THE EFFECTIVENESS OF PEER EDITING IN IMPROVING WRITING SKILLS AMONG THE SECOND SEMESTER STUDENTS OF WRITING CLASS OF ENGLISH EDUCATION DEPARTMENT OF STATE UNIVERSITY OF YOGYAKARTA IN THE ACADEMIC YEAR OF 2011/2012

A THESIS

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for the Attainment of Sarjana Degree
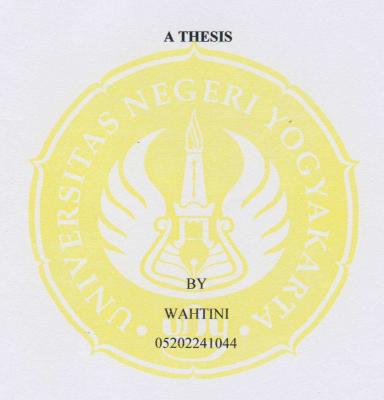in English Language Department

BY

WAHTINI

NIM 05202241044

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF LANGUAGES AND ARTS

STATE UNIVERSITY OF YOGYAKARTA

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APPROVAL SHEET

**THE EFFECTIVENESS OF PEER EDITING IN IMPROVING
WRITING SKILLS AMONG SECOND SEMESTER STUDENTS OF WRITING
CLASS OF ENGLISH DEPARTMENT OF STATE UNIVERSITY OF
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BY

WAHTINI

05202241044

Approved on October 2102

First Consultant

Drs. Gregorius Suharto, M. Pd.
19481016 197204 1 001

Second Consultant

Dwiyani Pratiwi, S.Pd., M. Hum.
19770118 200112 2 001

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RATIFICATION SHEET

THE EFFECTIVENESS OF PEER EDITING IN IMPROVING WRITING SKILLS AMONG THE SECOND SEMESTER STUDENTS OF WRITING CLASS OF ENGLISH EDUCATION DEPARTMENT OF STATE UNIVERSITY OF YOGYAKARTA IN THE ACADEMIC YEAR OF 2011/2012

A THESIS

Accepted by the Board of Examiners of the Examiners of the Faculty of Languages and Arts of State University of Yogyakarta on October 2012 and declared to have fulfilled the requirement for the attainment of the Degree of *Sarjana Pendidikan* in English Language Education.

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The Dean of Faculty of Languages and Arts

Prof. Dr. Zamzani, M.Pd.
NIP. 19550505 198011 1 001

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PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama   : Wahtini

NIM   : 05202241044

Prodi   : Pendidikan Bahasa Inggris

Fakultas   : Bahasa dan Seni

Judul Skripsi : **THE EFFECTIVENESS OF PEER EDITING IN IMPROVING WRITING SKILLS AMONG THE SECOND SEMESTER STUDENTS OF WRITING CLASS OF ENGLISH EDUCATION DEPARTMENT OF STATE UNIVERSITY OF YOGYAKARTAACADEMIC YEAR 2011/2012**

menyatakan bahwa karya ilmiah ini merupakan hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya karya tulis ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila di kemudian hari ternyata terbukti bahwa pernyataan ini tidak benar, maka hal itu sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 10 September 2012

Wahtini

DEDICATIONS

This thesis is greatly dedicated to:

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- My beloved family; Bapak Radi Marso Suwito and Mamak Wakinem,

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QUOTES

Barangsiapa yang bersungguh-sungguhmengharapkanperjumpaandengan Allah, makajanji Allah itupastiakandatang. DiaMahaMendengardanMahaMengetahui.
(QS. Al Ankabut: 4)

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Yogyakarta, October 2012
The Writer

Wahtini

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By: Wahtini
05202241044

ABSTRACT

The objective of this research is to find out whether there is a significant difference in the writing skill between the students who are taught using peer editing technique and those who are taught using teacher editing technique.

The design of this study was a quasi-experimental study. The study was conducted in English Department of State University ofYogyakarta, Sleman. The population of the study was included all the second semester students of Writing Class of English Department of State University of Yogyakarta, Sleman, in the academic year of 2011/2012. Two classes were selected using the cluster random sampling technique from the population as the experimental and control groups, i.e. Class A and Class B. There were 20 students in Class A and 20 students in Class B. Class A waschosen as the experimental group while Class B was chosen as the control group. The experimental group was taught by using peer editing technique whereas the control group was taught by using teacher editing technique. The data were collected by administering a pre-test and a post-test. The data were analyzed using ANCOVA.

The results of the data analysis are as follows. First, the increase of mean score of experimental group (1.95) is higher than that of the control group (0.15). Second, the standard deviation of post-test of experimental group (1.67) is more homogeneous than the control group (1.83). Third, the frequency of score of experimental group increases (5%), while there is no increase in the control group score frequency. Fourth, there is a significant difference in the writing skill between both groups indicated by ANCOVA results, in which the significance level is 0.000 which is less than 0.05 ($F= 7.643$, $p > 0.05$). Therefore, the hypothesis of the research "There is a significant difference in the writing skill between the second semester students of Writing Class of English Department of Yogyakarta State University, Sleman, in the academic year of 2011/2012 taught by using peer editing technique and those taught by using the teacher editing technique" is accepted. Finally, it can be concluded that peer editing is effective for improving the students' writing skills.

CHAPTER 1
INTRODUCTION

A. Background

English as an international language has been so familiar in our life. It is used for international communication. Much information over the world is conveyed in English. Trade, education, billateral relationship among countries, especially with Western countries, are using English as well. It indicates that English is an important medium of communication which is used by the most people in the world.

Recognizing the importance of English, there are many efforts in mastering it. Many people choose some ways, for example, by joining a course or even a formal institution. In Indonesia the educators and the government work hard to help the students to be able to communicate in English. One way to gain the success in learning English is that the government includes English as compulsory subject in junior and senior high school, even now to some elementary schools too. For a big number of university students, English is also one of compulsory subjects that should be taken. Each majority needs the students to take this subject in the curriculum. Particularly English Department students, mastering English is a must.

The English Department Students have to learn four skills of English, those are listening, speaking, reading, and writing. As the university students, they

are asked to write a kind of academic writing in English. In fact, those students get some difficulties in revealing their ideas in the written form.

Written language, in comparison with spoken language, is often more formal than spoken language because it emphasizes more on accuracy and formal language.

In relation to written products, Brown (2001: 335) says:

"Written products are often the results of thinking, drafting, and revising procedures that require specialized skills. The nature of writing focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions and put them cohesively into a written text, how to revise text for a clearer meaning, how to edit text for appropriate grammar, and how to produce a final product."

Supporting the statement above, Bell and Burnaby in Nunan (1989: 36) state that writing is a complex cognitive activity. The writer has to think of the content, format, structure, vocabulary, and mechanics as variables of writing. Hefferman and Lincoln (1986: 6) add that good writing is more than the act of obeying grammatical rules. According to them, writing is also the art of using rhetoric of arranging words, phrases, sentences, and paragraphs in such a way as to engage and sustain the readers' attention.

In relation to writing ability, Hendrickson (1979: 13) divides writing ability into linguistic ability and communicative ability. The former refers to students' ability in using correct grammar, vocabulary and mechanics. The latter refers to students' ability in using language effectively and appropriately to select, organize and order relevant information.

From the statements above, it can be concluded that writing is one of the most difficult productive skills that requires specialized skills. Therefore, it is acceptable that errors usually occur in writing can be in the forms of grammar, vocabulary, spelling, punctuation, organization and general cohesion.

Considering that writing is a difficult activity, it needs strategies as an effective way to teach. The lecturers have to apply the right method and technique in teaching writing so the result of teaching learning process can be improved.

From a simple survey conducted to Writing Class of second semester students, it reveals that the students' products of writing in English Department of Yogyakarta State University are quite low in number of quality and quality. The research done by checking and paying attention to the result of the Mid-test of second semester students shows that there are many mistakes and errors of cohesion, grammar and contents.

Several mistakes and errors are often found in the students' written works. Students who should have good ability to write but in fact, most students cannot develop their idea when writing. Some students cannot use appropriate words in their writing. Grammatical errors are the most common mistakes in students' writing. In addition, the students cannot develop their own idea when they do writing.

As an educator, one must try to find possible ways to overcome the problems. Some lecturers focus on themselves as the source of writing process.

They determine the most activities in the class. Peer editing appears to be an alternative in solving the problem. Brown (2001: 353) states:

> "Peer editing is a way to see what the writers have created through the eyes from others to discover the impact of their words on the thoughts of the readers, so that the writers can use the information to improve what they have written."

Peer editing can be an alternative technique to help students write well. By being edited by their own friends, the works of the students can improve. The students can not feel stressed or frustated because they can express their ideas more freely and get feedback from their peer.

This research is important to do since it is to meet the needs of the students of English Departement, Yogyakarta State University to master the techiques in writing.

B. Identification of Problems

Tarigan (1986: 7) states that the process of language teaching in the classroom always involves some important components such as objective, teacher, students, media, materials, and evaluation. The condition where the materials can be captured by the students is important, but how to make the teaching learning process effective to gain goal is another important matter as well.

According to Brown (2000: 16), method is a generalized set of classroom specifications for accomplishing linguistic objectives. While technique is any of a wide variety of exercise, activities, or tasks used in the language classroom for

realizing lesson objectives. For that reason, the lecturers need to find the most appropriate method or technique in teaching writing so that it will gain skills of writing. Method and technique used in the classroom will give many influences on the materials been designed by the lecturer. Of course, it will give a big impact on the achievement of the second semester students of Writing Class.

In teaching writing, the lecturers find the different background knowledge among students. This background knowledge and experience influence the motivation, interest, learning habits, learning strategies and intelligence of the students. It gives much consideration in determining the method and the level of materials to be given. Different background knowledge will give different impacts on the difficulties the students may find. The mastery of writing skills among students determines the quality of their work.

Besides the teacher and the students, the process of teaching learning process plays important roles in gaining the success. Classroom activities, interaction, language practices or exposure and social climate of the school give many influences to the students' writing as well.

In this study the writer investigates the effectiveness of peer editing as an alternative technique in teaching writing for second semester students of English Departement of State University of Yogyakarta.

C. Limitation of Problems

The reason why the writer proposes peer editing as a teaching technique in gaining writing skills among English Department students is that peer editing technique can overcome the students' problems of writing as well as problems related to teacher, students and teaching learning process. Peer editing helps the students to get better in revealing their idea, deals with linguistic features and organization of writing. Peer editing answers the big problems dealing with method and media of the teacher, motivation, and interest of the students, and the classroom activities as a process to learn.

D. Formulation of Problems

Based on the limitation of the problems stated above, the problem can be formulated as follows:

Is there any significant difference of writing skills between students who are taught using peer editing and those who are taught using teacher editing.

E. Objective of Research

The objectives of this study are:

1) To find out the effectiveness of peer editing technique which is implemented in experimental group.

2) To find out the effectiveness of teacher editing which is implemented in control group.

3) To find out the difference of writing skills between students who are taught using peer editing and those who are taught using teacher editing.

F. Significance of Research

  The result of this study is expected to have some benefits in the teaching writing using peer editing;

 1. For practical use

   Theoretically, the research findings will contribute to enrich the teaching theories of writing skills.

 2. For lecturers

   It provides information concerning some of students' weakness in gaining writing skills. The lecturers learn how to develop potentials in writing skills to make their teaching successful. It improves the teaching writing quality in particular and English in general. Besides that, the lectures can make use of the research findings for further research and development purposes.

 3. For students

   It encourages the students to develop their English skill by writing well so they can express their feelings and thoughts well.

CHAPTER II
LITERATURE REVIEW, CONCEPTUAL FRAMEWORK, AND HYPOTHESIS

This chapter is to review the related theories and studies upon which the hypothesis of this research has been built. The discussion of second chapter is divided into three main parts: literature review, conceptual framework, and hypothesis.

A. Literature Review

1. Theory of Writing

There are some purposes of writing. According to Kinneavy (1971) in Troyka (19867:4), the purposes of writing can be consisted four major groups. First, writing is aimed to express somebody's thought; it is supported by Gere (1985: 6) who states that writing is self-expression. Human beings have idea, opinion, and feeling. Everything happens in their life influences the way they think. Writing is the form of their expression about what they think about life.

Second, writing is the way to provide information for your reader. Distance can be an obstacle for people to know what happens in certain area. By writing, you can distribute the information from one place to another place, from one person to another person. Third, writing is aimed to persuade your reader. Besides giving information, writing has strong power to influence the readers. That words have magic is a truth. Words may lead people to do or not to do something. Fourth, writing is a way to create a literature work. Literature has great

role in our life. It educates and entertains us. Some examples of literature works are poems, drama, and novels. Those are created by doing writing.

a. Steps of Writing

The writing process is a series of stages of activities that writers do writing more through as they compose. According to Murray (1984: 165), the stages in writing are pre-writing, drafting, revising, editing, and sharing. The first is pre-writing. In pre-writing, students write on topics based on their own experience. The second is drafting. Here, students write more through successive drafts and emphasize the content rather than mechanics. The third is revising. In revising their writing, the students share their writing in conferences and make changes in their composition to reflect reactions and comments of both teachers and classmates. The next is editing. In the editing process, students proofread their own compositions and increasingly identify their own mechanical errors. The last process is sharing, if it is necessary. Students share their finished-writing in order to share knowledge by seeing other students' writing.

Richards and Renandya (2002: 316) say that the writing process as a classroom activity incorporates the four basic writing stages: planning, drafting, revising, and editing. According to them, editing refers to finding and correcting grammatical, mechanical, and lexical errors before submitting a final written product. Three other stages that we externally imposed on students by the teacher are responding, evaluating, and post writing.

In relation to the writing process, Gower, Philips, and Walters (2008: 115) divide guideline for a process writing activity into six. The first is introduction. In this process, teachers need to stimulate interest through a listening or reading text and create a situation where a piece of writing is required. It is also important to discuss the text type and think about the readers, etc. The second is working with ideas. The teachers get ideas from students through brainstorming, mind maps, note down ideas, develop ideas, and order the ideas. The third is planning. The teachers remind students of the typical features and structure of the text type they are writing and help students use their knowledge to make a plan, dividing their ideas into paragraphs. The fourth is drafting. In this process, students write a second drafts, perhaps in pair, from their note or plan. The fifth is reviewing or editing. As this stage, students correct and improve their second draft by looking at the content, language accuracy, organization, and style. Teachers can take their work in and make comments. Then, the last is re-writing. Students write out the final version and then give it to the intended reader or teacher.

According to Oshima and Hogue (2006: 265), there are four main stages in the writing process: prewriting, planning, writing and revising drafts, and writing the final copy to hand in. Pre-writing involves two steps, i.e. choosing and narrowing a topic and brainstorming. In the planning stage, one organizes the ideas and makes an outline based on the brainstorming. The next stages are writing and revising drafts, and writing the final copy.

McCrimmon et al (1984: 10-11) states that the writing process consists of three stages: planning, drafting, and revising. Planning is a series of strategies designed to find and reduce information in writing. Drafting is a series of strategies designed to organize and develop a sustained piece of writing. Revising is a series of strategies designed to reexamine and reevaluate the choice that have created a piece of writing.

From the explanation above, it is clear that writing is a process of transferring the ideas to a man. There are some steps in writing, they are prewriting, planning, drafting, writing and revising. Those stages should be done systematically to make a good written work.

b. Writing Skill

Tarigan and Tarigan (1987: 185) stated that in the language learning process, one will learn how to listen firstly then it is followwed by learning how to speak, how to read and how to write. It indicates that writing skill is a difficult skill to be acquired. Tiedt (1983: 3) adds that writing is a difficult task that requires the child to synthesize many abilities.

Brown (2001: 305) states that written English typically utilizing a greater variety of lexical items than spoken conversational English. In our everyday life, give and take with family, friends, and colleagues, vocabulary is limited. Because writing allows the writer more processing time, because of a desire to be precise in writing, and simply because of the formal conventions of writing, lower-frequency words appear.

Vocabulary refers to the choice of words. It is one of the main components in a language. Every language has its vocabulary because no language exists without words. The ability to choose an appropoiate word to the context is very important in writing. Without acquiring sufficient vocabulary, one will find difficulty in expressing his or her idea in the written form.

Mechanics refers to punctuation, spelling and capitalization. It has relation with the ability to apply correctly those minimum requirements to the written language. Without them, the sentences will be vague or even not understandable. Capitalization concerns the correct of letters, when we must use a capital letter and we must not do it.

Based on the explanation above, it can be said that writing is a main skill that must be acquired by the students. Nevertheless the students find some difficulties on it. It is a complex one with some requirement to be accomplished simultaneously. This means that in order to write well, a number of skills have to be mastered.

2. Teaching Writing

According to Suharto (2007: 5), teaching writing means teaching how to generate ideas, how to express ideas into correct English sentences or paragraphs, and how to arrange the paragraphs into good organization.

Brown (2001: 343-346) states that there are five major categories of classroom writing performance:

1) Imitative, or writing down

Imitative or writing down is the first level in learning to write. In this level, the students will simply write down English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.

