

**THE EFFECTIVENESS OF PEER FEEDBACK TO IMPROVE THE
WRITING ABILITY OF THE TENTH GRADE STUDENTS OF SMA
KANISIUS HARAPAN TIRTOMOYO IN THE ACADEMIC YEAR OF
2012/2013**

A Thesis

**Presented as Partial Fulfilment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



By

Anastasia Puji Astuti

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2013**

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APPROVAL

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ABILITY OF THE TENTH GRADE STUDENTS OF SMA KANISIUS
HARAPAN TIRTOMOYO IN THE ACADEMIC YEAR OF 2012/2013

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WRITING ABILITY OF THE TENTH GRADE STUDENTS OF SMA
KANISIUS HARAPAN TIRTOMOYO IN THE ACADEMIC YEAR OF
2012/2013

A THESIS

Accepted by the Board of Examiners of the Faculty of Languages and Arts of
State University of Yogyakarta on July 2013 and Declared to Have Fulfilled
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PERNYATAAN

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IMPROVE THE WRITING ABILITY OF TENTH
GRADE STUDENTS OF SMA KANISIUS HARAPAN
TIRTOMOYO IN THE ACADEMIC YEAR OF
2012/2013**

Menyatakan bahwa karya ilmiah ini adalah hasil karya saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang dipublikasikan atau ditulis oleh orang lain atau telah digunakan sebagai persyaratan pada penyelesaian studi di perguruan tinggi lain kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tatacara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti pernyataan saya tidak benar, hal ini akan menjadi tanggung jawab saya sepenuhnya.

Yogyakarta, 11 Juli 2013

Penulis,


Anastasia Puji Astuti

DEDICATIONS

This work is dedicated to:

- *Me, myself*
- *My beloved Mom and Dad*
- *My lovely sister and brother*
- *All of my family and my friends*

For all their supports and advice

MOTTOS

*“ There wasn’t a movement of a speck of dust without God’s
Blessing “*

“ You can do it if you think you can do it ”

“It’s not what I am inside but what I do that defines me”

*“Go confidently in the direction of your dreams. Live the
life you have imagined “
(Henry David Thoreau)*

*“Don’t You Ever Give Up Before You Can Reach What You
Really Want To Reach”*

ACKNOWLEDGEMENTS

I dedicate my greatest and deepest gratitude to Jesus Christ and Holy Mary for Their blessing, love and strengths. Through their grace, I could finish this thesis and reach one of my dreams.

I really realize that this thesis project is finished with the help of a number of people. Therefore, I would like to acknowledge the people who made this thesis possible.

I would like to thank my first consultant, Suhaini M.Saleh,M.A., whose advice, encouragement, criticism and suggestion have been a feature of the writing process from the very beginning of this thesis. I would like to thank DwiyaniPratiwi, S.Pd, M.Hum.,my second consultant, for her advice, excellent suggestion for changes, and criticism.

Then, I wish to thank my academic consultant, B.Yuniar Diyanti,S.Pd, M.Hum.,and all lecturers of English Education Department of Yogyakarta State University for the guidance, support, and knowledge that they have given to me. They helped me to improve my English ability.

I would like to thank Drs A.Dibyosusanto, the headmaster of SMA Kanisius Harapan Tirtomoyo, and the staff for their permission and help during my research in SMA Kanisius Harapan Tirtomoyo. I give my most sincere gratitude for Yustina Prapti Hariningsih, S.Pd.,the English teacher of SMA Kanisius Harapan Tirtomoyo for his guidance, help, and cooperation.

My gratitude also goes to my beloved family; my Mom (Christina Darti Haryono) and my Dad (Florentinus Haryono), for their wonderful support, prayers and love of a family that enrich my soul. Special thanks go to my classmates in English Education Program, Dewi, Ina, Nila, Awang, Adit, Citra, Dwi, Feby, Yukeand all members of PBI H class who cannot be mentioned one by one for the togetherness and happiness. Also thanks for my shaddow-consultant, Avril, Ambar, and Dewi for the references that they gave.

Finally, I realize that this thesis is far from being perfect. Therefore, I welcome all criticisms and suggestions from those interested in the similar topic. By

looking at the other side of these imperfections, I do expect this thesis will be useful for whoever reads it, particularly the students of English Education Department of Yogyakarta State University.

Yogyakarta,

Anastasia Puji Astuti

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ABSTRACT

THE EFFECTIVENESS OF PEER FEEDBACK TO IMPROVE THE WRITING ABILITY OF THE TENTH GRADE STUDENTS OF SMA KANISIUS HARAPAN TIRTOMOYO IN THE ACADEMIC YEAR OF 2012/2013

By

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This study is aimed at finding out whether there is a significant difference of the writing skills between the tenth grade students of SMA Kanisisus Harapan Tirtomoyo who were taught by using peer feedback and those who were taught without using it.

This research was classified as a quasi-experimental study. It involved 57 students from two groups, Class X2 (29 students) was as the experimental group and Class X1 (28 students) was as the control group. The experimental group was taught by using peer feedback whereas the control group was taught without using it. The data were obtained by using two essay writing tests: pre-test and post-test. The pre-test was given to both groups before the treatment and the post-test was given after the treatment. The data of the pre-test and post-test of both groups were analyzed by using descriptive and inferential statistics. After the data were tested and found to be homogeneous and normal, the hypothesis was tested by using Independent-Samples of T-Test.

The result of the research shows that there is a significant difference in the writing ability between the students who were taught by using peer feedback and those who were taught without using it. It can be seen in the result of the hypothesis testing through Independent-Sample of T-Test. The significance value of 0.000 is less than the significance level of 0.05 ($0.000 < 0.05$), which means that the data of this study are considered to have a significant difference. Therefore, the hypothesis of this study is accepted. It means that the peer feedback technique significantly improves the students' writing ability in the English teaching and learning process at SMA Kanisius Harapan Tirtomoyo.

CHAPTER I

INTRODUCTION

This study is about the contribution of peer feedback to improve the writing ability of students at Senior High School. Chapter 1 is divided into six parts, namely background of the study, identification of the problems, limitation of the problems, formulation of the problems, objectives of the research, and significances of the research.

A. Background of the Study

In Indonesia, English is considered as a foreign language that is taught at every level of education beginning from the elementary school to the senior high school as a compulsory subject. English subject also plays an important role as one of the subjects that include in the national examination for Junior and Senior High Schools.

The objective of the English teaching and learning is to enable students to communicate in English both in oral and written forms. There are two spoken skills: listening and speaking. In written language, there are also two skills: reading and writing. Those language skills are closely related to each other and they cannot be separated from one to another. Students can be said to have mastered English when they can apply those skills both in oral and written forms.

Writing is very crucial for students. Writing can be found and needed in every field of study. Writing also become one aspect of four basic skills that cannot be separated. Considering the importance of writing, the government and

curriculum designer put this skill as one skill that must be learned by the Senior High School students.

The standard of competence of writing skills for the tenth grade students in the Senior High School is that students should be able to express the meaning within the short functional text and simple essay in the form of narrative, descriptive and news item in the daily life context (*Curriculum 2006*). The teaching and learning of writing at this level is also aimed at directing the students in order to be able to express their ideas, thoughts, opinions, and feelings in the written form. In order to be able to produce a good written form, the students need to be equipped with writing ability. In fact, it is difficult to achieve the goal of the curriculum because most of the tenth grade students do not have a good writing ability.

It is also supported by the condition that the accent of English teaching and learning is on reading and listening skills, especially the materials which was oriented to the National Examination. Those skills are taught more intensively than other language skills. It makes the students have low opportunities to learn the other skills, especially the writing skill. Then, it makes the student does not used to writing, because listening and reading are taught more intensively than writing.

Besides the factor above, the another problem is also caused by uninteresting method in teaching writing, the limited time used for teaching writing, and the students' self-confidence with their English. The most important problem here is the ineffective technique in assessing the students' writing works.

The teacher assesses the students' writing works without giving feedback. It makes the students confused. They do not really know how to correct their mistakes in their writing work. As a result, the students do not make any progress in writing skills.

The students in that condition were found at SMA Kanisius Harapan, Tirtomoyo. Many students do not feel confident enough to express their ideas in the written form. They feel afraid to make mistakes in grammar and the formal language use in their written form. They also feel embarrassed if their mistakes may lead the confusion of their idea. As a result, many of the tenth grade students in SMA Kanisius Harapan Tirtomoyo make errors on their written works.

Based on that fact, a solution is needed to improve the result of teaching writing. Peer feedback is taught as the technique that should be implemented in teaching and learning writing. It will provide students opportunity to evaluate their peers' work. Hopefully, this technique is able to improve students' writing ability as well.

B. Identification of the problems

In identifying the problems, an observation was conducted through an informal interview with the English teacher and some students of SMA Kanisius Harapan Tirtomoyo. There were many factors that made the students felt confused in learning writing.

The first factor was materials. Materials also had an important role in influencing the teaching and learning process of writing. The materials must cover the characteristics of good material. Those should be interesting, authentic, and

appropriate to the students' level, need, and capacity. Sometimes, the selections of the materials were different from that characteristic of good materials. As a result, the students found difficulty to improve their writing skill because the material did not interesting and monotonous.

The second factor was the teachers. The teachers had an also important role in the teaching and learning process of writing. One of the teachers' roles was as the feedback provider. They should facilitate the students by giving feedback in the students' writing works. The teachers must consider the appropriate and effective types of feedback in order to enhance the students by giving the appropriate and effective feedback in writing. Sometimes, the teachers did not give feedback to the students' writing works.

The third was the students. Some students had weaknesses of knowledge on how to make a good composition. It could make the students not confident to write, and express the idea in the written form. In fact, students in SMA Kanisius Harapan Tirtomoyo thought that writing was difficult and complicated. They also did not pay attention to the writing elements, for example, grammar, punctuation, content, organization, vocabulary, and mechanic. This would make their writing ability relatively low.

The next factor was method. According to Brown (2001:14), method describes as an overall plan for systematic presentation of language based upon a selected approach. Usually the teachers did not use interesting method in teaching writing. The teachers in SMA Kanisius Harapan, Tirtomoyo only gave simple explanation and then asked the students to produce narrative or descriptive text in

30 minutes without giving clearly explanation about the construction such as tense or general feature of the text. It made the students did not enjoy the lesson.

The fifth factor was techniques. Techniques were the specific activities that manifested in the classroom that consistent with a method and in harmony with an approach (Brown, 2001:14). The quality of the teaching and learning process of writing was determined by the technique used. Various techniques could be used in giving feedback on students' writing works, but sometimes, the different technique could cause many problems for students. This situation also happened in SMA Kanisius Harapan Tirtomoyo. For example, when the teacher responded to the students' performance directly on scores rather than giving written feedback, so the students felt confused, because they did not know their mistakes. They cannot identify their mistakes in their writing, so they cannot revise their writing work. It was caused by the students did not know how to revise it without any feedback.

The next factor was facilities. The facilities in that school did not complete. There were only few English book sources in the library. The students also could not use computer laboratories every time to find some materials. As a result, the students had difficulties to develop their knowledge.

C. Limitation of the Problem

Based on the discussion in the background of the research and the identification of the problems above, it is impossible to investigate all factors dealing with the students' writing. This study only focuses on the technique to

give feedback in writing descriptive text. It only limits the scope of the research to those related to the contribution of peer feedback on students' writing.

D. Formulation of the Problem

Based on the problem limitation, this study will attempt to answer the following:

1. What is the writing ability of the students who are taught by using peer feedback like?
2. What is the writing ability of the students who are taught without using peer feedback like?
3. Is there any significant difference in writing ability between the students who are taught by using peer feedback and without it?

E. Objectives of the Research

Three objectives will be obtained in this study. They are stated as follows :

1. To describe the writing ability of the students who are taught by using peer feedback.
2. To describe the writing ability of the students who are taught without using peer feedback.
3. To find out whether there is significant difference in writing ability between the students who are taught by using peer feedback and they who are taught without using it.

F. Significance of the Research

The findings are expected to give contributions to:

1. English teachers

The result of the study help the English teachers of Senior High School in general and the English teachers of SMA Kanisius Harapan Tirtomoyo in particular to be accurately aware and realize that peer feedback improves the students' writing ability. Based on the fact, the teachers are expected to utilize peer feedback as an appropriate strategy in providing a way for the students to gain feedback for their writing.

2. The tenth grade students of Senior High School

Knowing that peer feedback improves their writing, the students are expected to be no longer dependent on their teachers in receiving feedback. They could ask their peers to provide feedback for their writing.

3. Other researchers

The information about the contribution of peer feedback can be the resources of thought to conduct other research, for instance a research concerning the English teaching process at Senior High School.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

There are two parts discussed in this part. They are theoretical review and conceptual framework. In the theoretical review, the researcher discusses some theories and research studies which are relevant with the topic. In the conceptual framework, the researcher relates the theory to the study.

A. Theoretical Review

1. Writing

a. Definition

Writing is one of the productive skills which needs to be learned by language learners. They learn writing as an essential component not only for their academic practice but also later in their professional life. It is a bridge between people to deliver information and message.

There are many experts who define what writing is. According to Pulverness, Spart, and William (2005:26), writing is one of the four skills: listening, speaking, reading, and writing. Writing is also one of the productive skills which involves communicating a message in the form of letter and symbols. Communicating means sending certain information to others, so, a message must have a purpose. In other words, writing skills produce a written product which has certain information.

In line with Pulverness, Sparr, and William, Brown (2001:335) also states that a written product is product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. Hornby (2003) also states that writing is producing something in a written form so that people can read and perform it or use it. It means that writing always results in a form of written text which can be read and comprehended so, it can be used to communicate the writer's idea to the reader.

Moreover, Oshima and Hogue (2006: 205) propose that writing process is divided into four stages. The first is prewriting: choosing topic and collecting information. The second is outlining that means organizing ideas into outline. The third is writing a rough draft. In this stage, writers follow the outline and ignore about the grammar, punctuation, or spelling. The fourth stage is polishing or revising or editing.

From the definition above, it can be inferred that writing is a productive skill which communicates a message to others by thinking, drafting, and revising the written product. In other words, writing is a process of producing a set of meaningful words arranged in good order and has purposes in communication. Through writing, people can communicate something and share what they feel to everyone who reads it.

b. Characteristics of Written Language

Brown (2001: 341-342) describes some characteristics of written language from the readers' view. The characteristics are as follows:

1) Permanence

Written language is different from oral language that needs real and longer time to be understood while it can be read and reread many times because it is permanent.

2) Production time

A good writer is able to achieve a final product in long processes: time to plan, review and revise their writing; whereas in speaking, speakers may plan, formulate and produce their words in a few moments.

3) Distance

In writing, there is a distance between the writer and the readers. The readers need to analyze what the writer is going to deliver. In contrast, in speaking the listeners can easily understand the speakers say because they are close (face to face).

4) Orthography

Orthography deals with letters and other written language. There are various mechanics in writing. In learning writing, especially in the beginning stages, a different phoneme-grapheme system should be introduced to students to make them literate.

5) *Complexity*

Written language is complex because the writers must learn how to avoid redundancy, combine sentences, make references, and create syntactic and lexical variety and so on.

6) *Vocabulary*

Written language has more rich vocabulary demand than speaking.

A good writer uses his vocabulary to create written language.

7) *Formality*

Based on the use of writing in daily lives, writing is more formal than speaking.

It can be concluded that each skill has its own characteristics that differentiate one skill to another. Writing also has it as a written language. That is why as a good teachers, they should know the characteristics of the written language before they teach their students.

c. **The process of writing**

Writing is a complex process with several stages on it. Richard & Renandya, (2002:315) define the process of writing as follows:

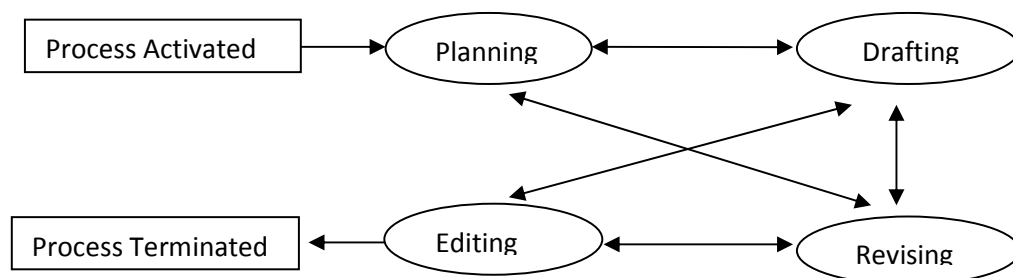


Figure 1: the writing process

Process writing as a classroom activity incorporates the four basic writing stages. Those are, planning, drafting (writing), revising (redrafting) and editing – and there other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating, and post-writing. The plan learning experiences for students describe:

1. Planning (pre-writing)

Pre-writing can stimulate thoughts for getting started. It moves students away from having to face blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this age.

a). Group brainstorming

Group members pour out ideas about the topic. Spontaneity is important here. There is no right or wrong answer. Students may cover familiar ground first and then move off to more abstract or wild territories.

b). Clustering

Students' form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernable clusters. Clustering is a simple yet powerful strategy.

c). Rapid Free writing

Within limited time, 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. The limited time keeps the writers' minds ticking and thinking fast. Rapid free writing is done

when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

d). WH question

Students generate who, why, what, where, when, and how questions about a topic. More such questions can be asked of answers to the first string of WH-question, and so on. This can go on indefinitely.

2. Drafting

At the drafting stages, the writer focuses on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. The first draft will need to be sorted and strained but it should be more focused than the free-writing.

3. Revising

Revising is to rewrite what the writer has written before. When doing the revision, the writer (students) reworks his draft according to the feedback that was given. They may add some information, which do not exist in writing work. The most important thing is checking the features of writing such as content, purpose, and organization.

4. Editing

Before final draft is evaluated, the students ought to read for their mistake in mechanics. Editing only pays attention to mechanic elements which include spelling, grammar, punctuation, and capitalization. It is important for students to edit by themselves as they have received feedback before they revise their written product.

a. Evaluating

In evaluating students' writing, the scoring may be analytical (based on specific aspects of writing ability) or holistic (based on a global interpretation of the effectiveness of that piece of writing). It should include overall interpretation of the task, sense of audience, relevance, development, and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication. Depending on the purpose of evaluation, a numerical score of grade may be assigned.

b. Post-writing

Post writing constitutes any classroom activity that the teacher and students can do with the complete piece of writing. This includes publishing, sharing, reading aloud, transforming texts for stage performance, or merely displaying texts on notice-board. This stage is a platform for recognizing students' work as important and worthwhile.

It means that writing is a complex process. Harmer (2000: 256) proposes that there are many aspects that must be considered in the process of writing. Those are language use (grammar, vocabulary, and linkers), punctuation and layout, spelling, checking for unnecessary repetition words and/or information, deciding on the information on each paragraph, and the order the paragraph should go in, noting various ideas, selecting the best idea for inclusion, writing a clean copy of the corrected version, and writing a rough version. It shows that writing is a complex process especially for the students. Then, because of the limited time of teaching writing, the English teacher cannot force the students to

follow all of the stages stated above. In reality, it is just given about 30 minutes for the students to make their writing. That is why, there are many errors done by the students in their writing product so that teacher feedback is needed to reduce their errors especially in the revising stage.

d. Writing ability

According to Hughey (1983:33), besides speaking, writing is seen as the medium to convey message. The perceive writing as a means to learn about the writers themselves and world around them, as important as means to express themselves.

As media of delivering messages, writing has some functions (Hughey et al, 1983:33-38). The first function is writing as a means of communication through which people can express their feelings, ideas, plans, recommendations, values, and commitments. The second function is writing as an aid for critical thinking and problem solving. Writing as seen as a means to filter and process the perceptions of surroundings. People can describe themselves and their problems. Writing is also a self actualization (Hughey et al, 1983:33-38). Writing help people to find out and build up themselves, that is help them to understand their individual potential and to reach personal goals. The last function of writing is to help the people to control the personal environment (Hughey et al, 1983:33-38). It means writing is an instrument for continued existence in the real world. Through writing, people not only can convey message but they can also speak from distance.

Comparing with speaking skill, Harmer (2004: 3) states that although almost people use speaking skill as their primary language, writing has to be taught. Spoken language is acquired naturally, whereas writing skill has to be learned consciously. He also adds that literacy, ability to read and write, is needed by all population. In the context of education, in most exams, tests of foreign language abilities often rely on students' proficiency in order to measure their knowledge.

Based the theories above, it can be concluded that writing is very important. It cannot be separated from human being. Through writing, the writer can communicate his/her ideas to the others. Writing helps people to find out and build up themselves. It helps them to understand their individual potential and to reach personal goals.

e. Micro- and Macroskills of Writing

To get success in their writing, the writer (students) should master the micro and macro skills of writing. According to Brown (2004:221), micro and macro skills of writing include:

Table 1: The Macro- and Microskills of writing

No	Macroskills
1	Produce graphemes and orthographic patterns of English.
2	Produce writing at an efficient rate of speed to suit the purpose.
3	Produce an acceptable core of words and use appropriate word order patterns.
4	Use acceptable grammatical systems (e.g., tense, agreement, and pluralization), patterns, and rules.

5	Express a particular meaning in different grammatical forms.
6	Use cohesive devices in written discourse.

Microskills of writing

7	Use the rhetorical forms and conventions of written discourse.
8	Appropriately accomplish the communicative functions of written texts according to form and purpose.
9	Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
10	Distinguish between literal and implied meanings when writing.
11	Correctly convey culturally specific references in the context of the written text.
12	Develop and use a battery of writing strategies, such as accurately assessing the audiences' interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

By mastering micro- and macro- skills of writing above, it will help the students to gain the success in their writing. Those skills are the basic skill that should be mastered by the writer (students) in order to get better result for their writing product.

2. The teaching of writing

Teaching writing to the students is guiding and facilitating them to learn how to write. It is supported by Brown (2000:7) who proposes that “teaching is guiding and facilitating learning, enabling the learners to learn and setting the condition for learning”. Teachers’ understanding of how students learn will

determine the teacher's philosophy of education, teaching style, approaches, methods, and the classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the teacher's understanding of what learning is. In other words, the teaching concept of writing is interpreted in line with the learning concept.

Richards and Renandya (2002:303) state that writing is a process of generating and organizing ideas into readable texts. It means that the learning concept of writing is a process of generating and organizing ideas into readable text to accomplish a variety of goals, such as a report or expressing an opinion with the support of evidence and it is also a means of extending and deepening students' knowledge.

It can be inferred that in teaching writing, the teacher must facilitate the students to learn how to write. It means that guiding the students in generating and organizing ideas into readable texts to accomplish a variety of goals, such as a report or expressing an opinion with the support of evidence and it is also a means of extending and deepening students' knowledge that involve memory, thinking, and language. Teaching writing means guiding the students to do the process of writing.

This sub chapter will present some theories related to teaching writing: techniques in teaching writing, the teacher's roles in teaching writing.

a. The Techniques of Teaching Writing

Brown (2004: 220) asserts that there are four categories of technique for teaching writing. Those four categories are as follows:

1) Imitative Writing

This category includes the ability to spell correctly. The students have to attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very simple sentences. Elementary school students are in the category of imitative writing.

2) Intensive (Controlled) Writing

In this category, most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the text design. Students have to produce appropriate vocabulary within a context, collocation, idioms, and correct grammatical features in the level of sentences. This category is applied for Junior High School level.

3) Responsive Writing

This level requires the students to perform a limited discourse level. It means that students have to create connected sequence of two or three paragraphs. It focuses on the discourse conventions that will achieve the objectives of the written text. It also emphasizes on context and meaning. This skill area of writing is usually intended for Senior High School level.

4) Extensive Writing

Extensive writing implies a successful management of all the processes and strategies of writing for all purposes, such as an essay, a term paper, a thesis, etc. The writers focus on achieving a purpose, organizing and developing ideas logically, using details to illustrate ideas, demonstrating syntactic and lexical varieties, and so on. This level is usually for advanced learners.

In addition, according to Hyland (2003: 3-4), there is a four-stage technique as an emphasis on a language structure in teaching writing. The first is familiarization which means that students are taught certain grammar and vocabulary, usually through a text. The second is controlled writing in which the students manipulate fixed patterns, often from substitution tables. The third is guided writing in which the students imitate model texts. The last is free-writing where the students use the patterns they have developed to write an essay, letter, and so forth.

To sum up, to be able to write well, students have to practice a lot. Practicing to reach the next level of writing, teachers should provide them writing exercises with sufficient time. It does not matter how many steps they should pass, practicing a lot can make them advanced writers.

b. The Teachers' Roles in Teaching Writing

Teachers should have some requirements. They are a facilitator and responder to students (Brown, 2001: 340). As a facilitator, they offer guidance for students to write. As a responder, they should ensure students, respond to, and use varieties of materials and techniques. Material, techniques, and media have to be combined in a balance without forgetting the goals.

Further, Harmer (2004: 330) says that when the teacher asks students to write, they play three roles, i.e. a motivator, a resource, and a feedback provider.

1) Motivator

When the teachers give a writing task, they have to motivate the students, create the right conditions for the generation of ideas, persuade them to do some activities, and encourage them to make as much as effort as possible they can.

2) Resource

The teachers have to be ready to supply information and language when it is necessary. They need to offer advice and suggestions in a constructive and tactful way.

3) Feedback provider

The teachers have to respond positively and encouragingly to the content of students' writings. In addition, they need to offer corrections and suggestions based on what students need at a particular level and on the tasks that they have understood.

Based on the theories about the teachers' roles, teachers' control everything that occurs in the classroom. They are a facilitator and motivator for students. They are a resource where the students can get all the information they need. When they make mistakes and errors, they have to be ready to give feedback. Further, the most important thing is he needs to decide what technique should be applied in a certain condition. The technique which is chosen, it should to create enthusiasm and effective teaching learning.

