

## ABSTRACT

Acai, Fanya Evelyn (2022). *First-semester ELESP students' attitudes toward an online anonymous and identifiable peer assessment through Moodle's Workshop feature*. Yogyakarta: English Language Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University.

The success of learning could be seen from the students' positive attitudes (Liaw, Huang, & Chen, 2007), in this case when students were giving and receiving peer assessment. However, although peer assessment has shown enormous benefits, some literature mentions the negative impact of peer assessment on student attitudes. Thus, various recommendations for ways to conduct peer assessments emerged, namely anonymous and by including identity.

In the midst of a pandemic, anonymity matters when students participating in peer assessments had never met in person. For that reason, this study aimed to compare the students' attitudes of first-semester students toward anonymous and identity assessments through the online Workshop feature on Moodle and how students perceived the peer assessment.

This study conducted an exploratory quantitative approach to compare students' attitudes in different conditions and gain a broader knowledge of students' perceptions. A questionnaire via Google Form was used to collect the data. The research involved seventy students from the first semester of ELESP from Sanata Dharma University to participate in. They were assigned to two different peer assessment conditions, namely anonymous and identifiable online peer assessment. A 5-point Likert scale questionnaire was used to measure their attitudes when doing the peer assessment. Also, an open-ended questionnaire was also conducted to explore the students' perceptions of each assessment type.

The researcher statistically described the first-semester students of ELESP attitudes and discussed the attitudes gained based on Ostrom ABC's theory (1969). The result indicated that students in the anonymous group ( $n = 35$ ,  $M = 83.5$ ,  $SD = 7.4$ ) had higher averaged positive attitudes compared to those in the identifiable group ( $n = 35$ ,  $M = 81.3$ ,  $SD = 8.8$ ). From the open-ended questionnaire answers, it was also found that the students in the anonymous group had more positive perceptions toward online peer assessment activity. These findings implied that anonymous online peer assessment was more favored by first-semester ELESP learners in a way that it provided more convenience, confidence, satisfaction, objectiveness, honesty, and established more the sense of responsibility for both the assessing and assessed students.

**Keywords:** *Anonymous peer assessment, attitudes, identifiable peer assessment, online peer assessment*

## ABSTRAK

Acai, Fanya Evelyn (2022). *First-semester ELESP students' attitudes toward an online anonymous and identifiable peer assessment through Moodle's Workshop feature*. Yogyakarta: English Language Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University.

Kesuksesan pembelajaran dapat dilihat dari sikap positif siswa (Liaw et al., 2007), dalam hal ini saat siswa memberi dan menerima penilaian sejawat. Meskipun penilaian sejawat telah terbukti memberikan manfaat yang sangat besar, beberapa literatur menyebutkan dampak negatif penilaian rekan sejawat terhadap sikap siswa. Sehingga, munculah berbagai rekomendasi cara untuk melakukan penilaian sejawat, yaitu secara anonim dan dengan mencantumkan identitas.

Di tengah pandemi, anonimitas penting ketika siswa yang berpartisipasi dalam penilaian sejawat belum pernah bertemu secara langsung. Maka dari itu, penelitian ini bertujuan untuk menginvestigasi perbedaan sikap siswa semester pertama terhadap penilaian anonim dan dengan mencantumkan identitas melalui fitur dalam jaringan Workshop pada Moodle.

Penelitian ini mengadopsi metode kuantitatif eksploratif untuk membandingkan sikap siswa dalam kondisi yang berbeda dan memperoleh pengetahuan yang lebih mendalam tentang persepsi siswa. Kuesioner melalui Google Form akan digunakan untuk mengumpulkan data. Penelitian ini melibatkan tujuh puluh mahasiswa dari semester pertama ELESP dari universitas Sanata Dharma untuk berpartisipasi. Mereka ditempatkan pada dua kondisi penilaian sejawat yang berbeda, yaitu penilaian sejawat anonim dan dengan identitas secara daring. Kuesioner dengan skala Likert 5 poin digunakan untuk mengukur sikap mereka saat melakukan penilaian sejawat dan kuesioner terbuka juga dilakukan untuk mengeksplorasi persepsi siswa dari setiap jenis penilaian.

Peneliti menggambarkan secara statistik sikap mahasiswa semester pertama ELESP dan membahas sikap yang diperoleh berdasarkan teori Ostrom ABC (1969). Hasil penelitian menunjukkan bahwa siswa dalam kelompok anonim ( $n = 35$ ,  $M = 83,5$ ,  $SD = 7,4$ ) memiliki rata-rata sikap positif yang lebih tinggi dibandingkan dengan siswa dalam kelompok yang dapat diidentifikasi ( $n = 35$ ,  $M = 81,3$ ,  $SD = 8,8$ ). Dari jawaban angket terbuka juga ditemukan bahwa siswa dalam kelompok anonim memiliki persepsi yang lebih positif terhadap aktivitas penilaian sejawat secara daring. Hasil penelitian ini juga menyimpulkan bahwa penilaian sejawat anonim di kelas semester pertama ELESP secara daring lebih disukai oleh peserta didik karena memberikan lebih banyak kenyamanan, kepercayaan diri, kepuasan, objektifitas, kejujuran, dan perasaan tanggung jawab lebih besar baik sebagai penilai maupun yang dinilai.

**Kata kunci:** *Anonymous peer assessment, attitudes, identifiable peer assessment, online peer assessment*

