

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 obbervation in the class. The researcher conclude that implementation in the class isa 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

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 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 very 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 observation 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 assessment 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

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

