

The Self- and Peer-Assessments in Creative Writing: Students' Benefits and Reactions

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ABSTRACT

This research is aimed at fostering students' reflective efforts by providing self- and peer-assessment approaches during the process of learning how to write creative writing about Indonesian narrative stories. The implementation of this instructional method promotes students' writing proficiency, critical thinking abilities, and autonomy. The objective of this research is to introduce, explore the advantages of, and evaluate students' reactions to self-and peer assessment in a writing course. A case study design was employed, focusing on tenth-grade EFL students in SMAN 8 Denpasar. They were chosen by purposive random sampling. The research utilized various methods such as open-ended questionnaires and in-depth interviews. The analysis of the data reveals the positive outcomes associated with peer- and self-assessment. The findings suggest that English teachers should employ this instructional approach to enable students to fully engage in the writing process and enhance their writing skills.

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INTRODUCTION

The shift from traditional teaching methods to learner-centred approaches brings about significant changes and reforms in education. The teacher's role as the sole source of knowledge is no longer relevant. By placing learners at the heart of education, their involvement in the learning process is more crucial than ever. Rather than being passive recipients of information, students are expected to actively engage in activities such as discussion, problem-solving, creation, and self-assessment (Brame, 2016). In line with Luu (2022), they also need to take charge of and make decisions regarding their learning process to meet their individual needs and the demands of innovation. These changes have sparked innovation across all aspects of education, including assessment. New concepts like "assessment for learning" and "learning-oriented assessment" have emerged and gained traction. Teachers are no longer the sole evaluators of student performance; learners now play an active role in the assessment process, which is designed to support and enhance their learning. They engage in self-assessment and also evaluate their peers' work (peer assessment). In essence, students have adopted a new role as examiners within the classroom.

Writing is essential in a student's life when studying English. It fosters students' academic competencies, encourages student growth in social dimensions, and aids in the continuance of student learning and self-expression. Furthermore, writing is more often applied by academics and professionals, then it becomes a crucial one (Walsh, 2010). Therefore, when students struggle to express themselves and show their thoughts in writing, they are unable to interact effectively with teachers, bosses, co-workers, or others.

Nevertheless, teachers often encounter challenges when it comes to teaching writing skills. These difficulties can be categorized into two types: internal problems and external problems. Internal problems arise from factors such as the

student's linguistic abilities, interference from their native language, motivation levels, and reading habits. These are referred to as internal problems. On the other hand, external problems pertain to the classroom environment, availability of writing teaching aids, and time constraints (Hidayati, 2018). Furthermore, Adam et al. (2021) highlight several issues in teaching writing, including a lack of effective teaching techniques, struggles in motivating students, time limitations, and linguistic barriers.

Facing these challenges, teachers should think out some ideas while teaching writing in the form of providing writing goals, writing learning experiences, students' feedback, and how students' written outputs are going to be evaluated (Brown, 2007). Teachers can create opportunities for students to be more autonomous in their learning by providing feedback and suggestions. This activity is necessary because students are involved in the scoring process. Therefore, the development of critical competencies such as accountability, judgment, and independence are fostered by the student's participation in the scoring process.

Extensive research in the field of education has consistently demonstrated the numerous benefits associated with self-assessment and peer assessment (Hattie & Timperley, 2007). These assessment methods have proven to enhance students' motivation and engagement in the learning process, as they become more invested in their education when given responsibilities within the assessment process. Through self-assessment, learners gain a better understanding of their knowledge and capabilities. Additionally, Chang et al. (2020) discovered that peer assessment not only improves students' academic achievement but also enhances their self-efficacy and critical thinking skills. Peer assessment is more effective than self-assessment in facilitating learning. It fosters student accountability, motivation, and a drive to excel academically. Moreover, it aids students in developing their assessment skills (Stanci'c, 2021). Furthermore, Topping (2021) revealed that peer evaluation promotes diversity, enjoyment, active participation, a sense of identity and connection, self-confidence, and improved understanding among students.

