

# The Implementation of Peer Assessment and Students' Responses in *Language Teaching Method* Class

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**Abstract.** Being professional language teacher is principally about how teacher could understand and use the language orally and written well. Besides, professional teacher must also provide good assessment for their students. This study aimed to (1) measure to what extent does the implementation of peer assessment in Language Teaching Method (LTM) subject improve students' performance; (2) identify problems appear in the implementation of peer assessment; (3) elaborate students' response upon implementing peer assessment. This study employed descriptive experiment design conducted in the 6<sup>th</sup> semester of 14 students of English Department, Unimus. The result showed that students' performance upon the implementation of peer assessment in LTM subject increased significantly. There were several things to be underlined in this study, such as the high subjectivity in the process of assessing and the tendency of their unwillingness to be criticized. Therefore, generally students are encouraged and enthusiast in the learning process.

## INTRODUCTION

Nowadays, student-centered learning becomes the most popular paradigm in education field. It could be clearly observed by the emergence of new methods focusing on students. Say, Collaborative learning, lesson study and so on that are lately being so familiar in our daily lives as teacher. It enables students to actively engage in the process of learning. Lecturer as the facilitator play important role to support and stimulate students to optimize all the existing learning resources. In other word, it is simply stated that lecturer is not the only source of learning who enter the class room to explain anything.

The development of the technology in education include the innovative learning method would support the invention of various evaluation tool, such as assessment tool. A good assessment could comprehensively evaluate the learning process. English education of Unimus as the institution which "create" English teacher, surely provide its students to sufficient skills of language skills and aspects, as well as designing the assessment. Writers interviewed the Language Teaching method lecturer and found that this subject emphasize more on the learning process and the assessment. This subject also applied peer assessment. Assessment is the general term which covers all methods to measure students' achievement by assessing someone or group performance. (Mimin Haryati: 2007). Assessment is usually conducted by lecturer to assess their students. Peer assessment is one type of innovative assessment (Mowl: 1996; McDowell and Mowl: 1996) which aims to improve the learning quality and encourage the students. While according to Yosie Dwetasaki (2011), peer assessment is the model of assessment based on the SCL principle.

This study tried to answer this following questions: (1) How to measure to what extent does the implementation of peer assessment in Language Teaching Method (LTM) subject improve students' performance; (2) What are problems appear in the implementation of peer assessment; (3) What are students' response upon implementing peer assessment.

## METHOD OF THE STUDY

This was Classroom Action Research which aimed to improve learning process of LTM subject. The writer applied the theory of Kemmis and Taggart. This study was conducted in two cycles, where each of the cycle

consisted of planning, acting, observing and reflecting process. The study also engaged 5<sup>th</sup> semester students of English Education Department of Universitas Muhammadiyah Semarang in Language Teaching Method class.

In analyzing the data, there was several procedure to be accomplished, such as: (a) collecting students' score based on the assessment rubric, (b) analyzing the result of questionnaire, (c) analyzing the observation field.

## FINDING

### Initial condition of the students

In the Language Teaching Method class, it can be observed that the students' performance is still low. That is why lecturer must encourage the students to be confident in expressing their idea in format of public speaking. In this case, performing the material, see to what extents do they understand about the material being taught, in front of their friends.

#### First cycle

Peer assessment method	Percentage	Information
Discussion and determine the LO	66.67%	failed
Explanation and elaboration	80.00%	succeed
Friend assessment	60.00%	failed
Giving feedback	60.00%	failed
	65.33%	failed

It can be observed that the implementation of peer assessment was not successfully conducted by both students and lecturers. It could be identified by the percentage of achievement was less than 80%.

From the observation, students' responses towards the implementation were not positive at all. At least 50% students were not really enjoying the peer review. Besides only 52% students were motivated. This would lead the writer to design the second cycle.

#### Cycle 2

Peer assessment method	Percentage	Information
Discussion and determine the LO	80.00%	succeed
Explanation and elaboration	85.00%	succeed
Friend assessment	80.00%	succeed
Giving feedback	85.00%	succeed
	82.5%	succeed

In the second cycle, students performance increased and students' responses also positive. It could be observed by the 75% students find it enjoyable having peer review and 70% students were a lot motivated now.

## CONCLUSION

From the study, it can be concluded that the implementation of peer review was succeed in 5<sup>th</sup> semester students of English Education Department of Universitas Muhammadiyah Semarang in learning Language Teaching Method. However, there were needed standardized measurements to limit the subjectivity. Besides, students must be encouraged to be open in all critique and feedback that may not always enjoyable.

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