

INTRODUCTION

A. Background of the Study

There are many kinds of texts that can be used in writing skill and also reading skill, such as; descriptive, narrative, explanation, recount, report, exposition, and many others. Here, the researcher will emphasize on the descriptive text as the subject of analysis about the implementation of students' peer assessment in writing as research because descriptive texts tell about person, place or thing that can be imagined from what the people saw, heard, felt, tested, smelled.⁴ Therefore, descriptive text will bring words to life and it makes the text interesting.

In writing class, the teacher has to do assessment on the students' writing. This is because the teacher has to know the students' ability in writing descriptive text. Assessment is the systematic basis for making inferences about the learning and development of students. This is the process of defining, selecting, designing,

⁴ Zumakhsin. *A Contextual Approach to Learning English*. Jakarta: Ganexa Exact. 2007. 76.

had purpose to improve students' reading descriptive skill by using peer assessment because most of students get difficulties in reading, but this study does not apply certain techniques that improve reading comprehension on descriptive text because it focuses to analyzing the students' peer assessment in writing descriptive text. The subject of this previous study was the students of junior high school especially at seventh grade of MTs Husnaba Kebandingan-Kedungbanteng, Tegal. However, the subject of this study is the students at tenth grade of Trisila Senior High School of Surabaya.

The second is the study by Agustiningsih who conducted a research entitled Implementation Peer Assessment to improve the writing narrative of the second year students of SMP Negeri 4 Palu. The similarities between the previous studies with this study are both of the studies analyze the students' peer assessment in writing. The differences those previous study and this research are; the previous study used classroom action research in order to improve their students in writing narrative by using peer assessment. This is study used descriptive qualitative research but this study focuses on implementation of students' peer assessment in writing descriptive text. The researcher just observed how the implementation of students' peer assessment in writing descriptive text.

The researcher conducts this research at Trisila Senior High School of Surabaya. It is a school which has many facilities, such as; language laboratory, library, LCD projector, and etc. This school also provides extracurricular which is related to English, like; English conversation. On March 2013, this school joined

Based on the explanation above, the researcher is interested to analyze the following title “*The Implementation of Students’ Peer Assessment in Writing Descriptive Text at Tenth Grade of Trisila Senior High School of Surabaya.*”

Based on the background research of study above, the problems of this research are stated as follows:

1. How is the implementation of students' peer assessment in writing descriptive text at tenth grade of Trisila Senior High School of Surabaya?
2. What are the students' responses of the implementation of peer assessment in writing descriptive text at tenth grade of Trisila Senior High School of Surabaya?

Considering the research questions on this study, this study is intended to find out the implementation of the students' peer assessment in writing descriptive

text at tenth grade of Trisila Senior High School of Surabaya. There are the objectives of the study:

1. To know the implementation of the students' peer assessment in writing descriptive text at tenth grade of Trisila Senior High School of Surabaya.
2. To know the students' response of the implementation of peer assessment in writing descriptive text at tenth grade of Trisila Senior High School of Surabaya.

D. Significance of the Study

There are two significances of the study

1. For the Teacher
 - a. It can suggest the English teacher to be more optimal when assessing the students' assignment.
 - b. They can try to apply the students' peer assessment as the strategy in teaching English especially in writing.
 - c. For the English teacher of the tenth grade at Trisila Senior High School of Surabaya, this research is hopefully able to give new support to make a better way to do the students' peer assessment.
2. For the Students
 - a. It can give students different experience in English learning process like writing.
 - b. It can enable them to be interested in English writing.

