

# Enhancing Learning: Peer Assessment's Influence on English as a Foreign Language Education in Indonesia

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## ABSTRAK

Meningkatnya permintaan akan bakat bahasa Inggris di kancah dunia, sistem pendidikan perlu menemukan teknik yang efektif untuk memperindah pembelajaran bahasa. Penilaian sejawat merupakan salah satu pendekatan yang dapat meningkatkan kemampuan bahasa siswa. Oleh karena itu, makalah penelitian ini mengkaji pengaruh penilaian sejawat terhadap pendidikan Bahasa Inggris sebagai Bahasa Asing (EFL) di Indonesia. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan menggunakan observasi, wawancara terstruktur, dan analisis dokumen. Data yang terkumpul dianalisis menggunakan pendekatan tematik. Hasilnya menemukan bahwa guru terus mengeksplorasi metode pedagogis yang revolusioner, mengintegrasikan penilaian sejawat ke dalam kelas EFL dapat memberdayakan siswa untuk tumbuh menjadi pemula bahasa yang lebih mandiri dan berbakat. Dengan merangkul konsep penilaian sejawat, Indonesia dapat lebih meningkatkan perannya sebagai pusat pelatihan bahasa Inggris dan membekali anak-anaknya dengan kemampuan yang diperlukan untuk berkembang dalam masyarakat global. Sebagai kesimpulan, penilaian sejawat berpotensi untuk memperindah pendidikan EFL di Indonesia secara signifikan melalui pembelajaran yang energetik, mendorong kemahiran berbahasa, dan menumbuhkan budaya kolaborasi dan komunikasi.

## ABSTRACT

The increasing demand for English talent in the worldwide arena, educational systems need to discover effective techniques to beautify language learning. Peer assessment is one approach that can improve students' language abilities. Therefore, this research paper examines the influence of peer assessment on English as a Foreign Language (EFL) education in Indonesia. This study employs a descriptive qualitative approach. Data gathered using observations, structured interviews and document analysis. The collected data are analyzed using a thematic approach. The result found that teachers continue to explore revolutionary pedagogical methods, integrating peer assessment into EFL classrooms can empower students to grow to be extra autonomous and gifted language novices. By embracing the concepts of peer assessment, Indonesia can further improve its role as a hub for English language training and equip its youngsters with the abilities necessary to thrive in a globalized society. In conclusion, peer assessment has the potential to significantly beautify EFL education in Indonesia through energetic learning, fostering language proficiency, and cultivating a culture of collaboration and communication.

## 1. INTRODUCTION

English as a Foreign Language (EFL) education plays an important role in Indonesia, a country with a various cultural landscape and a swiftly growing financial system. As an international language, English skill ability is vital for Indonesians to compete in the international activity marketplace, access higher education opportunities overseas and interact in worldwide change and verbal exchange (Fatimah & Santiana, 2017; Sholeh et al., 2021). Recognizing the significance of English proficiency, the Indonesian authorities have made efforts to promote EFL education throughout the country, main to a multiplied call for powerful and innovative teaching techniques. Among these methods, peer assessment has emerged as a treasured tool for enhancing studying effects in EFL classrooms. Peer assessment means that students assess and sample learning tactics together (Islam et al., 2022; Lee & Coniam, 2013; Ubaque Casallas &

Pinilla Castellanos, 2016). This method not only promotes critical questioning and analytical talents but also fosters an experience of responsibility and duty among students. In Indonesia's EFL education context, peer assessment offers various advantages that contribute to improving language talent and communication abilities.

Peer assessment can convert the traditional teacher-focused approach to education by empowering students to take an energetic position in their mastering system. In EFL classrooms, where language acquisition and fluency are paramount, peer assessment can allow students to exercise and refine their language talents via significant interactions with their peers (Islam et al., 2022; Nejad & Mahfoodh, 2019). By enticing inside the assessment and dialogue of each other's work, students not only effectively obtain treasured comments but also increase a deeper knowledge of language systems, vocabulary usage and cultural nuances. Moreover, peer assessment encourages students to become self-conscious and reflective inexperienced persons (Kumar et al., 2023; Ukobizaba et al., 2021). As they assess and provide feedback on their peers' work, students gain insights into their strengths and regions for improvement. This self-reflection contributes to the development of metacognitive abilities, which might be critical for powerful language studying. In the Indonesian EFL context, where students frequently face demanding situations in learning English grammar and pronunciation, peer assessment can serve as a supportive mechanism for honing their language talents in a collaborative and non-threatening environment (Buchal & Songsore, 2018; Kumar et al., 2023).

