EXPLORING THE STUDENTS' PERCEPTION ON THE ROLE OF PEER-ASSESSMENT METHOD TO REDUCE ANXIETY IN WRITING CLASSES : A STUDY OF THE SIXTH SEMESTER ENGLISH STUDENTS AT SRIWIJAYA UNIVERSITY

A Thesis by:

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English Education Study Program
Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY
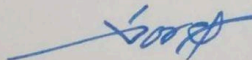
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COMMITTEE APPROVAL

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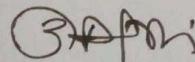
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APPROVAL

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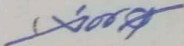
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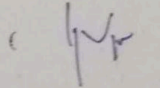
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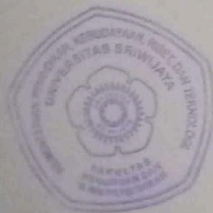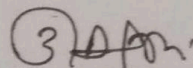
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DECLARATION

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Certify that the thesis entitled "Exploring the Role of Peer Assessment Method to Reduce Anxiety in Writing Classes: A Study of the Sith Semester English Students at Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

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Sela Onseven
06011182025002

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<u>THESIS DEDICATION</u>

I dedicate this thesis to my parent and family for their support, their sacrifice and endless love during my lowest time

<u>MOTTO</u>

"Indeed with hardships; comes ease"

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In the Name of Allah, the Merciful, the Beneficent.

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Indralaya   May 2024
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ABSTRACT

This study investigated the students' perception toward the role of peer assessment method to the students writing anxiety reduction by the sixth semester students of English Education Study Program Sriwijaya University. A case study of a qualitative method was applied in this study. A close-ended questionnaire and interview were conducted to collect the data related to the student's writing anxiety level and the peer assessment impacts on their anxiety reduction. A total of 72 participants joined the questionnaires and 6 volunteered participants participated in the interview. The 22 closed-ended questions were adapted from Second Language Writing Anxiety Inventory (SLWAI) by Cheng 2004 and the data from the interview were analyzed qualitatively using Miles and Huberrman qualitative analysis. The findings. showed that the majority of students (61,1 %) experienced high levels of writing anxiety. This study also figured out that the students' have a positive perception toward the implementation of peer assessment in reducing anxiety in writing class. By giving the new sight of evaluation other than lecture evaluation, reduction of the intimidation atmosphere as well as enhancing the students' perception of their success, this method is believed to influence the students' writing anxiety.

Keywords: students' perception, peer-assessment, anxiety, writing

CHAPTER I
INTRODUCTION

This chapter introduces the background of the study, the problems of the study, the objects of the study and the significance of the study.

1.1 Background of the Study

English is the part of languages in the world that has a significant important role in communication. Learning English is essential since it is used to communicate with people from all over the world and is extensively utilized in various areas, such as academics, business, tourism, politics, etc. Teaching is a learning facilitator, so learning and teaching are inextricably linked (Brown, 2000). People around the world strive for English language proficiency in a variety of educational disciplines. As we know, English has four aspects that have to be learned. Mastery of four fundamental language abilities, such as speaking, reading, listening, and writing, is critical in learning English as a Foreign Language (EFL) student.

Many language learners found writing as the most difficult skill to master or handle (Latiff, 2007; Kurt & Atay, 2007). It requires vocabulary and grammar skills with other elements including punctuations, word orders, and etc. Writing, as a complicated and cognitively demanding task, frequently causes anxiety among English learners, especially those in the intermediate stage of their language journey. This worry can impede effective writing skill acquisition as well as overall language competency. Anxiety in learning, especially in writing can impact the students' performance in learning as well as their motivation. At Addis Ababa University, Abate (1996) investigated English language classroom anxiety, performance on classroom tasks, and test results. In his findings, he suggested that learners' anxiety ratings were negatively and strongly connected with their language performance, and the results implied that anxiety was damaging and that low anxious students performed relatively better than high anxious students.

The source of anxiety for learners in writing can vary based on the atmosphere in the classroom. The main one is that the teachers often make the class as teacher-centered learning. As what has been stated by Mak and Lee (2014) cited on Yu and Zhou (2022) that the main features of English writing classes can be summarized as' one-shot' writing using a product-oriented approach and no use or very limited use of self- and peer assessment, which makes it very difficult for students to assume responsibility for their own learning. Teacher-centered learning makes the students unable to actively involve in classroom activity. Rather than expressing their opinions in class, they prefer to listen to the teacher's explanations. Consequently, when it comes to higher classes where the students' have to give their opinion, the students would feel anxious. Another aspect in causing writing anxiety is the cultural influences. Writing anxiety can also be influenced by cultural variables. In some cultures, for example, there may be a great emphasis on perfection or a fear of making mistakes, which can cause anxiety while writing in a second language. Many students sometimes get anxious when it comes to the evaluation section in learning. Trang et al (2013); Gatcho and Hajan, 2019; Hidayati, 2018; one of them is generally shown anxiety that occurs in students due to fear of assessment and criticism from teachers, better performance of their classmates, high expectations, fear of bad results, and linguistic difficulties. A different study conducted by Cheng et al. 2014 and Crocker et al. 1988 which also states that social practices and the expectations of each culture's parents can be different and create pressure on students.

