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PROCEEDINGS

THE 3RD UAD TEFL INTERNATIONAL CONFERENCE

“ELT MATERIALS DEVELOPMENT IN ASIA
AND BEYOND: DIRECTIONS, ISSUES,
AND CHALLENGES”

**CAVINTON HOTEL YOGYAKARTA
SEPTEMBER 17 – 18, 2014**

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS AHMAD DAHLAN

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“ELT Materials Development in Asia and Beyond: Directions, Issues, and Challenges”

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Lecturers' and Students' Perception about Peer Assessment Practice: Benefits for Collaborative Works

Didik Rinan Sumekto

Postgraduate Student of English Education
State University of Semarang, Indonesia;
Widya Dharma University, Klaten, Indonesia
didikrinan@unwidha.ac.id

Abstract. Recently classroom's peer assessment has strategic roles to be considered as an attempt in bridging students' collaboration works during writing course and recognizing their academic achievement while potentially conducting peer assessment practice. This study empirically records and investigates 5 writing lecturers' and 82 undergraduate students' perception about peer assessment practice as an alternative assessment from Tidar University of Magelang and Widya Dharma University, Klaten, Central Java. Research sampling applied the simple random sampling technique. Data analysis are carried out by SPSS program and examined quantitatively by applying descriptive statistics based on the questionnaire data. The findings indicate that there are nine indicators ranking on the significant level and the most significant indicator relates to students' competence matter above the delivered learning themes, where mean (*M*) is 3.80 and standard deviation (*SD*) value is .447 based on the writing lecturers' perception. Meanwhile, there are 75.6% or 62 of English education undergraduate students perceive that peer assessment has granted their writing contribution through the collaboration works, in which there are twelve supporting indicators available to strengthen the participants during their writing collaboration works. Overall, students' perception about peer assessment practice contributes participation during its implementation, where mean (*M*) is 3.51 and standard deviation (*SD*) is .599.

Keywords: *Collaboration, peer assessment, perception*

1. Introduction

The assessment term is recently determined as one of the most emotive words in higher education lexicon among stakeholders (e.g. anxiety, pressure, competition, success, failure, feedback, fairness, standards, and accountability) depending on the nature of participation in the formative and summative assessment process carried out by experts, peers and oneself (Berry and Adamson, 2011). Formative

assessment evaluates students in the process of forming their competencies and skills with the goal of assisting them to continue the growth process of appropriate feedback on instruction performance, with the progressive sustainability of learning. Meanwhile, summative assessment aims to measure and summarize what students have grasped and typically lead at the end of a course or instruction unit in the classes (Brown, 2004). Further, this assessment mechanism is to make judgments of the individual performance or the system effectiveness, and to improve learning. It is usually carried out in order to evaluate academic achievement suitability to perform other relevant particular tasks in education level (Berry and Adamson, 2011).

In the educational setting, the assessment aspects seek answers to one or more of the following connected questions, namely: (1) how well are students' learning in English education system; (2) does learning evidence indicate particular strengths and weaknesses in the students' knowledge and skills; and (3) what factors are associated with the students achievement (Greaney and Kellaghan, 2008). However, as the alternative mechanism, peer assessment model provides the students with opportunities to be involved in the process of assessment and to engage in questioning, marking and feedback and be a more active participant within their own learning environment (Philpott, 2009). A well-organized peer assessment might not only focus on peer understanding of instructional theory and practice but also enhance the development of a repertoire of professional skills through explanations, justifications of claims, and communication with peers during post-lesson reflective dialogues (Nyaumwe and Mtetwa, 2006).

In practice, peer assessment is uniquely valuable since the interchange is in language that the students will naturally use, by taking the roles of lecturer(s) and other examiners, and they appear to find it easier to make sense of criteria for their work if participants examine other participants' work alongside their own (Gardner, 2006). Peer assessment involves participants and other participants to a greater sense of accountability, motivation and responsibility, and an increase in the speed of feedback (Black et al, 2003; Bloxham and Boyd, 2007) as well as increases understanding of the subject matter, standards required, learners' own achievement, disciplinary knowledge and skills in order to make judgments (Bloxham and Boyd, 2007), develop important skill for lifelong learning, such as such as self-evaluation, giving feedback, justifying a point of view and negotiation skills (Boud, 2000; Bloxham and Boyd, 2007).