Self-assessment and peer assessment offer the students valuable chances to enhance their self-awareness through receiving feedback from others (Saito & Fujita, 2004). Feedback plays a crucial role in helping students recognize their shortcomings and rectify errors, thereby improving their performance. By both receiving and providing feedback, students gain valuable experience in deepening their understanding of the subject matter. The utilization of self-evaluation and peer assessment serves as effective techniques for fostering student engagement and participation in the classroom. By allowing students to evaluate their work and that of their peers, teachers promote a sense of ownership and responsibility for learning. This approach also nurtures students' ability to actively participate in and take ownership of their learning by analyzing their writing and the work of others.

In addition, when students receive feedback, it allows them to make appropriate comments and provide guidance, ultimately aiding in refining their learning process (Osado et al., 2013). Students can improve their writing skills through self-evaluation and peer assessment because they can receive feedback from many sources and use that feedback to update and improve their products. Incorporating students into the evaluation process offers teachers multiple advantages, including reducing their workload and gaining valuable insights into student learning and comprehension. Self-evaluation and peer assessment also contribute to the development of a collaborative learning environment where students can support and motivate each other. Within this learning setting, students engage in the evaluation and provision of feedback on each other's work. Consequently, engaging in a teaching-learning process that emphasizes self- and peer-evaluation not only helps students comprehend the assessment technique but also enhances the overall learning process and academic achievement.

Numerous studies have investigated the implementation of self-assessment and peer assessment in the context of a writing class. One such study by Yang et al. (2022) focused on enhancing students' achievement and their ability to attain higher scores. Another study conducted by Seifert & Feliks (2019) aimed at improving students' understanding of key assessment elements and learning outcomes. Lastly, Ratminingsih et al. (2017) conducted a study centred on fostering reflective thinking among students. Collectively, these studies provide support for the effective use of self-assessment and peer assessment as strategies that promote student learning and engagement within the teaching-learning process. These researches focused on overarching goals such as enhancing performance or learning outcomes,

improving the learning process, refining the assessment process, and cultivating reflective thinking. It is important to note that the specific context in which these assessment approaches are employed, such as the subject area, grade level, or type of assessment assignment, may influence the findings of these studies.

Most of the studies reviewed above primarily focus on comparing students' grades with those assigned by teachers or tutors, investigating the relationship between self and peer assessment and learning outcomes. To get a gap and novelty, this present study concentrated on a more specific aspect of self- and peer-evaluation, namely the implementation of self-assessment and peer assessment in creative writing classes about a topic of narrative text. In this study, the researcher would like to define peer and self-assessment as the process of assigning a grade, justifying that grade, and providing suggestions for improvement based on the assessment criteria set by the teacher. When students explain the marks they assign, whether to themselves or their peers, the processes of peer and self-assessment become more constructive and effective, thus increasing their value (Paterson et al., 2020). It would be fascinating to investigate how these approaches could be tweaked or adjusted to better meet the needs of these students. As a result, this study also looked into students' reactions to the use of self- and peer-assessment in writing a story.

In conclusion, the transition to learner-centred approaches in education marks a significant departure from traditional teaching methods, emphasizing the active involvement of students in their learning processes. By engaging in self-assessment and peer assessment, students not only enhance their understanding of narrative texts but also cultivate critical skills such as self-awareness, accountability, and collaboration. This study aims to analyze the benefits of self-assessment and peer assessment in teaching creative story writing and also to figure out the student's reaction to the implementation of self-assessment and peer assessment in creative writing stories. Thus, embracing these innovative assessment methods not only supports students' academic growth but also prepares them to navigate the complexities of communication and expression in their personal and professional lives.

METHODS

The present study used a case study research design to conduct qualitative research (Creswell, 2009). The qualitative research data is analyzed descriptively to discover the attitudes, behaviours, and experiences that emerged throughout the teaching program (Dawson, 2009). The purpose of this case study was to address descriptive questions concerning the implementation, the benefits, and the student's responses to using self-evaluation and peer assessment in creative writing class, particularly when writing an Indonesian legend story. In this study, the use of self- and peer-assessment are also explored as approaches to enhance students' motivation, as students' motivation is a predictor of their writing achievement. SMA Negeri 8 Denpasar was chosen to conduct this study. There is a total of 36 students in the tenth grade in the academic year 2024/2025 who filled out the questionnaires for this study, however, only 3 students were interviewed. They were chosen by using purposive random sampling since those subjects matched the criteria that were conducted by the researcher. The information was gathered through open-ended questionnaires and interviews.