Some forms of dictation fall into this category, although dictations can serve to teach and test higher-order processing as well. Dictations typically involve the following steps.

a. Teacher reads a short paragraph once or twice at normal speed.
b. Teacher reads the paragraph in short phrase units of three or four words each and each unit is followed by a pause.
c. During the pause, students write exactly what they hear.
d. Teacher then reads the whole paragraph once more at normal speed so students can check their writing.
e. Scoring of the students' written work can utilize a number of rubrics for assigning points. Usually spelling and punctuation errors are not considered as severe as grammatical errors. (Brown, 2001: 343-344)

2) Intensive, or controlled

In this category, students are not allowed much to have creativity in their written work. Writing is sometimes just used as a production mode for learning, reinforcing, or testing grammatical concepts, so it appears in controlled, written grammar exercises. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. For example, the students are being asked to change all present tense verbs to past tense. Here the students need to alter other time references in the paragraph.

There are two forms of controlled writing. Guided writing is a form that loosens the teacher's control but still offers a series of stimulations. For

example, a teacher may get the students to tell a story just viewed on a videotape by asking them a series of questions. While dicto-comp is a form of controlled writing, where the teacher reads a paragraph then asks the students to rewrite the paragraph to the best of their recollection of the reading.

3) Self-writing

Self-writing means writing with only the self in mind as an audience. The most salient instance of this category in classrooms is note taking, which is done during a lecture for the purpose of later recall. Other examples are diary or journal writing. Although sometimes a dialogue journal has two audiences.

4) Display writing

For all language students, short answer exercises, essay examination, and even research reports will involve an element of display. For academically bound ESL students, one at the academic skills that they need to master is a whole array of display writing techniques.

5) Real writing

The two categories of real and display writing are actually two ends of continuum, and between the two extremes lay some combination of display and real writing.

3. Teaching Material of Writing

Breen and Candlin (1987) in Jordan (1997: 135) offer a set of questions they can apply to any published or locally produced language teaching material

that is based on their work with teachers from all over the world in materials design and evaluation workshops. They divide their guide into two phases: the first poses questions as to the usefulness of the materials (aims, content, requirements of learners and teacher, function); the second phase suggests criteria for the choice and use of materials (covering learners; needs, interests and approaches to language learning; and the teaching/ learning process used).

They propose some questionnaire as a starting point for discovering learner's view as follows.

1. What do you fine are the most useful ways to learn a new language?
2. What are the best kinds of language learning tasks and activities? What are the reasons for your choice?
3. What can a teacher do which would help you most when you are learning a new language?
4. What can other learners in the class do which would help you most when you are learning a new language?
5. What is your favourite kind of language lesson?
6. What are the reasons for your choice?
7. What are the good things and the bad things about learning a language in a classroom?
8. What can materials best provide you with to help you learn a new language?
9. What are the best kinds of language learning materials? What do they look like? Why do you think they're best?
10. What is good and not so good about the materials you are working with now? What do you think is missing from them? What changes would you make to them? (Jordan, 1997: 135-136)

Since the syllabus of Writing Class of Second Semester are expecting the students to be able to write paragraphs of good and correct English using various expository modes, then the lecturers should design the materials based on the

curriculum book of English Language Department and considering the effectiveness of materials that will be given to the students.

4. Teaching Technique of Writing

One of the six principles for designing writing techniques proposed by Brown (2001: 348) is framing the techniques in terms of prewriting, drafting, and revising stages. Brown states that the drafting and revising stages are the core of process writing. In traditional approaches to writing instruction, students either are given timed in class compositions to write from start to finish within a class hour, or they are given a drafting, and the second assumes that if students did any drafting at all, they would simply have to learn the tricks of the trade on their own. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.

There are several strategies and skills which is applied to the drafting or revising process in writing mentioned by Brown (2001: 348).

- getting started (adapting the free writing technique)
- "optimal" monitoring of one's writing (without premature editing and diverted attention to wording, grammar, etc.)
- peer-reviewing for content (accepting/ using classmates' comments)
- using the instructor's feedback
- editing for grammatical errors
- "read aloud" technique (in small groups or pairs, students read their almost-final drafts to each other for a final check on errors, flow of ideas, etc.)
- proofreading

The lecturers should consider these criteria in implementing the technique to teach writing in order to gain successful writing skills.

5. Students' Motivation

Gaining writing skill is not an instant activity. It needs long process and continuous practices. Patient and persistence are the power. Besides that, the students need an environment that supports their will and skills.

Intrinsic and extrinsic motivations have significant influence in student's writing skills. According to Brown (2001: 76), Edward Deci (1975: 23) defined intrinsic motivation as:

> Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. ... Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

Extrinsically motivated behaviours are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback.

Brown (2001: 77) states that educators like Maria Montessori, Rudolf Steiner, Paolo Freire, A.S. Neil, and Carl Rogers have all provided exemplary models of intrinsically motivated education. Traditionally, elementary and secondary schools are fraught with extrinsically motivated behaviour. The school curriculum is dictated by institutions (sometimes politically influenced) and can be far removed from even the teacher's choice. Parents' and society's values and wishes are virtually forced onto pupils, whether they like it or not. Tests and exams, many of which are standardized and given high credence in the world "out there", are imposed on students with no consultation with the students themselves.

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Brown (2001: 128) states that there are two major categories which is the background for designing and implementing techniques in the classroom.

1. Principle teaching. Your teaching is derived from, and gives feedback to, a set of principles that form the skeleton of an overall approach to language learning and teaching. At this stage you should have a reasonably stable and comprehensive approach – a broad understanding of how learners learn and how teachers can best facilitate that process. At the same time, your approach should be dynamic; it should change and grow as you teach students, study professional material, and observe yourself in the classroom.
2. Contexts of learning. Part of your principal approach to learning and teaching involves an understanding of who your learners are. How old are they? How proficient are they? What are their goals in language learning? What effect do sociopolitical factors have on their eventual success?
   You cannot even begin to design techniques in the classroom without

considering two important backdrops that set the stage for classroom activity. The choices that make you about what to do in the classroom are enlightened by these two major factors. Those choices are also enlightened by several other factors; the overall curricular plan, objectives of a particular lesson, and classroom management variables. (Brown, 2001: 128)

6. Writing in English Department

According to Curriculum Book 2009 of English Education Department, Writing in English Department is a subject that is divided into four semesters. Writing is taught from the first semester until the fifth semester so it is a gradable subject.

Writing I

The course gives learning experiences in writing good and correct English sentences. Classroom activities are focused on grammatical accuracy and writing

mechanics which include spelling, punctuation, and capitalization in various sentence forms: simple, compound, complex; negative and positive; statement and questions; active and passive; direct and indirect; prepositions related adjectives and adverbs. Classroom activities include writing on the whiteboard, discussing grammatical mistakes; outside class room activities are in the form of individual assignments of at least ten pieces of writing. Evaluation is based on the sum of scores on the individual assignments, mid semester and final tests.

Writing II

The course gives learning experiences in writing paragraphs of good and correct English using various expository modes. Classroom activities are focused on various types of sentence forms: classification, analysis, definition, process analysis, composition and contrast, exemplification, and combination of them. Classroom activities involve the so-called WRITE technique (writing, reviewing, inferring, tuning, affecting) which comprises the activities of writing on the blackboard, discussing grammatical mistakes, discussing the basic concept, inquiring topics of various types, and individual writing assignments of about 12 selected topics. Evaluation is based on the sum total of scores on the assignments, mid semester and final tests.

Writing III

The course gives learning experiences in writing several good English paragraphs that are integrated in one topic involving various forms of expository modes. Classroom activities employ the WRITE technique consisting five steps of learning process: writing on the blackboard, discussing grammatical mistakes, finding out the basic concept, inquiring topic to write about, writing individual assignment consisting of 3-5 paragraphs that is done outside the class. Evaluation is based on the sum total of scores on individual assignments, mid semester and final tests.

Writing IV

The course gives learning experiences in writing articles in English for Seminar, and other scientific writing about various topics in the form of essay type. Learning experiences are of classroom and outside classroom activities. Classroom activities consist of giving examples, discussing grammatical mistakes, discussing theories and technique including the characteristics of good writing, expository modes, etc. Outside classroom activities are in the form of outlining and writing out the outlines into an essay of good and correct English. Evaluation is based on the student's writing including content, organization, mechanics, grammatical features, etc. (Kurikulum 2009: 34-35)

7. Peer Editing

> I tell my students that writing is largely a matter of fixing things. And that the better they get at fixing things the better they will get at writing. Now, fixing things requires reading. Students who do not learn to read their own papers with a discerning will not be able to fix things. (Katz in Reid, 1993: 205)

Reid (1993: 205-206) states that responding to and evaluating students' writing are often parts of the same process, but the terms "responding" and "evaluating" need to be carefully described and distinguished. He gives some reasons; first, although evaluation often includes response and some response contains judgment, not all response is evaluative or leads to a grade. Moreover, response to students' writing may come from various readers, including classmates, other peers, teachers, and the student writer. He notes that some response is primarily descriptive ("the main idea in this essay is X"); other responses are personal and reactive ("the part I liked best is Y"). In contrast, evaluation consists of those comments that explain or justify a judgment or value- most commonly, a grade. In addition, because grading usually occurs on the final draft of a paper, the marginal comments and comments at the end of the student paper tend to be evaluative because they are written in the context of the grade that is assigned to the paper.

Responding to students' writing is not a single act, but an ongoing process. Response is given to the writing processes of idea generation and revision, and it begins immediately after students start working on their topics. Response activities given during the writing process include the following points.

1. Writers discussing their topics in small groups, and peers responding
2. Writers reading aloud from their drafts, and class members listening and responding
3. Students writing tentative thesis statements at the board, and students and the teacher responding
4. Teacher responding orally to students' questions in class and during peer workshops
5. Students interviewing each other about topic ideas, about their plans for an essay, or their revision plans
6. Writers annotating their own drafts, describing or labeling key features (such as thesis statements, specific detail, transition devices, introduction techniques) of their own writing
7. Teacher conferencing with students both during class and outside of class, responding to writer's notes, plans, and drafts
8. Peer review groups responding to each others' writing, sometimes in a reader-response mode (descriptive), sometimes in a criteria-based mode (reactive). (Reid, 1993: 206)

Reid (1993: 206) agrees to the opinion that in the same way, the processes of idea generation and revision are recursive and ongoing, responses – written and oral – to student writing by a variety of audience are essential for successful writing. Students, teachers, and peers play important roles in the response process: student writers are continuously writing, reading, and revising their prose; peers offer the social context within which response occurs; teachers identify certain competencies on the part of the learners and intervene appropriately in the process.

Authenticity in writing can be gained by teacher through arranging for student control of topics so that the students write about areas in which they are interested, building toward students' academic writing goals, and creating situations in which students become colleagues or teachers in the writing process.

Students are given opportunities to share their strategies and their work by teachers. The teacher can establish non-teacher audiences for their students: class newspapers and magazines, pen pals, computer-networked interactions, electronic mail exchanges**,** and, particularly, peer review groups (also called peer response, peer critique, or peer editing workshops, depending on the focus of the groups). If the teacher wants students to master writing as a communicative process, they must not only write regularly but also regularly try out their drafts and get feedback from a variety of readers. Peer review enables students to realize that social, political, and personal contexts influence writing.

Peer review and peer discussion of texts help writer at all levels of writing proficiency understand their interactive relationship with their readers. Rosenblatt, (1988: 27) stated,

> Their fellow students' questions, varied interpretations, and misunderstandings dramatize the necessity of the writer's providing verbal signs that will enable readers to draw on their own resources to make the intended meaning. The writer can become aware of the responsibility for providing verbal means that will help readers gain required facts, share relevant sensations or attitude, or make logical transitions.

Teacher may help the students by creating peer review workshops. The workshops reinforce a system of values central to the classroom community: respect for negotiation and cooperation, a spirit of mutual responsibility, and a setting for respect and trust. Finally, students in peer review groups learn and practice a "language of response" that they can then use to articulate ideas about their own writing.

According to Reid (1993: 207) one of the greatest benefits of peer review groups is the immediate presence of real-world readers. Researchers of both non-English student and English as Second Language writing have demonstrated that, with carefully designed and implemented peer review groups, the concept of audience provided by peer response allows writers to think not just about readers as readers but also actually read the through the eyes of potential readers, trying to judge the meaning these readers would make.

Reid (1993: 207) agreed to the previous research which proved that peer editing is more effective than teacher editing.

> In fact, research with ESL writing students has shown that students feedback on peer writing can be more valuable then teacher feedback (Cumming, 1985; Zhang and G. Jacobs, 1989). Peer review shows students writers that not all readers construct the same meaning from a single text (Flower et all., 1990; Gere and Stevens, 1989), an important lesson fot inexperienced writers. Students learn to identify their audience and analyze the social context in which their audience – their discourse community – will read their writing (Hare and Fitzsimmons, 1992; Kirsch, 1989; Smagorinsky, 1991a). As a result, student writers begin to adopt the perspectives of their audiences and to assess their writing in terms of how their readers may react to or comprehend their text (Beach and Liebman-Klein, 1986; Durrant and Duke, 1990). (Reid, 1993: 207).

8. Teacher Editing

According to Lewis (2005:15) teacher has been the main soruce of feedback both in oral and written language in many clasess. This situasion also occurs in writing class which teachers read and mark students' papers, offering revision, suggestions, and feedback on language error. However, the teachers can give feedback in the form of questions to ask for clarification. Besides, the

teacher may give remark toward their students' composition, identify mechanical problem and give praise to the students' work.

B. Relevant Studies

Research done by Brown and Hudson (1998) has shown that there are a number of advantages of peer editing: speed, direct involvement of students, the encouragement of autonomy, and increased motivation because of self-involvement in the process of learning. It means that peer editing technique has better influence of writing than teacher editing technique.

C. Conceptual Framework

Peer editing can improve the students' writing skills for several reasons. First, peer editing may improve the motivation of the students to master writing skills. By working in pairs/ groups the students can do better than they work individually.

Second, peer editing through working in groups helps students to do better in organizing their writing, either in linguistic features or the organization of the text. It gives opportunities for the students to share their ideas and opinion about their writing.

We know that in writing the students need to pay to the grammatical features such as mechanics, usage, and sentence formation. Grammatical features

must be fulfilled to make the writing easier to read by putting it in a form that the readers expect and is comfortable with.

Mechanics consists of spelling, punctuation, capitalization, and paragraphs. Usage deals with word order, verb tense and subject-verb agreement. Sentence formation refers to the structure of sentences, the way that phrases and clauses are used to form simple and complex sentences. This matters can be solved by peer editing through working in groups and giving feedback each other. The feedback contains the correction of linguistic features and organization of the text.

Organization is the structural framework for that writing. It is important to effective writing because it provides readers with a framework to help them fulfill their expectations for the text. A well-organized piece of writing supports readers by making it easy for them to follow, while a poorly organized piece leads readers through a maze of confusion and confounded or unmet expectations.

For this condition peer editing helps students much to do better writing by sharing their ideas.They share the ideas and thought of good writing. In this condition, sharing ideas is about the substance of the writing. The role of the teacher here is supervising the activities of students and correcting the works after edited by their peers.

It has been explained in the theoretical description that writing skills can be gained through certain strategies. For university students, learning is not only involving lecturer as the source of learning but also their peer.

First, we need to find ways to unlock the hidden ideas we have in our minds. Reading gives much helps in generating ideas. After exploring the ideas, put them into paragraph form, keeping in mind how showing and using facts and statistics makes writing powerful and convincing. Our task here is to discover how we can best express our ideas in the clearest manner possible so that our readers will receive the same message, with the same impact, that we intended.

Next step is sharing what we have written with others, our readers, to see if we have been successful in conveying our intended meaning. We call this peer editing. Not only the students get feedback from the classmates, but they also give feedback to them. From the feedback then the students revise their writing. They make corrections directly based on the feedback.

The new form of the students' writing then will be edited by the teacher so they get feedback again. It is a good time to compare their classmates' responses to the teacher's. This is valuable information to make a new one. The students get chance to discuss their writing to their peer and teacher.

Peer editing helps the students to realize their own fault and try to get the correct one. It also helps the students to share their idea and opinion about writing itself. Concerning with the above description peer editing is effective to gain students writing skills.

C. Hypothesis

As stated in the introduction, the aim of the research is to investigate whether there is any difference any significant difference of writing skills between students who are taught using peer editing and those who are taught using teacher editing.

From the explanations above, hypothesis of the research can be formulated as follows.

There is a significant difference of writing skills between students who are taught using peer editing and those who are taught using teacher editing.

CHAPTER III
RESEARCH METHODS

This chapter describes the research methods including the design of the research, population and sample of the research, time and place of the research, research instruments, the technique of data collection, and technique of data analysis. The explanation of each section is as follows.

A. Type of Study

The type of this study can be classified as a quasi-experimental research type. Two classes were selected to be the research subjects. They were used as the experimental and the control groups. The experimental group was the group which received special treatments of peer editing technique in this study. The control group was the group which received teacher editing technique. They were given different teaching treatments after the pre-test.

B. Population and Sample of the Research

The populations of the study were all the second semester students of English Department in the academic year 2011/2012. The reseacher saw that not every class has an equal opportunity to be taken up as the sample of the study. There were seven classes in this population: Class A consisted of 20 students, Class B consisted of 20 students, Class C consisted of 27 students, Class D was joined to repeater class.

Two classes were selected due to the fact that they had the same number of students of 20. Then the researcher applied random sampling technique to choose which class should be the experimental class and the other should be the control class. The random assigned resulted in Class A as the experimental group and Class B as the control group. The technique of editing on writing in the experimental group (Class A) was peer editing technique; while in the control group (Class B), teacher editing technique was used in editing the students' writing.

C. Research Variables and Research Design

This research involved two variables, the independet variable and the dependent variable. The independent variable was the editing technique on the students' writing: peer editing and teacher editing technique. Those two types of techniques included grammar, spelling, punctuation, etc. Meanwhile the dependet variable was the students' writing score. This variable was divided into scores of the pre-test and scores of the post-test.

