IMPROVING STUDENTS' ABILITY IN WRITING AN ESSAY THROUGH PEER-ASSESSMENT STRATEGY AT THE FIFTH SEMESTER IN CIPTA WACANA CHRISTIAN UNIVERSITY OF MALANG

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ABSTRACT English students are expected to be able to produce an effective essay for the sake of their academic writing. For this purpose, they should pay attention to the rhetorical aspects of writing such as content, organization of ideas, discourse, syntax, vocabulary, and mechanics. This article presents the result of classroom action research conducted to overcome practical problems of writing an essay by using peer-assessment strategy. The subject of this study was 14 fifth-semester students of Cipta Wacana Christian University of Malang taking essay writing class. In general the strategy proves effective in improving the students' ability in writing an essay. In addition to the writing achievement, the strategy is able to improve the quality of learning process of essay writing. The students are motivated to write an essay more enthusiastically and are much aided to be a better writer; they no more think that writing is a burden, so they have a good response and an attitude to the strategy.

Key Words: Improving, Essay Writing Ability, Peer-Assessment
        Strategy

Among the English language skills, writing is the most difficult skill to learn for a language learner especially a foreign language learner. The reasons why it is difficult really vary.

According to Brown (2001:357), writing an essay, for example, requires a broad knowledge of rhetorical aspects of writing such as content, organization of ideas, discourse, syntax, vocabulary, and mechanics—punctuation marks and spelling.

Similarly, Eksan (2004:3) says that for the students of English as a foreign language, writing in English is a very complex process. Writing is a highly sophisticated skill combining a number of diverse elements that require not only grammatical but also rhetorical elements.

In addition, Mukminatien (1997) in Eksan (2004:3-4) states that writing is not easy for the students to learn. It is considered as the most complicated one for the students to master. Learning to write in English is a complex process because a piece of writing, as written communication, requires the writer's ability to use not only his linguistic competence but also his communicative competence. In other words, to produce a piece of written English, a writer is faced not only with language problems (assembling words to form grammatical sentences) but also with rhetorical problems (organizing words and patterns).

Harmer (1991) states that perhaps the single most important difference between writing and speaking concerns the need for accuracy. A piece of writing with mistakes and half-finished sentence, etc. would be judged by many native speakers as illiterate since it is expected that writing should be correct. From the point of view of

language teaching, therefore, there is often for greater pressure for written accuracy than there is for accuracy in speaking. The writer also suffers from the disadvantages of not getting immediate feedback from the reader- and sometimes getting no feedback at all. Writers cannot use intonation or stress, and facial expression, gesture and body movement. These disadvantages have to be compensated for by greater clarity and by the use of grammatical and stylistic techniques for focusing attention on main points, etc. Perhaps most importantly there is a greater need for logical organization in a piece of writing than there is in a conversation, for the reader has to understand what has been written without asking for clarification or relying on the writer's tone of voice or expression.

Writing Process

Another reason why writing is difficult is stated by Oshima (1999:3) it is not easy to make an essay for it is a process, not a product. This means that a piece of writing is never complete; that is always possible to review and revise, review and revise again. Process of writing involves four main stages. These are prewriting, planning, writing and revising drafts, and writing the final copy to hand in. In the prewriting stage, there are two main steps, namely choosing and narrowing a topic, and generating ideas by brainstorming. In the planning stage, the ideas generated by brainstorming are organized into an outline which contains three steps, namely making sublists, writing the topic sentence, and outlining. The third stage in the writing process is writing and revising several drafts until a final copy to hand in is produced. This stage involves four steps, namely writing the first rough

draft, revising content and organization, proofreading the second draft. The last stage in the writing process is writing the final copy to hand in.

Murray, Flower and Hayes (1980:386-7) in Cahyono (1997:64) state that writers constantly integrate planning, remembering, writing, and rereading. In addition to this, Caudery (1995) adds that writers do not begin working by thinking of all ideas they want to put down, then organize them, then write them out, then reread, and finally edit their text. Planning, drafting, and revising usually take place throughout the process of writing and feed on one another. A study conducted by Kaufer*et al*. (1986) as stated in Cahyono (1997:64) indicates that numerous revisions are made during the composing process, and those revisions which affect meaning (not word choice nor grammatical structure) occur for the most part of the sentence currently being composed. To summarize, writing is not linear; rather, it is recursive. Stages in the process recur many times in the production of a text.

