CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The researcher described the data which had been gotten from some of kinds the data collection technique. Concerning the implementation of students' peer assessment in writing descriptive text, the researcher has done four data collection techniques in order to get more complete data. They were rating scales observation, documentation, questionnaire, and interview. While doing the rating scales, the researcher observes the students in the class to know the implementation of peer assessment. After that, the researcher analyzed the result of the rating scales observation.

The next step was asking the students to write descriptive text. The students wrote two descriptive texts with different topic. The topic was given by the researcher. The first topic was My Village and the second topic was My Town. Then, the teacher collected and gave the students work to the researcher.

The researcher gave the students questionnaire that related with the students' responses of the implementation of peer assessment in writing descriptive text. the researcher gave the questionnaire to all of students in tenth grade of Trisila Senior High School of Surabaya.

The researcher interviewed some of the students with the questions that are related with the measurement of students' responses in implementation of peer

assessment in writing descriptive text. In fact, the researcher interviewed the students because the researcher wanted to find the result data of students' responses the implementation of peer assessment in writing descriptive text. The researcher interviewing some of the students directly, the researcher was able to gain more information about the students' responses in implementation of peer assessment in writing descriptive text.

The researcher presented the results of the data in detailed information. The data consist of two discussions relating to this research. They are: Implementation of students' peer assessment in writing descriptive text and the students' responses the implementation of peer assessment in writing descriptive text.

After conducting observation, collecting students' assignment, giving questonnaire and interviewing the students, there are explanations of the result. The researcher presented the results of the data in detailed information. The data consist of two discussions relating to this research. They are: (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? The following section presents details findings of the study.

1. Implementation of Students' Peer Assessment in Writing Descriptive Text

To know the result of the implementation of students' peer assessment in writing descriptive text, the researcher uses two data collection techniques to

get more complete the data. They are observation and collect students assignments.

The teacher asks the students to write two descriptive texts with different topic. The students who asked to write descriptive text were the students at tenth grade. After writing, the students assessed their friends work. Therefore, the researcher focused on analyzing the implementation peer assessment in writing descriptive text. The researcher analyzed students' peer assessment by using the rating scales.

a. The result of Rating Scales Observation

First Meeting

Based on the first observation on Tuesday, April 21st 2015, from 06.30-08.00, the students wrote descriptive text about my village. After the students write, they assess and give comment to their friend work. In the table of rating scales observation, there some of criteria where each criterion contains some indicators. (*See Appendix I*) The results of observation rating scales were described in order.

In assessment process, the researcher gave rating 4 for the maintained contact with the students because the students can share and give information or comment to their friends. This is very well activity for the students. In discussion, the students also active in the class. So the researcher gave rating scale 4. When the students assess their friend, they have partner to assess their work. So the students apply peer assessment in the class ery

well. Therefore, the researcher gave rating scales 4, but some of the students can finished their work. So the researcher give the rating scale 2. Before the students assess their friends work, they read the criteria on writing descriptve rubric. So the researcher gave 4 rating scales because the researcher observe the students when they apply peer assessment about writing descriptive text in the class. Based on obbservation in the class. The researcher conclude that implementation in the class is a very well because the students apply peer asseessment based on procedure.

The material is understandable because the material about description village is based on the picture. The material motivates the students to learn and make the students good writing. When the students assess, the students exchange their work and then the students gave the score and comment on their work. The assessment makes the students actively participate in the class.

The assessment is done by the students peer. So they will be interested in writing activity in the classroom. Assessment rubric make the students easily assess their friends. The teacher act as facilitator. He only facilitated his student to perform. Some of students feel enjoy in writing because they like to write and they can express their idea to write a paragraph of descriptive text.

Based on observation in the class the researcher find the way students implementation of peer assment in writing descriptive text by using criteria

on the assessment rubric. The students do peer assessment in some like; the students maintain contact with other student. It means that the students assess their partner work. The students also communicate constructively to discussion and share their idea when they correction the other students assignment. Before the students give score, the students read the criteria based on the writing descriptive rubric. The criteria about assessment rubric in writing descriptive text like; content, organization, grammar, vocabulary and mechanics.

After that the students correcting their students work, then the students give score to the other students. If the students get score 18-20, their assessment is very good, If the students get score 15-17, their assessment is good, If the students get score 12-14, their assessment is fair, but If the students get score less 12 their assessment is poor

Based on the result, there are 5 students get very good grade, 11 studets get good grade, 10 students get fair grade, and only 2 students get poor grade. so it concluded that implementation has advantages for the students in the class. For examples, make the students active and enthusiastic to write a good paragraph in descriptive text.

Second Meeting

It is based on the research observation on Monday, April 27th 2015, from 10.30-12.00. The material that day was same with descriptive text but

different picture or topic. The topic is about my town. The assessment was begun by teacher explanation about the materials.

