

THE IMPLEMENTATION OF PEER ASSESSMENT IN ONLINE WRITING CLASS AT SENIOR HIGH SCHOOL IN BAWEAN

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Abstrak

Penilaian sejawat adalah sebuah proses penilaian bagi siswa yang membagikan pekerjaannya dan meminta rekannya untuk memberikan *feedback*/umpan balik sebagai fungsi mereka sebagai kelompok dan mereka menggunakan umpan balik untuk merevisi dan memperbaiki pekerjaannya. Selain itu, penelitian ini bertujuan untuk mengetahui bagaimana guru melatih siswa untuk melakukan penilaian sejawat di kelas menulis daring, bagaimana guru menjelaskan rubrik untuk penilaian sejawat di kelas menulis daring, bagaimana siswa melakukan penilaian sejawat di kelas menulis daring, dan bagaimana guru melakukan tugas tindak lanjut setelah siswa melakukan penilaian sejawat. Studi interpretif dasar-kualitatif digunakan untuk menjawab empat rumusan masalah dalam penelitian ini. Selanjutnya, catatan lapangan digunakan sebagai instrumen penelitian ini. Catatan lapangan digunakan untuk mencatat semua informasi bagaimana pelaksanaan penilaian sejawat diterapkan di kelas menulis daring. Peneliti mengamati tingkah laku verbal guru dan siswa serta beberapa dokumen untuk mengetahui penerapan penilaian sejawat di kelas menulis daring. Penelitian ini dilakukan dalam dua pertemuan. Hasil penelitian menunjukkan bahwa dalam tahapan melatih, guru masih di tahap menjelaskan definisi dan manfaat penilaian sejawat bagi siswa belum ke tahap melatih siswa melakukan penilaian sejawat. Dalam menjelaskan rubrik yang dipakai, guru juga masih kurang menjelaskan kriteria dan deskripsi yang ada dirubrik. Guru hanya menjelaskan manfaat rubrik bagi siswa dalam melakukan penilaian sejawat dan aspek yang akan siswa nilai pada hasil penulisan teman sejawatnya. Siswa melakukan penilaian sejawat setelah guru mengirim *soft file* rubrik ke grup kelas. Dalam penerapan penilaian sejawat siswa juga masih kurang berdiskusi dengan teman sejawatnya. Selanjutnya, guru memberikan *feedback*/umpan balik sebagai bentuk tindak lanjut guru terhadap hasil penulisan siswa. Kesimpulannya, hasil penelitian ini menunjukkan bahwa penerapan *peer assesment* di kelas menulis online masih kurang efektif.

Kata kunci: penerapan penilaian sejawat, kelas penulisan daring, pelatihan, rubrik, tindak lanjut

Abstract

Peer assessment is a kind of assessment process for the students who share the works and asks their peer to give feedback as their function as a group and use the feedback to revise and improve their work. Moreover, this study is aimed to explore how the teacher trains the students to do peer assessment in online writing class, how the teacher explains the rubric for peer assessment in online writing class, how the students implement peer assessment in online writing class, and how the teacher does the follow up task after the students implement peer assessment in online writing class. Qualitative-basic interpretive study was applied in this study to answer the research questions. Furthermore, field notes were used as the instrument of this study. Field note ware used to take note all information about how the implementation of peer assessment was running in the online writing class. The researcher observed the teacher's and students' verbal behavior and documents in order to discover the implementation of peer assessment in online writing class. This research was conducted in two meetings. The finding of this study showed that in the training stage, the teacher was still at the stage of explaining the definitions and benefits of peer assessment for students, not the stage of training students to conduct peer assessment. In explaining the rubric used, the teacher did not explain the criteria and description consisted in the rubric. The teacher only explained the benefits of the rubric for students in peer assessments process and the aspects that students should assess on the peer's writing results. Students implemented peer assessment after the teacher sent the soft file of rubric to their group. In the peer assessment process, the students were also lack of discussion with the peers. Moreover, the teacher provided feedback as a form of teacher's follow-up task on student writing results. In sum, the finding of this study showed that the implementation of peer assessment in online writing class was still ineffective.

