



Peer Assessment in Learning to Construct Expository Text at SMK Student

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Peer assessment involves students evaluating their classmates' work. This study addresses three main questions: (a) how is peer assessment instruments do teachers employ when teaching students to construct expository texts? (b) how is peer assessment implemented in teaching students to construct expository texts? (c) how does peer assessment impact students' learning outcomes in constructing expository texts?. The research employed a descriptive qualitative approach, drawing data from documents, observations of peer assessment implementation, and its impact. Data collection methods included document analysis, observation, and interviews. The study utilized content analysis techniques with an explanatory approach, aiming to find relationships between message content and other relevant variables. The research findings show that (a) teachers use peer assessment instruments aligned with the intended competencies, (b) peer assessment in expository text construction serves to monitor students' progress, measure achievements, and enhance the learning process quality (c) the impact of peer assessment is to improve the quality of Indonesian language learning, enhance teacher understanding of peer assessment, provide empirical experience to students in conducting peer assessment, increases students concentration during lesson, and measure attitudinal competence, making it easier for teachers to choose effective learning strategies. In conclusion, peer assessment in teaching expository text construction yielded positive results, as evidenced by students achieving scores in the "very good" category

Keywords: Peer Assessment, Students, Learning To Construct, ExpositionText, Learning Achievement

1. INTRODUCTION

The term evaluation is derived from the English word evaluation , menaing assessment. [1] defines evaluation as a decision-making process using measurements based on formulated objectives. [2] describes it as a systematic, continuous process to determine quality based on specific criteria. In essence, evaluation is a systematic assessment process used by teachers to make decisions about the learning process [19].

Assessment carried out in the class concerning learning activities is a process of collecting facts and students' learning documents to make improvements in lesson planning [14]. Assessment involves collecting information about students' classroom

achievements and determining the success of the learning process [11]. It covers attitudes, knowledge, and skills competencies. [3] outlines Educational Assessment Standards, which include (a) attitude assessment through observation, self-assessment, peer assessment, and journals, (b) knowledge assessment through written tests, oral tests, and assignments [13], and (c) skills assessment through practice tests, projects, and portfolio assessments. This research focuses on the cognitive aspects of student evaluation in constructing expository texts.

According to Law No.19, 2005 [4], assessment measures student learning outcomes. One method is peer assessment. [5] and [12] define peer assessment as students evaluating each other's competency achievement. This technique aims to develop objectivity, observational skills, and accuracy in assessing objects. These skills are valuable for students' future lives

Attitudinal competencies include honesty, discipline, responsibility, care, politeness, environmental awareness, cooperation, responsiveness, and proactivity. These traits help students interact effectively with their social environment and contribute to solving national problems. Educators use peer assessment to measure students' ability to construct expository texts, focusing on content, structure, and linguistic rules. This assessment process collects facts and documents to improve lesson planning [17].

The Minister of Education and Culture Regulation No. 66 of 2013 [3] mandates authentic assessment in schools. This comprehensive approach evaluates input, process, and learning outcomes through: (a) affective assessment, which involves evaluating students' attitudes through observation, self-assessment, peer assessment, and reflective journals; (b) knowledge competency assessment, which assesses students' understanding and comprehension through written examinations, oral tests, and assigned tasks; and (c) skills competency assessment, which focuses on evaluating students' practical abilities. Teachers assess skill competency through performance assessments which require students to demonstrate a certain competency using practical tests, projects and portfolio assessments. This research specifically conducted to assess student learning outcomes using peer assessment.

While peer assessment has been implemented at SMK Negeri 2 Gorontalo, teachers face challenges such as: lack of objectivity in some students' assessments, students not taking the process seriously and fear of grading peers, leading to careless assessments. To address these issues, students are invited to understand how to carry out peer assessment in constructing or compiling expository texts.

This research addresses two main concerns: those of teachers and students. For teachers, peer assessment is a novel concept that needs to be popularized. They have a responsibility to introduce students to peer assessment for evaluating all types of texts taught. For students, peer assessment offers a new experience. They need exposure to this assessment method for various text types. Additionally, peer assessment can encourage students to be more active and creative [20].

2. METHODS

This study employs a qualitative descriptive method. [6] defines a qualitative approach as a research design used to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals and groups. [7] classifies this as descriptive research, aiming to analyze data by describing peer

assessment in learning to construct expository texts for grade X students at SMK Negeri 2 Gorontalo.

Data collection techniques included observation, interviews, and document analysis. The primary research instrument was peer assessment. Data analysis used content analysis techniques [8] with an explanatory approach. This approach not only describes message content but also explores relationships between the message content and the circumstances that led to it.

3. RESULTS AND DISCUSSION

3.1 Results

The findings address three main areas: (a) Peer assessment instruments used by teachers in teaching expository text construction (b) Implementation of peer assessment in this context c) Impact of peer assessment on learning to construct expository text.

