

Students' Perception Of Application In Writing Of Peer-Assessment: Before And After Revision

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Abstract: Peer-assessment has attracted more attention an effective assessment tool in recent years. Peer-assessment refers to the arrangement for peers to consider the quality of learning outcomes of others of similar status; it received attention of various studies due to the growing interest in the student-centered approach as learners need to be involved in the learning process even in the assessment. This research was purposed at elaborating students' perception of application in writing of peer assessment either before or after revision. Writing skills are the skills you use to write effectively and succinctly. A good writer is someone who can communicate their point to their audience without using too much fluff and in a way that the other person can understand. Writing skills don't just include the physical act. If used effectively, peer assessment – a formative assessment strategy that encourages students to comment on the work of their peers – can improve students' understanding of success criteria, help them to become more engaged in learning and develop their interpersonal skills, as well as potentially even reducing teacher workload. Conversely, however, peer assessment can hinder students' learning if poor-quality, insensitive or unhelpful peer feedback is exchanged, and may strain relationships between learners. The subject of this research was students in third semester of the English Department of Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno Bengkulu. The total number was 32 students. The research design used was qualitative research which measured students' perceptions of the implementation of peer assessment in writing: before and after revision. The result showed that before revision, students had negative perception toward their own writing. After revision, they had positive perceptions toward peer assessment strategy. Those included usefulness and meaningfulness, nature of feedback, reality of feedback, precision, validity, fairness, and personal goal-

setting. Besides that, the score after revision (7.9) was higher than the score before revision (6.62). It meant that the result showed the increasing of students' score after revision.

Key words: *Students' Perception, Peer-Assessment, Writing*

Introduction

With the rapid development environment, the role of English has become rapidly important in the world. As an International language, student can utilize English to obtain the latest information from all over the world; students can use English to communicate with the foreign friends about different ideas; students can use English to learn new knowledge from many disciplines; students can use English to promote their careers after graduation; student can use English broaden their horizons. The process of learning English entails four parts mainly: listening, speaking, reading and writing. These four aspects are related to each other. Nevertheless, according to most students, the most difficult task in learning English would be the aspect of writing.

The writing ability is categorized as written communication ability. Wang et al., (2014) indicated that writing can give students a chance to express their own voice, especially to those who are less confident to communicate with classmates and teachers. Moreover, writing can give students much more time to process their thoughts. Written language is perceived as a language for communication just like a spoken language. It is vital for students to combine what they have learned, such as: vocabularies, grammars and sentences. The writing process can help students reflect and build on what they have learned. However, the writing skill is the most difficult ability for students to master.

Meanwhile, peer-assessment in writing could be utilized to evaluate learners' English level. This is so because peer assessment is a way of assessing the output or product of student learning but it can be seen as a process of learning in its own right Hounsell (1997) cited in (Gupta et al., 2019) Peer-assessment can be defined as an arrangement for peers to consider the level, value, worth, quality or successfulness of the products or outcomes of learning of others of similar status (Topping et al., 2017). Consequently, different types of peer assessment might generate positive effects through different mechanisms through writing.

Writing is one of the language skills that are needed by the students if they want to be successful in learning language. According to (Byrne, 1991), writing is the act of forming graphic symbols making marks on a flat surface of some kind. Nevertheless, writing is clearly much more than the production of graphic symbols. The symbols have to be arranged, according to certain convention, to form words, and words have to be arranged to form sentences. Besides that, writing involves the encoding of a message of some kind.

Thus, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. There are some different definitions of writing explained by some different linguists. Writing is an integral part of a larger activity where the focus is on something else such as

