

English Teachers' Perspectives: Peer-Assessment in the 2013 Curriculum

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Abstract

The implementation of the 2013 Curriculum results in a number of consequences in teachers' negative conceptions of the peer-assessment implementation in the classroom. This current study aimed at revealing English teachers' perspectives of peer-assessment as an assessment method in assessing students' affective aspects. A survey research was conducted in the study which deployed questionnaires with 30 statements. 30 English teachers who applied the 2013 Curriculum in their teaching and learning process participated in this study and the results exposed that most of these English teachers perceive positively the implementation of peer-assessment regarding its relation with character education and students' attitude towards peer assessment. However, the application of peer-assessment for assessing students' affective aspect still needs to be improved since the fairness of peer-assessment application is still questionable by the teachers. Therefore, further development of peer-assessment is required in order to promote its positive aspects.

Keywords: *the 2013 Curriculum; affective aspect; peer-assessment; teachers' perspectives*

1. Introduction

Over the past decades, the development of curriculum has changed due to the transformation of the era. In Indonesia, at least, the curriculum has been changed for eleven times, from one model to another. Firstly, there was a belief argued that students would learn best through a structure and as the result, the curriculum dealt with theoretically grammar translation method. Then, an oral approach with audio-lingual was introduced and put into the action of a curriculum in 1975 which focused on giving drills and repetitions. Then, in 1984, it was transformed into *Cara Belajar Siswa Aktif* (henceforth, CBSA) in which the students had to observe, classify, discuss, and report. In the next development, the communicative approach, competency-based, and genre-based had obtained its popularity. The latest curriculum, that is implemented in Indonesia in current time, is the 2013 Curriculum which concerns the most on character education, scientific approach, and student-centered learning.

The implementation of the 2013 Curriculum results in a number of consequences. One of the consequences is coming from the approach itself. The 2013 Curriculum concerns more on student-centered in which the students have to be actively engaged and involved in teaching and learning process. The students are not passively participating in the learning process, but they have to actively take a role in teaching and learning process in the classroom.

Interestingly, in the 2013 Curriculum, the students are also involved in the assessment procedure, particularly in assessing affective aspect. As the 2013 Curriculum proposed, there are four techniques in assessing students' affective, including observation, journal writing, peer-assessment, and self-assessment (Indonesia Ministry of Education and Culture Regulations, No. 54, 2013; No. 104, 2014; No. 53, 2015; No. 23, 2016), and from these four kinds of affective assessment two of them, peer and self-assessment are designed to involve the students as the assessors. However, from prior observation conducted in some classrooms, it was found that some teachers took a concern on these affective assessments, especially peer-assessment, and they tended to avoid in using peer-assessment when they were assessing their students' affective aspect.

Avoiding the peer-assessment application may neglect the benefits of utilizing peer-assessment in the classroom. As it has been investigated by some scholars, peer-

assessment can enhance students' learning by associating assessment with learning (Fazel, 2015) and it also can improve students' learning and help the students learn better (Khoshsima & Rezaee, 2016) since they can become more aware of what they have learned in the classroom (Finch, 2014; Otoshi & Heffernan, 2007). Moreover, peer-assessment also offers the development of learning skills, fairer assessment, critical thinking skills, the development of social skills, and the development of flexible and active learning (Roskams, 1999) and provides learners with the opportunity to take responsibility for analyzing, monitoring, and evaluating aspects of both the learning process and the product of their peers (Cheng & Warren, 2005). Thus, the students can be actively involved in the learning process (Otoshi & Heffernan, 2007) and have clearer view of the actual learning processes (Casallas & Castellanos, 2016).

In contrast, issues on its negative conception also arise among the teachers. An issue arises that the teachers are unfamiliar with the application of peer-assessment (Fazel, 2015) since they are having a lack of ability in implementing the peer-assessment in the classroom and having less sufficient training on affective aspect assessment. Furthermore, another issue appears that the teachers are having no trust (Tišma, 2016) in letting students doing the assessment caused of the incapability of students in rating their peers objectively and adequately (Saito & Fujita, 2004). Besides, the validity and reliability of peer-assessment are still questionable regarding its implementation in the classroom which leads to misunderstanding between teacher and students (Lan, Sung & Chang, 2009).

