

## **The Implementation of Peer Assessment in Teaching Writing of Application Letter to Vocational High School Students**

**Atika Hidayanti**

English Department, The Faculty of Language and Art, Universitas Negeri Surabaya  
e-mail: [atikahidayanti@mhs.unesa.ac.id](mailto:atikahidayanti@mhs.unesa.ac.id)

### **Abstrak**

Penelitian ini berfokus pada perspektif guru yang mengajarkan surat lamaran menggunakan tahapan Peer Assessment. Ada empat tahap yang dapat dijelaskan dalam penelitian ini, yang pertama adalah kriteria guru, desain kelas dalam peer assessment, manajemen guru di dalam kelas, dan juga evaluasi teks guru yang merupakan produk siswa. Guru harus mengikuti semua tahapan untuk hasil pengajaran yang terbaik. Tujuan penelitian ini untuk mengetahui apakah guru mengikuti semua langkah dalam urutan peer assessment atau tidak. Penelitian ini dirancang dalam penelitian kualitatif karena terdapat observasi dan catatan lapangan. Peneliti mengambil subjek penelitian ini yang merupakan sekolah menengah kejuruan yang memiliki kurikulum standar tentang surat lamaran. Instrumen penelitian ini ditulis dalam daftar observasi dengan catatan. Kemudian, akan ada produk surat lamaran siswa yang diperiksa dan diperbaiki oleh rekan mereka. Hasil penelitian ini menunjukkan bahwa tahap peer assessment telah diterapkan oleh guru dalam pengajarannya. Dia menggunakan lembar kerja untuk menjaga pengajaran tetap pada jalurnya. Penelitian ini menemukan bahwa beberapa siswa tidak memperbaiki kesalahan. Beberapa siswa tidak memahami kesalahan mana yang harus diperbaiki oleh mereka. Disamping itu beberapa siswa merasa tidak enak untuk membuat koreksi dari teman mereka. Peneliti menemukan bahwa perlu bagi guru untuk mengikuti tahapan mengajar penilaian sejawat. Pertama, pastikan siswa memiliki kemampuan untuk memberikan koreksi. Kedua, guru perlu menjaga lingkungan kepercayaan sehingga siswa dapat fokus pada pekerjaan mereka. Dalam penilaian yang tepat, satu pertemuan tidak cukup untuk melakukan penelitian ini. Saya berharap peneliti berikutnya dapat melakukan penelitian ini dalam periode yang lebih panjang..

Kata kunci: penilaian sebaya, surat lamaran, mengajar menulis.

### **Abstract**

This study was focused on the teacher perspective that teach application letter using stages of peer assessment. There are four stages that could be explained in this research, the first is teacher's criteria, peer assessment classroom design, teacher's classroom management, and also teacher's evaluation of text which is students' product. The teacher should be followed all of the stages for the best result of teaching. This research was conducted in order to find out whether the teacher follows all of the steps in sequence of peer assessment or he does not. This study was designed in qualitative research because there is an observation and field note. This research was conducted the subject of this study that is a vocational high school who has the standard curriculum about application letter. The observation was written in observation checklist with note. Then, there a student's product of application letter that checked and corrected by their peer. The result of this study showed that peer assessment stages has implemented by the teacher in his teaching. He used a worksheet to keep the teaching on track. This study found that some of students didn't correct the error. Some of the students didn't understand which one the error that should be corrected by them. Other that the student felt bad to making a correction of their friend. The researcher finds that it is necessary to the teacher to follow the stages of teaching peer assessment. First, make sure the student have an ability to give correction. Second, teacher needs to maintain the environment of trust thus the student could focus on their on works. In the proper assessment, one meeting is not enough to conduct this research. I hope the next researcher could conduct this research in a bit long period sequences.

Key words : peer assessment, application letter, teaching writing.

