

THE IMPLEMENTATION OF PEER ASSESSMENT IN TEACHING DESCRIPTIVE TEXT TO JUNIOR HIGH SCHOOL STUDENTS

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Abstrak

Studi ini fokus pada perspektif guru yang mengajar teks deskriptif menggunakan tahapan Peer Assessment. Ada empat tahap, yaitu kriteria guru, desain kelas dalam penilaian sejawat, manajemen guru di kelas, evaluasi guru terhadap teks yang ditulis oleh siswa. Tahapan-tahapan itu harus diikuti dengan tertib jika guru ingin memberikan hasil terbaik untuk pengajarannya. Guru melakukan penelitian ini untuk mengetahui apakah guru mengikuti langkah-langkah penilaian teman sebaya atau tidak. Peneliti merancang penelitian ini secara kualitatif karena ada pengamatan. Subjek penelitian ini adalah sekolah menengah pertama yang telah mengajar selama lebih dari lima tahun dan melibatkan siswa di kelasnya. Pengamatan akan direkam oleh video dan penulis dalam catatan observasi. Dan, akan ada tulisan siswa yang dikoreksi oleh rekannya. Hasil penelitian ini menunjukkan bahwa guru telah menerapkan tahapan penilaian sejawat dalam pengajarannya. Dia menggunakan lembar kerja untuk menjaga pengajaran tetap pada jalurnya. Para siswa memberikan sikap yang baik terhadap metode ini karena melibatkan mereka yang kebanyakan mengajar. Penelitian ini telah dilakukan di sekolah menengah atas baik secara lisan maupun tulisan. Namun, akan lebih tepat jika ada penelitian serupa di tingkat sekolah dasar.

Kata kunci: Penilaian Sebaya, Menulis Teks Deskriptif, Mengajar Menulis.

Abstract

The study focus on the teacher perspective who teaches descriptive text using Peer Assessment stages. There are four stages, those are teacher's criteria, classroom design in peer assessment, teacher's management in the classroom, teacher's evaluation of text written by student. Those stages must be followed orderly if the teacher want to give the best result for her teaching. The teacher conducts this research in order to find out whether the teacher follows the steps of peer assessment or she does not. The researcher designs this research qualitatively because there is an observation. The subject of this study is a junior high school who teaches for more than five years and involves the students of her class. The observation will be recorded by video and written in observation note. And, there will be a student's writing text corrected by his peer. The result of this study showed that the teacher has implemented peer assessment stages in her teaching. She uses a worksheet in order to keep the teaching on track. The students give a good attitude toward this method because it involves them mostly teaching. This research has conducted in senior high school whether in spoken or written. However, it will be appropriate if there is a similar research in elementary school level.

Key words: Peer Assessment, Writing Descriptive Text, Teaching writing.

INTRODUCTION

Peer assessment or partners' feedback requires students' providing feedback or comment (or both) to their peers' writing product or performance, based on the requirement of the excellence criteria of it (Boud, D. and Falchikov, N., 2007). There are many versions of peer assessment, basically, it involves students' feedback to their peer's work. In some occasions, the practice of peer feedback will conduct the analyzing and reasoning activities that is why the assessing process is one of the hardest stages of the teaching-learning process. According to Spiller (2009) stated in her book that the

focus of peer feedback can be on process, encouraging students to clarify, review and edit their ideas. It is possible to give immediate feedback, so formative learning can be enhanced. In fact, peer assessment has many names like peer review or peer editing. The researcher believes that peer assessment process can help students learn how to receive and give feedback which is an important part of most work contexts.

The problem in peer assessment is peer learning builds. It is part of our development from the earliest years of life (it is the practice of formal education and the centrality of the teacher that makes us lose sight of this). Peer feedback can encourage collaborative learning

through interchange about what constitutes good work. Limbach (2010) stated that collecting the feedback or comment from students about what they have written may give an opportunity for re-learning and improvement. If the course wants to promote peer learning and collaboration in other ways, then the assessment tasks need to align with this. Students become better at peer assessment with practice (Falchikov, 2007). In fact, many students in Indonesia are lack of doing writing practice thus their ability in giving correction also poor. Peer assessment is necessary given for students to practice and gain confidence in peer assessment so they could increase their competent at it. Other classroom practices can also help to prepare students for peer assessment, such as exchange and discussion of lecture notes. Creating a classroom environment conducive to the discussion in which all students feel good about participating is a very important step in (Limbach, 2010).

1. Stages of Peer Assessment in Writing

O'malley (1996) stated there are stages of implementing the peer assessment in order to achieve the goal of assessment. They noted that teacher should give a lesson for writing in sequence. Spiller (2009) has classified it into several stages like making the criteria of the material, designing the class, manage or control the class and evaluate student's works. The simplify of this method will be divided into four stages.

a. The Teacher's Criteria of Good Descriptive Text in Peer Assessment

The teacher explains criteria or standard of good descriptive text which are discussed by him and his students. Explaining the criteria also could be done by providing an example of good descriptive text. Completed assessment items are made available to students who assess the submission with reference to the criteria and standards and award a mark. These marks are moderated by the teacher and the peer assessments are returned with the assessment item. The teacher may also award marks to the assessing student for the quality of the peer assessment activity. From the government decree above, it is obvious that students construct the interpersonal text not only in the oral form but also in the written form. Constructing the interpersonal text in written form means that students are allowed to write a dialogue as a draft before they present it. It is hoped that students can present the dialogue fluency and accuracy.