The design of this research was an intact group pre-test and post-test design which involved a group of students who belong to the experimental group and that belong to the control group. The pre-test was given at the beginning of the experiment and the post-test was given at the each of the treatment. The two groups received different teaching treatments of editing technique on writing. The experimental group received treatment of peer editing technique and the control

group received treatment of teacher editing technique. The design of the study is presented as follows:

Table 1: **The Design of the Study**

Class	Pre-Test	Treatment	Post-Test
A	O_1	Peer editing technique	O_2
B	O_1	Teacher editing technique	O_2

In which:

A   : Experimental Class

B   : Control Class

O_1 : the students' writing score on the pre-test

O_2 : the students' writing score on the post-test

The distribution of the treatments can be presented as follows.

Table 2: **The Distribution of the Treatment**

Group	Class	Treatment	Number of Students
Experimental	A	Peer editing technique	20
Control	B	Teacher editing technique	20

The implementation of the technique of peer editing and teacher editing was done in the experimental and the control groups for two meetings. The treatments were given after the students did their writing in the class. In experimental class the lecturer asked the students to work in pair in editing their partner's work. Before they edited their friend's work, the lecturer explained some points about peer editing; elements being edited and how they did editing.

30

Each student paid attention to his/ her partner's work and tried to find any mistakes in content, organization, vocabulary, sentence structure, capitalization and punctuation, and spelling. They, then, wrote down corrections or suggestions based on their own knowledge on their friends' paper. Then, they revised their works based on their partners' corrections or suggestions. But it was not compulsory to consider all corrections or suggestions. They might revise their writing without considering those comments if they thought their works were fine and the corrections or suggestions were not necessary.

While in the control class, after the students finished their writing and submitted to the lecturer, the lecturer gave some corrections on the students' sheet. Then, the students revised the work based on the corrections of the lecturer.

In general, there were three sections in each meeting: pre-activity, main activity, and post-activity. In pre-activity, the teacher started the lesson by greeting the students, leading a prayer, and then checking the attendance list.

In the main teaching, the teacher delivered the materials of descriptive text. She talked about the procedures in writing descriptive paragraph and the choice of words to describe person, thing, and place. She also reminded the students about the basic of writing including grammar, spelling, punctuation, capitalization, and the content itself. Then she gave the whole explanation and the model of the texts. Then, the lecturer gave some exercises based on the topic given, and she guided them. Next, she asked the students to write down a paragraph of descriptive text in a piece of paper. In experimental class, the

students worked in pair to edit their friends' writing. After receiving the edited writing, the students then revised their corrected writing based on the editing from their peer. Finally, they submitted their works to the lecturer. The lecturer checked if there was any mistake and discussed it in front of the class.

While in the control class, after the students finished with their writing, they submitted their works to the lecturer to get edited. Then, the lecturer asked them to revise the writing based on her editing.

For the homework of experimental class, the lecturer asked the students to work in pair again, do editing with each partner, and submit the works on the lecturer desk. While in control class, the lecturer asked the students to write a descriptive text and submit it on the lecturer's desk. The next meeting they have to revise their works based on the lecturer corrections.

Basically, the teaching and learning process of writing in the experimental and control group was almost the same. The difference was only on the technique of editing the students' writing; the experimental group used peer editing, and the control group used teacher editing.

D. Research Instruments

The instruments used in this research was an essay test which consisted of three questions on text type (descriptive text). There were two tests in this research; pre-test and post-test. The tests were used to find out the scores of the students' writing skill. The pre-test was administered before the treatment, while

the post-test was administered after the treatment. There were three items of the instrument. The first question was about describing person, the second question was about describing object, while the third question was about describing place.

The writing tests were constructed based on the Writing curriculum of the second semester students of English Department. The tests were developed in reference to the lecturer of Writing II Syllabus. In developing the tests, the researcher took the materials from the students' textbook entitled Guided Writing, Ready to Write and from the internet.

E. Validity and Reliability

1. Instrument Validity

Hatch and Farhady (1982: 250-251) say that validity refers to the extent to which the results of the procedure serve the uses for which they were intended. Validity refers to the results of the test not to test itself.

Since the instrument of the research is a writing test, to know whether it is applicable or not, it needs to be consulted to an expert. For this reason the instrument validity of the research used expert judgment. Validity of the instrument concerns the writing scoring rubric. In scoring the students' writing, the second semester English Department curriculum was applied.

a. Content Validity

Creswell (2008: 172) states that "content validity is the extent to which the questions on the instrument and the scores from the questions are representative of

all the possible questions that researcher could ask about the content or skills".
The writing skill tests meet the content validity when the grammar, vocabulary,
and functional content were developed based on the course syllabus. The
instruments were developed on the basis of the materials and topic given in the
second semester students of English Department. The tests were constructed
based on the curriculum of second semester students of Writing Class of English
Department.

Table 3: **The Blueprint of the Writing Skill Test**

No.	Indicators	Aspects of Writing	The Item Number
1.	Writing a descriptive paragraph about a person	1. Content 2. Organization 3. Vocabulary 4. Sentence Structure 5. Punctuation and Capitalization 6. Spelling	1
2.	Writing a descriptive paragraph about an object	1. Content 2. Organization 3. Vocabulary 4. Sentence Structure 5. Punctuation and Capitalization 6. Spelling	2
3.	Writing a descriptive paragraph about a place	1. Content 2. Organization 3. Vocabulary 4. Sentence Structure 5. Punctuation and Capitalization 6. Spelling	3

Table 4: **The Blueprint of the Writing Skill Post-Test**

No.	Indicators	Aspects of Writing	The Item Number
1.	Writing a descriptive paragraph about a person	1. Content 2. Organization 3. Vocabulary 4. Sentence Structure 5. Punctuation and Capitalization 6. Spelling	1
2.	Writing a descriptive paragraph about an object	1. Content 2. Organization 3. Vocabulary 4. Sentence Structure 5. Punctuation and Capitalization 6. Spelling	2
3.	Writing a descriptive paragraph about a place	1. Content 2. Organization 3. Vocabulary 4. Sentence Structure 5. Punctuation and Capitalization 6. Spelling	3

b. Construct Validity

Bachman and Palmer in Weigle (2001: 49) state that construct validity refers to "the meaningfulness and appropriateness of the interpretations that we make on the basis of test scores". To meet the construct validity, the researcher constructs the instrument according to the blue print of the writing skill test with some specific indicators.

In scoring the students' written products, the researcher dealt with content, grammar, mechanics, vocabulary and organization. The scoring of students' writing test was done by the researcher in reference to the categories of evaluating

students' writing adapted from Anderson (2003: 92). The following table presents

the categories for evaluating writing and the ranging of the scores.

Table 5: **Categories for Evaluating Writing**

Score	Description
Ideas and Development	
1	Weak development of topic
2	Adequate development of topic, listing details
3	Good development of topic
4	Extensive development of topic; strong support of main idea with details
Organization	
1	Not organized
2	Sparsely organized; lack of sequence
3	Fairly well organized, flow to sequence evidence
4	Completely organized, smooth flow with strong sequence
Vocabulary	
1	Poor or inappropriate word choice
2	Fair word choice; simple words
3	Good word choice; meaning is clear
4	Vivid and imaginative word choice, appropriate use of vocabulary
Sentence Structure	
1	Poor; many errors
2	Fair; choppy with variety
3	Adequate; few errors and some varieties of lengths
4	Excellent; no errors and a variety of lengths
Capitalization and Punctuation	
1	Many errors (over 10)
2	Some errors (6-10)
3	Few errors (1-5)
4	Error free
Spelling	
1	Many errors (over 10)
2	Some errors (6-10)
3	Few errors (1-5)
4	Error free

SCORE: Content: ----- + Organ: ----- + Voc: -----+ Sent Struc: -----+ Capt &

Punct: ----- + Spelling: ----- = -----

2. Instrument Reliability

Reliability means the extent to which a test produces consistent results when administered under similar conditions (Hatch and Farhady, 1982: 244). The reliability of the instrument was found first before the instrument was used to collect the data. It was found by trying out the instrument to the population outside the sample. The reliability of the instrument was measured by using the Pearson Correlation formula.

In order to determine the level of the instrument reliability, the norm of categorizing the correlation coefficient was employed. The following table is the norm of adopted categorizing the correlation coefficient from Arikunto (2002:245).

Table 6: **Table of Categorizing the Correlation Coefficient**

r-value	category
0.800 – 1.000	very high
0.600 – 0.800	high
0.400 – 0.600	fairly high
0.200 – 0.400	low
0.000 – 0.200	very low

Based on Table 5, the result of the computer program calculation shows that the reliability coefficients of writing test is 0.628. According to the value of reliability coefficient, the research instrument can be said having high reliability

since the reliability coefficients in the range of 0.600 – 0.800. The reliability of the writing test is shown in Table 6.

Table 7: **The Reliability of the Writing Test**

No	Variable	Calculation Result	Reliability Coefficient	Category
1.	Writing	0.628	0.600 – 0.800	High

F. Technique of Data Collection

In this research, the data was collected by using a test. The test was employed to find out the students' achievement in doing the test.

The researcher began the study by discussing the material and the schedule of Writing Class with the lecturers of Writing II Class of English Department of State University of Yogyakarta. The researcher taught two classes of the experimental and control group.

The instrument was used as the pre-test and post-test for the subjects of the research. The pre-test was conducted based on the schedule of the English lesson for class A and B before the treatment was given to the subject of the research. The pre-test for both was conducted on 25th April 2012. This test was aimed to know the students' early writing ability before given the treatment. After the pre-test was given, the researcher gave two meetings to those groups. The treatment was given in one meeting. It took about 100 minutes. It was conducted on the 1st May for the experimental class and the 2nd of May for the control class.

In the process of teaching and learning, the students of Class A as the experimental group were implemented the peer editing technique, whereas the students of Class B as the control group were implemented the teacher editing technique. For the experimental group, peer editing was implemented after the students finished their writing. For the first activity, they worked in pair to do peer editing. Each partner gave suggestions and corrections to their pair's work. Then, they revised their writing based on their friend's suggestions and corrections. Then, they submitted their writing to the lecturer. The lecturer discussed it in front of the class. For the group activity, the students worked in groups by discussing and sharing ideas to write a descriptive paragraph based on certain topic and then it was presented in front of the class, and discussed.

While in the control group, the students worked individually to write a descriptive paragraph. After that, they submitted their works to the lecturer to get corrections and suggestions. In giving corrections, the lecturer rounded or underlined the words contains errors or mistakes and gave the correction one.

The post-test was conducted after the treatment had been already completed, that was second week of May; 8th May for the experimental group and 9th May for the control group. In the post-test, both control and experimental groups were given same tests.

The research schedule of the experimental and control group is presented in the following table.

Table 8: **The Research Schedule of the Experimental and Control Groups**

Date	Time	Class	Activity
25 April 2012	11.00 – 12.00	Class A Class B	Pre-Test
25 April 2012	12.00 – 13.00	Class A	Treatment 1
1 May 2012	13.00 – 14.40	Class A	Treatment 2
26 April 2012	09.00 – 10.40	Class B	Treatment 1
2 May 2012	09.00 – 10.40	Class B	Treatment 2
8 May 2012	13.00 – 14.40	Class A	Post-Test
9 May 2012	09.00 – 10.40	Class B	Post-Test

G. Technique of Data Analysis

There were two technique of analyzing the data of the study, namely descriptive and inferential statistics.

1. Descriptive Analysis

In the descriptive analysis, the analysis was aimed at presenting the variables of the English writing test, in the students' achievement scores. There were two statistics formulas used in the computation: the mean and the standard deviation analysis. The mean was used to know the position of the group, whether the group was in high or low position. The standard deviation was used to know the average variability of all scores around the mean.

Scores Categorization of Students' Writing Skill

To analyze the data descriptively, the researcher made score categorization of the students' writing skill first. The categorization of scores gained by the

students was made to find out the level of students' writing skill. The categorization of the students' writing score was made on the ideal score. The highest score was 24 and the lowest score was 4. The ideal mean score (Mi) and ideal standard deviation (SDi) could be calculated using the following formula.

Mi $\quad$ = ½ (highest score + lowest score)

$\quad$ = ½ (24 + 4)

$\quad$ = 14

SDi $\quad$ = 1/6 highest score – lowest score)

$\quad$ = 1/6 (24 – 4)

$\quad$ = 3.33

The frequency distribution of the students' writing skill scores could be classified into six levels; excellent, very good, good, fair, poor and very poor. The distribution was calculated based on the Mi score and SDi as follows:

Table 9**: The Students' Writing Score Category**

Interval	The Students' Writing Score Category
20.8 – 24.1	Excellent
17.4 – 20.7	Very Good
14.0 – 17.3	Good
10.6 – 13.9	Fair
7.2 – 10.5	Poor
3.8 – 7.1	Very Poor

2. Inferential Analysis

The inferential statistics was focused on answering the questions if there was a significant difference in writing ability between the students who were

taught by using peer editing and those who were taught without peer editing. The inferential analyses used in this study are:

a. Test of Normality

The test was aimed at seeing whether the distribution of the responses in the population met the normal distribution or not. This test was done by using the SPSS 16.0 of Windows computer program of distribution of normality.

b. Test of Homogeneity

Test of homogeneity is aimed at knowing whether or not the scores of a group have homogenous variance among each other.

The homogeneity test of this study was computed by using SPSS version 16.0 for windows computer program. The result of the computation is consulted to the table. The variant is homogeneous if they obtained F value is lower than the critical value in the table.

c. Test of Hypothesis

The hypothesis of this research is that there is a significant difference in the writing skill between the students taught by using peer editing and those who are taught by using teacher editing. To test the hypothesis, the ANCOVA was employed in this test. In this test, the researcher used a covariate as the consideration to control the effect of the pre-test scores of the students' writing skill. The pre-test scores were considered as the covariate of the analysis. The test of hypothesis was carried out by using the SPSS 16.0 for windows computer program.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This study is a quasi-experimental study. It was aimed at finding out the effects of peer editing in the teaching of writing. The effects could be seen from the gain scores of the subjects of the research. It was taken by comparing the mean and the standard deviation of the gain scores of the students taught by using peer editing with those who are taught using teacher editing as the technique of teaching writing.

This chapter presents the data description, inferential analysis, and discussion. The data description describes the scores of the students' writing skill. The inferential analysis explains the pre-testing analysis and the hypothesis testing, while the discussion describes the result of the hypothesis testing.

A. Data Description

This subchapter describes the result of the students' writing test score. There were two kinds of writing test given in this research: pre-test and post-test. Those two tests were given to measure the writing skill of the students before and after the treatment of peer editing. The data were obtained from the pre-test and post-test scores on the writing skill of the experimental and control groups. The score categorization of the students' writing skill was based on the ideal mean score. The highest score was 24 while the lowest score was 4.

The ideal mean score (Mi) and the standard deviation (SDi) could be calculated using the following formula.

$$Mi \quad = \frac{1}{2} \text{ (highest score + lowest score)}$$

$$= \frac{1}{2} (24 + 4)$$

$$= 14$$

$$Sdi \quad = 1/6 \text{ highest score – lowest score)}$$

$$= 1/6 (24 - 4)$$

$$= 3.33$$

The frequency distribution of the students' writing skill scores could be classified into six levels; excellent, very good, good, fair, poor and very poor. The distribution was calculated based on the Mi score and Sdi as follows:

Table 10**: The Students' Writing Score Category**

Interval	The Students' Writing Score Category
20.8 – 24.1	Excellent
17.4 – 20.7	Very Good
14.0 – 17.3	Good
10.6 – 13.9	Fair
7.2 – 10.5	Poor
3.8 – 7.1	Very Poor

1. **Pre- Test**

a. **Experimental Group**

The reseacher used the software of Statistical Package for the Social Sciences 16.0 (SPSS 16.0) for windows computer program to analyze the quantitative data. The results show that the mean score was 15.45 and the standard deviation was 1.95. The maximum score of the pre-test in the experimental group was 19 and the minimum score was 12. The result of the descriptive statistics can be seen in Table 11 and the print-out of the analysis in Appendix F.

Table 11: **Descriptive Analysis of the Pre-Test on the Experimental Group**

Mean	SD	Median	Mode	Max. Score	Min. Score	Range
15.45	1.95	16.00	16.00	19	12	7

The result of the descriptive analysis of the pre-test scores on the experimental group can be visualized in the following chart.
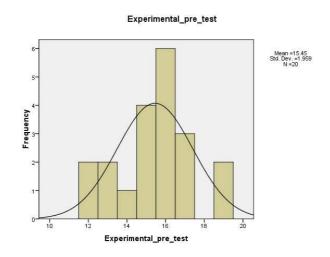
Figure 1: **The Pre-Test Scores of the Experimental Group**

Meanwhile, the result of the score categorization of the pre-test on the experimental group can be seen in Table 12.

Table 12: **The Category of the Pre-Test Scores on the Experimental Group**

No.	Interval	f	f (%)	Category	
1.	20.8 – 24.1	0	0	Excellent	
2.	17.4 – 20.7	5	25	Very Good	Good
3.	14.0 – 17.3	11	55	Good	(80%)
4.	10.6 – 13.9	4	20	Fair	
5.	7.2 – 10.5	0	0	Poor	Poor
6.	3.8 – 7.1	0	0	Very Poor	(20%)
	Total	20	100		

Table 12 shows there was no student classified into poor and good category. There were 4 students (20 %) categorized into the poor category and 16 students (80%) categorized into the good category.

b. Control Group

The result reveals that the mean score was 18.10 with a standard deviation 2.22, the maximum score of the pre-test in the control group was 23, and the minimum score was 12. The result of the descriptive statistics can be seen in Table 13 and the print out of the analysis in Appendix F.

