

Students' Narrative Composition Based on the Implementation of Rubric-Referenced Peer Assessment

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Abstract— The use of rubric in peer assessment has greatly increased in recent years. However, the result of the use of rubric in peer assessment becomes an underexplored area. Therefore, this study focuses on investigating the result of rubric-referenced peer assessment (RRPA) on students' narrative writing. This study investigated how the students use rubric in peer assessment and how is their composition in terms of its schematic structure, content, and language feature after the implementation of RRPA. This study was conducted at one of senior high school in Sumedang and involved 9 students randomly. They were assigned to assess their friends' compositions by using rubric. The result from observation during RRPA process indicate that by the use of rubric, the students could give reliable assessment on schematic structure and content, however they got difficulties in assessing language feature. And the result of content analysis on students' composition point out that the students could improve their writing skill, especially in arranging text structure and developing content of the text. However, there is no change in students' knowledge on narrative language. In general, RRPA could give positive contribution in students' learning, they were more motivated and could develop their independence in learning.

Keywords—students' composition; rubric; peer assessment

I. INTRODUCTION

Writing is valued as the product of the process of thinking, drafting, and revising that needs specific skills that not every speaker develops naturally [1]. This skill can mean as thinking, as a cognitive process, and as a verbal art [2]. For this reason, to compose an effective writing becomes a great demand in education world. However, many students perceive it as a difficult skill, especially for English (EFL) students. EFL students have double works; they have to try to express their

ideas in a good written text as well as have to know how to use the proper English which is not their first language. According to [3] EFL students are not only having problem in generating ideas, organizing the ideas, and translating them into the target language, but also having problem in lower level skills such as spelling, punctuation and word choice.

In accordance to the previous problem in writing, it indicates that there is a need of innovation in teaching learning to help students to develop this skill. One technique which is broadly used is peer assessment. Peer assessment is claimed to give some benefit in learning writing. In general, peer assessment can help the students to improve their writing [4];[5]. By reviewing others' work students can observe and learn from their peers, and by getting review from the others, students are able to internalize other perspective and reflect it to their own writing [6];[7];[8], and reviewing their peer's work also gives more improvement in writing than accepting review only [6];[9].

Although peer assessment gives some positive impact on students' learning and writing, possible problem may happen in its implementation. Typical problem in implementing peer assessment is the reliability and validity of the assessment from the peers [10];[11];[12]. Validity and reliability of peer assessment can be enhanced by the use of guideline; it will enable students to view the work clearer. The guideline that contains specific assessment criteria is called rubric. The application of rubric in peer assessment is helpful. It is believed that rubric can help peer to provide more valid and reliable assessment and to stimulate better performance [13], [14]. In general rubric support students' learning by promoting awareness of the quality of work [15]. It will help students in assessing both their peers and their own writing.

Some studies on the use of rubric in peer assessment agree that rubric can increase validity and reliability of the

assessment and promote learning improvement [16]; [17]; [18]; [19];[20]. However, those studies have not clarified that improvement in learning will lead to a specific development on students' skill.

The results of the previous studies on the use of rubric in peer assessment in facilitating students' development on certain skill has not been clarified yet. In addition, the specific parts of performance need to be investigated clearly. Therefore, this study is conducted to get information on the use of rubric in peer assessment and the result of its implementation on students' writing.

In accordance to the previous background of study this study covers four research questions:

1. How do students use rubric in the process of peer assessment?
2. How is the students' composition in terms of its schematic structure as the result of rubric-referenced peer assessment?
3. How is the students' composition in terms of its content as the result of rubric-referenced peer assessment?
4. How is the students' composition in terms of its language features as the result of rubric-referenced peer assessment?

II. REVIEW OF RELATED LITERATURE

A. Rubric

The use of rubric is closely related to writing assessment [21] defines rubric is a scoring tool that lists the criteria for a piece of work, or "what counts" (for example, purpose, organization, details, voice, and mechanics are often what count in a piece of writing); it also consists of the gradation gradations of quality for each criterion, from excellent to poor. In student-centered assessment, rubric is important to help students in avoiding under and over-marking [2].

