

# SELF AND PEER ASSESSMENT TO FOSTER STUDENTS' CHARACTER BUILDING IN LEARNING LANGUAGE

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## SELF AND PEER ASSESSMENT TO FOSTER STUDENTS' CHARACTER BUILDING IN LEARNING LANGUAGE

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### Abstract

Key words: self and peer assessment, character building

This paper discusses how self and peer assessment can foster students' character building in learning language since character building is very important in all aspects including education.

Assessment is one thing which can't be separated from language learning and teaching process. It is one way to measure students' competencies after learning a language. Moreover, it is one way to know whether our learning and teaching process succeed or fail. One of the alternative assessment we can apply in language learning is self and peer assessment.

Peer assessment is assessment of students by other students, both formative reviews to provide feedback and summative grading. It is one form of innovative assessment (Mowl, 1996). Meanwhile, self assessment is assessment of oneself. Self and peer assessment are often combined or considered together. In self and peer assessment the students usually do the following activities: check and give comment on the work of their friend, monitor his or her performance, work cooperatively and other activities. In doing the activities, the students are motivated to read and to give comment on the work of their fellow students because it helps with their own work and enhances their learning. In checking and giving comment on the work of their friends of course the students need to be careful and need to be honest. That's why it is expected that by using this kind of assessment the students' character in the form of honesty, being independent being, able to learn cooperatively, will be improved.

### A. INTRODUCTION

Assessment is one thing which can't be separated from language learning. It is one way to measure students' competencies after learning a language. When we hear the word assessment we will usually have the following assumption: students sitting in a classroom doing various types of tests either teachers-made tests or standardized tests given by their teacher at a given time. Moreover, when hear the word assessment students will also feel uneasy, afraid and uncomfortable. This kind of assessment is called as a traditional assessment.

Considering that the traditional assessment produces some short comings and problems for both the students as well as for the teachers, an alternative of assessment in language learning is proposed. One of the alternative assessment we can use in language learning is self and peer assessment.

## **B. DISCUSSION**

### **B.1. Self- and - Peer Assessment**

Various definitions of self and peer assessment are proposed by some scholars. One of the definition stated that peer assessment is assessment of students by other students, both formative reviews to provide feedback and summative grading. It is one form of innovative assessment (Mowl, 1996). Another definition stated that peer assessment is an arrangement with students assessing the quality of their fellow students' work and giving feedback to each other. Similar definition of peer assessment was given by Topping (1998). He said that peer assessment is an agreement in which individuals consider the amount, level, value, worth, quality, or success of products or outcomes of learning of peers of similar status. From those definitions above it can be concluded that peer assessment is assessment students by other students by assessing the quality of their friends' work and giving feedback to each other. Meanwhile self assessment is assessment of oneself. However, in this occasion, Self and peer assessment are combined or considered together since they have many potential advantages in common such as the followings :

- a. giving a sense of ownership of the assessment process, improving motivation
- b. encouraging students to take responsibility for their own learning, developing them as autonomous learners
- c. treating assessment as part of learning, so that mistakes are opportunities rather than failures
- d. practicing the transferable skills needed for life-long learning especially evaluation skills
- e. using external evaluation to provide a model for internal self-assessment of a student's own learning (metacognition)
- f. encouraging deep rather than surface learning

### **B.2. Types of Self and Peer Assessment**

It is important for us to distinguish among several different types of self- and - peer assessment. According to Brown (2004) there are five types of peer assessment as follows :

#### **a. Assessment of (a specific) performance or direct assessment of performance**

In this category, a student typically monitors him or herself – in either oral or written production - and renders some kind of evaluation of performance. The evaluation takes place immediately or very soon after the performance. For example, after having made an oral presentation, the students (or peer) fills out a checklist that rates performance on a defined scale. We can also ask the students to view a video-recorded lecture and completes a self-

corrected comprehension quiz. Moreover, we can use a journal for such self-assessment. Peer editing is another example of direct assessment of a specific performance.

