

**THE IMPLEMENTATION OF SELF AND PEER ASSESSMENTS TO
DEVELOP THE EFL WRITING PERFORMANCE OF EIGHTH GRADE
AT SMPN 2 BABELAN-BEKASI
IN ACADEMIC YEAR 2017/2018
(CASE STUDY)**

THESIS

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By

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ABSTRACT

Sarah, Pelaksanaan Self and Peer Assessments untuk Mengembangkan Kemampuan Menulis Bahasa Inggris Siswa: Studi Kualitatif pada kelas 8 SMPN 2 Babelan-Bekasi. Thesis. Jakarta. Program Studi Magister Pendidikan Bahasa Inggris. Sekolah Pascasarjana Universitas Muhammadiyah. Prof. DR. HAMKA. Februari 2018.

Penelitian ini bertujuan untuk mengetahui dampak pelaksanaan self and peer assessments untuk mengembangkan kemampuan menulis Bahasa Inggris siswa. Penelitian ini dilaksanakan pada siswa kelas VIII di SMPN 2 Babelan Bekasi, dari tanggal 06 Desember 2017. Penelitian ini melibatkan 42 siswa dengan 22 siswa perempuan dan 20 siswa laki-laki. Penelitian ini adalah penelitian studi kasus. Penelitian ini terdiri dari tiga tahapan yaitu pertama, perencanaan. Kedua, kegiatan dan ketiga, analisis. Untuk mengumpulkan data, peneliti melakukan observasi, wawancara dan dokumentasi. Penelitian ini menggunakan dua instrumen untuk mendukung data yaitu, tulisan siswa dan kuisisioner.

Hasil penelitian ini menunjukkan bahwa pertama, mengajar menulis dan peer assessment dapat mengembangkan kemampuan menulis siswa. Kedua, peer assessment dapat meningkatkan kepercayaan diri siswa ketika menulis Bahasa Inggris. Ketiga, peer assessment membuat siswa lebih mandiri serta memotivasi siswa untuk belajar. Selain itu, jumlah kesalahan pada penulisan siswa semakin berkurang setelah mereka melakukan penilaian antar teman sejawat. Pada setiap tahapan peneliti melaporkan hasil siswa dalam proses pembelajaran. Pada tahap pertama menunjukkan bahwa kurang ketertarikan siswa dalam metode pembelajaran. Pada tahap kedua, siswa mulai antusias dan tertarik pada metode pembelajaran dan menunjukkan perkembangan pada penulisan siswa. Ketiga, siswa menunjukkan sikap positif dalam mengikuti aktivitas belajar mengajar selama pembelajaran berlangsung.

Kata kunci: *Self assessment, Peer assessment, EFL, Essay Writing*

ABSTRACT

Sarah, *The Implementation of Self and Peer Assessments to Develop the EFL writing Performance: Qualitative Studies in the Eighth Grade at SMPN 2 Babelan-Bekasi*. Thesis. Jakarta. Master of English Language Education. Post Graduate School University of Muhammadiyah Prof. DR. HAMKA. February 2018.

The study, which was conducted at eight grade of SMPN 2 Babelan-Bekasi, aimed to find out the impact of self and peer assessments to develop students' writing performance. 42 students with 22 females and 20 males were selected as the respondents. This research was a case study consisting of three stages. First, planning. Second, activity and third, analysis. To collect the data the researcher were observation, interview and documentation and report. The research used two types of instruments, students' writing and questionnaire were designed.

The results of this research revealed that first, teaching writing and peer assessments could develop student's writing performance. Second, peer assessments motivated them to write more creative to be an enthusiasm and to be autonomy learner. Besides, the number of errors in writing components was significantly decreased after they were encouraged to assess by peers. In each stage the researcher reported the results of students in learning process. The first stage showed that students lacked of interest in the learning method. In the second stage, the students began to be enthusiastic and interested in learning methods. In the third stage, the students showed a positive attitude during teaching and learning process and the students could develop their writing skill.

