

INVESTIGATING EFL STUDENTS' PERCEPTION AND PRACTICE OF ONLINE PEER ASSESSMENT IN THE SECONDARY SCHOOL CONTEXT

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Abstract: Recently, there has been an enhancement in the utilization of online peer assessment in the classroom and other language learning settings. This mixed-method study investigated EFL students' perceptions and practices of implementing online peer assessment. 66 senior and junior high school students were asked to fill out the closed-ended questionnaire and 15 students consented to fill the open-ended questionnaire. The survey data were analyzed using the Rasch Rating Scale Model with the assistance of Winsteps software; while the open-ended questionnaires were analyzed using thematic analysis. Results indicated that students showed positive and negative attitudes on practicing online peer assessment, perceived fairness of peer comments, and described personal learning experiences. Besides, in perceiving affective feedback, students showed a positive attitude toward online peer assessment; meanwhile, they had a negative attitude toward the system as they faced difficulty dealing with technical problems. These findings provide significant evidence of how the EFL students perceived the implementation of online peer assessment in the learning process. Thus the findings suggest the importance of addressing technical issues to maximize the benefits of online peer assessment in language learning settings.

Keywords: *Assessment; online peer assessment, students' perception, EFL students.*

INTRODUCTION

Language assessment encompasses a variety of methods employed to examine facets of individual language acquisition and competence. This includes assessing proficiency levels, diagnosing learning needs, evaluating achievement concerning syllabus objectives, and analyzing the capability to perform particular tasks (Lynch, 2019). Consequently, the effectiveness of the assessment process significantly influences the overall quality of learning and student accomplishments (Zulaiha & Mulyono, 2020). Specifically, assessment can be defined as an ongoing process in learning and teaching when the students respond to the teacher's instruction; at the same time, the teacher can also assess the student's performance during the learning process (Gan & Lam, 2022; Wang, Zuo, Liu, & Sun, 2023). One example of assessment that is usually used in language assessment practice is peer assessment.

Adachi et al. (2018) defined peer assessment as students' judgment and decisions about their friends' work. Moreover, peer assessment is an activity that involves the students to give comments and provide feedback to their friends. According to Double et al. (2020), peer assessment is the method of peers assessing or being assessed by each other, which involves the communication of task-relevant feedback, either written, verbal, or online. Peers are defined as individuals at similar or identical education levels, and the assessment can involve elaborate written and verbal feedback or holistic ratings of performance. The goal of peer assessment is to provide new information about the learning process to the teacher or student, which in turn facilitates later performance.

In language assessment practice, peer assessment affords some benefits for the students, such as allowing them to develop their cognitive skills (Liao, 2023; Ma & Luo, 2022; Wu & Miller,

2020). It is suggested that it will enable learners to build a diverse set of transferable, cognitive, and behavioral skills (Adachi et al., 2018). They also found that applying peer assessment could enhance students to be more active learners because peer assessment promotes the criticism insight to correct their peer's work; moreover, they argued that peer assessment can promote students' comprehension of assessing peer's work based on assessment criteria to improve peer's future work. To achieve a valid assessment, it is crucial to determine the arrangement of the specific criteria among teachers regarding the appropriate criteria for what will be assessed (Anaya, Luque, Letón, & Hernández-del-Olmo, 2019; Guangul, Suhail, Khalit, & Khidhir, 2020). Showing the assessment criteria explicitly in online peer feedback can help to ensure that the feedback provided by peers is clear, consistent, transparent, and aligned with the learning objectives, which can ultimately lead to improved learning development and outcomes (Cao et al., 2022; Shen, Bai, & Xue, 2020).

Moreover, Cao et al. (2022) propose that online peer assessment can facilitate a more student-centered approach to learning, where learners are actively engaged in the learning process and take responsibility for their learning. Online peer feedback helps learners to identify their strengths and weaknesses in writing and to receive constructive criticism from their peers, which can help them improve their writing skills. Additionally, online peer feedback encourages learners to think critically about their writing and that of their peers, which can help them develop their analytical and evaluative skills. Learners are more engaged and motivated when they receive feedback from their peers, as it provides them with a sense of ownership and control over their learning process.

