IMPROVING STUDENTS' SKILL IN WRITING RECOUNT TEXT

BY USING PEER REVIEW TECHNIQUE

(A Classroom Action Research of the Eighth Graders of SMP 4

Batang in the Academic Year of 2014/2015)

a final project

submitted in a partial fulfilment of the requirements

for the degree of *Sarjana Pendidikan*

in English Department

by

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ENGLISH DEPARTMENT

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APPROVAL

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PERNYATAAN

Dengan ini saya,

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IMPROVING STUDENTS' SKILL IN WRITING RECOUNT TEXT BY USING PEER REVIEW TECHNIQUE

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan, atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibat nya. Demikian, harap pernyataan ini digunakan seperlunya.

Semarang,   Juni 2015
Yang membuat pernyataan

Candra Arifiana

MOTTO AND DEDICATION

"Allah will give you more than you've expected."

(Surah At-Taubah)

"Then which of the favours of your Lord will you deny?"

(Surah Ar-Rahman)

For my beloved family especially for my mother, my father, my sister, my grandma, and my aunt, and for all my best friends.

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Candra Arifiana

ABSTRACT

Arifiana, Candra. 2015. *Improving Students' Skill in Writing Recount Text by Using Peer Review Technique (A Classroom Action Research of the Eight Graders of SMP N 4 Batang in the Academic Year of 2014/2015).* Final Project.English Department.Faculty of Languages and Arts.Semarang State University. Advisor 1: Prof. Dr. Dwi Rukmini, M.Pd. Advisor 2: Frimadhona Syafri, S.S, M.Hum

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This study was conducted based on the fact that writing is the most difficult skill for students to master. Students face difficulties in learning writing. They are not sure of how to arrange sentences into good paragraphs, how to develop their ideas, they have lack of vocabulary and tend to use only certain words they have known in writing. They also apply incorrect grammar in their writing. Teacher considers that teaching writing is a difficult task. This final project is about teaching writing recount text by using peer review technique to the eighth graders students of SMP Negeri 4 Batang in the academic year of 2014/2015. The aim of this study is to find out how peer review technique can be implemented to improve students' skill in writing recount text. In order to achieve the objectives, an action research was designed and carried out in this study.

The participants of this study were 38 students of class VIII D of SMP N 4 Batang in the academic year of 2014/2015. Questionnaire, observation sheet, and writing tests were used as the instruments for collecting data.

The results of the study showed significant improvement of the students' achievement in writing recount text. It is proven by the average results in every test; pre test (63.00), formative test (74.29), and post test (79.50). The students' writing skill (organization, content, grammar, punctuation, and style and quality of expression) in each test improved, too. Moreover, the result of the observation sheet showed that peer review technique changed the students' learning behavior being better than before. Their enthusiasm during the learning process increased in each cycle. The analysis result of questionnaire showed that peer review technique was useful to most of students to improve their learning interest in writing recount text. Their perception changed positively after having the treatment. It meant that the use of peer review technique could ease their problem in writing English especially recount text

Based on the results of those research instruments, it can be concluded that using peer review technique as a learning technique gives the improvement to students' skill in writing recount text.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, statement of the problems, objective of the study, significance of the study, and outline of the study.

1.1 Background of the Study

English as International language has an important role in the world. Not only used in communication, but also in transferring information. There are four skills that students must be mastered in English they are listening, speaking, reading, and writing. These skills have to be mastered by the students, especially writing skill, because, according to Harmer (2004), "Being able to write is a vital skill for 'speakers' of a foreign language as much as for everyone using their own first language" (p. 3). It means that writing is the basic skill to communicate. Also, writing is used for a wide variety of purposes. It is produced in many different forms (Harmer, 2004, p. 4). For examples, letter, book, etc. So, in everyday life, the people need to master writing.

Amongst the four language skills, though there four skills, writing is the most challenging skill to learn. It needs competencies of many language aspects, including grammar, diction, cohesiveness, and vocabulary to express the researcher opinions, thoughts, knowledges, and feelings. Furthermore,The

steps of writing may include planning, drafting, editing, and final draft (Harmer, 2004, p. 5).

Through writing, people can express their idea, knowledge, and feeling to others. In fact, many students face many difficulties when they begin writing especially in writing recount text. For instance; the students spend much time to think about what they will write and the words that they should use, because they cannot get ideas quickly also they have so many error or mistakes in their writing. It is because they practice writing text rarely and not carefully correct their on writing. Also, they may not be able to put their ideas cohesively in a text.

Based on the school-based curriculum in junior high school, in English subject the students have to understand and create some short functional texts such as procedure, descriptive, recount, narrative, and report. In fact, students have many difficulties to write recount text. Based on the researcher observation when the researcher had teaching practice in SMP 4 Batang class 8D, students find it difficult in writing . The students had some difficulties in organizing the paragraph and grammatical use. There were many mistakes in their writing in grammar, diction and also lack of vocabulary. The problem is they are not aware or do not know the mistakes that they have made.

The students' problem in writing is also caused by the difficulty of expressing ideas in writing. It is caused by their insufficient knowledge of language components such as vocabulary and grammar. Besides the

difficulties in writing itself, writing problems also exist because of the students' reluctance in writing. Harmer (2004:61) states that "the students are reluctant to write because they rarely write, even in their own language". The lack of writing practice makes students perform poorly in writing. Furthermore, they are bored and uninterested with the conventional strategy of teaching recount text which has been applied.

Because of that, the teacher should give some strategies to help students increase or even solve their difficulties. These strategies should be interesting in order to interest students to write. Because basically, the students or children enjoy experimenting with writing and putting their ideas down on paper (Linse, 2006, p. 99). Based on Linse's statement, students actually have had basic interest to write. So, the teachers just need to give some motivation or direction to develop it.

Seeing those students' difficulties in writing recount text and when their teacher corrects their writing, they often just throw it away or do not see or check it again. So, peer review is adequate technique to help students correct their work when there was something wrong in their writing; this gives the student the opportunity to reflect on their mistakes and make improvements to their writing. It also shows the teacher what the learners are able to do and what still remains difficult or unknown.

Peer review technique is an essential part of the writing process. It is utilized between the drafting and revision stages, considering the process of writing involves four elements: planning, drafting, editing, and final version.

By peer review technique, students can get the four elements in the writing process. By applying peer review technique, it will help students to know what the strengths are and weaknesses or what are missing from their writing so they can revise and improve it.

Through this technique, students could exchange their writing with their partners to check the organization in writing. Bartels (2003) states that in peer review students read each other papers and provide feedback to the researcher, usually answering specific questions that teacher has provided. So, through this technique, students got good feedback to evaluate their writing better and it was very useful for students.

From these reasons, the researcher conducts an action classroom research about improving students' skill in writing recount text by using peer review technique for the eighth graders of SMP 4 Batang in the academic year of 2014/2015)

1.2 Reasons for Choosing the Topics

Writing is one of the basic skills of English that has to be mastered by the students. Writing recount text is a hard activity when the students do not have any idea what they will write. So, to teach writing, it is not enough for a teacher just to give an explanation to his/her students and ask them to do something, but how the students' can write the recount text correctly. Sometimes students do not recheck their papers nor identify the mistakes they have made even after the teacher corrected and gave the papers back, they just

forget them. The students had some difficulties in organizing the paragraph and grammar. Therefore, the teacher needs an enjoyable technique that can interest the students. In this study, the researcher applies peer review technique.

Seeing the problem above, the topic "improving students' writing recount text by using peer review technique" is chose. This technique offer some eases to the students. This technique can facilitate the students to make self improvement when correcting their classmates' text. The technique helps students to aware the mistakes that they have made. By using peer review it will be more interesting, and helps students deeply understand what they will write because they must do peer review by reading and correcting their classmates' text. It will help the students to share their creative works with peers for constructive feedback and then use the feedback to revise and improve their work.

1.3 Statement of the Problems.

Based on the background above, the researcher in this study formulates the problem as follows.

1. What are the problems faced by eighth graders students in writing recount text?

2. How is the proposed technique implemented in this study?

3. How does peer review technique improve students' skill in writing recount text?

1.4 Objectives of the Study

Based on the research problems above, the objectives of this study are.

1. to find out the problems faced by eighth graders in writing recount text.

2. to describe how the proposed technique is implemented in this study.

3. to explain how peer review technique improve the students' writing skill of recount text.

1.5 Significance of the Study

The result of the action research is expected to be able to give some advantages for the students, the students, the teacher, and the researcher.

1. For the students

This research will be able for the students to improve students' writing Recount text ability by the enjoyable technique.

2. For the teacher

The teacher can improve his/her ability to make innovation and effective techniques of teaching writing. It is also enriches teacher's technique to teach writing so that his/her problems that faced in the classroom can be solved.

3. For the researcher

The researcher hopes that she can get new knowledge and can apply the technique discussed in this study in the teaching and learning process.

1.6 Outline of the Study

This final project is organized into 5 chapters that can be presented as follows:

Chapter I presents introduction which comprises background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study, and outline of the study.

Chapter II presents review of related literature which comprises review of previous studies, review of theoretical studies, and theoretical framework.

Chapter III discusses the method of investigation which covers research design, subject of the study, instruments for collecting the data, procedures of collecting the data, and method of analyzing the data.

Chapter IV exposes the research result and discussion of this study including description of the research, analysis of pre-test, analysis of first cycle, analysis of second cycle, analysis of post-test, improvement of the students' writing ability, analysis of non-test instruments and research findings.

Finally, chapter V contains the conclusions and the suggestions of this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter shows some theories that encourage this study. It consists of review of previous studies, review of the theoretical studies, and theoretical framework. In review of previous study, there are some final projects related to this study that had been conducted by older students. Moreover, there are some opinions or definition from experts of the terms and theories that are used in this study. Theoretical framework presents how the researcher conducts the research.

2.1 Review of the Previous Studies

There are several previous studies doing research in improving students' recount text. The first was Farid Helmi in 2012 conducted a research entitled "Improving Students' Skill in Writing Recount Text by Using A Personal Letter". He conducted a classroom action research to the tenth graders of MASS Proto Pekalongan in the academic year of 2011/2012. He used a personal letter as media in teaching writing recount text. Based on the result of the research that had been done in two cycles (cycle I and cycle II), it can be taken the conclusions that there is an improvement. The students" skill in writing recount text improved after being taught by using personal letter. The implementation of personal letter as a learning aid to improve students' ability in writing recount text was very effective. It was supported by the significance result of students score in the pre-cycle

(55.5), Cycle I (65.7) and Cycle II (72.21).It was resulted that a personal letter can improve students' skill in writing recount text.

The second research was conducted by Dwi Nur Indah in 2010 entitled "Improving Writing Recount Text by Using Photographs". Photographs is a picture of a person or scene in the form of a print or transparent slide, recorded by a camera on light sensitive material, usually capture past events and a help students remember detail about people, place and events. She conducted a case study to the eleventh year students of SMA Negeri Batangan Pati in the academic year of 2009/2010. They were consisted of two classes, experimental and controlled class. Both of those classes were given pre-test. The experimental class was given a treatment using photographs and the other class, control class was not using photographs. The average score of the students who were taught writing recount text by using photographs is 76. 8. In the table of achievement it is on the range of 71- 80 which is categorized as good. Therefore the students' achievements who were taught writing recount text by using photographs is good. The result also improves students' in writing recount text. The average score of the students who were taught writing recount text without photographs is 64. In the table of achievement it is on the range of 61- 70 which is categorized as fair. Therefore the students` achievements who were taught writing recount text without using photographs is fair. It means that using photographs in teaching writing recount text to the eleventh year students of SMA N 1 Batangan Pati in the academic year 2009/2010 is effective.

Another previous research was conducted by Arini (2012) entitled "Using Peer Editing and Revising in Process Approach to Improve the Students' Ability in Writing Argumentative Essay at Lambung Mangkurat University". The result of the study showed that the use of peer editing and revising strategy can improve the students' writing ability in writing argumentative essay.

Related to the previous studies, the researcher uses Peer Review technique to support the learning process to create recount text. Peer Review means responding with appreciation and positive feedback to your classmates' writing. It is an important part because it can help the students become aware of his or her reader when writing and revising and help students become more sensitive to problems in their writing and more confident in correcting the mistakes. It is easy and interesting techniquethat does not need long preparation, much money, and difficult properties. By applying peer review, the students will not only learn how to correct their classmates' writing but also they ill aware of their own mistakes. Therefore, Peer Review is an appropriate technique to improve students' skill in writing recount text.

2.2 Review of the Theoretical of Studies

2.2.1 The English School-Based Curriculum in Junior High School

According to School-Based Curriculum for Junior High School, one of range English subject is the ability to understand and create some kinds of short functional texts, monologues, and essays in the form of procedure, descriptive, recount, narrative, and report. One of writing skills which must be mastered by the

students is writing recount text. In this research, the researcher focuses on recount text in eighth grade students of Junior High School. The standard competence and basic competence are stated below:

Standard Competence	Basic Competence
Writing 12. Expressing meaning in short functional text and short essay in the form of *recount* and *narrative* to interact with society.	12.2 expressing meaning and rhetoric step in simple short functional text using written language accurately, fluently, and acceptable to interact with society in the form of *recount* and *narrative*.

Table 2.1 Standard Competence and Basic Competence of Recount Text

Based on KTSP, there are three kinds of texts taught in the eighth graders of junior high school that are: descriptive, narrative, and recount text. Recount text is one of the texts that should be mastered by the eighth grade students of senior high school. The table above displays the competence standard and basic competence in teaching writing recount text for junior high school based on KTSP for the eighth grade.

2.2.2 General Concept of Writing

According to Sokolik in Linse (2006), writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers (Linse, 2006, p. 98). It means that firstly the researcher should have ideas and then express them into a text that can be understood by the readers. According

to Raimes (1983) states that writing is not just speech written down on paper. It means that writing is a form of the written language generally demands standard forms of grammar, organization, and vocabulary.

According to Harmer (2004, p. 4), writing process is the stages a writer goes through in order to produce something in its final written form. So, after a writer writes something, it will produce a product such as letters, essays, novels, texts, paragraphs, reports, etc.

According to Diana (2007, p. 7) writing as seen as a skill that was essentially learned, not taught, and the teacher's role was to be non-directive, facilitating writing through an encouraging and cooperative environment with minimal interference. The purposes of writing according to Reid (2000, p. 8) there are three general purposes of writing, and they can all occur in a single essay, although usually one of the purposes is dominant:

1. To explain (educate, inform)
2. To entertain (amuse, give pleasure)
3. To persuade (convince, change the reader's mind)

The one important outcome of improved writing is students' ability to use it as a tool for understanding and analyzing subject-matter information (Graham and Perin, 2007, p. 28). Writing is very important used to understand any information in everyday life.

Calderonello and Edwards (1986: 5) state:

"Writing is a recursive process. Writing is not simply a matter of putting words together. Writers behave recursively; that is, a writer must often double back while writing-altering content, making changes in organization and wording, rethinking a text at every level-in order to communicate his or her intention to the reader."

While in the process of developing a final text, a writer may produce a series of drafts. Writing is a skill that can be revised by other people when the writing is done on a piece of paper. If there are still some mistakes in the writing, they can revise the mistakes to make their writing be better. In general, students could also correct their mistakes in writing, such as grammar, spelling, and organization. Katz in Reid (1993) argues that writing is mainly a subject of correcting. The student's writing is corrected by their classmates to improve their writing. In writing, the students should have a good ability to make a good writing.

Writing is one of the most difficult language skills. In constructing a good writing, we need a complex process and procedure in order to make the readers understand about the information.

2.2.2.1 Components of Writing

To create a good writing, a writer has to pay attention in all components of writing, for example the topic sentences, supporting sentences, coherence, cohesion, unity, and completeness of the paragraph. The components of writing are explained by Boardman (2002:19-47):

(1) Topic sentences

A topic sentence is the most important sentence in a paragraph because it contains the main idea of the paragraph. A good topic sentence has two parts: the topic and the controlling idea.

(2) Supporting sentences

The supporting sentences support the topic sentence. The common ways to support a topic sentence are to use facts or statistics, examples and personal experiences.

(3) Coherence

A coherence paragraph is made up of sentences that are ordered according to a principle. The principle changes depending on the type of paragraph that you are writing. The three types of ordering are chronological ordering, spatial ordering, and logical ordering.

(4) Cohesion

A paragraph has cohesion when all the supporting sentences "stick together" in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. Five important cohesive devices are linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms.

(5) Unity

A paragraph has unity when all the supporting sentences relate to the topic sentence.