**b. Indirect assessment of (general) competence**

This kind of assessment views to render an evaluation of general ability, as opposed to one specific, relatively time-constrained performance. The distinction between direct and indirect assessment is the classic competence - performance distinction. Peer assessment of performance are limited in time and focus to a relatively short performance. Whereas assessment of competence may encompass a lesson over several days, a module, or even a whole term of course work. The following is a list of attributes which can be used as a scaled rating on indirect self assessment (from strongly agree to strongly disagree) :

Indirect self-assessment rating scale

I demonstrate active listening in class	5	4	3	2	1
I volunteer my comments in small group work	5	4	3	2	1
When I don't a word, I guess from context	5	4	3	2	1
My pronunciation is very clear	5	4	3	2	1
I make very few mistakes in verb tenses	5	4	3	2	1
Use logical connectors in my writing	5	4	3	2	1

**c. Metacognitive assessment (for setting goals)**

This is a type of self – and - peer assessment which has purpose not only viewing past performance or competence but of setting goals and maintaining an eye on the process of their pursuit. A simple illustration of goal-setting self-assessment was offered by smolen Newman, Wathen, and Lee(1995) as it was stated by Brown (2004). In response to the assignment of making goal cards, a middle-school student wrote the following sentences :

1. My goal for this week is to stop during reading and predict what is going to happen next
2. My goal for this week is to finish writing my superman story

**d. Socioaffective assessment**

This is a type of self-and – peer assessment which has purpose to examine affective factors in learning. It requires looking at oneself through a psychological lens and may not differ greatly from self-assessment across a number of subject matter areas or for any set of personal skills. It is quite different from looking at and planning linguistic aspects of acquisition. For example : when learners resolve to assess and improve motivation, to gauge and lower their own anxiety, to find mental or emotional obstacles to learning and plan to

overcome those barriers. The following is an example of self-assessment of styles (Brown, 2002, pp.2, 13)

I don't mind when people laugh at me when I speak	A B C D	I get embarrassed if people laugh at me when I speak
I like rules and exact information	A B C D	I like general guidelines and uncertain information

**e. Student-generated tests**

It is a technique of engaging students in the process of constructing tests themselves. This technique can be productive, intrinsically motivating, autonomy building process. To do the student-generated tests, first of all we divide the class into several small groups. Students in small groups then are directed to create content questions on their reading passages and to collectively choose six vocabulary items for inclusion on the quiz. The process of creating questions and choosing lexical items in fact serve as a more powerful reinforcement of the reading than any teacher-designed quiz could ever be.

**C. Character Building**

**D. Self and Peer Assessment to Foster Students' Character Building in Learning Language**

As it has been stated on the previous page that assessment can't be separated from language learning. Whenever, language learning occurs there must be assessment. Currently, people use alternatives assessment instead of traditional one. One of the type of the alternative assessment is self – and - peer assessment.

Self- and - peer assessment is one of the best possible type of assessment for assessing all language skills, such as : speaking, listening, reading and writing. To apply self-and – peer assessment for our students successfully, it is helpful to consider a variety of tasks within each of the four skills. The followings are the example of self-and-peer assessment tasks as suggested by Brown (2004, p. 277)

**Listening Tasks**

1. Listening to TV or radio broadcasts and checking comprehension with a partner.
2. Listening to bilingual versions of a broadcast and checking comprehension.
3. Asking when you don't understand something in pair or group work.
4. Listening to an academic lecture and checking yourself on a "quiz" of the content.
5. Setting goals for creating/increasing opportunities for listening.

### **Speaking Tasks**

1. Filling out student self-checklists and questionnaires.
2. Using peer checklists and questionnaires.
3. Rating someone's oral presentation (holistically).
4. Detecting pronunciation or grammar errors on a self-recording.
5. Asking others for confirmation checks in conversational settings.
6. Setting goals for creating/increasing opportunities for speaking.

### **Reading tasks**

1. Reading passage with self-check comprehension questions following.
2. Reading and checking comprehension with a partner.
3. Taking vocabulary quizzes.
4. Taking grammar and vocabulary quizzes on the Internet.
5. Conducting self-assessment of reading habits.
6. Setting goals for creating/increasing opportunities for reading.

### **Writing Tasks**

1. Revising written work on your own.
2. Revising written work with a peer (peer editing)
3. Proofreading.
4. Using journal writing for reflection, assessment, and goal-setting.
5. Setting goals for creating/increasing opportunities for writing.

## **III. CONCLUSION**

Considering the potential benefits of self-and-peer assessment such as helping students develop the ability to make judgments ,( a necessary skill for study and professional life ) as well as increasing intrinsic motivation because of their self involvement, it is suggested that teachers use the self-and –peer assessment system in

assessing language learning instead of using the traditional one. However, in order to use the self-and-peer assessment successfully, there are some points to consider :

- The self-and-peer assessment must be carefully designed and administered to reach their potential.
- Following up the self-and-peer assessment which has been applied
- Dealing with validity and reliability of assessment done by students, to make the feedback from the fellow students accurate and valuable, we can provide a clear criteria, by double anonymity of assessors and assesses and by having multiple assessors of each piece of work.

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