Many academics and educators have conducted various studies on the effect of technology in education, and the findings showed that the assessment would function substantially within the online learning environment. Some studies revealed that peer assessment can help teachers and students assess other works. For instance, in a higher-level education context, Adachi et al. (2018) investigated the benefits and challenges of self and peer assessment. This study presented some benefits and challenges of applying online peer assessment in all academics. It revealed that peer assessment is helpful to enhance students' capabilities. Peer assessment enhances the learning process because it can lead students to have more discussions and share their

ideas with their peers. Moreover, peer assessment also provides more opportunities for the students to develop their communication skills because they can offer and receive feedback from other students, which they can express to peers directly (Brooks, Huang, Hattie, Carroll, & Burton, 2019; Zulaiha, Ma'mun, & Mulyono, 2020). Unconsciously, this activity is very useful in training their communication skills.

Ma & Luo (2022) highlight the positive and significant contribution of peer assessment to learning performance. They construct an argumentative model of student engagement affecting learning performance, where peer assessment engagement acts as a moderating variable. The study emphasizes the role of peer assessment in promoting behavioral and cognitive engagement, ultimately contributing to improved learning performance. Furthermore, the research suggests that peer assessment facilitates learners' reflection on their learning experiences and helps in constructing online peer assessment models based on learning behavior data.

On the other hand, a study by Chien et al. (2020) claimed that online peer assessment had more positive effects on students' speaking performance. They applied an experimental design involving two study groups: the experimental class and the control class. The study involved 69 Taiwanese high school students with an average age of around 16 as the participants. The experimental class covered 33 students, and the control class was 36 students. Further, in conducting comprehensive data, they applied some steps based on the specific needs. For example, they used an English-speaking rubric for students' guidelines in assessing their peer performance, which covered accuracy, comprehensibility and pronunciation, fluency, comprehension, content, and language maturity. Additionally, the researchers administered separate questionnaires for each aspect to explore students' motivation to learn, their critical thinking abilities, and their anxiety levels related to English learning. Moreover, to gain insights into students' perspectives, the researchers conducted 50-minute interviews with 12 students. The results indicated that the experimental group experienced a more favorable impact of peer assessment using the SVVR approach, leading to improved English-speaking skills, learning motivation, critical thinking skills, and reduced speaking anxiety among students. Furthermore, concerning peer feedback, positive reinforcement proved beneficial for students' speaking abilities, yet

critical feedback might have been unfavorable, and sometimes irrelevant feedback was not significantly related to student's performance, as well as having a very negative relation to each progress.

Peer assessment can be used to evaluate students' writing proficiency, particularly those learning a second language, as illustrated in a study conducted by van den Bos & Tan (2019). They examined anonymity's impact on online peer reviews' feedback types, specifically direct-indirect feedback and higher-order-lower-order skills. The research also delved into students' revisions in second-language writing. van den Bos & Tan (2019) study adopted a quasi-experimental design involving Dutch students from the University of Applied Sciences in the Netherlands. The research encompassed a group of second-year university students, totaling approximately 126 participants, divided into two groups: A for the experiment and B for the control classes. Notably, the students shared a homogeneous language background as native speakers of Dutch, with no bilingual individuals in the study. Consequently, it can be inferred that the students were nearly uniform in their language proficiency. Further, in gaining data on students' writing ability and how they provided some feedback for their peers, the researchers asked the students to create an essay for around nine weeks. Students' essays emphasizing semantic features were analyzed using a verbal analysis framework. The results indicated statistically significant positive associations between anonymity and online peer assessment. The three key findings were as follows: firstly, anonymous evaluators received slightly more feedback on higher-order aspects such as idea development and essay structuring than their non-anonymous counterparts. Secondly, the guidance on higher-order reviews was more considered by evaluators in an anonymous setting than those in a non-anonymous setting. Thirdly, students in an anonymous condition achieved higher final grades than their non-anonymous counterparts.