Keywords: peer assessment process, online writing class, training, rubric, follow-up task

INTRODUCTION

Peer assessment is asking students to rate their peer activities as their function as a group (O'Malley and Pierce, 1996). Chong (2016) also states that peer assessment is the process of commenting on their pair's performance and the teacher can definitely elicit what students need through that activity. Thus, peer assessment is kind of assessment process for the students which sharing their work and ask their peer to give a feedback and they use the feedback to revise and improve their work. Peer assessment can be called peer review, peer response, and peer editing which emphasizing students' involvement in assessing their friend performance (Chong, 2016; Shen, Bai, & Xue, 2020). This statement is also in line with Tillema, Leenknecht, & Segers (2011) who state that peer assessment is the students' center approach in assessing activity, they learn how to learn, how to assess their peers' performance and enhance their learning process. Tillema et al., (2011) also state that peer assessment is a tool to suit the students' involvement in the classroom. They can encourage each other to take responsibility for their learning as well as they support each other by giving comment and appraisal.

In Indonesia, peer assessment is commonly used in productive skills. Writing is one of the productive skills in learning English (Harmer, 2007). Writing is also one of the important skills that need to be improved. Since writing is one of the productive skills in the learning English (O'Malley and Pierce, 1996), mastering this skill is definitely needed. In mastering this skill, there are many mistakes and problems that students commonly do. The common mistakes that students do in writing activities are linguistic problems and nonlinguistic problems (Choir Misbahul, 2017). The linguistic problems are grammar errors (Diliana, 2018), lack of vocabulary (Choir Misbahul, 2017). Nonlinguistic problems are students make a problem in the content aspect, in the organization aspect, and mechanical accuracy (Choir Misbahul, 2017).

Other problems also come from the internal factors and external factors of the students. Internal factors are like gender, student's motivation, student's anxiety can inhibit the process of writing (Finn, 2018; Keller, Fleckenstein, Krüger, Köller, & Rupp, 2019). The external factors of the students such as living in a bad environment, having a prior bad experience in writing, and focusing on jobs can also give a bad impact on students' writing process (Finn, 2018).

From those problems, peer assessment is one of the solutions for students' writing difficulties because it can improve students' critical thinking, enhance student's motivations to write, promote learner's autonomy and

build a good environment in learning (Chong, 2016; Shen et al., 2020). In addition, peer assessment is also a vital role in a students' academic growth (Crusan, Plakans, & Gebriel, 2016) and can improve the student's writing ability (Legese, Ferede, & Shimelis, 2019; Liang & Tsai, 2010). Peer assessment helps the students to revise their work through peer's respond to and edit each other's written work. Peer assessment also helps the students to learn from their mistakes through their friends. Falchikov & Goldfinch (2000) was often stated that the goal of peer assessment was not only to give the final mark but also to enhance the learning process.

In implementing peer assessment, Brown & Abeywickrama (2010) elaborate some guideline for the teacher to implement peer assessment in the classroom. The guideline is elaborated to be used as a guideline to reach the potential of peer assessment. There are 4 guidelines in conducting peer assessment, those are: tell students the purpose of the assessment, define the task(s) clearly, encourage impartial evaluation of performance or ability, and ensuring beneficial washback through follow-up task. Moreover, in conducting peer assessment, students are provided with some criteria in order to guide them in assessing their peer's work. It is also supported by Falchikov & Goldfinch (2000) who claimed that peer assessment are engaging the students with criteria and standard and then applying them to make a judgment.

The study of peer assessment in writing class is commonly discussed in recent years. Liang and Tsai (2010) investigated online peer assessment in science writing skills in Taiwan. The result reported that peer assessment could improve the biology student's writing ability. The biology student's writing content gradually developed through their peer assessment activity. Another study was also investigated by Legese, Ferede, & Shimelis (2019) who also investigated the effect of peer assessment on student's writing ability. The result showed that peer assessment helped students to improve their writing ability.