3. Teaching Writing for the Tenth Grade Students of Senior High School

In the daily life, English is an instrument to establish interpersonal relationship, exchange information, and enjoy language aesthetics in English culture. Meanwhile in the field of education, English is an instrument to communicate in order to access information. In Junior High Schools, English is a compulsory subject which has to be learnt by the students. Based on the school-based curriculum (2006), English in Senior High School is targeted to make the students reach the functional level which is to communicate in oral or written language to solve the daily problems. Furthermore, *Departemen Pendidikan Nasional* (2006) has determined the standard of competence of English for Senior High School. That standard of competence is the students are able to communicate in oral or written language fluently and accurately.

According to School-Based Curriculum or *KTSP*, the basic competency in writing skill for tenth grade students of Senior High School requires the students to be able to express the meaning of short functional text of simple essay in the form of announcement, advertisement, invitation, recount, narrative, and procedure in daily context life. The standard competence and basic competence for Senior High School, students grade X in second semester presented below:

Table 2: Standard of Competence and Basic Competencies of English for the Tenth Grade Students of Senior High Schools.

Standard of Competence	Basic Competencies
12. Express the meaning within short functional text and simple essay in the form of narrative, descriptive and news item in the daily context life. <i>(Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari)</i>	12.1 Expressing the meaning within short functional text (announcement, advertisement, invitation and other) using written language accurately, fluently, and appropriately in the daily context life. <i>(Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari)</i>
	12.2 Expressing the meaning of rhetorical steps within written language accurately, fluently, and appropriately in daily context life in the form of narrative, descriptive and procedure. <i>(Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item)</i>

The table above shows that in the first semester, students of Grade X will learn functional texts (announcement, advertisement, invitation, narrative, descriptive and procedure). However, this study only focuses on descriptive text. Descriptive is kind of text which a purpose to give information. The context of this text is describing particular thing, animal, person.

Based on the teaching and learning that is presented in the syllabus development, the students do some revisions before they produce to the final product. It means that the students are assigned to follow the stages of writing

process. With following the stages of writing process, the students are supposed to produce a good writing text.

In conclusion, the students of Senior High School are expected to be able to communicate in English well in both oral and written languages. They are expected to be able to comprehend and express the meaning of simple transactional and interpersonal conversations, short functional texts, and short essays in the form of descriptive, procedure, narrative.

4. Genre of Writing

Genres of writing refer to the style or type of the written product, which is familiarly stated as text. The genres of writing or text types can be classified into several types. Different types of the genres have their own distinctive characteristics in discourse. Some linguists categorize text type into various classification based on their own perspective.

Brown (2004:219) classifies the most common genres that a second language writer might produce, within and beyond the requirements of a curriculum into three classifications. They are academic writing, job-related writing, and personal writing.

First of all, academic writing includes paper, general subject reports, essays, composition, academically focused journals, short-answer test responses, technical reports (e.g., lab report), theses, dissertations. Next, Job-related writing includes messages (e.g., phone messages), letters or emails, memos (e.g., interoffice), report (e.g., job evaluations, project reports), schedules, label, signs,

advertisements, announcements, manuals. Finally, personal writing includes letters, emails, greeting cards, invitations messages, notes, calendar entries, shopping list, reminders, financial documents (e.g., checks, tax forms, loan applications), forms, questionnaires, medical reports, immigration documents, diaries, personal journals, and fiction (e.g., short stories, poetry).

Another perspective on the categorization of the text types, Anderson and Anderson (1997) categorize text types into two broad classifications that is literary texts and factual texts. Literary texts include narrative, poetry, and drama. Factual texts include recount, explanation, discussion, information report, exposition, procedure and response. These text types are then analyzed based on three element of text: the purpose of text, the generic structure of the text, and the language features.

Based on the latest curriculum, the genre of the English writing for the tenth grade students are descriptive, narrative, and news item. Those genres are taught in two semesters. The descriptions of the text type are presented as follow.

a. Descriptive

Purpose: to explain the processes involved in the information or working or natural or socio-cultural phenomena.,

Generic Structure: General statement, Explanation, Closing.

Language features: Using simple present tense, Action verbs, Passive voice, Noun phrase, Adverbial phrase,

b. Recount

Purpose: to retell something that happens in the past and to tell a series of past event.

Generic Structure: Orientation, Event(s), Reorientation.

Language features: Using Past Tense, Action Verbs, Adjectives.

c. Procedure

Purpose: to explain how something can be done.

Generic Structure: Introduction (aim), list of material, sequence of step.

Language features: Using Present Tense, Verb, Adverb, Sequencing.

d. Narrative

Purpose: to amuse/ entertain the readers and to tell story.

Generic Structure: Orientation, Evaluation, Complication, Resolution.

Language features: Using Past Tense, Action Verbs, Chronologically arranged.

5. Feedback

a. Definition of feedback

According to Nation (2009:115), feedback is an important way of encouraging students to keep their goals in mind. It means that it is important to provide them with feedback about the effectiveness of their writing so that the students can carry on the idea of their writing. Feedback widely seems as crucial for encouraging learning and it is also regarded as an essential factor in the

writing context. Therefore, it is used as a way to respond to students' writing to help them enhance their writing skills.

b. Purposes of feedback

According to Lewis (2002: 3-4), feedback has several purposes when given in the language classes.

1) Feedback provides information for teachers and students.

Through feedback, teachers can get information about individuals and collective class progress and, indirectly, is a form of evaluation on their own teaching. While for learners, feedback is ongoing form of assessment which is more focused on the process rather than marks or grades. By highlighting strengths and weakness, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. The comments can also give direction about language, by stating a rule or giving an example.

2) Feedback provides students with advice about learning

Teachers can provide students with more than simply description of their language use. Comments can also be made on the students' learning process. A common way for this to happen is through learning journals.

3) Feedback provides students with language input

The teacher's words, both in their form and purpose, illustrate how language is used in one to one communication. That is why it is important to extend students' language by writing comments in language at a level slightly

higher than the students' own current language use. In this way, the students can learn new vocabulary and structures in context.

4) Feedback is a form of motivation

Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking into account whatever the teacher knows about the learners' attitudes. As teachers find out more about their students, the encouragement can take personal circumstances into account.

5) Feedback can lead students toward autonomy

One long-term purpose of feedback is to lead students to the point where they can find their own mistakes. For example, one teacher sat with a student reading his work, stopping each time there was some minor error of form (a singular for a plural and so on). In each case the student could find the mistake himself. He realized that all he needed to do was to take a few minutes at the end to proofread his own work. Another way of describing what the teacher did is to compare it with scaffolding. While building is going up, it needs scaffolding, but once it is finished the scaffolding can be taken away.

Based on those arguments, it can be inferred that actually giving feedback is not only correcting students' errors, but it should also provide information for teachers and students, provides students advice about learning, language input, a form of motivation and it should lead students toward autonomy.

c. Forms of feedback

Cohen (1909: 109) proposes two forms of feedback:

1) Oral feedback

Oral feedback, also known as oral conference, refers to personal consultation between teachers and students during the evaluation of composition. The major problem in conducting this feedback is that the teachers need to have sufficient time.

2) Written feedback

In written feedback, comments, correction and/or marks are given to students' written work draft. The marks may be on the words or quick symbols such as underlining, circles, and other signs. The teacher should provide the specific comments on students' errors with suggestion about how to improve as well as with the comments of the positive aspect of the work.

Oral feedback fits well in younger students since it can help the students to pin-point and correct the misconception immediately, whereas written feedback is effective for older students. Therefore, as stated in the delimitation of problem, the researcher focuses on written feedback because the research population is Senior High School students.

d. Source of feedback

Lewis (2002: 15-23) writes three sources of feedback, namely, teacher feedback, peer feedback and self evaluation, which is equivalent with self-directed feedback.

1) Teacher feedback

Teachers have been the main source of feedback both an oral or written language in many classes (Lewis, 2002: 15). In many classes, teachers are the main source for the students to obtain feedback. Indeed, teachers are very helpful when students are facing some difficulties as they are writing a composition. Teachers help them by giving an outline on how to write well and check the content and then write the mistake in their work.

After receiving feedback, the students could directly recheck and correct what mistake they have made based on the teachers' written feedback. Commonly, teachers correct one by one students' work then, they discuss face to face with each other. It is called as conferencing feedback. In addition, they might use another variation to give feedback to their students. Collective feedback usually used by the teacher. Collective feedback is when the teacher giving feedback by commenting orally one by one and then summarizing feedback on the board.

2) Peer feedback

Rollinson (2005:25) states that "peer feedback, with its potentially high level of response and interaction communication between reader and writer can encourage a collaborative dialogue in which two-way feedback is established, and meaning is negotiated between the two parties". Based on that statement, there is a relationship between peer feedback and cooperative learning. By working cooperatively, the students will not only see their work from their perspective but also sees from another perspective through their peer.

Further, Liu and Hansen (2005: 31) define peer feedback as the use of learner or peers as sources of information and interactions for one another in such a way that the learner themselves take roles or responsibilities which are normally taken and done by teachers or trained tutors in commenting or criticizing their own writings or drafts in writing process. It means that the students can become peers and also give feedback for their friends' work which normally it is done by their teacher.

3) Self- evaluation (self-directed feedback)

In self evaluation, the students can correct and evaluate their own works. It may increase students' independence as they are supposed to find their own mistakes. By finding their own mistakes, giving the students chance to analyze their own work and practice self-feedback may encourage them to be self sufficient and independent students. The students are expected to remember what mistakes that they have done so that they will not do the same mistakes later on. Moreover, self-evaluation saves time in a large class.

On the other hand, it is difficult to seek mistakes in writing without being helped by other people. Someone who has finished the writing will claim that there are no mistakes in it since she/he has his/her subjective point of view. By contrast, objective point views of other people are needed in writing. They can provide some information that cannot possibly be found by the author himself in his writing.

e. Types of feedback

According to Stone and Nielsen (1982) as quoted by Berewot (2001: 23), there are two types of feedback, namely informational feedback and affective feedback. Informational feedback refers to the information which functions as the correction, clarification, evaluation, and identification of the incorrect response produced by the students. Meanwhile, affective feedback refers to the occurrence of positive reinforcement to the correct response given by the students. The function of this feedback is to secure the performance and to strengthen positive emotion to the classroom.

Related to the above explanation on the types of feedback, in this research context, the researcher includes peer feedback as informational feedback which is indeed to give correction to the students' mistakes in order to improve the product of writing. The students who are checking the other students' drafts identify some mistakes which occur in the drafts. Then, the peer will correct the mistakes found, implicitly or explicitly. The students whose drafts are being checked use the feedback for the evaluation so that they will not repeat the mistakes that they have done. However, affective feedback might occur to balance criticisms with praises to make students less vexed and motivate them to keep writing.

Feedback is divided according to the degrees of explicitness of error correction. There are two different types of peer feedback used in the study. These are (1) direct feedback; (2) indirect feedback, indirect divides into two details, i.e. coded feedback and uncoded feedback.

1. *Direct feedback* - In the literature of error correction, the similar kind of direct feedback can be referred to direct correction (Chandler, 2003), Corrective feedback (Lalande, 1982), form-focused feedback (correction) (Fazio, 2001) and overt correction (Lee, 2004). According to Ferris (2002), direct feedback refers to teacher providing correct linguistic form for students (e.g. word, morpheme, phrase, rewritten sentence, deleted word [s] or morpheme [s]) (p. 19).

Example of direct feedback: I don't like Supha because she is ~~speaking non-stop~~.
(*talkative*)

2. Indirect Feedback

a. *Coded feedback* (indirect) is a type of indirect feedback (Ferris, 2002) and can be referred to error identification (Lee, 2004) in which occurs when the teacher explicitly indicates that errors have been committed and provides a brief explanation without any correction and leaves it to the student to correct by themselves. In this study, a code sheet containing codes of error types, their definitions, and examples of errors are provided while a teacher gives coded feedback to the students.

Example of coded feedback:

I (drive) my car to the university (yesterday.)
(*wrong tenses*)

b. *Uncoded feedback* (indirect) - As opposed to coded feedback, it can be referred to error location (Ferris, 2002). The teacher simply locates an error by circling it, underlining it (Lee, 2004), highlighting it, or putting a checkmark in the margin. This feedback is more complicated in that students correct their

errors by identifying them and use their acquired knowledge to self correct such errors.

Example of uncoded feedback : There are many (dog) in this house.

Endang (1998) states that any error feedback in general, includes some of the following general features: identification of the type of errors, location of errors, mention who made errors, selection for remedy; provision of correct mode; and identification of improvement. Therefore, the writer consider that it may be helpful for the students and more effective for the teacher to correct selective written errors by using combination of direct and indirect techniques depending upon the types and frequencies of errors that a student produces.

6. Peer Feedback

a. Definition

Peer feedback particularly formative feedback can enhance disciplinary understanding, critical thinking skills, give students more ownership over their work, encourage active engagement with studies, foster student autonomy and increase understanding of learning outcomes particularly less tangible ones (Sadler 2010). The practice of peer feedback not only provides students with the opportunity to enhance learning outcomes and transferable skills but it also provides staff with the opportunity to assess the progression of students.

Rina (2007) finds that peer feedback is a technique to give information of suggestion, comments, and errors correction derived from one-to-one consultation

between student and student. Peer feedback can reflect cooperative learning as it requires interaction between one student with another student.

Further, Liu and Hansen (2005: 31) define peer feedback as the use of learner or peers as sources of information and interactions for one another in such a way that the learner themselves take roles or responsibilities which are normally taken and done by teachers or trained tutors in commenting or criticizing their own writings or drafts in the writing process.

To sum up, peer feedback is a technique in giving of suggestion, comments, and errors correction derived from one-to-one consultation between student and student. The students themselves take roles which are normally done by teachers in commenting or criticizing their own writings in the teaching and learning writing.

b. The benefits of Peer Feedback

Peer feedback is believed to provide several advantages. Ferris (2003:70) states several advantages of peer feedback as follows.

- 1) Students gain confidence, perspective, and critical thinking skills from being able to read texts by peers writing on similar tasks.
- 2) Students get more feedback on their writing than they could from the teacher alone.
- 3) Students get feedback from a more diverse audience bringing multiple perspectives.
- 4) Students receive feedback from non-expert readers on ways in which their texts are unclear as to ideas and language.
- 5) Peer review activities build a sense of classroom community.

Based on the benefits above, peer feedback is helpful and useful in teaching-learning process of writing class. It can develop the students' critical

thinking when they give critics or comment on their friends' work. It also can build a sense of classroom community.

c. The Procedure of Using Peer feedback in writing

Ferris (2003: 175) states some procedures in using peer feedback in writing. Firstly, the teacher should let students know from the first day that collaborative work and sharing of writing is going to be an integral part of the course. Secondly, the teacher prepares the students for peer feedback by discussing its benefits and possible problems, showing them what to look for, and modeling the types of responses that are most appropriate and helpful. Next, the teacher assigns set writing groups of 3 to 4 students, considering variables such as L1, writing ability, gender, and personality. Then, the teacher asks students to read group members' papers carefully and provides written comments before any oral discussion takes place. Then, the teacher gives students peer feedback forms with questions that are clear and specific and that require students to be specific (not just answering "yes" or "no") and both positive and constructive.

Afterwards, the students consider pairing peer feedback questions with evaluation checklists tied specifically to course grading criteria. Then, the teacher helps keep students on task by setting clear and adequate time limits, appointing timekeepers in each group, and checking occasionally to make sure groups are working effectively. Then, the teacher designs accountability mechanisms so that the importance of peer feedback is modeled and students take the process seriously. Lastly, the teacher considers alternative forms of feedback (computer-based, self-evaluation) as needed and appropriate.

It can be concluded that, peer feedback is not a simple technique because it has many steps. The students should follow all steps in the peer feedback procedure when they assess their friends work with the teacher help.

d. The principles of Using Peer Feedback in Teaching Writing

Ferris (2003:165) suggests seven principles of implementing peer feedback in the writing process that should be done by teacher. Those are:

1. Utilize peer feedback consistently.

It means that by applying peer feedback should be consistent because it can influence the success of using it. Moreover, it is affected by two factors. Firstly, the way is given the factor that should be considered by the teacher well. Peer feedback can be applied for all writing process or only in the revising stage which is to respond to students' first draft. It will not be time consuming for regular classroom when giving the activity only for revising the first draft. Second, using peer feedback for all writing processes need more time because students not only respond to the first draft but also respond to the topic and also the outline. In accordance with those ways, time allocation is very important to close this activity. It has to plan well whether all students have their opportunities to give and receive peer feedback or not.

2. Explain the benefits of peer feedback to students.

This principle should be done before the activity started. It will lead the students to the positive view about peer feedback activity because they tend to negative judgment about peer feedback. Besides, they disregard the comment

from their peer because they think their peer comments are not important. They only think their teacher comments are better. Therefore, by knowing the advantages of peer feedback, the students will be encouraged seriously in giving useful feedback.

3. Prepare students carefully for peer response.

The preparation is the key of the success of peer feedback. According to Berg (1999) in Ferris (2003:169) wrote eleven steps for implementing peer feedback:

1. Create a comfortable classroom environment.
2. Explain the role of peer response in the writing class.
3. Discuss how professional writers use peer response.
4. Share how you (the teacher) utilize peer response in your own writing/teaching.
5. Model peer response with the whole class using a sample text.
6. Discuss (in) appropriate vocabulary and expressions for peer feedback.
7. Introduce the peer response form.
8. Practice the process by having groups of students write a paragraph collaboratively and then having another group critique it for revision.
9. Facilitate conversations among readers, writers, and the teachers about the feedback process.
10. Discuss strategies for implementing peers' feedback in revision.
11. View and discuss video clips of a successful and an unsuccessful peer response session.

4. Form pairs or groups thoughtfully.

The students should work in pairs or group in a period of time. They will have stable group in which they belong to discuss, share and comment on their own work. The good criteria or forming group are two till four students and also consists of various students such as in the term of gender, ability, and language background. A good technique to make the activity in peer feedback is mixing stronger, mid level, and weaker students. The strong students will give assistance to the weaker students, so they could learn from one to another.

5. Provide structure for peer review sessions.

The teacher role is giving guidance for students in order to make them enjoy in doing peer feedback. Giving a clear example of peer feedback form will help the students to understand what aspects that they should give attention to and the steps of giving feedback.

6. Monitor peer review sessions.

It means that peer feedback sessions need a controller that should be done by the teacher. The teacher cannot have too much power in this part. They are demanded to be ready all the time that students need because Senior High School students still need the teacher help. When they do not understand from the peer review in their group, they can ask the teacher.

7. Hold students responsible for taking peer feedback opportunities seriously.

To promote the students' responsibility is very necessary when they do the peer feedback. The ways to promote students' accountability are asking them to write their peer feedback experience and submit their peer feedback forms.

In conclusion, when the teachers want to apply peer feedback they should pay attention to its principle. It is because the principles are very important when the teachers want to improve their students' writing skill. Those principles should be done by the teachers.

B. Conceptual Framework

Writing is a complex process that consists of planning, drafting, revising, and editing. In the revising stage, feedback is needed by students to revise their writing because mistakes must appear in the students' writing. It is quite hard for the students to analyze and correct their own mistakes after finishing their writing. Since writing is important and it is one of the four skills that should be mastered in SKKD, students must have writing ability. However, many students find the difficulties to write. There are many problems that they face. They are related to the ideas, organization, vocabulary, sentence structure, capitalization, punctuation and spelling. To deal with the problems, a peer feedback is a technique that provides solutions. That is why, peer feedback can be used as guidance for the students to correct their mistakes and make their writing better.

Peer feedback encourages students to work cooperatively with their partners to give comment on each other's papers or drafts instead of only depending on teachers' feedback. Being equal with their friends may lessen students' learning anxiety. Therefore, it motivates learners to explore and develop their writing skills through experiencing a process approach. This opportunity will create better achievement not only in students' writing performance but also in their skills in writing class.

Teaching learning of writing will be monotonous if the students lead to focus only on the product approach. Writing is more than creating a product but it is also a process. Focusing only on a product rather than process will not enable students to apply their writing skills optimally. The favorable situation of learning

should be created to make students comfortable and get benefit from what is being learned.

The micro-skills of writing deals with developing ideas and generate them to sentences in a sequence. Moreover, students can get involved in the activity and contribute something to their group. In their peer, as an example, students can work together, help each other, and solve problems related to writing. Through appropriate techniques in teaching writing with peer feedback, it will help students to improve their writing ability.

C. Hypothesis

Based on the theoretical review and conceptual framework above, the hypothesis of this research is formulated as follows “there is a significant difference in writing ability between the students who are taught by using peer feedback and those who are taught without using it”.

CHAPTER III RESEARCH METHOD

The previous chapter has discussed the literature review, the relevant research studies and the conceptual framework of the research. This chapter discusses the research method.

A. Research Type

This research is classified as a quasi-experimental study. There was one group as an experimental group and the other as the control group. Wiersma and Jurs (2009: 165) state that a quasi-experimental study uses the intact groups as the research subjects. Two intact groups that had been chosen were given a different treatment. The experimental group is given a special treatment and the control group is not (Bell, 1999:15). In this research, the special treatment was given to the experimental group. The teacher applied peer feedback in the teaching-learning process, especially in writing class.

Table 3: Design of the Study

Sample	Class	Pre-test	Treatment	Post-test
S	E	O ₁	X	O ₂
S	C	O ₁	Traditional Technique	O ₂

Notes:

S : Sample

E : Experiment

C : Control

O₁ : Students' Pre-test Score

O₂ : Students' Post-test Score

X : Treatment

B. Research Population

The population of this research was the tenth grade students of SMA Kanisius Harapan, Tirtomoyo in the academic year of 2012/2013. All the members of population had the same chance to be the sample members. From the population, it was taken 2 classes. One class was the experimental group and the other one was the control group. One group that was X1 class was the control group and X2 class was the experimental group. X1 class was as the control group consists of 28 students and X2 class was as the experimental group consists of 29 students.

Table 4: Research Population

No	Classes	Number of students		Total
		Male	Female	
1	XI (control group)	12	16	28
2	X2 (experimental group)	11	18	29

C. Research Design

In this research, the experimental design used *pretest-posttest control group design*. The research design of this research study was presented as follows.

Table 5: Pre-test Post-test Control Group Design

Experimental group	Pre-test	Treatment	Post-test
Control Group	Pretest	-	Post Test

Related to the design above, it could be obtained some information. The pre-test and post-test were conducted in both experimental and control group. The

pre-test was conducted before giving the treatment, the use of peer feedback on the teaching of the writing skill. The treatment was only implemented in the experimental group. The post-test was conducted at the end of the research. The post-test's result determined the significant difference in writing ability between the students who were taught by using peer feedback and they who were taught without it.

D. Time and Place of the Research

This study was conducted in SMA Kanisius Harapan Tirtomoyo which is located in Pertinggen, Tirtomoyo, Wonogiri. It is about 4 Km from Solo-Pacitan street and it is quite difficult to reach especially for the students because there is rare public transportation. The students who go to school by public transportation must walk around 10 minutes to reach their school.

The realization of this study was started on 18th March until 12nd April 2013. The data collection was done twice a week with duration of 90 minutes each meeting. The action was carried out based on the school schedules which were on every Monday and Friday.

E. Variable of the Research

An intact group design which consisted of two groups: experimental and control groups was used in this research. There were two variables, i.e. independent variable (the use of peer feedback to teach writing, namely X) and dependent variable (students' writing ability achievement, namely Y).

In this research, the researcher used peer feedback in the experimental group, while in the control group the teacher used the traditional technique. The treatment for each class is presented as follows.

Table 6: The Treatment

No.	Group	Class	Treatment	Number of the students
1.	Experimental	X2	Peer Feedback	29
2.	Control	X1	Traditional Technique	28

The implementation of the peer feedback in the experimental group was held in five meetings. The students' achievement in every meeting was checked by the researcher at the end of each meeting.

There were three sections in each meeting, i.e. pre-teaching, main activities, and post-teaching. The pre-teaching activities began with greeting students, checking students' preparation, leading a prayer, and checking students' attendance.

The main activities applied were based on Genre-Based Instruction, a model of communicative activities, consisted of four stage: Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). In the BKOF stage, the students were stimulated to recall their experience about related topic. The next stage was MOT stage, they were given a brief explanation about descriptive text. Then, in the JCOT stage, they were asked to work in groups to do some exercises based on a certain topic. Last but not least, in the ICOT stage, they were asked to work

individually to write descriptive text. The peer feedback was applied in the JCOT stage. The implementation of the peer feedback was based on the exercise given.

In the post-teaching, the researcher checked the students' understanding related to the topic. The researcher summarized the lesson and gave feedback to the students. Lastly, the lesson was ended by saying a prayer and saying goodbye.

The students of the experimental group were taught by applying peer feedback as technique, while the students in the control group were taught by applying conventional technique. The teaching learning process in the experimental and control groups was basically the same. The difference was in the control group, that the teacher did not apply peer feedback as a technique.

F. Research Instruments

In constructing research instruments, the researcher used the standard of competence and the basic competency of English lesson in writing skill for the tenth grade in semester two of Senior High School. The standard of competence was expressing the meaning within short functional text (announcement, advertisement, invitation and other) by using written language accurately, fluently, and appropriately in daily context life. The basic competency was expressing the meaning within short functional text and simple essay in the form of narrative, descriptive and news item in daily context life.

This research used a test of writing skill in the form of simple writing to be used for pre-test and post-test. The result was used to describe the significance

and differences of achievement of learners who were taught by using peer feedback and who were taught without using it.

There were two tests; a pre-test (before the treatment) and a post-test (after the treatment). They were used to find the scores of students' writing of both experimental and control groups. Before the researcher implemented the instruments to the sample of the research, the validity and reliability of the instruments of pre-test and post-test should be calculated.

The researcher designed the same instruments for the pre-test and the post-test. Both tests were developed based on the materials of students' writing skills, which referred to the Standard of Competence and Basic Competencies of the School-Based Curriculum of Senior High School of the tenth grade in the second semester of the English subject.

