Impact of Peer Assessment through Google Classroom on Learner's Writing Skill

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Article Info

Abstract

This research was to determine the impact of using the "peer-assessment" technique through "google classroom" on student's writing skills. The sample of this research is the students of class X SMP Indonesian Language. Students of grade ten C for control and grade ten D for the treatment class. The sample were all the students in that class. As the representative of the population, convenience sampling is part of the non-probability sampling used by researchers. Written test was chosen as the research instrument. For the calibration of the items, the researcher used indicators as an assessment rubric by using pre-test and post-test to determine the results of learners' writing skills. The results of this study are the average score (x) of the pre-test learners from treatment was 44 and the average score of the post-test learners as a variable (x) is 71.25. However, the mean score (x) pre-achievement of the learners from the control class was 49.25 and the average score was 79.75. Fulfillment of raters for Google Classroom was insignificant for the learners' composing skills, experimental learners' scores are not better than the control class. Another hypothesis was rejected. The results of the statistical analysis the items showed for the value of sig (2tailed) post-test score was greater than the value (0.92 > 0.05). Therefore, we can conclude that H0 (zero hypothesis) of this study is acceptable.

INTRODUCTION

Discussing about writing, there were problems might also additionally occur. Such as: the strategic efforts to train composing was. The learners should understand composing for confined duration available for composing become crucial for the ability in term of not always examined in the National Examination, the learners appeared to have demanding situations in writing, (Komba, 2015). These problems

can be occurred and little bit hard to be answered. Composing was the complicated ability which was generally thought as hard for the participants that the major problems learners' writing are insufficient linguistic proficiency (including command over grammar, syntax and vocabulary), writing anxiety, lack of ideas, reliance on L1 and weak structure organization, (Fareed, 2016). The learners are demanded to have of higher-level skill in organizing and planning in order to acquire integrated skill which they need to concern not only that the learners need to focus their attention to the lower set of skill which consist of punctuation, spelling, word choice and etc. The researchers tried to put forward peer assessment to solve the learners' writing skill especially about the narrative writing. Peer assessment can be used as a qualified instrument of writing activities in the classrooms. The teacher uses assessment such as teacher test to assess the learner's content knowledge rather than focusing on assessing their skill such as critical thinking, problem solving, respecting other or even teamwork, (Alzaid, 2017). As stated above, writing has several processes that take a lot of time, so the author uses another method using peer assessment. The author uses google classroom as a teaching medium that facilitates this method. The significant benefit for the course institution to use technology in their process of learning for their learners, (Fauzan, 2019). Peer assessment is an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners. Products to be assessed can include writing, oral presentations, portfolios, test performance, or other skilled behaviors, (Topping, 2019). Peer assessment has been the subject of considerable research interest over the last three decades, with numerous educational researchers advocating for the integration of peer assessment into schools and instructional practice. Research synthesis in this area has, however, largely relied on narrative reviews to evaluate the efficacy of peer assessment. Here, we present a meta-analysis (54 studies, k = 141) of experimental and quasi-experimental studies that evaluated the effect of peer assessment on academic performance in primary, secondary, or tertiary students across subjects and domains. An overall small to medium effect of peer assessment on academic performance was found (g = 0.31, p < .001). The results suggest that peer assessment improves academic performance compared with no assessment (g = 0.31, p = .004) and teacher assessment (g = 0.28, p = .007), but was not significantly different in its effect from self-assessment (g = 0.23, p = .209). Additionally, meta-regressions examined the moderating effects of several feedback and educational characteristics (e.g.,

online vs offline, frequency, education level). Results suggested that the effectiveness of peer assessment was remarkably robust across a wide range of contexts. These findings provide support for peer assessment as a formative practice and suggest several implications for the implementation of peer assessment into the classroom, (Topping K. J., 2019).

