IMPROVING STUDENTS DESCRIPTIVE WRITING ABILITY BY USING PEER ASSESMENT AT EIGHT GRADE OF SMP N 2 SUNGKAI SELATAN IN 2022/2023 ACADEMIC YEAR

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By :

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NPM.1811040466

Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG

2023 M/1445 H

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ABSTRACT

This present study is aimed to find out whether there is statistically significant difference in students' writing achievement before and after using peer assessment, and to find out what aspects of writing ability improves the most after the implementation of peer assessment.

This research belongs to quantitative research. The research was conducted in six meetings. This research involved 26 students of the seventh-grade of SMPN 2 Sungkai Selatan in academic year 2022/2023. The quantitative data were acquired through pretest and posttest to know the improvement of writing achievement.

The results showed that there was a statistically significant difference in students' writing achievement before and after using the peer assessment. The mean score of the pretest was 60.56 and the mean score of the posttest was 70.41. Furthermore, both of the scores were analyzed through the t-test that was compared with t-table and the result of the t-test score was 8.478, and the result of the t-table score at a significant degree α=0.05 was 2.07. It shows that the t-test score is higher than the t-table score. It was revealed that t-observed was higher than t-table (8.47>2.71) with the significance level less than 0.05 (0.000<0.05). It means that there was a significant difference in students' writing achievement between the pretest and posttest. As a result, the first hypothesis was accepted. It is indicated that peer assessment strategy was one of the factors which affected the students' writing achievement of descriptive text.

Keywords: Peer Assessment, Writing Competency.

DECLARATION

I hereby declarated this thesis entitled:" Improving Students Descriptive Writing Ability by Using Peer Assessment at Eight Grade of SMP N 2 Sungkai Selatan in 2022/2023 Academic Year is fully my work. I am very aware that i have cited several statments, references,and ideas from various sources and it is well recognized in this thesis.

Bandar Lampung, july 2023

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MOTTO

إِنَّمَا الْأَعْمَالُ بِالنِّيَّاتِ، وَإِنَّمَا لِكُلِّ امْرِئٍ مَا نَوَى.

"Actions are by intentions, and for every person is what he intended".

(Hadith of Prophet Muhammad in Bukhari and Muslim).

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Alhamdulilah , First of all , all praise is to Allah SWT , The Most Merciful,and the Most Benificent for His Mercy And Blessing were given to the researcher during the study and incompleting this thesis. Then , Peace and salutation maybe upon to the great massenger Prophet Muhammad SAW, Who always brings us from the stupidity to the cleverness.

This thesis is presented to the English Education Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students"test partial fulfillment of the requirement to obtain S1-degree. When finishing this thesis, the researcher has obtained so much help, assistance , aid , or support and many valuable things from various sides.

Then, the researcher would like to thank the following people for their ideas , time andguidance for this thesis :

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Finally , because nothing is perfect , and despite all the important names I have mentioned above , every error in this undergraduate thesis remain entirely mine, therefore, I accept criticism in any form input for the improvement of this thesis.

DEDICATION

I dedicate this thesis to :

1. My beloved Parents Yusufian (ALM) and Susilowati S,Pd who always support and prayfor my success.

2. My beloved brother Angga Yusiandar Pratama S,Pd and Anggi Septiawan A.Md.Kep who always support,encourage and pray for my success.

3. My beloved lecturers and almamater UIN Raden Intan Lampung which have made me grow up and have contributed much for my self-development.

CURRICULUM VITAE

Angraini Eka Putri was born on March,08th 2000 in Negara Ratu.The writer come from Lampung Utara,Sungkai Selatan and she lives at JL.Hamid Suntan Ratu, Kecamatan Sungkai Selatan Kabupaten Lampung Utara.Angraini is the third child from couple of Yusufian (Alm)and Susilowati,S.Pd .

