

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH



FACTORS AFFECTING STUDENTS' ENGAGEMENT IN PEER

ASSESSMENT IN ENGLISH WRITING CLASS:

A STUDY AT RAITU ANOLE SECONDARY SCHOOL

BY

TILAHUN KASSA

JULY, 2016

ADAMA, ETHIOPIA

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**A THESIS SUBMITTED TO ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY,
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STATEMENT OF THE AUTHOR

I, the undersigned, declared that this thesis is my own work and that all sources of materials used for this thesis have been dully acknowledged. This thesis has been submitted in partial fulfillment of the requirements for MA at Adama Science and Technology University. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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ENDORSEMENT

This thesis has been submitted to Adama Science and Technology University, School of Humanities, Department of English for examination with my approval as a university advisor

Advisor

Signature

Date

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ABSTRACT

This study aimed to identify factors that affect students' engagement in peer assessment in English writing class at Raitu Anole Secondary School. Specifically, the study focuses on conditions offered for peer assessment, students' peer assessment competence, students' perception about peer assessment, and friendship effect in peer assessment. To achieve this aim, the study used two groups of participant.. They were 38 students and 2 English teachers. They were chosen by using simple random sampling method and purposive sampling method, respectively. A close-ended questionnaire and semi-structured interviews were the data gathering tools. The questionnaire was distributed to students and the filled questionnaire were collected and analyzed in table in the form of frequency and percentage quantitatively in number. The data obtained from students' interview and teachers' interview were interpreted and narrated qualitatively in words. The result of the study showed that lack of training, lack of guideline, lack of a clear explanation about the specific task. And students did not have adequate peer assessment competence to give and use feedback to improve their writing. In addition, the results revealed that students had negative perception about peer assessment is not important to improve their writing., Unwilling to show their writing to others, and students' thought that a social interaction in peer assessment is competitive as well as students were not honest because of their friendship relation with peers were found in the study.. Based on the results of the study, lack of teachers' inputs for peer assessment, lack of students' peer assessment competence to give and use feedback, improper perception of students about peer assessment, and friend bias were found as factors for students' negative attitude towards peer assessment.

TABLE OF CONTENTS

Content	Page
ACKNOWLEDGEMENT	i
ABSTRACT.....	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES.....	vi
LIST OF ACRONOMY	vii
CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction	
.....	Er
ror! Bookmark not defined.	
1.1 Background of the Study.....	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	4
1.3.1 Main Objective	4
1.3.2 Specific Objectives	4
1.4. Significance of the Study	5
1.5 Delimitation of the Study	5
1.6 Definition of Terms.....	6
1.7 Organization of the Paper.....	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	8
2.0 Introduction	
.....	Er
ror! Bookmark not defined.	
2.1 Peer Assessment.....	8
2.2 Advantage of Peer Assessment	8
2.3 Attitude.....	10

2.3.1 The Concept of Attitude	10
2.3.2 Attitude Change.....	11
2.4 Students' Attitudes toward Peer Assessment in Writing	12
2.4.1 Conditions Offered for Peer Assessment.....	14
2.4.2 Students' Peer Assessment Competence	17
2.4.3 Students' Perception about Peer Assessment	19
2.4.4 Friendship Effect in Peer Assessment	20
CHAPTER THREE: RESEARCH METHODOLOGY	22
3.0 Introduction	Er
.....	ror! Bookmark not defined.
3.1 Research Design.....	22
3.2 Research Site.....	23
3.3 Population of the Study.....	23
3.4 Samples and Sampling Techniques.....	24
3.5 Instruments of Data Collection	24
3.5.1 Questionnaire.....	24
3.5.2 Interview	25
3.6 Procedures	25
3.7. Data Analysis	26
CHAPTER FOUR: DATA ANALYSIS AND INTERPRITATION	27
4.0 Introduction	Er
.....	ror! Bookmark not defined.
4.1 Condition Offered for Peer Assessment.....	27
4.2 Students' Peer Assessment Competence.....	32

4.3 Students' Perception about Peer Assessment.....	36
4.4 Friendships Effect in Peer Assessment	43
CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	45
5.0 Introduction	Er
ror! Bookmark not defined.	
5.1 Summary	46
5.2 Conclusions	47
5.3 Recommendations	48
REFERENCES	49
APPENDICES	53
APPENDIX 1.....	53
APPENDIX 2.....	55
APPENDIX 3.....	56

LIST OF TABLES

	Page
Table 4.1 Students' response regarding what conditions offered for peer assessment.....	28
Table 4.2 Students' response regarding their peer assessment competence.....	32
Table 4.3 Students' perception about peer assessment.....	36
Table 4.4 Students' response regarding friendship effect in peer assessment.....	43

LIST OF ACRONOMY

ELM: Elaboration Likelihood Model

CHAPTER ONE: INTRODUCTION

The purpose of this chapter is to provide the detailed background information about the research work that comes later in the research report. The chapter contains different sections and sub-sections to achieve its aim. Background of the study is the first section of the chapter. Statement of the problem, objectives of the study, significance of the study, delimitation of the study, definition of the terms, and the organization of the paper were also included according to this order in this chapter.

1.1 Background of the Study

In classroom instruction, the success and changes in behavior shown by learners are measured by the objectives of the instruction. Teachers also use various methods and techniques of assessment in order to check the achievement of instructional objectives. According to Cheng & Warren, (2005) assessment is important as integral part of teaching-learning process to many teachers. Assessment techniques changed during the changes of the theories and models of learning. According to Wikstorm (2007) as cited in (Azarnoosh, 2013) those modern views of curriculum and constructivist learning theories indicated new kind of assessment skills. They are being used as a part of instruction to support students in the activity of getting knowledge.

According to different studies, methods of assessment are classified into traditional assessment and alternative assessment methods. For example, Coombe et al (2007) and Cheng and Warren (2005) as cited in Azarnoosh (2013) reported “*Teachers play a major role in traditional pen and paper and performance assessments; whereas, alternative assessments are more student centered*” (p.2). They have also listed types of alternative assessments that can be used in today’s language classrooms. These are portfolio assessment, student designed tests, learner centered assessment, project, presentations, performance assessment, and self and peer assessments.

According to Cheng and Warren (2005) now-a-days, many researchers indicate that the importance of alternative assessment as an integral part of instruction has much attention in English classroom with great success. Most alternative assessment advocators are interested in peer assessment. For example, Cheng and Warren (2005) have indicated that peer assessment has

been more commonly incorporated into English language writing instruction. It is one of the assessment methods, which allow students to participate in assessment process. In this way, it provides students to learn something while they assess peer's work and receive feedback from their peers on their work. However, several researchers have shown many factors that affect the effectiveness of peer assessment in relation to students including language level, critical thinking, and students' attitude.

The Ethiopian educational policy emphasizes student-centered teaching method of approach to the importance of students need. Therefore, teachers are demanded to use this approach in their classes. It is obvious that the quality of education depends highly on the quality of teaching learning process (UNESCO, 2006). It could be due to the awareness of this condition that the employment of student-centered approach is emphasized in Ethiopia. From the above statements, we can see that peer assessment plays an essential part in teaching-learning process. However, the practice of peer assessment in the classroom may be affected by students' attitude towards peer assessment.

1.2 Statement of the Problem

As one of the main type of alternative assessments, peer assessment has received less attention for various reasons. English teachers witness that when they try to make their students to be involved in peer assessment in writing lesson, they usually find that students are not interested. They do not like to give as well as to receive feedbacks to and from their peers. The other point is that students may consider the feedback they will receive from their peers is not essential to improve their writing. It is also usually heard that the teachers do not trust their students' competency to provide comment on their peers work.

Together with this norm, problems are observed and complaints are heard from both teachers and students. In fact, this norm makes teachers usually have busy time throughout the year correcting and grading their students writing when the teachers are serious about their teaching. As a result, most English teachers dislike preparing writing assignments because of the workload they experienced when correcting and giving feedback to their students writing. If at all they find the assignment inevitable, they usually attempt to use different means to minimize the load.

In our context, traditional assessment method is still dominant in English writing class. Little or no participation of students in the peer assessment has been experienced. Their teachers dominantly give feedback on students' writing work. In our experience and usual classroom observations, it is usually seen that students are reluctant when they are required to participate in peer assessment in EFL writing class at Raitu Anole Secondary School. It is usually heard that the students raise complaints and may be that is why they do not want to participate in peer assessment. This shows that students' attitude towards peer assessment could be negative. The importance of students' positive attitude towards peer assessment is unquestionable.

Empirical researches into students peer assessment have been carried out on conditions for peer assessment. For example, Topping (1998) indicates the necessity of clarifying goals of peer assessment to promote a trusting environment. Morra and Romano (2008-09) find that giving students adequate training and guidance obtained as an important point to create a positive attitude towards peer assessment. It has been concerned with the effect of introducing peer assessment on students. For example, Cheng and Warren (2005) explain that peer assessment develops students' higher order thinking, motivation, autonomy and cooperative skills

Some local researchers have also carried out regarding peer assessment process in writing class. For example, Dawit (2003) in his study "The effect of training students in giving and receiving peer feedback on learners' revisions types and writing quality in 2nd year students of Defense University, College" shows the importance of giving training and guidance for students to help each other in peer assessment effectively. Moreover, notes that peer assessment increase the amount and types of feedback on students' writing work. Jeglalo (2012) has also found that peer assessment increases the quality and amount of comments provided and used by students. However, researches concerning what factors affect students' engagement in peer assessment was not found in this research area. Therefore, the aim of this study is to fill the gap by investigating the factors that affect students' engagement in peer assessment in EFL writing class at Raitu Anole Secondary School. It is obvious that if the factors that affect students' practice in peer assessment are identified, there will be remedial actions to improve their attitude towards peer assessment. By this, it is presumed that students can be better participants in exchanging feedback on each other's work. Therefore, what is students' attitude towards peer assessment in

relation to the factors that affect their engagement in peer assessment in English writing class at Raitu Anole Secondary School was the concern of this study.

1.3 Objectives of the Study

The study had the following main and specific objectives.

1.3.1 Main Objective

The main objective of this study was to investigate factors affecting students' engagement in peer assessment in English Writing Class at Raitu Anole Secondary School.

1.3.2 Specific Objectives

The specific objectives of this study were-

1. To assess what conditions offered for peer assessment.
2. To find out if students' competence to provide feedback and correction had impact on students' engagement in peers' writing work.
3. To find out whether students' perception of peer assessment had impact on their engagement in peer assessment.
4. To identify whether friendship relations with peers had impact on their engagement in peer assessment.