Table 1, criteria of peer assessment by Brown 2007

Criteria	Poor	Average	Excellent
Finish the task or assignment in time or before the deadline	5 points Does not finished or past deadline.	15 points Submitted in time but Incomplete.	20 points Fully complete before the deadline.
Provided meaningful feedback on grammatical error.	2 points Does not give any comments or marks on the mistakes of the word.	4 points. Give a mark without further explanation.	5 points Comments identify potential problems in specific.
Provided meaningful feedback on the content of the text	2 points Does not give any comments or marks on the incorrect sentence.	4 points Comments provided are not logical or incorrectly state assumptions	5 points Comments illustrate useful analysis of logic and assumptions and identify potential problems.

b. The Teacher's Classroom Design in Peer Assessment

Teacher divides students in the classroom into several groups. The teacher may pair his students by reading their previous paper but it is optional because the variety of student's level of writing is high. The teacher could divide his students for two or three students per group. O'malley (1996) stated that peer assessment is commonly used in large classes of students that organized into several groups. It has a purpose to share a short piece of practice writing, either in face to face settings or via the e-learning environment. Teacher should give an opportunity to the students to revise it before the submission. There are several types of classroom design in teaching. First, the Delegator, or Group Style, its style is guided discovery and inquiry-based learning place the teacher in an observer role that inspires students by working in tandem toward common goals. Second, the Authority, or Lecture Style he authority model is teacher-centered and sometimes entails lengthy lecture sessions or one-way presentations. Third, the Demonstrator, or Coach Style, it is multimedia presentations, activities, and demonstrations. This style

gives teachers opportunities to incorporate a variety of formats including lectures and multimedia presentations. Fourth, The Facilitator, or Activity Style self-learning and peer correction students develop critical thinking skills and retain knowledge that leads to self-actualization. Fifth, Hybrid, or blended style, runs the challenge of trying to be too many things to all students, prompting teachers to spread themselves too thin and dilute learning.

2. The Teacher's Management of the Classroom in Peer Assessment

The teacher manage the classroom into an environment of trust while peer assessment activity is progressing. During creating the students must give some constructive feedback to each other. It could in form of marks, comments or direct explanation to unclear statement idea. Literally, each individual provides comments, entered into discussions with peers, and had the opportunity to deliver and listen from the different ways in which fellow students approached writing in the subject domain. In short, it is a small group discussion in a big class in order to create a paper. Before teacher asked them to submit it, teacher asks them to re-check and revise it in another paper. So, student's will recognize the different between first draft and second draft.

3. The Teacher's Evaluation of Text Written by Student

This is the last stage where teacher gather all the assignment and give a score to the corrected text by the students. Students are not allowed to correct their peers because it is a time for teacher to evaluate. Teacher could use peer assessment rubric to evaluate student's ability in evaluating.

There are two main methods to score the writing text that usually used are *Analytic Scoring Method* and *Holistic Scoring Method* (Brown, 2007). But the previous research suggests to use one of those methods, the researcher decide to use the holistic scoring method one.

4. Peer Assessment in Writing

In teaching learning there are two kinds of activities that must be considered by the teacher, those are teaching and assessment (Laila, 2011, p.3). It means that in teaching writing, the teacher must have activities that can be used to assess student's writing. Basically, In teaching writing, especially in short functional text, need a lot of explanations and corrections from a teacher or we called it as teacher feedback. A student who collects feedback and comment from their peers about his writing text will give him an opportunity for re-learning and improvement

(Limbach & Waugh, 2010). In fact, the main students' problem is lack of practice. Moreover, another problem is expressing the idea and overthinking of their grammar and vocabularies. Based on the researcher informal observation, mostly Indonesian school has a classroom where consist of more than thirty students. It caused of the Indonesian teacher manages more than one classes.

In peer assessment, the teacher must organize several principals in implementing peer assessment likes First, make sure the criteria of the material are clear and fully discussed with students. Negotiation with students about some circumstances is appropriate to do. The teacher must explain the criteria of the material given, in this case, is descriptive text. He has an obligation to tell or give a good example of the descriptive text. Second, manage the classroom thus becomes an environment of trust while peer assessment activity is progressing. The trust between a student who writes the text and the corrector is important to encourage the quality of feedback because there is no hesitation in correcting activity. Because student's evaluation to scoring during peer assessment activity is influenced by the several issues like the reliability, validity of student's evaluation, and the honesty of giving the score still doubtful, it means the teacher must give an extra attention during peer assessment activity. The last, be aware in explaining the marks created by the student. In the process of giving feedback, students may give complex or confusing issues. However, the teacher must decide to give a clear mark in delivering the feedback. Generally, there is an opportunity for students to give ambiguous marks or an understanding and teacher as a facilitator must explain it.