Concerning this problem, there is a method in learning called peer-assessment. Peer assessment, also known as peer evaluation or peer grading, is an educational process in which students evaluate their peers' work using predetermined criteria. It requires students to provide feedback and assign grades or ratings to their classmates' work. Peer assessment can be utilized for a variety of assignments, projects, or activities and is frequently employed in educational contexts as a formative or summative evaluation approach. The teacher-centered class can be switched to this method to make the students

engage and participate more in the classroom, and it also can reduce their anxiety of making mistakes or being criticized by the teachers because their work would be evaluated by friends.

Peer-assessment in writing class can be a good method to be applied. Peer assessment can be a motivating factor for students to engage in the writing process. It can encourage students to be actively involved in peer review sessions and enhance their awareness of their weaknesses. Many researchers claim that peer-assessment has a good impact in reducing the students' anxiety especially in writing class. Some journals and articles related to this peer assessment also agree with this method. Peer assessment allows students to demonstrate a variety of behaviors, such as writing more purposefully, reflecting on what they have done, and being more active and self-confident in the learning process. As a result, it is critical that the evaluation criteria in the peer review process are clear and understandable in order for the process to be successful (Tunagür;2021).

In this occasion, the researcher found that the peer-assessment method has been used in writing class by English education lecturers in Sriwijaya University. The researcher has experienced anxiety during writing classes before, and when the lecturer used this method in evaluating the writing assignments the researcher became more enjoyable in the learning writing course. However it makes the researcher wonder about the other students' perspective towards this method. How does this method affect the anxiety level of the students?. Besides, the important point is how the role of peer-assessment methods reduce their anxiety, specifically what aspects of the peer-assessment method have significant influence in reducing their anxiety. Therefore the researcher would like to choose the Sixth semester English Students in Indralaya to be the respondents for her research. The sixth-semester of English in University is when students are expected to begin developing their writing abilities in a more organized and sophisticated way. Given that students will likely experience increasingly challenging writing assignments, therefore it is a good moment to evaluate the effectiveness of peer assessment techniques in

reducing writing anxiety. During this stage, reducing anxiety and improving writing abilities might help them be ready for more challenging coursework.

The existing literature on peer assessment in writing courses does not fully understand its effectiveness in reducing anxiety, especially among sixth-semester English students at Sriwijaya University. Although previous studies have explored the benefits of peer assessment and its impact on various aspects of writing skills, there is a significant research gap in understanding how peer-assessment specifically addresses anxiety levels in this specific student population. This study aimed to fill this gap by exploring deeply about the students' perception on the role of peer assessment in reducing anxiety of sixth-semester English students at Sriwijaya University. This study aimed to investigate the specific challenges and anxieties these students encountered in writing classes during the 6th semester. By delving deeper into the experiences and perceptions of these students, this study sought to identify key areas where peer assessment can play a central role in reducing anxiety and improving writing skills. Through this research, the researcher seeks to provide valuable insights to inform teaching practice, support students in their language learning journey, and promote a supportive and more advantageous environment.

1.2 The Problems of the Study
The problems of this study are formulated into the following questions:
1. What is the level of anxiety in writing among the sixth-semester English Study Program students at Sriwijaya University?
2. What was the students' perception on the impact of employing a peer-assessment method on the writing anxiety of the sixth-semester English Study Program students at Sriwijaya University?

1.3 The Objectives of the Study
1. To find out the level of anxiety in writing class among the sixth-semester English Study Program students at Sriwijaya University.
2. To find out the impact of employing a peer-assessment method on the writing anxiety of the sixth-semester English Study Program students at Sriwijaya University from the students' perspectives.

1.4 Significance of the Study

The significance of the study can be considered in two ways, theoretically and practically. Theoretically, this study explains the deeper understanding of reducing anxiety through the implementation of peer-assessment from the students' perspective. Moreover, this research can be a reference for further researchers in researching another side of peer-assessment that contributes to the students' problem in writing courses. They would find the specific information by analyzing the data provided and make novelty of this research. Practically, this research can give a good alternative for the students in writing courses by doing enjoyable assessments with their friends. It also can motivate them to deal with their anxiety, especially in writing courses. Moreover, this study can be helpful for all English teachers to find out the students' perspectives of the use of peer-assessment methods in writing class. With this research, teachers can get a better and more effective way of teaching English especially in writing courses.

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