Feedback is often regarded as a central component of educational practice and crucial to students' learning and development. Peer assessment has been identified as one method for delivering feedback efficiently and effectively to learners. The use of students to generate feedback about the performance of their peers is referred to in the literature using various terms, including peer assessment, peer feedback, peer evaluation, and peer grading. In this article, we adopt the term peer assessment, as it more generally refers to the method of peers assessing or being assessed by each other, whereas the term feedback is used when we refer to the actual content or quality of the information exchanged between peers. This feedback can be delivered in a variety of forms including written comments, grading, or verbal feedback. Importantly, by performing both the role of assessor and being assessed themselves, students' learning can potentially benefit more than if they are just assessed, (Topping K., 1998)

Peer assessments tend to be highly correlated with teacher assessments of the same students. However, in addition to establishing comparability between teacher and peer assessment scores, it is important to determine whether peer assessment also has a positive effect on future academic performance. Several narrative reviews have argued for the positive formative effects of peer assessment and have additionally identified a number of potentially important moderators for the effect of peer assessment. This meta-analysis will build upon these reviews and provide quantitative evaluations for some of the instructional features identified in these narrative reviews by utilizing them as moderators within our analysis, (van Zundert, 2010).

The use of virtual media will stimulate more successful teaching-writing, instructor can safe their time allocation in using the rater evaluation through google class Learners easy evaluation process and they might handle their work beyond the class the classroom so that the instructors might spent their chances to handle other activities. When the learner assessments know their writing errors so that the learners can do many more to recompose their works, (Fauzan F. &., 2019). It can be concluded that Google Classroom can be used to enhance the learners or the

students works. actively use Google Class to socialize, interact, and communicate with other people indirectly and directly. Therefore, the researcher sees the positive Internet campaign for school age as significant. Through this research, researchers hope that learners are aware to use Google Classroom, and other learning media properly, efficiently and effectively in a clear view, as well as to gain skill and existed schemata for studying. So, teaching mode is virtual and face-to-face. Constructing the paradigm of teaching from online to offline would be considered as the medium for the instructors in designing their courses content, syllabus, evaluation, and also teaching medias, (Scagnoli, 2009).

In accordance to the rational before, the researcher constructed the research objective to find out the effectiveness of learners` writing skill peer assessment in narrative text through google classroom. The focus of this paper is to find out the impact of google classroom class in improving learners writing skill. This research offers some benefits for learners. First, the research is expected to improve learners` writing skills.

METHOD

In this research, researcher used quantitative research method. The author used experimental research design. The nature of the design is a non-equivalent class setting using preliminary and after treatment investigation. This was a setting of the research commonly as the types in treatment setting. It was commonly used by the learners in the school to decide to naturally organize into groups as classes and share similar traits. In this design, the treatment and non-treatment setting got the preliminary and post treatment tests. Treatment of the learners are group that has or got the manipulating in treatment session. Learners in controlled classes, on the other hand, received no special treatment and were taught only with general/ traditional input or instructions, (Creswell, 2008).

Research Participants

The studies topics had been first grade learners. The group were categorized as: 10 AB (excessive grade), 10 CD (as medium grade) and 10 E (general grade). The learners are from the program, the wide variety of learners or populace is 40, and every magnificence has 20 learners. This populace become decided on for the important "tale text" in their take a look at. The sampling approach used on this quantitative take a look at is expedient sampling as a part of non-opportunity sampling.

Instruments and Procedures

The research technique used is convenience sampling. Researchers were allowed to select individuals as availability. Moreover, they constitute the traits of the findings. Besides that, the setting which allowed the researcher to pick out individuals as a pattern for the inexperienced persons to have a look at in school. Therefore, the researcher determined to pick out inexperienced persons from CD grade 10 and grade 10E well known stage who've the identical stage in language subjects.

The control group and the treatment group were determined for the pretest was carried out. Class 10 E learners who got a lower pretest mean (44 points) than the CD class (49.25 score) as treatment part, and learners in class ten CD became the rater setting part. The researcher assumes for the lower level of achieving class needs more help and treatment to get better grades.