Descriptive text is one of several long functional texts that use to explain the illustration of human, animal, and object. According to the syllabus of seventh-grade junior high school published by (Permendikbud, 2016), stated that students are expected to be able to create a descriptive text. On the other word, student is able to give the detailed descriptions of an object. It is reflected to the Indonesian curriculum in KD 3.7 and 4.7.

Students are also expected to be able to write the correct organization, vocabulary and grammar. The researcher believes that through peer assessment students are able to create descriptive text because it is not an easy task for junior high school level. Moreover, using peer assessment could involve all students in one activity thus they could make their own descriptive text.

The students need to think about the meaning of the content, need to think about the motivation behind the content that they compose. However, each content has diverse reason. According to Johnson (1981) expressed that the motivation behind elucidating content is to illustrate the object that is attractive for the writers.

Because of the write what they like, they could explain in detail about the object. Students have an ability to tell in their own words about a picture they have seen. It implies that descriptive text is with a specific purpose that possible to reach by students.

METHODOLOGY

According to the research questions, the researcher decided to conduct his research with qualitative research. The purpose of the study is to describe and analyze the implementation of student's peer assessment of grammatical error, vocabularies error and the students' feedback during teaching-learning process. Cohen (2007) stated that qualitative research is used to describe, to summarize, to prove, to examine the application, and to operate the same problem at different perspective. The researcher will take teacher's perspectives and he collect the data in form of words.

To conduct the research, the researcher chooses one English teacher who implement peer assessment. The selected teacher is a teacher who teaches seventh grade in junior high school for more than five years. The researcher believes the teacher has gained enough experience to implement the peer assessment. In this study, the researcher also involves 30 students from English class because those students have variance styles in writing. Junior high students chosen because they still innocent in way of thinking. They are still in the middle of transition from childish to mature which are not having critical thinking. The amount of students in this study are 16 females and 14 males. They tend to have a strong stance and mostly write with their own perspectives.

RESULT AND DISCUSSION

The study is held in one of junior high school in the capital city where use English as Foreign Language. This school is chosen because the curriculum that English teachers' used are Curriculum 2013. It helps the researcher to make the latest research of it. And, the researcher ever had a teaching practice for two months so that he has a good relationship with the students. The study is conducted in the classroom where teacher and students are implementing the peer assessment activity in teaching learning process. This school also has an English extracurricular that called as SEC or Spensa English Club. It is an English club which is contained with several students from seventh to ninth grade. The researcher assumes that this school will give an excellent result.

The researcher collects the data in qualitative way. The data collected from observation in the classroom using observation checklist and the field note. The researcher will have interpreted the field notes to describe

teacher activities, student's response in the classroom. Last research question, the researcher has an interview with teacher to get further information of his/her teaching using peer assessment.

In this study, to collect the data of this study, the researcher uses observation checklist and field note for observation, and interview. First, observation checklist is needed to make observation stage becomes ease and significant. And field note of the observation checklist purposes to describe the observation during teaching learning activity.

The researcher will explain the result of her research about the implementation of peer assessment conducted by teacher in junior high school. The purpose is to measure the students' ability in writing and giving correction to descriptive text written by their peer. Therefore, the researcher also focusses on the teaching and learning process using peer assessment to the students.

The researcher uses field note as the instrument. He took two weeks to conduct this research. In the past two weeks, he took 3 meetings to conduct the experiment in the classroom with the teacher and the students. For each meeting, it consists of 80 minutes. This research started on 10th, 13st and 14th March. He took class VII A which consist of 30 students, those are 16 females and 14 males. During observation, the researcher only sits in the back seat of the class because it is non participatory research, so that he only observes and takes note about what is happening in the class. The researcher introduce himself to the class in order to reduces the award feeling in teaching learning process.

On the other hand, peer assessment is group activity which involves other student to help each other. The teacher involves the whole students for each stages. In chapter two, it shows that the teacher must follows the stages of peer assessment in teaching. However, he does not follow the steps perfectly because the condition of teaching learning process is commonly disturbed by unpredictable event like announcement from student council and the teacher.

1. The description of the teacher's criteria of good descriptive text in peer assessment.

The teacher does the first stage of peer assessment by explaining the criteria directly while discussing with the students. There is a dialogue between the teacher and students about what they are going to do. The teacher use a two-ways convey discussion to deliver her materials. Her technique is effective enough to cover the difficulties of the students.

The researcher started the observation at 08.30 when the bell of the third period has rung. The class

consisted of 30 students; 14 boys and 16 girls. In the beginning, the teacher introduced the researcher in the class although all students have known well about the researcher because he teaches there. After introduced the researcher, teacher giving several questions related to descriptive text and it was in English. Literally, students were understood with what teacher had been saying. The situation was interactive, both the teacher and student looked interest to the lesson. Then, this class is taught by a female teacher. The teacher was nice but a bit strict to the student. Every time, students made an annoying voice she warned them by increasing her voice.

At the first time the class was started, all the students were a bit noisy but it was not take a long time. Subsequently, the teacher distributed learning sheet to students which contained some activities that the students were going to do at that time. Its worksheet was about describing person, created by the teacher itself.