Table 13: **Descriptive Analysis of the Pre-Test on the Control Group**

Mean	SD	Median	Mode	Max.Score	Min. Score	Range
18.10	2.22	18.00	18.00	23	12	11

The following chart presents the result of the descriptive analysis of the pre-test scores on the control group.
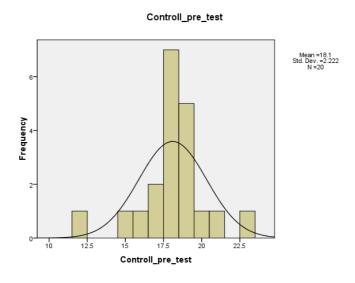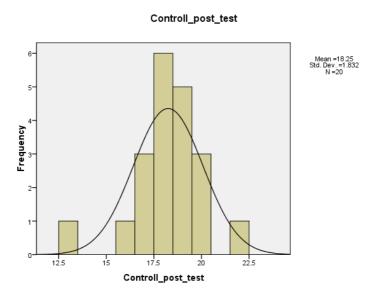

Figure**2: The Pre-Test Scores of the Control Group**

Meanwhile, the result of the score categorization of the pre-test on the control group can be seen in Table 14.

Table 14: **The Category of the Pre-Test Scores on the Control Group**

No.	Interval	f	f (%)	Category	
1.	20.8 – 24.1	2	10	Excellent	Good (95%)
2.	17.4 – 20.7	13	65	Very Good	
3.	14.0 – 17.3	4	20	Good	
4.	10.6 – 13.9	1	5	Fair	Poor (5%)
5.	7.2 – 10.5	0	0	Poor	
6.	3.8 – 7.1	0	0	Very Poor	
	Total	20	100		

Table 14 shows there was no student classified into the very poor and poor category. There were 19 students (95 %) categorized into the good category and one student (5%) categorized into the poor category.

c. **Comparison betwen the Pre-Test Scores of the Experimental and Control Groups**

Table 15 presents the statistical data showing the comparison between the pre-test score in the writing skill of the experimental and control groups.

Table 15: **Descriptive Analysis of the Pre-Test Scores of the Experimental and Control Groups**

Data	N	Mean	Mode	Median	SD	Max	Min	Range
Experimental Group	20	15.45	16.00	16.00	1.95	19	12	7
Control Group	20	18.10	18.00	18.00	2.22	23	12	11

Based on Table 15, the mean score on the pre-test both experimental and control groups were classified into the good category because it lies between 14.0

and 24.1. It means that all of the students' writing skills both experimental and control groups were classified into the good category. The result reveals that the mean score of the pre-test in the control group is higher (18.10); while the pre-test scores in the experimental group is only 15.45.

2. Post-Test

a. Experimental Group

The reseacher used the software of Statistical Package for the Social Sciences 17.0 (SPSS 16.0) for windows computer program to analyze the quantitative data. The results show that the mean score was 17.40 and the standard deviation was 1.67. The mazimum score of the pre-test in the experimental group was 20 and the minimum score was 15. The result of the descriptive statistics can be seen in Table 16 and the print out of the analysis in Appendix F.

Table 16: **Descriptive Analysis of the Post-Test on the Experimental Group**

Mean	SD	Median	Mode	Max.Score	Min. Score	Range
17.40	1.67	17.00	17.00	20	14	6

The result of the descriptive analysis of the post-test scores on the experimental group can be visualized in the following chart.
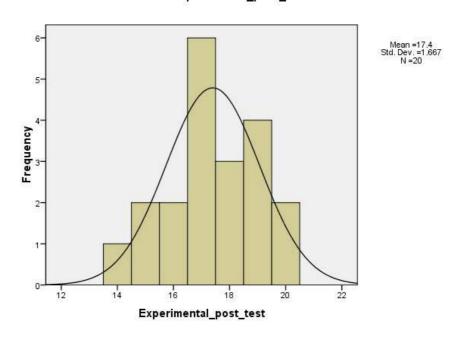
Figure 3: **The Post-Test Scores of the Experimental Group**

Meanwhile, the result of the score categorization of the post-test on the experimental group can be seen in Table 17.

Table 17: **The Category of the Post-Test Scores on the Experimental Group**

No.	Interval	f	f (%)	Category	
1.	20.8 – 24.1	0	0	Excellent	
2.	17.4 – 20.7	9	45	Very Good	Good
3.	14.0 – 17.3	11	55	Good	(100%)
4.	10.6 – 13.9	0	0	Fair	
5.	7.2 – 10.5	0	0	Poor	Poor
6.	3.8 – 7.1	0	0	Very Poor	(0%)
	Total	20	100		

Table 17 shows there was no student classified into the poor category. All 20 students (100%) were categorized into the good category and no student (0 %) was categorized into the poor category.

b. Control Group

The result reveals that the mean score was 18.25 with a standard deviation 1.83, the maximum score of the pre-test in the control group was 22 and the minimum score was 13. The result of the descriptive statistics can be seen in Table 18 and the print-out of the analysis in Appendix F.

Table 18: **Descriptive Analysis of the Post-Test on the Control Group**

Mean	SD	Median	Mode	Max.Score	Min. Score	Range
18.25	1.83	18.00	18.00	22	13	9

The following chart presents the result of the descriptive analysis of the post-test scores on the control group.

Figure 4 : **The Post-Test Scores of the Control Group**

Meanwhile, the result of the score categorization of the post-test on the control group can be seen in Table 19.

Table 19: **The Category of the Post-Test Scores on the Control Group**

No.	Interval	f	f (%)	Category	
1.	20.8 – 24.1	1	5	Excellent	Good (95%)
2.	17.4 – 20.7	14	70	Very Good	
3.	14.0 – 17.3	4	20	Good	
4.	10.6 – 13.9	1	5	Fair	Poor (5%)
5.	7.2 – 10.5	0	0	Poor	
6.	3.8 – 7.1	0	0	Very Poor	
	Total	20	100		

Table 19 shows there were 19 students (95%) categorized into the good category and one student (5 %) categorized into the poor category.

c. **Comparison between the Post-Test Scores of the Experimental and Control Groups**

Table 20 presents the statistical data showing the comparison between the pre-test score in the writing skill of the experimental and control groups.

Table 20: **Descriptive Analysis of the Post-Test Scores of the Experimental and Control Group**

Data	N	Mean	Mode	Median	SD	Max	Min	Range
Experimental Group	20	17.40	17.00	17.00	1.67	20	14	6
Control Group	20	18.25	18.00	18.00	1.83	22	13	9

1) Gain Score

Table 21: **The Summary of Gain Score**

Variable	Pre-test	Post-test	Gain Score	Percentage of Increase
Experimental	15.45	17.40	1.95	100%
Control	18.10	18.25	0.15	6.8%

Table 21shows that the mean score on the pre-test in both experimental and control groups were classified into the good category because it lies between 14.0 and 24.1. It means that all of the students' writing skill both the experimental and the control groups were classified into the good category. The result reveals that there were significant increases of the mean score of the pre-test of the experimental group. The increase of mean score of experimental group was higher (1.95); than the increase of mean score of control group is only 0.15.

The increase of students' score in experimental class was 100%, while the increase of students's score in control group was only 6.8%.

2) Standard Deviation

Table 22: **The Summary of Standard Deviation**

Variable	SD		Characteristics
	Pre-Test	Post-Test	
Experimental	1.95	1.67	More homogeneous
Control	2.22	1.83	More homogeneous

Both experimental and control groups were more homogeneous. The experimental group was more homogeneous than the control group because the

standard deviation of experimental group was less than the standard deviation of control group.

3) Frequency of Score

The percentage of score in good category of experimental group was higher than the percentage of score of the control group.

Table 23: **Frequency of Score both the Experimental and Control Group**

Variable	f (%) pre-test	f (%) post-test
Experimental	95%	100%
Control	95%	95%

In summary, the gain score of the experimental class (1.95) was higher than the control class (0.15). Second, based on the standard deviation, the experimental group (1.67) was more homogeneous than the control group (1.83).Third, frequency of experimental group increases (5%), while there was no increase in the frequency of the control group (0%).

B. Inferential Analysis

This subchapter describes pre-testing analysis and hypothesis testing of the research. The results of those testing analysis are presented as follows.

1. Pre-Testing Analysis

a. Normality Test

The Normality test is aimed at knowing whether or not the data of the scores show the normal distribution. The Kolmogorov-Smirnov test was applied

in this analysis. This test was done by using the SPSS 16.0 for windows computer program. The distribution is considered normal if the significant value is higher than the significance level of 0.05 or p (Sig.) >0.05. The following table presents the results of the normality test of the students' writing skill.

Table 24: **The Result of the Normality Test**

One-Sample Kolmogorov-Smirnov Test

		Controll_pre_test	Controll_post_test	Experimental_pre_test	Experimental_post_test
N		20	20	20	20
Normal Parameters[a]	Mean	18.10	18.25	15.45	17.40
	Std. Deviation	2.222	1.832	1.959	1.667
Most Extreme Differences	Absolute	.232	.196	.161	.155
	Positive	.193	.141	.139	.145
	Negative	-.232	-.196	-.161	-.155
Kolmogorov-Smirnov Z		1.038	.875	.718	.694
Asymp. Sig. (2-tailed)		.232	.428	.681	.721

a. Test distribution is Normal.

Based on the table above, the results are as follows:

1. The significant value obtained for the pre-test of the experimental group was 0.232. As the result, the significant value of the pre-test for the experimental group was higher than the significance level of 0.05 (0.232 > 0.05). The result suggests that the data of the pre-test of the experimental group had a normal distribution.

2. The significant value of the post-test of the control group was 0.428. It means that it was also higher than the significance level of 0.05 (0.428 >0.05). So, the data obtained for the pre-test of the control group had a normal distribution.

3. The significant value of the pre-test for the experimental group was 0.681. It means that the significant value for the post-test of the experimental group was higher than the significance level of 0.05 (0.681 >0.05). Then, the data was considered having a normal distribution.

4. The significant value obtained for the post-test of the experimental group was 0.721. In other words, it can be said that the significant value of the post-test for the control group was higher than the significance level of 0.05 (0.721 >0.05). The result suggests that the data of the post-test of the control group had a normal distribution.

   In summary, the level of significant value for both the pre-test and post-test of the experimental and control group were higher than the significance level of 0.05. So, it could be stated that the data distribution of the students' writing skill were normal.

b. Homogeneity Test

   The homogeneity tests aimed to know whether or not the score variances in the groups are homogeneous. To test the homogeneity, the Levene's test was employed. This test was done by using the SPSS 16.0 for windows computer program of homogeneity test. The relationship can be considered homogeneous if the significant value is higher than the significance level of 0.05.

The hypothesis used in the homogeneity test of two cases (the experimental and control group) was:

H_0 = both classes come from the same population (homogeneous)

H_a = both classes come from the different population (heterogeneous)

The test was done to learn achievement before and after the research (pre-test and post-test score). By using SPSS 16.0 computer program, the result is presented in the following table. The complete computation is enclosed in Appendix F.

Table 25: **The Result of the Homogeneity Test in the Pre-test**

Test of Homogeneity of Variances

Experimental_pre_test

Levene Statistic	df1	df2	Sig.
2.749[a]	5	13	.066

a. Groups with only one case are ignored in computing the test of homogeneity of variance for Experimental_pre_test.

The result of the homogeneity test in the pre-test reveals that the value of *p (Sig.)* of the pre-test was higher than 0.05. It was 0.066. Since the probability was higher than 0.05 (0.066 V 0.05), so H_0 was accepted. It means that the sample of variance was homogeneous.

Table 26: **The Result of the Homogeneity Test in the Post-test**

Test of Homogeneity of Variances

Experimental_post_test

Levene Statistic	df1	df2	Sig.
.671[a]	5	13	.652

a. Groups with only one case are ignored in computing the test of homogeneity of variance for Experimental_post_test.

The table above shows that the value of p (Sig.) of the post-test was also higher than the significance level of 0.05 (0.652 > 0.05), so H_0 was accepted. As a result, it could be stated that the sample of variance was also homogeneous.

2. Hypothesis Testing

The hypothesis of this research is that there is a significant difference in the writing skill between the students taught by using peer editing technique and those who are taught by using teacher editing technique. To test the hypothesis, the ANCOVA was employed in this test. In this test, the researcher used a covariate as the consideration to control the effect of the pre-test scores of the students' writing skill. The pre-test scores were considered as the covariate of the analysis. The test of this hypothesis was carried out by using the SPSS 16.0 for windows computer program.

The following table presents the result of the hypothesis analysis.

Table 27: **The Result of the Hypothesis Testing**

Dependent Variable:post_test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	89.178[a]	2	44.589	47.685	.000	.720	95.371	1.000
Intercept	21.478	1	21.478	22.970	.000	.383	22.970	.997
pre_test	81.953	1	81.953	87.644	.000	.703	87.644	1.000
Treatment	7.147	1	7.147	7.643	.009	.171	7.643	.768
Error	34.597	37	.935					
Total	12833.000	40						
Corrected Total	123.775	39						

a. R Squared = .720 (Adjusted R Squared = .705)

b. Computed using alpha = .05

Creswell (2008: 198) stated that "if the *p* value is less than alpha, you reject the null hypothesis; if it is greater than alpha, you accept the hypothesis". Based on the table above, the result reveals that the ANCOVA test had a significant value of 0.000. It means that there was a significant effect on the writing skill of post-test after controlling for the effect of pre-test, F= 7.643, *p*< 0.05, then H_a was accepted and H_0 was rejected. In other words, there was a significant difference in the writing skill between the students who were taught by using peer editing technique and those who were taught by using teacher editing technique.

The print out of the analysis is enclosed in Appendix F. The result can be presented in the following table.

Table 28: **The Summary Means**

Variable	N	Pre-test	Post-test	Mean Difference
Experimental	20	15.45	17.40	1.95
Control	20	18.10	18.25	0.15

Based on Table 28, the result shows that the mean difference for the experimental group who was taught using peer editing technique was higher than those who was taught using teacher editing technique (1.95 > 0.15).

On the other hand, it is possible that ceiling effect and also regression artifact occurred during the procedures of collecting data. Ceiling effect is a condition when measurements of the dependent variable result in very high or highest scores on the dependent variable, thus masking a potential effect of the independent variable. Ceiling effects may occur when giving examinations to students, when the exam is so easy that all the students correctly answered every test item.

Regression toward the mean (also known as regression to the mean) is the phenomenon that if a variable is extreme on its first measurement it will tend to be closer to the average on a second measurement. There is a fact that may superficially seem paradoxical that if it is extreme on a second measurement, it will tend to have been closer to the average on the first measurement.

All possibilities may occur in the research. However, based on the data, it has been proved that there is significant improvement in the writing skills of the students of the experimental class.

C. The Distribution of the Treatments

Based on the research done in Writing Class of English Education Department of Faculty of Languages and Arts of Yogyakarta State University, Sleman, the treatments of the peer and teacher editing technique were given after the students finished the pre-test of writing descriptive text.

The lecturer explained the theory of writing descriptive text. Then, she had the students to write a descriptive paragraph. After that, the lecturer asked the students to work in pairs. Each student paid attention to his/ her partner writing and then gave some corrections or suggestions if he/ she found any mistakes. In the final steps of peer editing technique, the lecturer had the students to revise their writing based on the corrections and suggestions of each partner. Then the lecturer collected the students' works and discussed some errors and mistakes in front of the class.

D. Discussion

There was a significant difference in the writing skill between the students who were taught using peer editing technique and those who were taught using teacher editing technique. After conducting the research done in English Department of Yogyakarta State University, Sleman, in class A and B, each of which consisted of 20 students, it was found that there is a significant difference in the writing skill between the students taught using peer editing technique and those who were taught using teacher editing technique. The finding of the

research indicates that the students taught using peer editing technique had better achievement in their writing skill than those taught using teacher editing technique.

Implementing peer editing technique gives an effect on students' language skills. Peer editing is a true sharing process in learning. Not only do the students get feedback from their classmates, but they also give feedback to their classmates.

From the photos of teaching learning process in the experimental class (pp: 130-13), it is implied that the students are motivated. The pictures show the enthusiasm of the students in participating in the teaching learning process. The class becomes more alive and the student interacts with the others actively. The students who taught using peer editing technique seemed more motivated in doing their writing than those taught using teacher editing technique in resolving some of the mistakes or errors that the teacher reviewed. By sharing the idea and the corrections to their peer editor, the students could be more independent in identifying their own mistakes and produce better writing.

The findings suggest that it is necessary to design a classroom management that considers the students' motivation and the role of their peers. Similarly, for second semester students of Writing Class of English Department of Yogyakarta State University, they could be classified as students of advance level.The result shows that it was effective to apply peer editing technique in teaching writing in class. The students who were taught using peer editing

technique got higher improvement score of writing test than those taught using teacher editing technique.

In addition, the finding of this research also supports the finding of the research conducted by Brown and Hudson (1998). The results support finding that students who were taught using peer editing technique got higher improvement score of writing test than those taught using teacher editing technique. The control grouping of this study was the group who received teacher editing technique. The results showed that the students who received peer editing technique had greater self-correction abilities than those who got feedback only from the teacher.