(6) Completeness

A paragraph is complete when it has all the major supporting sentences it needs to fully explain the topic sentence and all the minor supporting sentences it needs to explain each major supporting sentence.

In writing when we want a good writing, we should complete those components. It makes the product of writing complete and good, topic sentences, supporting sentences, coherence, cohesion, unity, and completeness of the paragraph have to be related to each other.

2.2.2.2 Process of Writing

Writing is a difficult activity for students. According to Harmer (2004) there are four stages of writing process, the following are the explanation of each stage:

1. Planning

It is the first stage before students start their writing. This stage helps students to generate ideas in their writing. Before starting to write or type, they try and decide what it is they are going to say. The purpose of this stage is to explore their ideas and only need a little time to think what the ideas (brainstorming).

2. Drafting

We can refer to the first version of a piece of writing as a draft. During the drafting stage, students should concentrate on getting their ideas on paper, organizing their information logically, and developing their topic with enough

details. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where is doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction.

Reflecting and revising are often helped by other readers who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

5. Final Version

It is the last stage in writing process. Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

From those stages above, it can be concluded that writing begins with designing a plan, gathering the ideas that will be constructed into the first draft. Then, the draft should be re-read and edited with the appropriate changes to make a good final version.

2.2.3 Genre

According to Gerot and Wignell (1994), A genre can defined as a culturally specific text-type which result from using language (written or spoken) to helps accomplish something.

Meanwhile, Diane (2004: 4) states:

"Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. The concept of genre is based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively easily."

2.2.3.1 Kinds of Genre

A number of genres are mentioned by Gerot and Wignell (1994:192-219):

(1) Spoof

The social function is to retell an event with a humorous twist. The generic structure in spoof is orientation (sets the scene), events (tell what happened), and twist (provides the punch line).

(2) Recounts

The social function is to retell events for the purpose of informing or entertaining. The generic structure in recount is orientation (provides the setting and introduces participants), events (tell what happened, in what sequence), and re-orientation (optional-closure of events).

(3) Reports

The social function is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. The generic structure in report is general classification (tells what the phenomenon under discussion *is*), and description (tells what the phenomenon under discussion *is like* in terms of parts, qualities, and habits or behaviour.

(4) Analytical Exposition

The social function is to persuade the reader or listener that something is the case. The generic structure in analytical exposition is thesis (introduces topic and indicates writer's position, outlines the main arguments to be presented), arguments (restates main argument outlined in thesis, develops and supports each point/argument), and reiteration (restate writer's position).

(5) News Item

The social function is to inform readers, listeners or viewers about events of the day which are considered newsworthy or important. The generic structure in news item is newsworthy event (recounts the event in summary form), background events (elaborate what happened, to whom, in what circumstances), and sources (comments by participants in, witnesses to and authorities expert on the event).

(6) Anecdote

The social function is to share with others an account of an unusual or amusing incident. The generic structure in anecdote is abstract (signals the retelling of an unusual incident), orientation (sets the scene), crisis (provides details of the unusual incident), reaction (reaction to crisis), and coda (optional; reflection on or evaluation of the incident).

(7) Narrative

The social function is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The generic structure in narrative is orientation (sets the scene and introduces the participants), evaluation (a stepping back to evaluate the plight), complication (a crisis arises), resolution (the crisis is resolved, for better or for worse), and re-orientation (optional).

(8) Procedure

The social function is to describe how something is accomplished through a sequence of actions or steps. The generic structure in procedure is goal, materials, and the steps.

(9) Description

The social function is to describe a particular person, place or thing. The generic structure in description is identification (identifies phenomenon to be discussed) and description (describes parts, qualities, characteristics).

(10) Hortatory Exposition

The social function is to persuade the reader or listener that something should or should not be the case. The generic structure in hortatory exposition is thesis (announcement of issue of concern), arguments (reasons for concern, leading to recommendation), and recommendation (statement of what ought or not to happen).

(11) Explanation

The social function is to explain the processes involved in the formation or workings of natural or socio cultural phenomena. The generic structure in explanation is a general statement to position the reader and a sequenced explanation of why or how something occurs.

(12) Discussion

The social function is to present (at least) two points of view about an issue. The generic structure in discussion is issue (statement and preview), arguments for and against or statements of differing points of view, and conclusion or recommendation.

(13) Reviews

The social function is to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts and ballets. The generic structure in review is orientation, interpretative recount, evaluation, and evaluative summation**.**

Those are types of genres. In this research, the researcher chooses recount text as the material used. Recount text is a text that tells story or experience the researcher itself in the past.

2.2.4 Teaching Writing

According to Harmer (2004:31) Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching English. However, it can be used for a variety of purposes, ranging from being merely a backup for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners. When helping the students to become better writers, teachers have a number of crucial tasks to perform. This is especially true when students are doing writing-for-writing activities, where they may be reluctant to express themselves or have difficulty finding ways and means of expressing themselves to their satisfaction. Related to the implications for learning and teaching, we also need to concentrate on the process of writing; and this regard, there are a number of strategies we need to consider:

(1) The way we get students to plan

Before getting students to write we can encourage them to think about what they are going to write – by planning the content and sequence of what they will put down on paper. There are various ways of doing this including, at one end of the scale, brainstorming (where students in pairs or groups come up with as many ideas as they can through discussion) to more guided tasks where the teacher or the course book includes a number of activities which lead students to plan for a forthcoming task.

(2) The way we encourage them to draft, reflect, and revise

Students who are unused to process-writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first drafts as first attempts and not as finished products. On way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair or group of students working together on a piece of writing can respond to each other"s ideas (both in terms of language and content), making suggestions for changes, and so contributing to the success of finished product.

(3) The way we respond to our students" writing

In order for a process-writing approach to work well, some teachers may need to rethink the way in which they react to their students" work. In place of making corrections to a finished version, they will need, at times, to respond to a work-in-progress.

Based on the strategies, it is expected that the teacher can apply them to make the students feel enjoyable in the writing process and create an effective teaching and learning.

2.2.5 Recount Text

According to Anderson (1997: 48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. In this study, students are assigned to write a recount text. Gerot and Wignell (1994:194) found that recount text has social function, generic structure, and linguistic features that are as follows:

a. Social function of recount text is to retell events for the purpose of informing or entertaining.

b. Generic structure:

1) Orientation provides the setting and introduces participants. It tells who was involved, what happened, where the events took place, and when it happened.

2) Events tells what happened and in what sequence.

3) Re-orientation consists of optional-closure of events.

c. Linguistic features

1) Focus on specific participants

2) Use of material processes

3) Circumstances of time and place

4) Use of past tense

5) Focus on temporal sequence

Example of recount text:

My Adventure at Leang Cave

Orientation

On Sunday, my parents, my best fruend Novi, and I visited a cave at Maros called Leang-leang . It was my first time to visit the cave, better yet, my best friend came to visit it with me!

Event 1

The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings was turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are called kjokkenmoddinger, or kitchen trash.

Event 2

The humans who lived here ate the shells and dumped the left overs in their 'kitchen'. The last place was a small museum where they have skeletons of the humans who lived in the caves. The skeletons along

with some roughly made jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there.

Reorientation

After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our lives!

(https://thinkquantum.wordpress.com/2009/11/11/recount-text/)

Recount text is kind of genre text which the purpose is to amuse and entertain the readers or listener about past events. It is about past activities or experiences so to tell the story it uses simple past tense. The story tells in 3 parts, orientation, sequences of events and reorientation. The text is started by orientation that introduce who, where, when the story happened, sequences of events that tells the events orderly and ended by the researcher comment as the ending of the story in reorientation stage.

2.2.6 Peer Review Technique

2.2.6.1 General Concept of Peer Review

Peer review is one of techniques in teaching writing. It is very important in writing process. Bartels (2003) states that peer review is also referred to as peer editing, peer response, peer evaluation, and peer feedback, in which students read each other's writing and provide feedback to the researcher. Peer review is an activity in process of students' writing to responding to each other's writing.

In general, peer review involves student's interaction in learning process. Liu and Hansen (2005) stated that peer review is an interaction which involves students to exchange information. In addition, the students have a roles and responsibilities in commenting on and critiquing each other's writing in both written and oral formats in the process of writing.

According to Hutton in techtv.mit.edu, Having students give feedback to one another on their papers can have many advantages: the students get opportunities to develop their ability to give constructive feedback, they receive advice on their drafts, they have a broader audience for their work than just a single instructor, and they see different approaches other students have taken in responding to an assignment.

From those theories above, it can be concluded that peer review is one of the good techniques in teaching writing. It involves students as the main part of teaching learning process. They have to be more creative and more critical by giving a constructive feedback to other peers and allow them to evaluate their organization, context, grammar, punctuation and spelling, and style.

In the context of the study, the steps of conducting peer review are arranged as follows:

1) Students are given the procedure of peer review.

In this step, teacher explains how to do peer review and ensure that the students understand it. This activity involves explaining, demonstrating and especially modelling on how to peer review.

2) Students are asked to write the first draft of recount text based on the given topic.

3) Students are asked to conduct peer review in pairs, exchanging their first draft one with another.

In this step, teacher asks the students to work in pairs. Each student read and reviews their classmates' draft. The teacher's moving around to check whether or not the peer review technique is good applied.

4) Students are asked to deliver feedback on a peer review.

In this step, the students make comments and suggestions after reading their classmates' draft. The students focus on aspects of organization, content, grammar, punctuation and spelling, and Style of quality expression.

5) Students are asked to return the first draft and guideline sheets to the owner.

6) Students are asked to rewrite their recount text based on their peer feedback.

2.2.6.2 Advantages of Peer Review Technique

According to Harmer (2004), peer review is a valuable element in the writing process. It has the advantage of encouraging students to work collaboratively, something which, in a group, we went to foster. It is also gets round the problem of students reacting too passively to teacher responses. Peer review, therefore, is less authoritarian than teacher review, and helps students to view both colleagues and teachers as collaborators rather than evaluators. Students will need guidance from their teacher so that they know what to look at when they read their classmates' work.

In conclusion, it can be said that peer review gives benefits to the students both the researchers and the reviewers. They learn how to give and get constructive comments and suggestions. Students more confidence when they submit their writing to their teacher because it had been improved by revising their first draft after exchanging one to each other with their classmates and get constructive feedbacks.

2.2.7 Characteristics of Junior High School 4 Batang

Junior High School 4 Semarang is located on Jalan Pemuda, Batang. It is one of the best junior high school in Batang. They are between 12 and 14 years old. In their ages, they have high curiosity about new things in academic or non-academic. They have their own characteristics that cannot be compared to others.

Junior High School 4 Batang has enough facilities to support the students in learning process, they learn all for basic skills. For examples, in learning speaking they have language laboratory, in reading they have a library that provide English books, for speaking they have English club. Unfortunately, in learning writing they have not any special facilities. In learning writing, sometimes they have difficulties in the writing process like lack of vocabulary and having difficulties in using the correct tenses.

2.2.8   Action Research

In this study, I use an action research design. Therefore, brief descriptions about action research including the definition and the steps to do in action research are explained below.

2.2.8.1 Definition of Action Research

In this study the researcher uses an action research design and here are some definitions of action research by the experts.

Arikunto (2014:3) mentioned that a classroom action research is an observation toward the teaching and learning process in the classroom. The research is given by the teacher toward the students. While Celce (2001:490) stated that, "action research is an approach to collect and interpreting data that involves a clear, repeated cycle of procedure. Otherwise, John Elliott (1991) defines action research as:

> "Action research is the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with educational values they espouse; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by research practice."

While Glanz in Listanto (2010:17) states that ―action research is a form of disciplined inquiry that impacts directly on a teacher's practice and empowers them to renew their classrooms and promote instructional improvement. From the statements above, it can be said that action research is done by the teacher in order to solve particular problem which is faced by the students in the classroom. By

conducting action research, hopefully the teachers can improve their way of teaching which brings beneficial advantages to their students.

2.2.8.2 Steps in Action Research

The research will be conducted as action research and will use the figure based on Kemmis and McTaggart in Arikunto (2006: 92) defines that in action research will have four steps. The steps are:

(1) Planning

In this step, the researcher should identifies the issue or the problem, and develop a plan in order to bring the improvement in particular area of the research context.

(2) Acting

The researcher should execute the plan he/she made before. This is the implementation of the previous step.

(3) Observing

Here, the researcher observes the data collection during the action step. The step is used to find out the improvement through the action.

(4) Reflecting.

The researcher evaluates the treatment's implementation. The result of the reflection will be the way, whether the research will be repeated or not. Those steps can be drawn in this graphic:
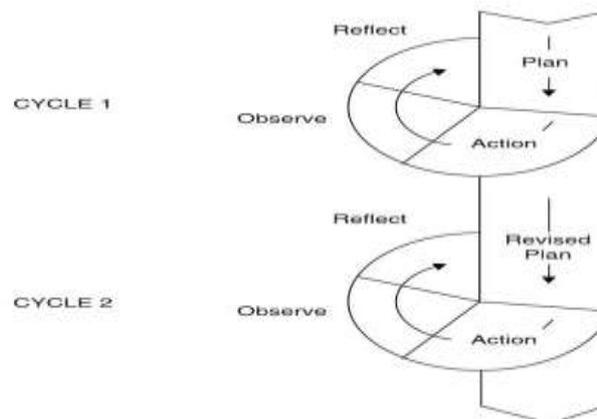
Figure 2.1: *Cyclical of Action Research Model by Kemmis and McTaggart*

In one cycle, there are four steps; planning, acting, observing and reflecting. In this research the researcher planned to use two cycles. It means that if first cycle not give any significant improvement, so the second cycle will revise the problem that hasn't been solved in the first cycle.

2.3 Theoretical Framework

This study is conducted as an effort to improve the students' skill in writing recount text. The research method that was used in this study was a classroom action research method with two cycles. There were four steps in each cycles, they were planning, acting, observing, and reflecting. The subject of this study is 38 students of VIII D Class in SMP N 4 Batang. The technique used in this study was Peer Review.