Picture 1. The teacher start the class

(1)

T: Okay Please. ehm, ini kasih ke temenmu.

T: Okay, deliver this worksheet to your friends.

Teacher gives worksheets to the captain of the class to distributed it to all students.

T: Look at the paper, anyone knows what kind of teks is it? Raise your hand please.

(Teacher observed students background knowledge.)

S: yes, mam.

T: Look at the paper, ada yang tahu teks apa ini? Raise your hand please.

T: Look at the paper, anyone knows what text is it? Raise your hand please.

S2: Text about people. Hum.

T: Yes, descriptive text is a texts that explain about the characteristics of a person, place or something.

S: Descriptive text, mam?

T: Apa itu descriptive text? Ya, Hasan.

T: What is descriptive text? (Teacher pointed at Hasan.)

S2: Teks tentang orang. Uhm.

S2: Text about people, hmm

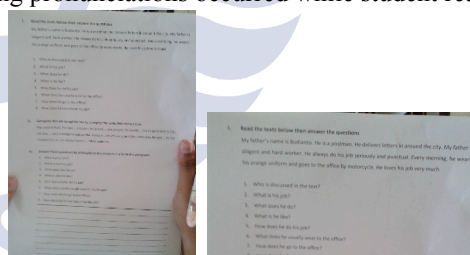
T: Iya, teks diskripsi adalah sebuah teks yang menjelaskan ciri-ciri orang, tempat dan barang.

T: Yes, descriptive text is a text which is explaining the characteristics of people, place and stuff.

Notes: T refers to the teacher; Ss refers to students; S refers to one student; S1,2,3... refers to different student who takes turn in a dialogue.

At the first stage, teacher observes the background knowledge of students. She did it by asking several questions then the incorrect answer created by students related to descriptive text will be discussed. A negative transfer or interference is an activity where teacher give an incorrect example to her students then discussed. This activity is used to encourage student's rapid acquisition. It's showed in conversation (1) that negative transfer present challenges in teaching and learning. This activity also stimulates the critical thinking of the students which is needed in PA teaching learning process.

In the next section, teacher discussed the example of descriptive text. There was a text about Mr. Budiono the postman as the first task in the first panel. Teacher asked students to look at the paper then read loudly together. The situation getting crowded but teacher could control it very well. Teacher read it out loud then asked students to repeat it. After that, teacher asked two students to read it loudly one by one. She corrected the wrong pronunciations occurred while student read loud.



Picture 2. The student's worksheet

(2)

T: Ulangi yang ibu bacakan, My Father's name is Budianto.

(T: Please repeat after me, My Father's name is Budianto.)

Ss: My Father's name is Budianto.

T: He is a postman... He loves his job very much.

Ss: He is a postman... He loves his job very much.

Teacher and students were doing it until the last sentence.

T: Okay please Annisa read the text. Listen to your friend. Sssttsss...

(Teacher asked the student to read loud and asked the other students to listen to her.)

S1: My Father's name is Budianto... He loves his job very much.

T: Okay Hilal next.

(Teacher asked another student to read the text.)

Several simple English instructions were delivered by teacher thus students could answer it. The situation reflected that the students only did that the teacher had instructed. However, teacher's instructions had drawn willingness of some of the students to pay attention yet there were a lot of students who still ignored the teacher. In addition, learning sheet that the teacher had distributed was her creation, not from the book that is made by the government. We know that teacher has been provided by government with English book.

However, the government's book also contains stages of PA in writing yet there are still some differences in instruction and appearances. Then, teacher shows them the example of good descriptive text. This idea was recently explored by (Sprouls, 2011) that positive input must be delivered first in teaching before giving positive or negative feedback. In PA, this stage called as making the criteria or standard of good text. In PA, young learner will understand if teacher directly give a good example of the text rather than shows the outline.

Feedback from peers is highly represent the negative feedback. Thus, teacher need to make a balance in teaching. Then, teacher asked students to read it aloud or drilling sentences in order to make them memorizing the patterns of simple present in the text. Drilling is another way to give a positive input for writing practice. It is one of four steps that teacher has implemented in teaching learning process. The example given to students is short, only a paragraph.

The teacher used her own worksheet instead of the book from the government. The teacher gives an short example of descriptive text to explain the criteria of descriptive text.

2. The description of the teacher's classroom design in peer assessment

The third stage in peer assessment is the teacher divides the students into pair. The teacher uses blend types because she facilitates classroom design. the teacher does not give too much effort to design the class because it is activity class. She asked them to discuss their worksheet by correcting each other. Teacher discussed the questions with the students. She asked them to answer it one by one. She pointed to different student for each question. She asked the pointed student to write down his or her answer on the white board thus all students could see it. If there was a student who could not answer it, the question would be given to other students.

(1)

T: Hari ini, ibu ingin kalian semua bisa mengerjakan semua soal yang ada pada worksheet ini.

T: *Today, I want you finish all the task written on this worksheet.*

S: yes, mam.

T: Kemarin kita sudah mengerjakan sampai chapter 2, sekarang kerjakan chapter 3.

