

EFL STUDENT'S ATTITUDE TOWARDS WRITING PEER ASSESSMENT: A SYSTEMATIC REVIEW

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Abstrak

Penilaian alternatif telah menjadi pusat perhatian ketika paradigma penilaian mulai berubah ke metode yang lebih integratif yang menggabungkan penilaian sumatif dan formatif. Implementasi penilaian sejawat di kelas menulis pendidikan tingkat lanjut jurusan bahasa Inggris sebagai bahasa asing adalah salah satu contoh penggunaan penilaian alternatif. Penilaian sejawat dipraktikkan secara luas dalam kelas menulis dan telah terbukti secara empiris melalui sejumlah studi bahwa penilaian sejawat secara signifikan terbukti efektif dalam mempromosikan keterampilan menulis siswa bahasa Inggris sebagai bahasa asing di perguruan tinggi di samping keterampilan berpikir tingkat tinggi seperti keterampilan kritis dan analitis. Menghasilkan dampak yang luar biasa seperti itu sangat bergantung pada beberapa faktor, salah satunya adalah sikap siswa dalam penilaian sejawat. Sikap siswa dianggap penting dalam keberhasilan implementasi penilaian sejawat karena menentukan kualitas penilaian sejawat dari tingkat umpan balik dan ketepatan penilaian. Artikel ini bertujuan untuk meninjau secara kritis berbagai hasil yang disarankan dalam literatur terkait yang mempelajari sikap siswa pendidikan tingkat lanjut terhadap penggunaan penilaian sejawat dalam kelas menulis. Mengikuti tujuan ini, artikel ini juga akan mencoba membuat panduan konklusif berdasarkan implementasi pedagogis dari penilaian sejawat.

Kata Kunci: Penilaian alternatif, penilaian sejawat, kelas menulis

Abstract

Alternative assessment has been in the spotlight of attention as the paradigm of assessment begins to shift into a more integrative style that incorporates both summative and formative assessment. The implementation of peer assessment in EFL higher education writing classrooms is among the examples of alternative assessment use. Peer assessment is widely practiced in writing classrooms and it has been empirically evident through scores of studies that peer assessment is significantly effective in promoting EFL higher education student's writing skill in addition to high order thinking skills such as critical and analytical skills. Having generated such remarkable impact crucially depends on some factors, one of which is student's attitude in peer assessment. Student's attitude is deemed important in a successful implementation of peer assessment as it determines the quality of peer assessment by the level of feedback and grading's accuracy. This article aims to critically review the various results suggested in related literature which studied higher education student's attitude toward the use of peer assessment in a writing classroom. Following this objective, this article used library study as a method and critical analysis to the data gathered to form an insightful evidence-based qualitative review. Lastly, it will also try to make a conclusive guide based on the pedagogical implementation of peer assessment.

Keywords: Alternative assessment, peer assessment, writing classroom

INTRODUCTION

Wen, Tsai, & Chang (2007) describes peer assessment as an alternative evaluation arrangement involving students assessing the quality of their fellow learners' writings and presentations and then giving feedback to each other. Students' involvement in the evaluation process is one of the primary factors of a balanced assessment. Giving the chance for students to use peer-assessment is helpful and influential in improving their writing ability. This is based on the fact that students are extending their roles and

activities in their learning which fulfills the objective of alternative assessment itself that is to encourage learning. Contrary to the assessment of learning that is summative by nature, product-oriented and solely judged one's learning achievement based on scores and grades (Lee & Coniam, 2013), alternative assessment promotes learning that attempts to produce autonomous and self-regulated students in writing as a result (Lee, 2017).

To this day, teachers are still dominating in classroom assessment given the widely practiced summative assessment and even in formative assessment. It is

normally associated with high-stake tests, examinations and the likes. It focuses on the result that the students accomplished in the learning process and it is held at the end of the course study. Meanwhile, assessment for learning is also known as formative assessment which is focused on the process of teaching and learning because it occurs throughout the whole teaching and learning process. Looney (2005) referred formative assessment as frequent and interactive assessments of students' progress and understanding to identify learning needs and adjust teaching appropriately. Formative assessment may have a significant impact on students' learning in the long run that is crucial to their achievement.