The instruments of this study were questionnaires, observation sheet, and a series of writing tests. The writing tests were conducted in the pre cycle test, first cycle, and second cycle. Writing test in pre cycle test was given at the first meeting to find out the students' competence in writing recount text. Writing test in cycle I was given at the end of cycle I to find out the students' progress in writing recount text using peer review. Writing test in cycle II was given at the end of cycle II as a post test to measure the students' improvement. The researcher analyzed the tests to know the significant improvement in writing recount text after using peer review technique. The researcher used observation sheet to know the students' participation during the treatment as given, also gave the students questionnaire to know the students' opinion towards peer review technique. The framework of the present study can be seen in the following scheme:

```
┌──────────────────┐              ┌──────────────────┐
│ Writing Recount  │◄─────────────│   Peer Review    │
│      Text        │              │                  │
└──────────────────┘              └──────────────────┘
           │
           ▼
┌──────────────────────────────────────┐
│      Classroom Action Research        │
└──────────────────────────────────────┘
                   │
                   ▼
          ┌──────────────────┐
          │     Pre Test     │
          └──────────────────┘
                   │
                   ▼
     ┌─────────────────────────────┐
     │                             │
     ▼                             ▼
┌──────────┐                ┌──────────┐
│ Cycle I  │                │ Cycle II │
└──────────┘                └──────────┘
     │                             │
     ▼                             ▼
┌──────────┐                ┌──────────┐
│ Planning │                │ Planning │
│ Acting   │                │ Acting   │
│ Observing│                │ Observing│
│ Reflecting                │ Reflecting
└──────────┘                └──────────┘
       │                        │
        ▼                      ▼
          ┌──────────────────┐
          │    Post Test     │
          └──────────────────┘
```
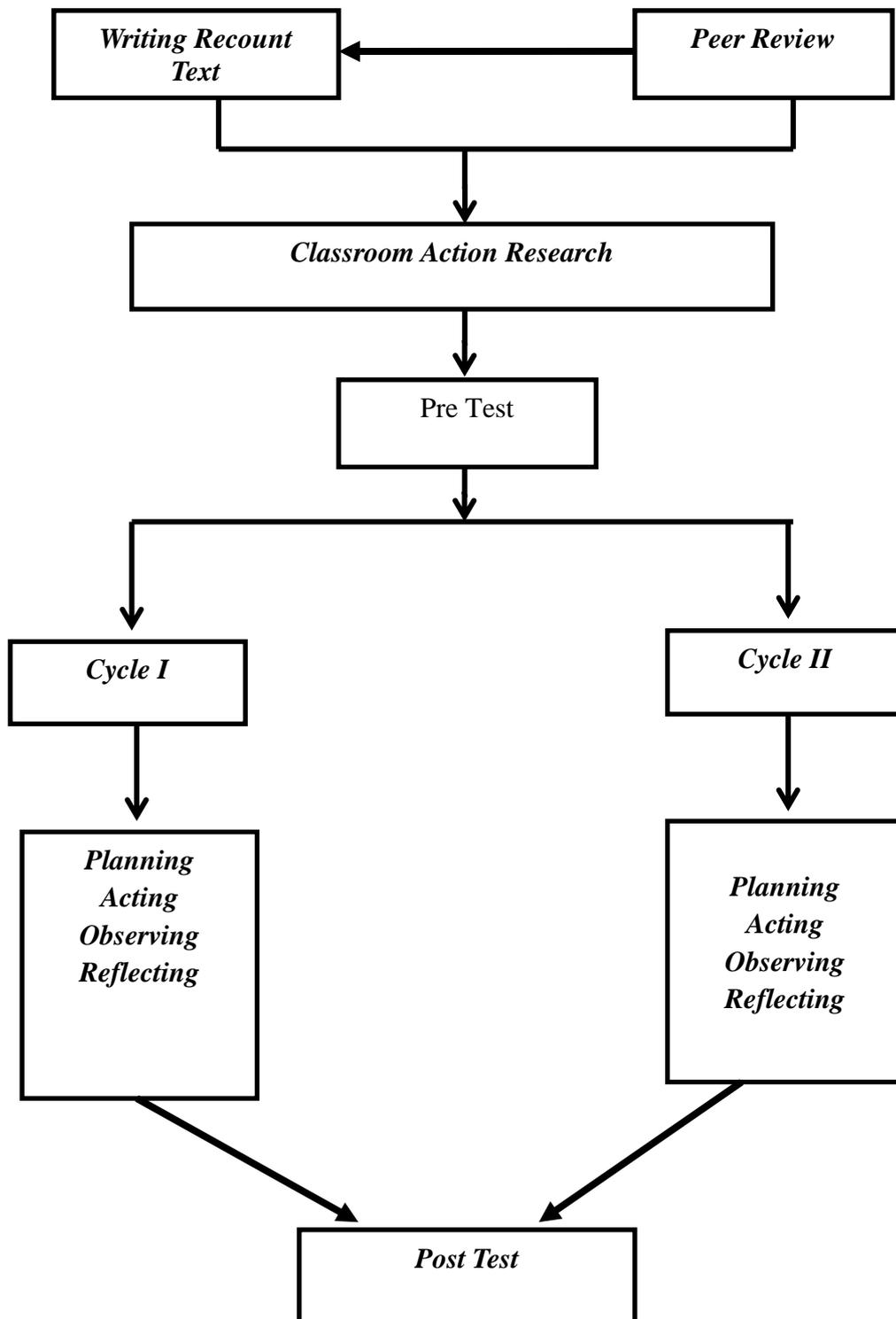
2.2 The Scheme of Theoretical Framework

CHAPTER III
METHODS OF INVESTIGATION

This chapter provides methods of investigation that consists of research design, subject of the study, instruments for collecting the data, methods of collecting the data, and methods of analyzing the data. The descriptions of them are presented below:

3.1 Research Design

The type of research which was applied in this study was action research. Mills (2000:21) states that action research is systematic inquiry that is done by teachers (or other individuals in the teaching or learning environment) to gather information and subsequently improve the ways of teachers' teachings and how well their students learn. John Elliott (1991) stated that Action research might be defined as the study of social situation with a view to improving the quality of action within it. It might be defined as an educational study which uses some actions to solve the students' problem during the teaching and learning process. Otherwise, Wallace (1991: 56-7) says:

> Action research can have 'specific and immediate outcome which can be directly related to practice in the teacher's own context' and is 'an extension of the normal reflective practice of many teachers, but it is slightly more rigorous and might conceivably lead to more effective outcomes'.

From the definitions above, it can be concluded that action research is a research which is done by the teacher or other individuals in the teaching and learning process to solve the problem faced by the students.

This action research was conducted into cycle models based on the model of Kemmis (1990) cited in Mills (2000). The models describe the process of action research as a series of cycling activities, each cycle involves four stages of activities. They are planning, acting, observing, and reflecting. The design is illustrated in following figure.
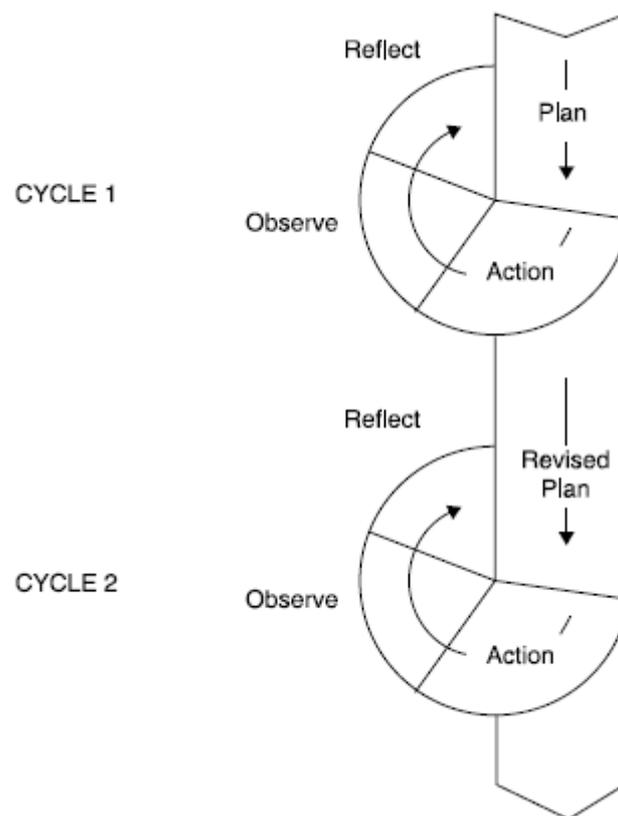
Figure 3.1 Cyclical AR model based on Kemiis and McTaggart

In this action research, there were two cycles; first cycle and second cycle. Before conducting cycle 1, I gave pre-cycle test to the students' also post-cycle

test and questionnaire in the end of cycle 2. The detail of all steps can be elaborated as follows:

3.1.1 Pre Test

At the first meeting of the research, the researcher gave a pre test to the students. Pre cycle test was conducted before the researcher gave them the treatment which is teaching writing recount text using *peer review* technique. The test was aimed to measure the students' basic skill of writing recount text before givinf them the treatment. This test asked students to create a recount text about their unforgettable experience. Then, the researcher scored and analyzed the result of pre cycle test to determine the students' difficulties in writing recount text.

3.1.2 *First Cycle*

First Cycle test was done in second meeting. In this meeting, the researcher applied Peer Review technique in teaching writing recount text. The researcher gave some treatment to the students related to the materials. There were four steps in conducting cycle 1.

3.1.2.1 **Planning**

In this activity, a researcher needed to prepare what the researcher needs before doing this action research. This plan was used to get the optimum result. The researcher planned some activities:

 (1) Preparing teaching and learning material about recount text and peer review technique, designing a lesson plan suitable with the action at the classroom;

(2) Preparing the instrument both test and non-test to measure the students' mastery of the material.

3.1.2.2 **Acting**

After planning, the researcher did the action in the classroom. In this activity, the researcher explained materials of recount text, the generic structure and the lexico grammatical features of recount text. The researcher also explained the peer review and its procedure in order to make the students able to practice this technique in writing. Then, they started to write of recount and applied peer review technique.

3.1.2.3 **Observing**

In this phase, students were observed. The observation mainly focused on the students' activities in teaching learning process while the teaching and learning process in the classroom, the researcher observed all happened in the classroom. The researcher used observation sheet which prepared in planning stage. Observation sheet is used to know the students' behaviour during the teaching learning process when the treatment was given. The results of observation in first cycle helped me to determine the action in second cycle.

3.1.2.4 **Reflecting**

Reflecting is the analysis of the observation result and evaluation during the first cycle. I tried to analyze the difficulties that students faced, also the improvement of students' writing after being treated by using peer review. The problems in the first cycle that have not been solved will be discussed on the next cycle.

3.1.3 *Second Cycle*

The researcher did the second cycle after first cycle was done. The activities in second cycle were similar with the activities in first cycle before but with some revision after doing reflection in first cycle. Those activities were:

3.1.3.1 **Planning**

The planning in second cycle was based on the result of the first cycle. The planning was made to make improvement of the teaching writing recount text by using peer review technique and it was hoped to solve the problems or weaknesses in first cycle. The researcher designed the lesson plans, materials for teaching recount text, and a post test.

3.1.3.2 **Acting**

The action in second cycle was conducted by giving feedback on the first cycle's result. Learning process in second cycle offered the solutions of the problems faced by the students when they used peer review in writing recount texts. In this phase, the researcher also conducted the post test. The students were asked to write a recount text based on the given topic. The researcher also gave them questionnaire sheet to obtain some information about their perception on using peer review in teaching writing a recount text.

3.1.3.3 **Observing**

In this phase, the researcher collected and analyzed the students' data gathered during the stage of acting. The purpose of this step was to know whether the result of actions that the researcher conducted give contribution to the students. Observation was cone while conducted the treatment. The researcher used same

observation sheet which the researcher used in first cycle to observe the students'
behavior in second cycle. The researcher observed whether they did some
improvement or not.

3.1.3.4 **Reflecting**

It was an activity which was purposed to find out significant progress of first
cycle and second cycle. Furthermore, after getting data from second cycle test or
post test then the researcher analyzed it to to know whether or not there was a
significant improvement of the students' recount text.

3.2 Subject of the Study

3.2.1 Population

Population is a very important element in conducting a research. According to
Arikunto (2006: 130), a population is the entire subject in a research. Best
(1981:8) states that population is any group of individuals that have one or more
characteristics in common that are interesting to the researcher. Based on those
definitions, the researcher could conclude that the population of this research is
eight grade students in SMP N 4 Batang in the academic year 2014/2015. The
eight grade students is divided into 7 classes, the population of these classes is
242 students.

3.2.2 Sample

The number of population explained above is quite big, so in conducting the
research, the researcher having difficulty to use all of the population, so the

researcher selected the sample. Arikunto (2006:131) states that a sample is a part or the representative of population that is investigated.

The researcher took one class of seven classes of eight grade students. The class chosen was 8D which consists of 38 students, 20 boys and 18 girls.

3.3   Role of the Researcher

In this classroom action research, the researcher had a role as a temporary teacher who applied Peer Review in teaching and learning English to improve students' skill in writing recount text. The researcher did some activities which begin from giving pre-cycle test till questionnaire. After collecting the data, the researcher analyzed them and took the conclusion then. It could be said that the researcher played role as data collector.

3.4 Types of Data

In order to support this research, the researcher used some instruments to collect the data. This study used qualitative data. The qualitative data were obtained from the pre-cycle test, first cycle test and second cycle test as a post test, observation sheet, and questionnaire.

3.5 Instruments for Collecting Data

After I knew exactly what to be observed from which the data were gathered, the next step was deciding the instrument. Arikunto (2006: 149) states that instrument is any kind of tool that is used to collect data during a research. Therefore, it

becomes the most important part of a research since from the instrument; the researcher gathered the data to analyzed and interpreted. The instruments used in this research are:

3.5.1 Test (Pre-test and Post-test)

According to Brown (2004:3), test is method to measure a person's ability, knowledge, or performance in a given domain. In this case, the researcher measured their skill in writing recount text. There were two kinds of tests used in the study. They were pre-test and post-test.

A pre-test was such kind of test which was carried out before the researcher giving the treatments. The aim of giving this test was to know and measure the students' basic writing skill before the treatments were given. Meanwhile, a post-test was such kind of test which was conducted after the researcher giving the treatments. The purpose of giving this test was to measure the students' skill in writing recount texts after taught using peer review technique.

3.5.2 Observation Sheet

As stated in Burns (2010:62), observation sheet is used in what is sometimes called systematic or structured observation. It uses a coding system or checklist prepared before the lesson begins. The purpose of conducting observation sheet was to collect the data as many as possible about the whole teaching and learning

process which was done by the researcher in the classroom. In this research, the researcher used four indicators in observation sheet.

3.5.3 Questionnaire

Questionnaire is a number of questions to get information from the respondents. According to Arikunto (2006: 151), states that a questionnaire is a number of within question, which are used to gain information from respondents about the respondents themselves or their knowledge.

The purpose of questionnaire was to know the students' opinion towards the learning process and the use of peer review technique in improving students' recount text.

The researcher used closed-ended questionnaire which consists of 10 statements. It was used to find information about the students' reflection toward the learning process by using peer review. The questionnaire that was used was based on students' need, interest, like, and dislike about teaching and learning process by using peer review. The students were asked to checklist ten questions by choosing one of four choices:

Strongly Agree	Agree	Disagree	Strongly Disagree

3.6 Procedures of Collecting Data

In my research, to get the data, the researcher used three methods for collecting the data: test, questionnaire, and observation checklist. The explanations of the three methods can be seen as the following:

3.6.1 Test

The first thing that researcher did before the research was a pre-test section for the students. In this stage, the students were asked to write a recount text based on the topic given by the researcher.

Pretest is given before doing the research. First, the researcher came to the chosen class VIII D and explained to the students what they were going to do. It was begin by distributing the instrument and asking them to do the pre-test.

Next form of test was post-test. The post-test was conducted after all the treatments were given. The type of the test was similar with the pre-test, the students were assigned to write a recount text based on a topic given by the researcher, but the topic was different from the pre-test section.

3.6.2 Observation Sheet

Observation checklist is used in every meeting. The purpose of observation checklist is to know the behavior of students' in the learning process. . Observation sheet would be used in both first cycle and second cycle to know the improvement of students' behavior, response, and participation during learning process with the given treatment.

3.6.3   Questionnaire

It is a list of questions, which should be answered by the students to reflect their conditions at that time. Wallace (1998:124) states that questionnaire is answered by reading the questions and then ticking responses or writing in short answer. In my research, the researcher used questionnaire that consists of four choices. The researcher conducted the questionnaire after all the treatment was done.

3.7   Procedures of Analyzing Data

3.7.1 Analysis of the Tests

After conducting the action research, the researcher analyzed the students' works and gave them score based on the quality of their works. The students' test of writing recount text would be scored using Brown and Bailey's scoring technique which was cited by Brown (2004: 244-245). The scoring technique measures the *organization; content; grammar; punctuation, spelling, and mechanics,* and *style and quality of expression* with the rate of 1-20 for each aspect.

Table 3.1 Scoring Technique of Writing Skills Based on Brown (2004: 244)

ASPECTS	SCORE	EXPLANATION
Organization :Introduction, body, and conclusion	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas arenot fully developed; sequence is logical but transactional expression may be absent or misused.

	14-12	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	5-1	Absence of introduction or conclusion; noapparent organization of body; severe lack of supporting evidence;writer has not made any effort to organize the composition (could not be outlined by reader).
Content	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflectsthought.
	17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
	14-12	Development of ideas not complete or essay is somewhat offthe topic; paragraphs are not divided exactly right.
	11-6	Ideas complete; essay doesnot reflect careful thinking or was hurried written; in adequate effort in area of content.
	5-1	Essay is completely inadequate and doesnot reflect college level work; no apparent effort to consider the topic carefully.
Grammar	20-18	Native–like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences.
	17-15	Advanced proficiency in English grammar; some grammar problems do not influence communication;

		although the reader is aware of them; no fragments or run-on sentences.
	14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present.
	11-6	Numerous serious grammar problems interfere with communication of the researchers' ideas; grammar review of some areas clearly needed, difficult to read sentences
	5-1	Severe grammar problems interfere greatly with the message; reader cannot understand what the researcher was trying to say; unintelligible sentence structure.
Punctuation, Spelling, and Mechanics	20-18	Correct use of English writing convention; left and right margins, all needed capital, paragraphs intended, punctuation and spelling; very neat.
	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	14-12	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	11-6	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers.
	5-1	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems.
Style and quality of expression	20-18	Precise vocabulary usage; use of parallel structures; concise; register good
	17-15	Attempts variety; good vocabulary; not wordy; register

		OK; style fairly concise.
	14-12	Some vocabulary misused; lack awareness off register; maybe too wordy.
	11-6	Poor expression of ideas; problems in vocabulary; lack variety of structure.
	5-1	Inappropriate use of vocabulary; no concepts of register or sentence variety.