Correction in Writing

It is obvious that the writing process requires a student to have an ability to assess his work for the sake of a readable and understandable writing; in other words, the student should have a writing sensitivity.

Failure of the Teacher-Centered Assessment in Improving the Students' Writing Skills

With respect to error correction in written work, so far, the fact has shown that a teacher-centered assessment proves ineffective in improving the students' writing skills.

Leo (1986), as quoted in Djiwandono (1990:24), finds that despite the teachers' laborious efforts, the errors made by the students still continued to occur right up to the end of each lesson.

Moreover, Hendrickson (1977), Cohen and Robbins (1976), as stated in Djiwandono (1990:24), find that neither correction of all errors nor systematic selective correction made any significant differences in the students' written proficiency.

Finally, Dulay (1982:36), as quoted in Djiwandono (1991:24), concludes that correction is not a very reliable tool in helping students overcome error.

Based on the researcher's experience in teaching, the students still make some errors even though they have taken the subjects of Writing I, II, and III and Grammar I, II, and III. So far, the researcher has done correction on their work by showing them their errors and the way to correct the errors. However, the errors still go on by the end of the lesson.

Superiority of Student-Centered Assessment

The failure of the teacher-centered assessment in improving the students' writing skills has led teachers to apply a student-centered assessment. Based on the empirical researches, it is found that such assessment proves effective in improving the students' writing skills.

Brown and Hudson (1998) in Brown (2001:415) show a number of advantages of self-and peer-assessment, namely speed, direct involvement of students, the encouragement of autonomy, and increased motivation because of self-involvement in the process of learning.

In addition, O'Malley and Pierce (1996:151,153) say that self assessment in writing encourages the type of reflection needed to gain increased control as a writer. It encourages students to think about their purpose in writing and to reflect on what and how much they are learning. Self assessment is a key element in a writing process as students review, edit, and revise their own work.

Another study on the self correction is conducted by Brumfit (1984) as stated in Djiwandono (1991:25). He suggests that all written work by students be corrected by themselves as soon as possible after the written exercise has been completed. The students should be arranged in groups or pairs of varying size and instructed to check their classmates' papers.

Dheram (1996) in *TEFLIN International Conference on Asian Odyssey* (2002) states that peer feedback encourages the production of reader-oriented texts (genre approach) and revision should form an essential part of the process of creating a text (process approach). Muncie (2002) in *TEFLIN International Conference on Asian Odyssey* (2002) advocates editing at any stage rather than merely as a final activity. It should be stressed here that editing a piece of written work is not something which can be left until the writing is over. Editing should be seen as an on-going task, combined with the generation of ideas, drafting, and revising. Thus, students may notice their own or each other's errors at any time and need not leave them to the end.

Kinds of Errors Found in the Students' Essay Writing

That writing an essay is not easy is also encountered by the students of CiptaWacanaChristianUniversity of Malang. Based on the

result of the pretest, it was found that the students made some errors in their work. The errors were prominently categorized into four main kinds, namely the errors of content, grammars, dictions, and mechanics—spelling and punctuation.

In reference to the content, 7 types of problems were found in the 8 students' essays. Those 7 problems were taken to be solved for they are the main aspects that must exist in an essay.

Concerning the grammars, the students made 23 types of the grammatical errors. Of the 23 types of the errors, 6 were taken to be solved, namely plurals, tenses, parts of speech, omissions, verb forms, and redundancies because they most frequently occurred.

In addition to the content and grammatical problems, the students encountered problems of diction. Of the 8 essays, there were 22 cases of using improper vocabulary items. It seems to occur because of translating the source language into the target language by a word-for-word method getting the equivalence of the target language.

The last problem faced by the students when they made their essays is the use of mechanics involving spelling and punctuation. There were 25 cases in spelling and 15 in punctuation.

Introductory Paragraph

Oshima (1991:76) states that the introductory paragraph consists of two parts, namely a few *general statements* about our subject to attract our reader's attention and a *thesis statement* to state the specific subdivisions of our topic and/or the plan of our paper. A thesis statement for an essay is just like a topic sentence for a

paragraph; it names the specific topic and the controlling ideas or major subdivisions of the topic.