T: *Yesterday, we have been done till chapter 2 so let moves to chapter 3*

S: No.1 Ini jawabnya apa mam?

S: *What is the answer of number one mam?*

T: Jadi disitu kalian coba isi sesuai orang yang kalian idolakan. Misalkan idola kalian hmm Ronaldo, kalian jawab "My Idol is Ronaldo". Thus, you answer it with a complete sentence.

T: *So, in that chapter, you must answer it based on your favorite idol. For example, your idol is Ronaldo, you should answer "My Idol is Ronaldo. Jadi kalian menjawabnya dengan kalimat lengkap.*

The students did not understand about how to answer the questions in chapter 3. The teacher gives the correct answer of question number one. This teaching shows the positive input that has been conducted by teacher in order to give the right understanding. Positive input in teaching writing is necessary added in the first steps of lesson so that the disciples does not have wrong perception (Nakanishi, 2007). In teaching writing process, there are two types of input, those are positive input and negative output.

After a few minutes, there was a student who asked about how to answer number 5. The teacher did not answer it directly otherwise she asked the students back. It creates an environment of discussion. The students asked their friends about it thus the class started crowded again. The teacher finally answered it but she answered to incorrectly. She asked the students to correct her answer. There were several students who have tried answer it but only one student who answered it correctly. Suddenly, the bell of the end of the lesson started ringing. The teacher almost started asked them to do the last chapter. It was creating short descriptive text.

(2)

T: Ada yang ditanyakan?

(T: *Any question so far?*)

S: Nomer 5 mam!

(S: *number 5 mam!*)

T: Ada apa dengan nomer 5?

(T: *What is wrong with number 5*)

S: kalo "how" jawabannya apa mam?

(S: *if the question mark is "How", what is the answer mam?*)

T: "How" itu artinya apa? Hayo. Mungkin "how" artinya "kenapa"

(T: What is the meaning of "How"? hayo, perhaps the meaning of "How" is "kenapa")

S: "How" itu... hmm... Kenapa?

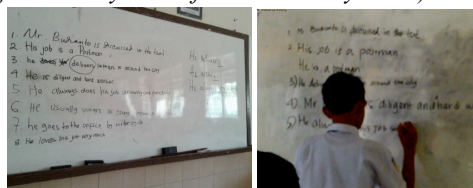
(S: "How" hmm. "kenapa"?)

S2: Bagaimana mam.!

(S2: How mam?)

T: yak betul, "How" itu artinya bagaimana. Jadi jika pertanyaannya bagaimana, jawabannya ya dengan atau "by car" kalo bis ya "by bus"

(T: That's correct, the answer is "Bagaimana". if the questions are started with "How", the answer must use "Dengan" or "by car" if it is a bus "by bus")



Picture 3. Student write down the answer on the white board.

At this stage, students are asking for explanation in question number five, the question mark started with "How". They asked about it because there is a different pattern in that question. Previous questions number one until number 4 are started with "what" and students has been familiar with that question.

The teacher does not give the correct answer directly. It seems like she tries to encourage students' background knowledge. She also gives a negative input to trigger their critical thinking. She asked the students back to make them thinking harder. It is in line with the curriculum 2013 purposes which one of them are encouraging student's critical thinking. The questions in chapter 1 until chapter 3 are answered together with teacher.

The lesson should not have finished yet; it is caused of the announcement in the beginning of the lesson which takes away the time. But short of time, the teacher could finish chapter 3. The last chapter will be continued next meeting.

3. The description of teacher's management of the classroom in peer assessment.

The teacher does controlling the class by moving around while the students were reading the worksheet. She guided the students in answering questions in the worksheet. Afterward, the teacher moved in front of the class to explain the pattern of descriptive that used simple present tense. It was about complete sentence of present tense by answering several questions written in the worksheet. She tried to make student understand by themselves. In discussing, she did not always directly

give the correct answer. While answering the questions, teacher explained about part of descriptive text.

(3)

T: Okay, lihat di teks. Now, see the first question. Who is discussed in the text?

(T: Okay look at the text. Now, see the first question. Who is discussed in the text)

S1: Mr. Budiono.

T: hmm, yang lengkap "Mr. Budiono is discussed in the text."

T: Okay next, what is his job?

S1: Postman

S2: Mam, Mr. Postman.

T: Benar, tapi kurang tepat. Please answer with complete sentence. kalimat lengkap.

T: please, answer it with a complete sentence.

T: hmm, the complete one is "Mr. Budiono is discussed in the text."

S3: he is a postman.

T: yah that's right. He is a postman. Selanjutnya, what does he do?

Ss: He delivers letter.

In this section, teacher tries to encourage her students by answering few questions while explaining the difference between singular and plural sentences. She did it while discussing the questions written in the worksheet with students. This activity we called as indirect feedback because teacher did not give the answer directly. She asked several questions that led to the answer. According to dialogue above, students could correct the incorrect answer or statement from teacher. It shows that the stimulation given by teacher has succeed encouraging student's critical thinking. The important thing in PA is the way of thinking of each student to analyze someone's product.