Angraini began his school at TK Dharma Wanita 2005, SDN O2 Kota Agung 2006 and finished in 2012. She continued his study to SMP N 06 Kota Bumi in 2012 and finished in 2015. Then she continued his study to SMA N 01 Sungkai Selatan in 2015 and finished in 2018. After graduated from SMA, Angraini continued his study at English Education Study Program of UIN Raden Intan Lampung in 2018.Angraini also joined IKAM LAMPURA (Ikatan Mahasiswa Lampung Utara)

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CHAPTER I

INTRODUCTION

A. Title Confirmation

The title of this thesis proposal is "*Improving Students' Descriptive Writing Ability by Using Peer Assessment".* This title is about an effort to increase the ability of writing of the students by using peer assessment. The researcher collaborated with the teacher to apply this method and expected this method will be succeed. In this research was use a rater which was the English teacher of the school. The researcher hope after this research done, the teacher can continue to apply this method and another method that can be increased the ability of students.

In order to avoid mistakes in understanding this research, the researcher first needs to explain some of the terms contained in the title, in these the following definitions:

Language is absolute necessity that is used to communicate in daily activity of human life. Amberg and Vause state that language is foremost a means of communication and communication almost always takes use of the language in a variety of activities, therefore, language can be regarded as a communication tool.[1] It is used to deliver message, idea, opinion, etc. Without language it is impossible for human to join a communicative interaction in daily life, and they cannot express what their think and feel.

Brown says that language is more than a system of communication.[2] It involves whole person, culture, educational, development communicative process. This definition is stress on the social function of language and the fact that human uses it to express them and to manipulate objects in their

[1] Amberg J.S &Vause D.J. American English: History, Structure, and Usage. (New York: CambridgeUniversity Press, 2010). P. 12

[2] H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (New Jersey:Longman, 2001), p.7

environment. It means that language is important thing for human life. It is used to deliver message from the speaker to the listener in interaction with their environment.

English is an international language. It is an essential tool for communicate particularly in business world and acquire knowledge from foreign country. By using English, everyone can talk each other even though they come from different country. In Indonesia English is a compulsory subject at school. It has an important role to develop science and technologies. It is taught from elementary school, junior high school, senior high school up to university. Moreover, in learning English, students are required to be able to understand the language skills. The language skills are listening, speaking, reading, and writing. those language skills, writing is focused in this study.

B. Background of the Problem

According to Kellogg, writing is a means of communicating and a major cognitive challenge and thinking process.[3] When someone starts to write his or her thinking and act of writing are inseparable. Writing is one of language skill that should be taught to the students. Writing is the activity of the writers to express their idea in written form. In writing, the writer must understand what she/he wants to write. Therefore, the content of the writing will be understood by the readers. Indeed to write a good product is not easy. Writing is receiving a great interest a significant role in second and foreign language education but teaching English second language writing is different from other skill of language since it is used as support skill in language learning. When students write something, they have to pay attention in word spelling, punctuation marks dictions, grammar, and purpose of their writing and idea of their writing itself.

[3] Kellog, R.T. *Long Term Working Memory in Text Production. Memory and Cognition*. (2001) p. 43-52

Based on the preliminary research at SMPN 2 Sungkai Selatan, the researcher found that students's writing ability is still low. The researcher asked the data and information about the students's English ability to the English teacher at the school. In this case, the researcher interviewed Ms. Novi as English teacher of the seventh grade in SMPN 2 Sungkai selatan. She said that there are two classess and one of them is superior class. The students' writing ability in one class is still low. She also said that she often did the learning process just by giving running dictation technique and she needs to try new technique for this class.

Table.1
Writing Score of the Eighth Grade Students at SMPN 2 Sungkai Selatan

No	Score	Class		Number of Students	Percentage
		VIII A	VIIIB		
1	≥70	17	8	25	50%
2	<70	7	18	25	50%
	Total	24	26	50	100%

Source: The data of Writing Score at the Eighth Grade of SMPN 2 Sungkai Selatan Lampung Utara in the Academic Year of 2022/2023.[4]

The total number of students who got score under KKM is 25 from 50 students. It means that students who got difficults to understand writing are 50%. And the total number of students who got score above KKM is 25 from 50 students with presentation 50%.