Widiati (2002) says that the most difficult part of writing is getting started or writing an introduction. This can be easy if it is remembered that an introduction has four purposes as follows: (1) it introduces the topic of the essay; (2) it gives a general background of the topic; (3) it often indicates the overall plan of the essay; and (4) it should arouse the reader's interest in the topic.

General Statement

Widiati (2002) states that the first sentence in an introductory paragraph should be a very general comment about the subject. Its purpose is to attract the reader's attention and to give background information on the topic. Each subsequence sentence should become more specific than the previous one and finally lead into the thesis statement.

Oshima (1991:78) states that general statements serve the following: (1) introduce the topic of the essay; and (2) give background information on the topic.

Smalley (1986:143) states that a general statement functions to open an introductory paragraph. Not only should the opening statement be general; it should be congenial as well.

Thesis Statement

Smalley (1986:140) states that the essay is controlled by one central idea. In the essay, the sentence containing the central idea is called the thesis statement. The thesis statement contains an expression

of an attitude, opinion, or idea about a topic. It expresses the controlling idea for the entire essay. The thesis statement is characterized by the following: (1) the thesis statement should be expressed in a complete sentence; (2) a thesis statement expresses an opinion, attitude, or idea; it does not simply announce the topic the essay will develop; (3) a thesis statement should express an opinion; it should not express a fact; and (4) a thesis statement should express only one idea toward one topic; if a thesis statement contains two or more ideas, the essay runs the risk of lacking unity and coherence.

Similarly, Oshima (1991:78) says that a thesis statement is the most important sentence in the introduction. It states the specific topic and lists the major subtopics that will be discussed in the body of the essay. A thesis statement is characterized by the following: (1) it states the main topic; (2) it lists the subdivisions of the topic; (3) it may indicate the method of organization of the entire paper; and (4) it is usually the last sentence in the introductory paragraph.

Developmental Paragraphs

Smalley (1986:145) states that developmental paragraphs are the heart of the essay for their function is to explain, illustrate, discuss, or prove the thesis statement. The developmental paragraphs are characterized by the following: (1) each developmental paragraph discusses one aspect of the main topic; (2) the controlling idea in the developmental paragraph should echo the central idea in the thesis statement; and (3) the developmental paragraphs should have coherence and unity.

Similarly, Oshima (1991:76) says that the body consists of one or more paragraphs. Each paragraph develops a subdivision of our topic, so the number of paragraphs in the body will vary with the number of subdivisions or subtopics.

The only additional element in an essay is the linking expressions or transitions between the paragraphs of the body to connect the ideas between them.

Concluding Paragraph

Oshima (1991:82) states that the conclusion is a very important part of the essay because it tells the reader that the essay has been completed. The conclusion can be achieved by either writing a summary of the main points discussed in the body of the essay or by rewriting the thesis statement in different words (paraphrase). Then the writer can add his final comments on the subject based on the information he has provided. The conclusion should be in a strong and effective message that the reader will remember.

Smalley (1986:151) says that the concluding paragraph functions to wrap up the discussion, bringing the development to a logical end. If the developmental paragraphs have done their job, that is, developed the thesis, then the conclusion should follow logically. What is said in the conclusion depends entirely on what was developed in the essay. There are three points about conclusion as follows: (1) a conclusion can restate the main points (subtopics) discussed. It should be brief; (2) a conclusion can restate the thesis in different words; and (3) a conclusion should not, however, bring up a new topic.

Expository Writing

Smalley (1986:100) states that we can support a topic of a paragraph by using information, explanation, facts, or illustration. A paragraph that explains or analyzes a topic is called an expository paragraph. Furthermore, it is stated that although explaining a topic can be done in several ways, the most common approach to developing an expository paragraph requires using specific details and examples. No matter what type of paragraph we are writing, we will need specific details and examples to support the controlling idea in the topic sentence.

Fitzpatrick (2005:55) says that a kind of writing aimed at explaining something is called expository writing. When we explain something, we need to use specific details or examples to clarify and support our main idea. To write a well-developed expository paragraph, we need to collect a number of different kinds of examples. Once we have collected our examples, we have to organize them in logical groups, or categories. Or readers then will be able to see how our examples support our ideas. To help our readers follow our thinking, our expository paragraph will have three levels: (1) a main point presented in a topic sentence; (2) supporting points which identify the categories of examples; and (3) the specific examples themselves.