## INTRODUCTION

Peer assessment is friend evaluation that requires students' giving criticism or remark (can be both) to their companions' writing product or performance based on the excellent criteria of writing or speaking (Falchikov, 2007, p.132). There are numerous variants of companion evaluation, essentially, it includes students' criticism to their partner's work. In certain occasion, the exercise of friend input will direct the dissecting and thinking exercises that is the reason the evaluating procedure is probably the hardest phase of the teaching learning process.

Peer assessment process explains to students how to receive and provide feedback that is very important from the work context. Stated by Spiller (2009) that the focus of peer assessment or providing feedback can be on the process, encouraging students to clarify, review and edit their ideas. Some of teachers recognize peer assessment as peer review or peer editing which is the same thing with other name.

Peer learning builds or usually is called learning process is the most iconic problem in peer assessment. This is one of the developments of the early years of life (it is a formal educational exercise and teacher centrality that makes us forget this). Peer assessments can encourage collaborative learning through exchanges of what constitutes good work.

Limbach and Waugh (2010) state that gathering input or comments from students about what they have prepared can provide an open door for re-learning and improvement. Hence, the course needs to advance companion learning and cooperation in different manners, at that point the evaluation errands need to line up with this. (Falchikov, 2007) stated that student becomes better at peer assessment with training. Truth be told, many students in Indonesia do not do writing exercises so their capacity to provide revisions is also poor. Peer evaluation is very important for students to practice and increase confidence in peer assessment so that they can develop their abilities in that regard. Other homeroom practices can also help prepare students for peer assessment, for example, trade and conversation of talk notes. Limbach Creates a study hall condition helpful for the conversation in which all students like taking an interest is a significant advance in.

On the recent research, conducted by (Achmad, 2019), there is a problem related to the student's independence in learning English. They normally feels comfort to learn with their companions than their teacher. This issue happen in light of the fact that the teacher doesn't offer a chance to rehearse with their friends. He noted teacher must not utilize student's assessment to scoring during peer appraisal movement in view of the unwavering quality, legitimacy of student's assessment, and the trustworthiness of giving the score still suspicious. In any case, He accepted that the snag of utilization letter content isn't about how the students' create or express their thought. Achmad (2011) conceded that his examination was as yet blemished. He trusts that the

other analyst will do this sort of research with an alternate degree of the subject.

The other research directed by Kumalasari (2013), at that point, she understood that a couple of students couldn't convey their remark in English on account of their absence of certainty, jargon and imparting aptitude. It lets the students acquire data about certain focuses to be improved in their future execution since they got a great deal of building remarks from their companions. In any case, the creator constrained her exploration in talking utilizing peer appraisal. The data given in her examination is constrained in talking.

Wilson (2014) referenced figuring out how to compose for a scholastic reason for existing is an indispensable piece of advanced education, and can't be fruitful when it is segregated from the specific disciplinary substance. Likewise, the procurement of scholarly composing aptitudes is a long haul process. Along these lines, in numerous educational plans, teachers scan for appropriate strategies for offering more help to students in building up their composing ability. This issue has a connection with Indonesian educational program about autonomous learning. Indeed, Indonesian teachers once in a while use peer assessment as an instrument to survey the students. They question students' capacity in assessing composing content.

According to problem mention in several researchs, the peer assessment is selected to overcome the problem of independent learning of the student and the difficulties of expressing the idea. The researcher assumes that vocational high student will create an application letter to apply a job and sometimes in English. In fact, after graduated from school, the students might have a limitation in asking some feedbacks from their teacher from school. However, they need some correction in creating a good application letter because it is important for their upcoming job. The researcher choose this application letter because. It is the most suitable text for vocational high students who are purposed to apply a job. This research held in vocational high school that has applied peer assessment in the teaching process. Hence, the researcher only focuses on how does the teacher implement four stages of peer assessment in teaching writing process to vocational high school.

## RESEARCH METHODOLOGY

Based on research questions, here the researchers decided to conduct this study with qualitative research. The purpose of this study was to describe and find the implementation of the four stages of student's peer assessment in the form of application letter text and feedback by students during the teaching-learning process. Cohen, et al (2007) stated that qualitative research describes summarizing and examining the application of the same problem at a particular perspective. The researcher takes the teacher's perspective and then collects and analyzes it in words.