1.4 Research Questions

Given the importance of peer assessment and its impact on English writing class and considering students' attitude towards peer assessment, the research questions are stated as follow

1. What conditions are offered for peer assessment?
2. What is students' competence to provide feedback and correction to peers?
3. What is students' perception about peer assessment?
4. Do friendships influence the peer assessment activity?

1.5 Significance of the Study

Identifying factors affecting students' engagement in peer assessment are vital for both teachers, students, material producers and researchers. It gives direction to the teachers to make remedial action and to alleviate the challenges of peer assessment practice in writing class. It also flashes direction to students to change their attitude towards peer assessment in order to improve their writing. It also give direction to material producers to give emphasize for factors that affect students' engagement in peer assessment while they produce material for English writing lessons. In general, the paper may have importance for English teachers to find out what factors affect students' engagement in peer assessment so that any concerned bodies can take in managing the dominant factors. In addition, the paper may helps to researchers who want to study on factors affecting students' engagement in peer assessment during writing class to use the ideas as a starting point.

1.6 Delimitation of the Study

The scope of the study was confined to all students and English teachers registered at Raitu Anole Secondary School in 2008 E.C. The school is found in Guradamole Woreda, Bale Zone, Oromia Regional State. The practice of peer assessment may be affected by various factors. However, in measuring what conditions had affected students' engagement in peer assessment in this study was delimited only to students' attitude. Students' attitude towards peer assessment can be explained in terms of students thought, feeling and action with regard to their peers and peer assessment activities.

In this study, students' attitude implies feelings that are either positive or negative towards peer assessment. Similarly, students' attitude towards peer assessment can be affected by various factors, but the study was delimited to four factors. These were conditions offered for peer assessment, students' peer assessment competence, students' perception about peer assessment, and friendships effect in peer assessment. The study was also delimited only to writing skill of the target language.

The reasons for the delimitation of the study to the above factors and only on writing skill were to investigate all factors that would affect students' engagement in peer assessment. They could

not be manageable because they are many, and studying students' participation in peer assessment in all language skills would be a very vast area and requires long period to study.

1.7 Limitation of the Study

The study has experienced many challenges from being compressive enough, and made the work tiresome. Some of the challenges that the researcher encountered during the study were mainly lack of internet access and shortage of time. Since the researcher is a teacher in addition to the ordinary work, conducting the research was very difficult. Although, these challenges faced during this study, the researcher made all efforts to minimize them, for example, by going to the place where the internet access is found and having the material by changing into hard copy and using all the time out of his regular work are some measures that have taken to alleviate the problems. Finally, the researcher completed his work as much as on time.

1.8 Definition of Terms

Attitude refers to how students think and feel about peer assessment.

Competence is a skill that students need for a peer assessment activity.

Exposure refers to how often opportunities are given for students to involve in peer assessment during writing class.

Feedback refers to information that is given by their peers how their work is good and indicates what they missed in their work.

Goal is something that students hope to achieve behind peer assessment.

Guideline is an instruction that is given by teachers telling students how to assess their peers' assessment task.

Peer refers to a student who learns in the same class with others (classmate).

Peer assessment is an assessment of students' work by their classmates.

Social interactions are activities in which students' result affected by the action of others when they share common goals.

Training is the process of learning the skill that students need to participate in giving and using feedback during peer assessment activity.

1.9 Organization of the Paper

This research report contains five chapters with different sections and sub-sections. The chapters of the paper were structured as follows. In Chapter One, the introduction for the main part of the paper is presented. Chapter Two presents the most significant analytical, empirical and so on studies. Chapter Three discusses the methodology part of the study. Chapter Four presents the data analysis and interpretation and chapter Five presents the summary, conclusions and recommendations of the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

The study set the definition of peer assessment, and its benefits. Attitude, its concepts, attitude change, students' attitudes towards peer assessment with the reasons why they may distrust to participate in peer assessment, and some arrangements that need to change their attitudes were also presented in this chapter.

2.1 Peer Assessment

Many researchers have discussed and defined about Peer assessment in writing class. For instance, Falchikov (1995) peer assessment is a process by which students assess their peers writing work that may or may not involve agreed criteria among teachers and students. Topping (1998) defined peer assessment as *"An arrangement in which individuals consider the amount, level, value, worth, quality or success of the products or outcomes of learning of peers of similar status"*(p.250). Peer assessment lets student participate in the assessment process and provides student chances to take part in and assess their peers learning process and outcomes in writing class. There fore, it is an alternative that has meaningful instructional value to both teachers and students (Cheng and Warren, 2005).

According to Bostock (2000) peer assessment is an assessment of students by others students, both formative reviews to provide feedback and summative grading. Liu and Hansen (2002) as a situation have also defined peer assessment that students exchange feedback on each other writing work by assuming the roles and responsibilities taken on by their teacher in assessing and commenting on their writing work in both spoken and written form.

2.2 Advantage of Peer Assessment

Peer assessment promotes learning in many ways. Students who favor peer assessment are actively engaged in their own learning and have the opportunity to clarify and reflect upon their thinking. In favor of this, many scholars explained the importance of peer assessment. According to Azarnoosh (2013),

"Peer assessment plays an important role in both first and second language writing classroom, and allows writing teachers to help their students receive more

feedback on their papers as well as give students practice with a range of skills important in the development of language and writing ability, such as meaningful interaction with peers, a greater exposure to ideas, and new perspectives on the writing process”(p.3).

Topping (1998), on comparing types of alternative assessments notes that peer assessment is getting more attention among others. Falchikov (1995) explains that since peer assessment often takes place in collaboration, between either teachers and students or group of students, cooperative learning, which is advantageous to students, has become the most obvious feature of peer assessment. Cheng and Warren (2005) explains that peer assessment has been more commonly included into English language writing class where peers comment one another giving and using feedback. Peer assessment nowadays got greater interest because of the development of attention on learner's independence and autonomy.

Cheng and Warren (2005), Orsmond and Merry (1996) and Topping (1998) pointed out that besides maximizing the amount of feedback, peer assessment develops students' higher order thinking, motivation, autonomy and cooperative skills. Azarnoosh (2013) found that peer assessment is useful, motivating and interesting. Jeglalo (2012) indicated peer assessment increases the quality and amount of comments provided and used by students. Dawit (2003) noted that peer assessment increase the amount and type of feedback made the students' writing. In self and peer assessment, students can contribute their own reflection to the group and also provide their ideas on their peers and it is essential they have confidence that a sense of fairness will prevail in the marking processes (Lin et al., 2001). Xiuguan et al. (2005) suggested the course should include peer assessment tasks and let student participate in the processes to benefit students learning and future employment.

Orsmond and Merry (1996) and Morra and Romano (2008-09) specify that self and peer assessments as an integral part of teaching-learning process has the advantage of joining teachers' comment with students' learning. White (2009) found that peer assessment activity did indeed help to support student learning about constructing, delivering, and deciding useful presentation. Mendonca and Johnson (1994) have also reported that peers' comments were valuable in helping students restructure and recognize their ideas again. They also indicated that peer assessment can create the dynamic interaction among peers. Peer assessment has also been

found to increase student writers' sense of audience; the fact that students engage in an interaction which involves different language skills, such as reading, writing and speaking process with their peers seems to be essential in improving their reading and writing skills, and learn how to collaborate effectively (Nelsen and Murph, 1992).

Therefore, from the above statements, we can understand that peer assessment plays an essential role in our teaching-learning process. Through peer assessment students can promote mutual support among members of the group and learn from each other. It creates students' motivation, too.

2.3 Attitude

As Keith (2009) notes, knowing how to monitor our attitudes and its impact on our success, relationships and everyone around us is one of the most important steps we can take toward achieving our greater potential in life. But people usually do not manage their attitudes properly. She also advised that this is not correct because attitude is everything. It guides the way we perceive the world and the world perceive us. How we are successful is determined by our attitude. She indicated that habitual negative attitudes are often the result of past experience, and listed common causes for negative attitude including low self-esteem, stress, fear, resentment, angry, and inability to handle change.

2.3.1 The Concept of Attitude

According to Bordens and Horowitz (2008) the concept of attitude is central to explaining our thought, feelings, and actions with regard to other people, situation and ideas. Attitude has been defined by many researchers. Allport (1954) as cited in Bordens and Horowitz (2008) an attitude is "*A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations with which it is related*" (p.157). Brown (2000) points out, attitudes are cognitive and affective; that is, they are related to thoughts as well as to feelings and emotions. Ajzen (2008) sees attitude as the person's positive or negative evaluation and in doing so clearly relates attitude with behavior. Gardner (1985) defines attitude is an evaluative response to some object or attitude object, inferred on the bases of individual's opinions about the object. He also announced that attitudes and

motivation are factors that have impact on language learning and the relationships between attitudes and successful learning.

Fishbein and Middlestadt (1995) as cited in Ajzen (2008) announced evidence that over all attitudes are certainly based on beliefs and how their associated evaluations, and argued that when non- cognitive factors are sometimes found to have a direct impact on attitudes. In doing so, it is important to be aware that a host of individual factors may be equals influential in attitude formation. More recently a number of researchers have begun to view the non- cognitive factors more as a function in academic success. For example, Crede and Kuncel (2008) found that non-cognitive factors like study habit, study skills, study attitude, and motivation, among other attitudinal constructs, account for incremental variance in academic performance.

Study attitudes refer to students' positive attitude toward the specific action of studying and the students' acceptance and approval of the broader goals (Crede and Kuncel, 2008). If at all, without positive attitude and perception students have little chance of learning proficiency. If students have certain attitudes and perceptions, they have a mental climate conducive to learning. If those attitudes and perceptions are not in place, learners have a mental climate not conducive to learning.

2.3.2 Attitude Change

Attitudes may not be always static. They can be changed. Even though attitudes are unique to each person and mostly internal, they are socially influenced and modified by the behavior of other people (Bordens and Horowitz, 2008). They defined persuasion as a type of social influence that engage changing others' thoughts, attitudes and behaviors by adding facts and emotional messages to persuade them to adopt your position. According to Elaboration Likelihood Model (ELM), two ways to persuasion exist; a central and a peripheral route.