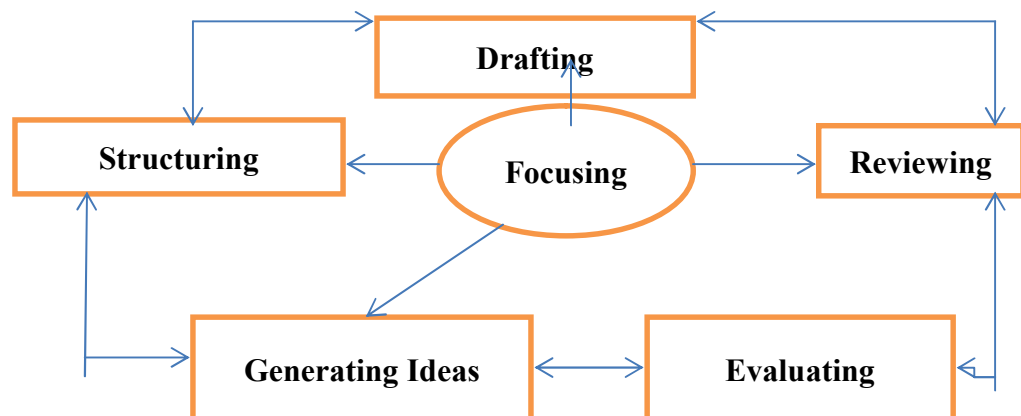
language practice, acting out or speaking (Harmer, 2007:33). On the other hand, writing is the representation of the language in textual medium through the use of a set of sign or symbols. Some people consider that writing is difficult. Elbow (1981: 9) states that writing calls on the ability to create words and ideas out of yourself, but it also calls on the ability to criticize them in order to describe which ones to use.

Writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally (Brown, 2003: 335). Based on the explanation above, it can be concluded that the definition of writing is process of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs which the purpose is used to communicate something with the other people indirectly, student gets effort to express mind through language in writing.

Harmer (1998) explains that writing is a complex cognitive process that sustained intellectual effort over a considerable period. They suggest that producing text involves recursive procedures. These procedures can be realized in the classroom is a number of different ways. In this connection, Harmer, (2007) stressed that writing is re-writing that revision-seeing with new eyes has a central role to play in the act of creating text. In their model, process of writing is an interrelated set of recursive stages that include:

1. Drafting (focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft)
2. Structuring (ordering information and experimenting with arrangements)
3. Reviewing (checking context, connections, assessing impact, and editing)
4. Focusing (that is making sure you are getting the message across you want to get across)
5. Generating ideas/evaluation (assessing the draft and/or subsequent drafts)

White and Arndt's model can be presented diagrammatically below:



In teaching writing, the teacher should guide the student how to write and help them learn to write effectively. Writing taught as a process of discovery implies that write effectively. Writing taught as a process of discovery implies that revision

becomes the main focus of the course and that the teacher, who traditionally provides feedback after the fact, intervenes to guide students through the process (Zamel, 1982: 206). Ask students to write for two or three minutes on the spot—at the beginning of class to stimulate discussion or gather students' attention, in the middle of class to make a transition in topic, work through a difficult issue or problem, or keep students engaged; or at the end of class to give students a chance to reflect on what they've learned, sealing it in their memories (Walk, 2008:3).

According to Subekti (2017: 11-12) explains that student did not know that their writing would be analyzed but when the teacher told their writing will be analyze they did not object. It is mean that teacher have to respect the student to guide them and did not pressure to have good value. We must listen carefully for those words that may reveal a truth that may reveal a voice. We must respect our student for his potential truth and for his potential voice.

According to Carter and Nunan, (2001), the mental work of inventing ideas, thinking how about to express them, and organizing them into statements and paragraphs that will be clear to a reader. Writing gives a unique opportunity to explore ideas and acquire information. By writing, someone can express his thoughts more communicable to other.

After that, writing skill is very important to be learnt. Writing helps someone to explore their ideas, feelings, and thoughts in a written form. Besides that, writing helps someone in solving and improving other skill in learning language.(O'Malley and Pierce, 1996). In order to write well, students should incorporate the purpose of their writing to develop one main idea. In writing essay students will rely on at least four types of knowledge; knowledge of the content, procedural knowledge to organize content, knowledge of convention of writing, and procedural knowledge required to apply the three other types of knowledge in composing a written product (O'Malley and Pierce, 1996).

Brown (2000:7) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand, it can be conclude that teaching writing is not only the job of the school alone. Writing is an essential tool for learning a discipline and helping students improve their writing skills is a responsibility for all students and teachers. Another reasons stated by Brown (2000 : 343-346)"while various genres of written texts abound, classroom writing performance is by comparison, limited, consider the following five major categories of classroom writing performance".

a. Imitative, or writing down

At the beginning level of learning to write, students will simply "write down". English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category, although dictations can serve to teach and test higher-order processing as well.

b. Intensive, or controlled

This intensive writing typically appears in controlled, written grammar exercise. This type of writing does not allow much, if any, creativity on the part of the writer.