After the students and the teacher finished discussing and answering the chapter 1, teacher moved the chapter 2 which is about completing the descriptive text. Before the teacher discussing chapter 2, there was a student who asked her about the different between "has" and "have". The teacher explained the formula of simple present again but specifically the usage of "has and have" in a sentence.

In chapter 2, there are several blank words that student must fill it. It will stimulate students' logical thinking about a sentence. They were also given a helper word beside the blank sheet. It also helped them to answer it with accurate answers.

(4)

T: kemudian coba kalian check di point nomer dua bawahnya.

(T: then, check at the chapter 2 below)

S: yang mana mam?

(S: Which one, mom?)

T: Disitu yang selanjutnya. Sebelum kita lanjutkan, apakah ada pertanyaan?

(T: The next one, before we continue, any question so far?)

there is a female student asking while rising her right hand

S: Mam, bedanya pake have atau has itu apa mam?

(S: Mam, what is the different between "have" or "has"?)

T: Okay, perbedaannya hanya pada subject di depannya. Contoh; kalau subjectnya I, You, they dan We maka pakai have. Kalo He, She, dan It, kalian pakai has.

(T: Okay, the difference is in the placement of the subject. For example, I, You, They and We so we use have and He, She and It, you use "has").



Picture 4. Teacher stand behind students

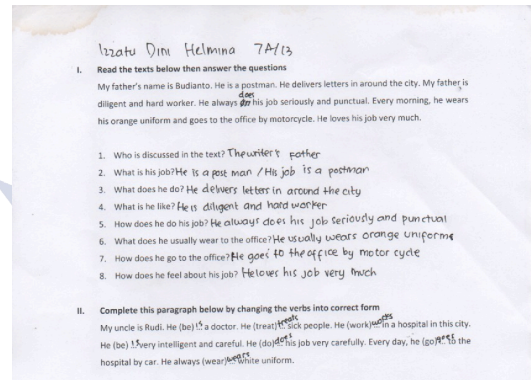
The teacher started moving around while the students were reading the worksheet. She guided the students in answering questions in the worksheet. She checked whether the answer of each student are either correct or incorrect.

The teacher tries to stimulate students to have a mindset of simple present which is the basic pattern of descriptive text. She used a filling the blank question to make students able to answer it as accurate as possible because the answer is written in the sentence. It is only the matter of student's logical thinking in analyzing the changing word. If the students are able to answer all the questions, it means they have started understanding the characteristic of verbs in simple presents tense.

Afterward, the teacher moved in front of the class to explain the pattern of descriptive that used simple present tense. It was about complete sentence of present tense by answering several questions written in the worksheet. She tried to make student understand by themselves. In discussing, she did not always directly give the correct answer. While answering the questions, teacher explained about part of descriptive text.

The teacher also walks around the class in order to manage the classroom into an environment of trust while

peer assessment activity is progressing. She tries to reduce the possibility of cheating which can disturb student's focus on doing the task. The effect of teacher activity in wondering the class is making students to be concern with their worksheet and make them be quite. On the other hand, students aren't comfortable because it is limited their interaction with their peer. Student's commonly interact with their peer with jest.



Picture 5. Student's worksheet chapter 1 and 2.

Teacher explained the way to answer chapter 1 and 2 by discussing with the students. Then, there was a particular student who still did not understand about grammatical term. It was about preposition. Besides the teacher explained about preposition, she also teaches how to memorize adjective in learning process. She explained it until the end of the class.

(5)

T: Okay, ada kata yang dikosongi disitu. coba kalian tentukan apakah kata itu perlu ditambahi (s/es) atau tidak. Contoh nomer satu. Kalo nomer satu ini be (am is are) yang cocok apa ya?

(T: Okay, there is a blank word. Try to decides the words in the text is necessary needed to add (s/es) or not. For example, number one. Number one is about grammar "be" (am is are) which one is correct?)

S: "is", mam (while reading the worksheet)

(S: "is", madam.)

T: iya, He is a doctor. Excellent class. kemudian kalian lihat disitu ada kata "intelegent". Ada yang tau artinya apa? Ada yang tau?

(T: iya, he is a doctor. Excellent class. Then, there is a word "intelegent". What does it mean? Anyone knows?)

S: " Hmm. Kayak pinter nggk sih? Artinya apa mam?"

(S: " Hmm. Is It same as smart, isn't it? What does it mean, madam?" (It shows that the students don't know yet about it)

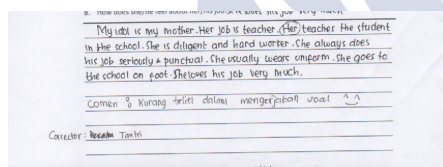
T: "Jadi iya bener. intelegent itu sama artinya dengan smart. Intelegent dan smart adalah kata sifat yang menjelaskan seseorang."

(T: "So, that is correct. Intelligent is same as smart. Intelligent and smart are adjective which explain the person.)