Similarly, Widiati (2002) states that in expository writing, the writer is trying to prove the point he is making by providing the reader with support, that is, factual detail. Factual details are facts and information that explain the main idea and make it specific. They provide answers to the questions who, what, why, when, where, and how. Factual details make the main idea believable to the reader and

thus provide effective support. Therefore, a writer must test each detail to see whether or not it will prove the controlling idea. Not only should support be specific, it should be relevant as well.

The expository writing can be developed using example, comparison and contrast, cause and effect, classification, and process analysis essays.

Peer Assessment in Writing

Subtantially peer assessment in writing is an activity involving revising or editing written work done by a peer (Brown, 2001:416). To do this well, a student should have writing competence so that he is able to critically evaluate and edit the writing (Ratnasari, 2004:3).

According to Brown (2001:353), peer-editing is an especially important element of the writing process. Peer-editing enables us to share what we have written with others, our readers, to see if we have been successful in conveying our intended meaning.

Method of Study

This study was a classroom action research. It always starts from a practical or real problem arising in a teaching-learning process in a classroom since it is simply designed to solve the problem. Accordingly, an identification of the problem should be warily done through a certain technique. Some techniques of the problem identification are usable, that is, applying a questionnaire, personal conference, observation, or pretest. Those can be used either discretely

or integratively by all means. Any used techniques of the problem identification should follow a precise procedure for getting certain real problems to solve. Otherwise, it may proceed to finding a trivial accidental problem.

This study employed both a pretest and a questionnaire for the problem identification. In the pretest, 8 students were assigned to make a piece of essay with any topics they wanted. The essay should contain 1 introductory paragraph, 2 developmental paragraphs, and 1 concluding paragraph. In the questionnaire, the students had 21 questions to answer briefly. The questionnaire served as the support of the pretest result.

Procedure of Applying Peer-Assessment in Teaching Essay Writing

The procedure of applying peer-assessment in teaching essaywriting is as follows:

1. In the first meeting the students are assigned to write their own type of expository essay in 100 minutes. This is aimed at getting an authentic piece of essay that is spontaneously produced by the students in classroom. That is why the students may use any facilities needed for their work such as dictionaries, lecturing references, notebooks and peer-assessment guides;

2. The students exchange their work to their peers;

3. In the second meeting the students assess their peers' work by using peer-assessment guides that are developed by the lecturer in 100 minutes. During the assessment, the students may discuss with one another, use dictionaries, or refer to textbook;

4. The students return the work that has been assessed to their peers;

5. The students revise their own work and rewrite them in a new sheet of paper based on their peers' assessment as a feedback,.

6. The students submit their revised work with its original draft to the lecturer; and

7. The lecturer analyzes the result of assessment.

Results of the Study

Findings in Cycle 1

The results of the implementation of the peer-assessment strategy in cycle 1 cope with the product of writing (essay), atmosphere of process of learning writing, and students' response and attitude to the strategy.

In terms of the product of writing, the essays contain good contents involving introduction, unity, coherence, and conclusion; grammars involving plural, tenses, parts of speech, complete sentence, verb forms, and redundancy; dictions involving the use of appropriate words; and mechanics involving spelling, punctuation, capital letters, and legibility. The complete results of the peer assessment on the writing achievement based on the criteria of success in cycle 1 are summarized in Table 39 (see page 137).

Regarding with the content, of 12 essays, 11 (91.7%) have satisfied the criteria of a good introduction, 1 (8.3%) having no general statement; 12 (100%) having unity; 10 (83.3%) having coherence, 2 (16.7%) having no coherence; and 11 (91.7%) having conclusion, 1 (8.3%) having no conclusion. It is obvious that the main problems of content facing the students' essays are the general statement, coherence and conclusion.

In terms of the grammars, of 12 essays, all (100%) use plural marks, tenses, parts of speech, complete sentences, and verb forms correctly; 9 (75%) using redundant expressions, 3 (25%) using no redundancy. It is clear that the redundancy becomes the only problem of grammar. Actually all essays have fulfilled the criteria except the redundancy.

The results of peer assessment on the dictions and mechanics show that 12 (100%) essays have good dictions in terms of using appropriate words in their sentences. In terms of mechanics, of 12 essays, 5 (41.7%) use correct spelling, 7 (58.3%) using wrong spelling; 3 (25%) using correct punctuation, 9 (75%) using wrong punctuation; 12 (100%) using capital letters correctly; and 12 (100%) having legibility. It is obvious that spelling and punctuation become the major problem of mechanics.