A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. Guided writing loosens the teacher's control but still offers of stimulators. Yet another form of controlled writing is dicto-comp. here a paragraph is read at normal speed, usually two or three times. Then the teacher asks the students to rewrite the paragraph to the best of their recollection of the reading. In one several variations of the dicto-comp technique, the reader, after reading the passage, puts key words from the paragraph, in sequence, on the chalkboard as cues for the students.

c. Self-Writing

A significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience. The most salient instance of this category in classrooms is note-taking, where students take notes during a lecture for the purpose of later recall. Other note-taking may be done in the margins of books and on add scraps of paper.

d. Display Writing

For all languages students short answer exercises, essay examination, and even research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

e. Real Writing

While virtually every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of messages to an audience in need of those a continuum, and in between the two extremes lays some combination of display and real writing

Then, Yang, (2011) investigated Peer Evaluation or Peer review is a type of performance evaluation that is done by one or more people of matching competencies. Peer review is usually done among the members of the same team. This is a method employed to preserve the quality standard at a desired level and improve productivity and performance.

Peer review is also a part of the 360-degree assessment along with self-review and manager assessment. It helps in pointing out the strengths and weaknesses that an employee faces at the ground level. It also provides an insight into the relationships that the employees share with each other. Mubarak, (2012) conducted of peer evaluation of teaching consists of the review of teaching performance by colleagues, usually in the same or a similar discipline, with the purpose of assessing and improving the quality of teaching. Peer review puts faculty in charge of the quality of their teaching.

Wang et al., (2014) investigated a mix-mode peer response, the E-Peer Response (EPR), to overcome the bias of a single mode, and examined how students with different levels of ability react to the EPR. Two classes participated in this study. One was the experimental group (EG) with the EPR; the other was the control group (CG) with a teacher-centered writing approach. Composition posttest scores were applied to evaluate participants' writing performance while the number of feedback was employed to evaluate students' peer response behavior. The results revealed that students in the

EG performed better than those in the CG. This was due to the fact that the EPR provided a convenient online writing environment, a complete writing practice, and a sharable mechanism. High-ability students not only benefited more from the EPR than the low-ability students, but also high-ability students significantly outperformed low-ability students in giving suggestions on content features. Puegphrom and Chiramanee, (2011) found that assessing student's performance however is an important phase of teaching. Assessment is not just simply a matter of setting exams and giving grades or scores. Scores and evaluative feedback contribute enormously to the learning of individual students and to the development of an effective and responsive writing course. Therefore, knowing of assessment procedures is important to guarantee that teaching in writing is having an impact and students are being judged fairly.

When responding to student writing, teachers can take on different basic roles and formulate their feedback accordingly. Tribble (1996: 119) describes four basic roles a teacher can take on: (1) As audience, teacher can respond personally and directly by showing, asking questions to clarify certain points, adding personal views, and so on. As audience the teacher responds to the student's ideas, feelings and experiences and communicates his/her reactions to the writer. (2) As assistant, teacher helps students improve their texts by giving specific tips and possible solutions. In this role the teacher sees the text as work in progress and helps learners expand their language and text-writing skill, and the teacher. (3) As evaluator, teachers look at the piece of writing as a finished product. They comment on the learner's performance in different areas such as content, organization, grammar, vocabulary. (4) As an examiner who provides an objective assessment of a student's performance.

Assessment is a part of the learning process between teachers and students; it is also as a tool to help students see the development and progress of their learning by identifying and monitoring learning progress. Moreover; it obtains the information that enables the teachers and students professionally judge about the students' academic progress (Wikstorm as cited in Legese, Ferede, &Shimelis, 2019, p.754). In addition, they added that assessment in traditional model of teaching and learning is usually used to check whether the information has been absorbed and received, and it make sure that the learning has been provided and completed information and feedback which sums up teaching and learning process.

Writing assessment can be used for a variety of purposes, both inside the classroom and outside: supporting student learning, assigning a grade, placing students in appropriate courses, allowing them to exit a course or sequence of courses, certifying proficiency, and evaluating programs. Given the high-stakes nature of many of these assessment purposes, it is crucial that assessment practices be guided by sound principles that are fair and just and specific to the people for whom and the context and purposes for which they are designed. This position statement aims to provide that guidance for writing teachers and administrators across institutional types and missions.