Lin (2018) also identified online peer assessment within a Facebook-based learning application emphasizing anonymous feedback. This research also evaluated the caliber of peer feedback, the perceived level of learning, fairness perceptions, and the attitude toward the system. Lin (2018) adopted an experimental design to examine the effect of online peer assessment within two study groups: identified and non-anonymous. The study was set in Taiwanese pre-

service teachers. The total number of participants was 32 Taiwanese, which involved 16 participants assigned to the anonymous or experimental group and 16 participants assigned to join the identified group or control group. From the number of participants, there were 23 female students and nine male students; moreover, in terms of primary, there were 28 from the same major, and four students were from different majors. In addition, 26 students had used Facebook for more than two years; it could be summed up that most of the participants were familiar with and regularly used it; hence, it was easy for them to operate it as the base learning platform. This study used a survey instrument to measure aspects such as students perceived learning toward peer assessment, fairness of peer comments, and attitude toward the onPear system. The study's results uncovered that both the experimental group (anonymous) and the control group (identified) expressed positive attitudes toward the online peer assessment system. This encompassed perceptions of learning from peer assessment, reflections on teaching, teaching competency, and fairness. In addition, the identified group dominated findings related to three-dimensional frameworks. The specified group provided more effective and meta-cognitive feedback; meanwhile, the anonymous group provided only one of three aspects of dimension frameworks: cognitive feedback. Thus, online peer assessment was also applicable in a broader context.

The previous studies discussed above mostly employed experimental design to compare one group to another by applying online peer assessment in learning and the participants focused on higher-level education. In contrast, the current research is dedicated to exploring the perception and application of online peer assessment in the context of EFL students. To understand the implementation comprehensively, the study employed a mixed-methods approach, encompassing both quantitative data and qualitative insights. This focus on online peer assessment within the specific realm of EFL students represents a distinctive aspect of the study.

The current study attempted to address some problems when EFL learners implemented online peer assessment in the school context. The problems can relate to the student's comprehension of the assessment and readiness to apply peer assessment, assessment criteria, or other issues. Although online peer assessment has been extensively discussed in the literature, its

application in school contexts still needs to be researched and improved. Furthermore, the urgency to identify students' perceptions and the implication of online peer assessment must be focused on. Thus, the current research was conducted to investigate EFL students' perception and implementation of online peer assessment in the Indonesian context by addressing two research questions: (1) How are students' perceptions of online peer assessment? (2) How do students implement online peer assessment in the secondary school context?

METHOD

The current research investigated EFL students' perceptions and practices of peer assessment in the Indonesian secondary school context. Therefore, this study implemented a mixed methods approach covering qualitative and quantitative data to answer the research questions. The mixed method aimed to get an in-depth comprehension of students' perceptions and practices of online peer assessment. The quantitative data used a close-ended questionnaire, which covered some indicators regarding the study's main objectives. The data covered detailed demographic information, such as age, grade, and educational background. Further, the qualitative data was obtained from an open-ended questionnaire from students regarding their perceptions and experiences of practicing online peer assessment in the learning process. The results of the open-ended questionnaire were analyzed with thematic analysis to overcome the specific results related to the research questions.

The total number of participants was 75 from senior high school and junior high school. Still, after screening to identify some misfit persons, the rest of the primary data was 66 participants. Most of the participants were senior high school students; there were 62 students from public and private schools; the four remaining students were secondary students. This study was conducted for three months in senior high and junior high schools around Jakarta, Bogor, Depok, Tangerang, and Banten. The schools were chosen because they have implemented online peer assessments in their learning and teaching activities.

Recent research used a close-ended questionnaire consisting of 17 items adapted from a combination of a study by Wen & Tsai (2006) and a study by Zou et al. (2018) for the quantitative data. The 17 items covered Positive Attitude Subscale (PAS), Understanding and

Action Subscale (UAS), Negative Attitude Subscale (NAS), and Interrelation factor. To facilitate student understanding of the information provided in the instrument, all survey items were translated into Bahasa Indonesia. The translated version underwent thorough review and revision to ensure readability and accurately convey the intended meaning of the original questionnaire. Subsequently, the translated survey was given to students to gather their perceptions of online peer assessment. Close-ended questionnaires required a 5 Likert scale starting from 1 to 5 points; 1 point was for "strongly disagree," and 5 points meant "strongly agree." Those subscales were categorized to know the students' perception of online peer assessment. At the beginning of the analysis, the data were initially organized in Excel, and the raw scores for each participant were converted into log-odds units (logit) using the Winsteps application. Rasch analysis was then employed to assess the reliability and validity of the instrument.