To further explain it, teachers' evaluative judgement in regards to students' learning accomplishment is highly valued in a way that it disproportionately excludes and to some extent prevents students from taking the lead of and being responsible for judging their own learning. For this reason alone, the pioneered student-centered learning model being implemented in many classrooms, especially EFL classrooms, is at risk of falling short since the assessment is practically carried out in a teacher-centered mode. Azarnoosh (2013) also recognized that the use of traditional assessment in writing class does not go in line with student-centered learning. It may not be contradictory at all but having learning practices and learning assessment set at different modes risks counterproductive efforts in promoting student-centered learning. The different modes being implemented can also be a sign of poor knowledge and skill in assessing language learning. This has been evidenced through multiple studies that a large part of those working in the field of EFL teaching overuse exams and tests as a means of language assessment (Al-mahrooqi & Denman, 2018). The case of assessment that relies heavily on teacher's assessment is still common and in fact dominating many EFL classrooms. One of the examples is teacher's feedback in EFL students' writing. The reason may come from the belief that teacher's feedback is considered as an important and necessary component in responding to students' essay writing (Maarof, Yamat, & Li Li, 2011). Being said so, however, a single assessor implementation in written compositions, oral presentations, and role-plays might result in biased evaluations (Matsuno, 2009). Therefore, alternative assessments such as peer-assessment is an option of regular teacher assessments (Hargreaves, Earl, & Schmidt, 2002).

Research consistently indicates that students who are assessed by multiple peers can have significantly higher improvements on their writing than for those who only get assessed by an instructor or subject-matter expert (Kaufman & Schunn, 2011). Students gain not only the experience in learning from exercising their skill to

improve their writing based on teachers' instructions but also from the effort to spot the lacks in their peers' writing and make an evaluative judgement of it. This makes students' involvement in EFL writing class go further than just the regular classroom-bound student-teacher/lecturer interaction. It has been acknowledged that most of the times when EFL university students are instructed to write an essay, their concern mainly focuses on making their essay meet with the demand e.g. word counts, submission deadline, etc. required by the teacher. Having such objective may imply that there is an underlying product-oriented nature while the intended assessment is supposed to motivate students in a way that they would be more focused to improve their writing mastery and achieve higher writing competence rather than just to attain performance scores/grades in the writing class (Shephard, 2000, as cited in Lee, 2017). It is important to note that although the assessment for writing is held formatively, it can still bring some elements of traditional writing assessment such as grade-focused objectives as has been mentioned before. It means that the formative assessment in the writing class no longer strives for competence improvement in higher education students' writing skill but merely a desirable writing grade. Regardless, to have a goal that is achieving a high writing grade is justified. It is, however, better when it is made as an effect rather than the cause of an effort to engage in learning activities. To conclude, the case of formative assessment in writing class that is made limited to student and teacher/lecturer only can be seen as the reason why part of student's learning is still influenced by the nature of summative assessment and teacher-centered model.

In order to make a counterbalance for the impact that such influence brings towards the original goal that assessment for learning has for EFL university students in writing class, addressing the problem first can be a good starting point. Problems found in writing are often treated as individual rather than systemic/ collective which lead students to assume that the difficulties that they found during writing are exclusively theirs to solve. Hence, they fail to see the possibility to overcome their writing problems by taking important remarks from their peers as a result. For example, a student got feedback from the teacher/ lecturer regarding their failure to present evidence to support their claim in an argumentative writing. The student went still with the same problem for multiple times of revision. Meanwhile, some of their peers also had the same problem at a time but were able to solve it earlier. It is possible that the student would have better chance to overcome such problem or better yet, avoid getting into such problem by exchanging evaluation about their writing problems with the peers who were able to overcome it or with the ones who were able to present their writing

without having such problem or are at a more advanced level of proficiency. In line with Mok (2015) looking upon others' work by recognizing students' own weaknesses and strengths could make them do better in the future since they could avoid the same mistakes. This could have been achieved through implementing peer-assessment.