The model helps us explain how attitudes are formed and changed through persuasion. Central route to persuasion usually exists when people think elaborately on a persuasive argument, listening carefully and thinking about the logic behind the message. Because the message is relevant, the person is motivated to listen carefully and process it in an effortful manner. If the person is persuaded by the persuasion, the attitude change that results from this

route is stable, and difficult to reverse. Whereas, peripheral route to persuasion occurs when people are attracted by surface characteristics that are peripheral to the argument. Attitude change that results from peripheral route is not very stable and it is ease to reverse to additional change. The simplest route to influence people's accessible beliefs in a positive or negative aspects of the attitude object, a direct thinking task that can be at least temporarily impact even such a base aspect of personality at self-esteem (McGuire and McGuire, 1996 as cited in Ajzen, 2008).

What we conclude from this review is teachers can change their students' negative thought, attitude and behaviors into positive and favorable conditions in learning by using ELM of persuasion. In context of peer assessment, teachers have to involve in changing their students' attitude by introducing facts about the logic behind the peer assessment and by creating exposure for their practice of peer assessment and showing how they are benefited in order to persuade their students to accept the importance of peer assessment. By this, students can be motivated to listen carefully and process it in an effortful manner.

2.4 Students' Attitudes toward Peer Assessment

It is natural for students to develop questionable attitudes if they are constantly worrying that they feel things will be obstacle to perform their activity effectively. The problem is students with negative attitudes can pass this attitude on to their peers, because attitudes are socially influenced and modified by the behavior of others (Bordens and Horowitz, 2008). This can quickly leads to a classroom that takes less pride in its activity.

Concerning students' attitudes toward peer assessment, Falchikov (1995) indicated that studies on students' attitudes toward peer assessment are confused and inconclusive. Mendonca and Johnson (1994) found that the majority have positive attitudes toward peer assessment. Students' attitudes toward their practice seem to be conditioned by their training and preparation, that is, the more training and preparation the students received, the better they seem to participate in the peer assessment activity (Hansen and Liu, 2005; Berg, 1999).

However, Lin et al. (2001) have found that some students have negative feelings toward peer assessment. Studies have also indicated that students' discomfort and feeling of negative can be

an indicator of problematic relations that students associate with assessing their peers work (Liu and Carless, 2006).

A number of researchers have suggested many factors that may affect students' attitudes toward the use of peer assessment. These potential factors that hinder smooth participation in peer assessment are including doubting their own and peers ability, perception of social interaction, familiarity with assessing criteria and goal of a task, their language proficiency and friend bias. It is important for teachers to remember that what students believe about learning and themselves as learners play a key role in determining their success as learners.

Empirical researches into students peer assessment have been carried out on conditions for peer assessment. For example, Topping (1998) indicated the necessity of clarifying goals of peer assessment to promote a trusting environment. Morra and Romano (2008-09) found that giving students adequate training and guidance obtained as an important point to create a positive attitude towards peer assessment. It has been concerned with the effect of introducing peer assessment on students. For example, Cheng and Warren (2005) found that peer assessment develops students' higher order thinking, motivation, autonomy and cooperative skills

Some local researchers have also carried out regarding peer assessment process in writing class. For example, Dawit (2003) in his study "The effect of training students in giving and receiving peer feedback on learners revisions types and writing quality in 2nd year students of Defense University, College" has shown the importance of giving training and guidance for students to help each other in peer assessment effectively, and found that peer assessment increase the amount and types of feedback on students' writing work. Jeglalo (2012) has also found that peer assessment increases the quality and amount of comments provided and used by students. However, both international and local researchers did not consider what factors affect students' attitude towards peer assessment in writing class. These researchers have done their study in higher education students.

However, Gielen et al (2010) have showed that peer feedback help to improve students' performance of Grade 7 in secondary education. Therefore, the aim of this study is to fill the gap by investigating the factors that affect students' attitude towards peer assessment in EFL writing class at Raitu Anole Secondary School. Particularly, the study considered on conditions offered

for peer assessment activity, such as training, guideline and awareness of the specific element of the task that has to be assessed on how to practice peer assessment, students' peer assessment competence to give and use feedback, students' perception about peer assessment, and friendships effect in peer assessment.

According to Atikins et al. (1996), the purpose of writing is to convey message. But, the writer needs to have a number of choices when writing about the topic. These choices include grammar, spelling, cohesive and coherent, vocabulary, punctuation etc. We call these abilities as writing skills. They note that teachers have to plan activities that focus on developing writing abilities. These writing abilities help students to develop their confidence and effectiveness in writing and hence this study considered Grade 9 and 10 students in secondary school.

In this level of education, students may not have ability to read and understand peers' writing to give helpful comments on their peers writing. However, practicing students writing skills through peer assessment according to their level of education leads students develop their confidence in assessing and giving feedback on peers' writing. It also helps students to avoid fear of interaction in peer assessment and create positive attitudes towards peer assessment and develops their motivation to participate in peer assessment in future at their higher education effectively.

2.5 Factors Affecting Students' Attitude towards Peer Assessment in Writing Class

2.5.1 Conditions Offered for Peer Assessment

According to van Gennip et al. (2010) indicated that value diversity is one of the variables among the four interpersonal variables that influence learning in peer assessment. It refers to the differences in shared understanding of a task and goal of work groups'. That is, if team members perceive higher value diversity, they have little thoughts in common; whereas, if they perceive lower value diversity, they have more thought in common. Researchers have indicated that having more thought in common leads to better performance in a group work (van Gennip et al., 2010). Students should have common understanding of how they give and use feedback to lower value diversity among them.

Students may use a system where they have little or no input in how the task is assessed when they are unaware of assessment criteria and are unaware of what specific aspect of the task is assessed. Unless students know how and why they assess, they simply do not know how to make an adequate assessment. Therefore, it is possible that students become fearful, anxious and resistance towards peer assessment (Falchikov, 2005; Topping, 1998). As a result, students are forced to assess their peers work subjectively. Sambell et al (1997) as cited in Azarnoosh (2013) has reported that subjectivity as the primary weakness of peer assessment. .

The aim of peer assessment is to make sure that the students are gaining something useful from the peer assessment activity. In developing students' peer assessment ability, teachers should offer students the necessary conditions for peer assessment. It is not surprise unless teachers offer students the necessary inputs that help them to give and use feedback, what students do in peer assessment is nothing. If students are not given the necessary conditions from their teachers, they may not know how to assess and give feedback on each other's writing in a specific and constructive way as well as students may not understand how to comment on their peers writing. As a result, students either ignore or inappropriately apply it. In favor of this, Morra and Romano (2008-9) have introduced the necessary conditions that should be considered and taken into account in EFL writing class to create students' positive attitude towards peer assessment. Liu and Carless (2006) also indicted that ineffective peer assessment process is the result of lack of teacher's input.

There are a number of inputs to help with the practicalities of peer assessment process, but one of the keys to effective peer assessment process is to give training for students on how to give and use feedback. Training is important because it ensure that the peer assessment activity is usable. For example, if the level of training of the students is very low and is not taken into account, it might happen that students are unable to handle the activities in peer assessment. As a result, students do not feel comfortable because they become confused how to assess and give feedback on peers' work. Training makes students to be stress free and have confidence (Morra and Romano, 2008-09).

Thus, training appears to be an effective technique to put peer assessment into practice since it might help to lower anxious and fear to participate in peer assessment. In favor of this, several

researchers have indicated the importance of training for effective peer assessment process. For example Petri (2002), Wen and Tsai (2006) and Falchikove (2005) explained that to make sure the effectiveness of peer assessment, training and experience about how to give and use feedback are necessary. Morra and Romano (2008-09) also suggested that it is possible to change students' negative attitude towards peer assessment into positive by giving them appropriate training and guideline on how to give and use feedback. Liu and Hansen (2002) noted that most unsuccessful attempt of peer assessment is due to lack of adequate training of students. Falchikov (2005) noted that support and training about peer assessment reduce students' negative attitude of peer assessment.

A clear criterion is also one of a key input for effective peer assessment process. In situation where students are able to assess their own and peers' writing work, it is very likely that they will be capable of understanding the assessment criteria. When students are given criteria with a guideline on how to assess and give feedback on their peers work, there can be little confusion about the peer assessment outcomes and expectation.

The criteria that students are guided lead students almost have the same understanding about the outcomes of the assessment. This reduces confusion about the result from peer assessment activity, creates a positive effect on each other for learning and avoiding doubts on the results of the peer assessment. In addition, It reduces value diversity among them so that there can be little confusion about the peer assessment outcome and expectation. According to Morra and Romano (2008-09) with adequate training and guideline, students can develop positive attitude towards peer assessment. Ballantyne et al. (2002) also suggested that the need of certain criteria when students assess whether peers work is right or wrong. Concerning the need of assessment criteria, Patri (2002) pointed out that in a context where students are able to evaluate their own quality and level of performance and those of their peers, it is very likely that they will be capable of understanding the assessment criteria.

The other greater way to make peer assessment more actionable for the students is to give them a very specific instruction about what has to be done. It is clear that unless students are oriented what specific element of the task that they are going to assess and give feedback on it, they will be confused because they do not know what they should be looking for. They do not also feel

comfortable when they receive comments on the idea that they do not expect as they are checked. Bartram and Walton (1991) as cited in Atkins et al. (1996) suggested that students could develop a negative attitude towards feedback on their writing work, if their all errors are corrected.

Thus, specific element of the peer assessment context might leads to better assessment and a positive attitude towards peer assessment. The more planned instruction the students get, the better they seems to participate in the peer assessment activity (Hansan and Liu, 2005). By providing students with detailed explanation what they are going to do, it is possible to help students realize what is expected from them as assessors and make them feel more confident than if they have to work in their knowledge of fact. Furthermore, Berg et al. (1999) have suggested that specific elements of the peer assessment task may lead to better assessments and a more positive attitude towards peer assessment. In addition, van Gennip et al. (2010) verified that having the most thought in common leads to favorable conceptions of peer assessment and perceptions of gains. Therefore, this study intends to see whether the necessary conditions for peer assessment, such as training, guideline, and awareness about the specific element of the task on how to practice peer assessment activities are given to the students, or they are causes for students' discomfort and feelings of negative to practice in peer assessment.

2.5.2 Students' Peer Assessment Competence

The peer assessment context can be stressful place when students do not know how to assess and give feedback on their peers writing work. This stressful time can make students take on negative attitudes as they fear how they assess and give feedback. These preconceptions often prevent them from exercising with peer assessment. Peer assessment competence of students can play an important role in students' view of what they can and cannot do. Peer assessment is being used as a part of instruction to support students in the activity of getting knowledge.