Finally, it is concluded that peer editing technique is appropriate as a good technique to be applied in teaching and learning process of writing. It is more effective for improving the students' writing skill. It is concluded that using peer editing technique had better effect in attaining the students' writing skill than using teacher editing technique.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

There are two major sections in this chapter. The first section presents the conclusions of the research and the second presents suggestions from the research findings. Each explanation of those sections is presented as follows.

A. Conclusions

The conclusions of this study are made based on the result of the data analysis. According to the research formulation of the problem in Chapter I and discussion in Chapter IV, then general conclusions can be drawn as follows.

First, the mean value of the pre-test of the experimental group shows that the students' writing skills are in the good category. It is 15.45. Meanwhile, the post-test mean value is in good category too. It is 17.40. Based on the gain score, the score of the experimental class increased of 1.95.While based on the standard deviation, the experimental group (1.67) was homogeneous. Then, the frequency of experimental group was increased (5%), Therefore, it can be drawn a conclusion that the students' writing skill of the experimental group after the treatments improved.

Second, the mean value of the pre-test of the control group shows that the students' writing skills are in the good category. It is 18.10. Meanwhile, the post-test mean score is in good category too. It is 18.25. Based on the gain score, the score of the control class increased of 0.15. While based on the standard

deviation, the control group (1.83) was homogeneous. Then, the frequency of control group did not increase (0%), Therefore, it can be drawn a conclusion that the students' writing skill of the control group after the treatments increased too.

Third, there is a significant difference in the writing skill between the students who are taught by using peer editing technique and those who are taught by using teacher editing technique. Based on the statistics calculation using SPSS 16.0 for the computer program, the ANCOVA test has a significant value of 0.000. The significant value of ANCOVA test was less than the significance level of 0.05 (F = 126.136, p < 0.05). In other words, there was a significant effect of writing skill of post-test after controlling for the effect of pre-test. Therefore, it proves the hypothesis "There is a significant difference in the writing skill between the students who are taught by using peer editing technique and those who are taught by using teacher editing technique" is accepted.

B. Suggestions

There are some suggestions which are proposed to increase the students' writing skill based on the result of the study and the conclusions as presented as follows:

1. To English Lecturers

To get successful in the English teaching and learning process of writing, the English lecturer should be creative in selecting and applying appropriate teaching techniques for students in the class. It can build the students' motivation

and help them to achieve their successful learning of English writing. According to this research, the use of peer editing technique in teaching and learning process of writing helps students to practice and can improve their writing skill. Therefore, the teacher may apply peer editing technique as the technique used in teaching writing in the class.

2. To Students

Teaching and learning languages is not an instant process. Therefore, in learning English writing, it is better for students to have more practice in writing continually. Besides more practice, they must be confident with their English writing. As a result, it enables them to get high motivation of learning English, and attain better results on their writing skill.

3. To Other Researchers

The researcher hopes that this study may give contribution to other researchers who are interested in conducting and developing the related research in similar theme. Realizing that this research is far from being perfect, other researchers may add other related theories in the English teaching and learning process. Besides, future studies can be done on a greater population and in other districts and also taking into consideration some other factors that influence students' writing such as level and age.

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APPENDICES

APPENDIX A

WRITING DISCRIPTIONS

Writing a description is like creating a picture using words. The key to writing a good description is using specific details that create exactly the picture you want.

Describing People

Read the model paragraph and answer the question that follows.

The police are looking for a woman who stole a diamond necklace from Dayton's Jewelry Store. According to the store manager, the woman is approximately five feet tall, very thin, light-skinned, and about 60 years old. She has short, straight gray hair and wears glasses. Her most distinguishing mark is the dimple in her chin. When she was last seen, she was wearing heavy blue eye make-up and large, silver hoop earrings. She had on a short black coat and black pants. If you see anyone fitting this descriptions, contact the police department immediately.

What details does the author use to describe the woman?

_____   _____

_____   _____

_____   _____

_____   _____

Using Descriptive Words

When you write a description you should use words that relate to the senses of sight, sound, touch, smell, and taste. These are called sensory words. Sensory words help the reader imagine what you are describing.

Words for Describing People

When you describe what a person looks like, you write about physical characteristics such as height, weight, and hair color. Again, the key to writing a good description is to use details that

help the reader imagine the person you are describing. Here are some words that can help you describe people.

Height	Body Type	Hair	Features
medium	athletic heavy	blonde	beard
short	muscular	brunette	dimple
tall	petite	curly	freckles
	plump	dark	glasses
	skinny	light	mole
	stocky	long	mustache
	thin	red	scar
		short	wrinkles
		straight	slanted-eyes
		wavy	almond-eyes
			pointed-nose
			flat-nose
			big-nose

Writing A Description of A Person

Prewriting

A. Read this telephone conversation

Lucia   : I'm so glad you called. I have a big problem and I hope you can help me.
Clara   : What's the problem? I'll help if I can.
Lucia   : My cousin is coming home tonight from his trip to Europe and I'm supposed to pick him up at the airport at seven o'clock. The problem is that I just found out I have to work late tonight. Can you possibly pick him up for me?
Clara   : Sure. What airline is he taking?
Lucia   : British Airways. Flight 179.
Clara   : OK. But how will I recognize him?
Lucia   : Well, he's medium height and average weight. He wears glasses, and he dresses very well.
Clara   : That could be almost anyone. Can you be more specific?
Lucia   : Well, his hair is blonde and curly. I almost forgot! He has a beard.
Clara   : What's his name?
Lucia   : Ernie Norton.
Clara   : OK, no problem. I'll find him.
Lucia   : Thank you so much!

At the last minute, Clara is unable to go to the airport. Her brother Tim has agreed to pick Ernie up instead. Clara is writing a note to Tim describing Ernie so that he will be able to find him. What should Clara's note say? The following questions will help you.

- Is he tall or short?
- Is he fat or thin?
- What color hair does he have?
- Is his hair curly or straight?
- Does he wear glasses?
- Is there anything about him that you notice immediately?

Writing

B. Pretend you are Clara. Write a note to Tim describing Ernie.

Dear Tim,

_____

_____

_____

_____

_____

_____

Revising

C. Read over your note and make sure you have added enough details. Revise your note and then rewrite it.

Describing Objects

When you describe things, or objects, you also want to create a picture with words.

Words for Describing Objects

Here are some words you can use to describe objects.

Color	Texture	Shape
black	rough	oval
orange	shrap	rectangular
purple	silky	round
yellow	smooth	square
Size	**Smell**	**Taste**
average	fresh	bitter
big	fruity	bland
huge	pungent	fruity
small	smokey	nutty
	strong	salty
		sour
		spicy
		sweet

Read the model paragraph and answer the questions that follows.

I found a perfect pocket watch in an antique store to give my son for his 21st birthday. The face of the watch is white. It measures about one and one half inches (4 centimeters) in diameter. The numbers on the face are nice and big and the blue hands are very long and thin. The back of the watch is gold with three letters engraved on it. They are probably the original owner's initials. The watch came with a chain that is about 12 inches (30 centimeters) long. The best thing about the watch is that it stills keeps perfect time after all these years.

What details does the author use to describe the pocket watch?

_____   _____

_____   _____

_____   _____

_____   _____

Describing Places

A. Read the following postcard that Carolyn wrote to her friend Sharon.

Hi,
I'm sorry I didn't get to see you while you were in Boston. It was so hot here that we
went to our favorite campsite in the mountains. The site is very clean and rarely crowded.
It's near the top of Mount Greylock, in the Berkshires. The trails are long and shady.
From the tower at the top of the mountain you can look at the valleys and rivers below.
The view is spectacular in the evening. The sky turns bright orange and pink as the sun
sets behind the hills. Best of all, there's always a nice cool breeze! Let me know when
you'll be in Boston again.

Love, Carolyn

What details does the author use to describe Mount Greylock?

_____   _____

_____   _____

_____   _____

B. Read the list of words that can be used to describe places.

clean	hilly	old
cold	hot	quiet
colorful	humid	rural
cool	industrial	sandy
crowded	modern	spectacular
dirty	mountainous	wide
flat	narrow	windy

Pair Activity
In this activity you will write a description of the hometown of one of your classmates. If
everyone is from the same place, ask your partner questions about another city he or she
has visited. Follow these steps.

Prewriting

A. Talk to your partner about his or her hometown. Make alist of questions to ask your partner.

Here are some suggestions.

- What is the name of your hometown?
- Where is it located?
- What size is it?
- How many people live there?
- What is the weather like?
- What is the most impressive thing about your hometown?

You might also want to ask questions about

- History
- Geography
- Architecture
- Services
- Entertainment
- Famous people who have lived there

B. Copy your questions on a separate piece of paper. Leave enough space to write in your partner's answers. Ask your partner the questions you prepared.

Writing

C. Use the information you have about your partner's hometown to write a paragraph. Be sure to give the name of the place in the topic sentence.

_____   _____

_____   _____

_____   _____

D. Now ask your partner to read your paragraph. Does he or she have any suggestions? Revise your paragraph based on your partner's suggestions. You can also use the revising checklist on page 44 to help you. Revise your paragraph and then rewrite it.

LESSON PLAN OF EXPERIMENTAL CLASS

MEETING I

Name of Department	: Department of English Language
Subject	: Writing II
Class	: A
Standard of Competence	: Students are expected to be able to write paragraphs of good and correct English using various expository modes.
Basic Competence	: Students are expected to be able to write paragraphs of good and correct English in descriptive text accurately, fluently, appropriately in the daily life context.
Kind of Text	: Descriptive Text
Time Allocation	: 2 x 50 minutes

I. Learning Objectives

At the end of the session, the students are able to write a descriptive text of a person, an object, and a place accurately, fluently, using appropriate tenses.

II. Achievement Indicators

- The students know the uses of descriptive text.
- The students know how to use tenses in describing people, objects, and place.

- The students know how to make positive, negative, and interrogative sentences based on the tenses used.

III. Teaching Materials

- Descriptive Text

IV. Teaching Method: Genre- Based Approach (BKOF – MOT – JCOT – ICOT)

V. Teaching Activities

Pre-activity

Opening:

- Greeting

- Praying

- Checking the attendance list

Main Activity

a. **Reviewing the Requirements of Good Paragraph**
b. **Building Knowledge of Field**

The teacher asks some questions to stimulate the students' motivation.

1. Can you describe the physical appearances of your mother/ father?
2. What details will you mention?
3. What is your favorite thing?
4. What is the color, size, and weight?

c. **Model of Text**
   1. The students read a descriptive text individually.
   2. The students try to answer the questions based on the text.

3. The lecturer and the students discuss the questions and the answers.

4. The lecturer shows and introduces the purpose, the organization of the descriptive text and also the model of verbal sentences used to express the activities done in the Simple Present Tense.

5. The students listen and pay attention to the whole lecturer's explanation about descriptive text.

d. Joint Construction of Text

1. The students do an exercise to write a descriptive text at the whiteboard.

2. The students and the lecturer discuss the paragraph.

e. Independent Construction of Text

1. The students make a description.

2. The students work individually.

3. The students work in pairs to do peer editing.

4. The students submit their work to the lecturer.

Post Activity

A. Concluding

Students have oral reviews for the lesson given and ask questions related to the topic.

B. Closing

Lecturer ends the class by leading a prayer and saying good bye to the students.

VI. Learning Resources

- Ready to Write   - Internet
- Students' Handout

LESSON PLAN OF EXPERIMENTAL CLASS

MEETING II

Name of Department   : Department of English Language

Subject   : Writing II

Class   : A

Standard of Competence   : Students are expected to be able to write paragraphs of good and correct English using various expository modes.

Basic Competence   : Students are expected to be able to write paragraphs of good and correct English in descriptive text accurately, fluently, appropriately in the daily life context.

Kind of Text   : Descriptive Text

Time Allocation   : 2 x 50 minutes

VII. Learning Objectives

At the end of the session, the students are able to write a descriptive text of a person, an object, and a place accurately, fluently, using appropriate tenses.

VIII.   Achievement Indicators

- The students know the uses of descriptive text.
- The students know how to use tenses in describing people, objects, and place.
- The students know how to make positive, negative, and interrogative sentences based on the tenses used.

IX. Teaching Materials

- Descriptive Text

X. Teaching Method: Genre- Based Approach (BKOF – MOT – JCOT – ICOT)

XI. Teaching Activities

Pre-activity

Opening:

- Greeting

- Praying

- Checking the attendance list

Main Activity

a. **Reviewing the Requirements of Good Paragraph**
b. **Building Knowledge of Field**

The teacher asks some questions to stimulate the students' motivation.

1. What is your favorite place?
2. Where is it located?

c. **Model of Text**
   1. The students read a descriptive text individually.
   2. The students try to answer the questions based on the text.
   3. The lecturer and the students discuss the questions and the answers.
   4. The lecturer shows and introduces the purpose, the organization of the descriptive text and also the model of verbal sentences used to express the activities done in the Simple Present Tense.

5. The students listen and pay attention to the whole lecturer's explanation about descriptive text.

d. Joint Construction of Text

1. The students do an exercise to write a descriptive text at the whiteboard.
2. The students and the lecturer discuss the paragraph.

e. Independent Construction of Text

1. The students make a description.
2. The students work individually.
3. The students work in pairs to do peer editing.
4. The students submit their work to the lecturer.

Post Activity

A. Concluding

Students have oral reviews for the lesson given and ask questions related to the topic.

B. Closing

Lecturer ends the class by leading a prayer and saying good bye to the students.

XII. Learning Resources

- Ready to Write
- Students' Handout
- Internet

LESSON PLAN OF CONTROL CLASS

MEETING I

Name of Department   : Department of English Language

Subject   : Writing II

Class   : B

Standard of Competence   : Students are expected to be able to write paragraphs of good and correct English using various expository modes.

Basic Competence   : Students are expected to be able to write paragraphs of good and correct English in descriptive text accurately, fluently, appropriately in the daily life context.

Kind of Text   : Descriptive Text

Time Allocation   : 2 x 50 minutes

I.   Learning Objectives

At the end of the session, the students are able to write a descriptive text of a person, an object, and a place accurately, fluently, using appropriate tenses.

II. Achievement Indicators

- The students know the uses of descriptive text.
- The students know how to use tenses in describing people, objects, and place.
- The students know how to make positive, negative, and interrogative sentences based on the tenses used.

III. Teaching Materials

- Descriptive Text

IV. Teaching Method: Genre- Based Approach (BKOF – MOT – JCOT – ICOT)

V. Teaching Activities

Pre-activity

Opening:

- Greeting

- Praying

- Checking the attendance list

Main Activity

a. **Reviewing the Requirements of Good Paragraph**
b. **Building Knowledge of Field**

The teacher asks some questions to stimulate the students' motivation.

1. Can you describe the physical appearances of your mother/ father?
2. What details will you mention?
3. What is your favorite thing?
4. What is the color, size, and weight?

c. **Model of Text**
   1. The students read a descriptive text individually.
   2. The students try to answer the questions based on the text.

3. The lecturer and the students discuss the questions and the answers.
4. The lecturer shows and introduces the purpose, the organization of the descriptive text and also the model of verbal sentences used to express the activities done in the Simple Present Tense.
5. The students listen and pay attention to the whole lecturer's explanation about descriptive text.

d. Joint Construction of Text
1. The students do an exercise to write a descriptive text at the whiteboard.
2. The students and the lecturer discuss the paragraph.

e. Independent Construction of Text
1. The students make a description.
2. The students work individually.
3. The students submit their work to the lecturer.

Post Activity

A. Concluding
Students have oral reviews for the lesson given and ask questions related to the topic.

B. Closing
Lecturer ends the class by leading a prayer and saying good bye to the students.

VI. Learning Resources
- Ready to Write   - Internet
- Students' Handout

LESSON PLAN OF CONTROL CLASS

MEETING II

Name of Department   : Department of English Language

Subject   : Writing II

Class   : A

Standard of Competence : Students are expected to be able to write paragraphs of good and correct English using various expository modes.

Basic Competence   : Students are expected to be able to write paragraphs of good and correct English in descriptive text accurately, fluently, appropriately in the daily life context.

Kind of Text   : Descriptive Text

Time Allocation   : 2 x 50 minutes

VII. Learning Objectives

At the end of the session, the students are able to write a descriptive text of a person, an object, and a place accurately, fluently, using appropriate tenses.

VIII. Achievement Indicators

- The students know the uses of descriptive text.
- The students know how to use tenses in describing people, objects, and place.

- The students know how to make positive, negative, and interrogative sentences based on the tenses used.

IX. Teaching Materials

- Descriptive Text

X. Teaching Method: Genre- Based Approach (BKOF – MOT – JCOT – ICOT)

XI. Teaching Activities

Pre-activity

Opening:

- Greeting

- Praying

- Checking the attendance list

Main Activity

a. **Reviewing the Requirements of Good Paragraph**
b. **Building Knowledge of Field**

The teacher asks some questions to stimulate the students' motivation.

1. What is your favorite place?
2. Where is it located?

c. **Model of Text**
   1. The students read a descriptive text individually.
   2. The students try to answer the questions based on the text.
   3. The lecturer and the students discuss the questions and the answers.

4. The lecturer shows and introduces the purpose, the organization of the descriptive text and also the model of verbal sentences used to express the activities done in the Simple Present Tense.
5. The students listen and pay attention to the whole lecturer's explanation about descriptive text.

d. Joint Construction of Text
1. The students do an exercise to write a descriptive text at the whiteboard.
2. The students and the lecturer discuss the paragraph.

e. Independent Construction of Text
1. The students make a description.
2. The students work individually.
3. The students submit their work to the lecturer.