To collect data, the researcher distributed an open-ended questionnaire to assess students' responses and opinions about the peer and self-assessment process in their writing class. The questionnaire included ten questions. According to Cohen et al. (2007), the questionnaire is a widely utilized and effective tool for gathering survey data, offering structured, often numerical insights that can be administered without the researcher present and are generally easy to analyze. Open-ended questions are designed to capture information that closed questions may miss. The responses to open-ended questions consist of statements and represent linguistic interactions, typically structured around a series of both open and closed questions (Popping, 2015). This aspect greatly influences how data is shaped, and analyzed, and the strategies used for software applications.

Furthermore, in-depth interviews were also conducted with the students for this research. These interviews acted as memory prompts and were semi-structured. They aimed to provide insights into the participants' authentic behaviours during their experiences with self and peer assessment in the teaching and learning process of Narrative class. To gather additional data, the researcher visited the classrooms to introduce themselves and explain the study's objectives. Students who showed interest were invited to participate in the semi-structured interviews. The interviews were recorded for later

playback and analysis, with the transcriptions and interpretations highlighting the students' reactions to the use of self-assessment and peer assessment in creative writing class.

RESULTS AND DISCUSSION

Based on the data analysis result of interviews and questionnaires about self- and peer-assessment in creative writing especially in writing Indonesian legend stories, the findings indicated that these assessment methods significantly benefited the students and positively influenced their reactions.

Benefits of Self-Assessment and Peer-Assessment in Teaching Review Story Writing

To effectively comprehend and produce story writing, students should possess an understanding of its structure, strategies, and content. They should also apply their language skills and knowledge of story writing's meaning to generate written works. Over three weeks, the teacher guides the process, which involves drafting, reflecting, rewriting, and producing final results. The following steps outline the approach to teaching story writing using self-assessment and peer assessment:

1. The teacher introduces various forms and types of story writing to the students.
2. Students create an initial draft of their story and decide on a narrative approach.
3. After completing the first draft, students review grading rubrics for each category of their written stories. They identify strengths and weaknesses in their writing, rate their work, and revise their draft accordingly.
4. In the final stage, students upload the final version of their story writing to the teacher's Google Drive.

The subsequent stage involved conducting a peer review. Initially, students exchanged their drafts and carefully read their peers' work, followed by an examination of the scoring rubric provided by the teacher. Subsequently, they provided feedback on their peers' writing and engaged in discussions with both the teacher and their classmates to address any challenges they encountered while assessing their friends' work. The outcome of this process was then uploaded. Upon receiving the feedback from their peers, the students revised their writing once again. In instances where they faced difficulties in comprehending the feedback provided by their peers, they sought clarification through discussions. Finally, the students completed their final story writing and submitted it to the designated Google Drive. Students evaluated their first draft using that approach. During this procedure, the students prepared a message demonstrating the benefits of self-assessment.

Transcription 1:

1. *Interviewer* : *What do you feel after you have assessed your task by yourself?*
Student 1 : *To be honest, this is my first time reviewing something and then assessing my own writing. I've simply learned writing a story is not as simple as I thought and that there are numerous ways to do it. I know that my writing needs to be revised after assessing my own review.*

From the interview result of student 1, it can be interpreted that it was his first time assessing his own story writing by himself. He realized and found out something in his writing that writing a story was not easy and some criteria must be followed before writing the story by himself. Meanwhile, in the process of doing peer and self-assessment toward his story writing, he then thought to revise his writing because it had some errors after reviewing his story and getting feedback from his friends.

Transcription 2:

2. *Interviewer* : *What have you got from the class activity?*
Student 2 : *Through this activity, I learned a lot about how to write a story. So, I may express my imagination in logical sequence. How to make the conclusion and introduction more intriguing. By self-evaluation, I know that the most important thing is to comprehend what a narrative text is about and to get people's interest in our story.*

However, in the interview result of student 2, it can be inferred that she got a new knowledge of how to produce her story creatively and used her imagination in constructing the ideas. She also argued in constructing a good story, she meant how to make the readers or audiences intrigued too. Therefore, by having the self-assessment she realised that the most crucial things were to comprehend about the narrative text was about and to obtain the reader's interest in her story. From those two statements by conducting the self-assessment process, people can reflect on what they have already accomplished or not.