2. Literature Review

2.1 Previous study

The empirical findings on peer assessment implementation have been revealed that pre-service teachers' confidence in using the method more likely to increase if the method is introduced at an early stage in the program and in a consistent manner. Pre-service teachers who are better prepared to use peer assessment are

more inclined to accept the method than are their predecessors who have been given less preparation. It will be beneficial to discuss issues related to fairness and bias in the assessment process as well as the implications of misusing or abusing the assessment. There is confidentiality during their preparation for the use of peer assessment (Sivan, 2000).

Then, the involvement of peers in assessment, according to Nyaumwe and Mtetwa (2006) has motivational and cognitive merits. From a motivational perspective, peer collaborative assessments contribute to feelings of control regarding how the pre-service teachers learn, gain confidence, and understand how to implement constructivist instructional strategies in their instruction. In the post-lesson reflective dialogue, a peer and a lecturer identify an episode from the assessed lesson and use personalized understanding of constructivist tenets to interpret it. A pedagogical discourse provides opportunities for peers and lecturer to reflect, exchange alternative perceptions, and negotiate a consensus that can be generalized to instructional practices of other concepts. This finding has shown that the lecturer-peer assessments are effective for both formative and summative evaluation purposes.

Furthermore, Matsuno (2009) points out that peer assessment can possibly supplement lecturers' assessment and compensate for shortcomings in lecturer's assessment. The peer-assessors are internally consistent, their rating patterns are not dependent on their own writing performance, and fewer biases were produced by peer-raters than self- and lecturer-raters. These findings underlines that peer-raters have the potential to make important contributions to the overall assessment process.

2.2 Bridging peer assessment: An alternative assessment

Either assessment or instruction are critical for higher education students (Schulz, 2009) and nowadays, the increase in the use of teaching and learning strategies in which pre-service teachers learn with and from each other may result in an increase in the peer assessment use. Peer assessment may be used to determine the allocation of a group's marks to individual learners (Ammons and Brooks, 2011). When students conduct peer assessments in collaborative learning environments, they have an opportunity to discuss and analyze each other's performance. Peer assessment is able to provide a means by which group marks are allocated among the members of a group based on their relative contributions (Ghorpade and Lackritz, 2001; Falchikov and Magin, 1997; Ammons and Brooks, 2011). Peer assessments affect a significant proportion of the total marks for a course exists in EFL students' peer assessments (Falchikov and Magin, 1997; Ammons and Brooks, 2011) and provides them with opportunities to be involved in the process

of assessment and to engage in questioning, marking and feedback and be a more active participant within their own learning environment (Philpott, 2009).

Peer assessment involves participants in giving feedback to peers. In peer assessment, marks can be awarded by participants or negotiated with lecturer. Marks may or may not be used for formal grading purposes and a key aim of peer assessment is to enhance learning. It more closely resembles lecturer assessments when students are required to make global judgments based on clear and explicit criteria, and when they are familiar with, and have some degree of ownership of, the criteria, rather than when grading involves assessing several individual dimensions (Falchikov, 2001). Peer assessment may initiate scrutiny and clarification of the objectives and purposes, criteria and marking scales of assessment, and indeed the objectives of the course itself. It may also have an impact on affect, increasing motivation through an enhanced sense of ownership and personal responsibility, greater variety and interest, activity and inter-activity, and also improving self-confidence, identification and bonding, and empathy with others for either assessors or assesses. It has also been proposed that peer assessment might increase a range of social and communication skills, including negotiation skills and diplomacy, verbal communication skills, giving and accepting criticism, justifying one's position and assessing suggestions objectively (Topping et al, 2000) and students' involvement in peer assessment are engaging with criteria and standards, and applying them to make judgments (Falchikov and Goldfinch, 2000) on the language performance (Brown, 1998). Referring to its implementation, peer assessment can be classified into inter- and intra-group as shown in figure 1. For intra-group assessment, each participant assesses the contribution of that group's other members to the written and/or presentation works, whereas inter-group assessment assesses the other groups' works (Sivan, 2000).