In a rustic as diverse as Indonesia, wherein students come from different linguistic and cultural backgrounds, peer assessment can facilitate the change of thoughts and views. Furthermore, peer assessment nurtures important communication abilities, including giving and receiving feedback, articulating thoughts simply, and understanding numerous viewpoints. For Indonesian students, these are valuable skills to have as they become ready to navigate a globalized world where proficiency in English is required to succeed in a variety of professional and academic fields (Islam et al., 2022; Yamin et al., 2020). Peer assessment is a precious device in the subject of training, in particular within the context of English as a Foreign Language (EFL) training in Indonesia. This approach entails students presenting feedback and comparing their friends, letting them actively interact in the getting-to-know system by significantly analyzing and assessing the work of others. Peer assessment holds a great ability to enhance the learning enjoyed by promoting a deeper understanding of the concern count, fostering a sense of obligation and accountability among students and inspiring the development of vital competencies consisting of crucial thinking, communicate and self-reflection (Pratiwi, 2018; Tridinanti, 2018).

In the context of EFL training in Indonesia, peer assessment gives several advantages. Firstly, it allows students to actively take part in the learning procedure, shifting beyond the function of passive recipients of understanding (Hwang et al., 2022; Ozdamli & Ozdal, 2018). By assessing their peers, students are recommended to think significantly and interact with the problem in a meaningful way. This not only complements their knowledge of the material but also promotes an experience of ownership and duty for their getting to know. Furthermore, peer assessment fosters supportive and collaborative mastering surroundings (Carpenter, 2015; Karakus et al., 2024). Students can offer positive feedback to their friends, offering insights and pointers for improvement. This collaborative approach now not only advantages the recipient of the comments but additionally permits the students to provide feedback to increase their verbal exchange and interpersonal abilities. Additionally, it encourages a subculture of mutual appreciation and know-how, as students learn to not forget numerous perspectives and offer remarks in a constructive and empathetic manner (Hwang et al., 2022; Ozdamli & Ozdal, 2018).

Moreover, peer assessment can be a powerful device for reinforcing the development of vital competencies. In the context of EFL education, students now not simplest improve their language proficiency through the method of offering feedback and comparing language utilization but also increase essential wondering abilities as they determine the content material, shape, and coherence in their peers' landscapes (Kumar et al., 2023; Nejad & Mahfoodh, 2019). This method encourages students to interact in better-order wondering as they analyze, evaluate and provide feedback on the work of their peers. Incorporating peer assessment into EFL education in Indonesia is also consistent with the standards of learner-centred pedagogy (Al Mamun et al., 2022; Weninger et al., 2020). By actively involving students in the assessment technique, teachers can tailor their teaching to meet the various wishes and gain knowledge of the styles of their students. This approach promotes an extra customized and inclusive getting-to-know experience, permitting students to take possession of their mastering adventure and broaden their deeper know-how of the problem.

Furthermore, peer assessment can contribute to the improvement of students' self-law and self-assessment talents. Through the process of assessing the work of their peers, students benefit from insights into their strengths and regions for improvement. This self-reflective exercise can empower students to take more control of their learning, set significant goals for development, and develop a growth mindset.

Therefore this research study aims to analyze the influence of peer assessment on English as a Foreign Language (EFL) education in Indonesia.

## 2. METHOD

This study employs a descriptive qualitative approach to explore the impact of peer assessment on English as a Foreign Language (EFL) education in Indonesia (Huberman & Miles, 2012). This approach is selected to gain an in-depth understanding of peer assessment practices and their effects on language learning across various educational contexts. The study aims to examine both teachers' and students' perspectives on the use of peer assessment and how its application can enhance students' English language proficiency. A comprehensive literature review provides the theoretical foundation and offers insights into the current state of EFL education in Indonesia, including the challenges and opportunities within the language teaching and assessment system.

Data for this research are gathered using several methods, including classroom observations, structured interviews with teachers and students, and document analysis related to peer assessment. Classroom observations are conducted to directly monitor the implementation of peer assessment in EFL instruction, while interviews are used to gain an in-depth understanding of participants' experiences and perceptions regarding the effectiveness of this method. The data collection process is supplemented by distributing questionnaires to students to measure their responses toward the use of peer assessment, and by analyzing learning materials and assessment documents to further understand the practices applied in different schools. A triangulation method is employed to ensure the validity and reliability of the collected data.