From the table above, it can be seen that the writing score should be increased in VIIB. According to the teacher, she got difficulties to teach the students' of VIIB. One of the problem is the teaching techniques that she use is monotone and cannot build the activeness of students and less effective for teaching writing. In

[4] *The data of Writing Score at the Seventh Grade* , SMPN 2 Sungkai Selatan Lampung Utara, 2022/2023. unpublished

the classroom, students simply behave as listeners and followers. They just implemented what the thing that given by the teacher. Whereas the student needs, interests, and activation are not taken care by the teacher. So, the students are still hard to achieve maximum writing results in English learning.

Concerning to the problems, the researcher would like to propose peer assessment as an alternative technique for teaching writing to thestudents. In the research, the researcher is trying to find out the influence of peer assessment to improve students' writing ability. Therefore, this research is entitle : IMPROVING STUDENTS WRITING ABILITY THROUGH PEER ASSESSMENT AT EIGHT GRADE OF SMP N 2 SUNGKAI SELATAN.

C. Identification and Limitation of the Problem

1. Identification of the Problem

Based on the background above, the researcher focused on students writing ability

1. The students have difficulty in writing descriptive text
2. The Students have difficulty in learning of aspects writing.

2. Limitation of the Problem

It is important to limit the object of the study in order to get clear and satisfactory result. Therefore, the limitation of the object of the study in this research focus on aspects of the descriptive writing.

D. Formulation of the Problem

In relation with the background of the research, there are two questions that was analyzed further in this research. The questions were:

1. Is there any significant influence of using Peer Assessment toward students' descriptive writing ability?

2. What are the aspects of writing that can be increase by using Peer Assessment? Objective of the Research

E. Objective of the Problem

1. To know whether there is significant influence or not of Peer Assessment toward students' descriptive writing ability.
2. To find out what aspects in writing that can be increase by using Peer Assessment.

F. Significance of the Research

The researcher expects that there are some benefits the research as follows:

1. Theoretically, the research can enhance or add theories about the students' writing ability using peer assessment.
2. Practically, the result of the research will become a new information for the teacher andstudents, they are follows:
   a. For the teacher
      the teacher will find other method to teach writing, specifically using peerassessment
   b. For the students
      to give students information the method to learning English especially in writing.

G. Relevant Research

Based on the research (Yusna Musfirah, 2014) with the title "The use of Peer Assessment in Speaking Skill). This research was conducted at Senior High School ofMethodist Banda Aceh. The type of study is qualitative research. The data were taken from observation sheet and field note. The subject of this research was the first class of Senior High School of Methodologist Banda Aceh. The finding of this research was peer assessmentcan improve students speaking skill.

Based on the research (Lokita Purnamika Utami, 2010) with the title "The Effect of Peer Assessment on Students' Writing Achievement Motivation". This research was done in English Education Department at Ganesha University of Education in Singaraja Bali.This research was conduct in first semester in the academic year 2009/2010. The data were taken from writing test and achievement motivation scale. The researcher found that there was a significant effect of peer assessment toward students' writing ability.

H. Systematic Discussion

The writer discusses the research into the structure below:

1. Chapter I

   Present the introduction, which consist of title affirmation, the baground of the problem, identification and limitation of problem, formulation of the problem, objective of the research, significant of the research, and relevant research.

2. Chapter II

   Present the theory about writing, writing ability and peer assessment.

3. Chapter III

   Present the place and time of the research, research design, population sample and data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfillment of the assumption, and hypothesis testing.

4. Chapter IV

   Present the finding and discusses the analysis of data obtained from research in detail.

5. Chapter V

   Present the conclusion of the research carried out and the recommendation given.