This position statement identifies six principles that form the ethical foundation of writing assessment. (1) Writing assessments are important means for guiding teaching and learning. Writing assessments—and assignments to which they correlate—should be designed and implemented in pursuit of clearly articulated

learning goals. (2) The methods and criteria used to assess writing shape student perceptions of writing and of themselves as writers. (3) Assessment practices should be solidly grounded in the latest research on learning, literacies, language, writing, equitable pedagogy, and ethical assessment. (4) Writing is by definition social. In turn, assessing writing is social. Teaching writing and learning to write entail exploring a range of purposes, audiences, social and cultural contexts and positions, and mediums. (5) Writers approach their writing with different attitudes, experiences, and language practices. Writers deserve the opportunity to think through and respond to numerous rhetorical situations that allow them to incorporate their knowledge's, to explore the perspectives of others, and to set goals for their writing and their ongoing development as writers. And (6) Writing and writing assessment are labor-intensive practices. Labor conditions and outcomes must be designed and implemented in pursuit of both the short-term and long-term health and welfare of all participants. (O'Malley and Pierce, 1996)

They are two assessments in writing, namely: self- assessment and peer assessment. Self-assessment in writing encourages the type of reflection needed to gain increased control as a writer. Self-assessment encourages students to think about their purpose in writing and to reflect on what and how much they are learning (O'Malley and Pierce, 1996). After that, Self-assessment is when we analyze our own behavior. It is a way for us to understand how we are doing at something. People who self-assess will examine their current level of performance on a given dimension in order to see how they can improve. The example of self-assessment, they are: keeping a diary, self-reflection after a meeting, recording your presentation at work, filming your sports performance, tracking your gym workouts, and so on.

And then, according to Spiller (2011), peer assessment process explains to students how to receive and provide feedback that is very important from the work context. And focus of peer assessment or providing feedback can be on the process, encouraging students to clarify, review and edit their ideas. Some of teachers recognize peer assessment as peer review or peer editing which is the same thing with other name.

Peer learning builds or usually is called learning process is the most iconic problem in peer assessment. This is one of the developments of the early years of life (it is a formal educational exercise and teacher centrality that makes us forget this). Peer assessments can encourage collaborative learning through exchanges of what constitutes good work.

Puegphrom and Chiramane, (2011) state that Peer assessment is very effective and students are more active and productive by interacting each other and intended communication relates to the error of poor organization, misuse of punctuation, the use of faulty sentences, inappropriate the diction and capitalization and presents the students improvement of the writing.

So, Peer assessment requires students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining (Spiller, 2011). There are some reasons why peer-assessment could be well implemented in learning a language especially writing skill. First, peer learning builds

on a process that is part of our development from the earliest years of life (it is the practice of formal education and the centrality of the teacher that makes us lose sight of this). Secondly, Peer feedback can encourage collaborative learning through interchange about what constitutes good work. Thirdly, Students can help each other to make sense of the gaps in their learning and understanding and to get a more sophisticated grasp of the learning process. Next, Students can help each other to make sense of the gaps in their learning and understanding and to get a more sophisticated grasp of the learning process. Students receiving feedback from their peers can get a wider range of ideas about their work to promote development and improvement (Spiller, 2011).

Peer assessment is a kind of assessment by asking peers to elaborate or respond the weaknesses and strength of the writing. If it is connected to the 2013 curriculum (which was canceled the implementation), peer assessment could be defined as assessment technique by asking peers to evaluate each other writing. This kind of assessment could be done by; a) each student should be responsible to give response and evaluate their peers' writing, 2) designing a team which is consisted of some students which are responsible to assess skills of all students in the class, and 3) each student are given responsibility to assess three or four peers' writing.

In order to peer assessment can be done properly and effectively, it requires a supportive and conducive learning environment. Students are required to feel comfortable and trust each other in order to provide fair feedback, structured, and constructive. Therefore, the role of the teacher or lecturer is extremely important in helping students to develop mutual trust among them.