(teacher explain it until the end of the class)

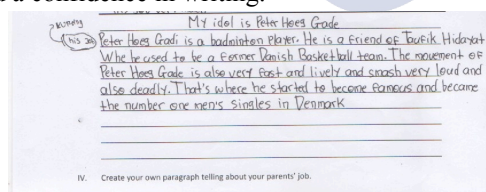
In this stage, the student asks about particular grammar terms like adjective. This action shows the process of critical thinking in giving opinion and questioning. It is mentioned in the conversation (5) says" Hmm. *Is It as same as smart, isn't it? What does it mean, madam?*" (Student, 2018). The student gives his idea about certain topic and asks the further information about it.

In chapter four students asked to make an example of descriptive text. They can make it but the result has similar pattern with teacher example. They just imitate but give different idea or word in their texts. Even they imitate the teacher's work but they still make a mistake in grammatical role. Their peer can give a correction such as giving sign circle and comment. The comment itself may give a sense of the writer but sometimes it does not.



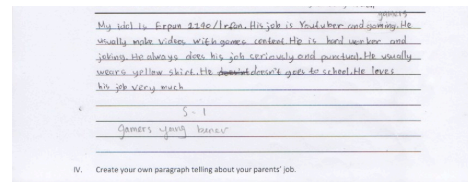
Picture 6. Student's writing

In the picture 6, is the example of good descriptive text with good correction. It gives a logic correction in the text and add a comments. It means the corrector knows and understand about descriptive text very well thus she gives a suggestion to the writer. This is a positive input that given by student. It is a good start to build a confidence in writing.



Picture 7. Student's writing

In the picture 7, is the example of average descriptive text without a good correction. It does not give a make sense correction nor add a comments. It means the corrector might still does not understand about descriptive text very well thus he does not briefly give a comment nor suggestion. And his correction is also wrong. He suggests to add a "his" in front of subject which is incorrect. After student gives a correction. The teacher explains again about the incorrect correction because she realizes that there are several students who give incorrect input. But this mistake in correction will give a negative input, it will build a critical thinking of the student itself.



Picture 8. Student's writing

In this writing text created by other student, it shows that there is no correction related to the text. the researcher assume that the corrector does not understand well about the text thus he does not know how to give correction nor comment related to the text.

This action forces the teacher to explain the material again. If she keeps continuing the discussion in the worksheet, the student will lack of input to write the text in term of grammar. The teacher believes that in the first meeting, the students must get a lot of input thus their writing will improve. However, the student can get a lot of input but the time is limited so that the lesson must end and the work must delay next week. For today teaching learning process, the researcher conclude that the teacher does not implement the peer assessment process completely. The teacher will continue peer assessment next meeting.

4. The description of teacher's evaluation of text written by student.

The way teacher evaluating the students' worksheet are by conducting the conference and individual evaluation. First, the conference is conducted by teacher to show the example of how to correct the text. the teacher selects several students to come forward and make a text. After that, teacher asked them to discuss about their friends' work. In the third meeting, the researcher started the observation at 07.00 when the bell of the first period has rung. In the beginning, At the first time, as soon as, the class was started, all the students were a bit noisy but it was not take a long time. Then the teacher asked them about the previous worksheet. Then, all of the students did the worksheet.

Students were asked by the teacher to create a paragraph of descriptive text. At the first time, each student must create one sentence to write in white board. After finished creating a text, students were asked to evaluate it. The teacher asked them to give a sign likes circle mark, crossover mark or check mark if there was a mistake in the text. There were several students who went forward to give correction to the text. During correcting section, there was a girl who gave wrong correction but the teacher fixed it together with all students.



Picture 9. Student giving correction to his friend

(1)

T: Sekarang kita coba latihan membuat descriptive text dulu.

T: Now let's try to make descriptive text.

S: yes mam

T: Kita ambil salah satu contoh teman kita Angga.

T: We take an example of your friend, Angga.

S: hahaha Angga.

T: Dimulai dari Ayu (pointing at the student in the front left of the corner seat).

T: Start from Ayu. (pointing at the student in the front left of the corner seat).

(After 8 students write down all the sentence)

T: oke coba kita check pekerjaan teman kalian. Apakah ada yang salah?

T: Okay, let's check your friends' work. Is there any mistaken?

S: ada mam.

S: Yes, it is

T: yang mana yang salah?

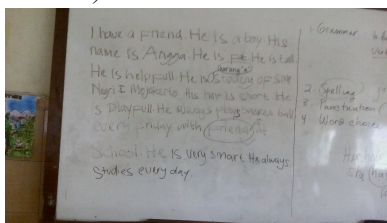
T: Which one is it?

S: itu mam, setelah "He always play" seharusnya ditambahi "s" (kata) "play"nya

S: That is mam, after "He always play" it should be followed with "s" the word "play"

T: Coba kamu maju benerin.

(After that, many students came forward to correct the text on white board)



Picture 10. Students' descriptive text on the board guided by teacher.

Based on the observation, the teacher has done the last stage which is evaluating students' work. Teacher or students together evaluating the text written in the white board. The reason teacher asks the students on the board because the product will be seen by all the students.

S: Bu, ini disuruh apa ya?

S: Mam, what should we do next?

T: Okay sekarang coba kalian buat descriptive text.

T: Okay, let's make a descriptive text now

S: haah,

T: Coba buat sesuai step yang udah kita bahas tadi.