The other instrument was writing guidance in the form of work sheets. Each worksheet contained questions related to the theme of descriptive text. These worksheets were filled by the students to guide them in writing paragraphs of a story through the questions.

The research also used students' reflection in order to get student's argument related to the use of peer feedback on the teaching writing. In this sheet, the students were asked to write whether they enjoyed learning by using this technique, what the students' constraints and the improvement that the students got.

G. The Validity and the Reliability of the Research Instrument

The validity and the reliability of the instruments explain below:

1. The Validity of the Research Instruments

An instrument was considered valid if it was able to test what should be tested. It could explain the data from the variables which were accurately researched. Wiersma and Jurs (2009: 356) say that a valid instrument refers to the extent to which an instrument measures what is supposed to measure. There were three kinds of validity applied in this research. They were content validity, construct validity, and item validity.

a. Content Validity

The writing ability test employed content validity. According to Wiersma and Jurs (2009: 355), content validity is the process of how the test establishes the representativeness of the items in a certain domain of the skills, tasks, knowledge, and other aspects that are being measured. It means that the test was developed in reference to the Standard of Competence and Basic Competency for Senior High School, students grade X in second semester (*Depdiknas, 2006*).

Table 7: Standard of Competence and Basic Competencies of English for the Tenth Grade Students of Senior High School in the Grade X of the Second Semester of the English Subject.

Standard of Competence	Basic Competencies
12. Express the meaning within short functional text and simple essay in the form of narrative, descriptive and news item in the daily context life. <i>(Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari)</i>	12.1 Expressing the meaning within short functional text (announcement, advertisement, invitation and other) using written language accurately, fluently, and appropriately in the daily context life. <i>(Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari)</i>
	12.2 Expressing the meaning of rhetorical steps within written language accurately, fluently, and appropriately in daily context life in the form of narrative, descriptive and procedure. <i>(Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item)</i>

Table 8 is the blue print of the writing ability test that was used as a concept in making test.

Table 8: The Blueprint of the Writing Ability Test

No.	Indicators	Aspect of Writing	The Item Number
1	Describing People	Content Organization Vocabulary Language Use Mechanics	2
2	Describing Places	Content Organization	1

	Vocabulary Language Use Mechanics	
Total		3

b. Construct Validity

Wiersma and Jurs (2009: 358) state that construct validity refers to theoretical construct or trait being measured, but not to the technical construction of the test. This validity was used to examine whether the test had a consistent representation with theories underlying the material was given or not. To fulfill the construct validity, the researcher constructed the instrument based on the blue print of the writing ability consisting of some specific indicators. To score students' writing test, the researcher used scoring rubric adapted from Weigle CS (2002: 190). The categories for evaluating writing are presented in Table 9.

Table 9: Categories for Evaluating Writing

	SCORE	CRITERIA
CONTENT	4	Relevant to topic
	3	Mostly relevant to topic, but lacks detail
	2	Inadequate development of topic
	1	Does not show knowledge of subject
ORGANIZATION	4	Ideas clearly stated/supported, well-organized
	3	Loosely organized but main ideas stand out, logical but incomplete sequencing
	2	Ideas confused or disconnected, lacks logical sequencing and development
	1	No organization
	4	Effective word/idiom choice and usage

	3	Occasional errors of word/idiom form, choice, usage <i>but meaning not obscured.</i>
	2	Frequent errors of word/idiom form, choice, usage and <i>meaning confused or obscured</i>
	1	Little knowledge of English vocabulary, idioms word form
LANGUAGE USE	4	Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	2	Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions
	1	Dominated by errors
MECHANICS	4	Few errors of spelling, punctuation, capitalization, paragraphing
	3	Occasional errors of spelling, punctuation, capitalization
	2	Frequent errors of spelling, punctuation capitalization, paragraphing • poor handwriting
	1	dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible

There were five aspects to be scored in students' writing ability, namely content, organization, vocabulary, language use, and mechanics. The following table represents the assessment:

Table 10: Model of Scoring a Composition

No.	The Writing Aspects	The Maximum Score
1	Content	1-4
2	Organization	1-4
3	Vocabulary	1-4
4	Language Use	1-4

5	Mechanics	1-4
Total Score		5-20

2. The Reliability of the Research Instruments

A test was considered reliable if the same test was given to the same subjects or matched subjects in two different occasions. The test should yield similar result (Brown, 2004: 20). Wiersma and Jurs (2009: 355) state that reliability is the consistency of the instrument in measuring whatever it measures. It means that if the instrument had a consistent result in the second chances or more, the instrument was reliable.

The formula that was used to measure the reliability was Pearson Product-Moment Correlation Formula (Tuckman, 1998: 275). It was employed by Bivarrate Correlation of SPSS 16.00

In this research, the reliability of this instrument of the writing ability was done by using *inter-rater* reliability. According to Creswell (2008), inter-rater reliability involves two or more individuals of the observed behavior. The observers recorded their scores of the behavior and then compared them to see if their scores were similar or different.

To get the result of inter-rater reliability of the writing test, the researcher used SPSS 16.00 for Windows by using the Pearson formula. The result of experimental class pre-test was 0.965 while the result of the control class was 0.966. Meanwhile, the result of experimental class in the post-test was 0.772, while the result of the control class was 0.986.

Based on the result of inter-rater test, it could be inferred that the test was reliable. It was in the level of *high* and *very high*. Wiersma and Jurs (2009: 335) state that the reliability coefficient rates on value 0 to 1.0. Basically, value 0 meant there was no “true” component in the observed score. In other words, the observed score was error. In contrast, if the reliability was 1.0, it meant that there was no error; the observed score was true. The rate of value in the instrument reliability is presented in the following table:

Table 11: The Value of the Reliability Coefficient (Suharto, 2006: 84)

Reliability Coefficient	Reliability Category
0.800 up to 1.000	Very high
0.600 up to 0.799	High
0.400 up to 0.599	Fair
0.200 up to 0.399	Low
0.000 up to 0.199	Very low

H. Data Collecting Techniques

In this study, the data were collected by using a test. The detail of the data collection techniques could be explained as follows.

a. The pre- test

The pre-test was administered at the beginning of the study before the students were given a treatment. The test was given to the control and the experimental classes, namely X1 and X2 classes.

b. The treatment

The treatment was given almost two times in a week. In every meeting, each class was taught 90 minutes. The treatment was given to the control and the experimental class was different. A special treatment was given to the students of X2 as the experimental class. They were treated by using peer feedback. On the contrary, there was no special treatment for the students of X1 as the control class. They were treated without peer feedback.

c. The post-test

The post-test was administered after the treatment has done. The students from both the control and the experimental classes were given the same test. Then, the result of the post-test should be compared with the result of the pre-test to find out the information in this study as stated in the objective of this study.

The implementation of the research was done with the cooperation of the principal and the English teacher at SMA Kanisius Harapan, Tirtomoyo. For the experimental group, the pre-test was conducted before the treatment was applied. The observation was conducted in five meetings including pre-test and post-test. Each meeting had 90 minutes duration. Table 12 is the schedule of the implementation and the goals of each treatment.

Table 12: The Schedule of the Implementation of the Treatment

Time	Material	Activities	Goals	Micro Skills
Monday, March 18th 2013	Descriptive Text	Pre-test of Control Class	To measure students' writing ability before the treatment.	
Friday, March 22th 2013	Descriptive Text.	Pre-test of Experimental Class	To measure students' writing ability before the treatment.	
Wednesday, April 3th 2013	Descriptive Text.	1st Treatment 1. Descriptive Text: Describing People	The students identify a text related to the topic.	organization of a text, vocabulary, spelling
Friday, April 5th 2013	Descriptive Text.	2nd Treatment 1. Descriptive Text: Describing Places	The students identify a text related to the topic.	organization of a text, vocabulary, spelling
Monday, April 8th 2013	Descriptive Text.	3rd Treatment 1. Descriptive Text: Describing Places	The students identify a text related to the topic.	organization of a text, vocabulary, spelling
Friday, April 12th 2013	Descriptive Text.	Post-test of Both Classes	To measure the students' writing ability after implementing the treatment.	

The treatment was ended by doing post-test in the last meeting. The same pre-test and post-test was delivered in the control group. The only one difference from the experimental group was the treatment used.

I. Data Analysis Technique

1. Descriptive analysis

Descriptive analysis employed the result of the mean and standard deviation score. Hatch and Farhady (1982: 39) indicate that the descriptive analysis is statistics used to summarize data. The data analysis was aimed at describing the result of the mean and standard deviation score.

a) Mean and Standard Deviation

Hatch and Farhady (1982: 55) state that the mean is the commonly used measure because the mean took all scores into account. The mean was same as average of score.

Hatch and Farhady (1982: 57) state that standard deviation is used to measure variability. The larger the standard deviation, the more variability from the central point in the distribution and the smaller the standard deviation, the closer the distribution is to the central point.

b). Categorization

The categorization of the scores of the students' writing ability was based on the value of the reliability coefficient, which were then grouped into 5 categories.

2. Inferential Analysis

The inferential statistics was focused to answer the question of the formulation of the problem, which was whether there was a significant difference in achievement between the students who were taught by using group work and those who were not. The statistics used in this computation were the test of normality, the test of homogeneity, and the hypothesis test.

a. Test of Normality

This test was aimed at finding whether the distribution of the responses in the population met the normal distribution requirement or not. It was gained from the scores of pre-test and post-test. To determine the level of significance, the researcher used One Sample Kolmogorov-Smirnov in the significance level: 0.05. from SPSS version 16.0 of Windows computer program.

b. Test of Homogeneity

This test was used to analyze whether the sample variance was homogeneous or not. In this study, the test of homogeneity was done by using SPSS version of Windows computer program. The test was considered homogeneous if the level of significance was more than 0.05.

c. Test of Hypothesis

The independent sample t-test was employed based on the test of normality and the test of homogeneity. To reveal the hypothesis which says 'there was a significant difference in the students' writing ability between students who

were taught by using peer feedback and they who were taught without it, the t-test was done in both groups. The hypothesis was divided in the null H_0 and alternative hypothesis (H_a) listed in the form as:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Notes:

H_0 = null hypothesis

H_a = alternate hypothesis

μ_1 = the mean score of experimental group

μ_2 = the mean score of control group

In order to test the hypothesis, according to Hatch and Farhady (1982; 124), the *t-test* was used with regard to the following formula which was done by using the SPSS version 16.00 for Windows computer program..

Dealing with t-value and probability, pooled variance was computed by using SPSS version 16.00.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This study is a quasi-experimental study. It is also quantitative study. It is aimed at seeing the data of description of the students' writing ability on the experimental group that were taught by using peer feedback and those who were taught without using it.

Pre-test and post test were given to both experimental and control classes. In the experimental class, the pre-test was conducted before the treatment whereas post-test was done after the treatment. In control class there was no treatment to be applied.

This chapter is divided into three main sections; the descriptive analysis, the result of the inferential analysis, and the discussion of the findings. The descriptive analysis describes the scores of students' writing test, and the inferential analysis presents the pre-testing and post-testing analysis. The discussion of the findings explains the result of the hypothesis testing and the last is the limitation of this study.

A. Descriptive Analysis

The descriptive analysis presented the teaching-learning process of writing in the experimental and control group and the result of the students' writing test. In the experimental group, the researcher gave peer feedback as the treatment. The main activities applied were based on Genre-Based Instruction, a model of communicative activities, consist of four stages i.e. Building Knowledge of Field

(BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). In the BKOF stage, the researcher stimulated the students' experience about the related topic. The researcher asked the students a simple question to describe the characteristic of an object. The next stage was MOT in which the researcher gave a brief explanation about the descriptive text. Then, in the JCOT stage, the researcher asked the students to work in groups of two until three to do some exercises based on the topics. For example, the students were asked to interview each other by using some guided questions, then, students made brainstorming guided by questions. In the ICOT stage, the researcher asked the students to work individually to write some descriptive texts. The peer feedback was applied in the JCOT stage.

The implementations of the peer-feedback were based on the exercises were given. Firstly, teacher explained what peer-feedback was, how to do peer-feedback, and what elements in writing that they had to revise. After that, teacher asked students to exchange their draft with a partner. Then, teacher gave a feedback checklist and a peer-feedback form to each student. Next, students responded to their partner's draft orally and in written form. Lastly, teacher asked students to give the text back to their partner who had been commented.

In addition, the descriptive analysis provided some calculations including the highest score, the lowest score, the mean score and the standard deviation of both classes. The sample of this research was 57 students. The detail explanations are presented as follows.

1. Experimental Class

The data of experimental class are divided into three sections that are the pre-test score, the post-test score, and the data comparison between both of them. The data of the pre-test score and post-test score of the experimental class are explained as follows.

a. The Data of the Pre-Test Scores of the Experimental Class

Based on the result of statistic calculation by using SPSS 16.00 for Windows computer program, the mean score of pre-test in experimental class was 10.86 with the standard deviation 1.98. The maximum score was 16.00. This score was based on the writing rubric that was given. There were five aspects that should be scored in students' writing ability, namely content, organization, vocabulary, language use, and mechanics. Each aspect had 1 until 4 points depending on the criteria on the writing rubric. The maximum or the highest score was 20 and the lowest score was 5. The statistical data can be seen in Table 13 and the data analysis in Appendix 3.

Table 13: **Descriptive Analysis of the Pre-Test of the Experimental Class**

Data	Pre-Test of the Experimental Class
Number of Cases	29
Mean	10.86
SD	1.98

Meanwhile, the frequency distribution of the pre-test score on the experimental group is presented in Table 14.

Table 14: **Frequency Distribution of the Pre-test Scores on Students' Writing Ability of the Experimental Class**

No	Interval	f	Cumulative freq	Relative freq. (%)	Cumulative Freq (%)	Categorization
1	17.5-20.0	0	0	00.00	00.00	Excellent
2	15.0-17.4	1	1	03.45	03.45	very good
3	12.5-14.9	6	7	20.69	24.14	Good
4	10.0-12.4	14	21	48.27	72.41	Fair
5	7.5-9.9	7	28	24.14	96.55	Poor
6	5.0-7.4	1	29	03.45	100.00	very poor

Table 14 shows that there is no student classified into *excellent* category. There is 1 student (3.45%) in *very good* category. There are 6 students (20.69%) in *good* category, 14 students (48.27%) in *fair* category, 7 students (24.14%) in *poor* category, 1 student (3.45%) in *very poor* category. It could be concluded that the majority of the students belonged to *fair* category in the pre-test or before they were given a treatment by using peer feedback.

b. The Data of the Post-Test Scores of the Experimental Class

Based on the result of statistic calculation by using SPSS 16.00 for Windows computer program, the mean score of post-test in experimental class was 14.57 with the standard deviation 2.012. The maximum score for the post-test of the experimental group was 19.00 and the minimum score was 11.00. The statistical data can be seen in Table 15 and the data analysis in Appendix 3.

Table 15: **Descriptive Analysis of the Post-test of the Experimental Class**

Data	Post-Test of the Experimental Class
Number of Cases	29
Mean	14.57
SD	2.01

Meanwhile, the frequency distribution of the post-test score on the experimental group is presented in Table 16.

Table 16: **Frequency Distribution of the Post-test Scores on Students' Writing Ability of the Experimental Class**

No	Interval	f	Cumulative freq	Relative freq. (%)	Cumulative Freq (%)	Categorization
1	17.5-20.0	3	3	10.34	10.34	Excellent
2	15.0-17.4	9	12	31.04	41.38	very good
3	12.5-14.9	14	26	48.28	89.66	Good
4	10.0-12.4	3	29	10.34	100.00	Fair
5	7.5-9.9	0	0	00.00	100.00	Poor
6	5.0-7.4	0	0	00.00	100.00	very poor

Table 16 shows that there is no student classified into *poor* and *very poor* category. There are 3 students (10.34%) in *excellent* category, 9 students (31.04%) in *very good* category, 14 students (48.28%) in *good* category, and 3 students (10.34%) in *fair* category. It could be concluded that most of the students (48.28%) belonged to *good category* on the post-test or after they were given treatment using peer feedback.

c. Comparison between the Pre-Test and Post-Test Scores of the Experimental Class

Table 17 describes the difference between the pre-test and post-test scores of the experimental class in writing ability. Based on Table 17, the mean value of the pre-test of experimental class was 10.86 which was classified into *fair* category. Meanwhile, the mean of the post-test is 14.57 which was classified into *good* category. The data shows that the mean score of post-test is higher than mean of pre-test score. It can be seen from the improvement of the scoring categorization from *fair* to *good* category. It meant that the writing ability of the experimental class significantly improved after they were treated by using peer feedback technique.

Table 17: Statistical Data of the Pre-Test and Post-Test Scores of the Experimental Class

Data	Pre-Test	Post-Test	Gain Score
Number of Cases	29	29	
Mean	10.86	14.57	3.71
SD	1.98	2.01	

In addition, the standard deviation (SD) for the pre-test was 1.98, while the (SD) of the post-test was 2.01. It shows that the SD of the post-test was higher than that of the pre-test. Then, it could be interpreted that the students' writing ability of the experimental class based on the pre-test and post-test scores was homogenous.

The comparison between the pre-test and post-test scores of the experimental class is illustrated in the following figure.

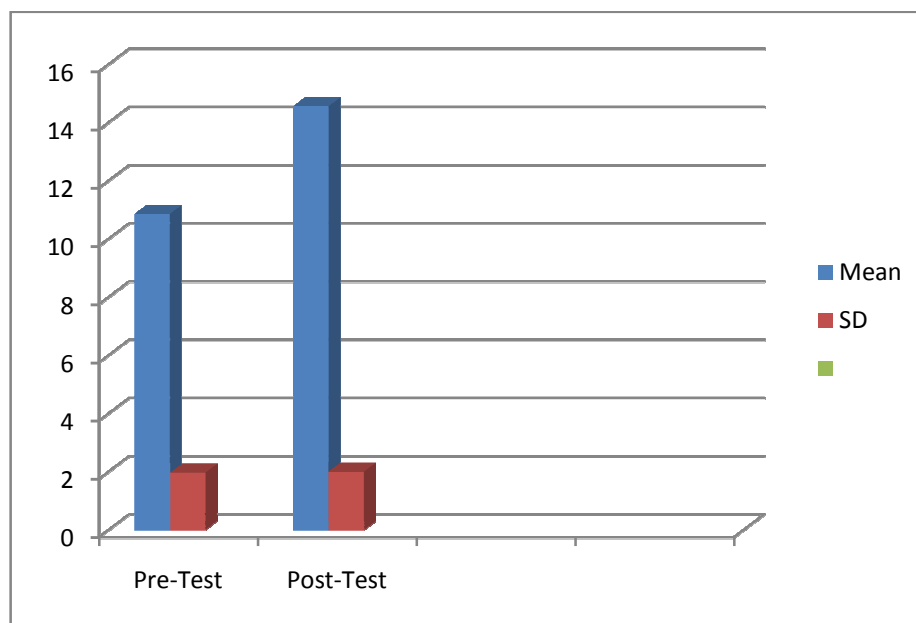


Figure 2: **The Comparison of Mean and SD between Pre-Test and Post-Test Scores of Experimental Class on the Students' Writing Ability**

2. Control Class

The data of the control class cover three important points: the data of the pre-test scores, the data of the post-test score, and the comparison between both of them. The data of the pre-test score and post-test score of the control class are explained as follows.

a. Data of the Pre-test Scores of the Control Class

There was no special treatment for the students of X1 as the control class. Both class got same materials but they were treated without peer feedback.

Based on the result of statistic calculation by using SPSS 16.00 for Windows computer program, the mean score of the pre-test was 10.95 with the standard deviation of pre-test was 1.93. The maximum score of pre-test was 16.00

and the minimum score was 7.00. The statistical data can be seen in Table 18 and the data analysis in Appendix 3.

Table 18: **Descriptive Analysis of the Pre-Test Scores of the Control Class**

Data	Pre-Test of the Experimental Class
Number of Cases	28
Mean	10.95
SD	1.93

Meanwhile, the frequency distribution of the pre-test score on the control group is presented in Table 19.

Table 19: **Frequency Distribution of the Pre-Test Scores on Students Writing Ability of the Control Class**

No	Interval	f	Cumulative freq	Relative freq. (%)	Cumulative Freq (%)	Categorization
1	17.5-20.0	0	0	00.00	00.00	Excellent
2	15.0-17.4	3	3	10.71	10.71	very good
3	12.5-14.9	1	4	03.57	14.28	Good
4	10.0-12.4	19	23	67.86	82.14	Fair
5	7.5-9.9	4	27	14.29	96.43	Poor
6	5.0-7.4	1	28	3.57	100.00	very poor

Table 19 shows that there was no student classified into *excellent* category. There were 3 students (10.71%) in *very good* category, 1 student (03.57%) in *good* category, 19 students (67.86%) in *fair* category, 4 students (24.29%) in *poor*. There was 1 student (3.57%) in *very poor* category. It could be concluded that the majority of the students belonged to *fair* category on the pre-test.

b. Data of the Post-Test Scores of the Control Class

Based on the result of statistic calculation by using SPSS 16.00 for Windows computer program, the mean score was 12.34 with the standard deviation (SD) of the post-test was 2.22. The maximum score for the pre-test of the experimental group was 19.00 and the minimum score was 10.00. The statistical data can be seen in Table 20 and the data analysis in Appendix 3.

Table 20: Descriptive Analysis of the Post-test of the Control Class

Data	Post-Test of the Experimental Class
Number of Cases	28
Mean	12.34
SD	2.22

Meanwhile, the frequency distribution of the post-test score on the control group is presented in Table 21.

Table 21: Frequency Distribution of the Post-test Scores of the Students' Writing Ability of the Control Class

No	Interval	f	Cumulative freq	Relative freq. (%)	Cumulative Freq (%)	Categorization
1	17.5-20.0	2	2	7.14	7.14	Excellent
2	15.0-17.4	2	4	7.14	14.28	very good
3	12.5-14.9	5	9	17.86	32.14	Good
4	10.0-12.4	19	28	67.86	100.0	Fair
5	7.5-9.9	0	0	0.00	0.00	Poor
6	5.0-7.4	0	0	0.00	0.00	very poor

Table 21 shows that there was no student classified into *poor* and *very poor* category. There were 2 students (7.14 %) in *excellent* and *very good*

category. There were 5 students (17.86%) into *good* category, and 19 students (67.86 %) into *fair* category. It could be concluded that the majority of the students belonged to *fair category* on the post-test or after they were given treatment by using conventional technique.

c. Comparison between the Pre-Test and Post-Test Scores of the Control Class

Table 22 describes the differences between the pre-test and post-test scores of the control class in writing ability. Based on Table 22, the mean value of the pre-test of control class was 10.95, which was classified into *fair* category. Meanwhile, the mean of the post-test was 12.34 was classified into *fair* category. Thus, the mean score of post-test was higher than that of pre-test score. Besides, the improvement of the mean value, there was no improvement of the scoring categorization from *fair* category. It meant that the writing ability of the control class did not improved slightly after they were treated by using conventional technique.

Table 22: Statistical Data of the Pre-Test and Post-Test Scores of the Control Class

Data	Pre-Test	Post-Test	Gain Score
Number of Cases	28	28	
Mean	10.95	12.34	1.39
SD	1.93	2.22	

In addition, the standard deviation (SD) for the pre-test was 1.93 while the post-test was 2.22. Thus, the SD of the post-test was higher than that of the pre-

test. Then, it could be interpreted that the students' writing ability of the control class based on the pre-test and post-test scores was homogenous.

The comparison between the pre-test and post scores of the control class is illustrated in the following figures.

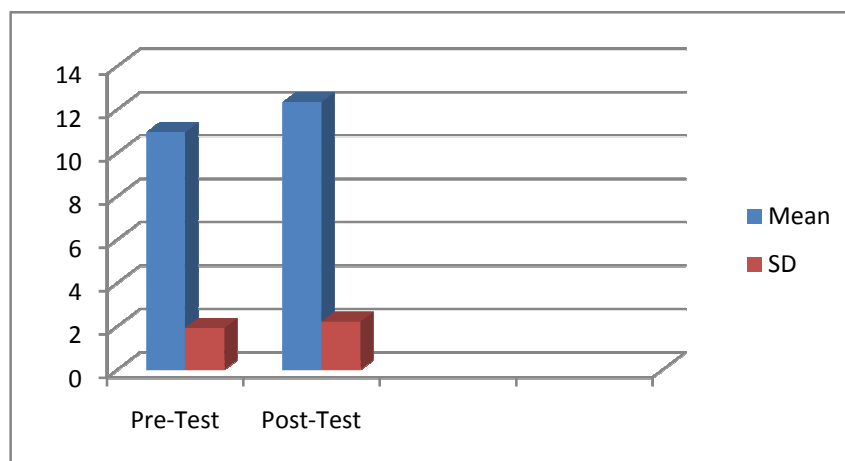


Figure 3: The Comparison between Mean and SD of Pre-Test and Post-Test Scores of Control Class on the Students' Writing Ability.

B. Inferential Analysis

The inferential analysis describes pre-testing analysis and hypothesis testing. They are presented as follows.

1. Pre-testing Analysis

The pre-testing analysis was done before the researcher drew a hypothesis. It consists of two tests, i.e. the normality and the homogeneity tests. Normality test was done to test whether the data showed normal distribution or not, and the homogeneity test was done to test whether the sample's variance was homogenous or not. The results are explained below.

a. Normality Test

The normality test was done to find out whether the data of the scores show the normal distribution. One Sample-Kormogorov Smirnov was employed to gain the normality test value. The distribution is considered normal if the probability value (p value) was greater than 0.05. In contrast, if it is under 0.05, the data were considered to deviate from normal. The following table is the result of the normality test of the students' writing ability.