Method

This reserach used qualitative method to investigate students' perception of application in writing of peer-assessment before and after revision. Wallace, (1998) explains that qualitative is used to describe data what are not amenable to being counted or measured in an objective way, and are therefore subjective. Descriptive study is a kind of study which seeks to describe the phenomenon of object or subject of the study (Sugiyono, 2010). This kind of approach was used to gain the data deeply toward the implementation of peer-assessment. It meant that there was no data manipulation in this study. The result of the study could not be generalized to the wider subject of research.

The subject of the research was third semester students of English Education Study Program Tarbiyah and Tadris Faculty State Islamic Institute of Bengkulu. The subject consisted of 32 students. The students had got Writing I when they were in second semester. This research was applied in Writing II course in third semester.

In collecting the data, the researcher used questionnaire to know students' response and opinion toward the implementation of peer- assessment in writing class. The questionnaire consisted of eleven questions. Cohen et al., (2007) state that the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze. Each question represented various indicators. The indicators were the usefulness and

meaningfulness of peer-assessment, nature of peer-assessment reality of peer-assessment, precision of peer-assessment, and validity of peer-assessment, fairness, and personal goal-setting. The questionnaires were given to the students as respondents. The type of the questionnaire was closed- questionnaire in which students did not have a chance to give or share their opinion, but they should choose the option given by the researcher. Besides using questionnaires, this study also used test to investigate students' score before and after the implementation of peer-assessment. This was used to know students' improvement after they were taught by using the strategy. Analytic scale was used in this study.

In conducting peer-assessment, the researcher provided a guideline for students. The students should focused on some aspects in their friend writing. The aspects were:

Table 1:
Indicator of Peer assessment

No	Aspects	Indicators
1.	Overall (Organization)	Main idea Supporting the idea Logical and making sense Organized well
2.	Word/sentence use	Complete and having one verb Having variety of vocabulary Using paragraph well Using tense correctly
3.	Mechanism	Using period Using question mark Capital letters at the beginning of sentence Capital letters for proper noun
4.	Spelling	Using spelling word correctly

Result And Discussion

Writing is one of the activities to express idea and the idea itself should be arguable by the writer, not only that he/she has to pay attention for several aspects like content, organization, language used, vocabulary, and mechanics such as capitalization and spelling. In writing, the students have to set the goal to produce well organizing writing.

There are some problems that commonly occurred in writing such as, grammatical problems, choice word problem, and cognitive problems;

1. Grammatical problems

In English foreign language, students still do mistakes or error frequently in writing English because lack of grammar. Most of them do not have good mastery in grammar knowledge. , the problems related to the way of arranging the sentence and the use of inappropriate, consequently, their

sentences are incorrect, for example: John goes to the bookstore and he bought some of his favorite comics. Goes is present tense verb and bought is past tense verb. The sentence is incorrect because the event occurs at the same time, so the correct one is "bought" should be "buys".

2. Word choice/Diction problems

Choice of words or diction is a selection of words that the writer wants to express in written form, it is also as supporting and determinants of success in communication, it is not just a matter of choosing words, but how the words effect on the meaning and information to be conveyed and expected, but sometimes students are difficult to express some ideas because they do not have enough vocabulary used to write English, not only that they still confuse in choosing and using appropriate word used based on the context or based on what they write about, so it can make their writing to be not good. For example: She walks between her friends" the example above is incorrect and the correct one is "she walks among her friends".

3. Cognitive problem

There are five kinds of cognitive problem such as:

a. Punctuation problems

Punctuation is a system of symbol that help the readers understand the structural relation within a sentence. Punctuation is not standard to the extent like spelling. Understanding punctuation is essential for the students because it enables them to communicate clearly. In fact, the students sometimes still do mistakes in using punctuation.

b. Capitalization problems

Capital letters are useful for some parts of writing such as the beginning of important words, in topics, and heading. In writing, the students often do mistakes in using them.

c. Spelling problems

English spelling system is one of writing problems for students. Many students experience problems with English language spelling because English is drawn from a number of other languages and lack understanding of language rule that make the students do mistake in writing.

d. Content problem

The problem usually faced by students' writing is content problem, it occurs because they do no enough knowledge and ability about what they will write, so the content what they write is not fit, appropriate, and out of the topic they chose.

e. Organization Problem

This problem occurs because the ideas that the students write is not clear if the writing is not organized well it can make the readers will confuse and do not understand what they are trying to express because good organization in writing is essential in written communication.