CHAPTER II
FRAME OF THEORY AND HYPOTHESIS

A. Theory

1. Concept of Writing

a. Definition of Writing

Writing is a tool of written communication between the writer and reader in order that the reader understands the message or information sent. Writing involves the development of a design idea, the capture of mental representation of knowledge, and of experience with subjects. It means that writing is an activity to share ideas knowledge and experience in written form. Urquhart and Mclver state that writing is a recursive process, which means students' revise throughout the process, frequently moving, back and forth among the stages.[5] It means that writing is a complex process. Additionally, writing is a medium communication that represents language and emotion through the inscription or recording of sign and symbols. As Harmer said, literate people, who use language, have a number of different abilities. They will be able to speak on the telephone, write letter, listen to the radio, or read books.[6] In other words they possess the four basic languages skill of speaking,writing, listening and reading.

a. Aspects of writing

Nation explains that aspects of writing include: (1) richness of vocabulary; (2)mechanics (spelling and punctuation); (3) grammatical accuracy and complexity; (4) organization and coherence; and (5) content. Beside those, Brown classifies the aspect of writing into six aspects. Those are content, organization, discourse, sintax, vocabulary, and mechanics.
Heaton said there are five aspects which have to fulfill. The

[5] Vicku Urquhart and Monette Mclver. *Teaching Writing in the Content Area*. (ASCD, 2005) p.5

[6] Jeremy Harmer. *How to Tec*

(New York:Longman, 2001)

five aspects of writing are as the criteria of good writing. Here they are:

1. Content (the ability to think creatively and develop thoughts, excluding all irrelevant information).
2. Organization (the ability to write in appropriate manner for particular purpose with particular audience in mind, together with an ability to select, organize, and order relevant information.
3. Vocabulary (the ability to use of word / idiom).
4. Language (the ability to write correct and appropriate sentences).
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly)[6]

It means that when we wrote, we should have those five aspects be our focus so the writing will be a good writing.

b. Teaching writing

Teaching writing is to teach students how express their idea, feeling, and imagination in written form. Before teaching writing, we have to identify which vocabulary and grammar to introduce or which vocabulary and grammar that our students need[8] It can be conclude that teacher have to select and prepare a list of words and grammar so that the students will be able to use them in expressing their ideas in written form. When students speak, they can gesture, use facial expressions, ask questions or fumble their way through it, but when they write, they have to communicate with actual visual word.[7]

Before students learn about how to write well, they have to build and hone their competency into two broad areas. The first

[6] .B. Heaton. *Writing English Language Test*. (New York: Addison Wesley Longman, 2004)

[7] Kalayo Hasibuan. *Teaching Writing as Productive Skills* (Riau:Journal of English Arabic Language, Vol.4 No.2 2013)

is writing mechanics and the second is writing process.[8] Writing mechanics involve spelling, vocabulary, grammar, and punctuation. It includes everything from physically producing text to to spelling correctly and producing accurate grammar. While writing process needs generating and organizing information, of which planning and editing are part. Students should know how plan text, edit the text, and regulate the entire process of writing. Based on the explanation above it can be conclude that teaching writing is teach someone about how to express feels in written form sistimatically.

2. Concept of Descriptive Text Writing

Descriptive is presenting observations about the characteristics of someone or something. When we found a text that drawn an object or place clearly, it can be called descriptive text. A descriptive text written as though the reader can feel or imagine how the appearance of an object or a place itself.

a. Text

According to Knapp, text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.[9] It means that text is arranging of words to be a sentence in order to give a message to somebody.

It is important to review the types of text since Nainggolan describes that types of reading texts are divided into two, they are short functional text and monologue text. The text that will

[8] Ratna Sari Dewi. Teaching Writing Throught Digtogloss. (Jakarta: IJEE vol 1 No 1 2014)

[9] P. Knapp and M. Watskin. *Genre-Text-Grammar*. (Australia: UNSW Press)

be used in this study is monologue text. There are nine common monologue texts:

1. Spoof
   Spoof is a text to retell an event with a humorous twist.
2. Recount
   Recount is a text to retell events for the purpose of informing or entertaining,
3. Report
   Report is a text to describe the way things are with reference to a range of natural, man- made and social phenomena in our environment.
4. Analytical Exposition
   Analytical exposition is a text to persuade the reader or listener that something in thecase.
5. News item
   News item is a text to inform readers, listener or viewer about events of the day which areconsidered newsworthy or important.
6. Anecdote
   Anecdote is a text to share with other an account of an unusual or amusing incident.
7. Narrative
   Narrative is a text to amuse, entertain and to deal with actual or vicarious experience indifferent ways.
8. Procedure
   Procedure is a text describes how something is accomplished through a sequence ofactions or steps.
9. Description
   Description text is a text to describe a particular person, place or thing.
10. Hortatory Exposition
    Hortatory exposition text is a text to persuade the redaer or listener that something shouldnot be the case.
11. Explanation
    Explanation text is text to explain the processes involved in

the formation or workings of natural or socio cultural phenomena.

12. Discussion
    Discussion text is a text to present (at least) two points of view about an issue.
13. Reviews
    Review is a text to critique an art work or event for public audience.

Those thirteen types of a text itself have their function, purpose, generic structure, and languagefeature each other. They usually are being as material of learning English at the school.

b. Descriptive Text

Descriptive is a text which lists the characteristics of something. Description is to describe a particular person, place and thing. Therefore, our visualization is needed. To create this text, our imagination must flow on a paper. It means that descriptive is a way to describe everything such as description of person, description of place and description of thing which is seen by writer in detail.

According to Kane, "description is about sensory experience−how something looks, sounds, tastes".[10] It means, description help someone to know specific information about something that is described. It helps someone to imagine something that is described; about taste, form and sounds. It will be easier for someone. John Langan said, when you describe something or someone, you give readers the picture in words. To make this "word picture" as vivid and real as possible, you must observe and record specific details that appeal to your readers' senses (sight, hearing, taste, smell, and touch).[11] It means that in teaching descriptive writing text, the teacher

[10] Thomas Kane. *Oxford Essential for Writing*. (New York:Oxford University Press, 2000)

[11] Jhon Langan. *English Skill*. (New York: Mc Grawhills, 2016)

appeal imagination and perspective sense to make students taste to make students can drawn the things.

According to Wati, Siburian, and Lubis the description of the descriptive text requires accuracy in observation in observation and accuracy.[12] The result of this observation are expressed by the the writer with words that are rich in nuances and shapes. In other words, the writer must be able to develop an object through a series of word that are meaningful and powerful so that the reader can accept it as if seeing, hearing, feeling and enjoying the object.

1) Purpose
   Description is a type of written text, which has the specific function to give descriptionabout an object (human or non human).

2) Rhetorical structure
   A descriptive writing has generic structure. They are:

   a) Identification: general description about an object.
   b) Description: specific description about an object.

3) Grammatical Pattern
   a) Use declarative sentence
   b) Use simple present tense
   c) Use conjunction

4) The Language Feature of Descriptive
   Mark and Kathy stated that are three dominant grammatical aspects in descriptive text, they are:

1) Using verb in the present tense
2) Using adjective to describe the features of the subject
3) Using topic the sentences to begin paragraph and organize the various aspects of thedescription

[12] Syafrida Wati, Tiur Asi Siburian, & Mala Lubis. Development of Descriptive Text Module Based on Contextual for Students Class. (University of Medan: 2018)

So the statement above means, descriptive writing is a type of writing that describes about an object such as things, places, animals or people specifically by using present tense. This kind of writing describes an object so that the reader can imagine about the object because the writer describe it specifically.

3. Concept of Assessment

a. Definition of Assessment

O" Farrel explains that assessment can be defined as the systematic and ongoing method of gathering, analyzing, and using information from measured outcomes to improve students' learning in terms of knowledge acquired, understanding developed, and skills competency gained.[13] Assessment can be conducted through several sources. Test, questionnaire, interview, observation, are the common sources for the assessment. Through those things, information can be gained as a control and to evaluate the learning process.