Table 23. The Normality Test of the Students' Writing Test in the Pre-Test and Post-Test for both Experimental and Control Classes

c	p Values	α	Statement
Writing Test (Pre-test Experimental)	0.734	0.05	Score distribution is normal
Writing Test (Post-test Experimental)	0.627	0.05	Score distribution is normal
Writing Test (Pre-test Control)	0.373	0.05	Score distribution is normal
Writing Test (Post-test Control)	0.081	0.05	Score distribution is normal

Based on Table 23, the results are presented as follows:

- 1) The p value or the pre-test for the experimental group (0.734) was greater than α (0.05). It means that the data of the pre-test of the experimental group has a normal distribution.
- 2) The p value or the post-test for the experimental group (0.627) was greater than α (0.05). It means that the data of the pre-test of the experimental group has a normal distribution.
- 3) The p value or the pre-test for the control group (0.373) was greater than α (0.05). It means that the data of the pre-test of the experimental group has a normal distribution.

- 4) The p value or the post-test for the control group (0.081) was greater than α (0.05). It means that the data of the pre-test of the experimental group has a normal distribution.

Both scores were greater than that of the significant level of 0.05. In conclusion, it can be stated that the data distributions of students' writing ability are normal.

b. Homogeneity Test

Homogeneity test was aimed at finding out whether the sample variance is homogeneous or not. The *Levene-Test* of ONE WAY ANOVA computation program of SPSS for Windows 16.00 was employed to test the homogeneity of the writing ability data for pre-test and post-test. The data could be considered homogenous if the significant value was greater than the significance level 0.05. The results are presented in Table 24 and the data analysis in Appendix 3.

Table 24: **Result of Homogeneity Test in Pre-Test**

Pre-test

Levene Statistic	df1	df2	Sig.
.196	1	55	.659

Table 24 shows that the value of p (*Sig.*) of the pre-test (0.659) is greater than 0.05. It means that the sample of variance is homogenous.

Table 25 : **Result of Homogeneity Test in Post-Test**

Post-test

Levene Statistic	df1	df2	Sig.	Levene Statistic
.013	1	55	.908	.013

Table 25 illustrates that the value of p (*Sig.*) of the pre-test (0.908) is greater than 0.05. It means that the sample of variance is homogenous.

2. Hypothesis Testing

The hypothesis testing was used to reveal whether there was a significant difference on the writing ability between the students who were taught by using peer feedback and they who were taught without using it. Firstly, the hypothesis must be changed to the null hypothesis (H_0) before the hypothesis was rejected or accepted. Therefore, the null hypothesis (H_0) is “There is no significant difference in English writing ability between students who were taught by using peer feedback and they who were taught without using it.

The hypothesis testing between experimental and control class could be seen from null hypothesis (H_0) and alternative hypothesis (H_a). Null Hypothesis meant that there was no significant difference between the result of experimental group and control group while alternative hypothesis (H_a) meant that there was a significant difference between the result of pre-test of experimental and control groups.

In this case, the researcher used SPSS for Windows 16.00 computer program. The data were gained by employing Independent Samples test of t-test. It was applied because there were two variables in this research and the scores for both pre-test-and post-test and the mean score were different. Theoretically, the hypothesis was accepted if the value of the significant level was lower than 0.05.

The result of hypothesis test is presented in Table 26 below:

Table 26: **The Result of Hypothesis Testing**

Variables	t	df	Sig. (2-tailed)	Interpretation
Writing ability using peer feedback	3.972	55	.000	Hypothesis accepted

Table 26 shows that the Sign. (2-tailed) revealed the significance point 0.00. There is a significant effect of writing ability in the post-test. The value of Sig. (2-tailed) is lower than significant level ($0.00 < 0.05$), then H_a is accepted and H_o is rejected. In other words, there is a significant difference in the writing ability between the students who were taught by using peer feedback and they who were taught without using it.

C. Discussion

Regarding to the research which was done in SMA Kanisius Harapan Tirtomoyo, it is considered that there is a significant difference on the students' writing ability between the students who were taught by using peer feedback and they who were not. The absolute gained scores of the mean and the standard deviation of both classes emphasized on the significant difference of the students' writing ability.

Based on the computation of the post-test result, the mean score of experimental class on their writing ability was 14.57 while that of the control class was 12.34. It could be interpreted that the mean score of the experimental class that were taught by using peer feedback was higher than that of the control group that were taught without using it.

In other words, peer feedback was helpful and it could be seen from the improvement gained by the experimental class. The frequency distribution showed that in the experimental class of post-test, there was no student classified into *poor and very poor* categories. There were 3 students (10.34%) in *excellent* category, 9 students (31.04%) in *very good* category, 14 students (48.28%) in *good* category, and 3 students (31.04%) in *fair* category. It could be concluded that all the students belonged to *good category* on the post-test or after they were given treatment by using peer feedback. On the other side, based on the scores of the control class, there was no student classified into *poor and very poor* category. There were 2 students (7.14 %) in *excellent* and *very good* categories. There were 5 students (17.86%) into *good* category, and 19 students (67.86 %) into *fair* category. It could be concluded that the majority of the students belonged to *fair category* on the post-test or after they were given treatment by using a conventional technique. Overall, from the comparison between both classes, it could be concluded that the findings showed that the students' writing scores who were taught by using peer feedback was higher than they who were taught without using it.

In addition, from the gained test score, the absolute gain score of the mean of the experimental class was 3.71. It was higher than that of score of mean of control class (1.39). In conclusion, based on the absolute gain score of mean from both classes, teaching writing by using peer feedback was more effective than that of without using it.

Based on the statistic calculation of Lavene-Independent Samples of t-test by using SPSS 16.00 for Windows computer program, the result of Sig. (2-tailed) showed that the significant value of the group was 0.000. It was less than the significance level of 0.05 so that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Statistically, there was a significant difference when the significant level of Independent Sample of t-test was higher than the significance level of 0.05.

It has been discussed in Chapter II that peer feedback was beneficial to help students in the teaching-learning process especially for the writing skill. It motivates students to evaluate the mistake that they made in writing process. Students studied how far they should give the mark to their peer's work. Kamimura (2006) investigated the effect of peer feedback on the students' writing performance. His finding showed that peer feedback had positive effect on the students' writing performance and it had significant improvements on the revisions produced by the students. In addition, peer feedback had an important role for the student compared with the teachers' comment. Kurt and Atay (2007) find that students who did peer feedback had a lower level of anxiety than the students who did not. Then, they benefited peer feedback process as their peers told the mistakes that they were not aware of and gave them opinions and suggestions. They also felt free and confident in discussing their point of view in peer feedback. In the aspect of the teaching-learning process, peer feedback could be used to solve problems in writing activities. It was because peer feedback gave opportunities for students to work with their peers that maximize students' writing

activities. It promoted student-centered learning in the writing class. This learning activity made students become creative. They shared the ideas one to another and got more knowledge of writing by editing their own work and others' work. This activity encouraged students' motivation in writing. From the explanation above, it could be concluded that peer feedback was appropriate technique to be applied in teaching-learning writing for all level of senior high school.

The improvement of the experimental class was due to the different treatment as well. The treatment was to use peer feedback in teaching writing of descriptive text in the experimental class. On the other hand, the improvement of the control group that was taught without using peer feedback is lower than that of the experimental group that were taught by using it in teaching writing of descriptive text.

In conclusion, the use of peer feedback in the teaching-learning process of writing made a significant improvement in the students' score. Therefore, it could be stated that the use of peer feedback in teaching writing could be used to solve the students' writing problem and increased the students' writing ability. Finally, the hypothesis proposed in this research which said "There is a significant difference in writing ability between students who were taught by using peer feedback and they who were taught without using peer feedback" is accepted.

CHAPTER V

CONCLUSIONS, IMPLICATION AND SUGGESTIONS

This chapter is divided into three main sections; conclusion, implication and suggestions from the research finding. Those sections are presented as follows.

A. Conclusions

As stated in the formulation of the problems previously, this study aimed at finding out whether there was significant difference on writing ability between students at SMA Kanisius Harapan Tirtomoyo who were taught by using peer feedback and they who were taught without it. The conclusion of this research study is supported by three findings. They answer the problem formulation in Chapter I.

Firstly, the pre-test result of the experimental class revealed that the mean score was 10.86 which was in fair category. Meanwhile, the mean of the post-test was 14.57 which was classified into *good* category. It could be concluded that the students' writing ability of the experimental group improved significantly from the mean score 10.86 to 14.57. They improved 3.71 point from 10.86 to 14.57.

Second, the pre-test result of the control class illustrated that the mean was 10.95 which was in fair category. Meanwhile, the mean score for the post-test was 12.34 which was in *good* category. It could be concluded that the students' writing ability of the control group improved from the mean score 10.95 to 12.34. It slightly improved 1.39 points.

Thirdly, the post-test result notes that the mean score of the experimental class was higher than that of the control class. The mean score of experimental group in the post-test was 14.57 while that of control group was 12.34. This meant that in teaching writing, students who were taught by using peer feedback had higher scores than those who were taught without using it.

Based on the findings of the research, it could be concluded that there is a significant difference between the writing ability of the tenth grade students of SMA Kanisius Harapan Tirtomoyo that were taught by using peer feedback and those who were taught without using it. It can be seen in Table 25. This shows that the value of significance is 0.000 and it is higher than 0.005. Therefore, the hypothesis which says: "There is a significant difference in the writing ability between students who are taught using peer feedback and those who are taught without peer feedback" is accepted.

B. Implication

The first conclusion of this research shows that the mean score of the experimental group improved significantly 3.71 point from 10.86 to 14.57. This means that in teaching writing, students who were taught by using peer feedback had higher scores than those who were taught without using it. This implies that the use of peer feedback is needed in teaching writing.

The second conclusion states that students' writing ability of the control group improved from the mean score 10.95 to 12.34. It slightly improved 1.39 points. This implies that the use of peer feedback in teaching writing can be an

alternative solution to solve the students' difficulty in writing. It strengthens the theories of teaching writing that a suitable technique is needed to be applied in the teaching learning of writing regarding with students' writing problem.

The third conclusion states that the post-test result notes that the mean score of the experimental class was higher than that of the control class. This implies that peer feedback can be used to improve the students' writing ability. It is proven with the students' score before and after the treatment. Therefore, the use of peer feedback can be considered effective to be chosen by English teachers in the teaching-learning of writing.

C. Suggestions

Based on the conclusion and the implication of the research, the researcher proposes some suggestions for the following parties: teachers, students, and other researchers.

1. English Teachers

In teaching learning of writing, an English teacher needs to be selective in applying an appropriate technique which improves motivation for students. The researcher also suggests the teachers should apply peer feedback in teaching writing because it gives a chance for students to evaluate their work. It is very beneficial for students if the teachers always share the students' error and mistakes. The students know their mistake and they know how to revise it.

2. The tenth grade students of Senior High School

Through peer feedback in teaching writing, the students are expected to be no longer dependent on their teachers in receiving feedback. They could ask their peers to provide feedback for their writing. At last, peer feedback is expected to help students to improve their writing ability.

3. Other Researchers

This research is aimed at finding only the significance of peer feedback on the teaching-learning process of writing. It is expected that the result of the study can give an informative input to other researchers who want to conduct similar researches. It is possible for other researchers to conduct experiment or action research to improve speaking or other dependent variables ability through peer feedback. It is also possible for them to design the same topic from the level of vocational high school to the university based on their need and condition.

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APPENDIX 1

RESEARCH INSTRUMENTS

Name :

No :

Class :

Pre-Test

1. Write a descriptive text (about 200 words) based on one of the topics below.

- a) My family
- b) My pet
- c) Describing Someone (Friends, Teacher, etc)

.....

Identification :

Description:

(physical features)

Description:

(personality)

Name :

No :

Class :

Post-Test

1. Write a descriptive text (about 200 words) based on one of the topics below.

a) Describing Places

b) Describing People

2. Please, decide your title on your descriptive text

.....

Identification :

Description:

(physical features)

Description:

(personality)

Writing Assessment Rubric

	SCORE	CRITERIA
CONTENT	4	Relevant to topic
	3	Mostly relevant to topic, but lacks detail
	2	Inadequate development of topic
	1	Does not show knowledge of subject
ORGANIZATION	4	Ideas clearly stated/supported, well-organized
	3	Loosely organized but main ideas stand out, logical but incomplete sequencing
	2	Ideas confused or disconnected, lacks logical sequencing and development
	1	No organization
VOCABULARY	4	Effective word/idiom choice and usage
	3	Occasional errors of word/idiom form, choice, usage <i>but meaning not obscured.</i>
	2	Frequent errors of word/idiom form, choice, usage and <i>meaning confused or obscured</i>
	1	Little knowledge of English vocabulary, idioms word form
LANGUAGE USE	4	Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions

	2	Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions
	1	Dominated by errors
MECHANICS	4	Few errors of spelling, punctuation, capitalization, paragraphing
	3	Occasional errors of spelling, punctuation, capitalization
	2	Frequent errors of spelling, punctuation capitalization, paragraphing • poor handwriting
	1	dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible

Adapted from: Weigle, C. S. (2002). *Assessing Writing* Cambridge

APPENDIX 2

VALIDITY AND RELIABILITY

OF RESEARCH INSTRUMENTS

RELIABILITY OF THE INSTRUMENT

1. Pre-Test

a) *Control Class*

Descriptive Statistics

	Mean	Std. Deviation	N
Rater1	11.3929	1.98773	28
Rater2	10.7143	2.14056	28

Correlations

		Rater1	Rater2
Rater1	Pearson Correlation	1	.880**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	106.679	101.143
	Covariance	3.951	3.746
	N	28	28
Rater2	Pearson Correlation	.880**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	101.143	123.714
	Covariance	3.746	4.582
	N	28	28

** . Correlation is significant at the 0.01 level (2-tailed).

b) *Experimental Class*

Descriptive Statistics

	Mean	Std. Deviation	N
Rater1	10.6207	2.16158	29
Rater2	11.1034	2.02387	29

Correlations

		Rater1	Rater2
Rater1	Pearson Correlation	1	.793**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	130.828	97.138
	Covariance	4.672	3.469
	N	29	29
Rater2	Pearson Correlation	.793**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	97.138	114.690
	Covariance	3.469	4.096
	N	29	29

** . Correlation is significant at the 0.01 level (2-tailed).

2. Post-Test

a) Control Class

Descriptive Statistics

	Mean	Std. Deviation	N
Rater1	12.4286	2.15043	28
Rater2	12.2857	2.49232	28

Correlations

		Rater1	Rater2
Rater1	Pearson Correlation	1	.799**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	124.857	115.571
	Covariance	4.624	4.280
	N	28	28
Rater2	Pearson Correlation	.799**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	115.571	167.714
	Covariance	4.280	6.212
	N	28	28

** . Correlation is significant at the 0.01 level (2-tailed).

b). Experimental Class

Descriptive Statistics

	Mean	Std. Deviation	N
Rater1	14.4138	1.95516	29
Rater2	14.7241	2.23442	29

Correlations

		Rater1	Rater2
Rater1	Pearson Correlation	1	.845 **
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	107.034	103.310
	Covariance	3.823	3.690
	N	29	29
Rater2	Pearson Correlation	.845 **	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	103.310	139.793
	Covariance	3.690	4.993
	N	29	29

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 3

STATISTICAL ANALYSIS

OF THE DATA

Data Analysis

A. Descriptive Analysis

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest_cont	28	7.00	16.00	10.9464	1.93093
posttest_cont	28	10.00	19.00	12.3393	2.22383
pretest_exp	29	7.00	16.00	10.8621	1.98160
posttest_exp	29	11.00	19.00	14.5690	2.01212
Valid N (listwise)	28				

Frequencies

pretest_control class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	1	1.8	3.6	3.6
	9	2	3.5	7.1	10.7
	9.5	2	3.5	7.1	17.9
	10	8	14.0	28.6	46.4
	10.5	2	3.5	7.1	53.6
	11	4	7.0	14.3	67.9
	11.5	3	5.3	10.7	78.6
	12	2	3.5	7.1	85.7
	13	1	1.8	3.6	89.3
	15	2	3.5	7.1	96.4
	16	1	1.8	3.6	100.0
	Total	28	49.1	100.0	
Missing	System	29	50.9		
Total		57	100.0		

posttest_control class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	1.8	3.6	3.6
	10.5	6	10.5	21.4	25.0
	11	4	7.0	14.3	39.3
	11.5	3	5.3	10.7	50.0
	12	5	8.8	17.9	67.9
	12.5	1	1.8	3.6	71.4
	13	2	3.5	7.1	78.6
	14	2	3.5	7.1	85.7
	15	1	1.8	3.6	89.3
	16	1	1.8	3.6	92.9
	17.5	1	1.8	3.6	96.4
	19	1	1.8	3.6	100.0
	Total	28	49.1	100.0	
Missing	System	29	50.9		
Total		57	100.0		

pretest_experimental class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	1	1.8	3.4	3.4
	7.5	1	1.8	3.4	6.9
	8.5	1	1.8	3.4	10.3
	9	3	5.3	10.3	20.7
	9.5	2	3.5	6.9	27.6
	10	4	7.0	13.8	41.4
	10.5	2	3.5	6.9	48.3
	11	5	8.8	17.2	65.5
	12	3	5.3	10.3	75.9
	12.5	3	5.3	10.3	86.2
	13	2	3.5	6.9	93.1
	14.5	1	1.8	3.4	96.6
	16	1	1.8	3.4	100.0
	Total	29	50.9	100.0	
Missing	System	28	49.1		
Total		57	100.0		

posttest_experimental class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11	1	1.8	3.4	3.4
	11.5	1	1.8	3.4	6.9
	12	1	1.8	3.4	10.3
	12.5	1	1.8	3.4	13.8
	13	4	7.0	13.8	27.6
	13.5	3	5.3	10.3	37.9
	14	4	7.0	13.8	51.7
	14.5	2	3.5	6.9	58.6
	15	4	7.0	13.8	72.4
	16	1	1.8	3.4	75.9
	16.5	2	3.5	6.9	82.8
	17	2	3.5	6.9	89.7
	17.5	1	1.8	3.4	93.1
	18.5	1	1.8	3.4	96.6
	19	1	1.8	3.4	100.0
	Total	29	50.9	100.0	
Missing	System	28	49.1		
Total		57	100.0		

B. Inferential Analysis

1. Normality Test

a. Pre-test

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		pretest_cont	posttest_cont
N		28	28
Normal Parameters ^a	Mean	10.9464	12.3393
	Std. Deviation	1.93093	2.22383
Most Extreme Differences	Absolute	.173	.239
	Positive	.173	.239
	Negative	-.133	-.168
Kolmogorov-Smirnov Z		.915	1.266
Asymp. Sig. (2-tailed)		.373	.081
a. Test distribution is Normal.			

b. Post_test

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		pretest_exp	posttest_exp
N		29	29
Normal Parameters ^a	Mean	10.8621	14.5690
	Std. Deviation	1.98160	2.01212
Most Extreme Differences	Absolute	.127	.139
	Positive	.127	.139
	Negative	-.070	-.080
Kolmogorov-Smirnov Z		.686	.750
Asymp. Sig. (2-tailed)		.734	.627
a. Test distribution is Normal.			

2. Homogeneity Test

Oneway

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
pretest	.196	1	55	.659
posttest	.013	1	55	.908

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
pretest	Between Groups	.101	1	.101	.026	.871
	Within Groups	210.618	55	3.829		
	Total	210.719	56			
posttest	Between Groups	70.822	1	70.822	15.777	.000
	Within Groups	246.889	55	4.489		
	Total	317.711	56			

3. Hypothesis Test

T-Test

Group Statistics

kelas	N	Mean	Std. Deviation	Std. Error Mean
pretest experimental	29	10.8621	1.98160	.36797
control	28	10.9464	1.93093	.36491

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pretest	Equal variances assumed	.196	.659	-.163	55	.871	-.08436	.51847	-1.12340	.95468
	Equal variances not assumed			-.163	54.995	.871	-.08436	.51823	-1.12292	.95420

Independent Samples Test				
		pretest		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	.196		
	Sig.	.659		
t-test for Equality of Means	t	-.163	-.163	
	df	55	54.995	
	Sig. (2-tailed)	.871	.871	
	Mean Difference	-.08436	-.08436	
	Std. Error Difference	.51847	.51823	
	95% Confidence Interval of the Difference	Lower	-1.12340	-1.12292
		Upper	.95468	.95420

T-Test

Group Statistics

kelas		N	Mean	Std. Deviation	Std. Error Mean
posttest	experimental	29	14.5690	2.01212	.37364
	control	28	12.3393	2.22383	.42027

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower Upper
posttest	Equal variances assumed	.013	.908	3.972	55	.000	2.22968	.56134	1.10472 3.35464
	Equal variances not assumed			3.965	54.012	.000	2.22968	.56234	1.10225 3.35711

Independent Samples Test				
		posttest		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	.013		
	Sig.	.908		
t-test for Equality of Means	t	3.972	3.965	
	df	55	54.012	
	Sig. (2-tailed)	.000	.000	
	Mean Difference	2.22968	2.22968	
	Std. Error Difference	.56134	.56234	
	95% Confidence Interval of the Difference	Lower	1.10472	1.10225
		Upper	3.35464	3.35711

APPENDIX 4

STUDENTS' WORKS

Students' Score

Students' Score of Experimental Class

NO	NAMA	PRE-TEST	POST-TEST
1	ALIF WAHYU	11	16,5
2	AMBARWATI	12,5	15
3	ANITA BUDIARNI	9,5	13
4	ARIF PRABOWO	10	13
5	ARIS TIYAWAN	7	11,5
6	BAYU SAKTI	12,5	14,5
7	CHINTIA DEWI R	11	14
8	DESI DIYAH LESTARI	12	16
9	DIAN HAPSARI	16	18,5
10	EKA PRIHATIN	10	15
11	ENDARI WARDANI	12	17
12	ENI SUSANTI	10,5	14
13	HANDAYANI RETNO A	12,5	14,5
14	LIKA NOVIANI	9	12,5
15	LILIS ARINI	11	16,5
16	MARGARETA AYU A	14,5	19
17	MURNIATI	9	12
18	OKIK NUR H	7,5	11
19	OKTAVIANA N	12	15
20	RAHMAT HADITIYA	9	13,5
21	RATNA NOVITASARI	10	13,5
22	RENI WIDYAWATI	10,5	13
23	REXI OKTAFIANSAH	13	17
24	RIKI SUSANTO	10	14
25	TRIADI	8,5	13
26	VINCENCIUS TRISETYO	11	14
27	WIDYA PUTRI RIKA A	13	17,5
28	WISNU TRI WIDAGDO	11	13,5
29	WULANDARI	9,5	15
		303	422.5

Students' Score of the Control Class

NO	NAMA	PRE-TEST	POST-TEST
1	ARBELIA KAMARATIH	10,5	11
2	ARDI MEGANTARA	16	19
3	ARIP SETIAWAN	10	11
4	BAYU AFANDI	15	16
5	DANANG EKO P	11,5	11,5
6	DANANG KRISTANTO	9,5	11
7	DINA LISDAYATI	11	12
8	ESTI RAHAYU	10	10
9	ETIK WULANSARI	7	10,5
10	GALUH ANGGORO	12	13
11	HANA PANGASTUTI	9	10,5
12	LUCIA UPIK K	11	12
13	LUPIA MARKULI	10	11,5
14	OKTA SANTI DWI A	11,5	15
15	PURWADI	10	10,5
16	ROBERT PUGUH S	10	10,5
17	RUSTIANI YUNI ASTUTI	10	13
18	SEKAR RATRI W	13	14
19	SULISTYOWATI	15	17,5
20	TONI SETIAWAN	11,5	12
21	TRI ANJARYANTO	10	11
22	TRI LATNO	11	12
23	TRI PURWANTI	12	14
24	YOPI APPRILIANTO	11	11,5
25	YULIANA	10,5	12
26	YULIAWATI	9	10,5
27	RIKA	10	12
28	PURNAMA W.	9,5	10,5
		306.5	345

STUDENTS' SCORE OF PRE-TEST
Class: X1 (Control Group)

RATER 1							
NO	NAMA	CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECHANICS	SCORE
		T	T	T	T	T	
1	ARBELIA KAMARATIH	3	2	2	2	2	11
2	ARDI MEGANTARA	4	3	3	3	3	16
3	ARIP SETIAWAN	3	2	2	1	2	10
4	BAYU AFANDI	3	3	3	3	3	15
5	DANANG EKO P	2	3	3	3	2	13
6	DANANG KRISTANTO	3	2	2	2	2	11
7	DINA LISDAYATI	3	2	2	2	2	11
8	ESTI RAHAYU	3	2	2	2	2	11
9	ETIK WULANSARI	2	1	1	2	1	7
10	GALUH ANGGORO	3	2	2	3	2	12
11	HANA PANGASTUTI	2	2	2	1	2	9
12	LUCIA UPIK K	3	2	2	2	2	11
13	LUPIA MARKULI	3	3	2	2	1	11
14	OKTA SANTI DWI A	3	3	2	2	2	12
15	PURWADI	2	2	2	2	2	10
16	ROBERT PUGUH S	2	2	2	2	2	10
17	RUSTIANI YUNI ASTUTI	3	3	2	2	2	12

18	SEKAR RATRI W	3	3	3	3	3	15
19	SULISTYOWATI	3	3	3	3	3	15
20	TONI SETIAWAN	3	3	2	2	2	12
21	TRI ANJARYANTO	2	2	2	2	2	10
22	TRI LATNO	3	2	2	2	2	11
23	TRI PURWANTI	3	2	3	2	2	12
24	YOPI APPRILianto	3	2	2	2	2	11
25	YULIANA	3	2	2	2	2	11
26	YULIAWATI	3	2	2	1	2	10
27	RIKA	2	2	3	2	2	11
28	PURNAMA W.	2	2	2	1	2	9
	Total	77	64	62	58	58	319

STUDENTS' SCORE OF PRE-TEST
Class: X1 (Control Group)