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To conducted research, an English teacher was chosen who applied peer assessment. The subject criterion was a teacher who teaches twelve classes in vocational high schools for several years with sufficient experience on them. She believes the teacher has experienced to implement the peer assessment for years. In this study, there were 30 participants from the class. Vocational high students was chosen because they have the standard curriculum about application letter and Twelfth grade students may have critical thinking. The students in this study were 24 women and 6 men.

The study was conducted in vocational high school. This school was chosen because the curriculum used by English teachers is the 2013 Curriculum. This might support researchers to make the most recent research about it. In addition, teachers have also taught there for several years that have good relationships with students and schools. The study was conducted in class B in twelfth grade. This school also has an English extracurricular that has been run as an ECC or English Communication Club. Extracurricular activities that support and encourage student understanding in learning English.

### **RESULT AND DATA ANALYSIS**

#### **The description the way a teacher explains criteria of application letter in teaching writing using peer assessment.**

The criteria or standard of good application letter text which was explained by the teacher and discussed by him and his students. by providing an example of good application letter text explaining the criteria also have been done. Completed assessment items are provided to student who assess other students with criteria or standard references and giving mark as a correction based on it. These marks are moderated by the teacher and peer assessment would have feedback with assessment items. Teachers also could assess their student's assessors for the quality of the peer assessment activity.

The analyst began the perception at 08.30 when the chime of the third time frame has rung. The class comprised of 30 students; 24 young men and 6 young ladies. At the outset, the teacher presented the analyst in the class albeit all students have thought well about the specialist since he educates there. After presented the scientist, teacher giving a few inquiries identified with application letter content and it was in English. Truly, students were comprehended with what teacher had been stating. The circumstance was intelligent, both the teacher and student looked enthusiasm to the exercise. At that point, this class is instructed by a female teacher. The teacher was pleasant yet somewhat exacting to the student. Without fail, students made an irritating voice he cautioned them by expanding his voice.

In the first meeting, basically the teacher did pre teaching, while teaching and post teaching based on his lesson plan. In pre teaching, the teacher tried to gain student's background knowledge. His text book was tied

in with portraying individual, made by the teacher himself.

(1)

T : Okay, kasihkan ke teman teman ya

*T : Okay, could you give it (text book) to your friends!*

*The teacher gives book to the leader and the leader distributed to all of student in the class..*

T: have you got it? And now let see, anyone knows what kind of teks is it? your hand please, rise your hand!

(Teacher tried to observes previous learning of students.)

S : yes sir.

T : please, look at the book, siapa yang tahu teks apa ini? Please rise your hand please.

*T : please, look at the book, does anyone know what text it is? Please raise your hand.*

S2 : about people sir. Uhm..

T : Yes, application letter text is a texts that explain about the personal of a person who wants to apply a job.

S : Application letter text, sir?

T : Mengerti ya apa itu application letter? Andre please.

*T : understand right what is application letter text? (Teacher asks Andre to answer.)*

S2 : Teks tentang orang ngelamar. Uhm..

*S2 : Text about people purposing, hmm*

T : Yup, surat lamaran pekerjaan adalah sebuah teks yang formal yang meyakinkan pemilik perusahaan untuk menerima kita bekerja disana.

*T : Yes, application letter is a formal text that conveying the owner of the company to accept him to work there.*

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

In pre teaching, teacher asked the student to answer the several questions in the text book related to application letter. He tried to triggered students' critical thinking. As indicated by Harlig and Sprouse (2018), a negative exchange or impedance is a movement where teacher give an off base guide to her students at that point examined. This movement is utilized to empower student's quick securing. It's appeared in discussion (1) that negative exchange present difficulties in educating and learning. This action additionally animates the basic thinking about the students which is required in Dad showing learning process.