A similar study was conducted by Faudi (2016). He conducted a research at MAN Kuta Baro Aceh Besar. He examined whether there was a significant improvement in the student's writing ability or no after implementing peer assessment. The result of the study reported that there was a significant improvement in the student's writing ability. Based on those studies, it can be known that peer assessment has a crucial role in improving the student's writing ability.

The study of the student's perception of peer assessment is also has been explored. Lladó, Soley, Fraguell, Pujolras, & Planella (2014) investigated the student's perception toward the implementation of peer

assessment at the University of Girona, Spain. The result of this study showed that many students had a positive perception of it. They gave responses that peer assessment could improve their learning because they could learn from the mistakes; it could also motivate them in learning, and one of the recommended methodologies that facilitate them in acquiring learning at a different level.

All of the studies explored peer assessment in the offline learning or face-to-face teaching-learning process; however, this study will conduct the research of peer assessment in online writing class. Online writing class is one of the virtual classrooms that implemented during the COVID-19 pandemic. Online writing class is the role of the writing process that takes place over the internet and technology. In the online writing class, all instruction is delivered over a distance to students located in different venues (Johnson, Burnett, & Rolling, 2002).

Peer assessment in online writing class is needed to be explored because the study of peer assessment in online writing class is still rarely explored. In addition, in a matter of the existence of COVID 19 which in March 2020 forced all people to stay at home and fundamentally changed the educational landscape (Hussein, Daoud, Alrabaiah, & Badawi, 2020). All the teaching-learning process is conducted online. Thus, in the response to the COVID 19 pandemic, all schools in Indonesia ended traditional classes and shifted to various types of virtual settings. Therefore, this study was conducted through virtual which focuses on the how the implementation of peer assessment during the online writing class.

Based on the background of the study above, the researcher has formulated three research questions. Those are:

1. How does the teacher train the students to do peer assessment in the online writing class?
2. How does the teacher explain the rubric for peer assessment to the students in the online writing class?
3. How does the student implement peer assessment in the online writing class?
4. How does the teacher do follow up task after the students implement peer assessment?

METHOD

A qualitative-basic interpretive study was applied in this study since the researcher needs to describe the process of peer assessment in online teaching-learning writing in the result of this study.

The subjects of the research were 14 eleventh-graders of Senior High School in Bawean, MA Hasan Jufri and their English teacher. Their English lesson was run through Google Meet and WA Group. They have been

chosen because they have experienced in conducting peer assessment in the online writing class.

The researcher used fieldnotes as the instruments of this study. Fieldnotes were used to take note all information about how the implementation of peer assessment was running in the online writing class. The researcher observed the teacher's and students' verbal behavior and documents in order to discover the implementation of peer assessment in online writing class.

This observation was conducted twice in order to know the pattern how to do peer assessment in online writing class. Unstructured observation was the technique of this study since the researcher collected the data based on the result of GMeet recording and WA Group used by the teacher and students while conducting peer assessment in the online writing class.

After the data had been collected, the researcher analyzed the data by using method from Ary et al. (2010). There are three stages in analyzing data for qualitative research.

The first stage is familiarizing and organizing, in this stage, the researcher tried to be familiar with all of the data that have been collected from the first and the second observations. Thus, the researcher repeatedly watched the result of the first GMeet recording and read repeatedly the first result of the observation sheet and then arranged the data into different types. After that, the researcher did the same activity for the second observation.

The second stage is coding and reducing; For the first observation, the researcher selected and gathered the data in the same category that needs to answer each research question of this study. Then, the researcher reduced the data that did not have a relation to the research questions of this study. After that, the researcher did the same activity to the second observation result.

The last stage is interpreting and representing, in this stage, the researcher interpreted the result of the observation sheets by describing the information recorded in the sheet. The researcher synthesized and concluded how the teacher and students conduct peer assessment in online writing class.