From the statements above, it can be concluded that there are some problems often face by students in writing performance such as grammatical problems, choice word problem, and cognitive problems.

And then, the result of the research showed that peer-assessment was good to be implemented in teaching writing as an alternative strategy. The implementation of peer-assessment in writing was 1) students were asked to gain ideas based on the topic given, 2) students were asked to write a composition based on the idea developed, 3) students were asked to read their writing by the mean of checking their writing, 4) students were asked to do peer-assessment, 5) students were asked to read the feedback given by their peers, and 6) students were asked to revise their writing after they read their feedback given by their peers. In implementing peer-assessment, students were given and provided a form of paper. So that it would make students and their peers were easy to give feedback or comment.

Scoring rubric which was used in this study was analytic scoring rubric. This scoring rubric was divided into some categories. Analytic scales separate the feature of a composition into component that each are scored separately. The analytic scoring rubric used was based on O'Malley and Pierce, (1996) rubric. The components were composing, style, sentence formation, usage, and mechanism.

Table 2
The Students' Score

	composing	Style	Sentence Formation	Usage	Mechanism
Before revision	6.6	6.5	6.7	6.4	6.9
After revision	7.6	7.7	8.1	7.9	8.2

Based on the students' score of pre-test, it was known that students had weaknesses in almost all components. In composing component, students got 6.6 in their writing. Students found difficulty in generating the developed ideas in the form of a topic sentence and then supported by supporting sentences. This difficulty was caused in one paragraph there was more than one idea. After they were given a written feedback from their peers, they could increase their writing components which were still lacking. This is because they knew the location of their lack of writing. It was shown the average score of composing component increased than before (7.6).

Students also faced difficulties in style component. Style component consisted of some criteria like vocabulary choice, sentence variety, information and voice to affect readers. The students' average score was low because most of students wrote their writing by using basic vocabulary and sometime inconsistent with the vocabulary they used. After the implementation of peer assessment, there was an improvement of style component. It was proved with the students' average score which was 7.7. The third component was sentence formation. In sentence formation component, students faced difficulties in the aspect of making good sentence based on correct grammatical rules. Students got 6.7 in the component. After the implementation of peer-assessment, students score was higher than before. It was

shown by the average score which reached 8.1. In this aspect, students could write complete sentences which consisted of one single idea.

Besides that, students could make full sentences which consisted of subject, verb, and object correctly. Besides that, students used coordinators appropriately and applied transition effectively. The fourth component was usage. In this component, students got 6.4 for their average score before the implementation of peer-assessment. This was because some students were still making mistakes in the form of grammar. After the implementation of peer- assessment, students score was improved. It was shown by the table above which indicated 7.9 for students' average score. The improvement occurred in the aspect of the form of plural of a word and subject and verb agreement. The last component was mechanism. Students' score in the pre-test was 6.9. They made mistakes in the form of punctuation, capitalization, spelling, and paragraph format. After the implementation of peer-assessment, the score was higher than the score before revision which was shown 8.2 in mechanism aspect. Students realized the weaknesses so they could improve it in their next writing.

Table 3:
The Average of Students' Score

	Before Revision	After Revision
Mean	6.62	7.9

Based on the table above, it was known that there was an improvement of students' score before revision and after revision. Before revision, students got 6.62 in their average score. After revision, they got 7.9 in their average score. By implementing peer-assessment, students got feedback from their peers. The feedback was used to revise their writing. They knew the mistakes and weaknesses of their writing, so that they would pay more attention to the feedback given by their peers. The feedback given by students was sometimes in the form of words, phrases, or sentences or even they directly give a correction. For their first draft / draft before revision, students' mistake was found the in the aspect of developing main idea and supporting sentences. Their idea was overlap with another idea. In the grammatical aspect, students sometimes made mistake in verb and subject agreement and plural form.

