

AN ANALYSIS OF ONLINE PEER ASSESSMENT TECHNIQUE IN LEARNING WRITING OF NARRATIVE TEXT

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ABSTRACT

This study aims to investigate the Implementation and response of the Online Peer Assessment in learning writing of narrative text to the XI grade students of one Vocational High School in Ciamis. The study used case study research to investigate the teacher implementation and the student responses using Online Peer Assessment Technique. The participant in this study was 1 teacher and 6 students. The data collection was processed using transcribing and coding. The findings reveal that the implementation and response in the use of online peer assessment techniques in learning writing of the narrative text are positive and effective for students and teachers, this technique makes it easier for teachers to assess and make students think critically to be able to assess their colleagues' assignments well and can improve student learning outcomes. Thus, it can be concluded that the implementation of the Online Peer Assessment Technique proved a positive, effective, and significantly improve the students' writing of the narrative text.

Keywords: *learning writing; narrative text; online peer assessment*

INTRODUCTION

English students and English teachers must master four skills such as reading, speaking, listening, and writing. These four skills can help to develop students' skills in English. In addition, these four skills can also help the students to develop their ability to put forward, speak, and respond to ideas expressed in writing or reading.

Writing ability is characterized as a written communication skill. Written language is considered a language for communication to produce a spoken language. Students must integrate what they have learned, like vocabulary, grammar, and sentences. Saudi (2016) said that writing skill is a language skill taught in formal schools like junior high school and senior high school. To have good writing, students need the teacher's assistance, especially in the written task.

In the era 21st century, many social media can be used for online learning, assignment, and assessment. Therefore, in the learning process, the teacher is expected to be able to follow implementation according to the times, so that the student does not bored and can focus on what the teacher says. Moreover, in this pandemic situation very suggestions for teachers to use an online method in the learning process and evaluation or assessment possible to do online. In the current 21st century era, learning English is not only done by language teachers. During the process of teaching-learning, English as a second language or a foreign language has largely changed from teacher-centered to student-centered.

Thus, writing peer assessment may be a way to assess learners' English levels due to peer assessment is a way of assessing the output, or product, of student learning but it can be considered a process of learning in its own right (Gupta et al., 2019, p. 1479). Saudi (2016) defined peer assessment as a process in which students edit, react, and respond to the writing of peers. According to Damir (2018) cited in Puspitasari (2019) along with the times in the 21st century, the fast increase in the learning environment and social network sites, such as FB, could probably lead to an increase in the use of online peer assessment. In the technology era, students can improve strong digital literacy, share data, and have high access to social media elsewhere. This makes them much easier and more opportunities to interact, work together, create content, and communicate with other people and can also make students more inspired in using social media.

In this 21st century era, many platforms can be used for learning and assessment, including Google Classroom, Edmodo, Kahoot, Moodle, and so on. In line with the theory (Allan O. de la Cruz, 2019) to put it into context, we have a large potential technology device such as Line, WhatsApp, Moodle, and Canvas in creating either (or both) synchronous and asynchronous communications. All the students can access android mobile phones and some laptops. The researcher has the opinion that

this study could use any of these technology platforms. Regarding platform, the researchers chose Edmodo as online learning is an interactive process where the student has assistance from others (teachers or peers) to foster knowledge or skill that cannot be acquired without assistance then. Gay & Sofyan (2017, p. 8) stated the effectiveness of using Edmodo in contrast to other technology learning of the 21st century.

In learning to write, many types are studied, including narrative, descriptive, report, recount, explanation, exposition, and argumentation. They are all very beneficial for the teacher to achieve the teaching goals of the teaching and learning process and are also attractive to students. For this reason, the researcher chose narrative text in this study, because this made it easier for students to compose words in retelling their own experiences and stories from the past.

A narrative text is equipped with the following structure: Orientation, introducing the participants and informing the time and the place, Complication, describing the rising crises in which the participants are involved, and resolution to show the participant how to solve the crises, and better or worse, and Coda, then move back to assess the moral of the story or reorientation. Noor (2016) the students gave good responses towards the implementation of peer feedback strategy to advance the students' ability in writing narrative text as detailed by Faudi (2016) that there was high enthusiasm among the students in peer assessment of the narrative text. It had been revealed from the questionnaire graphic answering that the students had good responses.