Otherwise, different studies have investigated the implementation of peer-assessment and revealed different perspectives on its utilization. An investigation of peer-assessment in assessing oral presentation for motivational aspect of 42 English department university students investigated by Fazel (2015) revealed that the students' perceptions about peer assessment are both positive and negative. The students' responded positively toward the use of peer assessment as a useful information in their courses whereas they also had some concerns, for instance, fairness and unfamiliarity, to be granted. Thus, the use of peer-assessment in assessing psychomotor aspect was still perceived both positively and negatively by the students.

Another similar investigation on the implementation of peer-assessment on psychomotor aspect was also conducted in Serbia by Tišma (2016) that also carried two perspectives on peer-assessment implementation. The results of the survey distributed to 15 EFL teachers and 24 students' attitudes toward the use of peer-assessment in speaking task revealed that both EFL teachers and students shared a positive attitude towards the use of peer assessment in the classroom, especially in terms of its benefits on motivation and participation enhancement. However, both teachers and students expressed queries regarding the reliability and eligibility of peer assessment, in this case, the lack of trust between the students was mentioned as the major concern. It can be seen that this study also carried out that the use of peer-assessment in assessing psychomotor aspect was still perceived both positively and negatively.

Meanwhile, a study on the investigation of factors that were influencing peer-assessment implementation was conducted by Azarnoosh (2013). The study attempted to figure out friendship bias as one factor which was influencing the utilization of peer-assessment in assessing writing task. The results of the survey questionnaires to 26 university students affirmed that there was no friendship bias in peer-assessment and there was a positive changed regarding students' perception of peer-assessment; these students felt that peer-assessment was useful, motivating, interesting, and not boring for them. Thus, peer-assessment implemented in this study was perceived positively.

Moreover, a study on peer-assessment that was conducted by Casallas & Castellanos (2016) also revealed a positive contribution to the students' learning process. Through an action research conducted with 12 students in in an adult English program at a private, a non-profit English institution in Bogota, Colombia, the findings revealed that peer-assessment could promote learners' awareness and ability to engage in argumentation processes and it appeared to be an essential tool for enhancing personal and collaborative

learning, as well as for promoting learner reflection and agency. Therefore, the use of peer-assessment in assessing cognitive aspect in this study was perceived positively.

Reflecting from these previous related studies on peer-assessment implementation, we can see that: (1) the perspectives on peer-assessment still stand on both positive and negative sides, (2) peer-assessment in their studies were mostly implemented in assessing cognitive and psychomotor aspect, (3) most of these researchers took students' perception and attitudes as their findings, and (4) these researches were conducted outside of Indonesia.

In this manner, the issues on the implementation of peer assessment as a method for assessing students' affective are worth being investigated. As peer assessment is relatively a new phenomenon in the Indonesian language teaching process, especially for students' assessing affective aspect, it is intriguing to investigate teachers' perspectives on the utilization of peer assessment in the classroom since their perspective can influence the success of peer-assessment implementation in the classroom. On that account, this study is conducted to investigate the teachers' perspectives on the implementation of peer assessment in assessing student's affective aspect in the Indonesian context.

2. Methods

This study was conducted using a survey research design. The data were collected through questionnaires survey which was designed to answer the research question related to the objectives of the study. The questionnaires were in a form of 4-nominal scale, where "4" indicated strongly agree and "1" indicated strongly disagree. The questionnaires survey was adapted from three sources related to the investigation of peer-assessment implementation (Fazel, 2015; Friedman, Cox & Maher, 2008; Tišma, 2016). These three sources were adapted and modified to be concerned more with affective aspects and thus, the questionnaires survey used in this study consisted of 30 questions which covered several aspects: (1) teachers' perspective of peer-assessment as an assessment method, (2) teachers' perspective of peer-assessment toward character education, and (3) teachers' perspective of students' attitude toward peer-assessment. Then, the questionnaires survey was administered to 30 English teachers. These English teachers were purposefully selected under the condition of their experience in applying the 2013 Curriculum at school. Thus, these teachers are the teachers who have been implementing the 2013 Curriculum in their teaching and learning activity. These English teachers came from different institutions, i.e. Junior High School, Senior High School, and Vocational School. To seek the teachers' perspectives, the results of English teachers' responses in the questionnaire were then analyzed descriptively to find its percentage and some interpretations from the analysis result were created.