Lee (2017) suggested that students' participation in peer-assessment that is being implemented in a writing class can result in improved writing performance, developed metacognition ability as well as self-regulated learning. Furthermore, the additional benefit of implementing peer-assessment is that the teacher would not need to repetitively give feedback about the same writing problem. It is because the students are coordinated to make collaborative effort through peer-assessment which enables them to be insightful of their peers' intakes and ideas (Landry, Jacobs, & Newton, 2014). That way, the writing assessment can be more effective and efficient. Moreover, students can also develop assessment literacy and capability as they are given the chance to assess their peer's writing (Lee, 2017). Another study also concluded that the peer-assessment method significantly improves student learning in comparison with self-assessment (Abolfazli & Sadeghi, 2013). Therefore, Peer-assessment can play a useful role in writing classes.

After discussing the possibility for peer-assessment to improve the quality in writing classes as well as enhancing peer-to-peer dynamics academically, it is worth briefly emphasizing the matter of the key role of a student's attitude toward peer-assessment's implementation next. That is, the successful implementation of peer assessment is also influenced by students' attitude towards peer assessment. Ajzen, (1991) as cited in Yim & Cho, (2016) considers attitude as a core construct needed to predict intention. He further discussed that attitude is related with one's point of view and evaluative judgements concerning their intention for a particular behavior. As Wang, Gao, Guo, & Liu (2019) stated, a negative attitude may decrease their motivation to participate. However, the more positive attitude the students carry towards peer assessment, the more serious the peer assessment process they perform and the more educational benefits they get. Thus, this paper focused on students' attitude towards the use of peer assessment in writing class. Its primary aim is to review critically the various results suggested in related literature in studying writing for higher education student's attitude toward the use of peer assessment in a writing classroom. Following this objective, this paper examines some evidence to make a conclusive guide based on the pedagogical implementation of peer assessment in university classroom context. First, it starts with a brief explanation of the issue related to the assessment paradigm in the EFL context. It continues with the peer assessment

theory. Afterwards, it presents the types of peer assessment implementation processes in EFL writing classrooms. Then, it discusses students' attitude in peer assessment. Lastly, it presents some suggestions to EFL students, English educators, and future researchers working in this field.

Peer assessment is an enhancement process which intends to give students a sense of empowerment and improve their quality of learning in contrast to traditional assessment where learners are not involved in the overall assessment process. Students' involvement in the assessment processes could empower and provide them with skills which are useful for their development and long-term learning (Lladó et al., 2014). Peer assessment is also defined as an engagement between pupils of equal-status in the classroom to review the level, value, product's worth, or learning outcomes (James H. McMillan, 2013). Students would either assess their colleague's work by grading a score based on the quality or giving constructive feedback by pointing out great or insufficient aspects. Hence, there would be improvement on the work. Likewise, In peer assessment, students are given roles for both giving and receiving feedback on a task and revising the draft version before final submission (Landry et al., 2014). Peer assessment can also be recognized as a set of activities through which individuals make judgements about their peers' work (Jones & Alcock, 2014; Reinholz, 2016). In the eyes of education practitioners, peer assessment is seen as a developmental process which makes students as a writer have the chance to discuss their writing composition and discover others' understandings of them.

Peer assessment is suitable to be implemented in the higher education classroom because of the many benefits. In peer assessment, it leads to a successful learning process. The obvious benefit of peer assessment is providing an opportunity for learners to be assessed by several peers to give an overall evaluation better than a single assessor. Students' writing shows some improvements as the result from multiple peers giving rich qualitative feedback in contrast to one source of feedback only (Kaufman & Schunn, 2011). Alternative assessment such as peer-assessment, causes more cognitive association on the learners which results in bringing conscious self-questioning, rethinking, and autonomous learning into the scene, which are progressively important in the field of education (Topping, 2009). Critical thinking skill, critical writing as well as analytical and evaluative abilities are among many of student's cognitive aspects that can be improved through peer-assessment (Abolfazli & Sadeghi, 2013; Azarnoosh, 2013; Landry et al., 2014; Vickerman, 2009). Peer-assessment is also considered

effective in enhancing learners' self-confidence and increasing their inner motivation.

Wang et al. (2019) discovered communication with peers as a significant factor that contributes to the change of student's attitude toward peer assessment. This adds as a proof and further strengthens Azarnoosh (2013) point that peer assessment provides an interactive environment for students to communicate their ideas to each other. Students are improving their self-identity as an active decision maker when they become partners in the learning process. Alternative assessment gives students the possibility to develop effective learning strategies by helping them reflect on what and how they learn (Iraji, Enayat, & Momeni, 2016). Matsuno (2009) also suggested that peer assessment have the potential to make important contributions to the overall assessment process because fewer biases were produced by peer assessment than other assessment types, also the rating pattern of most of the peer assessment were not dependent on their own writing performance which made them internally consistent in assessing their peers.