On the other hand, the qualitative data was gathered using an open-ended questionnaire, which expanded from the close-ended questionnaire form. 15 junior high school and senior high school EFL students participated in filling out the questionnaire. The qualitative data were used to dig more and triangulate information from the closed-ended questionnaire. Hence, the study presented more valid data to comprehend the research issues and expand the research findings. Moreover, the data analysis in this study pertained to the systematic procedure of organizing and examining the results obtained from close-ended and open-ended questionnaires. This approach was adopted to ensure a thorough coverage of findings throughout the research process. The questionnaire data were specifically analyzed using the Rasch Rating Scale Model with the assistance of Winsteps software. Additionally, the open-ended questionnaire data underwent analysis using thematic analysis by Braun and Clarke (2006). The researchers initially familiarized themselves with the interview transcripts through repeated readings to gain an understanding of the participants' input. Subsequently, the data underwent coding and thematic organization to capture the perceptions and practices of Indonesian secondary school EFL students regarding online assessment.

RESULTS AND DISCUSSION

Findings of quantitative analysis

The results and demographic details of the enrolled students were presented using descriptive statistics categorized by their gender, grade, and educational background. To get the details and comprehensive data on instrument reliability, the study employed statistical fit analysis to interpret the quality of the instrument, the separation indices, and Cronbach's alpha. The reliability score is displayed in Table 1 below.

Table 1. *Reliability of the instrument*

	Mea n	Reli ability	Separ ation	Cronv ah's Alpha
Person	1.02	0.86	2.48	0.88
Item	0.99	0.92	3.42	

As presented in Table 1 above, the quality of the instrument indicates that it is reliable. It showed that the score of the person reliability was 0.86; this suggests that the participants exhibited strong reliability in responding to the items in the instruments. More than that, the item reliability also showed excellent reliability, with a reliability score of 0.92. The result of the item reliability indicates that the instrument's items had an excellent measure of the respondents' opinions. Additionally, the person and item separation indexes presented a high score for the spread data. 3.64 is for index separation persons, and 4.98 is for index separation items. The higher separation score indicates that the instrument is excellent at measuring respondents' opinions. The instrument's sound quality is also supported by Cronbach's alpha coefficient in the present study, which had a high score (0.88) of Cronbach's alpha coefficient, which means a high level of reliability (Sumintono & Widhiarso, 2013).

EFL students' perceptions of online peer assessment

The first research question (How are students' perceptions of online peer assessment?) can be seen in the raw score of logit values in Figure 1, a written map of EFL students' responses relating to the perceptions of online peer assessment in language learning. It was necessary to analyze and identify the logit value to measure students' perceptions and to reflect the participants' ability to measure online peer assessment on the questionnaire. It was used to analyze some items considered most important by the participants.

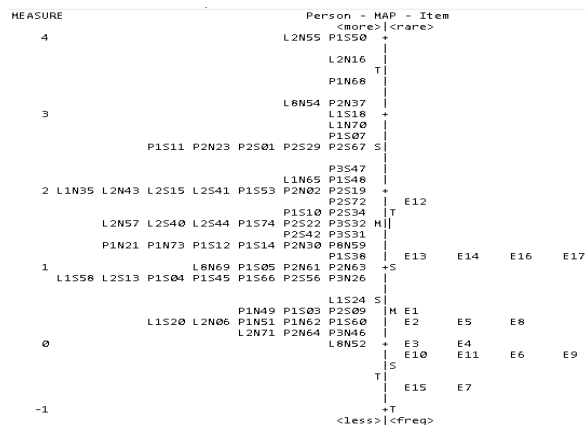


Figure 1. *Map of EFL students' responses relating to the perceptions of online peer assessment*

From the figure above, the study presents the logit value for each item and person. The left and the right side cover different meanings, which means the left side is used to identify the distribution of questionnaire items that range from the least to the most crucial factor. Meanwhile, the right side is used to the frequency of item selection. The map provides necessary information on students' perceptions of online peer assessment. It shows two items that reflect students' views, especially on students' negative attitudes (E15) and positive attitudes (E7) toward online peer assessment. These two items are the frequent points of view regarding online peer assessment.

EFL students' perception of gender

The graphic below presents the students' perception referring to the specification of gender. Students' gender influences how they perceive online peer assessment. These data indicate differences in perceptions between male and female students. The aspect of the negative attitude subscale, E12, "Students should not be in charge of creating assessments" (diff. females = 1.5071), indicates that female students agree not to be involved in making the assessment. Meanwhile, male students (diff. score = 1.3542) tend to have a lower agreement for classroom assessment.