Keywords: Self Assessment, Peer Assessment, EFL, Essay Writing

THESIS COMMITTEE APPROVAL

THE IMPLEMENTATION OF SELF AND PEER ASSESSMENTS TO
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CHAPTER I

INTRODUCTION

A. The Background of the study

English has been considered to be the first foreign language in Indonesia. It functions to help the development of the state and nation, to build relations with other nations, and to run foreign policy including as a language used for wider communication in international forum. In relation to that Indonesia has been carrying out teaching EFL in almost level of schools, starting to be taught in basic primary school until secondary school.

In Indonesia, the government has decided that English as foreign language was taught in school. It has been taught as compulsory subject in junior high school, senior high school and university. Even, it has been tried to be taught to the students in some elementary schools. Based on the school curriculum for English, there were four skills in teaching and learning a language: listening, speaking, reading and writing. All of those skill should be mastered by all of the students to prepare themselves to face the era globalization and to compete with other people in their future.

EFL/ESL Writing has always been considered an important skill in teaching and learning. According to Rao¹, EFL writing is useful in two respects: First, it motivates students' thinking, organizing ideas, developing their ability to summarize analyze and criticize. Second, it strengthens

¹ Rao, Z, 2007. *Students` problems with cohesion and coherence in EFL Essay writing in Egypt: Different perspectives*. Literacy information and computer education journal (LICES). Volume 1, issue 4, December 2010.

students' learning, thinking and reflecting on the English language. It can be concluded that EFL writing was helpful to encourage students' opinion, improve organizing ideas and develop an ability to summarize.

Foreign language learners could have amount of vocabularies and master the grammatical structure, but they still have difficulties in writing. The students' difficulties occur when they wrote in English. It was caused by students' limitation in mastering the component of writing. In addition students practice writing English rarely. This problem also appears to the students of SMPN 2 Babelan-Bekasi.

Based on the researcher's interviewed to the English teacher of SMPN 2 Babelan there were some problems that affected the students failure in writing English. Some reasons of the problems were students often felt bored when they learned in the classroom with old technique. The other reason there was no motivation from the students to study in writing, it was a big factor affecting their failure in writing English. Otherwise, the teacher should be given students' motivation during teaching and learning process. Teacher have to be creative in developing new technique and method in teaching writing to overcome these problems.

The students have problems in mastering the elements of language especially in writing. Just reading the sentences was difficult for them even more to express ideas or something in English. In addition, EFL students have difficulties in developing their writing performance. First, the students were not able to write an essay. Second, the students were not able to write

the body of paragraph and develop the main idea. Third, students did not understand how to write the supporting sentence. Fourth, the students lacked of motivation in writing. Fifth, the students had strong difficulties for writing conclusion. Sixth, the students lacked of given the feedback to their friends on their own writing. Finally, the students were incompetent to assess their own writing. Moreover, the students did not get an optimal standard achievement in writing, because they did not know what their aimed to write and to whom they should be write to. These situation happened because of the classroom environments which not has been designed naturally for learning English writing and the learning process in SMPN 2 Babelan was teacher-centred teaching. In teacher-centred teaching, teachers was more oriented to learning outcomes, rather than on the process to achieve the learning objective. The teacher rarely used interesting media; she tended to focus on using board markers and the white board. Students could be memorized some words without understanding them. It causes students' learning outcomes was still below threshold level.

Based the problems above, the researcher sought for solutions to solve the problems. One of the things that to be aware of teacher in the learning process was the student's characteristics and real condition of teaching and learning in the classroom. It used as a reference to determine the method and learning process that could be accommodated and facilitated in improving the students learning outcomes.

In recent years, self and peer assessments became popular in education as well as in language teaching. Self and peer assessments was learning method which focus on the learner; the teacher acts mainly as the facilitator and motivator in self and peer assessments learning activity.

The researcher focus used self and peer assessments for students to assess their writing. Based on pre-research the students in SMPN 2 Babelan could not reach the target of writing. The students have difficult in developing writing skill. Each student has different level of capability and understanding. To confront the different learners' characteristics also require special competence from the teacher. As teaching learning process, teaching was the most important aspect that should be noticed, in addition assessment from the learning process was also needed.