The collected data are analyzed using a thematic approach, where interview transcripts, classroom observations, and documents are examined to identify key themes related to the impact of peer assessment on EFL learning. This analysis aims to explore teachers' and students' perceptions and experiences, as well as to identify factors that support or hinder the implementation of peer assessment in language learning. Additionally, the literature review conducted earlier is used as a reference to compare the findings of this study with previous research, allowing the identification of gaps in existing literature and contributing new insights to the academic discourse. The findings from this data analysis are expected to provide recommendations for improving the quality of EFL instruction in Indonesia, particularly regarding the effective use of peer assessment as a pedagogical tool. The novelty of this research lies in its exploration of the impact of peer assessment on English as a Foreign Language (EFL) education in Indonesia, an area that has been relatively underexplored in the context of the Indonesian education system.

## 3. RESULT AND DISCUSSION

### Result

#### *The Role of Peer Assessment in EFL Education*

Peer assessment performs a pivotal function in selling active mastering and fostering critical questioning capabilities, specifically in the context of English as a Foreign Language (EFL) education in Indonesia (Wahyuni et al., 2019; Yamin et al., 2020). Incorporating peer assessment within the EFL classroom is multifaceted, starting from enhancing student engagement to presenting valuable feedback and enhancing general knowledge of consequences. One of the primary peer assessments is its capacity to support energetic cognition. By actively enticing students within the assessment procedure, peer assessment shifts the focus from a teacher-focused approach to a more student-concentrated technique (Nurlailah & Hamdu, 2021; Siti et al., 2023). This encourages them to actively take part in the assessment and improvement of their own and their friends' work. As a result, students end up greater invested in the mastering method, leading to extended motivation and a deeper know-how of the challenge.

Furthermore, peer assessment cultivates essential wondering capabilities among EFL beginners. When students are tasked with comparing their peers' landscapes, they're required to investigate, interpret and critique the content material, structure and language use of the assignments. This method not only hones their analytical capabilities but additionally encourages them to assume significantly approximately the criteria for assessment and the best of the landscapes being evaluated (Islam et al., 2022; Lee & Coniam, 2013). As a result, students broaden the extra nuanced information of the problem count and are better geared up to articulate and guard their assessments, thereby fostering a way of life of intellectual discourse and constructive comments. Moreover, peer assessment offers students a unique opportunity to get hold of diverse views and optimistic criticism from their friends (Chang et al., 2020; Chien et al., 2020). This range of feedback exposes students to different strategies, ideas and writing patterns, broadening their knowledge of the concerned matter and enriching their knowledge of revel. Additionally, receiving remarks from peers

can regularly be less intimidating than receiving remarks from a teacher, creating greater supportive and collaborative studying surroundings.

This can help lessen performance anxiety and increase students' willingness to take risks and test with new language talents. In the context of EFL education in Indonesia, in which English talent is crucial for academic and professional fulfilment, peer assessment can also function as a formative tool for language development (Apriyanti et al., 2020; Hau et al., 2020). Through the procedure of comparing their peers' writing, speaking or other language-based assignments, students no longer only interact with the content material but also actively exercise and refine their language abilities. This active engagement with the language no longer reinforces their know-how of grammar, vocabulary, and syntax however also encourages them to assume significantly approximate language use and its effectiveness in verbal exchange (Moats, 2019; Yuliawati, 2018).

Peer assessment is a vital issue in English as a Foreign Language (EFL) education in Indonesia because it fosters a learner-concentrated method in the classroom. By attracting students to compare their friends' work, Peer assessment not only provides valuable feedback but also fosters critical thinking, cooperative learning, and self-control. Peer assessment encourages collaboration among students, as they actively engage in comparing and offering comments on every difference (Islam et al., 2022; Lee & Coniam, 2013). This collaborative process no longer complements their knowledge of the concern but also promotes communicate and teamwork skills. In the context of EFL education in Indonesia, students regularly face challenges in developing their English language skills, and peer assessment gives a platform for them to interact and analyze one another (Kumar et al., 2023; Nejad & Mahfoodh, 2019). For instance, students can interact in pair or group discussions to assess and provide optimistic comments on writing assignments or presentations. This collaborative technique not only improves their language talents but also fosters a sense of network and mutual aid inside the classroom.