3. Results And Discussion

The findings and discussion on the English teachers' perspectives on peer-assessment in the 2013 Curriculum were elaborated. It was analyzed based on the questionnaires which were applied to gain the deeper understanding in the English teachers' perspectives. The results were divided into four sections: peer assessment usages in EFL classroom; teachers' perspectives of peer-assessment as an assessment method; teachers' perspectives of peer-assessment towards character education; and teachers' perspectives of students' attitude towards peer-assessment.

Peer-Assessment on Affective Aspect Usages in EFL Classroom

To see the application of peer-assessment in EFL classroom, two statements were addressed to the English teachers.

Table 1. Peer-assessment on affective aspect usages in EFL classroom

Statement	Yes	No
I have applied peer-assessment in the classroom before.	63.3	36.7
I have applied peer-assessment in assessing students' affective aspect before.	56.7	43.3

From the English teachers' responds, it could be seen that 19 English teachers (63.3%) have applied peer-assessment in their classroom before. However, only 17 English teachers (56.7%) had applied peer-assessment in assessing their students' affective aspect in their classroom before. It indicates that many English teachers have not applied peer-assessment in assessing their students' affective aspect. Unfamiliarity may become one problem in implementing peer-assessment (Fazel, 2015), and thus English teachers need further training on peer-assessment and its application. Moreover, Tišma (2016) also mentioned that lack of trust in applying peer-assessment to students overcome the application of it in assessing the students. Therefore, positive attitudes toward the use of peer-assessment are needed favorably (Tišma, 2016).

Teachers' Perspectives of Peer-Assessment as an Assessment Method on Affective Aspect

In this first stage of questionnaires, there were six questions related to the teachers' perspectives of peer-assessment as an assessment method. These questions were based on teachers' perspectives toward the utilization of peer-assessment in assessing students' affective aspect in the classroom. It can be seen that many of them have positive perspective toward the application of peer-assessment in assessing students' affective aspect.

Table 2. Teachers' perspectives of peer-assessment as an assessment method on affective aspect

No.	Statement	SD	D	A	SA
1	In my perspective, <i>peer-assessment</i> is an easy method to be conducted in assessing students' affective aspect.	3.3	23.3	63.3	10
2	In my perspective, <i>peer-assessment</i> is a time-consuming method to be conducted in assessing students' affective aspect.	30	43.3	23.3	3.3
3	In my perspective, <i>peer-assessment</i> is a fair method to be conducted in assessing students' affective aspect.	6.7	43.3	43.3	6.7
4	In my perspective, <i>peer-assessment</i> is a bias method to be conducted in assessing students' affective aspect.	3.3	60	26.7	10
5	In my perspective, <i>peer-assessment</i> is an ineffective method to be conducted in assessing students' affective aspect.	13.3	56.7	16.7	13.3
6	In my perspective, <i>peer-assessment</i> is an invalid method to be conducted in assessing students' affective aspect.	16.7	46.7	30	6.7

The first statement agreed by these teachers was "In my perspective, peer-assessment is an easy method to be conducted in assessing students' affective aspect.". They viewed peer-assessment as an easy method to be conducted in the classroom (73.4%). It is probably caused by the use of printed peer-assessment rather than spoken peer-assessment by the English teacher in assessing students' affective aspect. As Roskams (1999) argued that the difficulty in applying peer-assessment happened when it deals with time allocation, especially for spoken peer-assessment. Thus, in a written form, it may not be a barrier for the English teacher to conduct peer-assessment in the classroom.

Meanwhile, there are two other statements which received the same number of 73.4%, but in disagreements. These statements were "In my perspective, peer-assessment is a time-consuming method to be conducted in assessing students' affective aspect." and "In my perspective, peer-assessment is an invalid method to be conducted in assessing students' affective aspect.". These statements received high disagreements from the teachers which meant that the teachers have the opposite point of view of these statements. Thus, the teachers view peer-assessment is not a wasting time activity for assessing students' affective

aspect and it is a valid method to assess students' affective aspect. Having shorter time to waste happen since the English teachers applied peer-assessment in a printed form. As Roskams (1999) argued that the difficulty in applying peer-assessment happened when it deals with time allocation, especially for spoken peer-assessment, and thus, in a written form, it may not be a barrier for the English teacher to conduct peer-assessment in the classroom. Meanwhile, the validity of this method in assessing students' affective aspect is not questionable by the English teachers. The English teachers' perspectives are in line with the findings revealed by Saito & Fujita (2004) which had proven that the result of peer-assessment in the classroom can be a valid result. The high correlation between the peer-assessment and the teacher's assessment may become one criterion of its validity (Saito & Fujita, 2004). However, it has a different view from Lan, Sung & Chang (2009) who argued the risk of validity in conducting peer-assessment to students. It is agreed by Roskams (1999) who mentioned that the grading system in peer-assessment is risky on its validity since different groups of students have different views in scoring their peers. Therefore, the assessing criteria need to be introduced by the teachers before applying peer-assessment (Azarnoosh, 2013).