METHODOLOGY

This research used a qualitative method, related to the research questions and research purposes the researcher conducted qualitative research to describe students' online peer assessment techniques in learning writing of narrative text to obtain data only by observation Checklist and interview without being manipulated. Qualitative research emphasizes the process and also a product or outcome. Researchers are mainly interested in how things occur (Creswell (1994) cited in Muhaemin (2019, p. 64).

The design of this research is a descriptive case study because it emphasizes presenting a detailed and contextual picture of a particular case (Yin, 2003) cited in Puspitasari (2019). Regarding research questions and research objectives, the researcher conducted a case study. From this statement, the researcher uses a case study to describe the online peer assessment technique and, in this case, to find out more about how the

teacher implement and students respond who have used the online peer assessment technique in learning to write narrative text.

This research was carried out in one Vocational High School in Ciamis, West Java because of two considerations as follows: (1) the participants are the students of this vocational high school, and (2) the teacher in this school has implemented an online peer assessment technique. The sampling technique in this study was purposive sampling. This technique was chosen because the researcher has determined the sample to be studied so that it is expected to be able to answer research problems related to research questions and the purpose of the study. In line with this, Creswell, (p. 228) purposive sampling, the researchers choose individuals and sites on purpose to learn or understand the central case. Research participants in this study consist of 1 English teacher who taught vocational high school and 6 students of class XI. The teacher selects them as research participants by the teacher.

Some steps would be conducted to analyze the data from the instruments used in this research. According to Fraenkel (2012), Data analysis in qualitative research is an iterative and uninterruptedly comparative process that embraces reducing and retrieving large amounts of written (and sometimes pictorial) information. The data analysis the writer employed is transcribing and coding.

FINDINGS

To answer the first research question of this study the researchers conducted an observation checklist and interview at XI grade of one Vocational High School in Ciamis consisting of 6 students and one teacher. The following are the results of research from observation checklist data and interviews addressed to teachers.

The meeting focused on online peer assessment of the students writing skills of narrative text, especially in the aspect of vocabulary and language use mastery. The teacher tells the procedure of writing narrative text material to the students. And the last the teachers endorse the students to be active in asking and answering the questions. Because at the end of teaching-learning the student was given individual assignments online to conduct online peer assessment.

According to the theory of online peer assessment by Alrajhi Assim Sulaiman (2019), the peer assessment experience was valuable for the participants even though their attitude towards this form of assessment was not pointedly positive. The first,

student was creating a Narrative text based on the generic structure. The students had to write a narrative text about a love story.

The activity was continued with the next task in which the students had to submit the task to Edmodo, it is relevant to the theory from Gay & Sofyan (2017), another benefit of Edmodo in the discussion box is students can work on their assignment online. In this task, students are asked to assess the task of writing a friend on Edmodo. In line with Topping (1998) cited in Gupta et al. (2019) that Peer assessment is defined as an arrangement for peers to study the level, value, worth, quality, or success of the products or outcomes of learning from others of similar status. And finally, the teacher sets students to pair is carried out of online peer assessment.

The result showed that the analysis of observation and interview is correlated. This can be seen from the answers to the first to the tenth question. The findings showed that several steps can be used by the teacher. The findings showed that several steps can be used by the teacher to implement online peer assessment using Edmodo. In the classroom, observation showed that the teacher implements it so well that the students gave a good response.

From the observation and interview, the researcher found the other findings that the majority of the students enjoyed the implementation of digital online peer assessment. They became more focused, and they can improve learning outcomes. And the teachers can overcome problems that occur during the online peer assessment process properly. In line with the theory Double et al., (2020, p. 500), stated that structuring classroom activities in a way that utilizes peer assessment may be an effective way to promote learning and optimize the use of teaching resources by permitting the teacher to focus on assisting students with greater difficulties or for more complex tasks. It can be seen that the implementation of online peer assessment using the Edmodo platform in online the learning process was successful to make the students have more attention and participate in learning.

Notably, the results show that online peer assessment is effective for subject areas and education levels. Pragmatically, this recommends that teachers implement peer assessment in a diversity of ways and adapt the peer assessment design to the precise characteristics and restrictions of their classroom context. This is relevant to the theory

of Double et al. (2020), which stated that peer assessment can be effective in all range of subject areas, education levels, and assessment types.