Post Activity

A. Concluding
Students have oral reviews for the lesson given and ask questions related to the topic.

B. Closing
Lecturer ends the class by leading a prayer and saying good bye to the students.

XII. Learning Resources
- Ready to Write
- Students' Handout
- Internet

APPENDIX C

COURSE GRID OF THE EXPERIMENTAL CLASS

Standard of Competence: Students are expected to be able to write paragraphs of good and correct English using various expository modes.

Basic Competence: Students are expected to be able to write paragraphs of good and correct English in descriptive text accurately, fluently, appropriately in the daily life context.

Meeting	Learning Objectives	Indicator	Learning Activities	Peer Editing	Time Allocation
1	At the end of the session, the students are able to write a descriptive text of a person, an object, and a place accurately, fluently, using appropriate tenses.	● The students know the uses of descriptive text. ● The students know how to use tenses in describing people, objects, and place.	a. Building Knowledge of the Field The teacher asks some questions to stimulate the students' motivation. 1. Can you describe the physical appearances of your mother/ father? 2. What details will you mention? 3. What is your favorite thing? 4. What is the color, size, and weight? b. Modeling of Text 1. The students read a descriptive	Before the students do peer editing, the lecturer reminds them about the ideal text including grammar, organization, vocabulary, sentence structure, punctuation, capitalization and spelling. In the class, the lecturer gives an exercise to write a descriptive text. A student writes one sentence to	2 x 50 minutes

• The students know how to make positive, negative, and interrogative sentences based on the tenses used.	text individually. 2. The students try to answer the questions based on the text. 3. The lecturer and the students discuss the questions and the answers. 4. The lecturer shows and introduces the purpose, the organization of the descriptive text and also the model of verbal sentences used to express the activities done in the Simple Present Tense. 5. The students listen and pay attention to the whole lecturer's explanation about descriptive text. c. Joint Construction of Text 1. The students do an exercise to write a descriptive text at the whiteboard. 2. The students and the lecturer	complete the paragraph describing person and object. The product of writing is discussed with the whole class. The lecturer guides them. For homework, the lecturer asks the students to work in pair. They write a descriptive text individually then exchange their works each another to get corrections and suggestions from each partner. Next, the students rewrite their text based on the corrections and suggestion from their partners. Finally, they submit the works to the lecturer. The lecturers check if it needs to discuss the mistakes or not.

No	Objectives	Indicators	Learning Activities		Time
			discuss the paragraph. d. Independent Construction of Text 1. The students make a description. 2. The students work individually. 3. The students submit their work to the lecturer.		2 x 50 minutes
2	At the end of the session, the students are able to write a descriptive text of a person, an object, and a place accurately, fluently, using appropriate tenses.	● The students know the uses of descriptive text. ● The students know how to use tenses in describing people, objects, and place. ● The students know how to make	a. Building Knowledge of the Field The teacher asks some questions to stimulate the students' motivation. 1. What is your favorite place? 2. Where is it located? b. Modeling of Text 1. The students read a descriptive text individually. 2. The students try to answer the questions based on the text. 3. The lecturer and the students discuss the questions and the answers. 4. The lecturer shows and	Before the students do peer editing, the lecturer reminds them about the ideal text including grammar, organization, vocabulary, sentence structure, punctuation, capitalization and spelling. In the class, the lecturer gives an exercise to write a descriptive text in groups. They share ideas and knowledge. The product of writing is displayed in front	

positive, negative, and interrogative sentences based on the tenses used.	introduces the purpose, the organization of the descriptive text and also the model of verbal sentences used to express the activities done in the Simple Present Tense. 5. The students listen and pay attention to the whole lecturer's explanation about descriptive text. c. Joint Construction of Text 1. The students do an exercise to write a descriptive text at the whiteboard. 2. The students and the lecturer discuss the paragraph. 3. Independent Construction of Text 1. The students make a description. 2. The students work individually. 3. The students submit their work to the lecturer.	of the class to be discussed with the whole class. The lecturer guides them. For homework, the lecturer asks the students to work in pair. They write a descriptive text individually then exchange their works each another to get corrections and suggestions from each partner. Next, the students rewrite their text based on the corrections and suggestion from their partners. Finally, they submit the works to the lecturer. The lecturers check if it needs to discuss the mistakes or not.

COURSE GRID OF THE CONTROL CLASS

Standard of Competence: Students are expected to be able to write paragraphs of good and correct English using various expository modes.

Basic Competence: Students are expected to be able to write paragraphs of good and correct English in descriptive text accurately, fluently, appropriately in the daily life context.

Meeting	Learning Objectives	Indicator	Learning Activities	Teacher Editing	Time Allocation
1	At the end of the session, the students are able to write a descriptive text of a person, an object, and a place accurately, fluently, using appropriate tenses.	• The students know the uses of descriptive text. • The students know how to use tenses in describing people, objects, and place. • The students know how to make	a. Building Knowledge of the Field The teacher asks some questions to stimulate the students' motivation. 1. Can you describe the physical appearances of your mother/ father? 2. What details will you mention? 3. What is your favorite thing? 4. What is the color, size, and weight? b. Modeling of Text 1. The students read a descriptive	In the class, the lecturer gives an exercise to write a descriptive text. A student writes one sentence to complete the paragraph describing person and object. The product of writing is discussed with the whole class. The lecturer guides them. For homework, the lecturer asks the students	2 x 50 minutes

positive, negative, and interrogative sentences based on the tenses used.	text individually. 2. The students try to answer the questions based on the text. 3. The lecturer and the students discuss the questions and the answers. 4. The lecturer shows and introduces the purpose, the organization of the descriptive text and also the model of verbal sentences used to express the activities done in the Simple Present Tense. 5. The students listen and pay attention to the whole lecturer's explanation about descriptive text. c. Joint Construction of Text 1. The students do an exercise to write a descriptive text at the whiteboard. 2. The students and the lecturer	to work individually. The next day, they submit the works to the lecturer. The lecturers check the students' works and write some corrections and suggestions on the students' work sheets. The lecturer checks if it needs to discuss the mistakes or not.

No	Learning Outcomes	Learning Activities		Time
		discuss the paragraph. d. Independent Construction of Text 1. The students make a description. 2. The students work individually. 3. The students submit their work to the lecturer.		2 x 50 minutes
2	At the end of the session, the students are able to write a descriptive text of a person, an object, and a place accurately, fluently, using appropriate tenses.	• The students know the uses of descriptive text. • The students know how to use tenses in describing people, objects, and place. • The students know how to make positive, negative, and	a. Building Knowledge of the Field The teacher asks some questions to stimulate the students' motivation. 1. What is your favorite place? 2. Where is it located? b. Modeling of Text 1. The students read a descriptive text individually. 2. The students try to answer the questions based on the text. 3. The lecturer and the students discuss the questions and the answers. 4. The lecturer shows and	In the class, the lecturer gives an exercise to write a descriptive text in groups. They share ideas and knowledge. The product of writing is displayed in front of the class to be discussed with the whole class. The lecturer guides them. For homework, the lecturer asks the students to work individually. The next day, they submit the works to the

interrogative sentences based on the tenses used.	introduces the purpose, the organization of the descriptive text and also the model of verbal sentences used to express the activities done using appropriate tenses. 5. The students listen and pay attention to the whole lecturer's explanation about descriptive text. c. Joint Construction of Text 1. The students do an exercise to write a descriptive text at the whiteboard. 2. The students and the lecturer discuss the paragraph. 3. Independent Construction of Text 1. The students make a description. 2. The students work individually. 3. The students submit their work to the lecturer.	lecturer. The lecturers check the students' works and write some corrections and suggestions on the students' work sheets. The lecturer checks if it needs to discuss the mistakes or not.
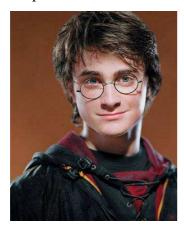
APPENDIX D

Pre-Test

Read the instructions carefully.

Look at the pictures. For each point, choose one of them, and then make a description.

a. People

b. Things

c. Places

Post-Test

Read the instructions carefully.

Look at the pictures. For each point, choose one of them, and then make a description.

a. People

b. Things

c. Places

APPENDIX E

Student's Score

Presenter : Puspita   Topic :

Teacher :   Date :

Points	Score (1-4)	
Content	3	3
Organization	4	3
Vocabulary	3	3
Sentence Structure	2	2
Punctuation and Capitalization	3	3
Spelling	3	3

$\frac{18}{75}$ $\frac{17}{71}$

Student's Score

Presenter : Laela   Topic :

Teacher :   Date :

Points	Score (1-4)	
Content	3	3
Organization	3	3
Vocabulary	3	3
Sentence Structure	2	2
Punctuation and Capitalization	3	3
Spelling	4	3

$\frac{18}{75}$ $\frac{17}{71}$

Student's Score

Presenter : Ulfatun   Topic :

Teacher :   Date :

Points	Score (1-4)	
Content	3	3
Organization	3	3
Vocabulary	2	3
Sentence Structure	2	2
Punctuation and Capitalization	3	4
Spelling	4	4

17   19

71

Student's Score

Presenter : Arik   Topic :

Teacher :   Date :

Points	Score (1-4)	
Content	3	4
Organization	4	4
Vocabulary	3	4
Sentence Structure	3	3
Punctuation and Capitalization	3	3
Spelling	4	4

20   22

83.3   91.6

Student's Score

Presenter   :   Sarah   Topic : _____

Teacher   : _____   Date   : _____

Points	Score (1-4)	
Content	4	3
Organization	4	3
Vocabulary	4	3
Sentence Structure	3	2
Punctuation and Capitalization	4	4
Spelling	4	4
	23	19
	95.8	79

Student's Score

Presenter   :   Olia   Topic : _____

Teacher   : _____   Date   : _____

Points	Score (1-4)	
Content	4	4
Organization	4	4
Vocabulary	4	4
Sentence Structure	3	2
Punctuation and Capitalization	3	3
Spelling	2	2
	20	19
	83.3	79

Student's Score

Presenter : Rafingah   Topic :

Teacher :   Date :

Points	Score (1-4)	
Content	3	4
Organization	4	4
Vocabulary	3	4
Sentence Structure	3	3
Punctuation and Capitalization	3	4
Spelling	3	4
	19	23
	79	95.8

Student's Score

Presenter : Mazidatir   Topic :

Teacher :   Date :

Points	Score (1-4)	
Content	2	2
Organization	2	2
Vocabulary	2	2
Sentence Structure	1	2
Punctuation and Capitalization	1	2
Spelling	4	4
	12	14
	50	58

Student's Score

Presenter : Budi

Topic :

Teacher :

Date :

Points	Score (1-4)	
Content	2	2
Organization	3	2
Vocabulary	2	2
Sentence Structure	2	2
Punctuation and Capitalization	3	2
Spelling	3	3

15 13

62.5 54

Student's Score

Presenter : Dian

Topic :

Teacher :

Date :

Points	Score (1-4)	
Content	3	3
Organization	3	3
Vocabulary	3	3
Sentence Structure	2	2
Punctuation and Capitalization	3	4
Spelling	3	4

17 19

71 79

Student's Score

Presenter : Andyani   Topic :

Teacher :   Date :

Points	Score (1-4)	
Content	3	4
Organization	4	4
Vocabulary	3	4
Sentence Structure	3	3
Punctuation and Capitalization	3	4
Spelling	4	4
	20	23
	83.3	95.8

Student's Score

Presenter : Apsari   Topic :

Teacher :   Date :

Points	Score (1-4)	
Content	3	3
Organization	4	3
Vocabulary	3	3
Sentence Structure	3	3
Punctuation and Capitalization	4	3
Spelling	4	3
	21	18
	87.5	75

Student's Score

Presenter : Dina   Topic : _____

Teacher : _____   Date : _____

Points	Score (1-4)	
Content	3	4
Organization	4	4
Vocabulary	4	4
Sentence Structure	2	2
Punctuation and Capitalization	3	3
Spelling	4	3
	20	20
	83.3	83.3

Student's Score

Presenter : Sapta   Topic : _____

Teacher : _____   Date : _____

Points	Score (1-4)	
Content	3	3
Organization	3	3
Vocabulary	3	3
Sentence Structure	3	3
Punctuation and Capitalization	3	4
Spelling	4	4
	19	20
	79	83.3

Student's Score

Presenter : Intan

Topic :

Teacher :

Date :

Points	Score (1-4)	
Content	2	3
Organization	2	2
Vocabulary	2	3
Sentence Structure	2	2
Punctuation and Capitalization	2	3
Spelling	3	3

13   16

59   67

Student's Score

Presenter : Hanan

Topic :

Teacher :

Date :

Points	Score (1-4)	
Content	3	3
Organization	4	4
Vocabulary	3	4
Sentence Structure	3	3
Punctuation and Capitalization	4	4
Spelling	4	3

21   21

87.5   87.5

Student's Score

Presenter : Wiwik   Topic :

Teacher :   Date :

Points	Score (1-4)	
Content	3	4
Organization	4	4
Vocabulary	4	4
Sentence Structure	3	3
Punctuation and Capitalization	3	3
Spelling	3	3
	20	21
	83.3	87.5

Student's Score

Presenter : Nining   Topic :

Teacher :   Date :

Points	Score (1-4)	
Content	3	3
Organization	3	3
Vocabulary	3	3
Sentence Structure	2	2
Punctuation and Capitalization	2	3
Spelling	3	3
	16	17
	67	71

Student's Score

Presenter : Prima   Topic :

Teacher   :   Date :

Points	Score (1-4)	
Content	3	3
Organization	3	3
Vocabulary	4	4
Sentence Structure	3	3
Punctuation and Capitalization	4	4
Spelling	3	3

20   20

83.3   83.3

Student's Score

Presenter : Annisa   Topic :

Teacher   :   Date :

Points	Score (1-4)	
Content	4	4
Organization	4	4
Vocabulary	4	4
Sentence Structure	3	3
Punctuation and Capitalization	4	4
Spelling	4	4

23   23

95.8   95.8

Student's Score

Presenter   :   Eismaya   Topic :

Teacher   :   Date   :

Points	Score (1-4)
Content	2
Organization	2
Vocabulary	2
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	3

15

62.5

Student's Score   (Pre-test)

Presenter   :   Dinda   Topic :

Teacher   :   Date   :

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	3
Sentence Structure	3
Punctuation and Capitalization	4
Spelling	4

$\frac{20}{24} \times 600$

83.3

Student's Score

Presenter   :   Eva Dwwy   Topic :

Teacher   :   Date :

Points	Score (1-4)
Content	1
Organization	2
Vocabulary	2
Sentence Structure	2
Punctuation and Capitalization	3
Spelling	3

Student's Score

Presenter   :   Meta .   Topic :

Teacher   :   Date :

Points	Score (1-4)
Content	2
Organization	2
Vocabulary	3
Sentence Structure	2
Punctuation and Capitalization	3
Spelling	4

Student's Score

Presenter : Sinta   Topic :

Teacher :   Date :

Points	Score (1-4)
Content	2
Organization	2
Vocabulary	3
Sentence Structure	2
Punctuation and Capitalization	3
Spelling	4

Student's Score

Presenter : Gumelar   Topic :

Teacher :   Date :

Points	Score (1-4)
Content	1
Organization	2
Vocabulary	2
Sentence Structure	2
Punctuation and Capitalization	4
Spelling	3

Student's Score

62.5

Presenter   :   Dwi Yunitasari   Topic : _____

Teacher   :   _____   Date : _____

Points	Score (1-4)
Content	2
Organization	2
Vocabulary	3
Sentence Structure	2
Punctuation and Capitalization	3
Spelling	3

15

71

Student's Score

Presenter   :   Aprilia.   Topic : _____

Teacher   :   _____   Date : _____

Points	Score (1-4)
Content	2
Organization	3
Vocabulary	3
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	3

17

Student's Score

75

—

Presenter : Nurfazri   Topic : _____

Teacher : _____   Date : _____

18

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	3
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	3

62.5

Student's Score

—

Presenter : Bondan   Topic : _____

Teacher : _____   Date : _____

15

Points	Score (1-4)
Content	2
Organization	2
Vocabulary	2
Sentence Structure	2
Punctuation and Capitalization	3
Spelling	4

Student's Score

45.8

Presenter   : Rinaldhi   Topic : _____

Teacher   : _____   Date : _____

Points	Score (1-4)
Content	1
Organization	2
Vocabulary	2
Sentence Structure	1
Punctuation and Capitalization	2
Spelling	3

11

Student's Score

79

Presenter   : wilis .   Topic : _____

Teacher   : _____   Date : _____

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	3
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	4

19

Student's Score

Presenter : _Anb. F_   Topic : _____

Teacher   : _____   Date   : _____

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	3
Sentence Structure	2
Punctuation and Capitalization	2
Spelling	3

Student's Score

Presenter : _Reza Pushira._   Topic : _____

Teacher   : _____   Date   : _____

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	3
Sentence Structure	2
Punctuation and Capitalization	3
Spelling	3

Student's Score

Presenter   :   Marlina.   Topic : _____

Teacher   :   _____   Date   : _____

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	3
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	4

Student's Score

Presenter   :   Nabilla   Topic : _____

Teacher   :   _____   Date   : _____

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	3
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	3

Student's Score

75

Presenter : Reza Halimal   Topic : _____

Teacher : _____   Date : _____

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	3
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	3