Having students to develop the ability of peer assessment is very essential to develop students' writing work It is misstep that teachers make in having peer assessment is to assume that students already have the skills of peer assessment to apply their skills in assessing and giving helpful feedback to one another's writing. These types of peer assessment do not have effect on improving the quality of students writing. Instead, teachers should offer the necessary conditions

that help and motivate students to give constructive feedback for peer assessment and students to practice them. Teachers should consider offering students the necessary conditions for peer assessment before they invite their students to involve in peer assessment activity (Morra and Romano, 2008-9). Researchers have suggested that students do not trust their own and peers ability in peer assessment. For example, McDowell (1995) found that students do not believe themselves when it comes to provide useful feedback and fair points.

As many findings suggestion, students feel that they are not qualified to make comments on their peers writing and express that they doubt about their peers ability to assess their work. Cheng and Warren (2005) and Orsmond and Merry (1996) suggested that students did not feel comfortable and confidence in assessing their peers work because of their own perception of inability. Besides the issue of trust in oneself as an assessor, studies have also indicated students' trust in others as assessors. For example, Chang and Tsai (2012), Liu and Carless (2006) found that students dislike peer assessment because of their own perception of peers' ability. Liu and Carless (2006) noted that some students who have negative perception of peer assessment doubt their peers' ability to assess and give feedback on their writing work.

However, trusting is an important effect on peer assessment. Van Gennip et al. (2010) indicated that students with high degree of trust in both their own ability and peers ability tend to show more positive peer assessment conception. When they had confidence in their peers' competence in assessment, peers' feedback may become an essential reference to review or modify their artistic creation.

Some students are afraid of peer assessment because of their lack of peer assessment competence to give and use feedback in peer assessment. However, researchers indicated that when students have more opportunity to practice in peer assessment during writing class, they improve their ability how they give and use feedback. Students' belief about their own and peers ability of peer assessment can be changed by developing students' experience through doing peer assessment (Wen and Tsai, 2006). Bordom and Horowitz (2008), by acknowledging social psychologists indicated that being exposed to a stimulus maximizes one's feelings towards that object; repeated exposure can lead to positive attitudes. More peer assessment exposure can lead students have more positive attitudes towards peer assessment in writing class (Morra and Romano, 2008-09).

They also found that when students practice regularly in peer assessment time from time they learn how they give helpful feedback and use the feedback suggested on their work. Therefore, this study attempts to explore students' competence to give and use feedback may have a negative influence on their attitude to practice in peer assessment activities.

2.5.3 Students' Perception about Peer Assessment

Some students usually feel neither comfortable nor confident in peer assessment during writing class, because they think that their peers are at the same time competitors. According to Johnson and Johnson (1998), social interdependence occurs when people share common goals and each one's outcomes are influenced by the actions of others. They also classified the presence of social interdependence in social interaction into two types: "cooperation" and "competition". The way that someone interacts with others may be influenced by the type of social interdependence that individual displays. They also indicated that positive interdependence is conducive to promoting interaction and occurs in the cooperative process; whereas, negative interdependence is conducive to abnormal interaction and occurs in the competitive process.

As students' perception about peer assessment can play a great role for effective peer assessment process, it is vital to change students' perception about peer assessment into positive to encourage and motivate students' participation in peer assessment process effectively. If students do not have positive perception about peer assessment, they will not be motivated to participate in peer assessment process. If they aware of peer assessment, they will apply it in writing class thereby they can get more and more feedback that help them improve their writing.

Since peer assessment happens in social context, students perceiving positive interdependence could hold the team member together for cooperative learning. As a result, the students participate in a responsible way to finish the assessing work successfully (Prins, Slujsman, Frischer and Strijohs, 2005). Peer assessment leads students become active participant in their peers writing and outcomes. It is supported by several language learning perspectives that consider interactions as an essential component for learning to take place. For example, Mondonca and Johnson (1994) indicated that peer assessment can create the dynamic interaction among peers. In contrast, negative perception of interdependence in peer assessment may lead to competitive thoughts among peers to involve in peer assessment.

Researchers have got the negative attitude effect in their studies. For example, Lin et al. (2001) have indicated that when students obtained unexpectedly low point from peers, they immediately jump to minus the previous mark they provided to others if they have additional access to assessment mode. Wen and Tsai (2006) find words that show students' negative feeling including items such as their mark given to peers are affected by the points provided them and if they receive marks worse than they expected then they will give lower mark to peers. Some students do not like peer assessment because of their perception that peer assessment is not important to improve their writing. Nelsen and Murph (1992), Morra and Romano (2008-9) found that the majority of the students did not apply the feedback they received from their peers to improve their writing. Therefore, this study considers that students' perception of social interaction in peer assessment can be a sign of problematic relations that students associate with assessing their peers work.

Researchers have found that some students have doubted their own and peers' feedback. Mendonca and Johnson (1994) indicated that students may not always believe their peers comments but the same feedback from a teacher will be received into account when they receive. Orsmond and Merry (1996), and Lin et al.(2001) suggested that students often assume that only teachers have the ability and knowledge to evaluate and give correct feedback , which may not always true. However, Topping (1998), and Orsmond and Merry (1996) explained that peer correction and teacher evaluation scores are very close, sometimes peers' correction is better.

Topping (1998) clarified reasons of students that they do not feel comfortable and find it challenging to evaluate peers work. That means students see peer assessment as a difficult work. Similarly, sharing goals is important when engaging in assessment tasks in the context of collaborative learning (Ching and Hsu, 2011). Since peer assessment is a social interactive activity, value diversity is considered as an important interpersonal factor in the social context of peer assessment (van Gennip et al., 2010). Therefore, this study considers whether students' perception about peer assessment can be a cause for their attitude towards peer assessment.

2.4.4 Friendship Effect in Peer Assessment

Students dislike peer assessment because they suspect their result may be affected by the relationship among students. Friend bias in peer assessment occurs when peers evaluate one

another and their result affected by the action of others because of their good or bad relationship. Students are seen blaming their peers in getting unfair marks. They are afraid of over marking in which peers give high marks to those they have good relationship or under marking in which peers give low marks and put inappropriate sign to those dislike. In favor of this view, Cheng and Tsai (2012) reported that students hate to take part in assessment process due to the impact of friend bias and peers' prejudiced impression of someone. Falchikov (1995) also identified the presence of friend bias in peer assessment.

Some students dislike assessing and giving feedback on their peers work as they feel that they may lose their friends when they give serious comments on peers' work. The other is that the possible fear of facing the friends in and outside the class after giving someone a bad grade (Buchanan, 2004 as cited in Roberts, 2006). Morra and Romano (2008-09) have also found that students avoided making serious comments on their peers' work in order to prevent conflict with their peers. Therefore, this study intends to explore whether friendships is a cause for students' negative attitude towards peer assessment in English writing class.

CHAPTER THREE: RESEARCH METHODOLOGY

The goal of this study was to investigate students' engagement in peer assessment with respect to the factors that influence students' attitude towards peer assessment during English writing class. This chapter presented the research design, research site, study population, sample and sampling techniques, instruments of data collection, procedures and data analysis.

3.1 Research Type and Design

The purpose of this study was to describe students' attitude towards peer assessment in relation to factors that affect students' attitude. In so doing, in the current study the type of research used was descriptive in order to identify the existing factors that affect students' attitude towards peer assessment. As attitudes are unique to an individual and mostly internal, it is, unlikely to know what a person's attitude is just by looking at her/him. As a result, the study used an attitude survey in order to obtain precise information to assess the causes for the existing condition of the students' attitude towards peer assessment. The study also used a self-report measure where the respondent indicates her/his attitude by answering a series of questions.

To this effect, this study used mixed research design. The study used mixed method design for various reasons. For one, the use of mixed methods in any study according to mixed method advocates help to obtain both quantitative and qualitative data so that the weakness of one data set can be strengthen with the other. Moreover, obtaining both quantitative and qualitative data gives rich information to this study. Accordingly, for quantitative research method, the study used close-ended questionnaire for students to gather the data about their attitude in relation to factors that affect their engagement in peer assessment. In qualitative research method, the researcher used two semi- structured interviews for students and English teachers to get deep understanding of the research topic. The purpose of the two interviews was different. Interview for students was administrated to obtain in-depth information about factors affecting their

attitude towards peer assessment; where as, interview for teachers were administered to check and relate the responses of students from questionnaire and interview.

3.2 Sampling Techniques

To get sample from the study, the researcher used simple random sampling techniques and purposive methods. First, the researcher selected 20 percent of the students; that is, 38 students, 19 students from each grade using simple random sampling technique. To do this, the sample frame was arranged on the base of students' attendance for each class by listing section 'A', "B" and 'C' students' role numbers in ascending order for Grade nine and Grade ten students, respectively.

Then, the target subjects of the study were selected from the sample frame using simple random sampling method. The researcher also selected about 10 percent of students from the participants using simple random sampling method for interview; that was four students. Such sampling number was adequate since the problem was homogenous throughout the school in terms of goal, period to be offered, selection criteria, etc. to infer about the remaining students. In addition, the researcher selected two English teachers using purposive method.

3.2.1 Study site

Since the problem of the study was observed in Raitu Anole Secondary School, the researcher selected this school as research site to carry on his study using purposive technique. Raitu Anole Secondary School is found in Guradamole Woreda, Bale zone, Oromia Regional State. It was found in 1998E.C. The administrative town is found in South East of Ethiopia and 522km far from Addis Ababa. The school consisted of two Grades. Those were Grade 9 and 10. Each Grade had three sections.

3.2.2 Population of the Study

The study was set at Raitu Anole Secondary School. The target population of the study defined all students and English teachers at the school as of the 2008 Ethiopian academic year. The

school had 98 boys and 94 girls and that brought the total students to 192. There were 97 students in Grade 9 and 95 students in Grade 10. . Each Grade had three sections. There were two English teachers in the school.

3.2,3 Participants

Two participant groups were used as samples for this study. These were a sample of Raitu Anole Secondary School students in 2008 E.C. academic year, and all English teachers in the school. The researcher believed and used that these participants since they had better understanding and knowledge about the problem under study and since they could provide concrete evidence and reliable information for the reliability of the research findings. Such sampling number was adequate since the problem was homogenous throughout the school in terms of goal, period to be offered, selection criteria, etc. to infer about the remaining students. In addition, the researcher selected the two English teachers using purposive method. Because these teachers had better understanding and knowledge to offer the correct information about the research topic as the study was carried on in EFL writing class.