Assessment divided into two types, there are summative assessment and formative assessment. Summative assessment is used for grading Summative assessment is kind of assignment or task that conducted at the gauge learning outcomes. Beside that formative assessment refers to variety of method that teacher use to conduct in-progress evaluation of student comprehension, learning needs, and academic progress during a lesson.

b. Types of Assessment

Nasab argued that alternative assessment refers to procedures and techniques or the way which can be used in the context of instruction and easily can be united into the daily

[13] Ciara O'Farrell..*Enhancing Students' Learning through Assessment*. Retrieved from:http://www.scribd.com

activities of the school or classroom.[14] The term alternative assessment also refers to almost any types of assessment other than standardized tests.

Combee propose several types of alternative assessment that can be used in today's learning classroom with great success; self assessment, portfolio assessment, student-design test, learner-centered assessment, project and presentation.[15] Cheng and Warren also believe that are several approaches to classroom assessment such as performance assessment, portfolio assessment, self and peer assessment.[16]

1. Performance Assessment

Performance assessment consists of oral reports, writing samples, and individual or group project exhibitions as well as demonstration in which students respond orally. This assessment measures how well students apply their knowledge, skills, and abilitiesto authentic problems. The key feature is that it requires the student to produce something, such as a report, experiment, or performance, which is scored against specific criteria. Performance criteria must be clear and help students focus on those things, particularly, so they can show what they know. Performance tasks help show students what real work in a discipline looks like what it means to be a writer, mathematician, historian, or scientist, for example. And when students understand the criteria for success with a learning task and apply those criteria as they work, research shows that their performance and their achievement increases.

The characteristic of performance assessment are it has a content validity, reliability, fairness, students' engagement and motivation, and consequential relevance. Performance

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[14] G,F Nasab. *Alternative Versus Traditional Assessment. Journal of Applied Linguistics and Language*
Research. Retrieved from http://www.jallr.ir

[15] C Combee, K Folse and N Hubly. *Assessing English Language Learners*. (United State of America:University of Michigan Press.

[16] W. Cheng and M. Warren. *Peer Assessment of Oral Proficiency. Language Testing*. P. 93-121.

assessment should be design to emulate the context in which the intenden knowledge, skills, or abilities are tobe applied.

2. Portfolio Assessment

Portfolio as a purpose full collection of students works', not only displaying students' effort process and achievement, but also demonstrating students participation in selecting content and selecting criteria for assessment. These new method of assessment are known as alternative assessment measures based on Combee.[17]. At present, portfolio is viewed as one of the leading alternative assessment approach.

The characteristic of portfolio assessment are collecting, organizing and documenting students' progress and teaching again. The students do the assessment and it will be collected, and the teacher will knows the students's progress and give a lesson again if ther are needed.

3. Self Assessment

Student self-assessment involves students in evaluating their own work and learning progress. Self-assessment is a valuable learning tool as well as part of an assessment process. Through self-assessment students can identify their own skill gaps, their weaknesses, track their own process, and revise their work. This process helps students stay involved and motivated and encourages self-reflection and responsibility for their learning. Self-assessment is more accurately defined as a process by which students 1) monitor and evaluate the quality of their thinking and behavior when learning and 2) identify strategies that improve their understanding and skills. That is, self-assessment occurs when students judge their own work to improve performance as they identify discrep-ancies between current and desired performance.

[17] C. Combee. *The Reflective Portfolio: Two Cases Study from the United Arab Emirates*. EnglishLanguage Forum, 2004

4. Peer assessment

Topping defines peer assessment as an Arrangement for learner to consider and specify the level, value, or quality of a product or performance of other equal-status learners.[18] Peer assessment as an activity in which students give each other mark or grade. Peer assessment involves students taking responsibility for assessing the work of their peers against set assessment criteria. Falchikov states that peer assessment is an assessment in which member of a class give feedback and grade the work or performanceof their peers using relevant criteria.[19] Topping also asserts that peer assessment can enhance self assessment, and both can yield metacognitive gains. Peer assessment is one of the alternative methods to enhance the students' motivation and ability in writing.

Paul Chin says that peer assessment is the process whereby students provide formative and summative feedback to fellow students about their work.[20] In addition, peer assessment is not only for assessment but it also becomes a technique in teaching that can boost the students' achievement in learning. Peer assessment is often called as peer feedback. Peer feedback refers to students are sharing the opinion about performance and standard. In other words, peer feedback offers the students opportunity to give comments in their peer works.