There are many ways of classifying peer-assessment. It can be classified from the way it is implemented in the classroom. First, there are oral and written peer-assessments. Wang et al (2019) explained that there are various occasions where students are assessing their peers such as oral and written skill performances. Typically, oral peer-assessment is used in a speaking classroom in which students are given the chance to orally give feedback to their peers and rate their speaking performance by either the beginning or the end of the feedback. However, peer-assessment is mostly carried out in written form because it is popularly used in writing class (Azarnoosh, 2013; Landry et al., 2014; Lee, 2017). Similar to oral peer-assessment, students are also in the position of taking and giving feedback and rates from their peers according to their assigned work in writing class. Second, there are anonymous and non-anonymous peer-assessments. Anonymous peer-assessment is when the process involves students giving and taking feedback from their peers but their peers' identities are not shown. The opposite is the non-anonymous peer-assessment, which is when students' identities are clearly shown in the feedback and rating/grades/scores they give and receive. Third, there are paper-based peer assessment and online/ digital peer-assessment. The former is also known as traditional peer assessment which is usually carried out using paper as a media. On the other hand, the latter is peer assessment that is using media such as e-portfolio and other online platforms such as Facebook (Lin, 2016; Wang et al., 2019; Zou, Schunn, Wang, & Zhang, 2017).

The complexity of writing as a language skill to perform has been widely acknowledged. Numerous

studies supported the idea that writing skill is on a higher level than other major language skills because it pays a high attention to the way students as a language user plays out their ability to use language convention to serve the purpose or the intention they laid as the basis of their writing. Therefore, writing skill easily becomes the hardest skill to master especially for EFL students (Nezakatgoo, 2011). Adding higher education context into writing skill may further complicate the issue about the presumed formidable skill to master. Landry et al. (2014) reiterated Graves' (2013) point that university students find writing as difficult. Indeed, the product of a written language such as a piece of writing easily becomes the target of error correction because many of its micro aspects (e.g. grammar, punctuation, word choices, etc.) are clearly visible. In other words, it is easier to spot superficial mistakes such as grammatical or spelling errors in writing. Unlike speaking, which prioritizes the understanding of ideas so that it may cross among speakers, the message/ initial idea of one's writing can be hardly grasped if the structures are not comprehensible in the first place. It would not be far-fetched to say that language users tend to tolerate grammatical mistakes more in speaking than writing. As a consequence, writing easily loses its meaning in terms of ideas conveyance and values when its superficial representations such as grammar and punctuation fail to structure words and sentences used in the writing correctly. In relation to the assessment in writing, the summative-oriented culture that long has influenced assessment implementation in EFL setting motivates error-focused feedback which emphasizes on students' micro-level writing skill. As the writing assessment somewhat gets stagnant at micro-level, it is difficult for EFL students to improve their macro writing skill.

Writing skill performed at university level demands students to be able to perform both micro and macro level with more leaning to macro level. Macro level writing skill is definitely important for higher education students to master since they will deal with academic writing more frequently than any other kind of writing. Brown, (2007) refers to macro skill in writing as being able to perform writing according to some criteria which include several aspects. First, able to use cohesive devices, written discourse's rhetorical forms and conventions. Second, it is able to accomplish the communicative purpose based on the intended goal of writing. Third, able to convey links between primary and supporting ideas, gained and given information. Fourth, able to differentiate literal and implied meanings during writing. Fifth, able to convey contextualized cultural references in their writing correctly. Lastly, able to use a variety of writing strategies such as using feedback from peers for revision and editing process. These six aspects are the basic foundation of

writing rubrics for classroom-based assessment. Peer assessment can be a suitable facility for students to learn and improve macro writing skills. The reason is because it tasks students with understanding the aspects of criteria and internalizes their judgement of their peer's work based on it. Peer evaluation as an important part of peer assessment plays an important role in both first (L1) and second language (L2) writing classrooms. Since it allows writing teachers to help their students receive more feedback on their papers as well as give students practice with a range of important skills in the development of language and writing ability. Such ability is meaningful interaction with peers, a greater exposure to ideas, and new perspectives on the writing process (Azarnoosh, 2013). This essentially skills in peer assessment can make a proper guide for students to improve their writing quality. This can also be a good alternative for writing difficulty faced by EFL students which came from improper guides to writing composition.