Based on the writing assessment above, there are five components and the highest

score is 20. So the maximum score is 100. Here is to calculate the final score:

Score = = ∑ *categories (O + C + G + M + S)*

After the scoring was finished, the researcher calculated the mean of the

students' achievement with the formula as follow:

$$M = \frac{\text{The total score}}{\text{The number of the students}} \times 100$$

3.7.2 Analysis of the Observation Sheet

The data of the observation were obtained from the English teacher. The

observation checklist used in this study has four indicators. They were students'

enthusiasm during learning process, students' participation in classroom activities,

and students' cooperative attitudes during the lesson and students' activities in

doing peer review. Then, it was analyzed carefully by counting the students'

behavior in first cycle and second cycle to see whether there was any improvement of students' behavior during the whole research.

Table 3.2 Observation Sheet

No.	Students' Code	Aspects			
		A	B	C	D
1.	S-01				
2.	S-02				
3.	S-03				
4.	S-04				
5.	S-05				
6.	S-06				
7.	S-07				
8.	S-08				
9.	S-09				
10.	Etc.				

Aspects:

    A : The students' attention to the teacher's explanation (focus, making notes)

    B : The students' active participation during the lesson (asking and answering questions, giving opinion, etc)

    C : The students' response toward peer review technique (happy, interested)

    D : The students' seriousness in writing recount text (write seriously, did the instructions)

3.7.3 Analysis of Questionnaire

The data of the questionnaires were obtained from the students. Then it was analyzed carefully by counting the percentage of the students' answers in each item of the questionnaire. From the result of the questionnaire, the students' perceptions toward the use of Peer Review in learning writing recount text can be seen. The questionnaire was written in Bahasa Indonesia to make students understand well about the statements.

Table 3.3 Questionnaire

No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menyukai Pelajaran Bahasa Inggris.				
2.	Saya menyukai pelajaran menulis dalam Bahasa Inggris (writing)				
3.	Pembelajaran menulis teks recount di sekolah saya menyenangkan				
4.	Saya tertarik dengan teknik peer review yang peneliti gunakan.				
5.	Saya menyukai teknik peer review dalam pembelajaran menulis recount text.				
6.	Suasana kelas menjadi menyenangkan setelah diberikan pembelajaran dengan menggunakan teknik peer review.				
7.	Penggunaan teknik peer review dapat meningkatkan pemahaman bagaimana cara menulis yang baik.				
8.	Penggunaan teknik peer review membantu saya dalam memperbaiki penulisan recount text menjadi lebih baik				
9.	Penggunaan teknik peer review dapat meningkatkan kemampuan menulis saya.				
10.	Teknik ini perlu diterapkan dalam setiap pembelajaran menulis *(writing)* menggunakan Bahasa Inggris.				

3.8 Technique of Reporting Data

In this research, all the relevant data from various data streams (tests, observation sheet, and questionnaire) were collated to provide a collective answer to the research questions. The results of each instrument are reported qualitatively.

3.8.1   Report of the Test Results

The data gathered from the tests were reported statistically and descriptively. It was statistically reported by comparing the mean of the pre-test, formative test, and post-test score to measure the improvement of students' skill in writing recount texts. The statistical data were supported by further description qualitatively.

3.8.2 Report of the Observation Sheet Results

The data gathered from the observation sheet were reported qualitatively by describing the improvement of students' positive behaviour from first cycle until second cycle. The improvement is stated by numbers which indicated the total number of students who behaved as the given indicators in each stage of the research.

3.8.3 Report of the Questionnaire Results

The result of questionnaire was also reported in qualitative way by describing the students' answers in each item of the questionnaire. The reported data were supported by statistical data which were the percentage of each answer in each item of the questionnaire.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The last chapter presents the conclusion of what have been discussed in the previous chapters and also the suggestions for language learning.

5.1 Conclusions

The first aim in this study is to give information to the researcher that there was a problem or not in students' skill in writing recount text. Students' problem in writing recount text was noticed by the researcher when she gave the pre test in the first time of this study. The researcher found that most of the students got difficulties in writing, in terms of organization, content, grammar, punctuation and style also lack of vocabularies.

Knowing that most of eighth graders in State Junior High School 4 Batang got difficulties in writing recount text, the researcher then proposed a technique to improve students' skill in writing recount text. The technique proposed by the researcher was called peer review technique. Peer review is an activity in process of students' writing to responding to each other's writing.

Then, this study was to investigate how peer review technique was implemented. The technique used in every cycle. There was two cycles and each cycle consisted of two meetings. The students done the peer review technique based on peer review guidelines and peer review sheet. The last aim of this study was to investigate the improvement of students' skill in writing recount text by

using peer review technique at eight grade students of State Junior High School 4 Batang. The students' improvement could be seen from the analysis in the test including pre test, formative test, and post test. The result showed that the implementation of peer review technique could improve students' writing skill, especially in writing recount text. The students' improvement in writing skill is including some aspects of writing (organization, content, grammar, punctuation and style). The mean of students' score from pre test to formative test improved from 63.00 to 74.29. The next improvement was showed by the mean of the student's result from formative test to post test, which is 74.29 to 79.50. Both cycles showed good result and positive progress which indicated that peer review technique improved students' skill in writing recount text at eighth graders students in SMP N 4 Batang.

In addition, this study also investigated the students' learning behavior during peer review technique was implemented. It could be seen from the questionnaire. Based on the questionnaire, it showed that the students' interest in learning English improved, peer review technique improved the students' motivation in writing recount text, the use of peer review technique helped the students to improve their skill in writing recount text, students felt many differences in their writing skill before and after peer review technique had been implemented, the technique was very important to the students so that they wanted it to be done continuously. Not only from the questionnaire, but also it could be seen from the observation sheet. Students' learning behavior had been changed from first cycle and second cycle. The students' learning behavior got

better and better including their attention, activeness, seriousness and also their confidence in giving constructive feedback to their partner draft of recount text.

5.2 Suggestions

Referring to the conclusion above, some suggestions are presented as follows.

First, for English teachers, they should be able to improve their technique of teaching to improve students' writing skill. They could use peer review technique as one of technique to teach writing especially recount text. Furthermore, in teaching writing, teachers should pay more attention to the students' writing whether they have difficulties in constructing texts or not. They should help them in solving their problems by giving guidance and solution.

Second, hopefully, the results of this study give valuable experience in teaching and alternative way for English teachers to teach especially in writing recount text. The researcher also suggests for future researchers to explore another studies on peer review as a technique to improve the students' skill in writing recount text and try to apply this technique in different skill. In addition, they should manage the time very carefully so that the students will not run out of time when they apply peer review.

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Web Source:

https://thinkquantum.wordpress.com/2009/11/11/recount-text/

APPENDICES

Appendix 1

REVISI

KEPUTUSAN
DEKAN FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI SEMARANG
Nomor: 73/FBS/2015
Tentang
PENETAPAN DOSEN PEMBIMBING SKRIPSI/TUGAS AKHIR SEMESTER
GASAL/GENAP
TAHUN AKADEMIK 2014/2015

Menimbang : Bahwa untuk memperlancar mahasiswa Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni membuat Skripsi/Tugas Akhir, maka perlu menetapkan Dosen-dosen Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni UNNES untuk menjadi pembimbing.

Mengingat : 1. Undang-undang No.20 Tahun 2003 tentang Sistem Pendidikan Nasional (Tambahan Lembaran Negara RI No.4301, penjelasan atas Lembaran Negara RI Tahun 2003, Nomor 78)
2. Peraturan Rektor No. 21 Tahun 2011 tentang Sistem Informasi Skripsi UNNES
3. SK. Rektor UNNES No. 164/O/2004 tentang Pedoman penyusunan Skripsi/Tugas Akhir Mahasiswa Strata Satu (S1) UNNES;
4. SK Rektor UNNES No.162/O/2004 tentang penyelenggaraan Pendidikan UNNES;

Menimbang : Usulan Ketua Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Tanggal 6 Januari 2015

MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk dan menugaskan kepada:
1. Nama : Prof. Dr. Dwi Rukmini, M.Pd.
   NIP : 195104151976032001
   Pangkat/Golongan : IV/C
   Jabatan Akademik : Guru Besar
   Sebagai Pembimbing I
2. Nama : FRIMADHONA SYAFRI, S.S, M.Hum
   NIP : 197210172002122002
   Pangkat/Golongan : III/D
   Jabatan Akademik : Lektor
   Sebagai Pembimbing II

Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :
Nama : CANDRA ARIFIANA
NIM : 2201411015
Jurusan/Prodi : BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris
Topik : Improving students skill in writing recount text by using peer review technique.

KEDUA : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

DITETAPKAN DI : SEMARANG
PADA TANGGAL : 8 Januari 2015
DEKAN

Tembusan
1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Petinggal

2201411015
FM-05-AKD-24/Rev. 00 :

Prof. Dr. Agus Nuryatin, M.Hum.
NIP 196008031989011001

Appendix 2

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
Gedung B0, Kampus Sekaran, Gunungpati, Semarang 50229
Telp./Fax (024) 8508010, Email: fbs@unnes.ac.id
Laman: http://fbs.unnes.ac.id

Nomor : 882/UN37.1.2/LT/2015
Lamp. : -
Hal. : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 4 Batang
di tempat

Dengan hormat kami beritahukan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama	: Candra Arifiana
nim	: 2201411015
jurusan	: BAHASA DAN SASTRA INGGRIS
program studi	: Pendidikan Bahasa Inggris
jenjang	: S1
tahun akademik	: 2014/2015
judul	: Improving Students Skill in Writing Recount Text by Using Peer Review Technique.

akan mengadakan penelitian di **Lembaga/Instansi yang Saudara pimpin**, waktu pelaksanaan **Maret 2015 s.d. Mei 2015**. Untuk itu kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan tersebut.

Atas perhatian dan kerja sama Saudara, kami sampaikan terima kasih.

Semarang, 20 Februari 2015
Dekan

Prof. Dr. Agus Nuryatin, M.Hum.
NIP 196008031989011001

Tembusan:
1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Pertinggal

FM-05-AKD-24

Appendix 3

LESSON PLAN FIRST CYCLE

School Identity : SMP N 4 Batang

Subject   : English

Class / Semester : VIII D / II

Time Allotment : 4 x 40 minutes (2 Meetings)

Text Type   : Short Functional Text

Standard of Competence: Writing

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana

berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Basic Competence : Writing

Mengungkap kan makna dan langkah retorika dalam esei pendek sederhana

dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima

untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

I. OBJECTIVES

In the end of the study, the students are able to:

(1) Identify what is recount text

(2) Understand the generic structures and the organization of recount text

(3) Create a recount text by their own words

II. LEARNING MATERIALS

   Recount Text

A recount text is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. recount text has social function, generic structure, and linguistic features that are as follows:

d. Social function of recount text is to retell events for the purpose of informing or entertaining.

e. Generic structure:

4) Orientation provides the setting and introduces participants. It tells who was involved, what happened, where the events took place, and when it happened.

5) Events tells what happened and in what sequence.

6) Re-orientation consists of optional-closure of events.

f. Linguistic features

6) Focus on specific participants

7) Use of material processes

8) Circumstances of time and place

9) Use of past tense

10) Focus on temporal sequence

Example of Recount text:

My Holiday in Bali

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was great scenery. Then, we checked in to the hotel. After prepared ourselves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jet sky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

Language Focus:

a. **Gaining vocabulary**

b. **Simple Past Tense**

III. **METHOD OF TEACHING AND LEARNING**

Lecturing, discussion, peer review.

IV. **LEARNING ACTIVITIES**

Meeting 1

a. Opening

- The teacher greets the students and asks some questions in order to make the students comfortable with the condition.

- The teacher checks the students' attending.

- The teacher informs the learning purposes.

b. Main activities

1. **Exploration**

   - The teacher asks the students about their pre-test.
   - The students convey the problems they faced in writing recount text.
   - The teacher gives explanation about recount text, the generic structure and the use of past tense in writing recount text.
   - The teacher gives one example of recount text.

2. **Elaboration**

   - The teacher encourages the students to find the generic structure and past tense verb in the given recount text.

   - The teacher asks the students to make sentences for each word they found in the text.

   - The students share their work in a pair.

   - After that, the students are required to write a recount text.

   - Teacher explains to the students about peer review technique and gives example how to do peer review.

   - Teacher asks the students to work in pairs of two students and share their writing.

- The teacher gives peer review guidelines and students do peer review

- The teacher asks the students read and gave comments on their peer writing.

- The students revised and corrected their writing based on the peer feedback during do writing activity.

3. **Confirmation**
- The teacher with the students discuss about the things that are still unclear.
- The teacher gives the students some exercises.

c. Closing

- The teacher reviews the lesson.

- The teacher gives a question and answer session and comments about the lesson.

- The teacher gives compliment for what the students have done.

- The teacher says goodbye.

Meeting 2

a. Opening

- The teacher greets the students and asks some questions in order to make the students comfortable with the condition.

- The teacher checks the students' attending.

- The teacher reviews the previous lesson.

b. Main activities

1. **Exploration**

- The students discuss about the previous lesson.

- The teacher and students discuss about precious task.

- The teacher give an example of sentences with some errors and exercises

  2. Elaboration

  - Teacher asks the students to do the exercises.

  - The teacher asks the students to work in pairs and exchange their exercises.

  - Teacher and the students discuss the result.

  3. Confirmation

  - The teacher with the students discuss about the things that are still unclear

  - The teacher asks students to do the cycle one test

  - The students do the cycle one test.

c. Closing

  - The teacher reviews the lesson.

  - The teacher gives a question and answer session and comments about the lesson.

  - The teacher gives compliment for what the students have done.

  - The teacher says goodbye.

V.   SOURCE AND MEDIA OF TEACHING

"power point media**,** textbook**,** dictionary**,** internet

VI.   INDICATORS

(1) The students are able define what is recount text

(2) The students are able to analyze the organization and the content of recount text.

(3) The students are able to create a recount text based on the topic given.

VII. EVALUATION

a. Evaluation technique : Writing test

No	Indicator	Evaluation		
		Technique	Type of Instrument	Example
1.	Make a recount text based on the topic.	Writing test	Creation	Make a recount text based on the topic!

b. Instrument (in the attachment)

c. Rubric of evaluation

ASPECTS	SCORE	EXPLANATION
Organization :Introduction, body, and conclusion	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas arenot fully developed; sequence is logical but transactional expression may be absent or misused.
	14-12	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations

		may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	5-1	Absence of introduction or conclusion; noapparent organization of body; severe lack of supporting evidence;writer has not made any effort to organize the composition (could not be outlined by reader).
Content	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflectsthought.
	17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
	14-12	Development of ideas not complete or essay is somewhat offthe topic; paragraphs are not divided exactly right.
	11-6	Ideas complete; essay doesnot reflect careful thinking or was hurried written; in adequate effort in area of content.
	5-1	Essay is completely inadequate and doesnot reflect college level work; no apparent effort to consider the topic carefully.
Grammar	20-18	Native–like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences.
	17-15	Advanced proficiency in English grammar; some grammar problems donot influence communication; although the reader is aware of them; no fragments or

		run-on sentences.
	14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present.
	11-6	Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed, difficult to read sentences
	5-1	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure.
Punctuation, Spelling, and Mechanics	20-18	Correct use of English writing convention; left and right margins, all needed capital, paragraphs intended, punctuation and spelling; very neat.
	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	14-12	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	11-6	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers.
	5-1	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems.
Style and quality of expression	20-18	Precise vocabulary usage; use of parallel structures; concise; register good
	17-15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.

	14-12	Some vocabulary misused; lack awareness off register; maybe too wordy.
	11-6	Poor expression of ideas; problems in vocabulary; lack variety of structure.
	5-1	Inappropriate use of vocabulary; no concepts of register or sentence variety.

Score = = ∑ *categories (O + C + G + M + S)*

Total Score = 100

Batang,   Maret 2015

English Teacher   The Researcher

Samai, S.Pd.   Candra Arifiana

Appendix 4

LESSON PLAN SECOND CYCLE

School Identity   : SMP N 4 Batang

Subject   : English

Class / Semester   : VIII D / II

Time Allotment   : 4 x 40 minutes (2 meetings)

Text Type   : Short Functional Text

Standard of Competence: Writing

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana

berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Basic Competence : Writing

Mengungkap kan makna dan langkah retorika dalam esei pendek sederhana

dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima

untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

VIII.   OBJECTIVES

In the end of the study, the students are able to:

(4)   Identify what is recount text

(5)   Understand the generic structures and the organization of recount text

(6)   Create a recount text by their own words

IX.   LEARNING MATERIALS

        Example of Recount Text

A Beautiful Day at Jogja

Last week, my friends and I went to Jogja. We visited many places.