In addition to the product of writing, the peer-assessment strategy is implemented in the process of learning writing. The assessment focuses on the atmosphere happening during the learning process in classroom. Based on the results of observation done by the collaborator during the implementation of the peer assessment in classroom, it is found that nobody has questions pertinent to the assessment. It means that they know well how to assess their peers' work. Another atmosphere is that almost all of the students do the assessment activity enthusiastically. It can be seen from the fact that they spend the whole time for the assessment even nobody does activities other than the assessment activity. Moreover, all of them can relax in whole-assessment work but still do the assessment carefully and seriously. It implies that they do the activity happily and do not

consider it as a burden. That is why they have no negative comments against the peer-assessment strategy. During the peer-assessment activity, some of the students are involved in a discussion about the assessment with their peers. They share their experience and knowledge with the others. It is also found that all students do the assessment in pairs or groups using the assessment guides provided by the teacher even some use dictionaries. However, it is also found that some of the students seem reluctant to do the assessment and to find difficulties in the assessment. The last fact found in the peer assessment activity is that all of the students seem interested in doing the assessment. All of those facts have satisfied the criteria of a good atmosphere of a learning process in the classroom.

The peer-assessment strategy also concerns the students' response and attitude to the strategy. The students' response and attitude to the peer-assessment strategy become the most crucial feedback for the strategy for they are directly involved in the writing process. So they themselves undergo the experience. They can feel what is going on in classroom during the writing activities.

In reference to the students' response to a questionnaire inquiring their response and attitude to the peer-assessment strategy, it is found that of 11 students, all (100%) think that the peer-assessment strategy can improve their writing skills, increase their sensitivity in identifying an error, stimulate them to have an open mind to a criticism from other people, increase their self-confidence in writing, motivate them to appreciate either their own work or others', motivate them to cooperate with other people, and enable them to enlarge their knowledge of writing, while 2 (18.2%) students do not think that the

peer-assessment strategy can motivate them to write more essays; 1 (9.1%) not thinking the strategy motivates them to be an independent writer; 1 (9.1) not thinking the strategy stimulates them to be more careful in writing; 1 (9.1%) not thinking the strategy makes them pay more attention to either their own work or others'; 2 (18.2%) thinking the strategy is difficult to do; 2 (18.2%) not doing the strategy enthusiastically; and 2 (18.2%) not doing the strategy carefully and seriously. In general, all of the students really accept the strategy for doing their writing.

Findings in Cycle 2

Based on the results of the implementation of the peer-assessment strategy on the product of writing in cycle 1, it is necessary to do cycle 2 to overcome the remaining problems in which some essays fail to satisfy the criteria of success for the content in terms of general statement, coherence and conclusion; the criteria of success for the grammar in terms of redundancy; and the criteria of success for the mechanics in terms of spelling and punctuation.

To do cycle 2, some revisions on the planning of research are made. The revisions concern giving more reviews about the concept and the importance of general statement, coherence and conclusion of an essay, reminding the students not to use Indonesian grammars in their essays to avoid the redundancy, and reminding the students to be more careful in using spelling and punctuation. The results of the implementation of the peer-assessment strategy in cycle 2 cope with only the product of writing (essay).

In terms of the content, 11 (100%) essays have introduction, unity, and coherence; 10 (90.9%) having conclusion, and 1 (9.1%) having no conclusion. It proves that the students are able to identify the errors found in the essays and know how to correct them. Based on the feedback from their peers, the students revise their essays. They themselves also try to assess the work of other students in such a way that the results of their assessment are able to improve the essays.

In assessing the grammars, it is found that 11 (100%) essays use plural marks, tenses, and parts of speech correctly; 10 (90.9%) using verb forms correctly, 1 (9.1%) using wrong verb forms; and 11 (100%) using redundant expressions. It is obvious that the students still have redundant expressions in their essays. Again the redundancy still becomes the major problem in the grammar.

In terms of dictions and mechanics, the results of the peer assessment show that of 11 essays, 10 (90.9%) use appropriate words, 1 (9.1%) using inappropriate words; 3 (27.3%) using correct spellings, 8 (72.7%) using wrong spelling; 1 (9.1%) using correct punctuations, 10 (90.9%) using wrong punctuations; and 11 (100%) using capital letters correctly and having legibility. Again spelling and punctuation become the major problem in mechanics.