3.3 Instruments of Data Collection

Since attitudes are private, we cannot know what a person's attitudes are just by looking at her / him. For this reasons, according to social psychologists the most commonly used techniques for measuring attitudes are attitude surveys. They are a self-report measure where the respondents show their attitude by answering a series of questions.

According to social psychologists, having appropriate data collection tools are very crucial in order to obtain relevant data regarding the research problem. Therefore, the researcher used two data gathering tools to collect information regarding the research topic. Questionnaire and interviews were the data collecting tools for this study. These tools were selected because of their suitability of gathering relevant data for the study.

3.3.1 Questionnaire

The researcher set one close-ended questionnaire for students. It was a quantitative data gathering method and served as a major tool for the current study. The questionnaire was

administrated to the 38 sampled students. The purpose of this questionnaire was to find out what factors affect students attitude towards peer assessment in writing class. It mainly focused on conditions offered for peer assessment activity; such as, training, guideline and awareness of the specific element of the task that has to be assessed during the peer assessment, students' peer assessment competence to give and use feedback, students' perception about peer assessment, and friendship effect in peer assessment. The questions in the questionnaire were adopted from the questionnaire used by Morra and Romano,(2008-9).

It consisted of 15 items that were developed to obtain exact information on students' peer assessment competence to give feedback and conditions offered for peer assessment activity such as, training, guidance, and awareness on how to practice in peer assessment. Moreover, to get information about students' perception about peer assessment and friendship effect on peer assessment, or whether they were caused for students' negative attitude towards peer assessment.

3.5.2 Interview

The researcher prepared two semi-structured interviews for both students and teachers. The two semi-structured interviews had both close and open- ended questions. These interviews were administrated for different purposes.

The purpose of semi- structured students' interview was to obtain in-depth information about their attitude towards peer assessment and to strengthen the information that was obtained from the questionnaire. The semi- structure interview for teachers was designed to obtain information how peer assessment activity was taking place in writing lesson, particularly whether teachers provide training, guidance, and awareness for students on how to practice in peer assessment and to obtain information about their beliefs of students' perception about peer assessment during writing lesson. The information from this interview was used to cross check and relate the information obtained from the responses of the students to the questionnaire and the interview.

3.6 Procedures

In order to achieve the desired results, the researcher used the following procedures. First, the questionnaire was translated into the students' mother tongue, Afaan Oromo to prevent any language barriers as well as to fit the items to the research context. Then, the students were

required to come. They were told about the purpose of the research and required to be honest in their responses.

After the students' agreement to take part in the study and signed the consent form, the questionnaire was distributed to the subjects. Next, they filled out the questionnaire about their attitudes towards peer assessment. In the following days, students were interviewed and the information obtained from the interview was used to strengthen their data from the questionnaire. Interview for students was taken place in students' mother tongue; that is Afan Oromo, in order to prevent any language barriers. During the interview, the researcher took notes of the responses to questions of the interviewees. In order to keep the confidentiality of the interviewees' information, the researcher interviewed one individual at one time.

Teachers were interviewed what they think about the factors that influence students' attitudes towards peer assessment in order to conform the data obtained from students' questionnaire and interview. Thus, the researcher combined qualitative and quantitative research approaches to examine different aspects of the research problem

3.7. Data Analysis

The approaches of the research methods contained both qualitative and quantitative research methods. Data collected using questionnaire put, calculated and organized in the form of table quantitatively in terms of number and percentage; whereas, the data collected through interviews was analyzed qualitatively in terms of words to strengthen the subjects' responses from the questionnaire.

Then, as per the nature of the mixed method design of the study, the findings from qualitative and quantitative data were merged. The findings of the two data gets were interpreted using descriptive analysis to provide the overall findings of the study.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRITATION

The purpose of this section is to present and discuss the data obtained on factors affecting students' engagement in peer assessment in EFL writing class at Raitu Anole Secondary School. It was classified into four parts based on the research questions. The first part deals with the analysis of data obtained from students' questionnaire in relation to condition offered for peer assessment. The second part deals with the analysis of data obtained from students' questionnaire in relation to students' peer assessment competence to assess and give feedback on their peers work. The third part of this section describes students' perception about peer assessment and the last part of this section deals with the effect of friendships in peer assessment.

First, the data obtained from students' questionnaire were presented in the tables including frequency (F) and percentile (%). Secondly, the result obtained from students' interview was incorporated to get in-depth information about the topics and teachers' interview was incorporated to confirm the results from students' questionnaire and interview. Finally, the findings obtained from students' questionnaire and interview as well as teachers' interview were discussed in all the four parts.

4.1 Condition Offered for Peer Assessment

Under this sub- section, the data from the questionnaire and the two interviews for condition offered for peer assessment are presented and analyzed.

Table 4.1 Students' responses on conditions offered for peer assessment (N= 38)

Role No	Items	Answer	Respondent	
			F	%
1	I have been trained how to asses and give feedback on peers' writing work.	Yes	–	–
		No	38	100
		I don't know	–	–
2	How often are you offered guidelines to assess and give feedback on peer' work?	Always	–	–
		Often	–	–
		Sometimes	–	–
		Rarely	–	–
		Never	38	100
3	We are told what specific aspect of the writing task that we are going to assess before we start the activity.	Yes	8	21.1
		No	30	78.9
		I do not know	–	–

Table 4.1 above displays the students' responses on whether or not they were given trainings, criteria for and clues for awareness about a specific element of a task and its objective to make peer assessment.

As shown in the above table, 38(100%) all of the students said No to show that they did not get training on how to assess and give feedback on peers writing work as show in Item1. According to this result, all (100%) of the students did not have training on how to give and use feedback in peer assessment. It seems that students did not know how to assess their peers work so that they might have developed fear of assessing and giving feedback on their peers work when they were required to be engaging in peer assessment activities.

Next in the some table of Item 2, students were asked whether or not they were provided criteria with guideline when they were required to assess and give feedback on their peers work, Thus, 38(100%) of the students showed that they were never offered guidelines. Clearly, the findings indicated that students were not provided criteria with guideline while they assess and give feedback on their peers writing work. It appears that all students did not use a guideline that they

are guided how to assess and give feedback on their peers writing work so that they use their knowledge of the fact. Hence, a result from peer assessment can create a lot of confusion. Therefore, the feedback that they give and receive is subjective because it depends on their personal feeling.

In the above table, item 3 whether or not students were given awareness about what specific elements of the task has to be assessed and its objective, 30(78.9%) of the students say No and 8(21.1%) of the students say Yes with the idea on item 3. According to this result, more than three fourths of the respondents answered that what specific element of the task that has to be assessed was not explained for them. That means, their teacher did not explain them what specific aspect of the task that they are going to assess. On the other hand, 8(21.1%) of them believed that they were oriented what specific elements of the task is going to be assessed with its objective. Clearly, the findings indicated that more than three fourths of the respondents (78.9%) did not understand what aspect of the task is assessed. Since they did not know which part of their peers work is assessed, students may feel confused. This may lead students to develop stress when they are required to involve in peer assessment.

In order to get in-depth information, students were interviewed what their teachers do to help them develop their peer assessment ability and whether they were given training, criteria with guideline, and awareness about specific elements of a peer assessment tasks and its objective on how to give and use feedback during writing lesson. The result of students responses during the interview are presented as follows.

According to the data obtained from students' interview, all the four students witnessed that their teacher did not give any support that help them to participate in peer assessment activity. They added that they were not given training to help them develop their peer assessment ability. According to the interviewees responses, they were not provided any criteria that they are guided to assess and give feedback on their peers writing work. Concerning whether they are oriented what specific element of the task they are going to assess and its objective, three of the four students reported that their teacher did not give a clear explanation about the task of the peers' writing work is assessed and its objective. On the other hand, one student answered that the specific elements of the writing task that is going to be assessed is already given them as the

instruction of the writing exercise so that the instruction gives them information on what aspect of the writing work will be assessed.

From the above discussion, we can understand that all students were not helped by their teachers on how to give and use feedback during peer assessment. Therefore, those students could not know how they assess and give feedback on their peers writing work. All the students were not trained on how to give and use feedback so that they did not have confidence to assess and give feedback on their peers work. Students did not use guideline when they were involving during peer assessment activity so that they may feel confusion. As a result, they are forced to assess in their knowledge of the subject rather than agreed criteria. The majority of students also did not understand what parts of the writing work is assessed so that they simply assess their peers work randomly. This indicated that students did not know how to make the peer assessment task and what they assess and give in peer assessment so that they could not feel comfortable when they exchange feedback on each other's writing work.

Teachers were interviewed to confirm the responses of students from the questionnaire and interview. Accordingly, the result of teachers responses are presented as follow.

The two teachers proved that they did not do anything that helps students encourage and motivate to participate in peer assessment activity. Both of them did not give training how to give and use feedback to their students. They also reported that they did not provide a guideline to support students while they assess and give feedback on their peers work. The teachers did not orient their students about what specific element of the task has to be assessed. The reason of one of the teachers was he thought the instruction of the exercise indicate students what they will do in the writing task.

From the above result of teachers' interview responses, it can be concluded that neither of the teachers trained their students regarding how to assess and give feedback on their peers work. Both of them did not set up students a guideline that helps them to lead agreeing feedback. Both did not also explain the specific task of the exercise and its objective. This means, these teachers did not create opportunities that help students practice and motivate in peer assessment during writing class.

Teachers' reasons for what they did not give students these inputs concerns about that peer assessment takes more time so that when they spend more time on it, they may not cover the book at the end of the year. Giving training and preparing guideline for each task need extra time and effort, and explaining the specific element of the task to the students takes additional time for explanation of a task. This indicated that these teachers have forgotten teacher's main responsibility that is creating different opportunities that help students to get adequate knowledge about what they are learning and using appropriate strategy that help students gain more knowledge from the strategy. Teachers should remind their responsibility to devote their time and energy to offer students appropriate strategy until students accept and use of its benefits in order to achieve their responsibility as a teacher.

Teachers' reasons seem to emanate from the total responsibilities left to the teachers to do with the teaching. Teachers should understand that when they provide students appropriate inputs for peer assessment, students can build their peer assessment participation from teachers inputs so that they use peer assessment in writing lesson. The importance of giving training (Parti, 2002; Falchikov, 2005; Hanssen and Liu, 2005), Criteria (Ballantyne et al., 2002; Morra and Romano, 2008-9, Falchikov, 2005) and the specific element of the task (Berg et al. 1999; Bartram and Walton, 1991; Nelson and Murphy, 1992) have been introduced by the previous studies. The other thing that teachers should be consider is when students know the use of peer assessment for learning and use it in writing class, the teacher work is changed into as a facilitator. The teaching work load that correcting and grading all students' writing work is reduced. However, students can have a great opportunity to get more and more feedback that help to improve their writing from their peers. This condition can motivate students to participate in peer assessment there by students attitude towards peer assessment can be changed.