The main characteristic of peer assessment is feedback. According Hattie and Timperley define feedback as the manifestation of information given by the agent of education (e.g., teacher, students, staff and etc.) dealing with aspect of

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[18] K.J. Topping. *Peers as a Source of Formative Assessment. In: H.L. Andrade, & G. J. Cizek (Eds), Handbook of Formative Assessment*. (New York:Routledge, 2010) p. 62

[19] Nancy Falchikov. *Learning Together: Peer Tutoring in Higher Education*. (New York: Taylor andFrancis, 2001)

[20] Paul Chin. *Peer Assessment*. (England: Physical Science Centre Departmenet of Cemistry University of Hull, 2016). P1

certain performance of product.[21] The effective feedback should be relevant to the goal. From the feedback we can correct what should be corrected. In the fact, we often do not know where is our mistake and the lack of our works, so that we need someone else to correct itand give us the feedback.

5. The Advantages of Peer Assessment

For the teachers peer assessment can help them assess the students easier and can involve the students directly. Besides that, Chan says peer assessment entails some advantages;

1. Peer assessment encourages students to critically reflect on their learning progress and performance.
2. Peer assessment encourages students to be more responsibility to their own learning
3. It helps students to develop their judgment skill
4. Students do not have pressure when they evaluate themselves
5. Peer assessment helps students become autonomous learners.
6. Peer assessment helps students to be better aware of their weakness and strength[22]

Based on the explanation above, peer assessment has some point that can be positive impact for the students, and it makes teacher easier to teach them writing.

Disadvantages of Peer Assessment

1. Student will have a tendency toaward everyone the same mark
2. Students feel ill equipped to undertake the assessment
3. Students may be reluctant to make judgment regarding their peers.

[21] John Hattie & Hellen Timperley. *Visible Learning and Feedback*. (Review of Educational Research, 2007)

[22] Chan C. *Assessment: Self and Peer Assessment, Assessment Resources*. (Journal of University of Hongkong, 2010)

6. The Procedures of Teaching Descriptive Text through Peer Assessment

Money, Bracken, and Dignam said, the incremental nature of the exercise supported students' immersion in comprehensive learning process: taking them from drafting a thesis statement; to receiving formative feedback from the facilitator; to writing the first draft of a research assignment; to evaluating and assessing a peers assignment; to making judgment based on an external, relatively objective set of criteria; to providing constructive criticism a thoughtful and considerate manner; to reflecting on the merit and value of the exercise and to incorporating this learning when producing a final draft of their research essay.[23] In additional Spiller has classified stages of peer assessment into several stages, they are making criteria of the material, designing the class, manage or control the class and evaluate the students work.[24]

1) The teacher making the criteria of good descriptive text
   The teacher explains the material to the students and gives them the criteria of a good descriptive text that should be done by the students and gives them an example.
2) The teacher's classroom design
   Teacher divides the students into several groups. Teacher pair her students based on students level of ability.
3) Teacher manages and controls the class
   The teacher can be a facilitator for the class. Teacher can give the comment, feedback, or explanation to unclear material.
4) Teacher evaluates the students' work.
   After the students doing the treatment, the teacher does the

[23] Sharon T Mooney, Meliosa Bracken, Barbara Dignam. *Peer Assessment as a Teaching and Learning Process: The Observation and Reflection of Three Facilitators on a First-Year Undergraduate Critical Skills Module*. (Maynooth University: Unpublished, 2016)

[24] Dorothy Spiller. *Assessment Matters: Self-Assessment and Peer Assessment.* (Teaching Development University of Waikato, 2009)

evaluation by analyze the students' work and scoring them by using the scoring scale.

7. Hypothesis

Based on the theories and frame thinking, the researcher formulated the hypotheses as follows

1. H_o: There is no significant improving students' writing ability by using peer assessment.
   H_a: There is a significant improving students writing ability by using peer assessment.

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