Peer assessment makes room for students to revise their writing work prior to submitting it to the teacher/lecturer. This has been found to be helpful in improving their writing (Graves, 2013) and it has a better impact when students properly understand how to assess based on the criteria which is usually put into a writing rubric. Integrating peer assessment in the writing classroom thus can be deemed beneficial. It helps amplify the effect that writing as a process of learning to communicate ideas has so that students can be aware of the audience of their written work (Klein & Boscolo, 2015). This could serve as a solution for cases of writing problems, such as student's difficulty to address specific audiences in their argumentative writing (Shi et al, 2019). When peer assessment is implemented, it is possible that students subconsciously think that they are writing to their peers, which means that they can build a better visualization of the audience's writing. Having a specific audience in mind can help them to write clearer and better points in their writing. An indication of peer assessment to be effectively helping students gain insight of their own and other's macro writing skill is apparent by the study of Wang et al. (2019) in which one of the participants admitted they enjoyed peer assessment because they could learn about how their peers defend their ideas throughout their essay.

The challenge of the implementation of peer assessment in the writing classroom especially with students who identify as EFL learners can be traced back to the established culture of examination that dominates across Asian continent. Bryant & Carless (2010) emphasized on the issue of successful formative assessment implementation which mainly happens in western countries. It is suggested that the western cultural values are built upon constructivism which makes it

supportive toward constructivist learning pedagogy. Meanwhile, the principle of the educational model in Asia goes by the complete opposite as can be seen in the teacher-centeredness in learning. Furthermore, it can also be seen from the use of drills and examination as a solid mean of assessing student's learning accomplishment (Bryant & Carless, 2010; Lodhi, Robab, Mukhtar, Farman, & Farrukh, 2018).

The change that has been brought to ease over-reliance in test and examination comes with the constructivist's concern of the detrimental effect that summative assessment has caused toward students. The effect in some way might have contributed to the shaping of EFL student's attitude toward the use of alternative assessment such as peer assessment in the writing classroom. Attitude relates to students' feeling and perceptions of peer assessment interventions and is frequently assessed according to levels of motivation, self-efficacy and/or satisfaction (Xiao & Lucking, 2008). Various authors have identified student attitudes and perspectives as potential impediments to the successful implementation of student peer review (Mulder, Pearce, & Baik, 2014). Consideration of students' attitudes is therefore an important part of the evaluation of a peer assessment program (Landry et al., 2014).

There are some major themes underlying students' attitude towards peer assessment according to Wang et al. (2019) namely the accuracy of peer feedback given by peers, sufficiency time allocation set by the teacher, students' learning outcomes which match their expectation about peer assessment, and the last determinant of students' attitude towards peer assessment is motivation. Students who are more eager to do peer assessment hold more positive attitudes.

Time allocation is also explained by Zou et al., (2017) as one of the factors affecting students' attitude in peer assessment. However, his definition of time allocation is about students' past experiences in using peer assessment. The more the students dealt with peer assessment in the past, the more positive attitude the students showed towards peer assessment.

The final factor affecting students' attitude is the setting in which the teacher uses for peer assessment. The setting mentioned here is related to anonymity. The result found on Wen et al. (2007) which explained that students' negative attitude comes from the lack of anonymity is contrastive with the result from Lin (2018) which stated that students' identity clearly displayed is more preferable than anonymous setting. Therefore, the teacher's decision whether to use a non-anonymous or anonymous setting determines students' attitude towards peer assessment.

Seeing the importance of students' attitude towards the implementation of peer-assessment in writing

classrooms leads the researcher to question; to what extent critical reviewing of empirical studies regarding students' attitude towards the use of peer-assessment in writing class benefits lecturers?