In while teaching, teacher talked about the case of use letter content. There was a content about application letter. Teacher requested that students to speak out loud the question and the answer. The circumstance becoming busy yet teacher could control it well overall. Teacher read it for all to hear at that point requested that students rehash it. From that point onward, teacher requested that two students read it noisily individually. She adjusted an inappropriate articulations happened while student read a loud.

#### **To description the way teacher design the classroom into several pairs or groups in peer assessment.**

The next stage in peer assessment is he made the student into pair. He asked them to discussed their text book by correcting and giving each other feedback. Teacher gave the direct teaching and discussion. He asked them several questions in his text book. For each question, he pointed to different student. The pointed student must answer the question. If there was a question that did not answered by the student, its question would be given to other students.

The teacher asked students to made an application letter soon as the teacher explained about it. he gave an example of job vacancy from the internet. The result was not as expected because it took a lot of time to make one letter. Most of the student didn't finish on time but there are several student who did. These are the example of application letter made by the student.

<p>306 Tegalluar-Sempu, Banyuwangi, CA 087755557165 - KOKO albinegacahaya123@gmail.com</p> <p>February 28, 2020 Ms. Atika Hidayati Director, HRD PT Garuda Indonesia Garuda City Center Soekarno Hatta International Airport Cengkareng 19120 - Indonesia Site Code : JKTDHGA Phone : 021 2560 1038 Ext : JIDOM : 1038</p> <p>Dear Ms. Atika This letter was to express my interest in your posting on linkedin facebook varying security threats, regulating data access and leading various security task forces at my previous I am confident I am will be an asset to your organization for those very reason. With high profile data beaches making the news lately, it is vital companies can provide safety guarantees to customers. I take pride in knowing I can help set up and maintain those various flight setting. Building a strong, focused and dedicated team has helped me develop a successful career, thus far I believe in professional development, leading by example and that you are only as strong as your weakest link I hope to help develop your existing team and be a positive role model for flight compliance and identifying potential threats. I've attached a copy of my resume that details my experience. I can be reached anytime via my cell phone 087755557165 or via email at brandon.albinegacahaya123@gmail.com I look forward to speaking with you about this employment opportunity. Thank you. Best Regards  Mrs Koko  The Writer : Koko (S) The Corrector : Khusnul Faiza (12)</p>	<p>Don. Sumberasuko street no.13, 6021, CA 083111715534. Khusnulfaiza88@gmail</p> <p>February 28, 2020 Nur Dina Kholida Human Capital Management PT Garuda Indonesia (Persero), Tbk Management Building, Ground floor Garuda City Center Soekarno-Hatta International Airport Cengkareng 19120 - Indonesia Site Code : JKTDHGA Phone : 083111715534 Ext : JIDOM : 1038</p> <p>Dear Mr. Kholida I got the info this vacancy from social media. And I felt I had fulfilled the requirement, so I followed the test. My ability, I am easy to adapt to the new environment. I am easy to get along quickly. I am a humble person, I am a responsible person and I am a person who thinks openly. In my experience, I once worked as an employee in a shop. My hope, I hope that I have fulfilled the requirements of this company so that I can be rewarded in this company and join this great team. I've attached a copy of my resume that details my experience. I can be reached anytime via my cell phone 083111715534 or via email at Khusnul Faiza 95@gmail.com I look forward to speaking with you about this employment opportunity. Thank you four your time.  Sincerely  Khusnul Faiza  The Writer : Khusnul (12) The Corrector : Koko (3)</p>
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Table 4.1.1 The first draft of writing application letter without correction.

Based on the application letter above, seven of eight students already included all the generic structure of application letter like company address, introduction of the capability, content and closing. But, it has grammar error in the writing like inconsistency in using simple present to start the introduction. They try to combine their language and directly translate it to English. Both of them did not give a satisfying result but they could give a correction about their peer work.

The model given to student is short, just two or three paragraphs. The teacher utilized his own reading material rather than the book from the legislature. The teacher gived a short case of use letter content to clarify the criteria of use letter content. Teacher use drilling writing practice (Suyansyah Suwanto, 2014).