First, we visited Parang tritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There werw many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunc, we decided to go home.

For me, that was a beautiful day. we really enjoyed it, and I hope I could visit Jogja again.

X.   METHOD OF TEACHING AND LEARNING

Lecturing, discussion, peer review.

XI.   LEARNING ACTIVITIES

Meeting 1

d. Opening

- The teacher greets the students and asks some questions in order to make the students comfortable with the condition.

- The teacher checks the students' attending.

- The teacher informs the learning purposes.

e. Main activities

   1. **Exploration**

   - The teacher asks to the students about previous lesson and cycle one test.

   - The teacher asks to the students if there are any difficulties.

   - The teacher explains more about past tense

   - The teacher gives some exercises to the students.

   - The students work in pair to do the exercises.

   2. **Elaboration**

   - The students discuss the exercises.

   - Teacher gives an example of recount text.

   - After that, the students are required to do peer review of their first cycle test.

   - Teacher asks the students to work in pairs of two students and share their writing.

   - The teacher gives peer review checklist and students do peer review

   - The teacher asks the students read and gave comments on their peer writing.

   - The students revised and corrected their writing based on the peer feedback during do writing activity.

3. Confirmation

- The teacher with the students discuss about the things that are still unclear.
- The teacher gives the students assignment.

f. Closing

- The teacher reviews the lesson.

- The teacher gives a question and answer session and comments about the lesson.

- The teacher gives compliment for what the students have done.

- The teacher says goodbye.

Meeting 2

d. Opening

- The teacher greets the students and asks some questions in order to make the students comfortable with the condition.

- The teacher checks the students' attending.

- The teacher reviews the previous lesson.

e. Main activities

1. Elaboration

- The teacher asks the students about previous lesson.

- The students discuss the previous task.

- Teacher asks the students if there are any difficulties about recount text and peer review technique.

2. Exploration

- The teacher together with the students discusses the recount text and vocabularies, grammar, punctuation, generic structure and language features of it.
- The teacher asks questions related to the students' holiday.
- The students answer the questions.
- The teacher asks some students to retell their activities in recent holiday.

3. Confirmation

- The teacher with the students discuss about the things that are still unclear.
- The teacher gives the posttest. The students are asked to write a recount text with the theme "My Holiday".
- The students answer the given questionnaire.

f. Closing

- The teacher reviews the lesson.

- The teacher gives a question and answer session and comments about the lesson.

- The teacher gives compliment for what the students have done.

- The teacher says goodbye.

XII. SOURCE AND MEDIA OF TEACHING

"Pictorical story" media, textbook, dictionary, internet

XIII. INDICATORS

(4) The students are able define what is recount text

(5) The students are able to analyze the organization and the use of past tense

(6) The students are able to create a recount text based on the topic given.

XIV. EVALUATION

d. Evaluation technique : Writing test

No	Indicator	Evaluation		
		Technique	Type of Instrument	Example
1.	Make a recount text based on the topic.	Writing test	Creation	Make a recount text based on the topic!

e. Instrument (in the attachment)

f. Rubric of evaluation

ASPECTS	SCORE	EXPLANATION
Organization :Introduction, body, and conclusion	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas arenot fully developed; sequence is logical but transactional expression may be absent or misused.
	14-12	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations

		may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	5-1	Absence of introduction or conclusion; noapparent organization of body; severe lack of supporting evidence;writer has not made any effort to organize the composition (could not be outlined by reader).
Content	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflectsthought.
	17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
	14-12	Development of ideas not complete or essay is somewhat offthe topic; paragraphs are not divided exactly right.
	11-6	Ideas complete; essay doesnot reflect careful thinking or was hurried written; in adequate effort in area of content.
	5-1	Essay is completely inadequate and doesnot reflect college level work; no apparent effort to consider the topic carefully.
Grammar	20-18	Native–like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences.
	17-15	Advanced proficiency in English grammar; some grammar problems donot influence communication; although the reader is aware of them; no fragments or

		run-on sentences.
	14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present.
	11-6	Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed, difficult to read sentences
	5-1	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure.
Punctuation, Spelling, and Mechanics	20-18	Correct use of English writing convention; left and right margins, all needed capital, paragraphs intended, punctuation and spelling; very neat.
	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	14-12	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	11-6	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers.
	5-1	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems.
Style and quality of expression	20-18	Precise vocabulary usage; use of parallel structures; concise; register good
	17-15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.

	14-12	Some vocabulary misused; lack awareness off register; maybe too wordy.
	11-6	Poor expression of ideas; problems in vocabulary; lack variety of structure.
	5-1	Inappropriate use of vocabulary; no concepts of register or sentence variety.

g. Score = = ∑ *categories (O + C + G + M + S)*

h. Total Score = 100

Batang,   Maret 2015

English Teacher   The Researcher

Samai, S.Pd.   Candra Arifiana

Appendix 5

The Evaluation Rubric

ASPECTS	SCORE	EXPLANATION
Organization :Introduction, body, and conclusion	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas arenot fully developed; sequence is logical but transactional expression may be absent or misused.
	14-12	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	5-1	Absence of introduction or conclusion; noapparent organization of body; severe lack of supporting evidence;writer has not made any effort to organize the composition (could not be outlined by reader).
Content	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflectsthought.
	17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.

	14-12	Development of ideas not complete or essay is somewhat offthe topic; paragraphs are not divided exactly right.
	11-6	Ideas complete; essay doesnot reflect careful thinking or was hurried written; in adequate effort in area of content.
	5-1	Essay is completely inadequate and doesnot reflect college level work; no apparent effort to consider the topic carefully.
Grammar	20-18	Native–like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run − on sentences.
	17-15	Advanced proficiency in English grammar; some grammar problems donot influence communication; although the reader is aware of them; no fragments or run-on sentences.
	14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present.
	11-6	Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed, difficult to read sentences
	5-1	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure.
Punctuation, Spelling, and Mechanics	20-18	Correct use of English writing convention; left and right margins, all needed capital, paragraphs intended, punctuation and spelling; very neat.
	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin

		correct; paper is neat and legible.
	14-12	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	11-6	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers.
	5-1	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems.
Style and quality of expression	20-18	Precise vocabulary usage; use of parallel structures; concise; register good
	17-15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	14-12	Some vocabulary misused; lack awareness off register; maybe too wordy.
	11-6	Poor expression of ideas; problems in vocabulary; lack variety of structure.
	5-1	Inappropriate use of vocabulary; no concepts of register or sentence variety.

Appendix 6

PEER REVIEW GUIDELINES

Items to be assessed	Guideline
1. Text Organization a. Does the writer choose an appropriate title? b. Does the text have complete structures? (Orientation, sequent of events, and re-orientation) c. Does the text present clear ideas (topic sentences) and have supporting sentences?	❖ If not, give your suggestions ❖ If not, what should it be? ❖ If not, what should it be?
2. Content a. Do you understand the story? b. Does the recount text have 5W+1H questions? (What, Where, When, Who, Why, and How) c. Does the writer use enough sequential words (first, next, them, after that, finally, etc)?	❖ If not, what should it be? ❖ If not, give your suggestions where he or she should put sequential work.
3. Grammar Has he/she used the correct tenses (verb) in his/her recount text?	❖ If not, mention the mistakes and correct them.
4. Punctuation and Spelling a. Has he/she written the text with the correct punctuation? (Capital letter, comma, full stop, etc.) b. Has he/she written the text with the correct spelling?	❖ If not, correct the punctuation. ❖ If not, correct the spelling.
5. Style and Quality of expression Has he/she used the appropriate and correct vocabularies?	❖ If not, give comments and suggestions.

Appendix 7

PEER REVIEW SHEET

Writer's name   :
Reviewer's name   :

Instructions: First, read your partner's draft. Then, provide valuable feedback about what you read based on peer review guidelines. Your purpose is to provide an honest and helpful feedback and to suggest ways to make his/her writing better.

Items to be assessed	Peer Reviewer's Comments and Suggestions
1. Organization	
2. Content	
3. Grammar	
4. Punctuation and Spelling	
5. Style and quality of expression	

Appendix 8

OBSERVATION SHEET

School   : SMP N 4 Batang
Class   : VIII D
Subject   : English

Fill the indicators columns with check mark (√) based on the students'
behavior during the teaching learning process.

No.	Students' Code	Aspects			
		A	B	C	D
1.	S-01				
2.	S-02				
3.	S-03				
4.	S-04				
5.	S-05				
6.	S-06				
7.	S-07				
8.	S-08				
9.	S-09				
10.	S-10				
11.	S-11				
12.	S-12				
13.	S-13				
14.	S-14				
15.	S-15				
16.	S-16				
17.	S-17				
18.	S-18				
19.	S-19				
20.	S-20				
21.	S-21				
22.	S-22				
23.	S-23				
24.	S-24				
25.	S-25				
26.	S-26				
27.	S-27				
28.	S-28				
29.	S-29				
30.	S-30				
31.	S-31				
32.	S-32				
33.	S-33				

34.	S-34				
35.	S-35				
36.	S-36				
37.	S-37				
38.	S-38				
Total					

Aspects:

A : The students' attention to the teacher's explanation (focus, making notes)

B : The students' active participation during the lesson (asking and answering questions, giving opinion, etc)

C : The students' response toward peer review technique (happy, interested)

D : The students' seriousness in writing recount text (write seriously, did the instructions)

Appendix 9

INSTRUMENT OF PRE TEST

School   : SMP N 4 Batang

Class / Semester   : VIII D / 2

Subject   : English (Recount Text)

Instruction:

1. Make a recount text based on a theme "Unforgettable Moment".

2. You have 40 minutes to do the test.

3. Your result will be scored based on the following criteria:

    a. Organization

    b. Content

    c. Grammar

    d. Punctuation

    e. Style and quality of expression

4. Do it individually.

GOOD LUCK!!!

Appendix 10

INSTRUMENT OF FORMATIVE TEST

School : SMP N 4 Batang

Class / Semester : VIII D / 2

Subject : English (Recount Text)

Instruction:

1. Make a recount text based on a theme "Study Tour".

2. You have 40 minutes to do the test.

3. Your result will be scored based on the following criteria:

   a. Organization

   b. Content

   c. Grammar

   d. Punctuation

   e. Style and quality of expression

4. Do it individually.

GOOD LUCK!!!

Appendix 11

INSTRUMENT OF POST TEST

School   : SMP N 4 Batang

Class / Semester : VIII D / 2

Subject   : English (Recount Text)

Instruction:

5. Make a recount text based on a theme "My Holiday".

6. You have 40 minutes to do the test.

7. Your result will be scored based on the following criteria:

    f. Organization

    g. Content

    h. Grammar

    i. Punctuation

    j. Style and quality of expression

8. Do it individually.

GOOD LUCK!!!

Appendix 12

KUESIONER

Name/ Student' Code :
Class :
Subject :

Pilihlah jawaban dengan memberikan tanda centang (✓) pada kolom Sangat Setuju, Setuju, Tidak Setuju, atau Sangat Tidak Setuju sesuai dengan pendapat Anda sendiri.

No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menyukai Pelajaran Bahasa Inggris.				
2.	Saya menyukai pelajaran menulis dalam Bahasa Inggris (writing)				
3.	Pembelajaran menulis teks recount di sekolah saya menyenangkan				
4.	Saya tertarik dengan teknik peer review yang peneliti gunakan.				
5.	Saya menyukai teknik peer review dalam pembelajaran menulis recount text.				
6.	Suasana kelas menjadi menyenangkan setelah diberikan pembelajaran dengan menggunakan teknik peer review.				
7.	Penggunaan teknik peer review dapat meningkatkan pemahaman bagaimana cara menulis yang baik.				
8.	Penggunaan teknik peer review membantu saya dalam memperbaiki penulisan recount text menjadi lebih baik				
9.	Penggunaan teknik peer review dapat meningkatkan kemampuan menulis saya.				
10.	Teknik ini perlu diterapkan dalam setiap pembelajaran menulis *(writing)* menggunakan Bahasa Inggris.				

Appendix 13

STUDENTS' ATTENDANCE LIST

School   : SMP N 4 Batang
Class   : VIII D

No.	Students' Code	Pre-Test	Cycle 1		Cycle 2	
		March 23th 2015	March 28th 2015	March 30th 2015	April 04th 2013	April 11th 2013
1.	S-01	✓	✓	✓	✓	✓
2.	S-02	✓	✓	✓	✓	✓
3.	S-03	✓	✓	✓	✓	✓
4.	S-04	✓	✓	✓	✓	✓
5.	S-05	✓	✓	✓	✓	✓
6.	S-06	✓	✓	✓	✓	✓
7.	S-07	✓	✓	✓	✓	✓
8.	S-08	✓	✓	✓	✓	✓
9.	S-09	✓	✓	✓	✓	✓
10.	S-10	✓	✓	✓	✓	✓
11.	S-11	✓	✓	✓	✓	✓
12.	S-12	✓	✓	✓	✓	✓
13.	S-13	✓	✓	✓	✓	✓
14.	S-14	✓	✓	✓	✓	✓
15.	S-15	✓	✓	✓	✓	✓
16.	S-16	✓	✓	✓	✓	✓
17.	S-17	✓	✓	✓	✓	✓
18.	S-18	✓	✓	✓	✓	✓
19.	S-19	✓	✓	✓	✓	✓
20.	S-20	✓	✓	✓	✓	✓
21.	S-21	✓	✓	✓	✓	✓
22.	S-22	✓	✓	✓	✓	✓
23.	S-23	✓	✓	✓	✓	✓
24.	S-24	✓	✓	✓	✓	✓
25.	S-25	✓	✓	✓	✓	✓
26.	S-26	✓	✓	✓	✓	✓
27.	S-27	✓	✓	✓	✓	✓
28.	S-28	✓	✓	✓	✓	✓
29.	S-29	✓	✓	✓	✓	✓
30.	S-30	✓	✓	✓	✓	✓
31.	S-31	✓	✓	✓	✓	✓
32.	S-32	✓	✓	✓	✓	✓
33.	S-33	✓	✓	✓	✓	✓
34.	S-34	✓	✓	✓	✓	✓

35.	S-35	✓	✓	✓	✓	✓
36.	S-36	✓	✓	✓	✓	✓
37.	S-37	✓	✓	✓	✓	✓
38.	S-38	✓	✓	✓	✓	✓

Appendix 14

The Result of the Students' Writing in the Pre-test

No.	Students' Code	The Component of Writing Scoring					Score
		O	C	G	P	S	
1	S.1	14	14	14	12	12	66
2	S.2	16	14	14	14	14	72
3	S.3	12	15	12	10	12	61
4	S.4	14	12	14	16	16	72
5	S.5	12	14	12	14	12	64
6	S.6	14	12	12	14	14	66
7	S.7	16	14	12	14	14	70
8	S.8	10	10	8	10	12	50
9	S.9	10	10	8	10	10	48
10	S.10	14	10	10	10	16	60
11	S.11	14	12	10	12	10	58
12	S.12	15	12	12	14	11	64
13	S.13	16	12	12	14	12	66
14	S.14	16	16	14	14	16	76
15	S.15	15	13	8	10	12	58
16	S.16	14	12	8	10	10	54
17	S.17	9	6	6	6	7	34
18	S.18	16	12	14	10	10	62
19	S.19	14	12	10	11	12	59
20	S.20	14	12	10	12	12	60
21	S.21	14	12	10	12	12	60
22	S.22	16	12	10	15	12	65
23	S.23	14	12	12	14	15	67
24	S.24	14	12	8	12	12	58
25	S.25	15	12	12	12	12	63
26	S.26	14	10	15	12	10	62
27	S.27	12	12	8	10	10	52
28	S.28	16	16	12	14	14	72
29	S.29	12	12	8	12	12	56
30	S.30	16	14	14	14	14	72
31	S.31	14	14	14	16	16	74
32	S.32	12	14	12	14	10	62
33	S.33	15	15	12	14	12	68
34	S.34	15	12	8	12	8	55

35	S.35	16	16	12	15	16	75
36	S.36	15	16	16	14	15	76
37	S.37	16	16	14	16	15	77
38	S.38	14	12	12	12	10	60
Total		535	483	429	477	469	2394
Average		14.08	12.71	11.29	12.55	12.34	63.00