3.1.1 Peer Assessment Instruments Used by Teachers in Learning to Construct Expository Texts

The peer assessment instrument was adapted from the teacher's lesson plan. It aims to evaluate students' objectivity in assessing their peers. The instrument includes both positive and negative questions, categorized into two types. The following table illustrates the peer assessment instruments used by teachers:

Table 1. Peer Assessment Instrument Table

No	Statement	Yes	No	To-tal Sco-re	Sco-re	Score Code
1	Willing to accept friends' opinions.	100		850	85	VG
2	Provide solutions to problems.	100				
3	Impose own opinion on colleagues		100	850	85	VG
4	Exhibit anger when given criticism when constructing expository text.	100				
5	Diligently construct exposition text		50			
6	Not construct exposition text		50			
7	Carry out the task of constructing expository texts with full responsibility	100				
8	Carry out the task of	100				

No	Statement	Yes	No	To-tal Sco-re	Sco-re	Score Code
	constructing exposition text fully					
9	Cheating when doing the task of constructing expository text		50			
10	Complete the task of constructing expository text on time	100				

The peer assessment instrument aligns with teachers' indicators for attitude competencies, based on basic and core competencies. This clarity ensures precise and accurate data collection. The instrument includes several questions for students:

1. Willingness to accept friends' opinions: Measures students' openness to feedback during class activities.
2. Providing solutions to problems: Assesses students' ability to understand and address issues.
3. Imposing own opinions on colleagues: Evaluates students' social skills and respect for others' views.
4. Exhibiting anger when criticized: Observes students' reactions to feedback.
5. Diligence in constructing expository texts: Examines students' discipline in completing tasks.
6. Not constructing expository texts: A negative question to check task completion.
7. Carrying out tasks with full responsibility: Assesses students' attitude towards assignments.
8. Completing tasks fully: Evaluates students' honesty in peer assessment.
9. Cheating on tasks: Another negative question to assess honesty.
10. Completing tasks on time: Measures students' social responsibility.

Scoring is based on Yes (100 points) and No (50 points) responses, with reverse scoring for negative statements. The final score is calculated as: $(\text{total score} / \text{maximum possible score}) \times 100$. This instrument facilitates assessment of students' attitudinal competence during the learning process.

3.1.2 Implementation of Peer Assessment in Learning to Construct Expository Text for Students

One part of achieving success in learning is the way a teacher carries out assessments. Implementation of peer assessment in learning to construct expository text is carried out at the end of the lesson, for example in the closing activity when the assessment is carried out. The stages in implementing peer assessment are as follows.

a. Conveying Assessment Criteria to Students

In this stage, teacher explains the assessment criteria in the peer assessment instrument to students orally or in writing. Teacher also provides assessment criteria to students to increase understanding regarding procedures for conducting peer assessment of students with their peers.

This can motivate students to improve their competence. When students begin to carry out peer assessment, the teacher provides an overview of carrying out the assessment by showing the peer assessment instrument that has been filled in by the teacher.

b. Distributing Assessment Instruments to Students

Before distributing peer assessment tables or instruments to students, teachers first study the relationships between students in the class to ensure that the assessment to be carried out will take place objectively. After the assignment given by the teacher is completed, students are given a peer assessment instrument.

Peer assessment is carried out after students have finished constructing expository texts according to the question instructions on the students' worksheet given by the teacher. Teacher conveys the steps in conducting peer assessment. Students are equipped with knowledge about peer assessment so that they do not find it difficult to carry out assessments.

c. Swapping Task with Colleagues

In carrying out assessments, the teacher guides students in carrying out peer assessments and directs students to raise their work to exchange it with the work of their peers. Students start counting from numbers one to five until they put down their friends' work. On the first count, students lift the results of their work on constructing expository texts from their colleagues, on the second count, students give work sheets to the students next to them, and so on until the fifth count. This means that students put their colleagues' work on their study table. Students in the back seat will get the most paper which will then be distributed to friends in the front seat.

d. Providing Directions to Students

This peer assessment activity requires guidance from the teacher so that students do not find it difficult to carry out peer assessment. Teachers occasionally go around and approach students to guide and direct students in carrying out peer assessments. During this process, teacher identify the obstacles and find out whether students really understand how to carry out peer assessments on their peers or not, by asking what things the students do not understand when carrying out peer assessment in learning to construct expository texts.

e. Conclusion

Finally, teacher summarizes learning outcomes, provides feedback, and conducts follow-up actions based on assessment results. Teacher also reflects on the peer assessment experience with students

3.1.3 The Positive Impact of Peer Assessment in Learning to Construct Expository Texts

The impact of peer assessment implementation is identified based on peer assessment instruments, observations and interviews that researchers have conducted with students during the learning process. This impact also is based on achievement indicators where students interest in learning becomes higher and students can understand the material taught by subject teachers in terms of attitudinal competence.

The positive influence or impact of using peer assessment instruments for students during learning evaluation activities is to increase students' interest in learning and motivate students to always act or behave objectively. The results of the implementation of peer assessment are divided into two main categories, namely peer

assessment which is in the very good category and peer assessment which is in the good category.

a. Improving the Quality of Learning in Schools

School principals play a crucial role in enhancing learning quality and managing resources to achieve educational goals. Implementing peer assessment has significantly increased student interest in learning activities, particularly in constructing expository texts.