METHOD

The study was conducted qualitatively using library study in which the data gathered took source from multiple research articles published by credible journals of the same and or closely related topics about higher education student's attitude and peer assessment in writing. Selection processes of journals referenced in the following discussions used two main criteria such as the subject of the study that must target students at tertiary level and the peer assessment should be implemented in the writing course. The following serves as a brief explanation about articles that the researcher obtained through library browsing that went by keywords 'Peer-Assessment', 'Peer-Assessment in higher education', 'Writing Peer-Assessment', and 'Attitude in Peer-Assessment' with Google as the search engine.

Scores of studies which were carried out in an attempt to figure out attitudes that higher education students have toward peer assessment in writing class showed various results. There are studies that found negative attitude in peer assessment after a survey to participants that include either students and teachers of writing class (Wang et al., 2019) although the main finding showed positive attitude as the attitude that the majority of population surveyed hold toward peer assessment (Lin, 2018; Wen et al., 2007; Zou et al., 2017).

The data which were mainly in the form of conclusive statements and interpretation of data in the source study were critically analyzed to serve the purpose of the article. The process was completed through reading the results and data interpretation from selected articles first, then comparing and tailoring all the relevant information into an exploratory guide to achieve the purpose of the study as well as to answer the research question asked.

RESULTS AND DISCUSSIONS

In light of EFL student's attitude toward the implementation of peer assessment in the writing classroom, it would be beneficial to explore further evidence suggested in the existing related literature. The attitude that students hold toward peer assessment is generally distinguished into two namely negative and positive attitudes. Although these two types of attitudes are naturally contrastive, there has been indication that they could happen simultaneously. The following discussed each type of higher education student's attitude associated with factors and source of emergence, its potential impact to the quality of peer assessment and possible alternatives

for future peer assessment. The discussion thereby relies on the evidence provided by previous studies of related topics that have been collected using library study.

The sources that contribute to the shaping of EFL student's negative attitude toward the use of peer assessment in writing class can be said to be closely related. The sources might have descended from one broad source, which is the Asian's educational paradigm that is built upon a positivist approach. As has been highlighted before, using peer assessment in an EFL writing classroom would be particularly challenging as there is a strong influence of examination culture in which the teacher is seen as having absolute authority over learning assessment based on their expertise and knowledge (Bryant & Carless, 2010). In line with this point of view, Azarnoosh (2013) also stated that Asian EFL student's rate toward peer assessment is negative. The consequences following this one particular source about examination culture draws on a circular, repeated pattern in which teacher's belief and student's belief about assessment in terms of what is the most appropriate way to implement it and who should be responsible for it become the reason for the negative attitude that students exhibit toward peer assessment. The two concerns about how assessment should be carried out and who should be accountable for it are directly related. Yim & Cho (2016) noted the existence of teacher's belief regarding low achieving learners whom they consider as unable to carry out tasks that require high order thinking skills such as peer assessment. Birjandi & Bolghari (2015) point that teachers are still uncertain about using peer assessment as a reliable measurement tool. Their concern about peer assessment's reliability rose from the accuracy of the grade given by students to their peers. Students have found to share the same concern in which they doubt their own and their peer's capabilities in providing useful feedback and fair rate/grade. (Bryant & Carless, 2010; Landry et al., 2014; Zou et al., 2017). This caused teacher's reluctance in implementing peer assessment which would then cause the lack of experience and knowledge of peer assessment in students. This kind of teacher's belief potentially spreads to students in a way that they would be convinced that the teacher is the only person in the classroom who deserve to give feedback and grade to their writing, at this point, it is safe to conclude that teacher's lack of confidence in students' capability to assume the role of assessors in peer assessment indirectly informs student's negative attitude toward peer assessment.

Student's lack of confidence in their own capability in peer assessment can be described as passively showing a negative attitude toward peer assessment. To explain it, students may think that the lack of experience in peer assessment justifies their inability to properly grade/ rate

their peers' work despite considering feedback that entails peer assessment as useful to improve their writing. This is what it means to be passively exhibiting a negative attitude toward peer assessment. Students are also capable of actively displaying a negative attitude toward peer assessment in writing class. It is related to some issues, one of which include student's skepticism of usefulness in feedback and grade's accuracy from peers during and after peer assessment is implemented. In light of the issues, studies have attempted to identify the factors associated with the negative change of higher education student's attitude in peer assessment. The findings were quite consistent and when investigated further, they hypothetically lead to a single factor source which is the time allocation for peer assessment. It is in line with Wen & Tsai (2006) explanation that peer assessment has four items describing it in a negative sense. These items described students' perception of who is responsible for assessment, the time-consuming aspect of PA, and the biased effect of peer marks on participants' marks to peers. The last item regarding friendship bias may shed light to the issue of a student's negative attitude which comes from the setting used by the teacher when peer assessment is implemented such as online or offline with its main concern centralized around anonymity.