Figure 1. Peer Assessment Types

Peer assessment usually takes place during the meetings time, or partially out of classroom (Topping, 1998). In giving guidance on peer assessment

implementation, hence, Falchikov and Goldfinch (2000) provide six recommendations, namely: (1) avoid using very large numbers of peers per assessment group; (2) conduct peer assessment studies in traditional academic settings and involve students in peer assessment of academic products and processes; (3) do not expect student assessors to rate many individual dimensions. It is better to use an overall global mark with well understood criteria; (4) involve students in discussions about criteria; (5) pay great attention to the design, implementation and reporting of your study; and (6) avoid the use of proportions of agreement between peers and lecturers as a measure of validity. It is generally acknowledged that in order to assess learners' learning, proficiency, and knowledge, herewith peer assessment can be defined as an arrangement for peers to consider the level, value, worth, quality or successfulness of the products or outcomes of learning of others of similar status (Topping et al, 2000; Matsuno, 2009). In the field of first language pedagogy, peer-assessment has also been considered as an effective tool in both group and individual projects. Peer assessment has been found to assess each student's efforts in group projects and to help them learn more and work collaboratively in a group. In individual tasks, participants will be more involved in assessment and instruction, which leads to greater satisfaction within the meetings (Sluijsmans, Brand-Gruwel, and Marriënboer, 2002; Matsuno, 2009).

By giving an understanding on peer assessment, Topping (1998) claimed that peer assessment might cognitively create effects by increasing a number of variables for either assessors or assesses. These variables could include levels of time on task, engagement, and practice, coupled with a greater sense of accountability and responsibility. Peer assessment analyzes earlier errors and misconception identification analysis. This will lead to the identification of knowledge gaps and to the engineering of their closure through explaining, simplifying, clarifying, summarizing, reorganizing, and cognitive restructuring. However, Bamberger et al (2005) emphasize that the assessment of a peer is a behavior just like the behavior being assessed, and therefore peer assessor evaluative decisions will be guided by strategic considerations. Peer assessment principle (Falchikov, 2001) in this regard is to encourage both the increase in learners quantity entering into higher education level and a growing belief that students need to practice the skills in order to equip them for work, leisure and lifelong learning since group working brings with it many benefits as well. For the real construct, sometimes learners find themselves working in the absence of a lecturer, thus, this assessment scheme moves from the product of learning objectivity to its processes orientation.

2.3 Research questions

The following research questions are investigated in this study:

- 2.3.1 Is there a significant difference between lecturer's and undergraduate students' perception about peer assessment practice during the collaborative writing works?
- 2.3.2 How beneficial is the peer assessment in assessing undergraduate students writing instruction?

2.4 Research objectives

Relating to lecturers' and students' perception about peer assessment practice engaged in collaborative writing works, thus this study (1) examines both what drives lecturers' and undergraduate students' perception about peer assessment practice and (2) how the benefits impact lecturers' and undergraduate students' collaborative writing works in order to attain better design and implementation of peer assessment practice.

3. Methods

3.1 Participants

during the first semester in the academic year 2012/2013, this study carried out of eighty two (n=82) students and five (n=5) writing lecturers participating in a peer assessment practice to reveal the benefits for collaborative writing works. The undergraduate students were randomly chosen as participants. The determination was 42 participants from Tidar University of Magelang and 40 participants from Widya Dharma University of Klaten, Indonesia majoring in English education. Meanwhile, 5 lecturers (n=2 from Tidar University; n=3 from Widya Dharma University) who taught the writing course were definitely selected for this study purposes. According to McMillan and Schumacher (2001), the sample size determination should give impacts to the research design, benefits, focused-variables, data collection technique, and empirical findings.