Writing skill is one of language skills taught to students. Also, writing skill determined the students' communicative competence in English. According to BSNP² in addition, in KD (Standard Competency) of English subject said that

“Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.”

It means that students were expected to be able to explained the meaning and understand the steps of rhetoric in simple short essay by using variety

² Badan Standar Nasional Pendidikan. 2006. Panduan Penyusunan Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah. p. 123, 132.

of written language accurately, fluently and acceptable to interact with the surrounding environment in the form of recount and narrative.

According to Saito and Fujita, self and peer-assessment provide opportunity to promote self-awareness by means of feedback from multiple perspectives³. It means that feedback helps students identify opportunities for professional development and personal growth. According to Brown, there are many forms of alternative assessment which has been applied widely in the field of language assessment, such as students' journal, portfolios, self-assessment, peer assessment, conferences, and interviews.⁴ It means that students' journals, portfolios, self-assessment, peer assessment, conferences and interviews are an alternative assessment in language evaluation.

Based on the description above, the researcher would like to find out the impact of self and peer assessments to develop students writing skill. The researcher believes that an appropriate method may help teacher in teaching writing and develop students' writing performance. In self and peer assessment students were actively involved in the process of teaching and learning to assess each other. In this research the students were expected to be able to develop their writing skill through teaching writing, self and peer assessments.

³Saito, H., & Fujita, T. 2004. *Characteristics and user acceptance of peer rating in EFL writing classrooms*. Language Teaching Research, p. 8, 31-54
<http://dx.doi.org/10.1191/1362168804lr133oa>

⁴ Brown. H.D. 2003. *Language Assessment: Principles and Classroom Practices* (San Francisco: Pearson Longman, p. 141

B. Identification of the Problem

Having explained the problems of this research in the previous section generally, in this section, the researcher identified the problems as follows:

1. The students were not able to write an essay.
2. The students were not able to write the body of paragraph and develop the main idea.
3. The students did not understand how to write the supporting sentences.
4. The students lacked motivation in writing process.
5. The students had strong difficulties write summaries.
6. The students rarely give the feedback to their friend on their own writing.
7. The students were incompetent to assess their own writing.

C. Limitation of the Study

Based on the identification of the problems above, the researcher limits the problems as follow:

1. The students were not able to write an essay.
2. The students rarely give the feedback to their friend on their own writing.
3. The students were incompetent to assess their own writing.

D. Research Questions

Based on the limitation of the problem, here are the research questions;

1. How do EFL students develop their writing through teaching writing, self and peer assessments?

2. What is the EFL students' attitude regarding their awareness on their self-assessment?
3. What is the EFL students' attitude regarding their perceptions on their peer assessment?

E. Objective of the Research

The objective of the research as follow:

1. To identify the development of EFL students' writing through teaching writing, self and peer assessments.
2. To explore the EFL students' attitude regarding their awareness on their self-assessment.
3. To investigate the EFL students' attitude regarding their perceptions on their peer assessment.

F. Significant of the Research

Generally this research was expected to be a good reference for the reader to teaching English by using self and peer assessment in writing skills. The result of this research was given some contribution for the teachers, students and the institution especially. The benefit of the research that the researcher expected as follow:

1. For the researcher

The researcher hopes that used of self and peer assessments in writing skills could be good references for the researcher to improve and develop the teaching strategies and techniques in writing. By the result of this research, the researcher also hopes that she could be get some

information theoretically and practically about developing the students' writing performance especially for the students in SMPN 2 Babelan, Bekasi.

2. For the students

This research was beneficial for the students in that it could be motivated and developed their writing performance. It made the students enjoy expressing their feeling, ideas and storytelling in writing easier. In this study the students were expected to be able to develop their awareness and perception through self and peer assessments.

3. For the teacher

This research was expected to give many advantages to English teachers in developing technique in teaching writing and it could be motivated the teachers to used self and peer assessments on their students.

4. For the institution

Base on the result of this research, the researcher hopes that this research would be useful for the institution (SMPN 2 Babelan-Bekasi) for developing and improving the quality of English teaching and learning process in that school.

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