Many researchers have announced the importance of teacher's input for peer assessment. For example, Liu and Carless (2006) indicated that most unsuccessful attempts of peer assessment are due to lack of teachers' inputs. Help and adequate training about peer assessment minimize students' negative attitude towards peer assessment (Falchikove, 2005). Indicating a specific element of the task that has to be assessed leads students to do a better assessment and have a more positive attitude towards peer assessment (Berg et al., 1999). Falchikove (2005) noted that the value of criteria to assess whether peers' work is right or wrong.

4.2 Students' Peer Assessment Competence

In this part, the discussion and interpretation of data obtained from students' questionnaire regarding to students' peer assessment competence to exchange feedback with each other's work and the result of students' interview were analyzed to obtain information about their peer assessment competence and experience. The data obtained from teachers' interview were used to confirm the information obtained from students' questionnaire and interview. The data that were obtained from students' questionnaire about their competence to assess and give feedback on peers' work and whether or not they are given exposure for peer assessment were presented in the following table.

Table 4.2 Students' response regarding their peer assessment competence (N=38)

Role No	Items	Answer	Respondent	
			F	%
4	I trust my competence to assess and give feedback on peers' writing work.	Yes	8	21.1
		No	30	78.9
		I don't know	—	—
5	I trust my peers' competence to assess and give feedback on my writing work.	Yes	—	—
		No	38	100
		I do not know	—	-
6	How often do you exchange feedback on each other's writing work?	Always	—	—
		Often	—	—
		Sometimes	16	42.1
		Rarely	22	57.9
		Never	—	—

Table 4.2 shows the students' response whether they trust their own and peers' ability to assess and give feedback on each other's writing work, and they are given adequate exposure for peer assessment.

In the above table, item 4 students were asked whether or not they trust their own competence to assess and give feedback on their peers work, 30(78.9%) students No and 8(21.1%) students Yes with the above idea. For item 5, 38(100%) students No with the idea in item 5. According to this result, most of the students (78.9%) did not trust their own ability to assess and give feedback on peers' writing work. However, some students (21.1%) believed that they had adequate competence to assess and give feedback on their peers' work. Not all of the respondents (100%) trusted their peers' ability to assess and give feedback on their writing work. For item 6, students were asked how often exposure are given for peer assessment, 22(57.9%) of the students *rarely*, and 16 (42.1%) of them sometimes. This means, above half of the students (57.9%) reported that they rarely engage in peer assessment during writing class, and some of the respondents (42.1%) said that they sometimes engage in peer assessment.

Clearly, the findings indicated that the majority (78.9%) of the students did not have adequate competence to assess and give feedback on their peers' work. They were not also given adequate exposure for peer assessment activity. It appears that the majority of the students did not know how they give and use feedback so that this lack of students' peer assessment competence could be a cause for their negative attitude towards peer assessment as it may affect students' participation of peer assessment.

In order to obtain in-depth information, data was collected through students' interview whether they have ever participated in peer assessment during writing class, and whether they trust their own and peers' competence to give and use feedback in peer assessment. The result of students responses from the interview are presented as follows.

The response to a question about whether they have participated in peer assessment during writing class, two students witnessed, "Yes. We are rarely required to exchange feedback on one another writing work." The other two stated that they sometimes involve in peer assessment during writing class. From this, it can be concluded that teachers did not give such concentration to peer assessment activity. For the question, whether they trust their own and peers ability to assess and give feedback on peers' writing work, a student reported, "No. I am not sure what is right and wrong of peers' work since peer assessment is a difficult work." About his peers'

ability, he said that he does not believe their ability to assess his work because he thought that their peers' feedback might be something that is not important to improve his writing.

Similarly, on the same questions, the two respondents said, they do not trust their own ability to assess and give feedback, and they do not believe their peers' ability to assess and give feedback on their writing work. One reasoned out, "We all did not learn how to assess and give feedback on peers' work." The other one's reason was, "Peer assessment is a difficult work so that I do not know what I say to give feedback." He also thinks that his peers did not have training as he did not have.

However, one student stated that he trusts his competence to assess and give feedback on his peers writing work. He said, "I do not think that it is a difficult work to assess peers' work because I had already learned about the writing work that I did it. The knowledge of what we had been taught about the writing work help me to decide what is right and wrong on peers' work. But, in response of a question about whether he trusts his peers' ability to assess and give feedback, he said that most of his classmates did not know what they are doing in peer assessment. His reason for what he has said is he is usually found unreasonable comment on his writing work.

From the above discussion, we can understand that students did not have adequate experience to assess and give feedback on their peers' writing. The majority of the students believed that they did not have adequate competence to assess and give feedback on peers' work. All of the students did not also believe their peers' competence to assess their work. So, this lack of peer assessment competence could discourage students from participation in peer assessment. Thus, students' negative attitude towards peer assessment seem to be connected with lack of students' peer assessment competence to give and use feedback in order to improve their writing.

Teachers were asked whether their students have adequate competence to give and use feedback and whether they have arranged peer assessment activity for students during writing class to confirm the findings obtained from students' questionnaire and interview. The data obtained from teachers' interview are analyzed as follow.

In a response to a question what they think about their students' competence to assess and give feedback on peers' writing work, the two teachers have reported that they do not think that their students have adequate competence to assess and give feedback on peers' work. They reasoned out that their students do not have awareness on how and why they assess and give feedback. For a response to a question whether they have arranged peer assessment during writing class, both teachers stated that they rarely arrange peer assessment during writing lesson. From this, we can conclude that these teachers do not concentrate on peer assessment during writing class. They did not create adequate exposure for peer assessment and try to build students' competence to give and use feedback.

The discussion made with English teachers indicated that the majority of their students did not have adequate competence how to give feedback because they did not have training about peer assessment. Students' competence of peer assessment might have impact on their attitude towards peer assessment. From the above result we can understand that these teachers let students engage in peer assessment without the skills of peer assessment how to assess, how to look for, and what to look for. It is misstep that makes students involve in peer assessment before students' peer assessment competence build-well. Teachers should consider offering students the necessary conditions for peer assessment before they invite their students to involve in peer assessment activity (Morra and Romano, 2008-9). Therefore, teachers are responsible to make students be aware on how to give and receive feedback and how to use it to improve their writing.

Teachers should recognize that peer assessment is neither as easy nor a spontaneous activity. It requires some conscious and mental effort; that is students need to read and understand their peers' writing and know how to comment on it. If students are given more opportunities to participate in peer assessment, their competence of peer assessment can be developed so that they can have the ability to give and receive helpful feedback that helps to improve their writing. Bordens and Horowitz (2008) indicated, by acknowledged social psychologists, being exposed to a stimulus maximizes one's feelings towards that object; repeated exposure can lead to positive attitudes. That means, the more peer assessment they do, the better that understanding will become and they will be better able to give and use feedback to improve their writing. To do this, teachers should devote their time and effort to offer peer assessment.

More peer assessment exposure and practice build students ability how to give and use feedback. As a result, they use peer assessment in writing class. This condition can motivate students to participate in peer assessment so that students' attitude towards peer assessment can be changed into positive. As a result, the peer assessment activity could be effective in English writing class.

4.3 Students' Perception about Peer Assessment

In this sub-section, the data from the questionnaire and the two interviews for students' perceptions about peer assessment are presented and analyzed,

Table 4.3 Students' responses on students' perception about peer assessment (N=38)

Role No	Items	Answer	Respondent	
			F	%
7	I think peer assessment is important to improve my writing.	Yes	8	21.1
		No	26	68.4
		I don't know	4	10.5
8	I feel comfortable when I asses and give feedback on my peers writing.	Yes	8	21.1
		No	30	78.9
		I do not know	–	–
9	I feel comfortable when my peers assess and give feedback on my writing work.	Yes	-	-
		No	38	100
		I do not know	-	-
10	I think the marks I give to my peers are affected by the marks given to me.	Yes	22	57.9
		No	12	31.6
		I do not know	4	10.5
11	What do you think the social interaction in peer assessment is?	Cooperation	8	21.1
		Competition	26	68.4
		I am not sure	4	10.5

Table 4.3 shows the students' response about their perception of peer assessment.

For the above table, item 7 about students' perception whether peer assessment is important to improve their writing skills, 26(68.4%) of thirty eight students said No, 8(21.1%) of the respondents Yes, and 4(10.5%) of them I do not know. It means the majority (68.4%) of the students believed that peer assessment is not important to improve their writing. Whereas, some students (21.1%) believed that peer assessment is important to improve their writing. A few students (10.5%) said that they do not know whether peer assessment is important to improve their writing or not. Clearly, the findings indicated that the majority of the students did not know the value of peer assessment to improve their writing. This students' negative perception seemed that students have nothing to do with peer assessment.

For the component of whether they feel comfortable when they assess and give feedback on peers' work, item 8, 30(78.9%) of the respondents No, and 8(21.1%) of them Yes. That means, more than three-fourths of the students (78.9%) did not feel comfortable when they assess and give correction on their peers writing. However, some students (21.1%) feel comfortable when they assess peers' work. For a question, whether or not students feel comfortable when they receive feedback from their peers on their writing work. For item 9, 38 (100%) of the respondents said No. This indicates that not all (100%) the students feel comfortable when they received feedback from their peers.

Clearly, the findings suggested that the majority of the students had doubt on their own feedback. Similarly, all of them also had doubt on feedback that they receive from their peers. The students' negative feeling about their own and peers' feedback seems to be students would like to have feedback from their teacher on their writing work.

For item10, 22(57.9%) of the respondents say Yes, 12(31.6%) of them say No, and 4(10.5%) of the students say I do not know. This means, the majorities (57.9%) of the students assess and give result on peers' work depending on the result that they got from their peers. Clearly, the findings indicated that students did not want to get lower result than their peers.

For a question whether students' perception about social interaction in peer assessment is cooperation or competition, item 11, 26(68.4%) of the respondents competition, 8(21.1%) of them cooperation, and 4(10.5%) of them I do not know. This means, the majority (68.4%) of students believed that their perception of social interaction in peer assessment is competitive.