18

---

41 6

Student's Score

Presenter : Reisa   Topic : _____

Teacher : _____   Date : _____

Points	Score (1-4)
Content	2
Organization	2
Vocabulary	1
Sentence Structure	1
Punctuation and Capitalization	2
Spelling	2

10

Student's Score

Presenter : **Intan**   Topic : _____

Teacher : _____   Date : _____

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	3
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	3

18

Student's Score

Presenter : **Titin**   Topic : _____

Teacher : _____   Date : _____

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	3
Sentence Structure	2
Punctuation and Capitalization	3
Spelling	4

18

Student's Score

Presenter : Dwi Yunita   Topic :

Teacher : _____   Date : _____

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	3
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	4

$\frac{19}{24} \times 100$

79

Student's Score

Presenter : Aprilia .   Topic :

Teacher : _____   Date : _____

75

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	3
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	3

8

Student's Score

Presenter   :   **Intan**   Topic : _____

Teacher   :   _____   Date   : _____

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	3
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	4

79

19

Student's Score

Presenter   :   **Nabilla.**   Topic : _____

Teacher   :   _____   Date   : _____

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	3
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	3

75

R

Student's Score

Presenter   :   Reisa.   Topic : _____

Teacher   :   _____   Date : _____

Points	Score (1-4)
Content	1
Organization	1
Vocabulary	1
Sentence Structure	1
Punctuation and Capitalization	2
Spelling	2

33

8

Student's Score

Presenter   :   Nurfazri   Topic : _____

Teacher   :   _____   Date : _____

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	3
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	3

75

8

Student's Score

Presenter : Eismaya   Topic :

Teacher :   Date :

67

Points	Score (1-4)
Content	2
Organization	3
Vocabulary	2
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	3

16

Student's Score

Presenter : Anis   Topic :

Teacher :   Date :

67

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	2
Sentence Structure	2
Punctuation and Capitalization	3
Spelling	3

16

Student's Score

Presenter   :   Bordan   Topic : _____

Teacher   :   _____   Date : _____

54

Points	Score (1-4)
Content	2
Organization	2
Vocabulary	2
Sentence Structure	2
Punctuation and Capitalization	3
Spelling	2

13

Student's Score

Presenter   :   Eva Dvory.   Topic : _____

Teacher   :   _____   Date : _____

58

Points	Score (1-4)
Content	2
Organization	2
Vocabulary	2
Sentence Structure	2
Punctuation and Capitalization	3
Spelling	3

14

Student's Score

Presenter : **Marlina**   Topic :

Teacher :   Date :

62,5

Points	Score (1-4)
Content	2
Organization	3
Vocabulary	2
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	2

15

Student's Score

Presenter : **Titih**   Topic :

Teacher :   Date :

71

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	2
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	3

17

Student's Score

Presenter : **Meta**   Topic :

Teacher :   Date :

Points	Score (1-4)
Content	2
Organization	3
Vocabulary	2
Sentence Structure	2
Punctuation and Capitalization	3
Spelling	4

67

16

Student's Score

Presenter : **Gumelar**   Topic :

Teacher :   Date :

Points	Score (1-4)
Content	2
Organization	3
Vocabulary	3
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	3

71

17

Student's Score

Presenter   :   Sinta   Topic   : _____

Teacher   : _____   Date   : _____

Points	Score (1-4)
Content	2
Organization	3
Vocabulary	3
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	3

71

17

Student's Score

Presenter   :   Rinaldhi   Topic   : _____

Teacher   : _____   Date   : _____

Points	Score (1-4)
Content	2
Organization	2
Vocabulary	2
Sentence Structure	2
Punctuation and Capitalization	3 4
Spelling	3

62,5

15

Student's Score

Presenter   :   Wilis   Topic : _____

Teacher   :   _____   Date   : _____

83

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	3
Sentence Structure	3
Punctuation and Capitalization	4
Spelling	4

20

Student's Score

Presenter   :   Reza Pustika   Topic : _____

Teacher   :   _____   Date   : _____

67

Points	Score (1-4)
Content	2
Organization	3
Vocabulary	2
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	3

16

Student's Score

Presenter   :   Dmda .   Topic : _____

Teacher   :   _____   Date   : _____

79

Points	Score (1-4)
Content	3
Organization	3
Vocabulary	3
Sentence Structure	3
Punctuation and Capitalization	3
Spelling	4

19

Student's Score

Presenter   :   _____   Topic : _____

Teacher   :   _____   Date   : _____

Points	Score (1-4)
Content	
Organization	
Vocabulary	
Sentence Structure	
Punctuation and Capitalization	
Spelling	

APPENDIX F

Test of Reliability Instrument after the Try-Out

Descriptive Statistics

	Mean	Std. Deviation	N
ScoreRate1	16.20	2.331	20
ScoreRate2	17.90	1.410	20

Correlations

		ScoreRate1	ScoreRate2
ScoreRate1	Pearson Correlation	1	.295
	Sig. (2-tailed)		.207
	N	20	20
ScoreRate2	Pearson Correlation	.295	1
	Sig. (2-tailed)	.207	
	N	20	20

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.628	.638	4

The Result of the Descriptive Analysis of the Pre-Test

Frequencies

Statistics

		Controll_pre_test	Experimental_pre_test
N	Valid	20	20
	Missing	20	20
Mean		18.10	15.45
Median		18.00	16.00
Mode		18	16
Std. Deviation		2.222	1.959
Variance		4.937	3.839
Range		11	7
Minimum		12	12
Maximum		23	19
Sum		362	309

Frequency Tables
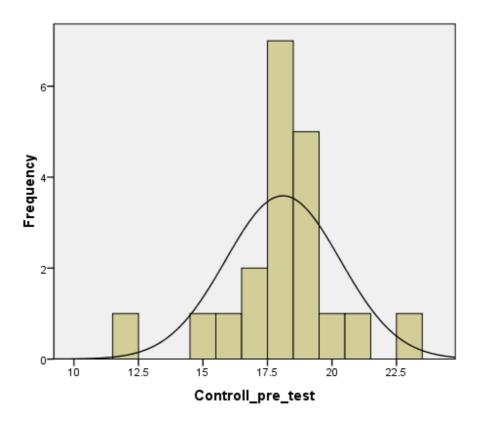
Controll_pre_test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	1	2.5	5.0	5.0
	15	1	2.5	5.0	10.0
	16	1	2.5	5.0	15.0
	17	2	5.0	10.0	25.0
	18	7	17.5	35.0	60.0
	19	5	12.5	25.0	85.0
	20	1	2.5	5.0	90.0
	21	1	2.5	5.0	95.0
	23	1	2.5	5.0	100.0
	Total	20	50.0	100.0	
Missing	System	20	50.0		
Total		40	100.0		

Experimental_pre_test
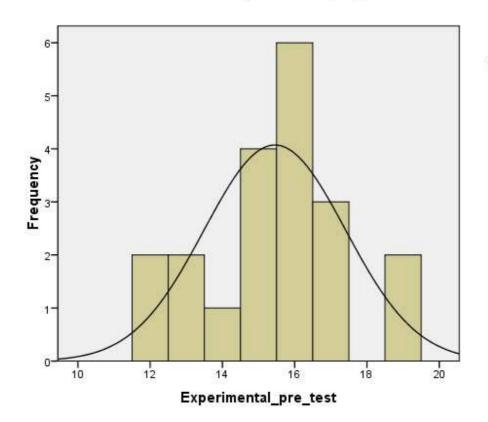
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	2	5.0	10.0	10.0
	13	2	5.0	10.0	20.0
	14	1	2.5	5.0	25.0
	15	4	10.0	20.0	45.0
	16	6	15.0	30.0	75.0
	17	3	7.5	15.0	90.0
	19	2	5.0	10.0	100.0
	Total	20	50.0	100.0	
Missing	System	20	50.0		
Total		40	100.0		

Controll_pre_test

Mean =18.1
Std. Dev. =2.222
N =20

Experimental_pre_test

Mean =15.45
Std. Dev. =1.959
N =20

Experimental_pre_test

The Result of the Descriptive Analysis of the Post-Test Frequencies

Statistics

		Controll_post_test	Experimental_post_test
N	Valid	20	20
	Missing	20	20
Mean		18.25	17.40
Median		18.00	17.00
Mode		18	17
Std. Deviation		1.832	1.667
Variance		3.355	2.779
Range		9	6
Minimum		13	14
Maximum		22	20
Sum		365	348
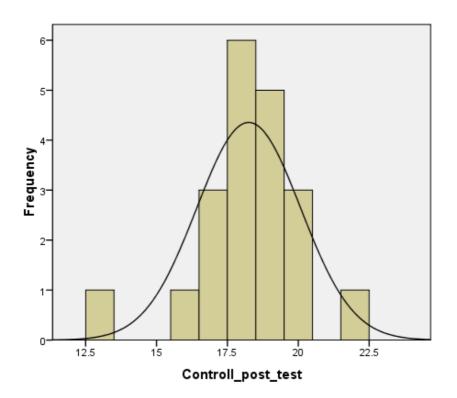
Controll_post_test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	1	2.5	5.0	5.0
	16	1	2.5	5.0	10.0
	17	3	7.5	15.0	25.0
	18	6	15.0	30.0	55.0
	19	5	12.5	25.0	80.0
	20	3	7.5	15.0	95.0
	22	1	2.5	5.0	100.0
	Total	20	50.0	100.0	
Missing	System	20	50.0		
Total		40	100.0		

Experimental_post_test
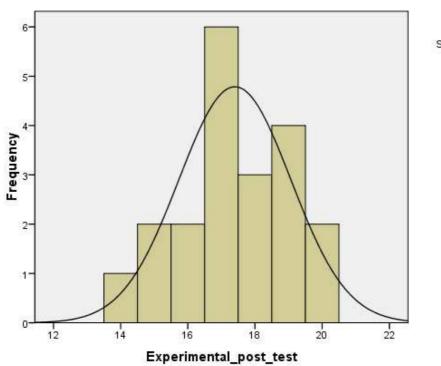
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	1	2.5	5.0	5.0
	15	2	5.0	10.0	15.0
	16	2	5.0	10.0	25.0
	17	6	15.0	30.0	55.0
	18	3	7.5	15.0	70.0
	19	4	10.0	20.0	90.0
	20	2	5.0	10.0	100.0
	Total	20	50.0	100.0	
Missing	System	20	50.0		
Total		40	100.0		

Controll_post_test

Mean =18.25
Std. Dev. =1.832
N =20

Experimental_post_test

Mean =17.4
Std. Dev. =1.667
N =20

The Result of the Normality Test

NPar Tests

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Controll_pre_test	20	18.10	2.222	12	23
Controll_post_test	20	18.25	1.832	13	22
Experimental_pre_test	20	15.45	1.959	12	19
Experimental_post_test	20	17.40	1.667	14	20

One-Sample Kolmogorov-Smirnov Test

		Controll_pre _test	Controll_post_ test	Experimental_ pre_test	Experimental_ post_test
N		20	20	20	20
Normal Parameters[a]	Mean	18.10	18.25	15.45	17.40
	Std. Deviation	2.222	1.832	1.959	1.667
Most Extreme Differences	Absolute	.232	.196	.161	.155
	Positive	.193	.141	.139	.145
	Negative	-.232	-.196	-.161	-.155
Kolmogorov-Smirnov Z		1.038	.875	.718	.694
Asymp. Sig. (2-tailed)		.232	.428	.681	.721

a. Test distribution is Normal.

The Result of the Homogeneity Test

Homogeneity Test of Pre-Test

One way

Test of Homogeneity of Variances

Controll_pre_test

Levene Statistic	df1	df2	Sig.
4.186[a]	3	13	.028

a. Groups with only one case are ignored in computing
the test of homogeneity of variance for
Controll_pre_test.

ANOVA

Controll_pre_test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	73.933	6	12.322	8.063	.001
Within Groups	19.867	13	1.528		
Total	93.800	19			

Test of Homogeneity of Variances

Experimental_pre_test

Levene Statistic	df1	df2	Sig.
2.749[a]	5	13	.066

a. Groups with only one case are ignored in computing
the test of homogeneity of variance for
Experimental_pre_test.

ANOVA

Experimental_pre_test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	55.200	6	9.200	6.738	.002
Within Groups	17.750	13	1.365		
Total	72.950	19			

Homogeneity Test of Post-Test

Test of Homogeneity of Variances

Controll_post_test

Levene Statistic	df1	df2	Sig.
.063[a]	2	11	.939

a. Groups with only one case are ignored in computing

the test of homogeneity of variance for

Controll_post_test.

ANOVA

Controll_post_test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	58.393	8	7.299	14.987	.000
Within Groups	5.357	11	.487		
Total	63.750	19			

Test of Homogeneity of Variances

Experimental_post_test

Levene Statistic	df1	df2	Sig.
.671[a]	5	13	.652

a. Groups with only one case are ignored in computing

the test of homogeneity of variance for

Experimental_post_test.

ANOVA

Experimental_post_test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39.300	6	6.550	6.307	.003
Within Groups	13.500	13	1.038		
Total	52.800	19			

The Result of the Hypothesis Testing

Analysis of Covariance (ANCOVA)

Between-Subjects Factors

		Value Label	N
Treatment	1	Control	20
	2	Experiment	20

Descriptive Statistics

Dependent Variable:post_test

Treatment	Mean	Std. Deviation	N
Control	18.25	1.832	20
Experiment	17.40	1.667	20
Total	17.82	1.781	40

Tests of Between-Subjects Effects

Dependent Variable:post_test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	89.178[a]	2	44.589	47.685	.000	.720	95.371	1.000
Intercept	21.478	1	21.478	22.970	.000	.383	22.970	.997
pre_test	81.953	1	81.953	87.644	.000	.703	87.644	1.000
Treatment	7.147	1	7.147	7.643	.009	.171	7.643	.768
Error	34.597	37	.935					
Total	12833.000	40						
Corrected Total	123.775	39						

a. R Squared = .720 (Adjusted R Squared = .705)

b. Computed using alpha = .05

Parameter Estimates

Dependent Variable:post_test

Parameter	B	Std. Error	t	Sig.	95% Confidence Interval		Partial Eta Squared	Noncent. Parameter	Observed Power[a]
					Lower Bound	Upper Bound			
Intercept	6.569	1.177	5.581	.000	4.184	8.954	.457	5.581	1.000
pre_test	.701	.075	9.362	.000	.549	.853	.703	9.362	1.000
[Treatment=1]	-1.008	.365	-2.765	.009	-1.746	-.269	.171	2.765	.768
[Treatment=2]	0[b]	.	.	.	.	.	.	.	.

a. Computed using alpha = .05

b. This parameter is set to zero because it is redundant.

Estimated Marginal Means

1. Grand Mean

Dependent Variable:post_test

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
17.825[a]	.153	17.515	18.135

a. Covariates appearing in the model are evaluated at the

following values: pre_test = 16.78.

2. Treatment

Dependent Variable:post_test

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	17.321[a]	.238	16.839	17.803
Experiment	18.329[a]	.238	17.847	18.811

a. Covariates appearing in the model are evaluated at the following values:

pre_test = 16.78.

APPENDIX G

DOCUMENTATION OF TEACHING LEARNING PROCESS OF

EXPERIMENTAL CLASS

Peer Editing Checklist

Presenter : Sinta Prasetia Titas Sari   Topic :

Reviewer : ~~Kiswanto~~ Bondar H.M   Date : May 8th 2012

Points	Score (1-4)
The writing has good development of topic (content)	4
The paragraph is organized well.	4
It contains rich vocabulary, supporting the topic.	3
The sentence structure is good.	4
Punctuation and capitalization are good.	4
There is no error in spelling.	

Pablo

He is so funn cute dog. I get him from my dad found him in the street near the house. ... is Pablo. He has white fur like snow. He likes to ... in the backyard, run around chasing butterflies ... when he gets something, Pablo would dig a hole and ... In the Sunday morning, we like to play walking around.

I have a dog. He is so cute dog. I got him from my dad. My dad found him in the street near the house. His name is Pablo. He has white fur like snow. He likes to play in the backyard. He like to play run around chasing butterflies and when he gets something, He would dig a hole and bury it. In the Sunday morning we like to walk around.

Marlina Andriana
11202241004 /PBI-A

Fitra

The thing that always make me want to back to my home is my nephew. His name is Fitra. The name is given by me. I will tell you more about him. Now, he is two years old. He is very funny. He is so active and always makes me tired. He has brown skin. He has pointed nose. He has short hair. He also has almond eyes. When he smile, he looks so cute. Now, I am in Yogyakarta, because of that, I cannot meet him every-day. I miss him and I know he miss me too.

make → makes
is → was
smile → smiles
miss → misses

Puss in Boots

I have a favorite cartoon. That is Puss in Boots. Puss in Boots is a male cat. Puss has brown, gold and white fur. Of the brown, is dominant. Puss is a cute cat. He is cute because he has big eyes and innocent face. His eyes are green. When someone is angry to Puss, Puss will show his cute and innocent face then everybody cannot be angry to Puss. Puss always wears his cowboy hat. That black hat makes him looks like a brave. Puss is into his boots. His boots is black. He gets it from his mother, Imelda. He has two characters in the same time. He is a cat but he is a brave hero. That is like him.

DOCUMENTATION OF TEACHING LEARNING PROCESS OF CONTROL CLASS

"My Sweet Room"

I love my bed room. I feel very comfort
because in there I can do anything that I
want such as sleeping, relax, studying,
online or listening to the music. etc.
My bed room is colorful with design pink
and blue. Those colors are my favourite color.
If you enter in my room, you will see
in the right side there is my book rack
And then the next book rack is wardrobe.
My bed is infront of the wardrobe. While
the mirror on the wall near the window.
Then, in the left side of the door is table
to study. My laptop and a lot of books
are on the table. My photos with family,
boy friend and my friends are around on
the wall too. It is complete right??? that
is my sweet room.