This depends on the principal's decision to improve the quality of learning in the school, which is efforts to improve student learning achievement, and to facilitate change processes. School principals must be able to process and facilitate these changes, manage time effectively to achieve school improvement goals and objectives through innovative methods, as well as obtain and utilize resources wisely.

b. Facilitate Evaluation Process for Teachers

A teacher's understanding is important to support the implementation of learning. Teachers must understand various assessment techniques, especially peer assessment, to effectively evaluate student learning outcomes. This understanding is crucial for supporting the implementation of learning activities and conducting thorough evaluations.

c. Providing Empirical Experience to Students in Carrying Out Peer Assessments

Implementing peer assessment in expository text construction offers both positive and negative impacts. The positive impacts can be seen from the peer assessment effects on training students to be objective in assessing peers, developing skills and accuracy in evaluating objects, building observation skills for future use, and fostering a sense of responsibility.

While for the negative impacts, it can be identified on the following conditions: some students may fear judging their peers, lack of objectivity in assessments, potential for not taking the process seriously, hesitation in grading peers, leading to superficial assessments.

d. Increasing Students' Learning Concentration

Learning concentration is essential for students to master expected competencies and achieve learning goals. When students lack focus, they may struggle to follow instructions and complete tasks effectively. Peer assessment can serve as a tool to enhance engagement and concentration in the classroom by encouraging active participation in the learning process, helping students pay closer attention to teacher instructions and increasing commitment to assigned tasks

3.2 Discussion

Peer assessment is a process where students evaluate their classmates' work. It's primarily used to measure attitudinal competence during learning. [9] defines peer assessment as a technique where students assess each other's competency achievement. Similarly, [10] notes that peer assessment is a crucial attitude assessment technique that can help teachers conduct more comprehensive evaluations. In essence, peer assessment allows students to gauge each other's attitudinal competence [18].

Teachers need to understand both the advantages and disadvantages of learning activities [15]. This understanding helps both students and teachers identify areas for improvement and reflect on their roles in the learning process [11]. In this study, researchers evaluated student achievement through peer assessment.

The peer assessment instrument used by teachers focuses on several key components of student competency. These include students' willingness to accept peers' opinions and their ability to provide solutions to problems. The instrument also assesses students' tendency to impose personal opinions on colleagues and their reaction to criticism when constructing expository texts. Additionally, it evaluates students' dedication to completing expository text tasks, their honesty in task completion (avoiding cheating), and their timeliness in finishing assignments.

Implementing peer assessment aids both teachers and students in the learning evaluation process [16]. While some students may initially struggle to understand the concept, teachers can overcome this by providing example assessment instruments.

The positive impact of peer assessment extends to improving overall learning quality in schools, particularly in teaching expository text construction. The effectiveness of this implementation largely depends on the principal's decisions regarding learning quality improvement. It's crucial to note that students' learning activities require attention from various parties, especially teachers.

4. CONCLUSION

Based on the research finding, the following conclusions can be drawn. The peer assessment instrument used by teachers to evaluate student competency consists of several components. First, the willingness to accept friends' opinions assesses students' social attitudes in classroom learning. Providing solutions to problems measures students' competency in problem-solving, while imposing their own opinions on colleagues evaluates social attitudes towards fellow students. Exhibiting anger when given criticism assesses students' social attitudes, and diligence in constructing expository texts measures students' attitudes and discipline. Finally, completing tasks on time assesses students' disciplinary attitude competence.

The assessment of constructing expository texts is conducted at the end of the lesson or during the closing activity. The teacher evaluates the level of achievement of students' attitude competencies. In peer assessment, students receive grades that align with the teacher's criteria, minimizing student subjectivity.

The impact of peer assessment on learning to construct expository texts includes increased student interest in learning, a deeper understanding of the material, and greater independence in learning from a cognitive perspective. Peer assessment is used during mid-semester exams to evaluate peers' work. However, this method might limit teachers from fully understanding students' progress compared to continuous assessments.

The positive impact of peer assessment can improve learning quality in schools. Factors influencing learning implementation depend on the principal's decisions. Students need attention from various parties, especially teachers.

The analysis of peer assessment in constructing expository texts reveals that effective learning strategies are crucial for student outcomes and educational goals. Peer assessment helps educators select appropriate teaching methods. It also highlights the importance of teachers prioritizing and closely monitoring the evaluation process to ensure its success.

AUTHORS' CONTRIBUTIONS

Contributions to the study, including the preparation of the writing draft, were made by Prof Dr. Dakia N. DjoU, M.Hum, article writing by Prof. Dr. Supriyadi, M.Pd, reference preparation by Dr. Asna Ntelu, M. Hum, and Dr. Ellyana Hint, M. Hum. They actively contributed to the writing of this article.

ACKNOWLEDGMENTS

The authors would like to extend their sincere gratitude to the following individuals for their invaluable assistance and contributions throughout the development of this article: Prof. Dr. Dakia N. DjoU, M. Hum, Dr. Asna Ntelu, M.Hum, Dr. Ellyana Hint, M. Hum. For invaluable contributions and unwavering support, without whom this research would not have been possible.

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