Whereas, some of the students (21.1%) believed that their perception of social interaction in peer assessment is cooperation. Nevertheless, a few (10.5%) of them did not know whether peer assessment is cooperative or competitive activity. Clearly, the findings indicated that students see their peers as someone who distracts their success. This students' negative perception about social interaction in peer assessment may influence students' motivation and effort to participate in peer assessment to improve their writing.

Some problems that occurred in students' perception about peer assessment were discovered through students' interview responses. In a response to a question about their perception whether peer assessment is important to improve their writing work and their perception of why teacher makes them exchange feedback on each other's writing work, two students said, they do not think that peer assessment is important to improve their writing. One of the students reasoned out he does not have ability how he applies the feedback given from his peers. The other student reason was she doubts her peers' feedback is useful to improve her writing. Similarly, for the second question, both stated that they think the teacher wants to take a rest for that period.

However, for the above questions, one student witnessed," I think it is one opportunity to improve our writing. The feedback from my peers indicates me to realize what I have done wrong and adjust my work." He also believed that the opportunity that teacher creates during writing lesson is to help students give and receive a useful feedback that help them improve their writing. Another one answered that he is not sure whether peer assessment is important to improve his writing and he does not know the reason, that teacher arrange peer assessment during writing lesson.

From these students' response we can understand that the majority of the students did not have proper awareness about the value of peer assessment during writing class. This indicated that students did not have awareness about the value of peer assessment for improving their writing and the rationale behind teacher's strategy to use peer assessment during writing lesson.

For a question whether students feel comfortable when they assess and give feedback on peers' work and their work is assessed by peers', the three students have witnessed that they do not feel comfortable in both when they assess their peers' work and their work is assessed by their peers. Their reasons were since peer assessment is a difficult work, they doubt their own and peers'

comments are right. This shows that they want their writing work to be checked by their teachers. The other is feeling of inferiority that they thought their writing is not as good as their peers' work so that they feel ashamed to show their work to their peers. This might be due to lack of confidence and less experience in writing.

However, one student stated that he feels comfortable when he assess and give feedback on his peers' writing work. He reasoned out, "I feel that as I support them by showing what they have done wrong with idea that help them to improve their writing. So peers can get a lot of information and apply it to improve their writing. But, he does not feel comfortable when his work is assessed and given feedback by his peers. His reason was most of his peers do not have the ability to assess and give feedback. He found that his peers usually assess his work carelessly. From this student's response, we can understand that he thinks that other students are not as clever as he does so that he is not interested in the feedback that he received from his peers. This implied that he needed feedback from teacher on his writing work.

The students response for a question whether their perception about social interaction in peer assessment is cooperation or competition, the summary of the two students' responses were they think that the social interaction process in peer assessment as competitive. Their reasons were they do not want to have negative feedback and lower mark than their peers result fearing of shame and also they suspect their peers' assessment on their work because they think that their peers also competitors. This indicated that these students do not have positive social interdependence perception. This might be due to lack of awareness about the goal of peer assessment.

One student stated that he thinks peer assessment as cooperation. He explained his idea by saying the aim of peer assessment is to help one another rather than to harm each other. When they do seriously during peer assessment, they all would be beneficiary from the peer assessment. The other student said he is not sure whether peer assessment is a cooperative or competitive process. From the above discussion of students' interview, we can understand that the students were not aware of the goal of peer assessment that peer assessment creates students opportunity to help one another in order to improve their writing skill and it is a cooperative activity.

Teachers were interviewed about what they think about their students' attitude towards peer assessment in order to confirm the findings from students' questionnaire and interview. The summary of the two teachers responses what they think about their students' attitude towards peer assessment are presented as follow.

Both of the teachers think that the majority of their students do not have positive attitude towards peer assessment. They explained that most of their students are not interested when they are required to involve in peer assessment. They also expressed the causes that they think that might influence students' attitude towards peer assessment are lack of motivation; that is students think that writing is not very important skill for their academic success because it does not appear in examinations. As a result, they do not pay attention to improve their writing. They think that they get nothing from peer assessment, lack of awareness about the goal of peer assessment; students may not trust their peers' correction on their work as they are also competitors, lack of confidence in their peers' assessment competence might be a further reason for students' doubting their peers' feedback and afraid of correcting their peers' writing.

Generally, from the above discussion in the account of students' perception about peer assessment some issues are found as to how their perception influence on their participation in peer assessment. Students express concerns about that peer assessment is not important to improve their writing work and the aim of peer assessment is to reduce teacher's workload. Doubting on their own and peers' feedback, and believed that only teacher can give effective feedback. Students see peer assessment as a difficult work, and feeling of inferiority and superiority to show their work to others, as well as their perception that the social interaction in peer assessment is competition. Therefore, teachers should remind that students' attitude is one of the most important factors that are needed to participate in peer assessment (Crede and Kuncel, 2008). Therefore, when these students' perceptions are managed properly, the peer assessment activity can be effective in writing class.

There are many evidences that help to manage these students' perceptions concerns. Concerning students' perception that peer assessment is not important to improve their writing work and the aim of peer assessment is to reduce teacher's workload, this students' perception indicated that students did not have the awareness about the value of peer assessment for improving their

writing. This negative perception about the importance of peer assessment may be due to lack of practicing peer assessment to improve their writing ability. However, peer assessment is being used as a part of instruction to support students in the activity of getting knowledge. It is one of assessment method, which allows the students to participate in the assessment process. In this way, it provides students to learn something while they assess peers' work and receive feedback from their peers (Cheng and Warren, 2005).

So, teachers are responsible to have a good understanding of peer assessment and motivate their students towards using peer assessment and express the educational rational behind using peer assessment in writing class. Unless students practice peer assessment activity, they could not be aware of peer assessment and it is difficult to develop interest towards peer assessment. As a result, this situation may hinder students' involvement in peer assessment during writing class and hence it could be a cause for students' negative attitude towards peer assessment. Therefore, teachers are expected to change their students' attitude towards peer assessment into positive by practicing and telling the truth about peer assessment to persuade students that peer assessment is crucial to improve their writing.

Students' perception that doubting their own and peers' feedback on each other's' work and that only teacher can give effective feedback indicated that students wanted their writing work to be corrected by their teacher. This implied they think teacher's feedback is better than peers' feedback. However, there are many evidences that indicate the value of peer assessment to improve students' writing. It is "an arrangement in which individuals considers the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status" (Topping, 1998, p.250). Peer assessment can create opportunity for students to have more feedback when they assess peers' work and receive feedback from peers on their writing work (Cheng and Warren, 2005). Topping, (1998) noted that peer assessment lead to outcomes at least as good as teacher's assessment and sometimes better. This students' perception may come from lack of awareness about that students are unable to give useful feedback on each other's work. This may lead to students see peer assessment as a difficult work and only teacher can give feedback on students' writing work.

Teachers are responsible to build students' capability of peer assessment in order to make students participate in peer assessment effectively there by students understand the benefits of peer feedback to improve their writing. Many scholars suggested that students, who have been participated in well-organized peer assessment activity generally, feel them to have been beneficial, so it is very important spending some time to aware students the importance of peer assessment to improve their writing.

The other students' perception is unwilling to show their work to others. This is the result of some students' thought that their writing is not as good as others so that they feel ashamed when peers see their work and fearing of negative comment; others believed that their peers are not as clever as they do so that they do not expect valuable feedback from their peers. Therefore, teachers have responsibility to explain students the purpose and advantage of peer assessment. Some students did not have confidence in their writing. But, when students practice regularly in peer assessment day after day they can learn how they use the feedback suggested on their work so that they are able to improve their writing and avoid shame about their reactions in peer assessment. More peer assessment exposure can lead students to more positive attitude (Morra and Romano, 2008-09). Other students look down on their peers' ability to assess and give feedback on their writing work. Students should know that when they exchange feedback with equal and do not know any better than they, even less than they learn a lot about how to improve their own writing . For instance, when they assess their peers writing work they can recognize different way that peer uses to develop her/his writing that they did not think while they arrange their writing.

Students' perception that a social interaction in peer assessment is competition may also be a further reason for the students' negative perception of peer assessment. This students' improper perception can be a result of lack of students' awareness about the goal of peer assessment. Peer assessment is a cooperative activity that invites students to work together in order to improve their writing. Researchers also indicated that students' perception about peer assessment influence their peer assessment participation. Positive interdependence is conducive to promote students interaction with other and occurs in the cooperative process. Perceiving positive interdependence leads to practice in a responsible manner to make peer assessment to be a cooperatively practiced activity (Johnson and Johnson, 1998). Clarifying goals of peer

assessment is raised as an important idea to promote a trusting environment in peer assessment process (Topping, 1998). Cheng and Warren, (2005) suggested the importance of sharing goals in the context of collaborative learning.

4.4 Friendships Effect in Peer Assessment

In this last section of chapter four, the data were analyzed, discussed, and interpreted about friendship effect in peer assessment. To do this, data were obtained through a questionnaire and interviews. The questionnaire was administered for students to find out information whether their friendship relation with peers has impact on their peer assessment activity. To get in-depth information about the topic, students were also interviewed. The data obtained from teachers' interview were used to confirm the results obtained from students' questionnaire and interview.

Table 4.4 Students' responses regarding friendship effect in peer assessment (N= 38)

Role No	Items	Answer	Respondent	
			F	%
12	I think the feedback I give to peers is influenced by relationship with peers.	Yes	21	55.3
		No	10	26.3
		I don't know	7	18.4
13	I angry at my friend when she/he gave me a serious comment and poor mark on my work.	Yes	28	73.7
		No	10	26.3
		I do not know	-	
14	I feel happy when I exchange feedback with my friend than others' classmates.	Yes	24	63.2
		No	10	26.3
		I do not know	4	10.5
15	I give a serious feedback and fair mark when I asses my friend writing work.	Yes	8	21.1
		No	24	63.2
		I do not know	6	15.7

Table 4.4 shows the students responses about friendship effect in peer assessment.

From the above table, item 12, 21(55.3%) of the respondents say Yes, 10(26.3%) of them say No, and 7(18.4%) of the students say I do not know. This means, the majority (55.3%) of the students are biased in their friendship relation with peers. However, some (26.3%) of the students are not biased in the relationship with peers. A few (18.4%) of them do not know whether friendship relation affect their assessment or not. For item 13, 28 (73.7%) of the students say Yes, 10 (26.3%) of them say No. This means the majority (73.7%) of the students do not want a serious assessment from their peers. Others (73.7%) do not upset with their peers' serious correction.