RATER 2							
NO	NAMA	CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECHANICS	SCORE
		R	R	R	R	R	
1	ARBELIA KAMARATIH	2	2	2	2	2	10
2	ARDI MEGANTARA	4	3	3	3	3	16
3	ARIP SETIAWAN	2	2	2	2	2	10
4	BAYU AFANDI	3	3	3	3	3	15
5	DANANG EKO P	2	2	2	2	2	10
6	DANANG KRISTANTO	2	1	2	1	2	8
7	DINA LISDAYATI	3	2	2	2	2	11
8	ESTI RAHAYU	2	2	1	2	2	9
9	ETIK WULANSARI	2	2	1	1	1	7
10	GALUH ANGGORO	3	3	2	2	2	12
11	HANA PANGASTUTI	2	2	1	2	2	9
12	LUCIA UPIK K	2	2	3	2	2	11
13	LUPIA MARKULI	3	1	3	1	1	9
14	OKTA SANTI DWI A	3	2	2	2	2	11
15	PURWADI	2	2	2	2	2	10
16	ROBERT PUGUH S	2	2	2	2	2	10

17	RUSTIANI YUNI ASTUTI	3	2	2	2	2	11
18	SEKAR RATRI W	3	3	3	3	2	14
19	SULISTYOWATI	3	3	3	3	3	15
20	TONI SETIAWAN	3	2	2	2	2	11
21	TRI ANJARYANTO	2	2	2	2	2	10
22	TRI LATNO	3	2	2	2	2	11
23	TRI PURWANTI	3	3	2	2	2	12
24	YOPI APPRILianto	3	2	2	2	2	11
25	YULIANA	2	2	2	2	2	10
26	YULIAWATI	2	2	1	1	2	8
27	RIKA	2	2	2	1	2	9
28	PURNAMA W.	2	2	2	2	2	10
		70	60	58	55	57	300

STUDENTS' SCORE OF POST-TEST
Class: X1 (Control Group)

RATER 1							
NO	NAMA	CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECHANICS	SCORE
		T	T	T	T	T	
1	ARBELIA KAMARATIH	3	2	2	2	2	11
2	ARDI MEGANTARA	4	4	3	4	4	19
3	ARIP SETIAWAN	3	2	2	2	2	11
4	BAYU AFANDI	4	3	3	3	3	16
5	DANANG EKO P	3	2	2	2	2	11
6	DANANG KRISTANTO	3	3	2	2	2	12
7	DINA LISDAYATI	3	2	2	2	2	11
8	ESTI RAHAYU	2	2	2	1	2	9
9	ETIK WULANSARI	2	2	3	2	3	12
10	GALUH ANGGORO	3	3	2	2	3	13
11	HANA PANGASTUTI	2	2	2	2	2	10
12	LUCIA UPIK K	3	3	3	2	2	13
13	LUPIA MARKULI	3	2	2	2	2	11
14	OKTA SANTI DWI A	4	3		3	3	13
15	PURWADI	2	2	3	3	3	13
16	ROBERT PUGUH S	3	2	2	2	2	11
17	RUSTIANI YUNI ASTUTI	3	2	2	3	3	13

18	SEKAR RATRI W	3	3	3	3	3	15
19	SULISTYOWATI	4	3	3	3	4	17
20	TONI SETIAWAN	3	2	2	2	3	12
21	TRI ANJARYANTO	3	2	2	2	2	11
22	TRI LATNO	2	2	3	2	3	12
23	TRI PURWANTI	3	3	2	3	3	14
24	YOPI APPRILIANTO	3	2	2	2	3	12
25	YULIANA	3	3	2	2	2	12
26	YULIAWATI	3	2	2	2	2	11
27	RIKA	3	2	3	2	2	12
28	PURNAMA W.	3	2	3	1	2	11
		83	67	64	63	71	348

STUDENTS' SCORE OF POST-TEST
Class: X1 (Control Group)

RATER 2							
NO	NAMA	CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECHANICS	SCORE
		R	R	R	R	R	
1	ARBELIA KAMARATIH	3	2	2	2	2	11
2	ARDI MEGANTARA	4	4	4	4	3	19
3	ARIP SETIAWAN	3	2	2	2	2	11
4	BAYU AFANDI	4	3	3	3	3	16
5	DANANG EKO P	3	3	2	2	2	12
6	DANANG KRISTANTO	2	2	2	2	2	10
7	DINA LISDAYATI	3	3	3	2	2	13
8	ESTI RAHAYU	2	3	2	2	2	11
9	ETIK WULANSARI	2	2	2	1	2	9
10	GALUH ANGGORO	3	2	3	3	2	13
11	HANA PANGASTUTI	3	2	2	2	2	11
12	LUCIA UPIK K	3	2	2	2	2	11
13	LUPIA MARKULI	3	3	2	2	2	12
14	OKTA SANTI DWI A	4	4	3	3	3	17
15	PURWADI	2	2	2	2	2	10
16	ROBERT PUGUH S	2	2	2	2	2	10

17	RUSTIANI YUNI ASTUTI	2	3	2	3	3	13
18	SEKAR RATRI W	3	3	2	3	2	13
19	SULISTYOWATI	4	3	4	3	4	18
20	TONI SETIAWAN	2	2	2	3	3	12
21	TRI ANJARYANTO	3	2	2	2	2	11
22	TRI LATNO	2	2	2	3	3	12
23	TRI PURWANTI	3	3	3	2	3	14
24	YOPI APPRILianto	2	2	2	3	2	11
25	YULIANA	3	2	2	2	3	12
26	YULIAWATI	2	2	2	2	2	10
27	RIKA	3	2	3	2	2	12
28	PURNAMA W.	2	2	2	2	2	10
		77	69	66	66	66	344

STUDENTS' SCORE OF PRE-TEST
Class: X2 (Experimental Group)

RATER 1							
NO	NAMA	CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECHANICS	SCORE
		T	T	T	T	T	
1	ALIF WAHYU	2	2	2	2	2	10
2	AMBARWATI	3	3	3	2	2	13
3	ANITA BUDIARNI	2	2	2	2	2	10
4	ARIF PRABOWO	2	1	2	2	2	9
5	ARIS TIYAWAN	2	2	1	1	1	7
6	BAYU SAKTI	3	2	2	2	3	12
7	CHINTIA DEWI R	2	2	2	2	2	10
8	DESI DIYAH LESTARI	3	2	2	2	3	12
9	DIAN HAPSARI	4	4	3	3	3	17
10	EKA PRIHATIN	3	2	2	2	2	11
11	ENDARI WARDANI	3	2	2	2	2	11
12	ENI SUSANTI	2	2	2	2	2	10
13	HANDAYANI RETNO A	3	2	2	2	3	12
14	LIKA NOVIANI	2	2	1	2	2	9
15	LILIS ARINI	3	2	2	2	2	11
16	MARGARETA AYU A	3	3	3	3	3	15
17	MURNIATI	2	2	1	2	1	8

18	OKIK NUR H	2	2	1	1	2	8
19	OKTAVIANA N	3	2	2	2	2	11
20	RAHMAT HADITIYA	2	2	2	1	1	8
21	RATNA NOVITASARI	2	2	2	2	2	10
22	RENI WIDYAWATI	2	2	2	2	2	10
23	REXI OKTAFIANSAH	3	3	2	2	3	13
24	RIKI SUSANTO	2	2	2	2	1	9
25	TRIADI	2	2	1	2	2	9
26	VINCENCIUS TRISETYO	2	2	2	2	2	10
27	WIDYA PUTRI RIKA A	3	3	2	2	3	13
28	WISNU TRI WIDAGDO	2	2	2	2	2	10
29	WULANDARI	3	2	1	2	2	10
		72	63	55	57	61	308

STUDENTS' SCORE OF PRE-TEST
Class: X2 (Experimental Group)

RATER 2							
NO	NAMA	CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECHANICS	SCORE
		R	R	R	R	R	
1	ALIF WAHYU	3	2	2	3	2	12
2	AMBARWATI	3	2	2	3	2	12
3	ANITA BUDIARNI	2	2	2	2	1	9
4	ARIF PRABOWO	3	2	2	2	2	11
5	ARIS TIYAWAN	2	2	1	1	1	7
6	BAYU SAKTI	2	3	3	3	2	13
7	CHINTIA DEWI R	3	3	2	2	2	12
8	DESI DIYAH LESTARI	3	2	2	2	3	12
9	DIAN HAPSARI	3	3	3	3	3	15
10	EKA PRIHATIN	3	2	1	1	2	9
11	ENDARI WARDANI	3	3	3	2	2	13
12	ENI SUSANTI	3	2	2	2	2	11
13	HANDAYANI RETNO A	3	3	2	3	2	13
14	LIKA NOVIANI	2	2	2	1	2	9
15	LILIS ARINI	3	2	2	2	2	11
16	MARGARETA AYU A	3	3	3	2	3	14

17	MURNIATI	2	2	2	2	2	10
18	OKIK NUR H	2	1	1	1	2	7
19	OKTAVIANA N	3	3	2	2	3	13
20	RAHMAT HADITIYA	2	2	2	2	2	10
21	RATNA NOVITASARI	2	2	2	2	2	10
22	RENI WIDYAWATI	3	2	2	2	2	11
23	REXI OKTAFIANSAH	3	3	2	2	3	13
24	RIKI SUSANTO	3	2	2	2	2	11
25	TRIADI	2	2	1	1	2	8
26	VINCENCIUS TRISETYO	3	2	2	3	2	12
27	WIDYA PUTRI RIKA A	3	3	2	2	3	13
28	WISNU TRI WIDAGDO	3	3	2	2	2	12
29	WULANDARI	2	2	1	2	2	9
		77	67	57	59	62	322

STUDENTS' SCORE OF POST-TEST
Class: X2 (Experimental Group)

RATER 1							
NO	NAMA	CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECHANICS	SCORE
		T	T	T	T	T	
1	ALIF WAHYU	4	3	3	3	3	16
2	AMBARWATI	3	3	3	3	3	15
3	ANITA BUDIARNI	3	3	2	2	3	13
4	ARIF PRABOWO	3	3	3	2	3	14
5	ARIS TIYAWAN	3	2	2	2	2	11
6	BAYU SAKTI	3	3	3	2	3	14
7	CHINTIA DEWI R	3	3	2	3	3	14
8	DESI DIYAH LESTARI	4	3	3	3	3	16
9	DIAN HAPSARI	4	4	4	3	4	19
10	EKA PRIHATIN	3	3	3	3	3	15
11	ENDARI WARDANI	4	3	3	3	3	16
12	ENI SUSANTI	3	3	2	2	3	13
13	HANDAYANI RETNO A	3	3	3	3	3	15
14	LIKA NOVIANI	3	2	2	2	3	12
15	LILIS ARINI	4	3	4	3	3	17
16	MARGARETA AYU A	4	4	4	3	3	18

17	MURNIATI	3	3	2	2	3	13
18	OKIK NUR H	3	2	2	2	2	11
19	OKTAVIANA N	3	3	3	3	3	15
20	RAHMAT HADITIYA	3	2	2	3	3	13
21	RATNA NOVITASARI	3	3	2	2	3	13
22	RENI WIDYAWATI	3	2	2	3	3	13
23	REXI OKTAFIANSAH	4	3	3	4	3	17
24	RIKI SUSANTO	3	3	2	3	3	14
25	TRIADI	2	2	2	3	3	12
26	VINCENCIUS TRISETYO	3	2	3	3	3	14
27	WIDYA PUTRI RIKA A	4	3	3	3	3	16
28	WISNU TRI WIDAGDO	3	2	3	3	3	14
29	WULANDARI	3	3	3	3	3	15
		94	81	78	79	86	418

STUDENTS' SCORE OF POST-TEST
Class: X2 (Experimental Group)

RATER 2							
NO	NAMA	CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECHANICS	SCORE
		R	R	R	R	R	
1	ALIF WAHYU	4	4	3	3	3	17
2	AMBARWATI	3	3	3	3	3	15
3	ANITA BUDIARNI	3	3	2	2	3	13
4	ARIF PRABOWO	3	2	2	2	3	12
5	ARIS TIYAWAN	3	2	2	2	3	12
6	BAYU SAKTI	3	3	3	3	3	15
7	CHINTIA DEWIR	3	3	3	2	3	14
8	DESI DIYAH LESTARI	3	4	3	3	3	16
9	DIAN HAPSARI	4	3	4	4	3	18
10	EKA PRIHATIN	3	3	3	3	3	15
11	ENDARI WARDANI	4	4	3	4	3	18
12	ENI SUSANTI	3	3	3	3	3	15
13	HANDAYANI RETNO A	3	3	2	3	3	14
14	LIKA NOVIANI	3	2	2	3	3	13
15	LILIS ARINI	4	3	3	3	3	16
16	MARGARETA AYU A	4	4	4	4	4	20
17	MURNIATI	3	2	2	2	2	11

18	OKIK NUR H	3	2	2	2	2	11
19	OKTAVIANA N	3	3	3	3	3	15
20	RAHMAT HADITIYA	3	3	3	2	3	14
21	RATNA NOVITASARI	3	3	2	3	3	14
22	RENI WIDYAWATI	3	3	2	2	3	13
23	REXI OKTAFIANSAH	4	3	3	4	3	17
24	RIKI SUSANTO	3	3	2	3	3	14
25	TRIADI	3	2	3	3	3	14
26	VINCENCIUS TRISETYO	3	2	3	3	3	14
27	WIDYA PUTRI RIKA A	4	4	4	4	3	19
28	WISNU TRI WIDAGDO	3	3	2	2	3	13
29	WULANDARI	3	3	3	3	3	15
		94	85	79	83	86	427

STUDENTS SCORE OF PRE_TEST EXPERIMENTAL CLASS

NO	NAMA	CONTENT		ORGANIZATION		VOCABULARY		LANGUAGE USE		MECHANICS		SCORE	FINAL SCORE
		T	R	T	R	T	R	T	R	T	R		
1	ALIF WAHYU	2	3	2	2	2	2	2	3	2	2	22	11
2	AMBARWATI	3	3	3	2	3	2	2	3	2	2	25	12,5
3	ANITA BUDIARNI	2	2	2	2	2	2	2	2	2	1	19	9,5
4	ARIF PRABOWO	2	3	1	2	2	2	2	2	2	2	20	10
5	ARIS TIYAWAN	2	2	2	2	1	1	1	1	1	1	14	7
6	BAYU SAKTI	3	2	2	3	2	3	2	3	3	2	25	12,5
7	CHINTIA DEWI R	2	3	2	3	2	2	2	2	2	2	22	11
8	DESI DIYAH LESTARI	3	3	2	2	2	2	2	2	3	3	24	12
9	DIAN HAPSARI	4	3	4	3	3	3	3	3	3	3	32	16
10	EKA PRIHATIN	3	3	2	2	2	1	2	1	2	2	20	10
11	ENDARI WARDANI	3	3	2	3	2	3	2	2	2	2	24	12
12	ENI SUSANTI	2	3	2	2	2	2	2	2	2	2	21	10,5
13	HANDAYANI RETNO A	3	3	2	3	2	2	2	3	3	2	25	12,5
14	LIKA NOVIANI	2	2	2	2	1	2	2	1	2	2	18	9
15	LILIS ARINI	3	3	2	2	2	2	2	2	2	2	22	11
16	MARGARETA AYU A	3	3	3	3	3	3	3	2	3	3	29	14,5
17	MURNIATI	2	2	2	2	1	2	2	2	1	2	18	9
18	OKIK NUR H	2	2	2	1	1	1	1	1	2	2	15	7,5
19	OKTAVIANA N	3	3	2	3	2	2	2	2	2	3	24	12
20	RAHMAT HADITIYA	2	2	2	2	2	2	1	2	1	2	18	9

STUDENTS SCORE OF POST_TEST EXPERIMENTAL CLASS

NO	NAMA	CONTENT		ORGANIZATION		VOCABULARY		LANGUAGE USE		MECHANICS		SCORE	FINAL SCORE
		T	R	T	R	T	R	T	R	T	R		
1	ALIF WAHYU	4	4	3	4	3	3	3	3	3	3	33	16,5
2	AMBARWATI	3	3	3	3	3	3	3	3	3	3	30	15
3	ANITA BUDIARNI	3	3	3	3	2	2	2	2	3	3	26	13
4	ARIF PRABOWO	3	3	3	2	3	2	2	2	3	3	26	13
5	ARIS TIYAWAN	3	3	2	2	2	2	2	2	2	3	23	11,5
6	BAYU SAKTI	3	3	3	3	3	3	2	3	3	3	29	14,5
7	CHINTIA DEWI R	3	3	3	3	2	3	3	2	3	3	28	14
8	DESI DIYAH LESTARI	4	3	3	4	3	3	3	3	3	3	32	16
9	DIAN HAPSARI	4	4	4	3	4	4	3	4	4	3	37	18,5
10	EKA PRIHATIN	3	3	3	3	3	3	3	3	3	3	30	15
11	ENDARI WARDANI	4	4	3	4	3	3	3	4	3	3	34	17
12	ENI SUSANTI	3	3	3	3	2	3	2	3	3	3	28	14
13	HANDAYANI RETNO A	3	3	3	3	3	2	3	3	3	3	29	14,5
14	LIKA NOVIANI	3	3	2	2	2	2	2	3	3	3	25	12,5
15	LILIS ARINI	4	4	3	3	4	3	3	3	3	3	33	16,5
16	MARGARETA AYU A	4	4	4	4	4	4	3	4	3	4	38	19
17	MURNIATI	3	3	3	2	2	2	2	2	3	2	24	12
18	OKIK NUR H	3	3	2	2	2	2	2	2	2	2	22	11
19	OKTAVIANA N	3	3	3	3	3	3	3	3	3	3	30	15
20	RAHMAT HADITIYA	3	3	2	3	2	3	3	2	3	3	27	13,5

STUDENTS SCORE OF PRE_TEST CONTROL CLASS

[illegible]

STUDENTS SCORE OF POST_TEST CONTROL CLASS

NO	NAMA	CONTENT		ORGANIZATION		VOCABULARY		LANGUAGE USE		MECHANICS		SCORE	FINAL SCORE
		T	R	T	R	T	R	T	R	T	R		
1	ARBELIA K	3	3	2	2	2	2	2	2	2	2	22	11
2	ARDI MEGANTARA	4	4	4	4	3	4	4	4	4	3	38	19
3	ARIP SETIAWAN	3	3	2	2	2	2	2	2	2	2	22	11
4	BAYU AFANDI	4	4	3	3	3	3	3	3	3	3	32	16
5	DANANG EKO P	3	3	2	3	2	2	2	2	2	2	23	11,5
6	DANAN KRISTANTO	3	2	3	2	2	2	2	2	2	2	22	11
7	DINA LISDAYATI	3	3	2	3	2	3	2	2	2	2	24	12
8	ESTI RAHAYU	2	2	2	3	2	2	1	2	2	2	20	10
9	ETIK WULANSARI	2	2	2	2	3	2	2	1	3	2	21	10,5
10	GALUH ANGGORO	3	3	3	2	2	3	2	3	3	2	26	13
11	HANA PANGASTUTI	2	3	2	2	2	2	2	2	2	2	21	10,5
12	LUCIA UPIK K	3	3	3	2	3	2	2	2	2	2	24	12
13	LUPIA MARKULI	3	3	2	3	2	2	2	2	2	2	23	11,5
14	OKTA SANTI DWI A	4	4	3	4		3	3	3	3	3	30	15
15	PURWADI	2	2	2	2	3	2	3	2	3	2	21	10,5
16	ROBERT PUGUH S	3	2	2	2	2	2	2	2	2	2	21	10,5
17	RUSTIANI YUNI A	3	2	2	3	2	2	3	3	3	3	26	13
18	SEKAR RATRI W	3	3	3	3	3	2	3	3	3	2	28	14
19	SULISTYOWATI	4	4	3	3	3	4	3	3	4	4	35	17,5
20	TONI SETIAWAN	3	2	2	2	2	2	2	3	3	3	24	12

APPENDIX 5
COURSE GRID,
LESSON PLANS, AND
LEARNING MATERIALS

COURSE GRID CONTROL CLASS

SCHOOL : SMA Kanisius Harapan Tirtomoyo
GRADE/SEMESTER : X/ 2
SUBJECT : English
SKILL : Writing

STANDARD OF COMPETENCE:

12. Expressing meaning in short functional written texts and simple essays in the form of narrative, descriptive, and news item in daily life.

BASIC COMPETENCE:

12.2 Expressing meaning and rhetorical steps of written text essay in daily life and knowledge usage accurately, fluently and understandably in the form of descriptive texts.

Topic	Indicators	Learning materials	Learning activities	Assesment	Sources	Time Allocation
Describing People	1. Identifying the generic structure and language features of descriptive texts 2. Using adjectives and compound adjectives 3. Using attributive verbs (<i>has</i> and <i>have</i>)	✓ A descriptive text ✓ The explanation of the descriptive text including the purpose, generic	BKOF ✓ Teacher makes apereption MOT ✓ students discuss a descriptive text and the characteristics of the descriptive	Writing Performance	✓ Interlanguage: English for Senior High School Students X	4x45 minutes

	4. Answering guided questions of describing a person 5. Producing a simple descriptive text	structure, and language feature	<p>text</p> <p>JCOT</p> <ul style="list-style-type: none"> ✓ Students work in pairs ✓ Students interview their partner about their idol ✓ Students write a draft of describing their idol <p>ICOT</p> <ul style="list-style-type: none"> ✓ Students describe their idol in written form 	Writing Performance	<p>✓ Interlanguage: English for Senior High School Students X</p> <p>✓ http://www.in-tourism.com/indonesia-exotic-tourism-at-</p>	4x45 minutes
Describing Places	1. Identifying the generic structure and language features of descriptive texts 2. Using adjectives and compound adjectives 3. Using simple present tense 4. Using linking verbs 5. Producing a simple descriptive text	<ul style="list-style-type: none"> ✓ A descriptive text ✓ The explanation of the descriptive text including the purpose, generic structure, and language feature 	<p>BKOF</p> <ul style="list-style-type: none"> ✓ Teacher makes a perception ✓ MOT ✓ students discuss a descriptive text and the characteristics of the descriptive text <p>JCOT</p> <ul style="list-style-type: none"> ✓ Students work in pairs ✓ Students do a task to practice on 			

Describing Places	1. Identifying the generic structure and language features of descriptive texts 2. Arranging jumbled sentence into good paragraphs. 3. Producing a simple descriptive text	✓ A descriptive text The explanation of the descriptive text including the purpose, generic structure, and	<p>using adjectives and compound adjectives</p> <p>✓ Students do a task to practice on using grammar</p> <p>✓ Students do a task to on using correct prepositions</p> <p>✓ Students write a draft of describing their favourite tourist object in Indonesia</p> <p>ICOT</p> <p>✓ Students describe their favourite tourist object written form</p>	<p>Writing Performance</p>	<p>✓ Interlanguage: English for Senior High School Students X</p>	4x45 minutes
			<p>indrayanti-beach-yogyakarta/</p>			

		language feature	<p>JCOT</p> <ul style="list-style-type: none"> ✓ Students work in pairs ✓ Students practice to arrange an organized text ✓ Students write a draft of describing their favourite tourist object in the world <p>ICOT</p> <ul style="list-style-type: none"> ✓ Students revise their draft 			
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Known by,
The Teacher,

Yogyakarta, March 2013
The Researcher,

Yustina Prapti H, S.Pd.

Anastasia Puji A
NIM. 07202244022

COURSE GRID EXPERIMENTAL CLASS

SCHOOL : SMA Kanisius Harapan Tirtomoyo
GRADE/SEMESTER : X/ 2
SUBJECT : English
SKILL : Writing

STANDARD OF COMPETENCE:

12. Expressing meaning in short functional written texts and simple essays in the form of narrative, descriptive, and news item in daily life.

BASIC COMPETENCE:

12.2 Expressing meaning and rhetorical steps of written text essay in daily life and knowledge usage accurately, fluently and understandably in the form of descriptive texts.

Topic	Indicators	Learning materials	Learning activities	Assesment	Sources	Time Allocation
Describing People	6. Identifying the generic structure and language features of descriptive texts 7. Using adjectives and compound adjectives 8. Using attributive verbs	<ul style="list-style-type: none"> ✓ A descriptive text ✓ The explanation of the descriptive text including the 	<ul style="list-style-type: none"> BKOF ✓ Teacher makes apereception MOT ✓ students discuss a descriptive text and the characteristics 	Writing Performance	<ul style="list-style-type: none"> ✓ Interlanguage: English for Senior High School 	4x45 minutes

	<p>(<i>has</i> and <i>have</i>)</p> <p>9. Answering guided questions of describing a person</p> <p>10. Producing a simple descriptive text</p>	purpose, generic structure, and language feature	<p>of the descriptive text</p> <p>JCOT</p> <p>✓ Students work in pairs</p> <p>✓ Students interview their partner about their idol</p> <p>✓ Students write a draft of describing their idol</p> <p>✓ Students work in group of four</p> <p>✓ Students give feedback</p> <p>ICOT</p> <p>✓ Students revise their draft</p>		Students X	
Describing Places	<p>6. Identifying the generic structure and language features of descriptive texts</p> <p>7. Using adjectives and compound adjectives</p> <p>8. Using simple present tense</p> <p>9. Using linking verbs</p>	<p>✓ A descriptive text</p> <p>✓ The explanation of the descriptive text including the purpose, generic structure, and</p>	<p>BKOF</p> <p>✓ Teacher makes aperception</p> <p>MOT</p> <p>✓ students discuss a descriptive text and the characteristics of the descriptive text</p> <p>JCOT</p>	Writing Performance	<p>✓ Interlanguage: English for Senior High School Students X</p> <p>✓ http://www.in-</p>	4x45 minutes

10. Producing a simple descriptive text	language feature	<p>✓ Students work in pairs</p> <p>✓ Students do a task to practice on using adjectives and compound adjectives</p> <p>✓ Students do a task to practice on using grammar</p> <p>✓ Students do a task to on using correct prepositions</p> <p>✓ Students write a draft of describing their favourite tourist object in Indonesia</p> <p>✓ Students work in group of four</p> <p>✓ Students give peer feedback</p> <p>ICOT</p> <p>✓ Students revise their draft</p>		<i>tourism.com/indonesia-exotic-tourism-at-indrayanti-beach-yogyakarta/</i>	
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Describing Places	<p>4. Identifying the generic structure and language features of descriptive texts</p> <p>5. Arranging jumbled sentence into good paragraphs.</p> <p>6. Producing a simple descriptive text</p>	<p>✓ A descriptive text</p> <p>The explanation of the descriptive text including the purpose, generic structure, and language feature</p>	<p>BKOF</p> <p>✓ Teacher makes apereception MOT</p> <p>✓ students discuss a descriptuve text and the characteristics of the descriptive text</p> <p>JCOT</p> <p>✓ Students work in pairs</p> <p>✓ Students practice to arrange an organized text</p> <p>✓ Students write a draft of describing their favourite tourist object in the world</p> <p>✓ Students work in group of four</p> <p>✓ Students give peer feedback</p>	Writing Performance	<p>✓ Interlanguage: English for Senior High School Students X</p>	4x45 minutes
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			ICOT ✓ Students revise their draft				
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Known by,
The Teacher,

Yogyakarta, March 2013
The Researcher,

Yustina Prapti H, S.Pd.