These two comments suggest that self-assessment might help individuals reflect on their achievements. Students' self-management processes, such as planning, assessing, and adapting, play a vital part in writing. After identifying their faults in writing the first draft through a self-assessment procedure. Students edited their review writing and submitted it to the given Google Drive for peer review.

Student Reactions to The Use of Self-Assessment and Peer-Assessment in Creative Writing Class

Data on student reactions to the use of self-assessment and peer assessment was obtained by students in an open-ended questionnaire given to them. Students noted in their reflective notes that doing self- and peer-assessments provided them with valuable experiences. Students reported that they gained new knowledge about giving criticism, experienced the evaluation process, gained new knowledge about the grading rubric, commented on other students' work, and knew how to write a story. They also learn new skills such as modifying their own and that of their friends' work, receiving and offering criticism, assessing their own and that of their friends' work, editing skills, reading and grammar skills, and grading student work as teachers do. They also stated that by sharing and reviewing their own and others' work, they gained new knowledge about assessment criteria and assessment procedures. It is consistent with the findings of a study conducted by Orsmond et al. (1996) who discovered that students believe peer assessment is advantageous to their learning and has a valuable effect on the teaching-learning process (Stanci'c, 2021).

The data analysis also discovered that first-time students were hesitant to provide the score. They were terrified of making scoring errors and couldn't explain why they awarded that score to their peer's work. This finding is similar to Stanci'c (2021), who notes that while peer assessment can be stressful and difficult for certain students, students can reap the benefits of peer assessment as they gain responsibility for their learning and drive. It improves their evaluation abilities, and they were able to appropriately score their learning results.

There are five questions regarding using peer evaluation and five questions on implementing self-assessment. The questions were created using the self- and peer-assessment exercises that referred to Falchikov & Boud (1989). Among the exercises were determining the advantages and disadvantages of their own or their peers' written work as well as the elements of the writing that they evaluated. The final two questions concerned the students' perceptions of themselves and the peer evaluation procedure as described by Sluijsmans et al. (1998), as well as Saito & Fujita (2004). Through the use of peer and self-assessment, students were able to enhance their writing quality, identification, interaction, and self-confidence.

The students claimed that they could recognize their own and peers' strengths and weaknesses using the scoring rubric on self-assessment and peer-assessment question number one.

1. *Questionnaire 1 of the peer assessment* : *How did you find the weaknesses in the review writing of your peers?*

Student 3 : *I paid attention when the teacher explained the scoring rubric and asked several questions about how to score appropriately. I am so thrilled because I get to play teacher and give my friends the grade.*

From the interview result of student 3, it can be inferred that she could analyze her peers' writing weaknesses by giving her attention to her teacher on how to take a proper scoring rubric. During the process, she asked her teacher some questions about it so she could score appropriately. Indeed, she felt excited to score her peers' writing and to give her peers grading scores.

2. *Questionnaire 1 : How did you find the weaknesses in the review of your writing of the self-assessment*

Student 4 : When I engaged in self-assessment, I directed my attention towards identifying my mistakes and making improvements to my draft. Although self-assessment and peer assessment required a significant amount of time, I found it enjoyable because I was able to apply my knowledge of story writing.

Meanwhile, from student 4's interview result, she found herself struggling in assessing her own writing story. Then she kept paying attention to her writing and asking her teacher how to score her own. She tried to identify her writing errors by following some criteria conducted by her teacher. She could correct her writing draft when she found some errors in it. In conclusion, as self and peer assessment was conducted in the class, she still enjoyed that activity and had new knowledge to write an interesting story.

