



**SELF-AND-PEER ASSESSMENT: A TECHNIQUE  
FOR TEACHING COMPOSITION WRITING**

A THESIS

SUBMITTED TO THE COUNCIL OF THE COLLEGE OF  
BASIC EDUCATION/AL-MUSTANSIRIYA UNIVERSITY  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR M.A. DEGREE IN EDUCATION (METHODS OF  
TEACHING ENGLISH AS A FOREIGN LANGUAGE)

**BY  
MAJID BANI MATHI AL-SA'IDI**

**SUPERVISED BY  
ASST. PROF. ABDUL-JABBAR ALI DARWESH, (Ph.D.)**

**MAY, 2011 A.D.**

**JAMAD AL-AWAL , 1432 A.H.**

## **Abstract**

Since writing is one of the most difficult skills, teachers should try hard to develop means and methods to promote its mastery. They should not be too ambitious concerning their students' ability to write creatively. This why the present study tries to experiment with means that might prove to be effective in the development of writing. Therefore this study aims at determining whether the use of self-and-peer assessment as a teaching technique, has an impact on improving students' ability in writing composition. For this purpose, it is hypothesized that there is no statistically significant difference between the means of the achievement scores of the students who are taught composition writing by the traditional technique, and those who are taught by using self-and-peer- assessment technique.

To verify the hypothesis, a pretest-posttest experiment has been designed. Ninety-two fifth-grade secondary school male students are assigned to experimental and control groups, 46 as the experimental group and 46 as the control group. The groups are statistically equalized in a number of variables such as age, parents' level of education, achievement scores in English in the previous year, and achievement scores on the pretest. The experimental group is taught composition writing by self-and-peer-assessment technique, and the control group is taught by the traditional method (i.e., currently-followed method), the method recommended in the teacher's guide for Book VII. The

experiment is conducted in Al-Amarah Secondary School for Boys, and lasted for two and a half months in the academic year 2010-2011.

After administering the posttest, the results of the study indicate clearly that the achievement of the experimental group who were taught by self-and-peer-assessment technique has been higher than that of the control group who were taught by the traditional technique. In other words, self-and-peer-assessment technique is more effective than the traditional technique.

Due to the results obtained from this study, a number of conclusions has been come up with, among which the most important ones are:

1. Making learners aware of their own mistakes as groups or individuals enables them to improve their own performance in composition writing.
2. Self-and-peer-assessment technique as a means of alternative assessment helps students to become autonomous and collaborative learners and to provide techniques for their own learning.

In conclusion of this study, recommendations and suggestions for further studies have been put forward.