Anastasia P.A
NIM. 07202244022

LESSON PLANS
CONTROL CLASS

LESSON PLAN

School : SMA Kanisius Harapan Tirtomoyo
 Subject : English
 Class/Semester : X/2
 Skill : Writing
 Topic : **Describing People**
 Time Allocation : 90 minutes x 2

A. STANDARD OF COMPETENCE

12. Expressing meaning in short functional written texts and simple essays in the form of narrative, descriptive, and news item in daily life.

B. BASIC COMPETENCY

12.2 Expressing meaning and rhetorical steps of written text essay in daily life and knowledge usage accurately, fluently and understandably in the form of descriptive texts.

C. OBJECTIVE

At the end of the lesson, students are able to produce a descriptive text understandably using appropriate generic structures and language features.

D. INDICATORS

1. Identifying the generic structure and language features of descriptive texts
2. Using adjectives and compound adjectives
3. Using attributive verbs (*has* and *have*)
4. Answering guided questions of describing a person
5. Producing a simple descriptive text

E. LESSON MATERIALS

Enclosed (Appendix)

F. TEACHING METHOD/TECHNIQUE

Genre-Based Approach (BKOF, MOT, JCOT, ICOT)

G. TEACHING-LEARNING ACTIVITIES

No.	Teacher's and Students' Activities
1.	Opening Activities a. Teacher greets students. b. Teacher asks students' condition. c. Teacher leads a prayer. d. Teacher checks the students' attendance.

2.	Main Activities
	Meeting 1
	a. BKOF
	1) Teacher does a perception by asking students who their idol is.
	2) Teacher asks some students to explain how she/he looks like.
	3) Teacher tells the material that will be learned by students which is about describing people.
	4) Teacher tells the goal that will be achieved by students.
	b. MOT
	1) Teacher gives an example of descriptive texts.
	2) Teacher asks students to do Task 1 in pairs.
	3) Teacher and students discuss the characteristics of the descriptive text together (Task 2).
	c. JCOT
	1) Teacher asks students to work in pairs.
	2) Students are asked to interview each other using some guided questions (Task 3).
	3) Students make brainstorming guided by questions.
	4) Teacher monitors the discussion.
	Meeting 2
	5) Teacher asks students to make a draft of a descriptive text individually based on the answers of previous questions (Task 4).
	6) Teacher asks students one by one whether they are confused or not to revise their draft.
	d. ICOT
	1) Teacher asks the students to make description based on their draft.
3.	Closing Activities
	a. Teacher asks students about the conclusion of the writing activities that have been done.
	b. Teacher gives a review of the lesson for the next meeting.
	c. Teacher asks students to bring a picture of their most favorite place in Indonesia.
	d. Teacher ends the lesson.

H. MATERIAL SOURCES

- Priyana, Joko, et al., (2008). *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

I. INSTRUMENT

- a. Technique : Written test (Task 4)
- b. Type : Writing a descriptive text

J. EVALUATION

a. Technique : Writing rubric

	SCORE	CRITERIA
CONTENT	4	Relevant to topic
	3	Mostly relevant to topic, but lacks detail
	2	Inadequate development of topic
	1	Does not show knowledge of subject
ORGANIZATION	4	Ideas clearly stated/supported, well-organized
	3	Loosely organized but main ideas stand out, logical but incomplete sequencing
	2	Ideas confused or disconnected, lacks logical sequencing and development
	1	No organization
VOCABULARY	4	Effective word/idiom choice and usage
	3	Occasional errors of word/idiom form, choice, usage <i>but meaning not obscured.</i>
	2	Frequent errors of word/idiom form, choice, usage and <i>meaning confused or obscured</i>
	1	Little knowledge of English vocabulary, idioms word form
LANGUAGE USE	4	Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	2	Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions
	1	Dominated by errors
MECHANICS	4	Few errors of spelling, punctuation, capitalization, paragraphing
	3	Occasional errors of spelling, punctuation, capitalization
	2	Frequent errors of spelling, punctuation capitalization, paragraphing • poor handwriting
	1	dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible

Adapted from: Weigle, C. S. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

b. Maximum score : 20

The conversion table :

Class Interval	Interpretation
17.5-20.0	excellent
15.0-17.4	very good
12.5-14.9	good
10.0-12.4	fair
7.5-9.9	poor
5.0-7.4	very poor

Known by,
The Teacher,

Yustina Prapti H, S.Pd.

Yogyakarta, March 2013

The Researcher,

Anastasia Puji A
NIM. 07202244022

Appendix of Lesson Materials

Task 1

Study the following text below. Then, identify the organization of the text below with your partner.

Daniel Jacob Radcliffe



Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham. He is an actor. The success of Harry Potter movies has made Daniel Radcliffe the centre of public attention.

} Identification

Dan is very good looking. He is bright-skinned, blue-eyed, and pointed-nosed. He has dark brown hair. His height is about 168 cm. His face is square and he is very handsome when he smiles.

} Description:
physical
features

He is a loyal, shy, down-to-earth, and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

} Description:
personality

Adapted from : *Interlanguage: English for Senior High School Students X*

Task 2

The Explanation of the Descriptive Text

Function: to describe a particular person, place or thing.

Generic Structure:

- Identification: identifying the name, occupation, profession and career.
- Description: describing the physical appearances and his/her personality.

Language features:

- The use of simple present tense
- The use of linking verbs
- The use of adjectives and compound adjectives
- The use of attributive *has* and *have*

To describe a person's physical appearance, you can use the following words:

Physical appearances						
Height	Body	Skin	Age	Hair	Face	Eyes
tall short	slim thin plump fat skinny muscular	brown bright dark colored	young old teenager	long short bald straight curly wavy black red brown	round oval square wrinkles pale bearded shaved	big round narrow blue brown black green slanting

To describe a person's characters, you can use the following words.

Characters	
careful intelligent confident extrovert generous diligent	careless stupid shy introvert stingy lazy

Characters
active cheerful determined energetic friendly humble humorous sensitive stubborn

(JCOT)

Task 3

Ask the questions below to your partner.

1. Who is your favorite artist?
2. How does she/he look like?
3. How is she/he? (personality)

ICOT

Task 4

Make a simple descriptive text based on Task 3.

LESSON PLAN

School : SMA Kanisius Harapan Tirtomoyo
 Subject : English
 Class/Semester : X/2
 Skill : Writing
 Topic : **Describing Local Places**
 Time Allocation : 90 minutes x 2

B. STANDARD OF COMPETENCE

12. Expressing meaning in short functional written texts and simple essays in the form of narrative, description, and news item in daily life.

B. BASIC COMPETENCY

12.2 Expressing meaning and rhetorical steps of written text essay in daily life and knowledge usage accurately, fluently and understandably in the form of descriptive texts.

C. OBJECTIVE

At the end of the lesson, students are able to produce a descriptive text understandably using appropriate generic structures and language features.

D. INDICATORS

1. Identifying the generic structure and language features of descriptive texts
2. Using simple present tense
3. Using adjectives and compound adjectives
4. Using linking verbs
5. Using prepositions
6. Producing a simple descriptive text

E. LESSON MATERIALS

Enclosed (Appendix)

F. TEACHING METHOD/TECHNIQUE

Genre-Based Approach (BKOF, MOT, JCOT, ICOT)

G. TEACHING LEARNING ACTIVITIES

No.	Teacher's and Students' Activities
1.	Opening Activities a. Teacher greets students. b. Teacher asks students' condition. c. Teacher leads a prayer.

	d. Teacher checks the students' attendance.
2.	Main Activities
	Meeting 3
	a. BKOF <ol style="list-style-type: none"> 1) Teacher does a perception by asking students what their favorite tourism object in Indonesia is. 2) Teacher tells the material that will be learned by students which is about describing places. 3) Teacher tells the goal that will be achieved by students. b. MOT <ol style="list-style-type: none"> 1) Teacher gives an example of descriptive texts. 2) Teacher asks students to do Task 1 and Task 2 in pairs. 3) Teacher and students discuss the characteristics of the descriptive text together. c. JCOT <ol style="list-style-type: none"> 1) Teacher asks students to work in pairs. 2) Teacher gives Task 3, Task 4, and Task 5. 3) Teacher asks students to do the given tasks. 4) Teacher gives feedback to a whole class.
	Meeting 4
3.	5) Teacher asks students to work in pairs. 6) Teacher asks students to make a descriptive text based on their most favorite place (Task 6) 7) Teacher asks students to make a draft individually based on the topic they have chosen. d. ICOT <ol style="list-style-type: none"> 1) Teacher asks students to write a descriptive text based on their draft 2) Students submit their written work to the teacher.
	Closing Activities <ol style="list-style-type: none"> a. Teacher asks students about the conclusion of the lesson that they have learned. b. Teacher gives a preview of the lesson for the next meeting. c. Teacher asks students to bring a picture of their most favorite place on the world for the next meeting. d. Teacher ends the lesson.

H. MATERIAL SOURCES

- Dody, Achmad. (2008). *Developing English Competencies for Senior High School Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Sudarwati, M. & Grace, E. (2007). *Look Ahead 1*. Jakarta: Erlangga.

– <http://www.studyandexam.com/preposition2.html>

I. INSTRUMENT

- a. Technique : Written test (Task 9)
b. Type : Writing a descriptive text

J. EVALUATION

- b. Technique : Writing Rubric

	SCORE	CRITERIA
CONTENT	4	Relevant to topic
	3	Mostly relevant to topic, but lacks detail
	2	Inadequate development of topic
	1	Does not show knowledge of subject
ORGANIZATION	4	Ideas clearly stated/supported, well-organized
	3	Loosely organized but main ideas stand out, logical but incomplete sequencing
	2	Ideas confused or disconnected, lacks logical sequencing and development
	1	No organization
VOCABULARY	4	Effective word/idiom choice and usage
	3	Occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> .
	2	Frequent errors of word/idiom form, choice, usage and <i>meaning confused or obscured</i>
	1	Little knowledge of English vocabulary, idioms word form
LANGUAGE USE	4	Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	2	Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions
	1	Dominated by errors
MECHANICS	4	Few errors of spelling, punctuation, capitalization, paragraphing
	3	Occasional errors of spelling, punctuation, capitalization
	2	Frequent errors of spelling, punctuation capitalization, paragraphing • poor handwriting
	1	dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible

Adapted from: Weigle, C. S. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

c. Maximum score : 20

The conversion table :

Class Interval	Interpretation
17.5-20.0	excellent
15.0-17.4	very good
12.5-14.9	good
10.0-12.4	fair
7.5-9.9	poor
5.0-7.4	very poor

Yogyakarta, March 2013

Known by,
The Teacher,

The Researcher,

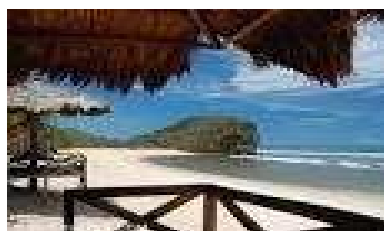
Yustina Prapti H, S.Pd.

Anastasia P.A
NIM. 07202244022

Appendix of Lesson Materials

Task 1: Study the following text. Then, identify the organization of the text with your partner.

Indrayanti Beach



Indrayanti is an exotic beach. This beach is located at Gunungkidul, about 30 km from Jogjakarta. This beach is alongside with Sundak Beach as one of the newest tourist objects at Jogjakarta.

The main views from this beach are white sand beach and clean environment. It is different from other beaches in Jogjakarta, like Parangtritis and Parangkusumo. Indrayanti Beach has soft white sand. The water is also very clear so that tourists can see Indrayanti underwater life. Starting from the fishes and coral reefs are complemented by a wide range of towering rock. The coral reefs in this beach are amazing.

Activities that are mostly done at Indrayanti Beach are diving, snorkeling, surfing, jetskiing. All equipment that is associated with water sports is available for rent. Having tired of playing in the water, tourists can feel culinary that is available there.

Indrayanti Beach cleanliness is maintained. Facilities around the coast are lodging, restaurants, and transportation. There have been many domestic and foreign tourists who visit the Indrayanti Beach.

Adapted from <http://www.in-tourism.com/indonesia-exotic-tourism-at-indrayanti-beach-yogyakarta/>

Task 2: Study the following explanation of descriptive texts.

Function : to describe a particular person, place or thing.

Generic Structure:

- Identification : identifies phenomenon to be described.
- Description : describes parts, qualities, characters.
- Language Features:

❏ The use of Simple Present Tense

Sentence Pattern:

S + V1 + O

S + Be (is, am, are) + O

Example: Tourist can *see* Indrayanti underwater life.

❏ The use of linking verbs

Linking verbs is a verb that joins the subject of a sentence to a complement.

Example: Indrayanri *is* an exotic beach.

❏ The use of adjectives and compound adjectives.

Example: Indrayanti Beach *is amazing*. (Adjective)

Indrayanti Beach has soft white sand. (Compound adjective)

A compound adjective is formed when two or more adjectives work together to modify the same noun.

Adjective Placement

Deter- miner	opinion	size	age	shape	color	origin	material	purpose	noun
a, the	beautiful, nice	big, small	old, new, young, ancient	round, square, oval	green, red, blue, black	Indone- sian, German	wooden, cotton, woollen, plastic	chalk, walking	statue, pain-tings,

ii The use of prepositions

A **preposition** links nouns, pronouns and phrases to other words in a sentence.

Examples: Indrayanti is *an* exotic beach.

This beach is located *at* Gunungkidul.

List of common prepositions:

*about after at before behind below beside between by during from
for inside in into near of on out outside over through till to toward
under until with*

Task 3: Fill in the blanks below using the word in the box.

1. The Eiffel Tower is _____ building in Paris
2. The Eiffel Tower has become the most _____ symbol of both Paris and France.
3. Kuta beach is a _____ beach in a southern Bali.
4. Gunung Tujuh Lake is an _____ place to visit.
5. Borobudur is _____ Buddhist temple in the world.

amazing, the tallest, the biggest, prominent, beautiful

Task 4: Choose verbs from the box to complete the following sentences.

Remember to use the correct form of the verbs.

Example:

Many tourists *go* to Yogyakarta.

has	lies	go	is	enjoy	is
-----	------	----	----	-------	----

1. Many tourists _____ to Tabuhan cave.
2. Gua Tabuhan _____ located near Pacitan in East Java.
3. Visitor can _____ at least 36 kinds of facilities which can attract them as well as give new knowledge.
4. Lake Toba _____ in the northern part of Barisan Mountain Range, which is volcanic and traverses Sumatra Island from northwest to southeast as its backbone.
5. Senggigi _____ fine sandy beaches.

Task 5: Complete the text with appropriate prepositions given in the box.

*in	*between	*of	*in	*of
*on	*for	*by	*in	*of

The Hanging Gardens of Babylon was a man made structure that was one
1_____the seven wonder of the Ancient world. The Hanging Gardens originated
2_____aproximately 605 B.C.

Babylon , the capital 3_____Babylom, was built 4_____the Euphrates
and Tigris Rivers, where modern Baghdad, 5_____Iraq, stand today. King
Nebuchadnezzar built the Hanging Gardens 6_____his wife, Amytis, who was
the Princess the the Medes.

The Hanging Gardens was built 7_____arches overlooking the City wall. The lowest terrace was twenty-four metres off the ground and each succeeding terrace was three metres higher. There were about six terrace, so that the top most terrace was forty metres off the ground.

The firs stage 8_____ the building was a series of brick archways that were the same. Heigh as the city walls. Under neath them lay a shadel courtyard. On top of these arches, the Babylonians built long brick terrace 9_____rows. These terrace were lined with lead, to hold the water, then covered with thick layers of fertile soil. Many exotic plants and trees were planted. Each flower-bed was the size of a tennis court and the area of beach terrace was thirty metres long 10_____five metre long by five metres wide.

Adapted from: *LKS TUNTAS Bahasa Inggris Kelas X semester 2*

Task 6: Write a simple descriptive text based on your most favorite tourism object in Indonesia. You should make a draft first.

NAME :
NO. :

LESSON PLAN

School : SMA Kanisius Harapan Tirtomoyo
 Subject : English
 Class/Semester : X/2
 Skill : Writing
 Topic : **Describing Places**
 Time Allocation : 90 minutes x 2

C. STANDARD OF COMPETENCE

12. Expressing meaning in short functional written texts and simple essays in the form of narrative, descriptive, and news item in daily life.

B. BASIC COMPETENCY

12.2 Expressing meaning and rhetorical steps of written text essay in daily life and knowledge usage accurately, fluently and understandably in the form of descriptive texts.

C. OBJECTIVE

At the end of the lesson, students are able to produce a descriptive text understandably using appropriate generic structures and language features.

D. INDICATORS

1. Identifying the generic structure and language features of descriptive texts
2. Arranging jumbled sentences into good paragraphs
3. Producing a simple descriptive text

E. LESSON MATERIALS

Enclosed (Appendix)

F. TEACHING METHOD/TECHNIQUE

Genre-Based Approach (BKOF, MOT, JCOT, ICOT)

G. TEACHING LEARNING TECHNIQUES

No.	Teacher's and students' techniques
1.	Opening Activities a. Teacher greets students. b. Teacher asks students' condition. c. Teacher leads a prayer. d. Teacher checks the students' attendance.
2.	Main Activities

	Meeting 5
	<ul style="list-style-type: none"> a. BKOF <ul style="list-style-type: none"> 1) Teacher does aperception by asking students what their favorite place on over the world. 2) Teacher tells the materials that will be learned by students in this meeting. 3) Teacher tells the goal that will be achieved by students. b. MOT <ul style="list-style-type: none"> 1) Teacher gives an example of descriptive texts. 2) Teacher asks students to doTask 1 in pairs. 3) Teacher and students discuss the characteristics of the descriptive text together. c. JCOT <ul style="list-style-type: none"> 1) Teacher gives Task 2. 2) Students have to do Task 2 in pairs. 3) Students are asked to match the paragraph in each card so that those paragraphs become a simple descriptive text. 4) Teacher monitors the discussion. 5) Teacher gives feedback to the whole class.
	Meeting 6
	<ul style="list-style-type: none"> 6) Teacher asks students to choose their most favorite place on the world. 7) Teacher asks students to make a descriptive text (Task 3). 8) Teacher asks students to make a plan of the topic they are going to develop. 9) Teacher respond to their students draft in the oral form. 10) Teacher monitors the activity. d. ICOT <ul style="list-style-type: none"> 1) Teacher asks students to revise their first draft by considering the feedback. 2) Teacher asks students one by one whether they are confused or not to revise their draft. 3) Teacher asks students to submit their revised draft.
3.	Closing Activities <ul style="list-style-type: none"> a. Teacher asks students about the conclusion of the lesson that they have learned. b. Teacher ends the lesson.

H. MATERIAL SOURCES AND EQUIPMENTS

- Dody, Achmad. (2008). *Developing English Competencies for Senior High School Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Sudarwati, M. & Grace, E. (2007). *Look Ahead 1*. Jakarta: Erlangga.
- <http://www.manythings.org/voa/places/11.html>

I. INSTRUMENT

- a. Technique : Written test (Task 4)
- b. Type : Writing a descriptive text

I. EVALUATION

- c. Technique : Writing Rubric

	SCORE	CRITERIA
CONTENT	4	Relevant to topic
	3	Mostly relevant to topic, but lacks detail
	2	Inadequate development of topic
	1	Does not show knowledge of subject
ORGANIZATION	4	Ideas clearly stated/supported, well-organized
	3	Loosely organized but main ideas stand out, logical but incomplete sequencing
	2	Ideas confused or disconnected, lacks logical sequencing and development
	1	No organization
VOCABULARY	4	Effective word/idiom choice and usage
	3	Occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> .
	2	Frequent errors of word/idiom form, choice, usage and <i>meaning confused or obscured</i>
	1	Little knowledge of English vocabulary, idioms word form
LANGUAGE USE	4	Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	2	Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions
	1	Dominated by errors

MECHANICS	4	Few errors of spelling, punctuation, capitalization, paragraphing
	3	Occasional errors of spelling, punctuation, capitalization
	2	Frequent errors of spelling, punctuation capitalization, paragraphing • poor handwriting
	1	dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible

Adapted from: Weigle, C. S. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

d. Maximum score : 20

The conversion table :

Class Interval	Interpretation
17.5- 20.0	excellent
15.0-17.4	very good
12.5-14.9	good
10.0-12.4	fair
7.5-9.9	poor
5.0-7.4	very poor

Yogyakarta, May 2012

Known by,
The Teacher,

The Researcher,

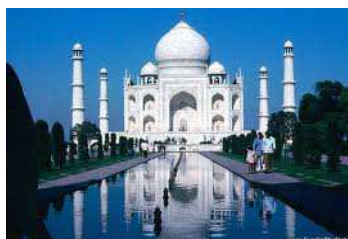
Yustina Prapti H, S.Pd.

Anastasia P.A
NIM. 07202244022

Appendix of Lesson Materials

Task 1: Study the following text. Then, identify the organization of the text with your partner.

Taj Mahal



Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra. Taj Mahal is a Mausoleum that houses the grave of queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and a symmetry of architectural elements. Its central dome is 58 feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

Vocabulary		Vocabulary	
regarded	<i>menghormati</i>	slender	<i>tipis</i>
grave	<i>kuburan</i>	minarets	<i>menara</i>
Emperor	<i>kaisar</i>	adjoining	<i>diantara</i>
truncated	<i>memotong pucuk</i>	chambers	<i>kamar,</i>
dome	<i>kubah</i>	stunning	<i>menarik perhatian</i>
flanked	<i>diapit</i>	suspended	<i>terhenti</i>

Task 2: Work in pairs. Then, arrange the jumbled sentences to make good paragraphs. Student A arranges the jumbled sentences in Card A, then, Student B arranges the jumbled sentences in Card B.

Niagara Falls

CARD A

- a) It is on the Niagara River, about halfway between Lake Erie and Lake Ontario.
- b) It is one of the most beautiful natural wonders of North America.
- c) Niagara Falls is a famous area of waterfalls.
- d) At Niagara Falls, Ontario, Canada is on one side of the river, and the U.S. state of New York is on the other side.
- e) The Niagara River forms part of the border between Canada and the United States.

CARD B

- a) The Horseshoe Falls are in Canada, and the American Falls are in the United States.
- b) Niagara Falls really has two waterfalls.
- c) The Niagara River drops into a steep gorge or canyon, at the falls.
- d) At night, coloured lights shine on the thundering falls. About 10 million people visit Niagara Falls each year.
- e) They are not as high as the American Falls, but they are 2,600 feet (792 metres) wide—about 0.5 mile (0.8 kilometre). The American Falls are about 1,000 feet (305 metres) wide.

Adapted from : <http://www.belajarbahasainggris.us/2012/02/contoh-teks-descriptive-niagarafalls.html>

Task 3

Make a draft of the simple descriptive text based on your favorite place on the world.

Consider the following

- Identification in paragraph 1
 1. Write the name of your object.
 2. Write the location.
 3. Write when the place was built/ found.
- Description in paragraph 2, 3, and...
 1. Write the parts of your object and give explanation for each part.
 2. Write the quality of your object.
 3. Write the characteristics of the object which make people interested to go there.
 4. Write some additional information if you want.

LESSON PLANS
EXPERIMENTAL CLASS

LESSON PLAN EXPERIMENTAL CLASS

School : SMA Kanisius Harapan Tirtomoyo
 Subject : English
 Class/Semester : X/2
 Skill : Writing
 Topic : **Describing People**
 Time Allocation : 90 minutes x 2

A. STANDARD OF COMPETENCE

12. Expressing meaning in short functional written texts and simple essays in the form of narrative, descriptive, and news item in daily life.

B. BASIC COMPETENCY

12.2 Expressing meaning and rhetorical steps of written text essay in daily life and knowledge usage accurately, fluently and understandably in the form of descriptive texts.

C. OBJECTIVE

At the end of the lesson, students are able to produce a descriptive text understandably using appropriate generic structures and language features.

D. INDICATORS

1. Identifying the generic structure and language features of descriptive texts
2. Using adjectives and compound adjectives
3. Using attributive verbs (*has* and *have*)
4. Answering guided questions of describing a person
5. Producing a simple descriptive text

E. LESSON MATERIALS

Enclosed (Appendix)

F. TEACHING METHOD/TECHNIQUE

Genre-Based Approach (BKOF, MOT, JCOT, ICOT)

G. TEACHING-LEARNING ACTIVITIES

No.	Teacher's and Students' Activities
1.	Opening Activities a. Teacher greets students. b. Teacher asks students' condition. c. Teacher leads a prayer. d. Teacher checks the students' attendance.