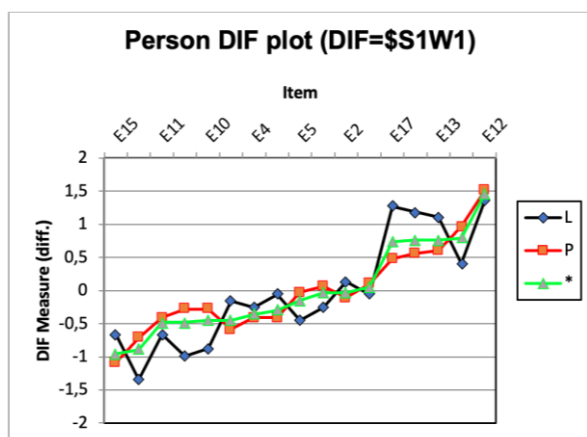


Figure 2. Students' perception referring to the specification of gender

Findings of qualitative analysis

In the open-ended questionnaire, participants were questioned about their understanding of online peer assessment. Nearly all participants demonstrated an excellent familiarity with online peer assessment activities. This information provided a comprehensive outlook on the utilization and impact of online peer assessment on their learning activities. Consistent with this, the researcher organized the data findings into various themes.

Theme 1: Effects of online peer assessment on perceived learning

The study identified several impacts of online peer assessment on students' learning activities, including perceived learning from online peer assessment, perceived fairness of peer comments, and descriptions of personal learning experiences. Initially, the influence of online peer assessment on students' learning activity revolves around their perceptions and insights regarding the online peer assessment itself. For instance, when the researcher asked if peer assessment helps them learn English, Participant 1 explained: "Yes, because we can find out what our friends comprehend about the material and what we comprehend about the material too so that we can conclude it correctly."

A similar perspective was also conveyed by Participant 2, "Yes, because if there are friends who don't understand [about the materials], other friends who already understand can explain it so that even friends who don't understand can understand [the materials] too." Online peer assessment can aid their learning process, particularly in understanding the study materials.

On the other hand, group discussion is one of the most common activities that can trigger students' intention to do peer assessment. "[doing] discussion or practicum activities because we can directly assess our peer through these activities." (Participant 4). Additionally, the students perceive fairness in their peer comments. There are two kinds of responses about the fairness of peer comments: positively perceived and negatively perceived. Firstly, participant 5 said, "[It's] fair because the assessment process is based on the standards given by the teacher."

Participant 5 perceived that the online peer assessment was fair enough to assess their work because the teacher had given the criteria of the assessment process. Thus, the students have certain guidelines or scoring rubrics to ensure that they score fairly on their peers' work following the guidelines from the teacher. In line with Participant 5, Participant 2 also argued that peer comments were fair. "[It's] fair. The assessment is not judged from one aspect but can be from several people as the assessment is from the teacher and peers around."

In contrast, some participants perceived that peer comments were not fair to be applied because some students can cheat each other. As argued by Participant 6, "[It's] not fair because those who assess are dishonest and have their way of getting good scores." Participant 6 felt that peer comments were unfair in the peer assessment process because she thought other students had the opportunity to give good marks to get a good score. Additionally, Participant 10 argued peer comments depended on their closeness to their peers. "I think it depends on how close I am to my friends; if I am close to my friends' maybe I will give a good mark." (Participant 10).

In another case, there are different perspectives on the fairness of peer comments; the students felt that peer assessment was a great learning experience for them. Here, some perspectives come from the students to describe their personal learning experience when they practice online peer assessment in the language learning process. Some of them felt that peer assessment activity was able to enhance their learning motivation because they had a peer to assess and support during the learning process, and said: "These activities [online peer assessment activities] make us more pleasant and enthusiastic in learning not because we want to look smarter, but [it] can motivate friends who don't understand [the materials] either." (Participant 1). In line with Participant 1, Participant 3 perceived that peer

assessment activity can support students learning. Participant 3 conveyed, *"With this activity, I become more afforded, accustomed, and excited to continue the learning activity."*

In contrast, Participant 4 argued that online peer assessment did not help her to improve her English ability, *"No [it doesn't help]. In the process of understanding English learning online, the students feel that the explanation is less understandable."* (Participant 4). A similar opinion was also argued by Participant 7, *"It can't help because there are some materials that cannot be understood or comprehended."* Both of them, Participant 4 and Participant 7, felt that online peer assessment did not help them because of their poor comprehension of the materials. Some materials need to be comprehended through online learning. *"I think it doesn't help to understand the materials if obtained online."* (Participant 8). In sum, online peer assessment positively and negatively affects perceived learning, fairness, and motivation and encourages English language learning.