Discussion of Results

Based on the results of the implementation of the peer-assessment strategy in cycle 1 and 2, there are some changes occurring in the product of writing (essays), the atmosphere of the learning process, and the students' response and attitude to the strategy. The changes can be either negative or positive. Negative means that the

students fail to satisfy the criteria of success while positive means the students successfully satisfy the criteria of success.

In terms of the writing achievement, the students have got improvement. In the content, most of them are able to make a good introductory paragraph containing a general statement and a thesis statement. They can easily do this because an introductory paragraph always comes first in an essay, so they intensively focus on it without necessarily looking at the other paragraphs, and the peer-assessment strategy gives them enough chances to use their knowledge to investigate the introductory paragraph and know whether or not the introductory has either a general statement or thesis statement.

Similarly, a concluding paragraph always comes last in an essay. At glance the students can directly know whether or not the essay has a concluding paragraph. That is why almost all of the essays contain a concluding paragraph.

On the other hand, the essays which have neither a general statement nor a conclusion show that the students seemingly think that both components are not a must; the most important thing for them is how to make the reader go straight to the core of the issue and understand it.

In terms of unity, all of the essays have unity. It implies that the students know how to make their essays unified even though it is more difficult than finding introductory and concluding paragraphs. To know unity, the students have to relate a topic sentence with the thesis statement, controlling ideas with the central idea, and supporting sentences with the topic sentence.

The next component of the content is coherence. Based on the facts elaborated in the findings, it is found that all essays have coherence. It implies that the students know how to make their essays coherent. For this, they organize their ideas logically and use transitional words so that their essays flow smoothly.

Based on the findings in cycle 1 and 2, it can be concluded that the peer-assessment strategy is able to improve the content of the students' essays.

Another component of writing to assess is grammar. Almost all of the essays assessed in cycle 1 and 2 have fulfilled the criteria of success of grammar in terms of plurals, tenses, parts of speech, and verb forms. However, the essays simply fail to fulfill the criteria in terms of the redundancy; of 11 essays, 8 have redundancy in cycle 1 and all have redundancy in cycle 2. The redundancy seemingly occurs due to the influence of the students' Indonesian rules used in their English.

Dealing with the diction and mechanics, almost all of the essays use appropriate words in their sentences. During the assessment activity, most of the students use dictionaries, so they can choose words they want easily. In addition, all of the essays use capital letters correctly, and they are legible. The prominent problems found in the essays are spelling and punctuation. Of 11 essays, only 2 have correct spelling in cycle 1 and 3 essays in cycle 2, while 2 essays have correct punctuation in cycle 1 and 1 essay in cycle 2. It seemingly occurs because of the lack of carefulness.

Based on the findings concerning the grammar, dictions and mechanics of the essays, it proves that the peer-assessment is able to

improve them except in a matter of redundancy, spelling and punctuation. This fact proves what Leo (1986:44) in Djiwandono (1991:25) states right. It is stated that through self-correction the students would be more involved in the learning process and more likely internalize the correct forms. Moreover, Ratnasari (2004) has found the peer-assessment strategy effective in improving her students' writing ability.

Conclusion and Suggestion

The peer-assessment strategy keeps the students directly engaged in the experience of assessment to identify and correct any errors in an essay. Referring to the research problem, that is, how a peer-assessment strategy can improve the students' ability in writing an essay, it can be answered on the basis of the results of the analysis of research findings that show that by following the peer-assessment strategy procedure properly, the strategy relatively proves effective in improving the students' expository essay writing skills in terms of the content, grammar, and dictions of the essay. In terms of the redundancy and mechanics (spelling and punctuation), the strategy does not prove effective in improving the aspects yet. However, in general the strategy still proves effective in improving the students' ability in writing an essay. In addition to the writing achievement, the strategy is able to improve the quality of learning process of essay writing. The students are motivated to write an essay more enthusiastically and are much aided to be a better writer; they no more think that writing is a burden, so they have good response and attitude to the strategy.

It is found that peer assessment as a model of learning strategy proves effective in improving the students' ability in writing an essay and learning process of writing in classroom. Considering the facts, writing teachers having students with the relatively same characteristics as ones in this research can implement the peer-assessment strategy for improving the students' writing achievement and their taking part in the writing class more actively.

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