2.	Main Activities
	<p data-bbox="379 365 507 398">Meeting 1</p> <p data-bbox="379 405 507 439">a. BKOF</p> <ol data-bbox="400 445 1353 618" style="list-style-type: none"> 1) Teacher does a perception by asking students who their idol is. 2) Teacher asks some students to explain how she/he looks like. 3) Teacher tells the material that will be learned by students which is about describing people. 4) Teacher tells the goal that will be achieved by students. <p data-bbox="379 624 507 658">b. MOT</p> <ol data-bbox="400 665 1353 801" style="list-style-type: none"> 1) Teacher gives an example of descriptive texts. 2) Teacher asks students to do Task 1 in pairs. 3) Teacher and students discuss the characteristics of the descriptive text together (Task 2). <p data-bbox="379 808 507 842">c. JCOT</p> <ol data-bbox="400 848 1353 1093" style="list-style-type: none"> 1) Teacher asks students to work in pairs. 2) Students are asked to interview each other using some guided questions (Task 3). 3) Students make brainstorming guided by questions. 4) Teacher monitors the discussion. 5) Teacher asks students to make a draft of a descriptive text individually based on the answers of previous questions (Task 4).
	<p data-bbox="379 1104 523 1137">Meeting 2</p> <ol data-bbox="400 1144 1353 1574" style="list-style-type: none"> 6) Teacher asks students to work in groups of four. 7) Teacher tells students that they will have a peer feedback activity. 8) Teacher explains what peer feedback is, how to do peer feedback, and what elements in writing that they have to revise. Teacher asks students to exchange their draft with a partner. For example, student A with student B, student B with students C, student C with student D, and students D with student A. 9) Teacher gives a feedback checklist (Task 5) and a peer feedback form (Task 6) to each student. 10) Students respond to their partner's draft in the oral and written form. 11) Teacher asks students to give the text back to their partner that has been commented. <p data-bbox="379 1581 507 1615">d. ICOT</p> <ol data-bbox="400 1621 1353 1720" style="list-style-type: none"> 1) Teacher asks students to revise their draft by considering feedback from their peers (Task 7). 2) Students submit their revised draft to the teacher.
3.	<p data-bbox="379 1731 619 1765">Closing Activities</p> <ol data-bbox="427 1771 1353 1973" style="list-style-type: none"> a. Teacher asks students about the conclusion of the writing activities that have been done. b. Teacher gives a review of the lesson for the next meeting. c. Teacher asks students to bring a picture of their most favorite place in Indonesia. d. Teacher ends the lesson.

H. MATERIAL SOURCES

- Priyana, Joko, et al., (2008). *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

I. INSTRUMENT

- a. Technique : Written test (Task 7)
- b. Type : Writing a descriptive text

J. EVALUATION

- a. Technique : Writing rubric

	SCORE	CRITERIA
CONTENT	4	Relevant to topic
	3	Mostly relevant to topic, but lacks detail
	2	Inadequate development of topic
	1	Does not show knowledge of subject
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	3	Loosely organized but main ideas stand out, logical but incomplete sequencing
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VOCABULARY	4	Effective word/idiom choice and usage
	3	Occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> .
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	3	Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
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Z I C	4	Few errors of spelling, punctuation, capitalization, paragraphing
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Adapted from: Weigle, C. S. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

b. Maximum score : 20

The conversion table :

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10.0-12.4	fair
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5.0-7.4	very poor

Yogyakarta, March 2013

Known by,
The Teacher,

The Researcher,

Yustina Prapti H, S.Pd.

Anastasia Puji A
NIM. 07202244022

Appendix of Lesson Materials

Task 1

Study the following text below. Then, identify the organization of the text below with your partner.

Daniel Jacob Radcliffe



Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham. He is an actor. The success of Harry Potter movies has made Daniel Radcliffe the centre of public attention.

} Identification

Dan is very good looking. He is bright-skinned, blue-eyed, and pointed-nosed. He has dark brown hair. His height is about 168 cm. His face is square and he is very handsome when he smiles.

} Description:
physical
features

He is a loyal, shy, down-to-earth, and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

} Description:
personality

Adapted from : *Interlanguage: English for Senior High School Students X*.

Task 2

The Explanation of the Descriptive Text

Function: to describe a particular person, place or thing.

Generic Structure:

- Identification: identifying the name, occupation, profession and career.
- Description: describing the physical appearances and his/her personality.

Language features:

- The use of simple present tense
- The use of linking verbs
- The use of adjectives and compound adjectives
- The use of attributive *has* and *have*

To describe a person's physical appearance, you can use the following words:

Physical appearances						
Height	Body	Skin	Age	Hair	Face	Eyes
tall short	slim thin plump fat skinny muscular	brown bright dark colored	young old teenager	long short bald straight curly wavy black red brown	round oval square wrinkles pale bearded shaved	big round narrow blue brown black green slanting

To describe a person's characters, you can use the following words.

Characters	
careful intelligent confident extrovert generous diligent	careless stupid shy introvert stingy lazy

Characters
active cheerful determined energetic friendly humble humorous sensitive stubborn

(JCOT)

Task 3

Ask the questions below to your partner.

1. Who is your favorite artist?
2. How does she/he look like?
3. How is she/he?

Task 4

Make a draft of a simple descriptive text based on Task 3.

Task 5

Read your partner's text and give feedback on his/her draft. Then, put a tick (✓) on the feedback checklist below if you agree with the checklist and put a cross (x) if you don't agree with that.

Feedback Checklist

I. Content (Ideas)

- ___ The text has clear identification followed with supporting details.
(Teks memiliki identifikasi yang jelas diikuti dengan kalimat-kalimat pendukung)
- ___ The text describes physical features with adequate details.
(Teks mendeskripsikan fisik dengan penjelasan yang cukup)
- ___ The text describes personality with adequate details.
(Teks mendeskripsikan kepribadian/karakter dengan penjelasan yang cukup)

II. Organization

- ___ The text is begun with a clear identification.
(Teks dimulai dengan identifikasi yang jelas)
- ___ The text has a clear description.
(Teks memiliki deskripsi yang jelas)
- ___ The text has a good coherence.
(Teks memiliki koherensi yang baik antara kalimat satu dengan yang lainnya)

III. Vocabulary

- ___ The writer uses an effective word choice.
(Penulis menggunakan pilihan kata yang benar)
- ___ The writer uses adjectives/compound adjectives correctly.
(Penulis menggunakan kata sifat dengan benar)
- ___ The writer uses various vocabulary.
(Penulis menggunakan kosakata yang beragam/tidak monoton)

IV. Language Use

- ___ The text has few errors of tense, number, and pronouns.
(Teks memiliki sedikit kesalahan dalam penggunaan *tense*, *number*, and *pronouns*)
- ___ The text has few errors of attributive *has* and *have*.
(Teks memiliki sedikit kesalahan dalam penggunaan *attributive has* and *have*)
- ___ The text has few errors of linking verbs.
(Teks memiliki sedikit kesalahan dalam penggunaan *linking verbs*)

V. Mechanics

- ___ The text only has few errors of spelling, punctuation, capitalization, and paragraphing.

(Teks memiliki sedikit kesalahan dalam hal ejaan, tanda baca, penulisan dengan huruf besar, dan susunan paragraf)

___The text is legible.

(Tulisan dapat dibaca)

Task 6

Fill in this form with your comments about your partner's draft. Then, give it to your partner so she/he can respond to your comments.

Peer Feedback Forms

<p>Writer's Name: _____</p> <p>Partner's Name: _____</p> <p>1. Sebutkan minimal 2 komentar positif dari draft temanmu?</p> <p>2. Berikan saran (minimal 2 point) yang perlu dilakukan temanmu dalam merevisi draftnya?</p> <p>RESPONSE:</p> <p>Apakah kamu setuju/tidak setuju dengan apa yang dikatakan temanmu?</p> <p>Apakah feedback dari temanmu berguna dalam proses revisi?</p>
--

(ICOT)

Task 7

Revise your draft by considering the feedback from your partner. Then, submit your work to your teacher.

LESSON PLAN EXPERIMENTAL CLASS

School : SMA Kanisius Harapan Tirtomoyo
 Subject : English
 Class/Semester : X/2
 Skill : Writing
 Topic : **Describing Local Places**
 Time Allocation : 90 minutes x 2

B. STANDARD OF COMPETENCE

12. Expressing meaning in short functional written texts and simple essays in the form of narrative, description, and news item in daily life.

B. BASIC COMPETENCY

12.2 Expressing meaning and rhetorical steps of written text essay in daily life and knowledge usage accurately, fluently and understandably in the form of descriptive texts.

C. OBJECTIVE

At the end of the lesson, students are able to produce a descriptive text understandably using appropriate generic structures and language features.

D. INDICATORS

1. Identifying the generic structure and language features of descriptive texts
2. Using simple present tense
3. Using adjectives and compound adjectives
4. Using linking verbs
5. Using prepositions
6. Producing a simple descriptive text

E. LESSON MATERIALS

Enclosed (Appendix)

F. TEACHING METHOD/TECHNIQUE

Genre-Based Approach (BKOF, MOT, JCOT, ICOT)

G. TEACHING LEARNING ACTIVITIES

No.	Teacher's and Students' Activities
1.	Opening Activities a. Teacher greets students. b. Teacher asks students' condition. c. Teacher leads a prayer.

	d. Teacher checks the students' attendance.
2.	Main Activities
	Meeting 3
	a. BKOF <ol style="list-style-type: none"> 1) Teacher does a perception by asking students what their favorite tourism object in Indonesia is. 2) Teacher tells the material that will be learned by students which is about describing places. 3) Teacher tells the goal that will be achieved by students.
	b. MOT <ol style="list-style-type: none"> 1) Teacher gives an example of descriptive texts. 2) Teacher asks students to do Task 1 and Task 2 in pairs. 3) Teacher and students discuss the characteristics of the descriptive text together.
	c. JCOT <ol style="list-style-type: none"> 1) Teacher asks students to work in pairs. 2) Teacher gives Task 3, Task 4, and Task 5. 3) Teacher asks students to do the given tasks. 4) Teacher gives feedback to a whole class. 5) Teacher asks students to make a descriptive text based on their most favorite place (Task 6). 6) Teacher asks students to make a draft individually based on the topic they have chosen.
	Meeting 4
	<ol style="list-style-type: none"> 7) Teacher asks students to exchange their draft with their partner. For example, student A with student B, student B with student C, student C with student D, and student D with student A. 8) Teacher gives a feedback checklist (Task 7) and a peer feedback form (Task 8) to each student. 9) Students respond to their partner's draft in the oral and written form. 10) Teacher asks students to give the text back to their partner that has been commented.
3.	d. ICOT
	<ol style="list-style-type: none"> 1) Teacher asks students to revise their draft by considering feedback from their peers (Task 9). 2) Students submit their revised draft to the teacher.
	Closing Activities
	<ol style="list-style-type: none"> a. Teacher asks students about the conclusion of the lesson that they have learned. b. Teacher gives a preview of the lesson for the next meeting. c. Teacher asks students to bring a picture of their most favorite place on the world for the next meeting. d. Teacher ends the lesson.

H. MATERIAL SOURCES

- Dody, Achmad. (2008). *Developing English Competencies for Senior High School Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Sudarwati, M. & Grace, E. (2007). *Look Ahead 1*. Jakarta: Erlangga.
- <http://www.studyandexam.com/preposition2.html>

I. INSTRUMENT

- a. Technique : Written test (Task 9)
- b. Type : Writing a descriptive text

J. EVALUATION

- b. Technique : Writing Rubric

	SCORE	CRITERIA
CONTENT	4	Relevant to topic
	3	Mostly relevant to topic, but lacks detail
	2	Inadequate development of topic
	1	Does not show knowledge of subject
ORGANIZATION	4	Ideas clearly stated/supported, well-organized
	3	Loosely organized but main ideas stand out, logical but incomplete sequencing
	2	Ideas confused or disconnected, lacks logical sequencing and development
	1	No organization
VOCABULARY	4	Effective word/idiom choice and usage
	3	Occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> .
	2	Frequent errors of word/idiom form, choice, usage and <i>meaning confused or obscured</i>
	1	Little knowledge of English vocabulary, idioms word form
LANGUAGE USE	4	Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	2	Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions
	1	Dominated by errors
	4	Few errors of spelling, punctuation, capitalization, paragraphing

	3	Occasional errors of spelling, punctuation, capitalization
	2	Frequent errors of spelling, punctuation capitalization, paragraphing • poor handwriting
	1	dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible

Adapted from: Weigle, C. S. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

c. Maximum score : 20

The conversion table :

Class Interval	Interpretation
17.5-20.0	excellent
15.0-17.4	very good
12.5-14.9	good
10.0-12.4	fair
7.5-9.9	poor
5.0-7.4	very poor

Yogyakarta, March 2013

Known by,
The Teacher,

The Researcher,

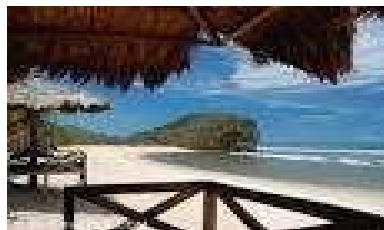
Yustina Prapti H, S.Pd.

Anastasia P.A
NIM. 07202244022

Appendix of Lesson Materials

Task 1: Study the following text. Then, identify the organization of the text with your partner.

Indrayanti Beach



Indrayanti is an exotic beach. This beach is located at Gunungkidul, about 30 km from Jogjakarta. This beach is alongside with Sundak Beach as one of the newest tourist objects at Jogjakarta.

The main views from this beach are white sand beach and clean environment. It is different from other beaches in Jogjakarta, like Parangtritis and Parangkusumo. Indrayanti Beach has soft white sand. The water is also very clear so that tourists can see Indrayanti underwater life. Starting from the fishes and coral reefs are complemented by a wide range of towering rock. The coral reefs in this beach are amazing.

Activities that are mostly done at Indrayanti Beach are diving, snorkeling, surfing, jetskiing. All equipment that is associated with water sports is available for rent. Having tired of playing in the water, tourists can feel culinary that is available there.

Indrayanti Beach cleanliness is maintained. Facilities around the coast are lodging, restaurants, and transportation. There have been many domestic and foreign tourists who visit the Indrayanti Beach.

Adapted from <http://www.in-tourism.com/indonesia-exotic-tourism-at-indrayanti-beach-yogyakarta/>

Task 2: Study the following explanation of descriptive texts.

Function : to describe a particular person, place or thing.

Generic Structure:

- Identification : identifies phenomenon to be described.
- Description : describes parts, qualities, characters.
- Language Features:

❏ The use of Simple Present Tense

Sentence Pattern:

S + V1 + O

S + Be (is, am, are) + O

Example: Tourist can *see* Indrayanti underwater life.

❏ The use of linking verbs

Linking verbs is a verb that joins the subject of a sentence to a complement.

Example: Indrayanri *is* an exotic beach.

❏ The use of adjectives and compound adjectives.

Example: Indrayanti Beach *is amazing*. (Adjective)

Indrayanti Beach has soft white sand. (Compound adjective)

A compound adjective is formed when two or more adjectives work together to modify the same noun.

Adjective Placement

Deter- miner	opinion	size	age	shape	color	origin	material	purpose	noun
a, the	beautiful, nice	big, small	old, new, young, ancient	round, square, oval	green, red, blue, black	Indone- sian, German	wooden, cotton, woollen, plastic	chalk, walking	statue, pain-tings,

ii The use of prepositions

A **preposition** links nouns, pronouns and phrases to other words in a sentence.

Examples: Indrayanti is *an* exotic beach.

This beach is located *at* Gunungkidul.

List of common prepositions:

*about after at before behind below beside between by during from
for inside in into near of on out outside over through till to toward
under until with*

Task 3: Fill in the blanks below using the word in the box.

1. Tanah Lot really has _____ scenery.
2. Pura Tanah Lot is one of _____ temples in Bali.
3. Sunset is _____ time to visit Tanah lot, when
_____skies frame the temple.
4. _____snakes live in the nearby caves.

the most famous, poisonous, the golden red, lovely, the best

Task 4: Choose verbs from the box to complete the following sentences.

Remember to use the correct form of the verbs.

Example:

Many tourists *go* to Yogyakarta.

provide make feel enjoy is has

1. Borobudur _____ a Buddhist temple.
2. Parangtritis Beach _____ lovely scenery.
3. The visitors _____ sunset.
4. The exquisite bas-relief sculptures _____ Borobudur temple popular.
5. Tanjung Benoa _____ a lot of water sports.
6. People _____ satisfied with the beauty of Toba Lake.

Task 5: Complete the text with appropriate prepositions given in the box.

*on * about * from *between *over
 *at * during *of * to * about

The Great Pyramid of Giza stands 1_____ the northern edge of the Giza Plateau, located 2_____ 10 miles west of Cairo. It is composed of 3_____ 2 ½ million blocks of limestone, which weigh from 2 to 70 tons each. Its base covers over 13 acres and its volume is around 90,000,000 cubic feet. It is 454 feet high which is equivalent to a modern 48-story building. There are currently 203 courses or steps to its summit. Each of the four triangular sides slope upward 4_____ the base 5_____ an angle of 51 degrees 51 minutes and each side has an area of 5 1/2 acres. The joints 6_____ adjacent blocks fit together with optical precision and less than a fiftieth of an inch separates the blocks. The cement that was used is extremely fine and strong and defies chemical analysis. The Great Pyramid is thought to have been erected around 2600 BC 7_____ the reign 8_____ Khufu (Cheops). Next to the Great Pyramid stands two additional large pyramids. The slightly smaller one is attributed to Cheop's son and successor , Kephren. The other, still smaller, is attributed 9_____ Kephren's successor, the grandson of Cheops, Mykerionos. To the south-east of the Great Pyramid lies the Sphinx. The total number of identified pyramids in Egypt is 10_____ 80.

Adapted from: <http://www.gizapyramid.com/overview.htm>

Task 6: Write a simple descriptive text based on your most favorite tourism object in Indonesia. You should make your draft first.

Drafting

NAME :

NO. :

Task 7

Read your partner's text and give feedback on his/her draft. Then, put a tick (✓) on the feedback checklist below if you agree with the checklist and put a cross (x) if you don't agree with that.

Feedback Checklist

I. Content (Ideas)

- ___ The text has clear identification followed with supporting details.
(*Teks memiliki identifikasi yang jelas diikuti dengan kalimat-kalimat pendukung*)
- ___ The text provides adequate description of the object.
(*Teks mendeskripsikan objek dengan penjelasan yang cukup*)

II. Organization

- ___ The text is begun with a clear identification.
(*Teks dimulai dengan identifikasi yang jelas*)
- ___ The text has a clear description.
(*Teks memiliki deskripsi yang jelas*)
- ___ The text has a good coherence.
(*Teks memiliki koherensi yang baik antara kalimat satu dengan yang lainnya*)

III. Vocabulary

- ___ The writer uses an effective word choice.
(*Penulis menggunakan pilihan kata yang benar*)
- ___ The writer uses adjectives/compound adjectives correctly.
(*Penulis menggunakan kata sifat dengan benar*)
- ___ The writer uses various vocabulary.
(*Penulis menggunakan kosakata yang beragam/tidak monoton*)

IV. Language Use

- ___ The text has few errors of tense, number, and pronouns.
(*Teks memiliki sedikit kesalahan dalam penggunaan tense, number, and pronouns*)
- ___ The text has few errors of attributive *has* and *have*.
(*Teks memiliki sedikit kesalahan dalam penggunaan attributive has and have*)
- ___ The text has few errors of linking verbs.
(*Teks memiliki sedikit kesalahan dalam penggunaan linking verbs*)
- ___ The text has few errors of prepositions.
(*Teks memiliki sedikit kesalahan dalam penggunaan prepositions*)

V. Mechanics

- ___ The text only has few errors of spelling, punctuation, capitalization, and paragraphing.
(*Teks memiliki sedikit kesalahan dalam hal ejaan, tanda baca, penulisan dengan huruf besar, dan susunan paragraf*)
- ___ The text is legible.
(*Tulisan dapat dibaca*)

Task 8

Fill in this form with your comments about your partner's draft. Then, give it to your partner so she/he can respond to your comments.

Peer Feedback Forms

Writer's Name: _____

Partner's Name: _____

1. Sebutkan minimal 2 komentar positif dari *draft* temanmu?

2. Berikan saran (minimal 2 point) yang perlu dilakukan temanmu dalam merevisi *draft*nya?

RESPONSE:

Apakah kamu setuju/tidak setuju dengan apa yang dikatakan temanmu?

Apakah feedback dari temanmu berguna dalam proses revisi?

Task 9

Revise your draft by considering the feedback from your partner. Then, submit your work to your teacher.

NAME :
NO. :

LESSON PLAN EXPERIMENTAL CLASS

School : SMA Kanisius Harapan Tirtomoyo
 Subject : English
 Class/Semester : X/2
 Skill : Writing
 Topic : **Describing Places**
 Time Allocation : 90 minutes x 2

C. STANDARD OF COMPETENCE

12. Expressing meaning in short functional written texts and simple essays in the form of narrative, descriptive, and news item in daily life.

B. BASIC COMPETENCY

12.2 Expressing meaning and rhetorical steps of written text essay in daily life and knowledge usage accurately, fluently and understandably in the form of descriptive texts.

C. OBJECTIVE

At the end of the lesson, students are able to produce a descriptive text understandably using appropriate generic structures and language features.

D. INDICATORS

1. Identifying the generic structure and language features of descriptive texts
2. Arranging jumbled sentences into good paragraphs
3. Producing a simple descriptive text

E. LESSON MATERIALS

Enclosed (Appendix)

F. TEACHING METHOD/TECHNIQUE

Genre-Based Approach (BKOF, MOT, JCOT, ICOT)

G. TEACHING LEARNING TECHNIQUES

No.	Teacher's and students' techniques
1.	Opening Activities a. Teacher greets students. b. Teacher asks students' condition. c. Teacher leads a prayer. d. Teacher checks the students' attendance.
2.	Main Activities

	Meeting 5
	<p>a. BKOF</p> <ol style="list-style-type: none"> 1) Teacher makes a perception by asking students what their favorite place is over the world. 2) Teacher tells the materials that will be learned by students in this meeting. 3) Teacher tells the goal that will be achieved by students. <p>b. MOT</p> <ol style="list-style-type: none"> 1) Teacher gives an example of descriptive texts. 2) Teacher asks students to do Task 1 in pairs. 3) Teacher and students discuss the characteristics of the descriptive text together. <p>c. JCOT</p> <ol style="list-style-type: none"> 1) Teacher gives Task 2. 2) Students have to do Task 2 in pairs. 3) Students are asked to match the paragraph in each card so that those paragraphs become a simple descriptive text. 4) Teacher monitors the discussion. 5) Teacher gives feedback to the whole class. 6) Teacher asks students to choose their most favorite place on the world. 7) Teacher asks students to make a descriptive text (Task 3). 8) Teacher asks students to make a plan of the topic they are going to develop.
	Meeting 6
	<ol style="list-style-type: none"> 9) Teacher asks students to make a group of four. 10) Teacher asks students to exchange their writing with their partner. 11) Teacher gives a feedback checklist (Task 4) and a peer feedback form (Task 5) to each student. 12) Students respond to their partner's draft in the oral and written form. 13) Teacher monitors the activity. 14) Teacher asks students to give the draft back to their partner. <p>d. ICOT</p> <ol style="list-style-type: none"> 1) Teacher asks students to revise their first draft by considering the feedback from their peers (Task 6). 2) Teacher asks students one by one whether they are confused or not to revise their draft. 3) Teacher asks students to submit their revised draft.
3.	<p>Closing Activities</p> <ol style="list-style-type: none"> a. Teacher asks students about the conclusion of the lesson that they have learned. b. Teacher ends the lesson.

H. MATERIAL SOURCES AND EQUIPMENTS

- Dody, Achmad. (2008). *Developing English Competencies for Senior High School Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Sudarwati, M. & Grace, E. (2007). *Look Ahead 1*. Jakarta: Erlangga.
- <http://www.manythings.org/voa/places/11.html>

I. INSTRUMENT

- a. Technique : Written test (Task 4)
- b. Type : Writing a descriptive text

I. EVALUATION

- c. Technique : Writing Rubric

	SCORE	CRITERIA
CONTENT	4	Relevant to topic
	3	Mostly relevant to topic, but lacks detail
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	1	Does not show knowledge of subject
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	1	Little knowledge of English vocabulary, idioms word form
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	3	Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	2	Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions
	1	Dominated by errors

MECHANICS	4	Few errors of spelling, punctuation, capitalization, paragraphing
	3	Occasional errors of spelling, punctuation, capitalization
	2	Frequent errors of spelling, punctuation capitalization, paragraphing • poor handwriting
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Adapted from: Weigle, C. S. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

d. Maximum score : 20

The conversion table :

Class Interval	Interpretation
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7.5-9.9	poor
5.0-7.4	very poor

Yogyakarta, March 2013

Known by,
The Teacher,

The Researcher,

Yustina Prapti H, S.Pd.

Anastasia P.A
NIM. 07202244022

Appendix of Lesson Materials

Task 1: Study the following text. Then, identify the organization of the text with your partner.

Losari Beach



Losari beach

Losari beach is a beautiful beach. It is located on the edge city of Makassar, about 3 km from the center of Makassar (Karebosi Park). Charm of the beach is mainly seen in the evening when the sunset stands out. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is in waterfront of Makassar. The length of the beach is approximately one kilometer. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

Adapted from: *indotravelinfo.blogspot.com*

Glossary	
Located (adj)	Berlokasi
Charm (n)	Pesona
Disappear (v)	Menghilang
Scenery (n)	Pemandangan
Quiet (adj)	Tenang
Waterfront (n)	Daerah pelabuhan
Approximately (adv)	Diperkirakan
Semicircular (adj)	Berbentuk setengah bulatan
Reddish (adj)	Kemerah-merahan
Reflected (adj)	Terefleksi, tercermin
Offer (v)	Menawarkan

Task 2: Work in pairs. Then, arrange the jumbled sentences to make good paragraphs. Student A arranges the jumbled sentences in Card A, then, Student B arranges the jumbled sentences in Card B.