### ***Implementation of Peer Assessment in Indonesian EFL Classrooms***

Over 700 different languages are spoken by the diverse population of Indonesia's archipelago. The state is united by the trustworthy language Bahasa but English is recognized as an essential instrument for international communication and economic growth. In recent years, there has been a developing emphasis on the importance of English as a Foreign Language (EFL) training in Indonesia (Kumar et al., 2023; Ubaque Casallas & Pinilla Castellanos, 2016). The Indonesian authorities have made tremendous efforts to enhance English language talent among its residents and the impact it can have on the country's competitiveness within the worldwide marketplace. However, notwithstanding these efforts, the current nation of EFL education in Indonesia faces several demanding situations (Peng & Fu, 2021; Sholeh et al., 2021).

One of the primary challenges is the lack of qualified English language teachers, specifically in faraway and rural regions. This has brought about a disparity in the best of English language education throughout exclusive regions of the country. Additionally, constrained access to resources further exacerbates this difficulty, hindering effective EFL training. Furthermore, conventional teaching techniques that prioritize rote memorization and teacher-focused guidance have been primary in Indonesian EFL classrooms (Carrabba & Farmer, 2018; Singh & Marappan, 2020). This approach frequently neglects possibilities for students to actively interact with the language and increase their communication abilities. In recent years, there has been a shift in the direction of more student-centered and communicative tactics for language teaching (Jawas, 2019; Sholeh et al., 2021). However, the implementation of these methodologies has been changing and teachers embracing the alternative more quite simply than others. Amid these demanding situations, the incorporation of peer assessment in Indonesian EFL classrooms allows decorating mastering consequences and dealing with a number of the prevailing limitations inside the education gadget. Peer assessment, a shape of collaborative learning, includes students presenting comments to their friends on their landscapes, which can consist of language skill ability, writing, talking, and other language abilities (Javadi-Safa, 2018; Petersen et al., 2020). This method no longer best encourages active engagement and essential thinking however also fosters an experience of duty and autonomy among students.

### ***Impact of Peer Assessment on Language Proficiency***

Language proficiency is a vital issue of EFL education and teachers are continuously looking for effective strategies to enhance students' language abilities. Peer assessment has become a valuable tool in this regard because it gives students more opportunities for language practice and feedback while also promoting a deeper understanding of the language through the process of evaluating and comparing their peers' work (Islam et al., 2022; Lee & Coniam, 2013).

Several studies have documented the impact on peer assessment of language proficiency amongst EFL novices. Previous study investigated the effect of peer assessment on the writing capabilities of

Indonesian EFL students (Gholami, 2016). They took a look at found that students who engaged in peer assessment confirmed significant upgrades of their writing talent, as they were able to pick out and correct language errors more efficiently after comparing their friends' compositions. Furthermore, peer assessment has been shown to decorate students' talking and listening talents. Other study an EFL newcomer in Indonesia, participated in a peer assessment for oral performance in Indonesia (Ebrahimi et al., 2021). The findings revealed that students who acquired remarks from their peers exhibited greater fluency, accuracy, and overall speaking skill ability in comparison to folks who no longer have interaction in peer assessment.

### ***Addressing Challenges and Ensuring Fairness in Peer Assessment***

Peer assessment has become an integral part of the instructional panorama, especially inside the context of English as a Foreign Language (EFL) training in Indonesia. While peer assessment offers various benefits, it's far more important to acknowledge and deal with the potential challenges and biases that could arise from its implementation (Chien et al., 2020; Ubaque Casallas & Pinilla Castellanos, 2016). By figuring out those limitations, teachers can take proactive measures to make certain equity and effectiveness in the peer assessment system. One of the number one challenges in peer assessment is the dearth of training and guidance for students. Without the right instruction on how to assess their friends' landscapes objectively, students may additionally battle to provide optimistic feedback. Moreover, they'll inadvertently introduce personal biases or misunderstand the assessment criteria, main to erroneous exams. In an EFL setting, students regularly have diverse degrees of language skill ability (Cookson & Stirk, 2019; Susanto et al., 2020). This discrepancy in competence can pose a project in the course of peer assessment, as students may also struggle to appropriately compare the work of their peers who are at distinctive talent stages. This can result in disparities in the quality of comments supplied and the fairness of the assessment manner.