Theme 2: Affective Feedback

Affective feedback is related to positive and negative feelings about the issues the peer comments provide. Positive feelings can happen when peer comments intend to support and praise the peer. On the other hand, the students can perceive negative feelings of peer comments because of oppositional comments from the peer. Positive feelings about peer comments can happen when a peer receives supportive comments and feedback from the peer. For example, Participant 1 argued that peer comments can give motivation feeling,

"[it] can motivate other friends who don't understand [the materials] too." Here, Participant 1 argued that peer comment motivates another peer to comprehend the materials. Moreover, positive feelings of peer comments are not only focused on motivation but also in terms of how peers receive the positive feedback. As argued by Participant 5, *"We can receive the feedback faster."*

This means that the efficiency of giving feedback is one of the positive feelings about dealing with peer comments. *"[it can] foster a sense of enthusiasm and know the results of work in groups so that they can make improvements in the next activities."* (Participant 6). The supportive feeling is also felt by Participant 6 in terms of correcting the work to improve in the following learning activity. Some students think that supportive feedback can support their learning activity, primarily to conduct better jobs in the

future. Contrarily, Participant 10 felt that negative comments or feedback from peers was able to make him feel wrong about his ability, *"like getting bad marks from friends will make me feel less potential."* The issue of negative comments became important because peer comments could affect students' learning motivation. Therefore, effective feedback was related to the students' supportive and oppositional feedback that can affect students' results in perceiving online peer assessment and their learning outcomes.

Theme 3: Attitude toward the system

The current research verified that students' utilization of online peer assessment via Zoom, Google Meet, Google Classroom, Whatsapp group, e-mail, and other applications held more negative attitudes because most of the students argued that the most challenging things to implement online peer assessment were the technical problems, such as the connection, and the internet data. Almost all the students argued that connection became a big problem in online peer assessments. In line with that case, Participant 3 said, *"There is a technical problem such as an unstable Internet network."*

Similar to Participant 3, Participant 4 also argued that the main problem was an unstable connection and the internet data: *"The challenge is on the network problems and internet data because some students have a bad connection or have run out of internet data."* It can be concluded that the student's attitude toward the system is close to negative feelings. The students felt that the internet connection became crucial because they had to implement online peer assessment via a system like Google Meet or Zoom video conference to have an oral evaluation and group discussion, so if the connection was unstable, it caused distraction in conducting online peer assessment activity.

The quantitative analysis yielded compelling findings indicating that most students exhibit positive attitudes toward online peer assessment. This positivity stems from the perceived benefits it offers to their learning experiences. Notably, students acknowledge the inherent fairness in the online peer assessment process, recognizing it as a platform where each participant's contributions are valued equitably. This result supports previous studies by Li et al. (2020) and Wallace & Qin (2021) who found students see fairness in classroom assessment methods as an important crucial thing in learning. Moreover, the engagement and motivation fostered by peer

interactions play a pivotal role in enhancing the learning environment as also stated by Chien et al. (2020) in their study.

In addition to quantitative measures, the qualitative analysis provided rich insights into students' perceptions and experiences with online peer assessment. The thematic analysis identified several themes, including the effects of online peer assessment on perceived learning, affective feedback, and attitudes toward the system. Participants highlighted the benefits of online peer assessment in facilitating learning through peer interaction and feedback, which is consistent with previous research demonstrating the positive impact of peer assessment on learning outcomes (Cheng, Liang, & Tsai, 2015; Lin, 2018). However, concerns were also raised about fairness and technical challenges associated with the online platform, echoing findings from other studies (Azizi, 2022; Carvalho, 2013).