RESULTS AND DISCUSSION

How the teacher trained the students to do peer assessment in online writing class

Before the class started, the teacher shared the link of Google Meet in WA Group. In the virtual meeting, the teacher informed to the students that they would conduct peer assessment for the activity. Before conducting peer assessment, the teacher explained what peer assessment

is and explained the purpose of conducting peer assessment in their writing process. The teacher also asked the students to do the peer assessment in pairs, not in a group. They could choose their peer by themselves and changed their task with their partner while conducted the peer assessment. Then, the teacher informed that she would send the rubric in WA Group after the virtual meeting ended and asked the students to discuss in WA Group if there would be a problem of questions. Last, for assessing the peer's writing result the teacher asked the students to fill it in the Google Form that would also be sent to WA Group. It was used to record the score and the feedback given by the student for their peer's writing results. The teacher also gave a deadline in filling the Google Form.

In this activity, the researcher found that the teacher explained the use of peer assessment and the concept how the students would implement the peer assessment was to help the students understand the process of peer assessment and know what was going to be achieved in that activity. It is also in line with Brown & Abeywickrama's (2010) statement that teachers need to tell the purpose of peer assessment in her teaching-learning process. The students need to know and understand the information about the purpose of the assessment and have to know the concept. It helps the students to find more comfortable with the process of peer assessment.

Then, after the teacher conveyed the information of the use of peer assessment in their online writing class, in the next activity, the researcher did not find the teacher try to train the students to do peer assessment in their online writing class. It is not in line with what Falchikov & Boud (1989) and Falchikov & Goldfinch (2000) pointed out that peer assessment was regarded as a skill and needs to be developed. As a skill, the teacher needs to train the students for further development. It helps the students to be professional assessors in assessing their peer's writing products. It needs to be practiced as often as possible to develop a good assessment practice. Thus, the teacher needs to practice the process of peer assessment for each student in the class in order to maximize discussion, understanding, explicitness of evaluation criteria, and become better at peer assessment process (Falchikov, N. & Boud, 2007; Falchikov & Boud, 1989).

Furthermore, Van Lehn, Chi, Baggett, and Murray, 1995 (cited in Topping, 1998) suggested that peer assessment is involving the students in reviewing, summarizing, clarifying, giving feedback, diagnosing misconceived knowledge, identifying missing knowledge and considering deviations from the ideal. These are all

need to be practiced in order to help students to reinforce and deepen understanding in the assessor toward the implementation of peer assessment.

How the teacher explained the rubric for peer assessment in online writing class

After the teacher informed that the students would conduct peer assessment, the teacher explained the rubric that would be used by the students in the peer assessment process through virtual meeting. The teacher started by explaining the use of the rubric in the peer assessment activity. The teacher informed that the use of the rubric was a guideline for the students to assess their peers' writing and help them in revising their own writing or self-evaluated their writing. The students could also reflect what aspect needed to be improved using the guideline. The rubric used by the students was also provided by the teacher.

It is in line with Falchikov & Goldfinch (2000) who claimed that peer assessment is engaging the students with criteria and standard and then applying them to make a judgment. Brown & Abeywickrama (2010) also supported that the teacher needs to set a clear criterion and has to clearly decide what assessment criteria should be used by the students. If the teacher offers a rating scale or rubric, it will easier for the students to assess their peers.

Then, the teacher explained the aspects that must be assessed by the students. The aspects that should be assessed were content, organization, grammar, vocabulary, and mechanics. In assessing their peer's writing, the teacher asked the students to give points and comments on each aspect related to their peers' writing results. The teacher asked the students to evaluate whether their peer's essay received a top score (4) or low score (1) for each criterion and gave comments on each criterion in order to help their peer's realized what needs to be improved. The researcher found that the teacher used analytical rubric in the process of writing activity because the rubric was contained some numbers of subcategories and given a specific rating for each. It is in line with Brown & Abeywickrama (2010) who stated that the analytical scoring method is one of the assessment criteria used by the teacher in assessing writing.