B. Peer Assessment in Writing Course

Peer assessment is one technique of collaborative learning. Peer assessment is believed to give contribution to students' learning. This claim is based on some assumptions in collaborative learning. Learning is assumed as an active, constructive process and learning depends on rich context[22]. Peer assessment provide a chance for students to be actively involved in learning, and the process in peer assessment can give the students various sources of learning.

The process of peer assessment involves reviewing, giving feedback and grading the peer's work. Peer assessment is believed 'to provide a means of both improving writers' drafts and developing readers' understandings of good writing'[23]

Peer assessment can give some benefits for students' learning, such as promote improvement in students learning. Involving students in the process of assessment can motivate students to be more familiar with the assessment criteria, and to understand more on the standards and the requirements of the

task [4]; [24]. Peer assessment also supports the improvement on students' composition. By reviewing others' work students can observe and learn from their peers, and by getting review from the others, students are able to internalize other perspective and reflect it to their own writing [10]; [6]; [7]; [8], and reviewing their peer's work also gives more improvement in writing than accepting review only[6] [10].

Although peer assessment gives some benefit for students' learning, possible drawback may occur in its implementation. According to [1], 'subjectivity' is the main issue in implementing peer assessment. Some students perceive themselves 'not to be qualified to carry out the work and some students doubted their own objectivity' [25]. However, this problem can be avoided by involving multiple peers or anonymous peers [9]; [16] and training the students [26]; [27], using rubric can be another solution to avoid unreliable assessment [16]; [17]; [18]; [19].

III. RESEARCH METHODS

The study uses content analysis. This study investigates the process of rubric referenced peer assessment in natural setting. The details of the process will be described in details, it involves the description on how the students use rubric in peer assessment process, and the description on how this rubric-referenced peer assessment can help students in refining their writing.

A. Subjects of study

The subjects of this study are students of 10th grade of private Vocational high school in Sumedang. The name of the students in this research will be pseudo name. This study only takes 9 students randomly from all students in 10th grade. This random sampling is aimed to generalize the finding[28]. In addition, fewer participants will help the researcher to work intensively in investigating the problem and interpreting the phenomena [29].

B. Data and source of data

Written data and another data during the teaching and learning process are needed to find out the answer of the research questions. The activities in the classroom during the implementation of rubric-referenced peer assessment, students' assessment, and students' writing before and after the implementation of rubric-referenced peer assessment will be the sources of data.

C. Observation

Observation is aimed to provide careful description of learner's activities without giving intervention to the process which learners are engaged [28]. Observation is applied in this study as a technique to capture how the rubric is used by the students in the process of peer assessment, and how the students revise their writing after getting assessment from their peers.

The data from observation is combined with field notes in order to decrease the irrelevancy of data. The result of the observation will be used as data to support content analysis on

students' assessment. The result of the students' assessment will reflect students' understanding on how to use rubric in peer assessment.

D. Analysis on students' writing

Students' composition is the main data in this study. Students' composition is used to know students' writing skill before and after the implementation of rubric-referenced peer assessment.

Three traits in writing are used as indicators to know the improvement of students' skill in writing. Those traits are schematic structure, content and language features. Schematic structure of text relates to how students arrange their text based on generic structure of narrative text, and how students use transitional words to make their composition clear and coherence. Content is aimed to measure the information presented in students' composition, such as the description of the character's appearance or behavior, the setting of the story, the problem that happens in the story, how it happens, why it happens and how this problem is resolved. Language features relate to the use of narrative language feature.

E. Data analysis

The data in this research is analyzed qualitatively. The indicators of the data analysis are the main traits of narrative text, such as schematic structure, content and language feature. The data is analyzed through this step:

1. Organizing data

In this stage the data will be organized according to the instrument which has been stated previously, those are observation and students' writing.

2. Reducing data

Reducing data means to focus on the important data. This stage includes the identification of categories and themes and their refinement.