In assessment process, the researcher gave rating 4 for the maintained contact with the students because the students can share and give information or comment to their friends. This is very well activity for the students. In discusiion, the students also active in the class. So the researcher gave rating scale 4. When the students assess their friend, they have partner to assess their work. So the students apply peer assessment in the class ery well. Therefore, the researcher gave rating scales 4, but some of the students can finished their work. So the researcher give the rating scale 2. Before the students assess their friends work, they read the criteria on writing descriptive rubric. So the researcher gave 4 rating scales because the researcher observe the students when they apply peer assessment about writing descriptive text in the class. Based on obbservation in the class. The researcher conclude that implementation in the class is a very well because the students apply peer assessment based on procedure.

Based on observation in the class the researcher find that how the students implementation of peer assment in writing descriptive text. The students do some way to implementation of peer assessment like; the students maintain contact with other student. It means that the students assess their partner work. The students also communicate constructively to discussion and share their idea when they correcting the other students

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Based on the result, there are 5 students get very good grade, 14 students get good grade, 8 students get fair grade, and only 1 student get poor grade. So it concluded that implementation has advantages for the students in the class. For example when the students often implementing peer assessment in the class, the students are more creative to write because they get assessment and comment after they wrote in the meeting before.

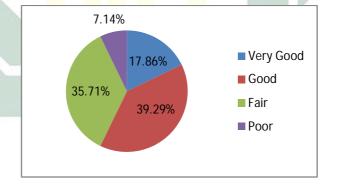
- b. The result of students' score based on rubric
 - The students' score on Descriptive text, Individual work, about village based on peer Assessment.
 - a) Analysis of the first students' writing and assessmeent about My Village
 This assignment was conducted on Tuesday, April 21st, 2015.

 There were 28 students who followed this assignment. They had to write descriptive text about My Village. The duration was about 45 minutes.

The students assess their friends work with duration 25 minutes. In this assignment, the students did work individually, but when assess their work, they did peer works. The teacher controlled when the students wrote descriptive text. Then, after the students finished write descriptive text and give assessment, the teacher collected and then gave it to the researcher. The researcher makes the recapitulation of the first students' writing and assessment on the table 4.1 (See Appendix V). The researcher also presents the result of the first students' assignment in form of chart in order to make the result more clearly.

Figure 4.1

The Percentage of the First Students' Assignment



There were 17.86% students got very good grade, 39.29% students got good grade, 35.71% students got fair grade, and 7.14% students got poor grade. Based on the result, the researcher concludes that the highest frequency of the first students' writing about my village was good grade. It was because most of them write the

descriptive text based on the criteria or elements in writing descriptive text. The researcher presents 4 the examples of the students' writing.

Written by the 1st student at the tenth grade

My Village

I have a very beautiful village. My village has a mountain, but the mountain is not active. In my village, there is a school. Some of people also buy fruit, vegetables in a market. There is a mosque in my village, everyday the people pray in the mosque. There is a people fishing in the river. I'm very proud to have very beautiful village.

Based on the descriptive text and result of assessment above, it can be found that this descriptive text use five elements like; content, organization, grammar, vocabulary, and mechanics.

In describing the 1st student described the content and organizing is enough, but the grammar, vocabulary and mechanics is good. From the category above, she got 2 scores for content, 2 score for organization, 3 scores for grammar, 3 scores for vocabulary and 4 scores for mechanics. Therefore, she got 14 score as the total. So she got fair grade.

Written by the 2nd student at the tenth grade

My Village

Sukamaju is My village. It is located at north of East Java. It is a small village but it is very clean and beautiful. Sukamaju is strategis location for refreshing. Many people who live in Sukamaju work as a farer. They work 06.00 o'clock until 12.00 o'clock. They plant paddy and many kinds of vegetables and corn.

In describing the 2nd student described about the content but not describe the organization. There is wrong the vocabulary, but the grammar and mechanics are enough. From the category above, he got 3 scores for content, 1 score for organization, 2 scores for vocabulary, 3 scores for grammar and 4 scores for mechanics. Therefore, he got 13 score as the total. So he got fair grade.

Written by the 3rd student at the tenth grade

My Village

I have a village. The people are very friendly. My village have a beautiful view. I love my village because at there is very peaceful life.

The clouds in the sky is very beautiful. The mountain is very big. At there have <u>Puskesmas</u> in the Sukamaju village. There is also have traditional market.

Everyday people to do activities for examples; wash the clothes, plant the tree, etc. <u>So that is</u> description about my village.