Meanwhile, from the result of this study, the researcher only found that the teacher explained the use of rubric in the peer assessment activity and aspects that needed to be assessed by the students but the researcher did not find the teacher explained more detail about what criterion and descriptions contained in the rubric, the explanation of each score or point used in the rubric, and how the students should apply the score for assessing their peer's writing product which is not in line with

Falchikov & Boud (2007) who stated that the act of awarding a grade would be meaningless if the students did not have the opportunity to learn about the standard and use the grade to give judgments of knowledge and skill acquisition in self or peer assessment activity. In another word, in the process of learning the standard and trying to use the grade to give judgments, the students need more explanation about the standard used in assessment criteria, teacher's monitoring in applying the rubric, and opportunity to learn about the standard and how they should apply it. It is also used to achieve a similar perception and standard between students and the teacher and avoid misinterpretation between each student and the teacher.

How the students implemented peer assessment in online writing class

After the virtual meeting ended, the teacher sent the rubric and the link of Google Form to their WA Group and gave a deadline for submitting the peer assessment results in Google Form. After receiving the rubric and the link of Google Form, the students tried to find their partner to help them conducting the peer assessment and sent their task to their partner. The result of observation, the researcher found that the students chose their peer and directly evaluated their peer's writing with no further discussion. The student evaluated their peer's writing results in Google Form by giving scores and comments. Moreover, the formats of the Google Form were linear scale and paragraph. The linear scale was used to give point or score for the result of peers' work and the paragraph is used for students' feedback or comment. The Google Form consisted of 5 numbers; those are content, organization, grammar, vocabulary, and mechanics. In each criterion had a linear scale and paragraph that used to give scores and comments.

Next, after the due date of submitting the Google Form, the teacher shared the result of the Google Form responses link in WA Group and asked the students to revise their own draft based on the peers' comments. In the observation result, the researcher found that the responses contained the scores and feedbacks given by each student to their peers. The feedback was comments and suggestions related to the peer's writing product. The researcher also found that the students have a different partner in each meeting. After receiving the link, the students directly revised their own draft based on their peer's comment and suggestion.

Here the result of peer assessment, the student's first draft and revision draft in two meetings.

Student 2's first draft (Meeting 1)

My Favorite Bag

I like something that I got from my birthday. I like it because of it is simple. It is not only simple but also it has wide space to put my stuff inside. My father gave it to me when I was in the eighth grade but it is still usable until now. My bag is also unique that I ever had.

*The color of my favorite back is black. It is made of thick cotton. It **have** three **pouch** those are big pouch, average, and small pouch. Each pouch has zipper. The most I like **are** the smallest one because it is covered by rubber. I usually put my motor cycle's key and my small note in this small pouch. Let me tell you something, there is a unique in my bag. If you see my bag from the front side, you will only see two pouches because the zipper of the big pouch is hidden. **It is hidden by myself.***

In the first meeting, student 1 assessed the student 2's tasks. She gave comments on the content, organization, and grammar. In the content, she gave 3 as the score and gave comments that the last sentence in the last paragraph did not correlate with the topic. Then, in the organization, she gave 3 as the score and asked her partner to elaborate more on the second paragraph and last she also gave comments on the grammar asking their peer to be careful on the plural and singular and gave 3 as the score. Then the other aspect (vocabulary and mechanics) her partner did not do error and she gave 4 as the score.

After Student 2 received comments and scores from her peer, she directly revised her own draft with no further discussion with her peer. She revised the grammar, elaborate more on the description paragraph, and delete a sentence which not connects with the topic discussed. Here the results of her revision draft.

Student 2's revision draft (Meeting 1)

My Favorite Bag

I like something that I got from my birthday. I like it because of it is simple. It is not only simple but also it has wide space to put my stuff inside. My father gave it to me when I was in the eighth grade but it is still usable until now. My bag is also unique that I ever had.