### To description the way teacher manages the classroom thus becomes an environment of trust during peer assessment activity is progressing.

The students were reading the worksheet while the teacher does controlling the class by moving around. In answering question the teacher guided his students to answer their works. After that, the teacher explain the pattern of descriptive that used simple present tense in front of the class. It was about complete sentence of present tense by answering several questions written in the worksheet. He tried to make student understand the material by student's selves. In discussing, he did not always directly give the correct answer. Teacher explained about part of descriptive text, while answering the questions.

### To description the way student evaluates the text created by students in peer assessment

Feedback from peers strongly represents negative feedback. Thus, the teacher needs to make a balance like giving positive feedback. Then, teacher requested that students read it so anyone might hear or boring sentences so as to make them remembering the examples of basic present in the content. As per Swanto (2014), drilling is another approach to making a positive contribution to writing practice. This is one of the four stages that have been actualized by educators in demonstrating the learning process. The result of the first meeting, students seemed like understand the generic structure of the application letter because they ever made it in Bhs. However, they still had a weaknesses in using the language features because English still blended with their first language.

On another day, teacher started the lesson at 08.15 am. The class was crowded because they had a ceremony this morning. The teacher used a simple game to started the lesson becuse he sensed the students needed a warming up. The teacher give a game "introduction who". He pointed at a random student to introduce himself then he needed to introduce his friend in detail including the capability of him. The researcher observed the environment quite cooperate that time. After the game was done, the teacher told the students that this game was a trigger to peer assessment. He wanted all the student to be brave to give a correction to his peers.

After the teacher finished warming up the student, he started to give back student's application letter. He asked the writer to check his first draft and correct it. then he asked the student to give it to his peer for correction.

(2)

T : Setelah ini tolong tugas kalian, kalian tukar dengan teman sebelah kalian.

T : After this, please give your task (application letter) to your friend? (Teacher pointed at Brandon.)

S : Yes sir...

(After a few minutes, they finished correct it)

T : Setelah itu kembalikan ke teman kalian, kemudian kalian buat lagi surat lamaran itu jadi lebih baik lagi.

T : After that, give it back to the owner then you make it again better.

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**Notes:** *S* refers to students; *T* refers to the teacher

### The Factor that Influence Peer Assessment.

In this while teaching, the environment of the class was very crowded because students were shouting each other. It is common issue in peer assessment, it showed that student motivated to correct their peer. The teacher walked around to see student's activity because he wanted to make sure that. Student wrote it by himself. The teacher manage to listen the conversation of the student about their work.

(3)

*S1* : Heh iki bahasamu loh jelimet, di gawe gampang ae.

*S1* : *Heh, your language is too complicated, you can make it shorter*

*S2* : Piye?

*S2* : *How?*

*S1* : Langsung tulis point-point pentingnya saja.

*S1* : *write down the important point*

*S2* : Halah grammarmu loh akeh sing salah

*S2* : *seems like there are also some mistakes in your grammar.*

*S1* : Ojok disalahno kabeh lah.

*S1* : *Please, don't give a bad score, bro.*

*S2* : Santuy, aku ngkuk yo beri skor sing apik ya

*S2* : *relax, give me a good score also, right.*

**Notes:** *S1* refers to first student; *S2* refers to the second student

According to the application letter above, there was a student's peer activity in correcting student's work. But there was a interruption of the original writer about his work. He did not want his work to get correction thus made him got a bad score. The result of the text should be honest. The lack of teacher sight created unawerness to the students thus they could do some cheating in this activity. And sometimes, teacher also gave a correction to the student beacause the capability of to correct writing text was still questionable.

On the last of the lesson, teacher asked them to rewrite their revised application letter into the correct one. Then, it did not take a long time because the student already get a correction from their friend. The teacher wanted them to write it on a piece of paper because the researcer needed the student's draft for her research. The result writing was quite good or it could classified as a good application letter.

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Table 4.1.3 The second draft of writing application letter.