Appendix 15

The Result of the Students' Writing Test in First Cycle

No.	Students' Code	The Component of Writing Scoring					Score
		O	C	G	P	S	
1	S.1	16	14	15	15	15	75
2	S.2	16	15	15	14	15	75
3	S.3	12	14	12	14	12	64
4	S.4	18	18	15	14	15	80
5	S.5	15	15	15	15	16	76
6	S.6	17	14	15	15	16	77
7	S.7	16	17	15	15	15	78
8	S.8	15	14	13	13	15	70
9	S.9	14	10	10	10	16	60
10	S.10	16	15	12	15	14	72
11	S.11	16	15	15	14	16	76
12	S.12	17	15	14	15	14	75
13	S.13	16	15	16	16	15	78
14	S.14	17	16	15	16	16	80
15	S.15	16	17	15	15	15	78
16	S.16	15	15	12	14	12	68
17	S.17	14	12	8	10	10	54
18	S.18	16	16	15	14	14	75
19	S.19	18	16	14	16	12	76
20	S.20	14	12	12	14	15	67
21	S.21	16	16	14	15	14	75
22	S.22	17	16	16	15	16	80
23	S.23	16	15	15	15	15	76
24	S.24	15	12	12	12	12	63
25	S.25	17	15	15	14	14	75
26	S.26	16	17	14	12	16	75
27	S.27	16	15	15	12	14	72
28	S.28	18	18	16	16	16	84
29	S.29	17	18	15	15	15	80
30	S.30	16	14	14	14	14	72
31	S.31	16	15	16	15	16	78
32	S.32	16	15	15	15	15	76
33	S.33	17	16	16	15	15	79
34	S.34	15	12	10	14	12	63

35	S.35	18	17	15	17	16	83
36	S.36	16	18	17	16	16	83
37	S.37	16	16	15	17	16	80
38	S.38	17	16	12	14	16	75
Total		609	576	535	547	556	2823
Average		16.03	15.16	14.08	14.39	14.63	74.29

Appendix 16

The Result of the Students' Writing Test in Second Cycle

No.	Students' Code	The Component of Writing Scoring					Score
		O	C	G	P	S	
1	S.1	15	15	15	15	16	76
2	S.2	16	16	16	15	15	78
3	S.3	16	15	15	15	15	76
4	S.4	18	17	16	15	15	81
5	S.5	16	15	16	16	16	79
6	S.6	17	16	15	16	16	80
7	S.7	17	17	16	15	15	80
8	S.8	16	15	15	15	15	76
9	S.9	15	15	15	15	15	75
10	S.10	16	15	14	15	15	75
11	S.11	16	15	16	16	15	78
12	S.12	17	15	14	15	16	77
13	S.13	16	16	16	16	15	79
14	S.14	18	17	17	17	18	87
15	S.15	18	17	15	16	15	81
16	S.16	16	16	15	15	15	77
17	S.17	16	15	15	14	15	75
18	S.18	17	16	15	16	15	79
19	S.19	16	17	15	15	15	78
20	S.20	16	15	14	14	16	75
21	S.21	17	16	16	15	15	79
22	S.22	18	17	17	17	16	85
23	S.23	17	16	16	15	16	80
24	S.24	16	14	15	15	15	75
25	S.25	17	16	15	14	15	77
26	S.26	16	16	16	15	16	78
27	S.27	16	15	15	15	16	77
28	S.28	18	17	17	17	17	86
29	S.29	17	18	17	16	16	84
30	S.30	17	16	16	16	15	80
31	S.31	16	15	15	15	18	79
32	S.32	18	17	16	16	16	83
33	S.33	17	17	17	16	16	83
34	S.34	15	15	15	15	15	75

35	S.35	18	17	17	17	16	85
36	S.36	17	18	17	17	17	86
37	S.37	18	18	18	17	18	89
38	S.38	17	16	15	15	15	78
Total		633	609	595	589	596	3021
Average		16.66	16.03	15.66	15.50	15.68	79.50

Appendix 17

OBSERVATION SHEET IN FIRST CYCLE

School   : SMP N 4 Batang
Class   : VIII D
Subject   : English

Fill the indicators columns with check mark (√) based on the students'
behavior during the teaching learning process.

No.	Students' Code	Aspects			
		A	B	C	D
1.	S-01	✓	✓	✓	✓
2.	S-02	✓			✓
3.	S-03		✓	✓	
4.	S-04	✓	✓		✓
5.	S-05	✓		✓	✓
6.	S-06		✓	✓	
7.	S-07	✓	✓		✓
8.	S-08		✓	✓	
9.	S-09	✓	✓	✓	✓
10.	S-10	✓		✓	✓
11.	S-11	✓	✓	✓	✓
12.	S-12	✓		✓	✓
13.	S-13	✓	✓		✓
14.	S-14				
15.	S-15	✓	✓	✓	✓
16.	S-16		✓	✓	
17.	S-17	✓		✓	✓
18.	S-18			✓	
19.	S-19		✓		
20.	S-20	✓	✓		✓
21.	S-21	✓	✓	✓	✓
22.	S-22	✓		✓	✓
23.	S-23		✓	✓	
24.	S-24				
25.	S-25	✓		✓	✓
26.	S-26		✓		
27.	S-27		✓	✓	
28.	S-28	✓	✓	✓	✓
29.	S-29			✓	
30.	S-30	✓	✓		✓
31.	S-31	✓	✓	✓	✓
32.	S-32			✓	
33.	S-33	✓		✓	✓

		A	B	C	D
34.	S-34	✓	✓		✓
35.	S-35	✓	✓	✓	✓
36.	S-36		✓	✓	
37.	S-37	✓	✓		✓
38.	S-38	✓		✓	✓
Total		25	24	27	25

Aspects:

 A : The students' attention to the teacher's explanation (focus, making notes)

 B : The students' active participation during the lesson (asking and

  answering questions, giving opinion, etc)

 C : The students' response toward peer review technique (happy, interested)

 D : The students' seriousness in writing recount text (write seriously, did the

instructions)

Appendix 18

OBSERVATION SHEET IN SECOND CYCLE

School : SMP N 4 Batang
Class : VIII D
Subject : English

Fill the indicators columns with check mark (√) based on the students'
behavior during the teaching learning process.

No.	Students' Code	Aspects			
		A	B	C	D
1.	S-01	✓	✓	✓	✓
2.	S-02	✓	✓	✓	✓
3.	S-03	✓		✓	
4.	S-04	✓	✓	✓	✓
5.	S-05	✓	✓	✓	✓
6.	S-06	✓	✓	✓	✓
7.	S-07	✓	✓		✓
8.	S-08	✓		✓	✓
9.	S-09		✓	✓	✓
10.	S-10	✓		✓	✓
11.	S-11	✓	✓		✓
12.	S-12	✓		✓	✓
13.	S-13	✓	✓	✓	✓
14.	S-14	✓	✓	✓	✓
15.	S-15	✓	✓	✓	✓
16.	S-16	✓		✓	✓
17.	S-17	✓	✓	✓	✓
18.	S-18	✓	✓	✓	✓
19.	S-19	✓	✓	✓	✓
20.	S-20	✓	✓		✓
21.	S-21	✓	✓	✓	✓
22.	S-22	✓	✓	✓	✓
23.	S-23	✓	✓	✓	✓
24.	S-24	✓	✓		✓
25.	S-25	✓		✓	
26.	S-26				✓
27.	S-27	✓	✓	✓	✓
28.	S-28		✓		✓
29.	S-29	✓	✓	✓	✓
30.	S-30	✓	✓	✓	✓
31.	S-31	✓	✓		
32.	S-32	✓		✓	✓
33.	S-33			✓	

34.	S-34	✓	✓	✓	✓
35.	S-35	✓			✓
36.	S-36	✓	✓	✓	✓
37.	S-37	✓	✓	✓	
38.	S-38	✓	✓	✓	✓
Total		34	28	30	33

Aspects:

A : The students' attention to the teacher's explanation (focus, making notes)

B : The students' active participation during the lesson (asking and answering questions, giving opinion, etc)

C : The students' response toward peer review technique (happy, interested)

D : The students' seriousness in writing recount text (write seriously, did the instructions)

Appendix 19

RESULT OF QUESTIONNAIRE

No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menyukai Pelajaran Bahasa Inggris.	9 24%	27 71%	2 5%	0
2.	Saya menyukai pelajaran menulis dalam Bahasa Inggris (writing)	8 21%	26 68%	4 11%	0
3.	Pembelajaran bahasa Inggris di sekolah saya menyenangkan.	9 24%	25 65%	4 11%	0
4.	Saya tertarik dengan teknik peer review yang peneliti gunakan.	16 42%	22 58%	0	0
5.	Saya menyukai teknik peer review dalam pembelajaran menulis recount text.	16 42%	22 58%	0	0
6.	Suasana kelas menjadi menyenangkan setelah diberikan pembelajaran dengan menggunakan teknik peer review.	14 37%	24 63%	0	0
7.	Penggunaan teknik peer review dapat meningkatkan pemahaman bagaimana cara menulis yang baik.	20 53%	18 47%	0	0
8.	Penggunaan teknik peer review membantu saya dalam memperbaiki penulisan recount text menjadi lebih baik	17 45%	21 55%	0	0
9.	Penggunaan teknik peer review dapat meningkatkan kemampuan menulis saya.	13 35%	25 65%	0	0
10.	Teknik ini perlu diterapkan dalam setiap pembelajaran menulis *(writing)* menggunakan Bahasa Inggris.	10 26%	28 74%	0	0

Appendix 20

THE RESULT OF STUDENTS' WRITING IN PRE TEST

Name : Ant Supriatin

Class : VIII D

Go to the Cimahi (Jabar)

Last Tuesday, I go to the Cimahi at : 18.45 P.M and till in there at : 03.05 A.M . I go to the cimahi together my father and brother . I very heppy , because I very in respectiful by : relatives .

I wish , Permanent in the cimahi . because I very heppy there is there . that love . I must return home , because day monday I return school like usual .

The fmish , I ask return home by my father . taste I desire more long in cimahi . I can ready and rekreagion . There is experience This on very unusual intensive . Bye · · Bye · · · Bye · · · Cimahi ·

AnS

Name : Jahra Jati Sukma

Class : VIII D

15 - february - 2015

My Birthday

When I Birthday I invited my friend to go went the my restaurant, there we eat together and they meet with my father and mother. Then We went to alun-alun for selfie

Next, We went to ~~home~~ back home, My today very happy because I able a suprice from friendship

Appendix 21

Peer Review Technique Applied in Writing Recount Text

No
Date :

Nama : Wahyu Hidayat
No : 37
Kelas : VIII D

Tugas Teks Recount : B. Inggris

SUNDAY THE RESENT

Last months was resent day for me. My friends and I were playing football in house yard to spend time with us. First, It was really fun until kicked the ball too strong. So the ball led me to the window and broke the window. When we want to escape, all of a sudden we all heard a loud voice.

After that, the owner of the house come out of the Fence, he yelled at us. We are very afraid of her, but we do not know what to do. Then, one of my friends told us to run. We all ran, and suddenly we heard the sound of Dog. Then we know that home owners allow dogs to chase us, and we were struggling to run as fast as her as we can. And then I climb up into a tree but, that dog waited I in down, after 15 minutes the dog ran to home. Finally, I came down from the tree.

That's a resent day of the months for me, may not happen to me again in his next months.

You'll never know till you have tried

PEER REVIEW GUIDELINES

Items to be assessed	Guideline
1. Text Organization	
a. Does the writer choose an appropriate title?	❖ If not, give your suggestions
b. Does the text have complete structures? (Orientation, sequent of events, and re-orientation)	❖ If not, what should it be?
c. Does the text present clear ideas (topic sentences) and have supporting sentences?	❖ If not, what should it be?
2. Content	
a. Do you understand the story?	❖ If not, what should it be?
b. Does the recount text have 5W+1H questions? (What, Where, When, Who, Why, and How)	❖ If not, give your suggestions where he or she should put sequential work.
c. Does the writer use enough sequential words (first, next, them, after that, finally, etc)?	
3. Grammar	
Has he/she used the correct tenses (verb) in his/her recount text?	❖ If not, mention the mistakes and correct them.
4. Punctuation and Spelling	
a. Has he/she written the text with the correct punctuation? (Capital letter, comma, full stop, etc.)	❖ If not, correct the punctuation.
b. Has he/she written the text with the correct spelling?	❖ If not, correct the spelling.
5. Style and Quality of expression	
Has he/she used the appropriate and correct vocabularies?	❖ If not, give comments and suggestions.

PEER REVIEW SHEET

Writer's name : Wahyu Hidayat

Reviewer's name : Budi Setianto

Instructions: First, read your partner's draft. Then, provide valuable feedback about what you read based on peer review guidelines. Your purpose is to provide an honest and helpful feedback and to suggest ways to make his/her writing better.

Items to be assessed	Peer Reviewer's Comments and Suggestions
1. Organization	Generic structur sudah lengkap dan benar judulnya sesuai
2. Content	What : minggu yg menyebalkan Who : Wahyu When : bulan kemarin, hari minggu Where : house yard Why : karena Wahyu menendang bola sehingga kena kaca sampai pecah 711 How : -
3. Grammar	Playing = played run = ran We are = We ~~was~~ Were ~~struggling~~ ~~struggled~~ happen = happened I were = I was
4. Punctuation and Spelling	Pada orientation Last Months harusnya ditambah koma (,)
5. Style and quality of expression	Sudah bagus, kata** nya cukup baik

Name : Wahyu Hidayat
No : 37
Class : VIII J

Played Football with Village Outside

Last weekend. I and friends played football. Point in time. I was become gool keeper. my best friends became attacker is Ali and Wahyu, became halfback isagung, and Rizal became back is Dedi. Ryan, Rian, Angga

Afterwards, posibly fiveteen minutes later. Welcome player doar outside my village. Iand friends challenged they competition. With player nine vs nine. They were received my was challenged and friends. Later. Jes if captain shaped formation is good my formation purpose is 4-2-2. Afterwards. became attacher is Ali and Wahyu, became half back is I and agung, became back is Ryan, dedi, rian, Rizal, become goal keeper is Angga. I was purpose because Ali and Wahyu had kicked resonable enought strong.

Moment time 16.00. Competition after go on. opponent enought strung. Afterwards posibly 5 minutes later. my gate give way, until make score 1-0. competition advanced. my team try attacked but fall. Later my team can corner, after ball o kick, ball tall Ali no guard, until make score 1-1.

Text Recount : B. Inggris

Nama : Budi Setianto
No : 07 (tujuh)
Kelas : VIII D

Played Football With Village outside

Last Weekend, I and friends played football. Point in time, I was become goalkeeper. My best friends became attacker is Ali and Wahyu, became halfback is agung, and rizal, became back is Dedi, Piyan, Rian, Angga.

Afterwards, posibly fiveteen minutes later, Wedcome player dear outside my village, I and friends Challenged they Competition, With player nine vs nine. They were received any, My Was Challenged and friends. Later, I as if captain Shaped formation is good My formation purpose is a 4 - 2 - 2. Afterwards, became attacker is Ali and Wahyu, became halfback is I and agung, became back is piyan, dedi, rian, rizal, became goal keeper is Angga. I was purpose formation because Ali and Wahyu had Kicked resonable enought Strong.

Moment time 16.00, Competitions after go on. Opponent enought strong. Afterwards posibly 5 minutes later, My gate give way, until make Score 1 - 0. Competitions advanced, my team by try attack but fail, Later my team can

You'll never know till you have tried

PEER REVIEW GUIDELINES

Items to be assessed	Guideline
1. Text Organization	
a. Does the writer choose an appropriate title?	❖ If not, give your suggestions
b. Does the text have complete structures? (Orientation, sequent of events, and re-orientation)	❖ If not, what should it be?
c. Does the text present clear ideas (topic sentences) and have supporting sentences?	❖ If not, what should it be?
2. Content	
a. Do you understand the story?	❖ If not, what should it be?
b. Does the recount text have 5W+1H questions? (What, Where, When, Who, Why, and How)	❖ If not, give your suggestions where he or she should put sequential work.
c. Does the writer use enough sequential words (first, next, them, after that, finally, etc)?	
3. Grammar	
Has he/she used the correct tenses (verb) in his/her recount text?	❖ If not, mention the mistakes and correct them.
4. Punctuation and Spelling	
a. Has he/she written the text with the correct punctuation? (Capital letter, comma, full stop, etc.)	❖ If not, correct the punctuation.
b. Has he/she written the text with the correct spelling?	❖ If not, correct the spelling.
5. Style and Quality of expression	
Has he/she used the appropriate and correct vocabularies?	❖ If not, give comments and suggestions.