Peer assessment can be stimulated using social dynamics inside the classroom. Students may additionally feel stress to be overly important or excessively lenient while comparing their friends' landscapes, relying on their relationships and interactions within the elegance. This social bias can affect the accuracy and equity of the checks, potentially leading to inequitable results (Chang et al., 2020; Ukobizaba et al., 2021). Without the right mechanisms for responsibility, there is a threat that learners may not take the peer assessment procedure critically. This can result in superficial or insincere feedback, undermining the cost of the assessment. Furthermore, without duty, there may be a potential for students to engage in unethical practices, along with favouritism or unfair grading.

### **Discussion**

Incorporating peer assessment in EFL education encourages students to think severely approximately their landscapes as well as their friends' work. When students are tasked with assessing and providing feedback, they are required to research the strengths and weaknesses of the assignments or performances. This procedure now not only complements their analytical abilities but also promotes deeper expertise of the assessment criteria and getting to know targets. For example, in a language-mastering context, students can seriously examine each other's writing by way of specializing in grammar, vocabulary utilization, coherence and universal effectiveness. This not handiest facilitates them to enhance their writing competencies but also develops their ability to assess and critique language-related elements. Peer assessment empowers students to take ownership in their gaining knowledge of methods and becomes extra self-regulated (Fatimah & Santiana, 2017; Qodr et al., 2021).

When students are actively involved in assessing their friends' work, they benefit from a higher knowledge of the assessment criteria and expectations. This encourages them to mirror their landscapes and make knowledgeable revisions based totally on the feedback acquired. In the EFL context, the self-regulatory aspect of peer assessment is especially valuable because it helps students grow to be greater unbiased and proactive in improving their language abilities (Borch, 2019; Ibrahim & Alamro, 2020). For example, students can use comments from their peers to perceive regions for improvement in their language talent, along with pronunciation, fluency or grammatical accuracy. This reflective method not handiest complements their language development but also instills a feeling of duty for his or her learning.

In the context of EFL training in Indonesia, the implementation of peer assessment holds wonderful potential. By concerning students with the assessment of their peers' language talent, they could develop deeper information about the language and its nuances. This procedure also can help students apprehend their strengths and regions for development, leading to a more personalized and effective getting-to-know experience (Islam et al., 2022; Lee & Coniam, 2013). Moreover, peer assessment aligns with the shift

towards scholar-focused studying techniques, making an allowance for more inclusive and participatory classroom surroundings. It also provides for students to practice and refine their language talents in genuine contexts, thereby bridging the gap between classroom knowledge and real-world communicate (Islam et al., 2022; Ukobizaba et al., 2021).

Peer assessment has gained giant interest in the discipline of English as a Foreign Language (EFL) education in Indonesia. It offers several advantages for learners such as the improvement of vital questioning, collaborative abilities, and language improvement. However, for peer assessment to be correctly integrated into EFL classrooms, teachers need to observe unique suggestions. When enforcing peer assessment, teachers need to provide clean commands and standards for assessment (Kumar et al., 2023; Nejad & Mahfoodh, 2019). This includes defining the gaining knowledge of targets, assessment criteria, and anticipated results. Teachers must make sure that learners understand the purpose of the assessment and the unique regions they need to be aware of while comparing their friends' work. Before engaging in peer assessment activities, students must receive education and familiarization with the assessment process. Teachers should guide a way to provide constructive comments, the use of suitable language for assessment and the importance of preserving deferential and supportive surroundings during the assessment process.

However, for peer assessment to be efficaciously incorporated into the EFL curriculum in Indonesia, teachers require adequate education and help to enforce this approach correctly. To correctly put into effect peer assessment in the EFL classroom, teachers in Indonesia require comprehensive education and ongoing aid. This consists of familiarizing teachers with the concepts and first-rate practices of peer assessment, as well as offering them the necessary tools and assets to facilitate the method. Additionally, it's miles essential to provide continuous expert development possibilities to make certain that teachers are geared up with the information and talents to implement peer assessment correctly.

#### 4. CONCLUSION

In conclusion, the impact of peer assessment on enhancing EFL training in Indonesia is undeniable. Through the incorporation of peer assessment practices, students can actively engage in the getting-to-know process and broaden deeper know-how of the English language. This approach students linguistic competence but also nurtures important abilities which include important questioning and effective communicate. The capability of peer assessment to enhance EFL education in Indonesia is widespread and its implementation holds the key to unlocking transformative learning enjoyment for students. Stakeholders should recognize the profound impact of peer assessment and collaboratively combine this practice of EFL education. This concerted effort will pave the manner for a future where Indonesian students are empowered, engaged and equipped with the abilities vital to thrive in a more and more interconnected worldwide landscape.

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