

The process of peer assessment was at the beginning of the lesson; the teacher provided a clear and understandable vision of the learning target. The students listened teacher's explanation carefully. In the both of class, *APH 1* and *APH2*, the teacher did this to make sure that students understand what teacher will do. Also, the students can prepare themselves to rich the goal of the lesson. After that, the teacher checked students understanding about the material in last meeting. Some of student answered teacher's question.

After explaining and checking students understanding, then the teacher gave an instruction about what they would do. The teacher explained about peer assessment. Before conducted peer assessment, the teacher showed an example of strong and weak work. While the students listened the instruction, but some of student did not listen teacher's instruction then the teacher warned them and asked to repeat the instruction.

Then, the teacher continued to provide regular descriptive feedback. In this stage, the teacher showed a feedback of his presentation which as an example. The teacher suggested students give a feedback to their friends like him. Moreover, students gave a feedback more than an example. Then He gave an instruction how the way to do peer assessment while shared a rubric of speaking assessment.

presentations.					
5. I was comfortable having my presentations judged and scored by my peers.	7%	74%	14%	5%	It means that the majority of students agreed that comfortable being a judge and scoring my peers presentations.
6. The overall scores my peers gave me were fair and reasonable.	18%	64%	11%	7%	%. It means that the majority of students agreed that the overall scores their peers gave them were fair and reasonable.
7. Assessing other students' presentations helped me plan and deliver my own.	18%	71%	8%	3%	It means that the majority of students agreed that assessing other students' presentations helped them plan and deliver their own.
8. Students should not be involved in assessing peers; assessment should be solely the teachers' job.	3%	11%	82%	4%	It means that the majority of students disagreed that they should not be involved in assessing peers; assessment should be solely the teachers' job.

Then the second step was the teacher use examples and models of strong and weak work. In the field, the teacher applied this step through giving an example speaking in front of all students dealing with the rubric for speaking. Meanwhile, the students understand how the way to practice speaking very well.

For the third step was the teacher continues to provide regular descriptive feedback. In this step, the English teacher of Hospitality Program has done it. He allowed the students to provide feedback for their peers. And also the teacher provided feedback for the presenter just like what students done. Then, for the next step was the teacher trained students to peer-assess and set goals. In the field, this step was the main practice of peer assessment. The students assessed their peer used rubric which given by the teacher. The students assessed their peers fairly and reasonably.

Then, the following step was the teacher taught students to revise their work. In the class, the teacher has done this step through peer assessment. The sixth step was the teacher engaged students in peer-assessment by letting them keep track of and share their learning. In the class, students always monitor their peer while doing presentation. They gave score and shared their feedback. The last step was the teacher determined how to convey feedback clearly to the