To answer the second question The researcher conducted interviews with 6 students of class XI at one of the Vocational High schools in Ciamis. There were 10 questions asked to students about online peer assessment in writing narrative text assignments. The use of online peer assessment in learning writing of narrative text brought some improvements to the students writing skills. Since they were familiar with online peerassessment, they seemed to have no great difficulties in process assessment.

The results of the interview from the first to the tenth items had been analyzed and correlated with the theories in the second chapter at answering the second research question. The findings showed that the students gave positive responses to the implementation of online peer-assessment techniques. They perceived the teacher used the application of online peer assessment in the teaching and learning process because they did want to measure students easier and more interesting.

The findings showed for all the above data obtained from interviews, it could be concluded that the answers the students had positive responses to the implementation of online peer assessment techniques in learning writing of the narrative text. This is relevant to the theory (Faudi, 2016) stated that there was a great enthusiasm of the students in peer assessment of narrative text; it had been shown from the graphic of the questionnaire answers that the students had positive responses.

DISCUSSION

Online Peer assessment is not a matter of how the students interact and negotiate ideas. Furthermore, online peer assessment also begins with preparation. The first step in applying online peer assessment is that the students must be presented with related concepts (in this research the concepts were online peer assessment and writing narrative text). Online peer assessment has been employed during the past decade and some studies have dealt with the issue of validity (Bouzidi & Jaillet, 2009).

The next stage was distributing devices that would be used in the online peer-assessment techniques. As a professional teacher, learning strategies using the technology-based Internet can be useful if they apply the basic principles of good

language instruction to the selection of the technology tools and materials for students, the first assignment within the network as the evaluation is in discussion forums and other students responded with their comments (Gay & Sofyan, 2017).

The next stage was started with writing narrative text (Narrative in this research), submitting the text narrative in Edmodo, and reading and giving an assessment of the result from their peers. This is relevant to the theory (Zhao, 2014) at the end of the class, the teacher collected the students' first drafts, Students must assess their drafts using peer assessment and submit revised drafts for final comments and scores by the teacher. This shows indicates that the students do not only correct mistakes found but also offer meaningful and useful inputs for their peer's writing's further development.

The result of the observation of students' responses during the online peer-assessment techniques process showed a positive result. Although, it was still found that some students did not actively engage in the discussion due to some problems.

Theoretically, online peer assessment techniques give a positive impact on the students. In this study, by implementing online peer assessment techniques, the students could interact with their classmates and also could work together.

In this study, the students seemed enjoyed writing activities. It was proven by the interview result. Most students enjoyed it when they hand out assessments to their peers. They felt their friends' comments are constructive and positive. They could ask their friends when they did not understand without being underestimated. It is also witnessed by (Alrajhi Assim Sulaiman, 2019) that they could assess, instructors and peer assessment showed relative the same, and students' impression of the assessment activity was positive.

CONCLUSION

The conclusion deals with the answer to the question that comes up in the problem of the study. The findings lead to four conclusions that can be drawn about the online peer assessment technique in learning to write narrative text. First, make it easierfor teachers to assess, and the involvement of students in online assessments provides opportunities for students to rate their peers well, In line with the theory And Liu and Carless (2006) cited in Alrajhi Assim Sulaiman, (2019) indicated that designing and building criteria for assessment. Learners could assist them to make a more accurate assessment. Second, students became more focused, and also, they can significantly

increase the student's ideas to make a paragraph in writing narrative text. Third, the students generally gave positive responses toward the implementation of the online peer assessment technique in learning writing of the narrative text. and the last the majority of the students enjoyed the implementation of digital online peer assessment can improve learning outcomes by using the online Peer Assessment Technique.

SUGGESTIONS

An English teacher who has a similar problem can practice this technique as an alternative assessment technique. However, before implementing this technique, it will be better for the teacher to focus on some aspects and start with the preparation. The first stage in implementing online peer assessment is that the students must be introduced to related concepts. At first, the teacher should explain the function of the online peer assessment technique and the reason why they should recognize and apply it. This makes them know the importance of peer assessment for their better writing. The researcher also should provide a model on how to give meaningful peer assessment and also should provide clear peer assessment guidance for the students. For future researchers who are going to conduct a similar study, it will be much better to follow up this technique by combining the digital media that can encourage students to write a text and also conduct this technique with the other genre texts.

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