Table 4:
The Recapitulation of Questionnaire before revision

No	Aspect	Options			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Personal belief	12.5%	40.6%	31.25%	15.62%
2.	Own checking	21.8%	50%	18.75%	9.3%
3.	Own editing	25%	40.6%	21.8%	12.5%
4.	Writing organization	9.3%	34.3%	56.2%	-

Based on the table above, it was known that all students did not believe that their writing was good and could be understood by readers. Some of them hesitated

toward their own writing although it had been supported by their own checking and editing. They still faced difficulties in finding what aspect of their writing that had mistaken and weaknesses. They were not able to diagnose their writing in the aspect of organization. They only checked and edited in the aspect of grammar and spelling. Some of them missed in checking the aspect of mechanism component. So it could be summarized that students had negative view toward their own writing before the implementation of peer-assessment.

Table 5:
The Recapitulation of Questionnaire After Revision

No	Aspect		Strongly Agree	Options		
				Agree	Disagree	Strongly Disagree
My feedback						
1.	Usefulness	and	40.62%	50%	9.3%	
	meaningfulness					
2.	Nature		34.37%	53.12%	12.5%	
3.	Reality		43.75%	50%	6.25%	
4.	Precision		40.62%	46.87%	12.5%	
5.	Validity		25%	43.73%	25%	6.25%
My peer's feedback						
6.	Usefulness	and	37.5%	53.1%	9.37%	
	meaningfulness					
7.	Nature		37.5%	56.25%	6.25%	
8.	Reality		46.8%	46.8%	6.25%	
9.	Precision		37.5%	43.75%	18.75%	
10.	Validity		21.87%	46.87%	21.87%	9.37%
11.	Fairness		37.5%	46.87%	15.6%	
12.	Personal	goal	50%	50%	-	
	setting					

Based on the table above, it was known that the feedback students wrote was useful and meaningful. They did not give feedback which was out of theme and the feedback directly helped their peers to revise and improve their writing. It could be said that the feedback given by the writers (students) was useful and meaningful which was shown by more than 90% of students' response was 'strongly agree' and 'agree'. Besides that, the students' response also showed that the nature of students' feedback so critical and detailed. It happened because students had known the scoring criteria before giving feedback to their peers. The critic they gave was meant to give positive sight for students' further writing. It was proven by the percentage more than 85% of students chose 'strongly agree' and 'agree'. The feedback or suggestion which was written by students was based on real weaknesses or mistakes found from their friends' writing. In this case, students were asked to be fair in giving feedback. They were not allowed to do the different thing in their friends writing. Besides that, the precision of feedback also showed high response. The last thing discussed was the validity of the

feedback. Validity here meant the consistency of feedback given by friends in improving peers' writing. When peers provided feedback or suggestion, they always referred to the correct grammar and spelling of words. This allowed students' feedback or suggestion would be similar if another student read the same paper.

From the above questionnaires, it was found that the aspects of questionnaire were not only from the side of a reader (a student who gave a feedback) but also from the side of a writer. Thus, there would be balance information toward the implementation of peer-assessment strategy. After students got feedback and then revised their writing, they had positive point of view toward their own writing. They thought that their writing was better than before.

Conclusion

It is known that the activity of writing is not really easy for EFL students, it can be seen that L1 and L2 are different in many ways so they have to have much knowledge about writing components itself that they have to be able such as organization, content, vocabulary, grammar, and mechanics. As a result they often meet the difficulties to write well, so that to minimize the lack of writing performance, the teacher needs the guide them by the activity that can help them to do it, and peer assessment is one of effective strategies for students' writing performance because it can build collaboration and exchange ideas, thought from one to another, not only that they also get new information and knowledge that they have not gotten yet, as a result it can make their writing performance will be better, as stated by some previous experts before.

After that, it could be concluded that there was an improvement of students' score before and after revision and students had a positive point of view toward the application of peer- assessment in teaching writing. Students' perception was measured from different aspects which included students' feedback and peer's feedback. Each of the aspects was categorized into usefulness and meaningfulness, nature of feedback, reality of feedback, precision of feedback, and the validity. The students' response was influenced by the implementation of the teaching strategy; peer-assessment.

The usefulness and meaningfulness were coming from the significant aspect of the feedback. The feedback gave students enlightenment to the mistake and weaknesses of their writing. Nature of feedback given was critical and detailed. The reality of feedback meant that the feedback given was based on real mistakes and weaknesses from students' writing. The precision of the feedback meant that the feedback given could help students to revise their writing. Finally, the validity of the feedback meant that the feedback might be similar if the paper read by another student. It was meant that the feedback or suggestion showed the consistency of the feedback.

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