T: Try to make it similar with what we have discussed

S: yes mam

T: okay saya beri waktu 20 menit mengerjakan

T: Okay I will give you 20 minutes to do.

S: yes

The teacher divided the students into pair. She asked them to make a descriptive text by themselves. Each student created a single descriptive text on the paper. She asked them to discussed their worksheet by correcting each other. The students still do not understand with how to correct their pair's work. The teacher explains how to correct their peer's work.

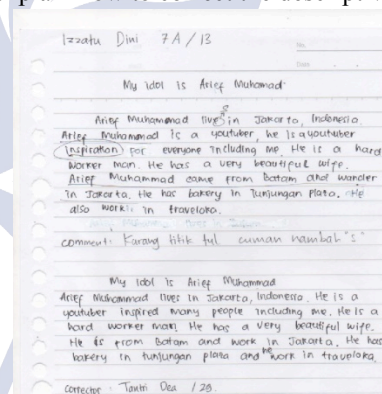
(2)

T: oke, setelah kalian kerjakan, jika ada kesalahan penulisan kalian beri tanda lingkaran atau kalian garis bawah ya.

S: waduh mam.

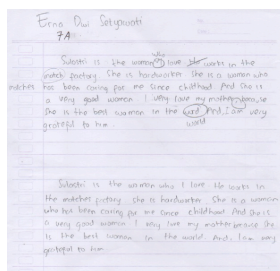
T: ada yang tidak paham? Jadi setiap ada kata yang salah, kalian kasih tanda dan kalian kasih comment.

(Teacher explain how to correct the descriptive text)



Picture 11. student's writing as a home work and corrected by his peer

This is the example of student's homework of good descriptive text with good correction. It gives a logic correction in the text and add a comments. It means the corrector knows and understand about descriptive text very well thus she gives a suggestion to the writer. We can see there is a positive developing in their writing.



Picture 12. student's writing as a home work and corrected by his peer

In the picture 12, is the example of average descriptive text without a good correction. It does not give a make sense correction nor add a comments. It means the corrector might still does not understand about descriptive text very well thus he does not briefly give a comment nor suggestion. And his correction is also wrong. He suggests to add a "his" in front of subject which is incorrect. After student gives a correction. The teacher explains again about the incorrect correction because she realizes that there are several students who give incorrect input. But this mistake in correction will give a negative input, it will build a critical thinking of the student itself.

Considering the result of the implementation of peer assessment based on the stages above, the researcher conclude that teacher has implemented the stages of peer assessment in her teaching. She follows the steps in sequence and she did not forget to give the example several times. First, she gave an example directly on the white board in order to show generally to the students. Second, give the example in their worksheet because it will make them more focus to their papers. When each students focus on their worksheet, it will indirectly exercise their responsibility thus they become an independent learner.

CONCLUSION

According to the result and discussion in the previous chapter, the researcher can conclude that the teacher has conducted the peer assessment activity in her teaching. It is proven by the students' worksheet that has been done. They are able to give some correction even there is still an error in some parts but it is acceptable. The correction of students' is mostly correct because the teacher gives a clear explanation This activity also has several problems like an intruder in teaching learning process like described in previous chapter. However, the teacher has conducted all the stages in peer assessment.

First, the teacher explains the descriptive text by discussing because she uses a worksheet to be her guidance. In her worksheet has a several kind of question and an example of descriptive text. She uses it to discuss

the lesson. Because each of student have one, they will focus on their worksheet. Their focus on the worksheet, makes the teacher able to manage the environment into environment of trust. In peer assessment, the most troublesome in teaching process is controlling the classroom. Second, the teacher gives the example of descriptive several times. The first one is in the first paragraph of the worksheet and the second one is on the white board.

Second, classroom design in peer assessment, the teacher uses blend types because she uses facilitators classroom design. the teacher does not give too much effort to design the class because it is activity class. The class start design the student into pairs instead after the teacher divide it. The students automatically move and find his/her pair and sometimes switch their seats. Third, the teacher's management of the classroom is take the most important point because of the psychology of student. After the students are divided into pairs, the class start crowded. The teacher must wonder to the class in order to make it calm down. The teacher also gives a punishment for someone who disturbing in the class. - Fourth, the teacher's evaluation of text written by student. The teacher gives correction or evaluation couple times in order to make the student understand well. The drilling also given while evaluation like reading out loud student's work.

However, the teacher has conducted the stages of peer assessment in the 7th grade class. She gets several advantages like she can encourage student's ability in writing faster, observing the learning improvement directly and she can save her energy in correcting many students work.

SUGGESTION

The researcher finds some points to make this research even better than this research. First, the teacher must consider the duration of student's writing process. It will influence the product of student's writing. Second, the teacher must make sure there will be no intruder or influence from out of the class because it will distract student's concentration. The researcher is satisfied with the teaching activity because the lesson is conducted three times.

However, the research of peer assessment in teaching writing is quite interesting topic to discuss because it is related to our national curriculum. Moreover, there are several point of view that the researcher cannot observe in this research. It is still far from perfect it will be more challenging if there is a study about this but in elementary level or in other courses.

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