Another statement which received a high number of disagreements is "In my perspective, peer-assessment is an ineffective method to be conducted in assessing students' affective aspect.". The teachers viewed peer-assessment as an effective method for assessing students' affective aspect (70%). The effectiveness of peer-assessment here is similar with Khoshsima & Rezaee (2016) who revealed that peer-assessment can be an effective way in improving students' learning ability and helping them to learn better.

Moreover, another one statement which resulted from disagreements is "In my perspective, peer-assessment is a bias method to be conducted in assessing students' affective aspect.". The teachers did not view peer-assessment as a bias method (63.3%). It is one of possible problems presence on Azarnoosh (2013) which is the bias on gender and friendship, but the English teachers have a different perspective and believe on the unbiased result of peer-assessment.

However, in the statement of "In my perspective, peer-assessment is a fair method to be conducted in assessing students' affective aspect.", half number of these English teachers argued on its' fairness (50%). Thus, the fairness of peer-assessment application in assessing students' affective aspect is still questionable by these English teachers. The existence of unfairness also becomes one concern on Fazel (2015) study. Roskams (1999) has mentioned that fairness on peer-assessment is still questionable by the students. Moreover, Lan, Sung & Chang (2009) also emphasized on the fairness on peer assessments result which can lead to misunderstanding the meaning of peer assessment by the students. Therefore, there should be some criteria for ensuring a fair result of peer-assessment conducted and also informing the peer-assessment arrangement to blend the diversity of students' attitudes and personality (Roskams, 1999).

Teachers' Perspectives of Peer-Assessment towards Character Education

In this second stage of questionnaires, there were seventeen questions related to the teachers' perspectives of peer-assessment towards character education. These questions were based on teachers' believe toward peer-assessment that the students utilize in assessing their peers in the classroom. In the light of the analysis of questionnaires, most of the teachers perceived positively the implementation of peer-assessment in the classroom.

The highest percentage of agreement appeared in the statement "I believe, peer-assessment could teach students to be more aware to their peers." and "I believe, peer-assessment could enhance students' interaction with others." that achieved for about 93% of agreement. Students will have the responsibility for their own active learning and they become more aware of what they have learned in the classroom when they are performing peer-assessment (Otoshi & Heffernan, 2007). The students become more aware of their peers since they have to observe clearly to measure the strengths and weaknesses of their peers well. It is in accordance with Fazel (2015) who also proposed that peer-assessment enhances students' learning by associating assessment with learning. It is proven by the

highest percentage of agreement that reaches 93% in total. The teachers believe when students are assessing their peers through peer-assessment, it is able to enhance students' interaction with others since they have to gather along, observe, and discuss the issues with a large group of people in the classroom. The students are forbidden to work individually when they are assessing their peers and have to work in a group. It is in fashion with Cheng & Warren (2005) who believe that peer-assessment provides learners with the opportunity to take responsibility for analyzing, monitoring and evaluating aspects of both the learning process and product of their peers.