In describing the 3rd student described the content and oreganization is enough, there are wrong in grammar but the vocabulary and mechanics are good. From the category above, she got 4 scores for content, 2 scores for organization, 2 scores for grammar, 4 scores for vocabulary and 4 scores for mechanics. Therefore, she got 16 score as the total. So she got good grade.

Written by the 4th student at the tenth grade

My Village

In my village, there is a very large mountain. The air is very cold and a lot of people who live there. The village is very nice. Every morning, mothers always go to the market that is near the village. Not only mothers go to the market, but also the fathers. There are many facilities in the village such as; school, mosque, market, bus station, and so on. The people is very kind and friendly. Everyday the people to the activities in my village.

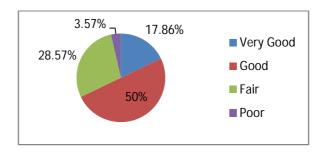
In describing the 4th student described the content, organization, and grammar is enough, the vocabulary and mechanics are very good. From the category above, she got 3 scores for content, 2 score for organization, 2 scores for grammar, 4 scores for vocabulary, and 4 scores

for mechanics. Therefore, she got 15 score as the total. So she got good grade.

b) Analysis of the second students' writing and assessment about the
 My Town

This assignment was conducted on Monday, April 27st 2015. There were 28 students of the tenth grade who followed this assignment. They had to write desciptive text about My Town. The duration was about 45 minutes. They did this assignment individually. The teacher gave the students 25 minutes to assess their friends work. The teacher controlled when the students wrote descriptive text. Then, after the students finished write descriptive text the teacher collected it then gave to the researcher. The researcher made the recapitulation of the second students' writing on the table 4.2 (*See Appendix V*). The researcher also presented the result of the second students' assignment in form of chart in order to make the result more clearly.

Figure 4.2
The Percentage of the Second Students' Assignment



There were 17.87% the students got very good grade, 50% the students got good grade, 28.57% the students got fair grade, and 3.50% the students got poor grade. Therefore, the highest frequency of the second students' assignment was good grade. Based on the result, the researcher concludes that the highest frequency of the first students' writing about my village is good grade. It was because most of them write the descriptive text based on the criteria or elements in writing descriptive text. The researcher presents 4 the examples of the students' writing.

Written by the 1st student at the tenth grade

My Town

In my town the population is crowded but the situation is calm. There are some places that are frequented by recident for entertainment make the garden. In my town there are bus station, public transport, and also the garden behind the mosque. In my town there is also a terminal around the checkhout, bus stop, and merchant traders who sell food and drinks.

In describing the 1st student described the content and organization is enough, but there are wrong grammars, the vocabulary and mechanics are good. From the category above, she got 2 scores

for content, 2 score for organization, 2 scores for grammar, 3 scores for vocabulary, and 4 scores for mechanics. Therefore, she got 13 score as the total. So she got fair grade.

Written by the 2nd student at the tenth grade

My Town

I have a town is very beautiful. There is a scchool. In front of my school there are park and mosque. In the right my school there is a bus station. I go to school by bike everyday. I play badminton in the field of my school every week. Inside the station bus there is a market and traders who sell a kinds of product. There are many people in the park. My town is also beautiful and clean.

In describing the 2nd student describe good content and organization. There are wrong grammar, but the vocabulary and mechanics are very good. From the category above, he got 3 scores for content, 2 scores for organization, 2 scores for grammar, 3 scores for vocabulary, and 3 scores for mechanics. Therefore, he got 13 score as the total. So he got fair grade.

Written by the 3rd student at the tenth grade

My Town

Surabaya is My town. The town is very clean and green. In the morning, the air is cold, but if in the day time the air pollution is not good for our bodies. In the Surabya city, many activities carried out by local people, recreation, selling, playing football, playing badminton, etc. Many facilities in Surabaya city such as school, bus stop, park, and so on.

In describing 3rd student describe good content and organization, the grammer is good, the vocabulary and mechanics are very good. From the category above, she got 3 scores for content, 2 scores for organization, 3 score for grammar, 4 scores for vocabulary, and 4 scores for mechanics. Therefore, she got 16 score as the total. So she got good grade.

Written by the 4th student at the tenth grade

My Town

My name is Tia. I lived in Town. My Town is very busy place because there are many people, but that's a nice place. So I love My Town.

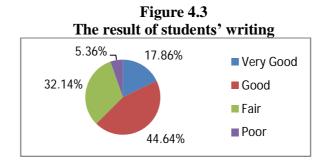
Although many people in My Town, but my Town is very clean. People always to keep clean and the people is friendly. In My Town have a mosque, school, market, and bus station. The mosque name is Ar-Rahman.

In My Town is very crowded people, but the people always do the activities of the day.