The aspects of writing that were analysed encompassed the content, sentence grammar, vocabulary usage, and the overall structure of story writing. These findings align with the research conducted by To & Panadero (2019) who discovered that involving students in peer assessment enhances their understanding of crucial elements of the assessment process and their ability to evaluate learning outcomes. By engaging in self-assessment and peer assessment, students were able to assess their own work, improve their subsequent reviews, deepen their knowledge of story writing, and create more stories for their readers. Additionally, reading story written by others gradually augmented their understanding and resources related to story writing, enabling them to produce superior reviews. These exercises necessitated students to explore additional references on evaluating writing, revisit the principles of proper grammar, and expand their vocabulary. According to their feedback, engaging in self-evaluation and peer evaluation helped them develop familiarity with being assessed and receiving feedback. As a result, they have become more adept at recognizing their own mistakes throughout the writing process, confidently assessing the work of their peers, and engaging in meaningful reflection. Therefore, this is in line with the findings of (De Grez et al., 2012), who discovered students' positive reactions to the usage of peer assessment.

DISCUSSION

The design of the present study was case study research. It was intended to analyze the benefits of self-assessment and peer assessment in teaching creative story writing and also to figure out the students' reaction to the implementation of self-assessment and peer assessment in creative writing story in the tenth-grade students of SMAN 8 Denpasar in the academic year 2024/2025. There are various reactions from the students to using self and peer assessment.

The first research question aimed to explore how self and peer assessment in teaching review writing benefits students by using in-depth interviews. They came to realize that writing a story is not easy and that certain criteria must be adhered to before they can write independently. During the peer and self-assessment process of their story writing, they recognized the need to revise their work due to errors identified after receiving feedback from their peer. This is due to students' lack of understanding in determining scoring criteria and their unfamiliarity with conducting self-and peer assessments, highlighting the need for practice and habituation. This is also noted by (Yunianta et al., 2018), who emphasize that training and familiarization are necessary for implementing peer assessment as well as self-assessments. They also discussed that creating a good story involves capturing the readers' interest. Through self-assessment, they understood that comprehending narrative texts and engaging readers is crucial. In line with (Basuki & Hariyanto, 2014) define self-assessment as a process through which students gather information and reflect on their learning. This practice is also utilized to evaluate individual progress in areas such as knowledge, skills, learning processes, and attitudes. These insights indicate that self-assessment can facilitate reflection on personal achievements.

Moreover, students' self-management processes, including planning, evaluating, and adjusting, are essential in the writing process, especially after pinpointing their mistakes in the initial draft through self-assessment.

The second research question intended to know the students' reactions to the use of self and peer assessment in creative writing by using an open-ended questionnaire. The instrument can help teachers identify students who have a limited understanding of the subtopics being taught, allowing for enrichment activities to be implemented without having to wait for the daily test results at the end of the lesson. This is due to the advantages of self-assessment and peer assessment, which can monitor and motivate learning progress for both teachers and students, as well as enhance the elaboration process between students and teachers (Kollar & Fischer, 2010; Thomas et al., 2011). The students were guided to do how doing self and peer assessments in the beginning by their teacher, they feel they acquired new insights into providing constructive criticism, went through the evaluation process, learned about the grading rubric, offered feedback on their peers' work, and improved their story-writing skills. Additionally, they developed various competencies, including revising both their own and their classmates' work, giving and receiving feedback, evaluating their own and others' work, as well as enhancing their editing, reading, grammar, and grading abilities, similar to those of teachers.

CONCLUSION

Based on the results and discussions presented, it can be concluded that the self-peer assessment method is effective for implementing creative writing for tenth-grade students, as it offers more benefits than drawbacks in its application. Self- and peer assessment prove valuable in motivating students to actively study and participate in the classroom, particularly within the context of a writing course. By encouraging students to assess their work and that of their peers, teachers can foster increased engagement and responsibility for their learning. Additionally, students' critical thinking and reflective abilities can be enhanced through this practice. The findings of this study unequivocally indicate that the advantages of self-evaluation and peer assessment surpass any drawbacks. These practices not only equip students with new knowledge, skills, and comprehension but also contribute to their overall growth and development.

Through activities such as self-assessment, providing feedback, engaging in the assessment process, understanding scoring rubrics, and undergoing the story-writing process, students were able to acquire new knowledge. They also developed various skills, including the ability to adapt, accept, and provide constructive criticism, evaluate their own and their peers' work, enhance editing, reading, and grammar skills, and assess their peers' work like teachers. The positive response from students towards the integration of self-assessment and peer assessment in writing instruction highlights the potential of these evaluations within writing teaching. To address any hesitancy students may have in evaluating the work of others, the teacher should present a concise and clear set of grading criteria.

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