3.2 Procedure and Data analysis

Responses in peer assessment practice questionnaire data were processed to calculate the average score (mean and standard deviation) across the whole respondents. Data was collected from the returned quantitative surveys. Respondents were required to cross one of the indicators that corresponded to the notion of frequency (Dunn et al, 2004). Firstly, there had been nine statements of peer assessment importance and secondly, twelve statements of peer assessment practice for collaborative writing work benefits were included. All data was quantitatively examined by statistical descriptive testing through the SPSS program. The average score (mean) was considered as an indication of how important the collaborative writing works amongst the respondents' point of view. Responses were expressed in a Likert scale, starting from 1 to 5 (5 meaning "very important", 4 meaning "important", 3 meaning "moderate", 2 meaning "less

important”, and 1 meaning “not important”). The only exceptions were two items attached in table 1, where the respondents only provided their response by answering “Yes” or “No” for peer assessment implementation.

4. Finding and Discussion

This data analysis began with the descriptive analysis on lecturers’ perception about peer assessment practice. Table 1 indicated a survey finding which supported twelve indicators about writing instruction taught within collaborative works method amongst the undergraduate English education students. Out of twelve indicators revealed, overall mean (*M*) score ranged in between 3.20 to 3.80 had contributed significant results. However, in accordance with the descriptive result presented, there was notably found that the materials delivered to students’ competence contributed the highest score (mean=3.80) and writing indicators related to students’ competence contributed the lowest score (mean=3.20).

Indicators	Writing Lecturers – Tidar & Widyadharma University					
	Min.	Max.	Mean	Median	SD	N
Materials relate with student’s competence	3.00	4.00	3.80	4.00	.447	5
Writing guidance is clear enough	2.60	4.20	3.52	3.60	.593	5
Writing steps is in chronological order	3.00	3.80	3.48	3.60	.303	5
Writing indicators relate with students’ competence	2.33	3.67	3.20	3.66	.649	5
Instructional material has been appropriate	2.60	3.80	3.40	3.60	.469	5
Selected themes have been appropriate with the genre-based meetings	3.00	4.00	3.70	4.00	.447	5
Providing relevant assignments to students	2.50	4.00	3.40	3.50	.651	5
Feedback process toward students’ motivation is appropriate enough	3.00	4.00	3.53	3.66	.380	5
Assignment instruments based on the problem-based learning	3.17	3.83	3.46	3.50	.298	5
Learning terminology is applicable for lesson plan	3.00	4.00	3.60	3.50	.418	5
Accordingly easy to resume some specific terminologies on your lesson plan	2.50	4.00	3.30	3.50	.570	5
Evaluation is appropriately done in writing meetings (referring to lesson plan)	2.90	3.78	3.49	3.54	.347	5

Another finding was shown in table 2 relating to some peer assessment practice indicators gained by students during their writing collaborative experience. There was empirically described that 12% or 24 participants perceived on peer assessment implementation was fair enough to support their writing collaborative works; 19.3% or 38 participants conveyed that peer assessment activities enabled to criticize the students’ works and corrected their mistakes, this indicator ranked on the highest position; 11.1% or 22 participants revealed their perception on peer

assessment which enabled to motivate and create *esprit de corps* in writing collaborative works; 14% or 28 participants put their perception on peer assessment that enabled to reduce the lecturers' roles and subjectivity; 17.1% or 34 participants determined their peer assessment experience which supported to joyfulness and flexibility implementation; and 9% or 18 participants stated that peer assessment activities were more democratic than lecturers' assessment, this indicator ranked on the lowest level of assessment practice during the collaborative writing works.