Table 3. Teachers' perspectives of peer-assessment towards character education

No.	Statement	SD	D	A	SA
7	I believe, <i>peer-assessment</i> could help students in understanding character education.	0	10	80	10
8	I believe, <i>peer-assessment</i> could enhance students' enthusiasm in learning character education.	6.7	10	73.3	10
9	I believe, <i>peer-assessment</i> could enhance students' interests in learning character education.	3.3	16.7	73.3	6.7
10	I believe, <i>peer-assessment</i> could help students in realizing the existence of character education.	3.3	6.7	76.7	13.3
11	I believe, <i>peer-assessment</i> could motivate students' in having good characters.	6.7	6.7	66.7	20
12	I believe, <i>peer-assessment</i> could help students in knowing the weaknesses of their characters.	6.7	6.7	60	26.7
13	I believe, <i>peer-assessment</i> could improve students' characters in the classroom.	6.7	13.3	70	10
14	I believe, <i>peer-assessment</i> could help me in observing the development of students' characters in the classroom.	3.3	10	73.3	13.3
15	I believe, <i>peer-assessment</i> could help me in evaluating the process of students' characters in the classroom.	3.3	13.3	70	13.3
16	I believe, <i>peer-assessment</i> could help students in being honest to assess their peers.	3.3	6.7	66.7	23.3
17	I believe, <i>peer-assessment</i> could make students be discipline.	3.3	13.3	73.3	10
18	I believe, <i>peer-assessment</i> could teach students to be nobler to their peers.	3.3	13.3	70	13.3
19	I believe, <i>peer-assessment</i> could teach students to be more aware to their peers.	3.3	3.3	66.7	26.7
20	I believe, <i>peer-assessment</i> could teach students to become responsible for assessing their peers.	3.3	10	63.3	23.3
21	I believe, <i>peer-assessment</i> could enhance students' interaction with others.	3.3	3.3	66.7	26.7
22	I believe, <i>peer-assessment</i> could build students' relation to the others.	3.3	16.7	63.3	16.7
23	I believe, <i>peer-assessment</i> could promote students' perspectives to be more concerned.	3.3	3.3	63.3	30

There were also three other statements which achieved 90% in agreement: "I believe, peer-assessment could help students in understanding character education.", "I believe, peer-assessment could help students in realizing the existence of character education.", and "I believe, peer-assessment could help students in being honest to assess their peers.". Peer-assessment is believed as one of the assessment methods in which it offers the development of learning skills, fairer assessment, critical thinking skills, development of social skills and the development of flexible and active learning (Roskams, 1999). Students' critical thinking skills and social skills will be promoted by performing peer-assessment in the classroom. For instance, they learn, to be honest by providing an objective measurement of their peers' performance.

Moreover, the rest of the statements still maintained the highest number in which it achieved 80% and above. For instance, "I believe, peer-assessment could help me in

observing the development of students' characters in the classroom." which obtained for about 87% in total agreement. Peer-assessment will get the students to be actively involved in the learning process in which provides a clearer view of the actual learning process (Otoshi & Heffernan, 2007; Casallas & Castellanos, 2016). It offers the student to become a part of the whole process of language learning and makes them aware of their learning progress (Finch, 2014).

On the other hand, the highest percentage of disagreement in total showed up in three statements that achieved for about 20% for each. Those statements were "I believe, peer-assessment could enhance students' interests in learning character education.", "I believe, peer-assessment could improve students' characters in the classroom.", and "I believe, peer-assessment could build students' relation to the others.". The second big percentage also appeared for about 16% in several statements. However, the teachers still perceive positively since the total percentage of disagreement only resulted for about 6%-20%. In addition, the results of the second stage of the questionnaires can be drawn by stating that most of the teachers perceive positively the implementation of peer-assessment.

Teachers' Perspectives of Students' Attitude towards Peer-Assessment

In this third stage of questionnaires, there were seven questions related to the teachers' perspectives of students' attitude towards peer-assessment. These questions were based on teachers' view on students' attitude in utilizing peer-assessment in the classroom. The result of survey questionnaires shows many teachers' answers are relatively positive on their views on students' attitude.

Regarding their capability, which was represented on the first statement "In my perspective, students will be able to assess their peers.", the English teachers viewed that the students have sufficient capability to assess their peers (70%). It has been mentioned by (Friedman, Cox & Maher (2008) that effective and meaningful peer assessment requires students' ability to rate other students and the English teachers viewed their students have that ability in assessing their peers. Saito & Fujita (2004) have also concerned on its common negative conceptions about students' incapability in rating peers which is caused by their lack of language ability, skill, and experience.

Relating with students' confidence on conducting peer-assessment, stated in two statements "In my perspective, students will be more confident to assess their peers." and "In my perspective, students will be more confident to be assessed by their peers.", the English teachers viewed that the students are confident in assessing their peers (66.7%) and, vice versa, students were confident being assessed by their peers (73.3). It is in line with Fauzan (2016) findings which revealed that peer-assessment can raise students' confidence in assessing their peers and being assessed by their peers.