PEER REVIEW SHEET

Writer's name   : Budi Setionto

Reviewer's name   : Wahyu Hidayat

Instructions: First, read your partner's draft. Then, provide valuable feedback about what you read based on peer review guidelines. Your purpose is to provide an honest and helpful feedback and to suggest ways to make his/her writing better.

Items to be assessed	Peer Reviewer's Comments and Suggestions
1. Organization	Judul sudah sesuai generik struktur sudah benar
2. Content	What: Played football with village out side who: Budi When: minggu kemarin Where: — Why: untuk bersenang-senang how: —
3. Grammar	Pround: Rrounded attotu: attacked make: made
4. Punctuation and Spelling	tall: tall enought = enough tim = team fiveteen: fifteen
5. Style and quality of expression	kurang Reorientasion, tidak terlalu menarik

Name : Budi Setianto
NO : 7
Class : VIII D

Sunday The Resent

Last months, was resent day for me. My friends and I was played in house yard to spend time with us. First, it was really fun untly kicked the ball too strong, so the ball led me to the window and broke the window. When we want to escape · all of a sudden we all heard a loud voice.

Afterthat, the owner of the house came out of the fence. He yelled at us. We were very afraid of her, but we do not know what to do. Then, one of my friends told us to ran. We all ran, and suddenly we heard the sound of dog. Then we know that home owners allow dogs to chase us, and we were struggling to run as fast as her as we can and the I climp up into a tree but, that dog waited. I in down. after, 15 minutes the dog ran to home. finally, I came down from the tree.

That's a resent day of the months for me. May not happened to me again in his next months

Nama : Dimas Surya Ningiat
MO : 10
Kelas : VIIID

B. Inggris

Holiday Fun

when friends ~~all the~~ went to Picnic to Jakarta of on
wednesday, 18 march 2015, I did not join the picnic
because if my ~~bus~~ ride frequent vomiting.
And I was just at home, I just help me my
mother clean the house, such as sweeping the yard
make the bed, and played with younger brother.
in the afternoon as usual I was played football with
my friends in my village. I play vigorously in order
not to lose again. Although tried but fun, because
football is my hobby.
And on Thursday, 19 march 2015 I went with family
in the here I am glad and happy that see a beautiful
sight and with air a cool.

PEER REVIEW GUIDELINES

Items to be assessed	Guideline
1. Text Organization	
a. Does the writer choose an appropriate title?	❖ If not, give your suggestions
b. Does the text have complete structures? (Orientation, sequent of events, and re-orientation)	❖ If not, what should it be?
c. Does the text present clear ideas (topic sentences) and have supporting sentences?	❖ If not, what should it be?
2. Content	
a. Do you understand the story?	❖ If not, what should it be?
b. Does the recount text have 5W+1H questions? (What, Where, When, Who, Why, and How)	❖ If not, give your suggestions where he or she should put sequential work.
c. Does the writer use enough sequential words (first, next, them, after that, finally, etc)?	
3. Grammar	
Has he/she used the correct tenses (verb) in his/her recount text?	❖ If not, mention the mistakes and correct them.
4. Punctuation and Spelling	
a. Has he/she written the text with the correct punctuation? (Capital letter, comma, full stop, etc.)	❖ If not, correct the punctuation.
b. Has he/she written the text with the correct spelling?	❖ If not, correct the spelling.
5. Style and Quality of expression	
Has he/she used the appropriate and correct vocabularies?	❖ If not, give comments and suggestions.

PEER REVIEW SHEET

Writer's name : Dimas Surya Nmgrot.

Reviewer's name : Andi dwi Setiono.

Instructions: First, read your partner's draft. Then, provide valuable feedback about what you read based on peer review guidelines. Your purpose is to provide an honest and helpful feedback and to suggest ways to make his/her writing better.

Items to be assessed	Peer Reviewer's Comments and Suggestions
1. Organization	- Judul sudah tepat. - Struktur judul lengkap - Sudah jelas.
2. Content	- Isi cerita mudah di pahami. - SW + IH sudah di jelaskan dg baik. - perlu di tambahkan sequential words. After that, I Played vigouly.
3. Grammar	- ride → rode - clean → cleaned play → played
4. Punctuation and Spelling	- Harus ada koma in the afternoun. - tried → tired
5. Style and quality of expression	- Sudah baik dan tepat

Name : Dimas surya Ningrat
Class : VIII D
NO : 10

Holiday Fun

when friends went to picnic to jakarta on wednesday, 18 march 2015, I did not join the picnic because if ride bus frequent vomiting.

And I was just at home, I ~~before~~ helped my mother cleaned the house, such as sweeping the yard make the bed, and played with younger brother. In the afternoon as usual I was played football with my friends in my village. I play vigorously in order not to lose again Although tried bot fun, because football is my hobby.

And on Thursday, 19 march 2015 I went with family in the here I am glad and happy that see a beautiful sight and with air a cool.

Appendix 22

The Result of Students' Exercise
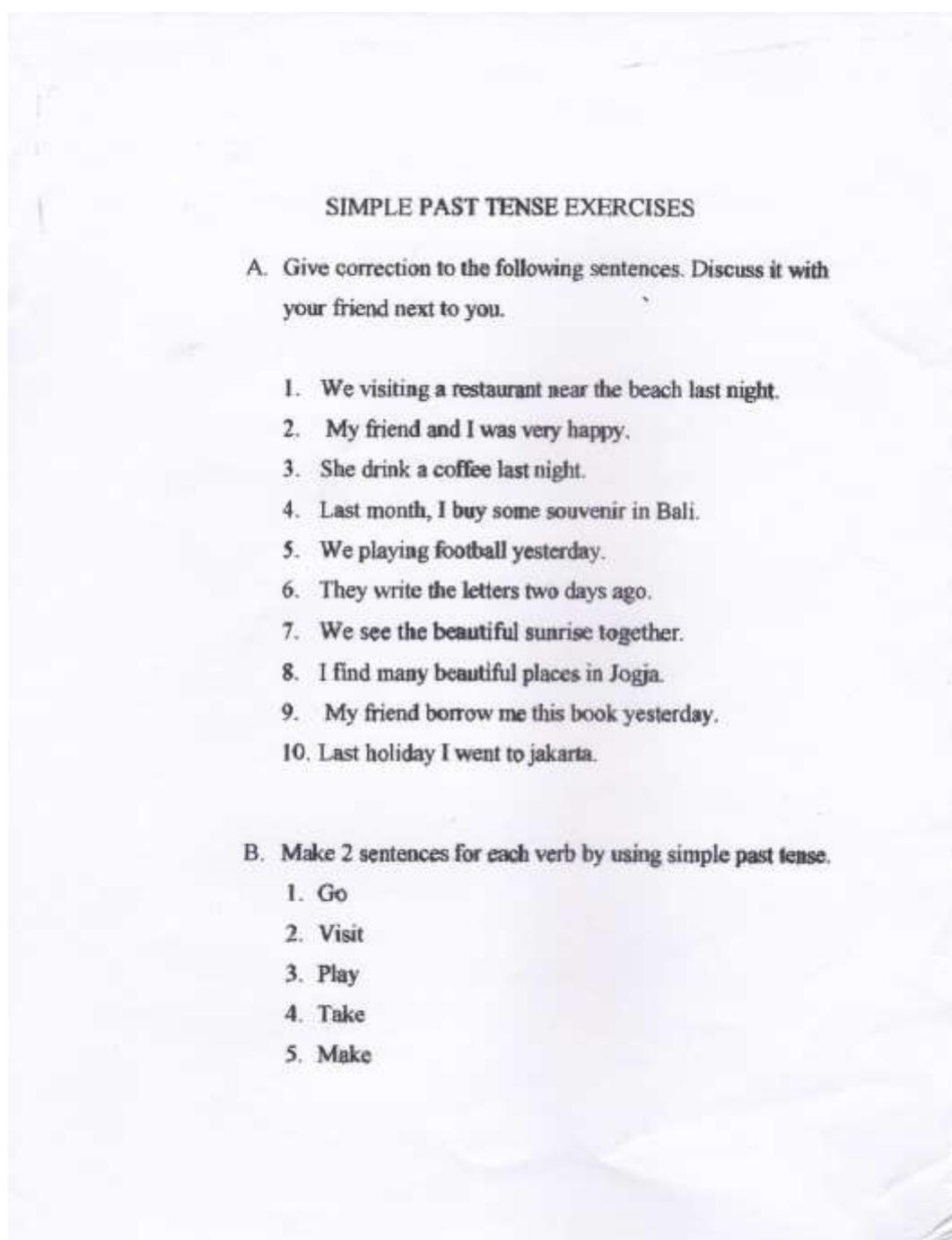
SIMPLE PAST TENSE EXERCISES

A. Give correction to the following sentences. Discuss it with your friend next to you.

1. We visiting a restaurant near the beach last night.
2. My friend and I was very happy.
3. She drink a coffee last night.
4. Last month, I buy some souvenir in Bali.
5. We playing football yesterday.
6. They write the letters two days ago.
7. We see the beautiful sunrise together.
8. I find many beautiful places in Jogja.
9. My friend borrow me this book yesterday.
10. Last holiday I went to jakarta.

B. Make 2 sentences for each verb by using simple past tense.
1. Go
2. Visit
3. Play
4. Take
5. Make

Nama : Jahra jati Sukma
Kelas : VIII^D
No absen : 12

A. 1. We visited a restaurant near the beach last night.
2. My friend and I were very happy
3. She drank a coffee last night
4. Last month, I bought some souvenir in Bali
5. We Played football yesterday
6. They writed the letters towo days ago
7. We saw the beautiful sunrise together
8. I found many beautiful Places In Jogja
9. My friend borrowed me this book yesterday.
10. Last holiday, I went to Jakarta