First, the length or the duration of peer assessment has been identified as instrumental to a student's negative attitude. Wang et al. (2019) found in their study that time constraints contribute to higher education student's change of attitude in peer assessment. Their study considers time constraints as a separate factor among other four factors; communication with peers, peer feedback, learning outcomes and participation in online peer assessment; but some of the findings provided imply that it has a linkage to another factor such as peer feedback. It was found in one of the qualitative findings that includes a participant's statement which showed they were hoping for a longer duration in peer assessment so they could work on peer reviewing better and thus helping them to give more comprehensive feedback to their peers. Aside from being understood as the length that students are organized into joining peer assessment activities, time constraints can also refer to a student's overall experience in peer assessment. (Zou et al., 2017) classifies lack of training in peer assessment as a part of procedural negative factors that is associated with higher education student's negative attitude toward peer assessment. Given the situation that students are not given enough time to participate in peer assessment's activities, they most likely assume they don't have sufficient capability in peer assessment. As a result, it indirectly stimulates their negative attitude toward peer assessment.

Second, less accurate and specific feedback that students give to their peers which to some extent might have been affected by time constraints in peer assessment promotes a negative attitude toward peer assessment. Students who were found to have a sharp decrease in attitude toward peer assessment happened to express their concern about their peer's feedback which they consider to be not helpful for their writing (Wang et al., 2019). The concern about inaccurate peer feedback completed by the students' works as a direct contributor to EFL higher education student's negative attitude in peer assessment. It draws close connection with the setting of the peer assessment itself. By setting here means the option to show or hide student's identities as an assessor in peer assessment. As noted by Lin, (2018), students tend to be avoidant when they are required to be critical of their peer's work in public. Unfamiliarity with criticism can also make students portray constructive feedback more in a negative light than in a positive light. Conducting peer assessment in an anonymous setting is supposed to help them overcome this particular problem so that they can be more objectively critical of their peer's work. However, it turns out that a student's comment in anonymous peer assessment is largely negative (Wadhwa, Schulz, & Mann, 2006). Though they were found to be more critical, it is better not to overlook the possibility that the wording in those negative comments might unnecessarily undermine a peer's motivation in writing. It might cause the receiving peers to frame peer feedback and peer assessment as unpleasant experiences and thus direct them into having a negative attitude toward peer assessment.

As a further emphasis of the preceding issue related to the accuracy of feedback and grading system in peer assessment, it is important to stress the matter about various results regarding the impact of anonymity in successful peer assessment implementation. According to some studies, student's negative attitude toward peer-assessment emerges from being uncomfortable when reviewing and rating their peers' works with their identities clearly displayed (Wang et al., 2019 p.3). Findings related to a student's change of attitude, it can be concluded that non- anonymous peer assessment is less preferable than anonymous peer-assessment. It contributes to the negative attitude that higher education students hold toward peer assessment. (Wen et al., 2007) added peer assessment has been negatively perceived because of a lack of anonymity and this issue might be related to students' uncomfortableness when rating their peers. There is a conflicting result, however, if the findings in studies that examined the setting of online peer assessment conducted by (Lin, 2016, 2018) are taken into consideration. It was discovered in their studies that there were undergraduate students who preferred to take non-

anonymous feedback and rating in peer assessment. From the findings gained, teachers are suggested to carefully consider a non-anonymous setting before conducting online peer assessment in higher education (Lin, 2018). The reason suggested was because giving feedback and grades to peers anonymously might give a chance for less objective comments and unfair grading. Other than over-mark, students tend to under-mark because students dislike the exercise and deliberately choose the poorer response each time in order to undermine the out-comes (Jones & Alcock, 2014).