3. Presenting data

4. Concluding data

IV. RESULTS AND DISCUSSION

The finding of the present study is arranged based on research questions in chapter I. This chapter explains how the students use rubric in peer assessment and how is the result of their writing after doing peer assessment process. The result of their writing is described according to three traits of narrative text, those are the schematic structure, content and language feature.

In general, the implementation of peer assessment was going well. Clear explanation from the teacher could help the students to understand the concept of peer assessment. The students could comprehend the content of the rubric and how to use it in assessing the composition by the help of the teacher. However, the teacher did not train the students to do the assessment before conducting peer assessment. This skipped training was assumed to be the cause of students' difficulties in doing the assessment on language feature.

According to the result of observation, the students did several steps in assessing the composition

The students read the whole composition to identify its structure and the students consider these things:

The amount of paragraph.

The characteristic of each part of the structure.

The coherence of the composition

The students re-read the composition and they focused their attention on several aspects that becomes the content of the story, such as character, setting and dialog.

In assessing content of the text the student counted the amount of the character and identified the description of the character. Then, the students identified the name of place and the time which was presented in the text. If the setting was mentioned the students continue their analysis to the description of the setting. The students also identified whether the dialog was presented or not in the text, and then they analyzed whether the dialog support the story or not.

The students analyzed the language feature of the composition.

The students should assess language feature of their peer's work by identifying the main feature of narrative, such as the use of time connectors, the use of past tense, the use of action verbs, the use of verbs that show dialog, the use of verbs to show feeling, and the use of descriptive language. The students have to analyze those features by considering its grammar, vocabulary use, and mechanic. However, most of the students do not assess the language feature in details and they do not give appropriate comment about it.

According to the result of observation and content analysis on students' assessment, the students could use rubric as their guideline. They used the categories and the explanation of those categories in the rubric as consideration in measuring the weakness and strength of the composition. The rubric provides gradation of quality for each category that helps the students to be easier in assessing. This result support the finding of [17] that the collaboration of rubric and peer assessment can be an effective teaching and learning strategy. Moreover, according to their study, the students' understanding on rubric and peer assessment could relate to better performance in doing peer assessment and in learning certain material.

The students made difference in their assessment from task 1 to task 3. The students could deepen and widen their analysis from the first task to the last task. It means that the students could learn something from peer assessment process. The interaction through the assessment and comment given in the rubric, could give them another point of view that made them could see the weakness and the strength of their text. And the process of reviewing and receiving review could be their sources to get more knowledge about narrative. This finding support the assumption of collaborative learning theory which explains that learning is inherently social and needs rich context[22]. The social interaction among the students through commenting, assessing, reviewing and getting review could make them obtain various sources of learning.

This study find a surprising result, the students could do an initiative in learning. The teacher did not give explanation in the first stage of peer assessment about giving comment on the composition sheet, and the teacher also did not give example on how to construct comment in the rubric, but the students could compose constructive comment. The student made an initiative in the way they assess the composition. It means that the students could create something new in their learning. Their role as an assessor in peer assessment allows them to have more autonomy in learning. This finding support the assumption of collaborative learning that learning has affective and subjective dimension, which means that active social interaction in learning could help the students to articulate their own point of view in learning [22]. This interaction could give them some information that can help them to understand that they are not only the recipients of knowledge but also the creator of knowledge.

The last three part of this chapter, B,C and D explain how is the students' writing after following rubric-referenced peer assessment process.

The students' composition in terms of its schematic structure as the result of rubric-referenced peer assessment

The result of analysis on students' first draft (before peer assessment) shows that the students have some problems in organizing the structure, giving details of each part of the structure, and arranging the plot of the story.

After getting the assessment from their peer, the students could revise and minimize some problems in their compositions. There are three main revisions done by the students. Those are revision in text structure, revision in details on each part of the structure and revision in plot.

From the previous data, it can be inferred that after getting peer assessment the students have more knowledge on schematic structure of narrative. It can be seen from their compositions; the students could make better arrangement of text structure, could give more details of each part of narrative structure, and could add some details to create a better plot.