Data Analysis

SPSS 24 as a research data analysis tool revealed that the application of peer-assessment writing narrative text with Google classroom was not better than conventional teaching methods. In this study, the average post-test score as a variable (x) in the experimental class that was treated with the application of rater assessment was moderate compared with the average results for the treatment score of learners (x) in the treated control group. Using regular or conventional treatment. This is 71.25 > 79.5. Besides, it is shown that sig.2-tailed (p)>a0.092<0.05 attempted to minus sides, -8.250. It can be assumed that the hypothesis (H1) or (Ha) was objected and the other assumption (H0) was received. Thus, the application of rater evaluation using Google classrooms does not have a valuable good impact on learners' narrative writing.

RESULT

The researchers found several observable factors. First, learners in the experimental group only studied grammatical fields in measuring their friends' writing. Furthermore, learning in an independent learning situation more suitable for the young learners. Finally, learner feedback in Google classes is so limited that it does not provide valuable information to improve their writing. The above points seem to have led to the effectiveness of this study. Data from interviews and observations can be disclosed based on qualitative and quantitative results obtained from experiments between the control and experimental groups using peer-assessment and the results are as follows: Scores of learners' writing skills using Peer Assessment

through Google classroom. The results shown in the results with the specification of the students' skills according to Peer Assessment in the pre-test.

Table 3. the results with the specification of the students' skills

Classification	Range of score	Experimental group		Control group	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-95	2	6.6	3	10
Good	76-85	8	26.6	5	16.6
Fairly good	66-75	12	40	10	33.3
Fair	56-65	6	20	9	30
Poor	36-55	2	6.2	3	10
Very poor	00-35	0	0	0	0
Total		30	100	30	100

From Table 3, It can be seen that the majority of the writing skills of the learners in the experimental group and the control group is graded as satisfied, as shown in table by two learners got 86-95 or 6.20% in experimental and 3 learners got 86-95 or 10% as a lower sub group in the control ones and neither group was in a very poor category. Counted 6 learner (20%) in experimental group and there are consisted 9 learners (30 %) as a standard sub class in normal category. Then there are 12 learners (40 %) in experimental group and 10 learners (33.3%) that considered in fairly good category by the rubrics. Next is 8 learners (26.6%) in experimental and 5 learners (16.6%) for the control one, was considered in good category. From the findings, it can be seen that most learners got the degree of level in composing skills as a good or mediocre learner when treated for both the experimental and the control category at Google Classroom

The results after treatment for both groups as shown in the data:

Table 4. The frequency and percentage of the learners ' skills in posttest writing.

Classification	Range of score	Experimental group		Control group	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-95	1	3.3	2	6.6
Good	76-85	9	30	6	20
Fairly good	66-75	12	40	10	33.3
Fair	56-65	6	20	9	30
Poor	36-55	2	6.2	3	10
Very poor	00-35	0	0	0	0
Total		30	100	30	100

From the table it can be inferred that significantly improved the achievement of the learners for both categories. For treatment class, the learners' results seem to be spreading from a fairly good to very good category. Only 1 learner (3.3%) got excellent result, counted 2 learners (6.6%) were in good, there are 12 learners (40%) in a fairly good category, there are consist of 6 learners (20%) as a normal level and 2 learners (6.2%) as lower group. For the comparative class, the scores of the learners also seemed dominant in a fairly good to very good category and none of the learners were classified as excellent. There were 2 learners (6.6%) categorized as a very good, 6 learners (20%) categorized as a good, 10 learners (33.3%) categorized as a fairly good, 9 of the learners (30%) in a fair category, and 3 learners (10%) categorized as a poor. The table shows the mean score of both experimental and control group, as follows: For the table number 5, Mean performance results and standard deviation of pre-test and post-test written learners.