Paris

Card A

1. Lovely gardens and parks are found throughout Paris.
2. Paris is the capital city of France.
3. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities.
4. For this reason, Paris is often called the *City of Light*.
5. At night, many palaces and statues are lit up.

Card B

1. Every year, millions of people visit Paris.
2. This huge structure has become the symbol of Paris.
3. The most popular place to visit is the Eiffel Tower.
4. The Cathedral of Notre Dame, a famous church, is another favorite place to visit.
5. The Louvre, one of the world's largest art museums, draws many visitors.

Adapted from:
<http://www.belajarbahasainggris.us/2012/02/contoh-teks-descriptive-paris.html>

Task 3

Make a draft of the simple descriptive text based on your favorite place on the world.

Consider the following

- Identification in paragraph 1
 1. Write the name of your object.
 2. Write the location.
 3. Write when the place was built/ found.
- Description in paragraph 2, 3, and...
 1. Write the parts of your object and give explanation for each part.
 2. Write the quality of your object.
 3. Write the characteristics of the object which make people interested to go there.
 4. Write some additional information if you want.

Task 4

Read your partner's text and give feedback on his/her draft. Then, put a tick (✓) on the feedback checklist below if you agree with the checklist and put a cross (x) if you don't agree with that.

Feedback Checklist

I. Content (Ideas)

- ___ The text has clear identification followed with supporting details.
(Teks memiliki identifikasi yang jelas diikuti dengan kalimat-kalimat pendukung)
- ___ The text provides adequate description of the object.
(Teks mendeskripsikan objek dengan penjelasan yang cukup)

II. Organization

- ___ The text is begun with a clear identification.
(Teks dimulai dengan identifikasi yang jelas)
- ___ The text has a clear description.
(Teks memiliki deskripsi yang jelas)
- ___ The text has a good coherence.
(Teks memiliki koherensi yang baik antara kalimat satu dengan yang lainnya)

III. Vocabulary

- ___ The writer uses an effective word choice.
(Penulis menggunakan pilihan kata yang benar)
- ___ The writer uses adjectives/compound adjectives correctly.
(Penulis menggunakan kata sifat dengan benar)
- ___ The writer uses various vocabulary.
(Penulis menggunakan kosakata yang beragam/tidak monoton)

IV. Language Use

- ___ The text has few errors of tense, number, and pronouns.
(Teks memiliki sedikit kesalahan dalam penggunaan tense, number, and pronouns)
- ___ The text has few errors of attributive *has* and *have*.
(Teks memiliki sedikit kesalahan dalam penggunaan attributive has and have)
- ___ The text has few errors of linking verbs.
(Teks memiliki sedikit kesalahan dalam penggunaan linking verbs)
- ___ The text has few errors of prepositions.
(Teks memiliki sedikit kesalahan dalam penggunaan prepositions)

V. Mechanics

- ___ The text only has few errors of spelling, punctuation, capitalization, and paragraphing.
(Teks memiliki sedikit kesalahan dalam hal ejaan, tanda baca, penulisan dengan huruf besar, dan susunan paragraf)
- ___ The text is legible.
(Tulisan dapat dibaca)

Task 5

Fill in this form with your comments about your partner's draft. Then, give it to your partner so she/he can respond to your comments.

Peer Feedback Forms

Writer's Name: _____

Partner's Name: _____

1. Sebutkan minimal 2 komentar positif dari *draft* temanmu?

2. Berikan saran (minimal 2 point) yang perlu dilakukan temanmu dalam merevisi *draft*nya?

RESPONSE:

Apakah kamu setuju/tidak setuju dengan apa yang dikatakan temanmu?
Apakah feedback dari temanmu berguna dalam proses revisi?

Task 6

Revise your draft by considering the feedback from your partner. Then, submit your work to your teacher.

APPENDIX 6
EXAMPLE OF STUDENTS'
WRITING PRODUCT

Experimental Class

Name : DEDI DHAN LESTARI
 No : 08
 Class : X-2

Post-Test

1. Write a descriptive text (about 200 words) base on one of the topics below:

- a) Describing Places
- b) Describing People

2. Please, decide your title on your descriptive text



NAMPU BEACH

Description: Nampu beach, a hidden beauty on southern coast of Java. Perhaps there are too many people who do not know the whereabouts of the Nampu beach in Wonorejo. This natural beach stores an exotic beauty, it could be because the local government has not so expose this coast too much.

Description: The beach itself is located at the tip of the southern city of Wonorejo. This beach is known to others beaches in southern coast of Java so the waves are not so different compared to others. As you set foot on the beach the warmth of roaring waves welcomes you along with the waves of wild green pandanus, white sands, and coral reefs.

Description: The hardest part is getting there, for there is no bus or taxi to get there so the only solution to reach it is by rent a car or like locals always do, by motorbikes. Nampu beach is located at Desa Dringo, Kecamatan Karangrejo, Kabupaten Wonorejo, central Java, Indonesia.

Name : Dian Hapsari

No : 09

Class : X 1

Post-Test

1. Write a descriptive text (about 200 words) base on one of the topics below :

- a) Describing Places
- b) Describing People

2. Please, decide your title on your descriptive text

Agnes Monica

Identification:

Agnes Monica born in Jakarta, July 1 1990, has a complete name Agnes Monica Muljoto. She is pop singer who was equally well known and popular as an actress.

Description:

(physical features)

Agnes is very beautiful, she looks like an angel. She is tall. She has white skin, black eyes, slim body, and beautiful smile. She always wear fashionable clothes.



Description:

(personality)

She is kind, generous, friendly and confident. Her hobby is unique. She keeps a dog as a pet. She doesn't like cooking.

Name : Eudora Marlina

No : 11

Class : XI

Post-Test

1. Write a descriptive text (about 200 words) base on one of the topics below :

- a) Describing Places
- b) Describing People

2. Please, decide your life on your descriptive text

Name : Irfan

Identification :

Irfan Irfan is student Male. His nickname is Ariel. He was born in Bengkulu, Lingkat, Suraaya Utara, 14 September 1991. He the last of series from 3 brother. He has Islamic religion and his hobby is sport.

Description :

(physical feature)

Ariel is very good looking. He is bright-skinned, brown-eye, and pointed-nosed. He has straight hair. His height is about 168 cm and his weight is about 55 kg.



Description :

(personality)

He is a loyal and friendly. He is also determined and creative at around environment. He can play guitar, bass and drums. He getting become architect, but he become singer. He is very famous and proper in the music world.

Name : Yandayani, Petros
No : 15
Class : X₂

Part-Test

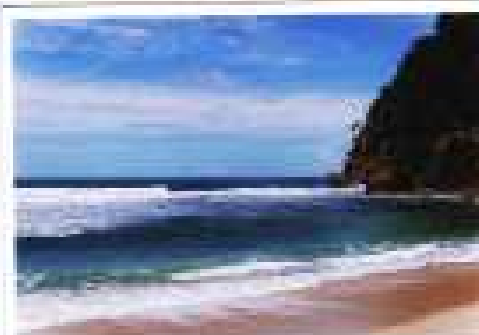
- Write a descriptive text (about 200 words) based on one of the topics below :
 - Describing Places
 - Describing People
- Please, decide your title on your descriptive text

Nampu Beach

Identification: Nampu is a small beach. This beach is located at Paranggupto, about 70 km from south Wonorejo. Nampu beach is a beach that has not been known.

Description: Nampu beach is soft white sand beaches are beautiful and have a pretty big seaver. However there are only a bathroom is not too big. One has lots of stairs. Nampu many have chair that make the beautiful scenery.

Description: Nampu very clean (generally) beach surrounded by beautiful mountains. There is a rock on the beach is a wonderful view of the further landscape. The air on the Nampu beach very fresh but a bit hot.



Name : Fili Arini

No : 015

Class : X_a

Pre-Test

1. Write a descriptive text (about 200 words) base on one of the topics below :

- a) My family
- b) My pet
- c) Describing Someone (Friends, Teacher, etc)

My Mother

Identification: My mother is a beautiful. She is fat and tall.
 She has her hair is black. Her eyes are brown.
 She is 37 years old. Her weight is 60. She's a
 Farmer.

Description: She is a kind person. She is patient, lovely and
 she loves to help people. She is the best mother for me.
 (physical features)
 She loves living in the Mojave.

Description: She is lovely. When the family have a problem, she is
 always with us to help us and to give us all her love.
 (personality)
 We are a very happy family.

Name : Rehmat Hossain

No : 20

Class : X₂

Pre-Test

1. Write a descriptive text (about 200 words) base on one of the topics below :

- a) My family
- b) My pet
- c) Describing Someone (Friends, Teacher, etc)

My family

Identification: My younger brother is a handsome person. man is not tall but not short and man has short hair and black. Her eyes color are like honey and skin color is light black and man has a handsome smile. Her weight light like 120 lb.

Description: man is a very kind person. man is very lovely. (physical feature) Friendly, Patient, and man loves sing and dance too. man is a very good wife and young brother. man always takes care of her family. man like her house to be clean and organized.

Description: man always has a smile on her face. man is (personality) Sweet and lovely. I like when I am going to sleep or when I am going to go some places. man always give me a kiss and when the family have a problem man is always with us to help us and to give us all her love.

* Korektor: Endang Wajden
Jang direvisi: Dien Hapsari

From H / 03

Task 4

Make a draft of a simple descriptive text based on Task 3.

Task 5

Read your partner's text and give feedback on his/her draft. Then, put a tick (✓) on the feedback checklist below if you agree with the checklist and put a cross (x) if you don't agree with that.

Feedback Checklist

I. Content (Isi)

- ✓ The text has clear identification followed with supporting details.
(Teks memiliki identifikasi yang jelas diikuti dengan kalimat-kalimat pendukung)
- ✓ The text describes physical features with adequate details.
(Teks mendeskripsikan fisik dengan penjelasan yang cukup)
- ✓ The text describes personality with adequate details.
(Teks mendeskripsikan kepribadian/karakter dengan penjelasan yang cukup)

II. Organization

- ✓ The text is begun with a clear identification.
(Teks dimulai dengan identifikasi yang jelas)
- ✓ The text has a clear description.
(Teks memiliki deskripsi yang jelas)
- ✓ The text has a good coherence.
(Teks memiliki koherensi yang baik antara kalimat satu dengan yang lainnya)

III. Vocabulary

- ✓ The writer uses an effective word choice.
(Penulis menggunakan pilihan kata yang benar)
- ✓ The writer uses adjective/compound adjectives correctly.
(Penulis menggunakan kata sifat dengan benar)
- ✓ The writer uses various vocabulary.
(Penulis menggunakan kosakata yang beragam/lebih bervariasi)

IV. Language Use

- ✓ The text has few errors of tense, number, and pronouns.
(Teks memiliki sedikit kesalahan dalam penggunaan tense, number, and pronouns)
- ✗ The text has few errors of attributive *Asa* and *How*.
(Teks memiliki sedikit kesalahan dalam penggunaan attributive *Asa* and *How*)
- ✓ The text has few errors of linking verbs.
(Teks memiliki sedikit kesalahan dalam penggunaan linking verbs)

V. Mechanics

- ✓ The text only has few errors of spelling, punctuation, capitalization, and paragraphing.
(Teks memiliki sedikit kesalahan dalam hal ejaan, tanda baca, penulisan huruf besar, dan susunan paragraf)
- ✓ The text is legible.
(Tulisan dapat dibaca)

Task 6

Fill in this form with your comments about your partner's draft. Then, give it to your partner so s/he can respond to your comments.

Peer Feedback Form

Writer's Name: Syahrul Mahidin

Partner's Name: Dina Hani

1. Singkat minimal 2 komentar positif dan draft temannya?

- 1. Paragraf rapi dan Argumentasi dengan jelas
- 1. Gubahan penyusunan kata

2. Berikan saran (minimal 2 point) yang perlu dilakukan temannya dalam menulis draftnya?

- 1. Memperbaiki kata-kata
- 1. Sebaiknya, kalimat lebih banyak menjelaskan masalah secara terperinci

RESPONSE:

Apakah kamu setuju/tidak setuju dengan apa yang dikatakan temannya?
Apakah feedback dari temannya berguna dalam proses revisi?

- Ya, setuju
- Iya

Task 7

Revise your draft by considering the feedback from your partner. Then submit your work to your teacher.

Draft I

No.

Date : _____

SOIMAH PANCAWATI

Sormah Pancawati, was born in Pati, Central Java, 29 September 1980. Her nickname is Sormah. She married with Herwan Prandoko. She as the ability in the world of singing, dancing, local language nembang, rock and melayu.

Saimah is very good looking. She is black-eyes, bright-skin, oval-face, pointed-nose, long-hair. She has slim body and tall height. She is very beautiful and charming.

She is humorous person and diligent perform. She is also intelligent and confident.

Nama :

- Endang Wardani (11)

Kelas : X2.

Korektor : Dian Hapsari
Yang dikoreksi : Endang Wardani

Endang ✓/11

Task 4

Make a draft of a single descriptive text based on Task 3.

Task 5

Read your partner's text and give feedback on his/her draft. Then, put a tick (✓) on the feedback checklist below if you agree with the checklist and put a cross (x) if you don't agree with that.

Feedback Checklist

I. Content (Isinya)

- ✓ The text has a clear identification followed with supporting details.
(Teks memiliki identifikasi yang jelas diikuti dengan kalimat-kalimat pendukung)
- ✓ The text describes physical features with adequate details.
(Teks mendeskripsikan fisik dengan penjelasan yang cukup)
- ✓ The text describes personality with adequate details.
(Teks mendeskripsikan kepribadian/karakter dengan penjelasan yang cukup)

II. Organization

- ✓ The text is begun with a clear identification.
(Teks dimulai dengan identifikasi yang jelas)
- ✓ The text has a clear description.
(Teks memiliki deskripsi yang jelas)
- ✓ The text has a good coherence.
(Teks memiliki koherensi yang baik antara kalimat satu dengan yang lainnya)

III. Vocabulary

- ✓ The writer uses an effective word choice.
(Penulis menggunakan pilihan kata yang benar)
- ✓ The writer uses adjectives/comparative adjectives correctly.
(Penulis menggunakan kata sifat dengan benar)
- ✓ The writer uses various vocabulary.
(Penulis menggunakan kosakata yang beragam/tidak monoton)

IV. Language Use

- ✓ The text has few errors of tense, number, and pronoun.
(Teks memiliki sedikit kesalahan dalam penggunaan tense, number, and pronoun)
- ✓ The text has few errors of attributive use and have.
(Teks memiliki sedikit kesalahan dalam penggunaan attributive use and have)
- ✓ The text has few errors of linking verbs.
(Teks memiliki sedikit kesalahan dalam penggunaan linking verbs)

V. Mechanics

- ☒ The text only has few errors of spelling, punctuation, capitalization, and paragraphing.
(Teks memiliki sedikit kesalahan dalam hal ejaan, tanda baca, penulisan dengan huruf besar, dan susunan paragraf)
- ☒ The text is legible.
(Tulisan dapat dibaca)

Task 6

Fill in this form with your comments about your partner's draft. Then, give it to your partner so she/he can respond to your comments.

Peer Feedback Form

Writer's Name:	Endang Wulandari	Dian Haryani
Partner's Name:	Dian Haryani	Endang Wulandari
1. Bagaimana menurut ? komentarkan draft/draft temanmu?		
- tulisan dapat dibaca dengan jelas dan rapi.		
- Paragraf dibuat sesuai perintah tetapi jelas.		
2. Berikan saran (minimal 2 point) yang perlu dilakukan temanmu dalam memperbaiki draftnya?		
- Sebaiknya belajar untuk menggunakan kata hubung yang tepat.		
- Sebaiknya kerjakan dan kembangkan lagi agar menjadi luas.		
RESPONSE:		
Apakah kamu setuju/tidak setuju dengan apa yang dikatakan temanmu?		
Apakah feedback dari temanmu berguna dalam proses revisi?		
- Setuju		
- Ya		

Task 7

Revise your draft by considering the feedback from your partner. Then, submit your work to your teacher.

No. _____

Date : _____

Draft I

JUSTIN BIEBER

Justin Bieber is young singer from Canada, AS. His complete name is Justin Drew Bieber. But usually peoples call him Justin Bieber. He born in Canada, March 1st 1994. And now he was 19 years old.

He is very handsome. He is tall and he has white skin. His eyes is brown bright. And his hair is light brown.

Justin Bieber is smart in music plane, he can play guitar, piano, drum, and bugle. He has beautiful voice, and he very famous in the almost world corner.

Mama : 1. Dian Hapsari (og)

Kelas : X₂.

Control Class

Name : Fethi Rahayu
No : 06 / Control class
Class : X.1

Pre-Test

1. Write a descriptive text (about 200 words) base on one of the topics below :

- a) My family
- b) My pet
- c) Describing Someone (Friends, Teacher, etc)

My Friend

Identification : I have a girl's friend. Her name is Yuliana. She live in Wonorejo. She is very beautiful girl. Her nick name is Yuli. She is not short but her body is slim. She have a sister, her sister name is Nurul. She born in Wonorejo, 21 July 1996. She is very good person.

Description (physical features) : Yuli is very beautiful person. She have two eyes. Her eyes is very small and handsome. She have look is attractive. Her nose is small, and her face very oval. Her height about 41 kg. She talks is like an. Her age is 15 years old. Her ears is not small but not big. Her hair is long but curly, and she have a cheek. her cheek is very chubby.

Description (personality) : She is very kind person. She is very friendly and she is very patient. She also loves to help people. I am very like to her friend. Because she is very the best friend for me. She always has a smile on her face. She is so sweet and lovely person.

Name : Galuh Anggara
 No : 10
 Class : X₁ / control class

Pre-Test

1. Write a descriptive text (about 200 words) base on one of the topics below :

- a) My family
- b) My pet
- c) Describing Someone (Friends, Teacher, etc)

My Pet

Identification: I have some pet in my house, in my home I have 2 chicken named Cobra and pitung, and I have 3 Dove named as Jali, Seno, tomon, Ketele and Dora. I am Very happy, play with her.

Description (physical features) Every Day I always Give food to they, and he is Very happy, they Very happy, everyday they eat with corn and rice. Every morning my chicken always crow and my Dove is fly and twitter. Because they are hungry

Description (personality) I am Very happy because I have Chicken and Dove. I happy and I will take care with love and upon after. Because I like with animal

Name : Lucia Utrik
 No : 12
 Class : X.1 / cat's class

Pre-Test

1. Write a descriptive text (about 200 words) base on one of the topics below :

- a) My family
- b) My pet
- c) Describing Someone (Friends, Teacher, etc)

My Pet

Identification : Cat is the popular animal yes, many kind species cat? example a angora cat, persian cat and another. Many people have a cat as pet at home. Difficult not give food to cat enough with rice or cereal.

Description : I have only usually cat, its name Piter.
 (physical features) he have soft body hair. He have brown eye. His body is fat. have four leg and can jump. he ear is short and broad. He long tail.

Description : He very smart, he can understand me words.
 (personality) although a little. He aggressive when feel disturbed and in a suddenly he will claw disturbed. He also feel sick.

Name : Okeke Sani Dns Mfu Nnamaka
 No : 14
 Class : X-1 (control class)

Post-Test

- Write a descriptive text (about 200 words) base on one of the topics below :
 - Describing Places
 - Describing People
- Please, decide your title or your descriptive text

My Grandmother

Identification : My Grandmother is a beautiful person. Her name is Jatin. She is 67 years old. She has six child, and 9 grandchild. Her height is about 165 cm, and her weight is 55 kg.

Description

(physical features) Grandmother is tall, and she has straight hair and black. Her eyes colour are like honey and her skin colour is brown. Her nose is pointed, and her lip is very good, so she has a beautiful smile.

Description

(personality) She is a very kind person, she is very lovely, generous, patient, responsible, energetic, independent and she love to help people. She always take care of her family. She always make a breakfast every morning. She is very lovely to her family. She always has smile on her face, when the family have a problem she always patient.

Name: Robert P.
 No: 16
 Class: XI/control class

Post-Test

1. Write a descriptive text (about 200 words) base on one of the topics below:

- a) Describing Places
- b) Describing People

2. Please, decide your title on your descriptive text

Namou Beach

Identification. Namou beach got more name disemport from Wonogiri. This beach is located at Pacemonting about 70 km from wonogiri.

Description. Namou beach have white Sand beach with (physical feature) beautiful and Friendly wave.

Valley Fortify this beach at the high and left beach. Water in this beach Very cool and more thought Fresh. Many People come to this beach always with their family. Every (Dumpon) weekend will come many People from other (immater) district to enjoy Pacemonting white Sand beach.

APPENDIX 7

PHOTOGRAPHS

EXPERIMENTAL CLASS



Figure 4 : Students did the pre-test carefully



Figure 5: Students wrote the text



Figure 6 :Students give peer feedback in a group



Figure 7: Students did the post test carefully

CONTROL CLASS



Figure 8 : Students did the pre-test carefully



Figure 9 :Students wrote the text

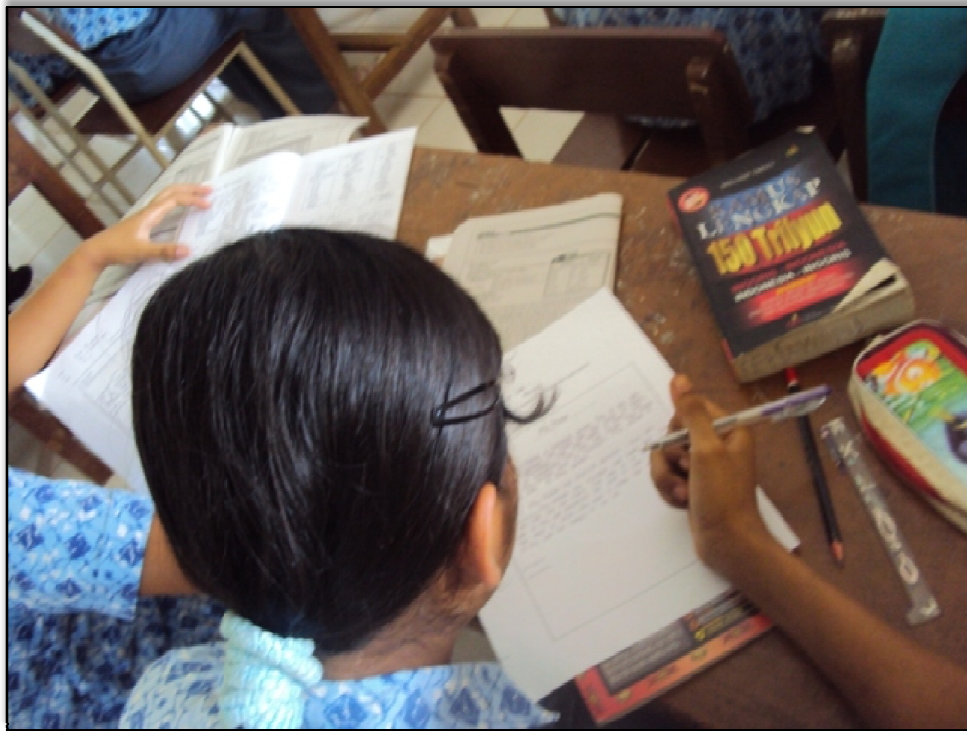


Figure 10 :Students revise their writing



Figure 11 : Students did the post-test carefully

APPENDIX 8
***EXPERT JUDGEMENT* LETTER**

SURAT KETERANGAN

Yang bertanda tangan dibawah ini :

Nama : Yustina Prapti Hariningsih,S.Pd.

Pekerjaan : Guru Bahasa Inggris Kelas X SMA Kanisius Harapan Tirtomoyo

Menyatakan bahwa saya telah menganalisis data berupa karangan sederhana bahasa Inggris peserta didik kelas X SMA Kanisius Harapan Tirtomoyo yang merupakan hasil penelitian dari mahasiswa :

Nama : Anastasia Puji Astuti

NIM : 07202244022

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Universitas : Universitas Negeri Yogyakarta

Pengambilan data tersebut dilakukan dalam rangka memenuhi salah satu tahap penyelesaian Tugas Akhir Skripsi yang berjudul "*The Contribution of Peer Feedback to Improve the Writing Ability of Tenth Grade Students of SMA Kanisius Harapan Tirtomoyo in the Academic Year of 2012/2013*". Dalam hal ini saya bertindak sebagai *Expert Judgement* sekaligus Penilai I.

Demikian pernyataan ini saya buat, semoga dapat digunakan sebagaimana mestinya.

Wonogiri, 24 Maret 2013



Guru Mapel

APPENDIX 9

PERMIT LETTER



**YAYASAN KANISIUS CABANG SURAKARTA
SMA KANISIUS HARAPAN TIRTOMOYO**

(Status : Terakreditasi B)

Alamat : Jl Perlinggen-Tirtomoyo-Wonogiri 57672 telp.(0273)3381451

SURAT KETERANGAN

Yang bertanda tangan dibawah ini Kepala SMA Kanisius Harapan Tirtomoyo Kabupaten Wonogiri menerangkan bahwa :

Nama : Anastasia Puji Astuti

NIM : 07202244022

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni, Universitas Negeri Yogyakarta

Yang bersangkutan telah melakukan penelitian di Kepala SMA Kanisius Harapan Tirtomoyo Kabupaten Wonogiri Jawa Tengah pada bulan Maret sampai April 2013.

Judul Skripsi : *"The Contribution of Peer Feedback to Improve the Writing Ability of Tenth Grade Students of SMA Kanisius Harapan Tirtomoyo in the Academic Year of 2012/2013"*

Demikian pernyataan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Tirtomoyo, 2 Mei 2013

Kepala Sekolah,

