

PEER ASSESSMENT IN THE WRITING FOR SOCIAL AND INTERCULTURAL COMMUNICATION CLASS

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ABSTRACT

This study aimed to: 1) describe the scores of writing assignments by peers during the learning process in the Writing for Social and Intercultural Communication course, 2) describe the scores of writing assignments by the lecturer, 3) compare the scores writing assignments by peers and those by the lecturer, and 4) describe the students' views as stated in the reflection on peer assessment. The research subjects were 21 students from the Writing for Social and Intercultural Communication class. The class was selected using the cluster sampling technique. Quantitative data were collected through a test using assessment instruments, which consisted of writing assignments and an assessment rubric. The writing assignments assessed included those for comparison and contrast, opinions, and process paragraphs. The rubric covered components of punctuation, capitalization, grammar, content, and spelling. Qualitative data were collected through a reflection writing task to find out students' views on peer assessment. Quantitative data were analyzed using descriptive techniques and the Wilcoxon Signed Ranks Test to compare peer scores with lecturer scores. Qualitative data in the form of reflection were analyzed using the thematic analysis technique. The results showed that: 1) the scores of writing assignments by peers during the learning process in the Writing for Social and Intercultural Communication courses tended to be higher than those by the lecturer, 2) the scores of writing assignments by the lecturer tended to be lower than those by peers, 3) the scores of writing assignments by peers and the lecturer for certain writing assignments were different and some were relatively equal, and 4) students' views on peer assessment in the Writing for Social and Intercultural Communication course could be grouped into opportunities (raising motivation) and challenges (raising doubts).

Kata Kunci: *peer assessment, lecturer assessment, Writing for Social and Intercultural Communication*