Writing Component	Experimental Group				Control Group			
	Pretest		Post test		Pretest		Post test	
	Mean Score	Std. Deviation	Mean Score	Std. Deviation	Mean Score	Std. Deviation	Mean Score	Std. Deviation
Content	62.13	11.90	78.68	8.39	62.35	9.78	77.57	10.70
Organization	63.91	9.02	75.32	9.40	65.13	11.90	78.23	10.06
Vocabulary	31.63	11.14	46.67	9.60	30.06	9.57	41.81	17.11
Language use	40.50	14.30	61.13	12.20	41.62	17.01	50.25	10.75
Mechanics	45.20	9.25	63.91	9.03	47.60	9.60	67.20	10.75

From table 5, there were significant different among the group. The results of the distribution score for experimental and control group class in posttest showed that the discrepancy to the pretest. It can be shown that the learners were lacking of vocabulary (31.63 < 46.67), and the use of language (40.50 < 61.13), and the mechanics of the text (45.20 < 63.91). on the other hand, in experimental group and vocabulary (31.63 < 46.67), language use about (40.50 < 61.13), and mechanics around (45.20 < 63.91) in control group for pretest. It can be said that after providing the treatment, the increase of each portion of writing ability in posttest was 10 to 20 per cent. In fact, there was an increase in the writing score of learners in posttest but the key result did not reflect the substantial development in their writing skills. The researchers then determined that each party measures the different between the preliminary test and after treatment (Y2-Y1) to know the significant influence on the results than the rater results. The T-Test got the different between those two groups.

DISCUSSION

The researcher finds several factors from the research Firstly, the experimental beginners had been handiest centered on tenses for their works in composing. Next, psychologically, unbiased gaining knowledge of is alternatively extra appropriate for person beginners than that for more youthful beginners. Last, learner remarks on Google school room are so restrained that the ones cannot supply beneficial records for enhancing for composing skill. The elements those mentioned regarded to the researcher that has been conducted. Based on the study results, it was decided for Google classroom such social media could increase learners' comprehension in composing concise language progress were not important as 5 learners (15.5%) still as lower group, and 7 learners (21.8%) as satisfied group and no learner was classified as an outstanding learner. In comparison, in three of the variables as vocabulary, language usage, and mechanics, the learners have poor achievement. That was an important in writing for these elements that allowed learners to discuss concepts and theories and make them tangible and practical, (Gilani, 2020). Based on the finding of the research. It was found that some causes that cause no noticeable change in writing abilities, such as the absence of changes to Google classroom apps, so that learners felt discouraged to use them, often using them as a gossip and hearsay tool. The learners chose to use and manipulate the devices by using other apps such as the Google translator to hack

the response. The study results have showed that use of the Google's classroom in the activities of learning not always effective, to get the beneficials or benefits of the teaching medias, varied and change the teaching method so that learners can have fun learning. The teachers must create the media to improve students learning achievement in the past, (Graham, 2016).

The results of the research showing that the effect of media was significant in enhancing the achievement of the students in the classroom. Long Van Nguyen (2010) also recommended rewards, provided an exciting, engaging atmosphere gave learners enjoyment such that learners became joyful in starting the writing class and affected their success automatically. The teachers and subsequent researchers considered features of digital learning access units, saturate learners with more stimulated, provided the computer sites and other aids, the project adjustment and cost, and the internet access was the greatest obstacle in online learning. In fact, the instructor must consider particular attention to the experience of the learners when using the device. (Brown, 2003). In accordance with the results or data, the researcher analyzed teachers must always take into account the Google classroom that is fixed and does not update to the needy for implementation when it is not properly prepared, for the implementation of learning stressful for learners, instructors attempted to construct the material and media in teaching.

CONCLUSION

This research shows that Google Classroom is arguably one of the most popular media, alongside vocational learners. By actively using Google Class to share and interact with the partners in communication, the author finds for the younger audience is very important. Therefore, through this research, the author finds useful information for learners to use Google Classroom and another social media not only "play" but also entertain, as well as help her research. And hope to know how to get other useful information. Therefore, the learning model is online and offline mode. The author hopes that the application of rater evaluation through Google Classroom as a type online mode for enhancing learning to save the time for the instructors to create an independent learning atmosphere.

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