*The color of my favorite back is black. It is made of thick cotton. It **has** three **pouches** those are big pouch, average, and small pouch. Each pouch has zipper. The most I like **is** the smallest one because it is covered by rubber. I usually put my motor cycle's key and my small note in this small pouch. Let me tell you something, there is a unique in my bag. If you see my bag from the front side, you will only see two pouches because the zipper of the big pouch is hidden. **It can only be seen from the back side when I take off my back. It is because I put fake ant and fake spider to hidden the zipper.***

Student 3's first draft (Meeting 2)

cars should be banned

*Firstly, cars give a contribution to most of the pollution in the world. cars emit deadly gas that causes illnesses, such as bronchitis, lung cancer, and 'triggers' off asthma. **I think** to these illnesses are so bad that people can die from them.*

*Secondly, the city is very busy. **pedestrians** wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads' biggest killers. **It is one of most people have in the world and I think it should be banned.***

Thirdly, I the cars are very noisy. If you live in the city, you may find it hard to sleep at night or to concentrate on your homework, especially when you talk to someone.

In conclusion, toward be aware of this dangerous, I think to cars should be banned from the city for the reason listed.

In the second meeting, the researcher found that the peer was different from the previous meeting. The students changed their peer based on the teacher's instruction beforehand. In this meeting, student 1 assessed the students' 3 tasks. She gave comments on the content, grammar, vocabulary, and mechanics. In the content, she gave 3 as the score and gave comments that the last sentence in the second paragraph was better removed because it did not support her main idea. In the grammar, she gave a 3 score and gave comments and corrections on what she needs to be revised. Then, she also did the same in the vocabulary aspect; she gave 3 as the score and also gave corrections and suggestions. Last, she gave a comment on the mechanic's aspect, she gave comments that the name of a person must be capital and the title must be capital in each word. She gave 2 as the score of mechanics. Another aspect, she gave 4 as the score because her peer did not have an error.

After student 3 received comments and scores from her peer, as usual, she directly revised her own draft with no further discussion with her peer. She removed the sentence which is not supporting her main idea as the peer's comments; she corrected the grammar, the vocabulary, and mechanics that need to be revised. Here the results of her revision draft.

Student 3's revision draft (Meeting 2)

Cars Should Be Banned

Firstly, cars give a contribution to most of the pollution in the world. Cars emit deadly gas that causes illnesses, such as bronchitis, lung cancer, and 'triggers' off asthma. I think of these illnesses are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads' biggest killers.

Thirdly, I the cars are very noisy. If you live in the city, you may find it hard to sleep at night or to concentrate on your homework, especially when you talk to someone.

In conclusion, in order to be aware of this dangerous, I think of cars should be banned from the city for the reason listed.

After the students revised their own draft, they sent the first draft (original draft) and the second draft (revision draft) to the leader of the class and the leader of the class forwarded all files to the teacher.

The result of this study is in line with Moloudi (2011) who investigated the teacher's experiences in online and face-to-face peer review in ESL writing classes. The result of this study showed that the students in conducting peer assessment needed to find their peer and exchanged the task. Read the task carefully, took a turn to discuss the task with the peer, noted down the peer's comment,

and revised their draft based on the peer's comment. Last, submitted the drafts to the teacher.

Moreover, from the result of the study, the researcher found that the use of Google Form in the peer assessment process was ineffective because the teacher did not know directly how the process of peer assessment and caused lack of discussion between students, peers, and the teacher. The result of this study showed that there was no further discussion between students and peers while implementing peer assessment. The students did not take turns to discuss the task with their peers before giving scores and comments like the previous study reported. Furthermore, the students did not also discuss the result of peer review given by the peers. The students only focused on revising their draft and then submitting it to the teacher.

Discussion is one aspect that is needed in learning to write online (Stewart, 2019) where the students can be able to discuss the material, give feedback to each other, and ask for some additional information from other friends related to their writing. In another word, a discussion is needed in order to help the students know their weaknesses and improve their writing.

How the teacher does the follow up task after the students implement peer assessment in online writing class

In the first meeting, before giving the feedback, the teacher gave positive comment on the students' writing result. Then, the teacher gave comment emphasized more on the student's weaknesses in content, grammar, and organization aspects because all of the students have mistake in those aspects. Then, the teacher appreciated for the other aspects (vocabulary and mechanics) because the students did well on those aspects. In the second meeting, the teacher also did the same giving good comments on the students' writing result. Then, the teacher stated the students' weaknesses and gave suggestion. The teacher gave feedback in the content aspect because the students got problem in that aspect.