The students point out that the fairness of peer comments and feedback is an essential part of doing peer assessment in the classroom; students see fairness in classroom assessment methods as an important crucial thing in learning (Bazvand & Rasooli, 2022; Wallace & Qin, 2021). They also perceived that peer assessment could be considered a fair way to correct peers' work because their teacher provides some criteria or standard of scoring as guidance to correct their peer's work, similar to Li et al. (2020) who claimed that when raters were given precise rating criteria, peer evaluation looked to be more successful; this suggests that students reported favorable fairness when there were clear criteria for completing peer comments.

Similar findings also showed that most learners viewed online peer review as a positive experience (e.g., Carvalho, 2013; van den Bos & Tan, 2019). In contrast, the present study also found that some students argued that peer assessment was unfair. As a result, peer comments depended on how close to the peer; as unfair, friendship marking could be involved in, for instance, over-marking their friends (Carvalho, 2013). A similar result was found by To & Panadero (2019) that certain participants might decrease their involvement in peer feedback due to mistrust in their peers' evaluative abilities, stemming from issues such as communication tensions, competition, and a lack of preparedness for peer learning.

The present study also indicated that peer comments might likely get better marks regarding the relation of each peer. In conclusion, the current study revealed that the student's perception of peer

assessment activity tends to have positive and negative fairness in providing feedback for peers. The study showed that online peer assessment grew to provide effective feedback, especially regarding supporting peers (Sankaran et al., 2023; Wu & Miller, 2020). Affective feedback is one of the several feedback usually found in the study which covers some meanings, especially involving some positive and negative comments from the peer. Affective feedback involves using adequate words to convey the feelings or emotions of assessors about the work of their peers (Cheng et al., 2015) and Lin; 2018). A similar finding was also found by Li et al. (2020), that suggested peer assessment not only created a more significant effect than no evaluation but also showed a more favorable affective effect than teacher evaluation. Moreover, affective remarks that create positive feelings help increased the motivation (Hsia & Sung, 2020) enthusiasm, and self-efficacy of students, (Lu & Law, 2012).

The research revealed that students experience positive emotions and enhanced performance when they receive favorable peer comments (Ma & Luo, 2022). The higher the positive feedback students receive, the greater the likelihood of their work performing well (Lu & Law, 2012). The students perceived that peer comments had a valuable impact on their learning outcomes. Lin (2018) found feedback derived from peer assessments tends to be more beneficial and conducive to learning, especially considering that its cognitive component includes an increased occurrence of "suggestion" comments. Besides positive and negative perceptions of online peer assessment in language learning, the study confirmed that students held more negative attitudes toward the system. Most students believed that online peer assessment was ineffective because of the technical problem. The students thought that the connection was crucial because, through a framework such as Google Meeting or Zoom, they had to implement online peer assessment to provide oral evaluation and group discussion, so if the connection was poor, it caused distraction in conducting online peer assessment practice. The attitude of the students towards the system was negative. This result broadly supports the findings drawn by Guangul et al. (2020) and Hsia & Sung (2020) who identified that challenges stemming from infrastructure, notably internet connectivity, could present obstacles, particularly for modules dependent on high-speed internet for conducting specific assessments. Thus, from those

perceptions toward online peer assessment, online peer assessment is a perfect way to engage students' feedback among peers. Meanwhile, it is not effective when applied at the secondary school level. Some crucial things must be prepared for students' fairness and readiness to gain good marks and feedback during online peer assessment.

Overall, the study suggests that online peer assessment can be a valuable tool for promoting student engagement and learning in language education, but careful attention must be paid to addressing technical challenges and ensuring fairness in the assessment process to maximize its effectiveness.

CONCLUSION

While online peer assessment shows promise in engaging students and enhancing learning outcomes, technical issues and negative perceptions may impede its effectiveness. Therefore, careful consideration of these factors is crucial, especially at the secondary school level. The findings thus imply that strategies to address technical challenges and foster a supportive learning environment can enhance the efficacy of online peer assessment and maximize its benefits for students' language learning experiences.

However, the study's reliance on self-reported perceptions of online peer assessment among EFL students poses a limitation, potentially leading to discrepancies between perceptions and actual behaviors. Additionally, the study's narrow focus on a specific context and sample population may hinder the generalizability of findings to broader educational settings, needing more exploration of potential mitigating factors like prior technology experience. Thus, future research should incorporate objective measures of student engagement and explore contextual influences on attitudes toward peer assessment across diverse educational contexts.

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