Besides, with the impact of connection between the students. The most issue was relationship between students. The language structure mistake was oftenly occurred in writing product. A large portion of them offered a mistaken hint in the content in light of the fact that there was an awkward inclination about decently and capably in evaluating their friend's work. The capacity of vocational high school student to correct student's work was as yet doubtful. There was a dread and reluctant to give a bad correction or low score as a result of their relationship as a classmate.

Table 4.1.2 The first draft of writing application letter with correction from the peer

That as it may, the student's despite everything expected to get the benefits of doing learning exercises utilizing peer assessment in the school or at home. In chapter 2, the researcher likewise noticed that peer assessment was a significant movement to trigger the basic thinking about the student problem solving skill correlated with Indonesian Educational program 2013. It was constrained the student to have a critical thinking. In the event that the student could give correction, it implied that student was at that point comprehend about the exercise. They would make an improvement in writing application letter in English after they graduated from the school which made them did not have the opportunity to meet their teacher.

### Conclusion

It can be concluded that the student can correct student's work randomly. In the beginning, the teacher explained the application of the text letter by discussing it because he used the textbook to guide him. On his text book has a several kind of application letter text. To start with, the teacher clarify the application letter message by talking about in light of the fact that he utilize a course book to be his guidance. In his reading material has a few sort of use letter content. He utilizes it to be the subject of the exercise. Since every a student have one, they will concentrate on their course reading . Their attention on the course reading , makes the teacher ready to deal with the environmet into condition of trust. In peer assessment, the most problematic in instructing process is controlling the study hall. At the second, the teacher give the case of utilization letter a few times. The first is in the primary section of the course book and the subsequent one is on the white board. Second, homeroom configuration in peer assessment, the teacher doesn't provide for a lot of exertion to structure the class. The class start structure the Student into sets rather after the teacher decide it. The students consequently move and discover his/her pair and sometimes swich their seats. In the third, the teacher's administration of the study hall is take the most significant point due to the brain research of Student. After the students are devided into sets, the class start swarmed. The teacher must pondering to the class so as to make it quiet down. The teacher additionally gives a discipline for somebody who upsetting in the class. The fourth, the teacher's assessment of content composed by Student. The teacher give revision or assessment couple times so as to cause the Student to see well. The penetrating likewise given while assessment such as perusing outloud Student's product. There is a factor like relationship that impact peer appraisal exercises. twelfth grade students are in a phase of youngster which is for the most part their day by day life is impacted by their companions. The will consider to give a decent score than give a decent remedy as a result of their solid and temperamental symphaty. Furthermore, regarding of the influence of relationship between the student. The main concern of this two meetings were about the grammar error. Most of them gave an incorrect sign in the text because there was an uncomfortable feeling about fairly and responsibly in

assessing their friend's work. The ability of vocational high school student to correct student's work was still doubtful. There was a fear and reluctant to give a bad evaluation or low score because of their relationship as a friend.

However, the students still expected to get the advantages of doing learning activities using peer assessment in the school. In the second chapter, the researcher also mention that peer assessment was an important activity to trigger the critical thinking of the students because in Indonesian Curriculum 2013 were forced the student to have a critical thinking. One of the critical thinking point in high order thinking was solving a problem and giving correction. If the student could give correction, it means that student was already understand about the lesson. They would make an improvement in learning English after they graduated from the school which made them did not have time to meet their teacher.

### Suggestions

For the future researchers, regarding the conclusion above, the researcher finds that it is necessary to the teacher to follow the stages of teaching PA. First, make sure the student have an ability to give correction. Second, teacher needs to maintain the environment of trust thus the student could focus on their on works. In the proper assessment, one meeting is not enough to conduct this research. I hope the next researcher could cnoduct this research in a bit long period sequences.

However, the research about peer assessment in teaching writing is very interesting topic to be discusse because there a strong relationship between Indoneisan education curriculum 2013 and student's critical thinking. Moreover, there are several point of view that the researcher can not observe in this research. Realize that this study still far from perfect and it will be more challenging if there is a study about this but in higher level or in another courses.

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