Although the successful implementation of peer assessment in EFL higher education writing classrooms faces such great challenges from student's negative attitudes, there is still a way to deal with the problems explained. Ashenafi (2015) points out the possibility for peer assessment activities to reduce students' negative attitude. This means that a student's negative attitude would positively change after participating more in classes that use peer assessment as an integral part of its assessment.

Students' positive attitudes toward peer assessment in general questioned students' perception of the helpfulness of peer assessment in learning, in enhancing classroom interactions between teacher/peer, and the fairness of peer assessment (Wen & Tsai, 2006). According to (Wen et al., 2007) in later research, a positive attitude toward peer assessment was a helpful way of enhancing students' learning and developing motivation. It also brought a sense of participation, increased classroom interaction and helped students to understand teachers' requirements. Higher education student's positive attitude in peer assessment may also come from the availability of peer's grading. Double, McGrane, & Hopfenbeck (2019) suggests the importance of grading which also determines the effectiveness of peer feedback. They found that among students of different educational level either primary, secondary, or tertiary; only tertiary students found it beneficial to grade their peer's work. Though there was no definitive way of explaining why and how tertiary students perceive grading as beneficial, it was argued that they were more grade-oriented than students from the other two educational levels. This concludes the possibility for students to develop a positive attitude rather indirectly and in a derivative sense of seeing the benefits in grading their peer's work.

In relation to the positive attitude that higher education students hold toward peer-assessment, the explanation about peer-assessment as classified by its ways of implementation needs to be elaborated further with the findings that previous studies suggested. In the case of anonymous and non-anonymous peer-assessment, the study by Wang et al (2019) revealed that higher

education students tend to hold a positive attitude toward peer-assessment when the process allows them to assess their peers anonymously. Students' assumption that honest review is much more possible when identities are not revealed indicates the positive attitude that they hold toward anonymous peer-assessment. To conduct anonymous peer-assessment can be facilitated with online peer assessment because it has the option for anonymity which flexibly prevents identity of the students to be revealed. It is supported by the findings that were gained from a survey in the study by Zou et al (2017) in which it was revealed that 45% of respondents have prior experience to peer assessment through online anonymous peer review. It has been proven that prior knowledge or experience to peer assessment is an essential factor that contributes to the positive attitude that higher education students have in peer assessment Zou et al (2017). It can be assumed that students could have better prior experience and knowledge about peer assessment if they are familiar with using it in writing classes. Zou et al (2017) also asserted that increasing peer assessment activities in writing classes can be uplifting to students' favor of peer assessment which consequently improves their writing performance too.

CONCLUSION

Student's attitude makes an essential aspect of the quality and effectiveness of peer assessment implemented. Various results regarding student's attitude found in related studies indicate that peer assessment, particularly the one that is used in EFL higher education writing classrooms, is yet to receive full support from students. Although a number of previous studies found positive attitude dominated negative attitude, the existence of negative attitude that mainly presented post implementation of peer assessment should not be ignored. Student's negative attitude takes the source from some closely related factors which probably have some sort of domino effect type of relationship. It means that one associated factor can lead to other factors of negative attitude. In response to this, previous studies recommended that adding frequency of use and participation in peer assessment help promote positive change in a student's attitude.

Adding to the frequency of peer-assessment in writing classrooms would not only help students to generate more changes toward positive attitude, but also provide them with necessary skills that initially stalled their motivation to participate in writing peer-assessment. Other than that, implementing peer-assessment in writing classrooms will also mean that students will frequent their high-order thinking and writing skills, as they are required to assert an objective judgement of their peers' works and

continuously revise and reflect on their works as per the assessment given by their peers.

Suggestion

The shift in assessment paradigm that heads toward integrative use of both summative and formative must be supported. Though the current issue is centered around students' attitude, the future direction is reserved for teachers in charge of EFL higher education writing classrooms. What needs to be carefully taken care of before conducting peer assessment in writing class is the potential cause of negative attitude that may arise during the process. This means that the criteria with which students will use as a guide in grading their peer's work as well as giving feedback must be sound and clear enough to understand. It would be in the teacher's best interest to properly introduce students to the basic concept of giving constructive feedback. Prior to peer assessment, students must at least understand how a critical review does not necessarily need to be negative in terms of the wording. This would be very helpful for students, typically those who lack experience in peer feedback and peer assessment to overcome the challenge of being in a socially uncomfortable environment of peer assessment.

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