For item14, 24(63.2%) of the students say Yes, 10 (26.3%) of them say No, and 4 (10.5%) of them say I do not know. This means, the majority (63.2%) of the students want to exchange with friends than others'. Some (26.3%) of the students do not concern their friendship relation to exchange feedback with peers. A few (10.5%) of the students do not know whether they feel happy when they exchange with their friends or others' peers.

For item 15, 8(21.1%) of the students say Yes, 24 (63.2%) of them say No, and 6 (15.7%) of the respondents say I do not know. This means, the majority (63.2%) of the students do not assess seriously when they exchange feedback with their friends. Some (21.1%) of them assess seriously and give fair marks. A few (15.7%) of the students do not know whether they assess seriously and give fair mark. For item 12-15, we can understand that the majority of the students were not honest when they exchanged feedback with their friends. They also wanted improper result from their friends.

Students were asked whether their friendship relation affect their assessment. The result of the students' response from interview is presented as follow.

Three of the four students answered that their friendship relations with peers affect their assessment. They explained that they expected a good result from their peers so that they also give good result for their peers. Because they afraid their peers response when they assess their peers' work seriously and they also feel angry with their friends when their friend assess and give them a serious comment and lower marks. These students also wanted to exchange with someone who have friendship relation than others' peers. Nevertheless, one student said, "Since

the purpose of peer assessment is to help one another to improve our writing, I assess and give a serious feedback and fair mark when I exchange any of my peers.”

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter, firstly a brief summary of the research report is presented. Second, the conclusions of the study that were drawn based on the main findings of the study is presented. Finally, the study suggested the possible recommendations that may help to alleviate students' attitude towards peer assessment in order to promote effectiveness of peer assessment in English writing class.

5.1 Summary

This study investigated and tried to understand the factors affecting students' engagement in peer assessment in English writing class at Raitu Anole Secondary School. To this effect, the study used descriptive research. Data were collected using both quantitative and qualitative research methods. Data obtained from questionnaire were analyzed quantitatively and data collected from students and teachers' interviews were analyzed qualitatively. The study focused on what conditions are offered for peer assessment to the students, students' peer assessment competence to give and use feedback, their perception about peer assessment, and friendship effect in peer assessment to investigate factors affecting students' attitude towards peer assessment.

To do this, 38 students and 2 English teachers were selected using simple random sampling technique and purposive method, respectively. The data, which were collected through a questionnaire and two interviews-one for students and one for teachers, were the prominent tools to obtain valuable information, which were to develop the study. The collected data from questionnaire were analyzed in number and percentage quantitatively and the data collected from interviews were interpreted and narrated in words qualitatively in integrated way. Different literatures were also reviewed in line with the research topic. Lack of teacher's input for peer assessment to students, lack of students' peer assessment competence to assess and use feedback, students' improper perceptions about peer assessment, and friendship bias because of their friendship relation with peers were found as the factors that affect students' engagement in peer assessment.

5.2 Conclusions

In the light of the analysis and discussion carried out in this study, the following conclusions were drawn.

1. The result of the study displays that students did not know how they give and use feedback to improve their writing because they lack awareness about how they give and use feedback to improve their writing. According to this research, teachers did not give training for students how they give and use feedback, set up guideline for peer assessment activities that guides students what to look for and how to look for their peers writing work, and orient their students what aspect of the writing task has to be assessed. As a result, students felt confused when they were engaging in peer assessment. These have been summarized in Table 1. This implies that the students developed negative attitude towards peer assessment. These students are unaware of how they give and use feedback to improve their writing resulted in lack of teachers' inputs for peer assessment.
2. The study indicates that students didn't have adequate competence to give and use feedback in peer assessment because they are less experienced. This implies that teachers did not create adequate peer assessment opportunities that help students improve their peer assessment ability to give and use feedback and give attention to practice peer assessment during writing class. As a result, students did not trust their own and their peers' competence to give and use feedback. This can be learnt from Table 2. This lack of students' peer assessment competence could be a cause for students' negative attitude towards peer assessment.
3. The study also found that students' negative perception about that peer assessment is not important to improve their writing so that they are not motivated to participate in peer assessment. Doubting their own and their peers' feedback to improve their writing and want feedback only from teachers, unwilling to show their writing to others because of their feeling of inferiority and superiority and that having the belief of social interaction in peer assessment is a competitive activity. This has been shown in Table 3. These students' improper perceptions about peer assessment may have impact on students' negative attitude towards peer assessment.

4. The study also displayed that lack of honesty because of their friendship relation and worrying about their peers' response after peer assessment process in this study. Therefore, friend bias can be a further factor for students' negative attitude towards peer assessment

5.3 Recommendations

Many researchers have generally supported the use of peer assessment. However, as it can be seen from this study most of the students do not know how to give and use feedback to improve their writing work as well as teachers do not give appropriate attention to peer assessment practice in English writing class. The study has already found factors for students' negative attitude towards peer assessment. It seems that students' attitude towards peer assessment impact their participation in peer assessment. Such relationship between students' attitude and their participation in peer assessment would imply that much more work must be done to help students see peer assessment in a more positive light. If students get appropriate help from their teachers, they can give and use helpful feedback on each other's writing work.

Therefore, when the situations are managed properly, students' attitude towards peer assessment can be changed and peer assessment could be effective in English writing class at Raitu Anole Secondary School. Therefore, keeping in view the findings of the study and the conclusion drawn above, the following recommendations were suggested.

1. In order to use peer assessment effectively in writing class, teachers need to have the responsibility of giving students training how to give and use feedback, guideline how to look for and clear explanation what to look for that help and motivate students to be better participants in exchanging feedback on each others' writing work. Thereby students' attitude towards peer assessment can be changed into positive.
2. To create effective peer assessment context, teachers need to involve in changing their students' attitude by creating more exposure for their peer assessment practice so that students learn how they give helpful feedback and use the feedback given on their writing work to improve their writing from time to time. By this, students can be encouraged and

motivated to participate in peer assessment thereby their attitude towards peer assessment can be changed into positive.

3. Since students' perception on what peer assessment is may affect their motivation to participate in peer assessment and the success of their efforts, teachers should help their students by telling the truth about peer assessment to change what they know about peer assessment, and show them how they benefit from peer assessment through practice to improve their writing.
4. For effective peer assessment context, teachers should consider that they are responsible to create awareness about the goal of peer assessment that to help each other's when only students participate honestly.
5. Further research is needed in the area using a large sample size considering skill other than writing, other factors such as language proficiency and using other types of instruments, such as observation and experiment, etc. to investigate in better detail.

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APPENDICES

APPENDIX 1

Questionnaire for Students

This questionnaire was prepared by the researcher of this study. He has been studying M.A in TEFL at Adama Science and Technology University. The purpose of this questionnaire is to collect a primary data based on the title of the research is called factors affecting students' attitude towards peer assessment in EFL class at Raitu Anole Secondary School to the researcher partial fulfillment in M.A Degree in TEFL.

I would like to thank you in advance for your cooperation and your time to respond to the survey. All the information you provide will contribute valuable ideas for this study. Your response will be used only for purpose of this study, so you are kindly requested to provide your genuine responses. Please, put "X" mark in the space of your choice.

Thank you very much!

Part One: Background information on personal data

Sex: Male _____ Female _____

Grade: 9 _____ 10 _____

Part Two: Questions to assess factors affecting students' attitude towards peer assessment.

General Direction: In the following question you will find different items that may help to learn the conditions offered for peer assessment, your competence to assess peers' writing work, your perception about peer assessment, and friendship effect in peer assessment during writing class. Read and answer the question based on your peer assessment experience.

1. I have been trained how to asses and give feedback on peers' writing work.

Yes ----- No ----- I do not know -----

2. How often are you offered guidelines to assess and give feedback on peers' work?
Always ----- Often ----- Sometimes ----- Rarely ----- Never -----
3. We are told what specific aspect of the writing task that we are going to assess before we start the activity.
Yes ----- No ----- I do not know -----
4. I trust my competence to assess and give feedback.
Yes ----- No ----- I do not know -----
5. I trust my peers' competence to assess and give feedback on my writing work.
Yes ----- No ----- I do not know -----
6. How often do you exchange feedback on each other's writing work?
Always ----- Often ----- Sometimes ----- Rarely ----- Never -----
7. I think peer assessment is important to improve my writing.
Yes ----- No ----- I do not know -----
8. I feel comfortable when I assess and give feedback on my peers' writing.
Yes ----- No ----- I do not know -----
9. I feel comfortable when my peers assess and give feedback on my writing work.
Yes ----- No ----- I do not know -----
10. I think the marks I give to peers are affected by the marks given to me.
Yes ----- No ----- I do not know -----
11. What do you think the social interaction in peer assessment is?
Cooperation ----- Competition ----- I am not sure -----
12. I think the feedback I give to peers is influenced by relationship with peers.
Yes ----- No ----- I do not know -----
13. I am angry at my friend when she/he gave me a serious comment and poor mark on my work.
Yes ----- No ----- I do not know -----
14. I feel happy when I exchange feedback with my friend than others' classmates.
Yes ----- No ----- I do not know -----
15. I give a serious feedback and fair mark when I assess my friend's writing work.
Yes ----- No ----- I do not know -----

Thank you!

APPENDIX 2

Students' Interview

1. What does your teacher do to help you develop your peer assessment ability? Were you given training, criteria with guidance, and awareness about what specific task of the writing work and its objective on how to assess and give feedback?
2. Have you ever participated in peer assessment? How often do you engage in peer assessment during writing class?
3. Do you trust your ability to assess and give feedback on peers' writing? Do you trust your peers' ability to assess and give feedback on your writing work? If your answer is No why?
4. What do you think about the values of peer assessment to improve your writing? Why does your teacher arrange peer assessment in writing class?
5. Based on your experience, do you feel comfortable when you assess & give feedback on your peers writing work? Do you feel comfortable when your peers assess and give feedback on your writing? If not why?
6. What do you think whether peer assessment is a cooperation or competitive process? Tell your reason.
7. Do you think that your friendship relation with peers affect your assessment? Why?

APPENDIX 3

Teachers' Interview

1. How would you see peer assessment to develop students' writing skill?
2. What do you do to help your students develop their peer assessment ability?
3. Do you give them training, criteria with guideline, and awareness of the specific element of the task and its objective?
4. What do you think about your students' peer assessment competence to asses and give feedback?
5. Have you ever arranged peer assessment activity during writing lesson? If your answer is yes, how often do you make students to exchange and give feedback on each others writing work?
6. In your point of view, how would you describe your students' attitude towards peer assessment? If your answer is negative explain what conditions may have contributed to it?