling their friend that they have made frequent mistakes because accepting many critics is uneasy (Hanna et al., 2010). Moreover, not everyone is broadminded enough to receive criticism. People also tend to avoid it to prevent destruction on their relationship. Therefore, this gives them limit to assess deeply to their friends' work.

Even though the result of the study shows that friendship has influenced in students peer assessment. The intervening variable also appears in this study. That is the proficiency of the students. Students are doubted that they are assessing the works because they are understand thoroughly about the text and the other component of a good text, such as grammar, word choice, punctuation, etc. Some students who lacks of knowledge in these area could be using their feeling and guessing while assessing their friends work. This deficiency need to be understood by the teacher in using peer assessment for high school students, especially if knowing that the students' proficiency is still lack.

In conclusion, during peer assessment in the classroom, it is possible that factor such as friendship bias appears in the marking process. It is proven by the difference between the score result given to friends' and non friends'. The questionnaire also shows that students have tendency of being partial in giving assessment. They could not deny that even they try to be as objective; it is proven that they still have some thoughts which could lead them being subjective. The other factor that also might happen during peer assessment process is

that students' proficiency intervene the process, which also influences the result of the assessment.

CONCLUSION AND SUGGESTIONS

Conclusion

There are studies which found out about how such factors are influencing the implementation of peer assessment in the classroom, for example friendship. Many of those studies show different result which friendship are influencing and not influencing at all. Therefore, this study was done to find out weather friendship bias appears in the process of peer assessment in Indonesian Senior High School students. The research finding revealed that there was significant difference between score which is given to friend and non-friend peer. Moreover, students also agree that they have subjective tendency during the peer assessment process according the questionnaire result. In brief, friendship could influence the implementation of peer assessment in the classroom. Many factors could lead them into being partial such as the owner of the work, their confidence of their ability in assessing, their feeling when they have to assess their peer's work and their willing in giving further comments or critics.

Suggestions

Peer assessment has lots of benefits for the students, especially for their language improvement. However, teacher should not take it for granted. Teacher need to be careful in using peer assessment in the classroom, especially to younger learners. Learners could be subjective since they are become easily influences by their surrounding. In addition, teacher also need to measure the students proficiency, because if students can assess not based on the rubric but their guess and feeling. Therefore, when using peer assessment, especially if it is first time for them, teacher should guide them well, because such factors may intervenes them.

It is also important to let the students know how to deliver comments and critics to their friends' work more acceptable. The comments could involve sincere compliment, but reasonable. Therefore, it does not offend the work's owner and ruin the peer relationship.

For further study, the researcher suggest to take deep understanding about students feeling toward peer assessment, the bias related to gender, students reputation of intelligence, and academic major to other than writing skills by using different kind of instruments.

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