The result of this study reveals that the teacher tended to do the follow-up tasks by giving feedback to the students. As what has been discussed in Chapter 2, there are several kinds of systematic follow-up task that the teacher can use in order to ensure the beneficial washback to the students in the peer assessment process. Those are further self-analysis, journal reflection, written feedback from the teacher, conferencing with the teacher, purposeful goal-setting by the students, or any combination of the above can make the process of peer assessment runs better and achieve the value and benefits of the peer assessment (Brown & Abeywickrama, 2010).

In this study, the teacher tended to give feedback on the student's writing result via WA Group. The teacher's feedback contained the comment on the student's writing problems and suggestions on how to overcome those problems. The teacher also appreciated the students' results by giving some good comments before stating the negative comments. It is supported by Topping (1998) who states that by giving a positive comment first might reduce anxiety and improve the acceptance of the negative comment.

Furthermore, from the result of the study, it can also be known that the teacher did the follow-up task after the students conducted peer review and sent their revision draft to the teacher. It is not in line with the theory from Brown & Abeywickrama (2010) who stated that the teacher can ensure the beneficial washback to the students by conducting several systematic follow-up tasks while the students implementing the peer assessment. It is used to drive the process of peer assessment to run better and achieve the value and benefits of the peer assessment for the students. It can also help the students in revising their own writing.

CONCLUSION

Based on the result of the study, it can be concluded that the teacher and students implemented peer assessment in their online writing class through virtual meeting and WA Group but the process of conducting peer assessment was not really effective. The teacher only explained the peer assessment to the students but not training the students on how they should conduct the peer assessment. The teacher did not also train the students on how they should give scores and comments on their peer's writing.

Furthermore, in explaining the rubric, the teacher also lack of discussion with the students for explaining the rubric in detail. The teacher only explained the use of rubric in their activity and what aspects that the students need to be assessed in their peer's writing. The teacher did not explain deeper about the criteria and description contained in the rubric, the score or point used in the rubric, and how the students should apply the score for assessing their peer's writing product.

Moreover, in the implementation of peer assessment, the students and their peers were also lack of discussion. The students did not take turns to discuss the task with their peers before giving scores. The students did not also discuss the result of peer review given by the peers after they conducted the peer review. The students only focused on revising their draft and then submitting it to the teacher.

The process of doing the follow-up task was also not effective. The teacher conducted the systematic follow-up task to the students after the students submitted their

revision where this process is not in line with the theory had been discussed beforehand. Then, the teacher also only gave general feedback to the students in WA Group not in personal feedback on the student's writing result.

Based on the explanation stated, the researcher intended to give several suggestions. For teachers, before implementing peer assessment, the teacher needs to train the students on how to conduct the peer assessment. The students need to familiar with the process of peer assessment in order to achieve the potential benefits of peer assessment in their online writing class and make the students feel comfortable with the process of peer assessment. The teacher also needs to explain more detail about the rubric, discuss with the students each criterion consisted in the rubric, and explain how they should apply it in assessing writing. It helps the students to be familiar with the rubric and make them easier in assessing their peer's writing. If the students are not familiar with the peer assessment and the rubric, the process of peer assessment will not run effectively. In addition, the teacher needs to do the systematic follow-up task before the students submitting their revision because the systematic follow-up task is used to facilitate the students in revising their writing and ensure the beneficial washback to the students in the learning process of writing.

Furthermore, for the students, it will be better if the students doing more discussion with their peer before and after they conducted the peer review. It is used to minimize the subjectivity and misconceive each student. It also used to help the students asking their weaknesses about their own writing and how to overcome the problem, thus they can learn from their friend as the benefit of peer assessment. Then for the next researcher, this study only limited to a particular school where the teacher and students currently used virtual meeting caused of Covid-19. Therefore, further research related to a similar topic in large scope may be needed to explore broader implementation and perception of students and teacher in conducting peer assessment in online writing because it is a new model of learning in Indonesia.

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