Overall, peer assessment practice reflected students' involvement in which they were engaging with criteria and standards, and applying them to make judgments (Falchikov and Goldfinch, 2000) on the collaboration. Table 3 strengthened the descriptive analysis as well how undergraduate students of English education from Tidar University of Magelang and Widya Dharma University of Klaten had been in collaboration to support the benefits for their writing works. The significant output proved the mean (*M*) was 3.51 and standard deviation (*SD*) was .599.

Table 2. Peer Assessment Practice Indicator Gained by Students

Peer assessment is fair enough as each student to evaluate others	24 (12.0%)
Peer assessment activities are able to criticize the students' works and correct mistakes	38 (19.3%)
Peer assessment activities enable to motivate and create <i>esprit de corps</i> in writing collaborative works	22 (11.1%)
Peer assessment enables to reduce the lecturers' roles and subjectivity	28 (14.0%)
Peer assessment involves joyfulness and flexibility during its implementation	34 (17.1%)
Peer assessment activities are more democratic than lecturers' assessment	18 (9.0%)
Total	100%

Table 3. Students' Perception about Peer Assessment Practice

Participant	Students' involvement in Peer Assessment	
Tidar Univ. of Magelang	Min	2.60
	Max	4.60
	Mean	3.64
	Median	3.70
	SD	.522
	N	40
Widya Dharma Univ. of Klaten	Min	2.33
	Max	5.00
	Mean	3.37
	Median	3.20
	SD	.649
	N	42
	Min	2.33
	Max	5.00
	Mean	3.51
	Median	3.60
	SD	.599
	N	82
Total		

Moreover, as summarized in table 4 there would be described through the peer assessment contribution that both participants from Tidar University and Widya Dharma University (n=82) were required to answer 'yes' or 'no' whether peer assessment really contributed to their writing collaborative works during the classroom course. Definitely they presented that there were 75.6% or 62 participants responding to 'yes' which meant more than half participants agreed if peer assessment contribution supported to their writing collaborative works. Nevertheless, there were 14.6% or 12 participants who did not agree by responding 'no' that peer assessment contribution might not support to their writing collaborative works and there were still 9.8% or 8 participants who were 'not responding' towards this assessment benefit.

Table 4. Peer Assessment Contribution in Writing Collaborative Works

Category	Participants		Total
	Tidar University of Magelang	Widya Dharma University of Klaten	
Yes	30 (71.4%)	32 (80.0%)	62 (75.6%)
No	6 (14.3%)	6 (15.0%)	12 (14.6%)
Not responding	6 (14.3%)	2 (5.0%)	8 (9.8%)
Total	42 (100.0%)	40 (100.0%)	82 (100%)

5. Conclusion

Reviewing critically to a peer assessment of collaborative writing works in the academic perspective at higher education level will certainly invite and initiate both students and lecturer participations during the process. Both parties are engaged fairly and equally inside the process due to its role's responsibility. In this regard, lecturer takes a position accordingly as a facilitator merely in the class and gives more opportunity to students to demonstrate their roles and capability of assessing peers' works in progress. Summarizing from the research questions, hence, peer assessment practice can be drawn into the following: (1) direct involvement amongst the participants (e.g. lecturers and students) creates their own autonomy encouragement, and increased a collaboration between lecturers and students, gave a trust from lecturers perspective, and improved motivation; (2) a positive effect leads an emergence as a consequence of the enhanced degree of monitoring inherent during the process and continuity; (3) and the beneficial effect of peer assessment with respect to the level of individual initiative and collaborative works including behavior, for instance peer mentoring, teamwork, and motivation to assist in the achievement of group objectives will be accommodative. This criteria relates to some supporting indicators in peer assessment practice, such as peer assessment is fair enough to evaluate other participants; peer assessment enables to criticize the students' works and correct mistakes; peer assessment enables to motivate and create *esprit de corps* in writing collaborative works; peer assessment is able to reduce the lecturers' roles and subjectivity which also involve joyfulness and flexibility during its implementation; and peer assessment activities are more democratic than lecturers' assessment in accordance with each . It indicates that 62 or 75.6%

participants agree about peer assessment contribution supports the collaborative works on writing course.

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