In describing the 4th student describe very good content and enough about organization, the grammar is good, the vocabulary and mechanics are very good. From the category above, she got 4 scores for content, 2 scores for organization, 4 scores for grammar, 4 scores for vocabulary and 3 scores for mechanics. Therefore, she got 17 score as the total. So she got good grade.

 The final result of students' peer assessment in writing descriptive text at whole classes

The researcher presents the accumulation the result of students' assignment in writing descriptive text with the title My Village and My Town. In the first assignment, there were 5 students got very good grades, 11 students got good grades, 10 students got fair grade, and 2 students got poor grade. In the second assignments, there were 5 students got very good grades, 14 students got good grades, 8 students got fair grades, and 1 student got poor grade. The researcher accumulates both of assignments in form of chart bellow.



Based on the result above, the highest frequency of the first and the second assignment is good grade. Thus, the researcher conclud that, the implementation of students' peer assessment is good in writing descriptive text.

2. The students' responses of the implementation of peer assessment in writing descriptive text

a. The Result of Questionnaire

The researcher distributed the questioner in the last meeting of the observation on April 29th 2015. Based on the result of questioner, it was got the information about students' responses on the implementation of peer assessment in writing class. There are six questions (*See Apendix III*).

- 1) In the first question there are 3 students strongly agree, 17 students response agree, 5 students rensponse neutral, and 1 student disagree.
- 2) In the second question there is 1 student strongly agree, 15 students response agree, 8 students rensponse neutral, 3 students disagree, and only 1 student strongly disagree.
- 3) In the third question there are 7 students strongly agree, 9 students response agree, 7 students rensponse neutral, and 5 students disagree.
- 4) In the fourth question there are 2 students strongly agree, 7 students agree, 13 students rensponse neutral, 4 students disagree, and 2 students strongly disagree.

- 5) In the fifth question there are 9 students response strongly agree, 14 students agree, 3 students neutral, 1 student disagree, and 1 student strongly disagree.
- 6) In the sixth question there are 15 students response strongly agree, 10 students agree, 2 studentsneutral, and only 1 student strongly disagree.

Based on the result of questionnaire, the students agree about implementation peer assessment in writing descriptive text. therefore peer assessment has advantages for the students because the score about peer assessment is good and students responses about peer assessment is dominant agree.

b. The Result of Interview

The researcher conducted interview to the students of the tenth grade. The researcher interviewed the students in order to know the responses of implementation of students peer assessment in writing descriptive text. The researcher interviewed students on Tuesday, 28th April 2015. The researcher spent 60 minutes to interview the students.

The researcher asked about what the students' responses of implementation students peer assessment in writing descriptive text. The students mention the purpose of the assessment in writing activity. According to the students performances assessments in writing class, they like because they want know the ability of their friends, but the

reason of students who didn't like was they thought the assessment is privacy of the person.

Based on the students responses of implementation peer assessment, there were many advantages of applying peer assessment in writing class such as (1) it make the students active in the class because they assess their friend work in writing activity. (2) It make the students more understand about the students' writing ability. (3) In the next, it make the students critically when they correct their peer works.

B. Discussion

The researcher presents discussion based on the findings of the research. This discussion deal with the research question of this study, these are: (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?

1. Implementation of Students' Peer Assessment in Writing Descriptive Text

Based on the result of the finding, the students use peer assessment in writing descriptive text which consist of criteria assessment writing like as; content, organization, grammar, vocabulary, and mechanics.

Here, the researcher tries to match and correlate those results with some related literatures that have been presented in chapter 2 of the research. Actually, the result of the data is gotten to answer the implementation of peer

assessment in writing descriptive. The result shows that it is not conducted maximally. It was known from the observation. Falchikov say that Peer assessment is to evaluate each assignment their friends according to certain criteria. Guinagh say that peer assessment is also simply a matter of students giving score and feedback to one another on an assignment. The criteria about assessment writing descriptive text including; content, organization, , grammar, vocabulary and mechanics.

Before starting to assess their friends, the teacher gave 5-10 minutes for reading their friends' work and then do assessment. Students assess the writing text using the criteria they have developed, and determine how they convey feedback clearly to the students. Students participation in peer assessment processes focuses on marking an essay or written assignment.

2. Students' responses of the implementation of peer assessment in writing descriptive text

Based on the result of questioner and interview, the researcher could take the conclusion that students' interest in peer assessment because the students dominant agree with peer assessment.

Peer assessment has several important benefits and limitations. According to Corbin, there are benefits of peer assessment like as; It engages students in the learning process and develops their capacity to reflect on and evaluate their own learning, the students can thinking critically because correction their friends work. Peer assessment requires students to correct

their fellow students' work, guided by criteria and standards of desired performance.

Based on the questionnaire data and interview data, it is find that students agree with implementation of peer assessment in writing descriptive text. This is supported by the result of good score the assessment writing decriptive text.