Table 4. Teachers' perspectives of students' attitude towards peer-assessment

No.	Statement	SD	D	A	SA
24	In my perspective, students will be able to assess their peers.	3.3	26.7	56.7	13.3
25	In my perspective, students will be more confident to assess their peers.	6.7	16.7	60	16.7
26	In my perspective, students will be more confident to be assessed by their peers.	10	16.7	56.7	16.7
27	In my perspective, students will trust their peers to assess them.	3.3	30	60	6.7
28	In my perspective, students will be trusted by their peers to assess themselves.	3.3	26.7	63.3	6.7
29	In my perspective, students will be more comfortable to assess their peers.	6.7	26.7	50	16.7
30	In my perspective, students will be more comfortable to be assessed by their peers.	10	20	53.3	16.7

Having a trust also became one focus in conducting peer-assessment which was stated in two statements “In my perspective, students will trust their peers to assess them.” and “In my perspective, students will be trusted by their peers to assess themselves”. The English teachers’ view on students’ trustworthiness was positive for both having trust on their peers in assessing them (66.7%) and being trusted by their peers in assessing them (70%). The lack of trust in peer-assessment is possibly related to the scare of the use of peer-assessment in the classroom (Tišma, 2016). Moreover, lack of trust also leads to cognitive conflict on learning values among the students (Roskams, 1999). Thus, before establishing peer-assessment, the teacher has to build mutual trust among them by having some classroom activities which explore mutual values between their peers (Roskams, 1999).

Moreover, feeling comfortable on having peer-assessment among students which was stated as “In my perspective, students will be more comfortable to assess their peers.” and “In my perspective, students will be more comfortable to be assessed by their peers.” also received positive perspective from the English teachers since they saw the student felt comfortable when they conducting assessment to their peers (66.7%), and, likewise, the students also felt comfortable when they were assessed by their peers (70%). This issue was raised by Roskams (1999) who found that the students felt less comfortable about peer-assessment exercise as a learning exercise. Moreover, Cheng & Warren (2005) also revealed that the students also feel less comfortable and uncertain of their ability to assess their peers compared since they felt unqualified to assess their peers. However, a different result was carried out by Zarei & Usefli (2015) who found that the students feel more comfortable if they receive feedback from their classmates. Thus, it indicates that being assessed by their peers make the students’ anxiety decreased. Therefore, as it has been mentioned also by Roskams (1999), to make the students feel more comfortable, the English teacher needs to ensure the criteria, explain a clear assessment process and training in performing it, explain the purpose of peer-assessment as a learning medium, and the feedback received is valuable since it is coming from their peers.

4. Conclusion

Related to the findings above, the utilization of peer assessment had been conducted by many English teachers. Most of these English teachers perceived positively the implementation of peer-assessment for character education as shown by a great number of the percentage . Then, many English teachers’ answers were relatively positive about students’ attitude in peer-assessment utilization due to their performance when they applied peer-assessment. They also have utilized peer-assessment in the classroom as one of the methods in assessing students’ affective aspect and the students had the opportunity to rate their peers based on some criteria. However, the application of peer-assessment for assessing students’ affective aspect still needs to be improved due to several issues. It was shown by the fact that there were still a slight number of the teachers who viewed that students had not sufficient capability in assessing their peers. Moreover, there were also a small number of teachers who perceived that the students were not really confidence in performing peer assessment in which they were less comfortable in doing that. Additionally, the English teachers’ perspectives of peer-assessment as an assessment method was relatively positive, however, the fairness of peer-assessment application in assessing students’ affective aspect was questionable by these English teachers since the students themselves sometimes had no trust to their peers. It became teachers’ concern since it needed trust to make peer-assessment work well. Therefore, the teachers should promote the positive aspects that had been drawn by promoting students’ cooperative and collaborative learning that was the purpose of peer-assessment.

Reflecting on the findings above, there are several recommendations for teachers and future researchers who share the same interest to the utilization of peer-assessment. For English teachers, it is recommended to implement peer-assessment for assessing students’ affective aspect, especially in supporting the implementation of the 2013 Curriculum. The fears of having lack of trust and fairness on students need to be eliminated and changed

into positive attitude toward its implementation. Then, for future researchers, who are interested in the field of peer-assessment, it is suggested to develop research about other aspects of teaching and learning process that can be assessed by peer-assessment.

Moreover, different results may appear in this current study since it has a limited number in terms of the participants. Thus, for other researchers, additional number of participants may become one of the considerations in conducting similar study since it can influence the final results of the English teachers' perspectives of peer-assessment in assessing students' affective aspect.

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