It can be concluded that the use of rubric could help the students in revising their composition. This finding support the study of [9] who revealed that by getting review from their peer could make the students see their own writing from different point of view, and it help them in organizing and developing their writing.

The students' composition in terms of its content as the result of rubric-referenced peer assessment

Character, setting and dialog are three important points in measuring the quality of content of a narrative text. Therefore, the students' problem are classified into those three aspects. The main problem relates to character in the story is the failure in giving details to the character. Therefore, the main character cannot be recognized clearly.

The next problem is on the setting of the story. The data shows that the students were more focus on mentioning one

setting, there is only setting of time or only setting of place. The students did not give any descriptions about the setting.

The last problem is on the dialog which is used to support the story. The students seem to have difficulties in creating dialog, the result of analysis on students compositions found that only 4 from 27 compositions which have dialog. The dialog which is presented in these 4 compositions cannot successfully support the story.

After getting peer assessment, there are some differences in students' writing. In general, there are three main revisions that the students made in their final draft, those are adding some description on the characters, adding setting and its description, and adding some dialog to support the story.

This finding is in line with the result of [9] study, he found that the assessment or review from peer could provide source for developing the content of the student's writing.

According to the result of analysis on students' composition, it can be concluded that peer assessment could help the students in developing the content of their composition. The students could give constructive comment about content of their friend's composition. Moreover, the students perceive this comment as a meaningful source to revise their composition. Therefore, the students could get rich context from their friends during peer assessment process that can help them to learn writing. This result support the assumption of collaborative learning theory that learning can be more meaningful by getting richer context [22].

The students' composition in terms of its language features as the result of rubric-referenced peer assessment

According to the result of the analysis on students' first draft, the students have some problems relate to the use of narrative language feature. For example, they have less variation in the use of time connectors and the use of verbs to show dialog. The students could use various action verbs and words to show feeling, and also could use descriptive language, however they have problem in the use of past tense. They used present verb instead of past verb.

After getting peer assessment the students only make minimum revision in narrative language feature. Some of the students only revise 3 to 5 errors in grammar, and did not revise the use of narrative language feature.

According to the data it can be seen that there is no great difference in students' knowledge on narrative language feature. The inaccurate assessment and inappropriate comment may be one factor that causes this problem. The assessment and comment on the rubric did not show the students' weakness in using narrative language feature. The students only made assessment and comment about language in general. Therefore, the students only made revision in general, such as revising grammar.

From the previous data, it can be seen that it is not easy for the students to revise their language feature. It can be inferred that there was no collaboration among the students in learning language feature of narrative. However, the students could learn language in general in terms of its grammar, vocabulary and mechanic. This finding support the study of [9] that peer

assessment do not help students in enhancing their micro skill in writing.

V. CONCLUSION

According to result of this study it can be concluded that the implementation of rubric-referenced peer assessment could help the students in learning narrative writing. The data show that the students could perform the assessment well by the help of rubric. The students could use rubric as their guideline in assessing their peer's composition. There was no significant problem faced by the students in assessing schematic structure and content of the composition. However, the students could not give an appropriate assessment and comment relate to language feature of narrative.

The result of analysis on students' composition shows that the students could get benefit from the implementation of rubric-referenced peer assessment. After getting peer assessment the students could organize their story into a better composition and give some necessary details for each part of the structure. The students also could develop the content of their composition by adding some description on the character, giving some explanation on the setting, and composing dialogs to support the story. However, this process cannot help the students in enhancing their knowledge on narrative language feature.

In conclusion the process of rubric referenced peer assessment could bring some differences in the way student learning. Rubric could be their guide in learning narrative indirectly. They tried to understand a good narrative text by analyzing the composition and compare it to the criteria in the rubric. Peer assessment also support students' autonomous learning. It is proven that the student could express their idea through the comment on the rubric and on the composition sheet. The process of assessment also could help the students to enrich their knowledge on narrative from various learning sources.

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