B. 1. ~~went~~ ~~~~ I went to ~~Malioboro~~ last night
~~~~ ~~~~ I went to Semarang last year.
2. - My friend visited to my house last sunday.
- Last month, Mila visited her grandmother
3. - They Played a doll yesterday.
- Chika and Reza played basketball five days ago.
4. - My sister took a story book in the her friend Yesterday.
- My father took school report book last week.
5. - Last morning, I made a cake with my mother.
- Rossy made me angry last week.

Nama : Nikmah
Kelas : VIII D
Nomor : 23.

A.
1. We visited a restaurant near the beach last night.
2. My friend and I were very happy.
3. She drank a coffee last night.
4. Last month, I bought some souvenir in Bali.
5. We played football yesterday.
6. They writed the ~~beautiful sunrise together~~ letters two days ago.
~~7 We~~

7. We saw the beautiful sunrise together.
8. I found many beautiful places in Jogja.
9. My friend borrowed me this book yesterday.
10. Last holiday. I went to Jakarta

B.
1. - Last holiday, I went to Pekalongan.
   - I went to school with my friends.

2. - Me and my friends visited the garden tomb hero.
   - My family and I visited Grandma's house, because my grandmother was sick.

3. - I played basketball.
   - My sister played snakes and ladders with a friend.

4. - I ~~took~~ a book in the library.
   - He took my pen

5. - Yesterday my mother made bread.
   - My sister made a poem for me.

Nama : Marisa Ulfa.
No : 15
kelas : VIII D

A.)

1. We visited a restaurant near the beach last night
2. My friend and I were very happy.
3. She drank a coffee last night.
4. Last month, I bought some souvenir in Bali.
5. We played football yesterday.
6. They wrote the letters two days ago.
7. we saw the beautiful sunrise together
8. I found many Beautiful places in Jogja.
9. My friend borrowed me this book yesterday.
10. Last holiday, I went to Jakarta

B.) 1.) a. I and my friend went to Sigandu beach.
b. I and my family went to swimming poo poll.

2) a. Two weeks ago, I and my friend visited to Ragunan.
b. Last Sunday, I and Rifka visited to Dolphin Show.

3) a. I and kokom played Batmintoon
b. Last Sunday, We are played foodball.

4) a. Last Morning, Rifka took book in office
b. Three weeks ago, Dita took fund book in Mrs. Tutik
5) a. Last Monday, We made fried rice.
b. Last Sunday, I and friends made a cake.

Appendix 23

THE RESULT OF STUDENTS' WRITING IN FORMATIVE TEST

Name : Nevandia Festy Anjani

Class : VIII D

Study Tour to Jakarta

Last two Sunday, I my friends and teachers went to Jakarta. We went to Jakarta used four buses and one mini bus. First, we set off on Wednesday at 17.30 pm. Then, first transit we in the Kedung Roso restaurant for pray, rest and have dinner. After that, we continued travel to Jakarta.

When arrived in Jakarta, we stopped in the Istiqlal Mosque for took a bath, pray and breakfast. Then, we continued travel to Monas. After that, we continued travel to Ancol. When in the Ancol, we saw film 4D and scorpion pirate showed. Next, we came Dufan for play games. There were many games, tis magic house, mirror house, poci-poci, hysteria, cora-cora and etc. After finishing played, we had dinner in the Laut Biru restaurant. After that, we continued travel to ITC mall. Then, continued travel came central souvenirs in Cikampek.

After that, we continued travel to Batang. We arrived Batang Friday at 07.00 am.

Name : Viki Himatul Ulya

Class : VIII D

Study tour to Jakarta

Last week all students class 8th my junior high school went studytour to jakarta. There, we had several purpose such Istiqlal mosque, Monas, Ancol, and Dugan. We left at 5 pm and arrived in jakarta at 4 am. After visiting in Istiqlal mosque, we came to Monas. On the way we throughted palace independent. Arrived in Monas, we came to Museum. There we saw place text proclamation and listened sound Ir.So ekarno hour proclaim freedom.

After visiting to Monas, we came to Ancol and Dugan. There were many games such poci-poci, Tornado, kora-kora, Histeria, Home glass, wonderful home, and many again. After tiring played, next we ate dinner. And protracted the way came to Mall for Shopping.

After that we continued came back. we got in the school at 7 am. And we came back to home with brought many memory. I hope I could visit to Jakarta again.

Appendix 24

Peer Review Technique Applied in Writing Recount Text

~ Teks Recount ~

B. Inggris

No. 30-3-2015
Date: senin

Nama : Nevandia F.A.
No : 22
Kelas : VIII D

Study Tour to Jakarta

Last two Sunday, I, my friends and my teachers went to Jakarta. We went to Jakarta with used four bus and one mini bus. First, we set off on Wednesday at 17.30 pm. Then, first transit we in the Kedung Roso restaurant for pray, rest and have dinner. After that, we continue travel to Jakarta.

When to arrive in Jakarta, we stopped in the Istiqlal Mosque for take a bath, pray and breakfast. Then, we continue travel to Monas. After that, we continue travel to Ancol. When in the Ancol, we saw film 4D and scorpion pirate showed. Next, we came Dufan for play games. There many games, tis magic house, mirror house, poci-poci, hysterio, cora-cora and etc. After finish play we have dinner in the Laut Biru restaurant. After that, we continue travel to ITC mall. Then, continue travel came central souvenirs in Cikampek.

After that, we continue travel to Batang. We arrived Batang Friday at 07.00 am.

PEER REVIEW GUIDELINES

Items to be assessed	Guideline
1. Text Organization a. Does the writer choose an appropriate title? b. Does the text have complete structures? (Orientation, sequent of events, and re-orientation) c. Does the text present clear ideas (topic sentences) and have supporting sentences?	❖ If not, give your suggestions ❖ If not, what should it be? ❖ If not, what should it be?
2. Content a. Do you understand the story? b. Does the recount text have 5W+1H questions? (What, Where, When, Who, Why, and How) c. Does the writer use enough sequential words (first, next, them, after that, finally, etc)?	❖ If not, what should it be? ❖ If not, give your suggestions where he or she should put sequential work.
3. Grammar Has he/she used the correct tenses (verb) in his/her recount text?	❖ If not, mention the mistakes and correct them.
4. Punctuation and Spelling a. Has he/she written the text with the correct punctuation? (Capital letter, comma, full stop, etc.) b. Has he/she written the text with the correct spelling?	❖ If not, correct the punctuation. ❖ If not, correct the spelling.
5. Style and Quality of expression Has he/she used the appropriate and correct vocabularies?	❖ If not, give comments and suggestions.

PEER REVIEW SHEET · VIII D

Writer's name   : Nevandia Festy Anjani

Reviewer's name   : Titik Musfirohtun

Instructions: First, read your partner's draft. Then, provide valuable feedback about what you read based on peer review guidelines. Your purpose is to provide an honest and helpful feedback and to suggest ways to make his/her writing better.

Items to be assessed	Peer Reviewer's Comments and Suggestions
1. Organization	The title is appropriate. Orientation, events and re-orientation = complete There are topic and supporting sentence .
2. Content	- I understand the story - 5W+1H = complete - you already use enough sequential words Good
3. Grammar	take —> took after finish —> after finishing | bus —> buses arrive —> arrived continue —> continued pray —> prayed play —> played have —> had
4. Punctuation and Spelling	The punctuation and spelling are correct . Good
5. Style and quality of expression	The vocabularies are appropriate .

Name : Novandia Feay Anjani
Class : VIII D

Study Tour to Jakarta

Last two Sunday, I, my friends and teachers went to Jakarta. We went to Jakarta used four buses and one mini buses. First, we set off on Wednesday at 17:30 pm. Then, first transit we in the Kedung Roso restaurant for prayed, rest, and have dinner. After that, we continued travel to Jakarta.

When arrived in Jakarta, we stopped in the Istiqlal Mosque for took a bath, prayed and breakfast. Then, we continued travel to Monas. After that, we continued travel to Ancol. When in the Ancol, we saw film 4D and scorpion pirate showed. Next, we came Dufan for played games. There were many games tts, magic house, mirror house, poci-poci, hysteria, cora-cora, etc. After finishing played, we had dinner in the Laut Biru restaurant. After that, we continued travel to ITC mall. Then, continued travel came central souvenirs in Cikampek.

After that, we continued travel to Batang. We arrived Batang Friday at 07:00 am.

No. B. Inggris
Date: 30-3-2015

Nama: Sri Lestari
Kelas: VIII D
No   : 33

Study Tour went to at Jakarta

Last Wednesday, students and teachers Junior hight school 4 Batang, went to Jakarta. We visited many placer.

First, we visited Monas. In monas war very hot. We felt (the) tired and happy. We also, saw a lot of people in that Monar.

Second, we visited GSA. We saw film 4d etc. Next, we visited Dufan. We were enjoy many gamer there, such as tornado, Histerra, filem 3D, Alap-alap etc. (Them,) we felt very hungry, so we went to a restaurant.

Finally, we went to ITC and Cikampek for shopping and we went to home.

For me, that was a nice day. We get many sciences in Jakarta. Experiences

PEER REVIEW GUIDELINES

Items to be assessed	Guideline
1. Text Organization	
a. Does the writer choose an appropriate title?	❖ If not, give your suggestions
b. Does the text have complete structures? (Orientation, sequent of events, and re-orientation)	❖ If not, what should it be?
c. Does the text present clear ideas (topic sentences) and have supporting sentences?	❖ If not, what should it be?
2. Content	
a. Do you understand the story?	❖ If not, what should it be?
b. Does the recount text have 5W+1H questions? (What, Where, When, Who, Why, and How)	❖ If not, give your suggestions where he or she should put sequential work.
c. Does the writer use enough sequential words (first, next, them, after that, finally, etc)?	
3. Grammar	
Has he/she used the correct tenses (verb) in his/her recount text?	❖ If not, mention the mistakes and correct them.
4. Punctuation and Spelling	
a. Has he/she written the text with the correct punctuation? (Capital letter, comma, full stop, etc.)	❖ If not, correct the punctuation.
b. Has he/she written the text with the correct spelling?	❖ If not, correct the spelling.
5. Style and Quality of expression	
Has he/she used the appropriate and correct vocabularies?	❖ If not, give comments and suggestions.

PEER REVIEW SHEET

Writer's name : Sri lestari

Reviewer's name : Devi rawati

Instructions: First, read your partner's draft. Then, provide valuable feedback about what you read based on peer review guidelines. Your purpose is to provide an honest and helpful feedback and to suggest ways to make his/her writing better.

Items to be assessed	Peer Reviewer's Comments and Suggestions
1. Organization	- the title is appropriate. - Supporting sentences harus lebih jelas lagi - Generic structure sudah lengkap
2. Content	- 5w+1 H sudah ada dalam recount text - sequential words sudah tepat penggunaanya - isi bacaan mudah dipahami
3. Grammar	- we felt the tired → we felt tired
4. Punctuation and Spelling	- Setelah sequential words di ikuti (,) misal nya : Them, we felt very hungry.
5. Style and quality of expression	Them → Then - masih banyak kata yang sudah di mengerti

Name : Sri Lestari
Class : VIII D
No : 33

"Study Tour went to at Jakarta"

Last Wednesday, students and teachers Junior hight school 4 Batang, went to Jakarta. We visited many places.

First, we visited Monas. In Monas war very hot. We feld tired and happy. We also, saw a lot of people in that Monas

Second, we visited GSA. We saw film 4d etc. Next, we visited Dufan, we were enjoy many games there, such as tornado, Histeria, Filem 3D Alap-Alap etc. Then, we felt very hungry, so we went to a restaurant.

Finally, we went to ITC and Cikampek for chopping and we went back home. For me, that was a nice day, We get many experiences in Jakarta.

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※ Tugas B.inggris

Nama : Dita Putri Setyani
No : 11
Kelas : VIII D

"Study Tour In Jakarta"

two week ago, all children grade 8th junior High school 4 Batang followed study tour in jakarta. Roundabout at 16.00 pm we all finished to came together. And at 17.00 pm we went came jakarta. in bus, all children felt happy. At 20.00 pm we transit in restaurant kedungrara Tegal. There we also do prayed maghrib and isya! After finished, eate, we all continue traveller came jakarta.

At 04.00 am we arrived in istiqbal Morque Jakarta to continue prayed subuh and take a bath. After finished, we went came Monas. We arrived in Monar at 08.00 am. After finished visited Monar, we continue traveller to GSA. In GSA, we watched film 4D and scorpio pirates. After finished, we continue to Dufan. In Dufan, found some game houre miror, poci-poci, kora-kora, drama show, histeria, alap-alap, etc. My friends and I to arcended : houre miror, poci-poci, tornado, kora-kora, drama show.

After finished to arcended all game, we dinner in restaurant "Laut Biru". After that, we shopping in ITC CEMPAKA MAS

You'll never know till you have tried

PEER REVIEW GUIDELINES

Items to be assessed	Guideline
1. Text Organization a. Does the writer choose an appropriate title?	❖ If not, give your suggestions
b. Does the text have complete structures? (Orientation, sequent of events, and re-orientation)	❖ If not, what should it be?
c. Does the text present clear ideas (topic sentences) and have supporting sentences?	❖ If not, what should it be?
2. Content a. Do you understand the story?	❖ If not, what should it be?
b. Does the recount text have 5W+1H questions? (What, Where, When, Who, Why, and How) c. Does the writer use enough sequential words (first, next, them, after that, finally, etc)?	❖ If not, give your suggestions where he or she should put sequential work.
3. Grammar Has he/she used the correct tenses (verb) in his/her recount text?	❖ If not, mention the mistakes and correct them.
4. Punctuation and Spelling a. Has he/she written the text with the correct punctuation? (Capital letter, comma, full stop, etc.)	❖ If not, correct the punctuation.
b. Has he/she written the text with the correct spelling?	❖ If not, correct the spelling.
5. Style and Quality of expression Has he/she used the appropriate and correct vocabularies?	❖ If not, give comments and suggestions.

PEER REVIEW SHEET

Writer's name : Dito Putri S.

Reviewer's name : Luqyona Elfiro S.

Instructions: First, read your partner's draft. Then, provide valuable feedback about what you read based on peer review guidelines. Your purpose is to provide an honest and helpful feedback and to suggest ways to make his/her writing better.

Items to be assessed	Peer Reviewer's Comments and Suggestions
1. Organization	- the title is approriate. - strutures the story = complete - there are topic sentences and have supporting sentence.
2. Content	- I can understand the story - 5w + 1H = complete - after that ⊙ (kurang koma)
3. Grammar	Grammar to followed → to follow / followed to arrived → to arrive (to +th) continue → continued eate → ate
4. Punctuation and Spelling	Punctuation : you should use "coma" after sequential words (after that,) Spelling = good.
5. Style and quality of expression	Style to ascended = played some game = some games

Name : Dita Putri Setyani
Class : VIII D
NO : 11

"Study Tour in Jakarta"

two week ago, all children grade 8th junior High school 4 Batang followed study tour in Jakarta. Roundabout at 16:00 pm we all finished to came together. And at 17:00 pm we went came Jakarta. In bus. all children felt happy. At 20:00 pm we transit in restaurant kedungrara Tegal. There, we also do prayed maghrib and isya'. After finished ate, we all continued traveller came Jakarta.

At 04:00 am, we arrived in Istiqlal mosque Jakarta to continued prayed subuh and take a bath. After finishing, we went came Monas. We arrived in monas at 08:00 am. After finishing. Visited monas, we continued traveller to GSA. in GSA, we watched film 4D and scorpio pirates. After finished, we continued to Dufan. In dufan, found some games: house miror, poci-poci, kora-kora, drama show, histeria, alap-alap, etc. My friends and i played: house miror, poci-poci, tornado, kora-kora, drama show.

After finished to played all game, we dinner in restaurant "Laut Biru". After that, we shopping in ITC CEMPAKA MAS and bought souvenir in Cikampek. Weekend this time very happy and will not forget.

Nama : Rifka Ahmida Adzkiannisa.
No : 29.
Kelas : VIII D.

Study Tour in Jakarta

Wednesday last week, we gathered at the school at 04.00 pm to be briefed by the school principal Mr. Nadiyono. We from stem to Jakarta at 05.00 pm, arrived in Jakarta at 03.00 am.

Our first we visited istiglal mosque, we were amazed because there are very beutrful and majestic mosque, the masque in the parking lot of people (are) clothes, accessories, etc.

Our second, we visited Monas, where we can saw the Monas surrounded by high-rise building. We were briefed to enter into an underground tunnel to te Monas. We were given information about the establishment of Monas, etc.

Our third we visited and dufan and Ancol. We watched the show and tried to ride the existing game. We were very pleased to fast running time, because the time is up, we continued the journey.

PEER REVIEW GUIDELINES

Items to be assessed	Guideline
1. Text Organization	
a. Does the writer choose an appropriate title?	❖ If not, give your suggestions
b. Does the text have complete structures? (Orientation, sequent of events, and re-orientation)	❖ If not, what should it be?
c. Does the text present clear ideas (topic sentences) and have supporting sentences?	❖ If not, what should it be?
2. Content	
a. Do you understand the story?	❖ If not, what should it be?
b. Does the recount text have 5W+1H questions? (What, Where, When, Who, Why, and How)	❖ If not, give your suggestions where he or she should put sequential work.
c. Does the writer use enough sequential words (first, next, them, after that, finally, etc)?	
3. Grammar	
Has he/she used the correct tenses (verb) in his/her recount text?	❖ If not, mention the mistakes and correct them.
4. Punctuation and Spelling	
a. Has he/she written the text with the correct punctuation? (Capital letter, comma, full stop, etc.)	❖ If not, correct the punctuation.
b. Has he/she written the text with the correct spelling?	❖ If not, correct the spelling.
5. Style and Quality of expression	
Has he/she used the appropriate and correct vocabularies?	❖ If not, give comments and suggestions.

PEER REVIEW SHEET

Writer's name : RIFKA AHMIDA AD2KIANNISA

Reviewer's name : MARISA ULFA

Instructions: First, read your partner's draft. Then, provide valuable feedback about what you read based on peer review guidelines. Your purpose is to provide an honest and helpful feedback and to suggest ways to make his/her writing better.

Items to be assessed	Peer Reviewer's Comments and Suggestions
1. Organization	the generic structures are complete the topic and suppering Sentences are related each other, the title is appropriate with the content
2. Content	- saya mudah mengerti isi beritanya. - 5w + 1 H ⟶ complete. - penggunaan sequential word nya sudah ada
3. Grammar	- visit ⟶ visited - can ⟶ could - Try ⟶ Tried - are ⟶ were - continue ⟶ continued - want ⟶ wanted
4. Punctuation and Spelling	* ▲ setelah After that harus diikuti koma. ⟶ After that, * Nama tempat diawali huruf kapital ⟶ Dufan, Ancol.
5. Style and quality of expression	Penggunaan kata sudah baik

Name : Rizka ahmida adzrrannia
Class : VIII D.
No : 29.

Study Tour in Jakarta.

Wednesday last week, we gathered at the school at 04.00pm to be briefed by the school principal Mr. Nadiyono, We from stem to Jakarta at 05.00 pm, arrived in Jakarta at 03.00am

First, we visited Istiqlal mosque, we were amazed because there are very beautiful and majestic mosque, the mosque in the parking lot of people were clothes, accessories, etc.

Second, we visited Monas, where we saw the monas surrounded by high-rise building. We were berefed to enter into an under ground tunnel to the monas. We were given information about the establishment of monas, etc.

third, we visited Dufan and Ancol. We watched the show and tryed to ride the existing game. We were very pleased to fast running time because the time was up, we continued the journeey.

We proceeded to the ITC comparca Mas for shopping. After that we headed to Crempek to buy souvenirs.

After that, we went on a trip back to the trunk, we were very tired and slept while on his way home.

We are very excited and wanted to go back to Jakarta.

Appendix 25

THE RESULT OF STUDENTS' WRITING IN POST TEST

Name : Lusyana Elfira S.

Class : VIII D

No : 14

"Holiday in Semarang."

Last year, It was Sunday. My family and I went to Semarang. We went to Aunt's house. It was near the school. My brother usually played basketball after school. Then he took my parents to the swimming pool. There, we saw the tourist with people by the pond. He was between two boys, a tall one and one with a big hat. The tourist was one with red hair. My brother welcomed him. The tourist lived in Jakarta. He only vacation in Semarang with their family.

Then, my parents took me Ambarawa train museum. Many people stood in line to bought tikets at the tikets box. The train station was big and clean. Then, we walked around to saw the train colettion. Each train collection had its own information board.

We felt a little big tired, but this holiday was my unforgettable moment. I wanted to go there again. At 4.30 we returended to the road.

Name : Nevandia Fety Anjani
Class : VIII D
No : 22

My Holiday to Bali

Last two years, my family and I went to Bali for holiday. First, we left Tuesday at 21:00 pm. Then, we arrived in Ketapang harbor. Wednesday at 00:00 pm and we cross used ship come Gilimanuk harbor. After that, we continued travel come first objec a tour.

We arrived in Tanah Lot objec tour Thursday. There temple for hinduism worship. After that, we walked came Tanah Lot temple and through beach. Next, we arrived in Sangeh. There many monkeys live prowel. After that, we continued travel came Bedugul lake. Panorama there very beautiful. Next, we continued travel to Joger. Joger is place for stopped Bali specific. After finish shopped, we continued travel to Kuta beach for saw sunset. After that, we rest in Made Bali hotel.

Morning day, after breakfast, we saw barong show. After that, we shopped Seni Sukowati market. After finish shopped, we continued travel came to Cah Ayu souvenirs place. Next, we continued travel to Tanjung Benua. Then, we continued travel came to Dreamland or New Kuta beach for saw beautiful sunset. After that, we rest in Made Bali hotel.

Saturday, we return came to Batang. We arrived in house Sunday at 13:00 am.

Appendix 26

DOCUMENTATION

Appendix 27

PEMERINTAH KABUPATEN BATANG
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 4 BATANG
Akreditasi A No : 18 BAP/SM/III/2014 Tgl. 18 – 02 – 2014
Jalan Pemuda No.160 Batang Telepon (0285) 392392 Kode Pos 51216
Website : www.smpn4btg.sch.id Email : smpnempatbatang@yahoo.co.id

S U R A T K E T E R A N G A N
Nomor : 423 / 57 / 2015

Berdasarkan Surat dari Universitas Negeri Semarang No. 907/UN37.1.2/LT/2015 tentang Permohonan Ijin Penelitian, kami yang bertanda tangan di bawah ini Kepala SMP Negeri 4 Batang, menerangkan bahwa :

Nama : CANDRA ARIFIANA
N I M : 2201411015
Progdi : PENDIDIKAN BAHASA INGGRIS

Telah melaksanakan Penelitian pada bulan Maret 2015 s.d selesai, dengan Judul Topik:
"IMPROVING STUDENTS SKILL IN WRITING RECOUNT TEXT BY USING PEER REVIEW TECHNIQUE"

Demikian keterangan ini dibuat untuk dapat dipergunakan dengan semestinya.

Batang, 20 April 2015
Kepala Sekolah,

Nadirono, S.Pd.
NIP. 19580325 198503 1 006