70

Marlina Andriana
11202241004 /PBI-A

He.

Date

Fitra

The thing that always make me want to go back to my home is my nephew. His name is Fitra. The name is given by me. I will tell you more about him. Now, he is two years old. He is very funny. He is so active and always makes me tired. He has brown skin. He has pointed nose. He has short hair. He also has almond eyes. When he smile, he looks so cute. Now, I am in Yogyakarta. because of that, I cannot meet him every-day. I miss him and I know he miss me too. that

make → makes
is → was
smile → smiles
miss → misses

Reza Pustika
112022U1008
PBI A

Puss in Boots

I have a favorite cartoon. That is Puss in Boots.
Puss in Boots is a male cat. Puss has Grown, gold
and white fur①But the Grown is dominant. Puss
is a cute cat. He is cute Because he has big
eyes and inocent face. His eyes are green. When
someone is angry to Puss, Puss will show his
cute and inocent face② then everybody cannot be
angry to Puss. Puss always wears his cowboy hat.
That black hat makes him looks like a brave
hero. Puss is into his boots. His boots ③ black
colour. He gets it from his mother, Imelda.
Puss has two characters in the same time. He
is a cute cat, but he is a brave hero. That is
why I like him.

① Using (,)
② Using (,)
③ Are

Reza Halimah
11202241007

My Beloved Biology Teacher

When I was in the third grade of Senior High School, I was taught by a Biology teacher named Mrs. Lestari. She is in her 40s, but she still looks beautiful as a young girl. She has short black wavy hair. She has black almond-eyes. She is not too high and her body is a bit thin. Almost everytime she teaches us she wear high-heels. She has white skin. She is very smart. I like the way she teaches us. Usually everytime she teaches us, she gives us a question randomly. It makes us feel nervous. We are afraid if we can't answer the question. However, after that she can make an enjoyable atmosphere. She also likes to give a more difficult examination to us and it makes us feel challenged. She is the best Biology teacher I've ever seen.

she also likes to give a more difficult examination to us
it should be
she also likes to give us more difficult examination

challenged → challenging

she wear high-heels → she wears high heels

90

Nurfazri Wulandari
11202291013

No.
Date:

I have a little sister. Her name is Lisah. She is very funny and cute. When someone else looks at her at the first time, she/he will say that she is beautiful and sweet. Actually, my sister is still 8 years old now. Well, she has almond eyes and thick eyebrows. Her eyelashes is curved enough. Her sharp nose makes (she looks) beautiful. Her skin is fair complexion. She has oval face. Her dimple will (look) appear when she smiles. That is one thing which makes she looks sweet. Her long black hair is a part of her body that I like.

I have a little sister. Her name is Lisah. She is very funny and cute. When someone else looks at her at the first time, she/he will say that she is beautiful and sweet. Actually, my sister is still 8 years old now. Well, she has almond eyes and thick eyebrows. Her eyelashes are curved enough. Her sharp nose make her looks beautiful. Her skin is fair complexion. She has oval face. Her dimple will appear when she smiles. that is one thing which makes she looks sweet. Her long black hair is a part of her body that I like.

Reza Halimah
11202241007
PBI - A

a. Daniel Radcliffe.
This handsome men is Daniel Radcliffe. He has a pointed nose, nice smile, black hair, and white skin. He is very popular. He is the teenager idol, especially for the girls. Why? Because he is the main character in Harry Potter movie. He plays the character since he was a child until he grows up as adult. His acting is great. In the movie, he acts as a student in Hogward, a magician school. In the movie, he always wears the glasess. He looks more handsome with that.
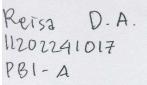
b. Watch.
For most of people, time is money. It's important to know what time is it. That's why some of people always wear watch. It makes them feel comfortable when they are working or when they are in the trip. Watch not only use to show the time, but also use as a accesories. When people want to buy a watch, they really mind about the model or the color. The watch have two needles, the short and the long one. It's also has a button to manage the time. It's surrounded by the number. Sometimes the number is complete, but sometimes is not, it is just 12, 9, 3, 6 or only 12 and 6. The last part of watch is the rubber. To make the costumer interested to buy the watch, the producen makes various colors, models, and accesories on the rubber.
SS / V   P

c. The beach.
One of common place that usually uses to spend our free time or our holiday is a beach. The beach has a beautiful view. It's include the sand, the wave, the coral reef and etc. A beautiful beach has the white-sand, the wave is not to dangerous so the people can swim there or can make sand-palace there, and the coral reef is still natural. It's a great tourist destination that will be make the visitors feel relax and confortable there.
     SS   Spell

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1) It's important to know what time is it   ⇒ It's important to know what time it is.

2) Watch not only use to show the time, but also ⇒ Watch is not only used to show the ti
   use as a accesories   but also it's used as an accessory.

3) The watch have two needles   ⇒ The watch has two needles

4) It's also has a button to manage the time   ⇒ It also has a button to manage the

5) To make the customer are interested to buy watch..... ⇒ To make the customer interested to
                                                            watch

Reisa D. A.
11202241017
PBI - A

a.	Harry potter is a actor. He is a famous actor, He come from in Inggris. He has dark brown hair and blue eye. He have a pointed nouse and skin white. He wears a black Jaket with red and yellow zipper, and than He wears a blac short. He look smart and his around glasser. Every girls Cap will love to Herry Potter

b.	the wacth is a familier in the world. The wacth is a beutiful color. The wacth rubber is fed and silver color. there are number and two love petter. There are complication designe.

c.	The Market in the lake. The Market be found in Kalimantan. We from out side at the morning to the evening. We sell is a vegetable, fruit and soon. We purpose the small Boat. The market is the unique culture.

Corrector : Dinda D.I. → Reisa D.A

Harry Potter is a actor ⇒ Harry Potter is an actor.

He come from in Inggris ⇒ He comes from Inggris.

He has dark brwon hair and blue eye ⇒ He has dark brown hair and blue eyes.

He have a pointed nouse and skin white ⇒ He has a pointed nose and white skin.

He wears a black Jaket with red and yellow zipper, and than he wears a blac short ⇒ He wears a black jacket with red and yellow zippe and he also wears a black T-shirt.

He look smart and his around glasser ⇒ He looks smart with his round glasses.

Every girls will love to Harry Potter ⇒ Every girls will love Harry Potter.

Nurfazri Wulandari

Description

If you see Harry Potter film, I'm sure you know who is Danniel Radcliffe. He is an actor who was being Harry Potter. In this film, he is described different characteristic. He has wave hair the colour is dark brown. He always uses his glasses because his eyes can't see clearly. I like the noise, he has sharp' noise. He has white skin too. The eyes colour is light blue. and his eyebrow is thick enough. The lips has pink colour and it is thin.

My father gave me a watch yesterday. I like it very much. the watch looks beautif It has red colour. there are some accessories in the center. The designs are some love shapes and it looks blink, so you will see the watch beautiful enough. there are some diamonds which 's white colour and blue colour. Around the frame, there are small diamonds which surround the fr

Last holiday, my family went to Mahakam river in Kalimantan. The place looks unique enough. there are sellers who sell their things and they encourage us to buy their things. the place is crowded enough the unique thing I found is the sellers sell their things on the small boat. Along the river, you will find many sellers It likes traditional market. They usually sell vegetables, fruits, meals, and the others In the side of river you will find some villages

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Paragraph 1   from Nurfazri's work.

He is an actor who was being Harry Potter → He is the main actor on Harry Potte
he is described different characteristic → He described different character.
He has wave hair and the color is dark brown → He has wavy dark-brow
                                                            hair
He always uses his glasses → On that film, he always wear glasses.
I like his noise → I like his nose.
The lips has pink colour and it is thin → He also has thin pink lips.

                                        Nabilla K.A → Nurfazri

PEOPLE

Do you know the man who wear a big glasses ? The man who has a good face ? Yeah, he is Harry Potter. Harry Potter is an actor, multy talented, young man and good looking. Every body know about him. More and more when he was acting, he looks so totality with characte and the soul was very good. That was make the film became the top rating in the theather. Wow ... wonderfull right ? A lot of girls to be fans of him. Because he is a perfect person.

THINGS

Watch is very usefull to many people. If we are don't have watch, we don't know the time exactly. Especially for the woman, watch can be an accesories. The woman more looks like elegant, with the expensive watch and famous brand. The watch with love red inside the time is very good looking And then watch rubber is a red, it's so match. Design watch more looks beautifully with some design such as love, couple dolphin. I hope you can imagine that !

PLACES

The most beautiful place is beach. in a beach, you can see a lot of water, a lot of sands, a lot of boat and the other a good scene Many people want to go there to refreshing, picnic with family or just hang out with friend (Because a beach can be inspration to many people after they were feel bored with some jobs). Beside that, there are many people want to go there in afternoon. Just to look at the sunset. It's so beautiful and amazing.

※ Places

- a lot of boat ⇒ a lot of boats
- to refreshing ⇒ to refresh
- they were feel bored ⇒ they were bored / they feel
- Beside that ⇒ Besides that

RINALDHI BUDI P
112022411020

People.

I have uncle. His name is Jhon. He has brown skin. Something special from him is He has a thick and tousled hair. He always take care his hair everyday. Even his hair is dirty looking, but it is smells. My uncle has beard in his face. It make my uncle more masculine. However, there are alot children scary if meet him.

Things

My little penguin name is Rico. My penguin has smooth feather. The are three colors in Rico's body, it is black, white and yellow. Rico is very happy when I give rico a fish. He always swimming in the pool in front of my home. However, rico often feel sad, because rico dont have a friend. So that, I take rico to the zoo. Even, in the first time I feels missing rico, but now I feel very happy that rico has a lot of friends in the zoo.

Place.

Batu Bulung beach has a exotic scenery. It have which sand and it also has clear water. Every people who visiting there will feel like in the paradise. Batu Bulung shows us the greatest of god. There a lot of kind of fish which live in Batu Bulung beach. The coconut tree is around the beach. The most beautiful beach in Jogja is Batu Bulung beach.

Bordan Husen Mubarok → Renaldi
112002411015
DBI - 2A

b. Things

Incorrect	Correct
- My little penguin name is Rico	- My little penguin's name is Rico
- My penguin has smoth feather	- My penguin has smooth feather

Dina Dekanesia
11202241036
PBI-B

Almost everyone knows Harry Potter, it is the main character of Harry Potter movies and books. Harry is kind handsome nerd boy. He wearing glasses, the round one. He has thick eyebrows and brown hair. He also has a scar, it is looks like a lightning sign. He has blue eyes and his nose is pointed. Sometimes he use a black coat of Quiditch uniform.

There is one unique bird, it is Penguin. Penguin is the only bird that cannot fly. We can found penguin in the south pole. Penguin lives in colony, for example, there is Adelie penguin, Caisar penguin, and etc. Penguin has thick fur and it is layered by fat, it is help penguin to survive in the cold area and also for swimming. The fur is usually white in their chest up to their leg, black in the head with combine of yellow, the beak is also black and yellow, the fur in their back is greyi. Their feet is just like duck, and it also covered by fat.

Have you ever visited Caribbean beach? well, I will describe it for you so you can visit will be interested to visit it as your vacation. It is an island that surrounded by blue ocean. It has white sand and sometime it is look like has many pearls because they reflect the sunshine. You can see the corak in the sea, many beautiful fishes and the scenery of the island. You can also swim freely there, because the weather is very warm and nice.

Olia Framay
11262241033
PBI-2A.

1) a. Daniel Radcliff

He is a kind of such a cute boy. He well known as Harry Potter, the ~~role~~ first Role of seven serial film with the same title, Harry Potter. He is not really handsome I think, but he did his job as an artist beautifully. I love his acting I think, and I think I have ever really admired on his pretty face when he was child like in the first and the second film. After that, all I love is only his acting. He is a jew, but there are so many gossip, said that he is an autheist. I don't care.

The main points to recognize him if you meet him in the street are, his pointed nose, his blue eyes, and his dark hair. His nose is tipically like the other northern guy. It is very pointed. His blue eyes are look very bright and plain. His hair is quiet dark, but it is not very dark. It is rather blonde I ~~think~~ think.

2) b. It is a very beautifull watch. It is water Resistant watch, and designed very cheerfull. It has a date pointer and love shape time pointer. It is leather band is ~~colour~~ colourfull, and you can change it if you want. It is also designed to see the machines, and you can learn its ~~its~~ system. It is very girly with many blink ornaments and chrystal powder around its watch.

3) Pangandaran beach is very beautifull. It has a white sand and black sand in other side. This beach become so crowded in every weekend and there are also many foreign tourist sunbathing. This beautifull beach also has a ~~pe~~ pretty undersea park also. It is not really wide, but pretty enough to be enjoyed. And also, there is an insect museum, near the beach, and a beau-tifull natural park beside of it. This park has many animals and caves, and beautifull schenery.

Date_____

Andyani Larasati

H202241031

PBI B

a. People

     Shahrukh Khan is a famous Indian actors. He has starred many movies. He is an attractive actor. He is very handsome. He is tall, around 175 cm. Many people admire him very much although he is not young anymore. He is in his fourties now. Shahrukh Khan has an athletic body. He looks very strong. He has short black hair, a pointed nose, and thick eyebrows. He also looks very sweet when he smiles because he has a dimple. He is very cool, especially when he wears a black shirt and a watch.

b. Things

     I went to Pangandaran last holiday. There I could see many kind of trees. One of the trees which caught my attention was a coconut tree which is located in the Pangandaran beach. The tree is very high. It is almost 7m. It stands strongly in the bank of the shore. It has twelve branches and approximately ten fruits.

c. Places

     I fall in love with the picture in the left side. The picture is about a very beautiful park. There we can see many trees, such as pine trees and many other kinds of trees. We can also find many flowers there. The colours of the flowers are very colourful. There are red, white, purple, and yellow flowers. The park looks very clean. There is a path in the park that we can walk through the park along the path.

Olia Fiamay
1120222141033.

a. People.

Shakhrukk Khan is an Indian famour Actor. He played so many roles of many films. Most of his film become so popular and attract so many viewers. He is so handsome and his body is muscular. He is quiet tall for Indian people and tall for Indonesian people. He has dark and black hair, pointed nose and thick and black eye brows. He also has a dimple in each each of his cheeks. He has no mustache even beard and not wearing glasses

b. Things.

Coconut tree is one kind of Palm family. It has a beautifull crown of it leafes. It has unique leafes, because it leafes is shaped like needlee. it's fruite also very unique. It has a chef chef before the flesh. Unique right? And also, it has only a singge trunk.

c. Places.

I love to visit central park on the weekend with my family. This place is very beautifull and colorfull. I love to see people who seem very happy in this park. This park has hundreds kinds of flower and plant. And of course, It is arranged by a famous architect. The plants and the flower come is shaped it into many shape like dinosours and cones or cubes. The path is designed with some coral and permanent rock.

ARIK DWI R

11202241022

EED-B

)   Last week, when I went to Ambarrukmo Plaza with my sister, I saw a ~~shop~~ watch shop on the second floor. We decided to come to the shop for a ~~moment~~. Then, I found a beautiful feminine watch. It has round shape with red colour and white colour in the middle. There is a Mickey Mouse picture on it. When I asked the price, it cost $50. Because I had been excited with it, ~~to~~ I bought it.

)   This beautiful beach is Kuta beach. It is located in Bali island. It is popular in Indonesia and also in other countries because of its scenery. Many domestic and foreign tourists spend their holiday here. They enjoy the weather, because the weather in Indonesia is hot, and it makes them feeling warm to be here than in their own countries.

)   The actor above is Daniel Radcliffe. He is about 23 years old. He is handsome, tall and exciting. He has brown hair, blue eyes, pointed nose and thick lips. He wears glasses and it makes his appearance more gentle. He ~~has~~ wears a big suit coloured red, black and yellow. Those are actually his favourite colour.

Rofingah Juni Astuti
112022410023

a. Describing people.

Some of my friends are impressed to a Hollywood actor named Daniel Radcliff. He has an important role in Harry Potter secuel movie, since he is Harry Potter itself. He has a bright skin, pointed nose, blue eyes and short hair. When he act as Harry Potter he usually wears glasses. He has thick eyebrows. He is about twenty years old by now I think.

b. Describing Things

When I asked my mother to buy me a new wriswatch, she asked me about what kind of wriswatch I want to have. I told her that I was longing for a red-luxurious wriswatch with an ornament shaped in heart on the background of the watch. The band is made from leather so it will be comfortable to wear and it will not hurt my skin. And yesterday she really bought me a new-luxurious-red wriswatch. That made me really happy.

c. Describing Places

I am longing for visiting a beautiful-far away-blue beach with white sand and a row of hills on the near island. I want a beautiful sea view. The beach has blue water and white sand. It has also a line of trees so I can hide on them when I play hide-and-seek with my family or even my friends.

WIWIK SRI LESTARI
11202241039
PBI B

a.   The people on the right side is another kind of a strange man, I think.
Why do I say so? First, look at his hair, he has dread look hair,
It is not common. for Then, he also has a untidy mustache and bierd.
Morover, although he is a man, he wear a ring on his ear. Also he
wear an old t-shirt. And finally, please look at the way he smile,
very strange right?.

b.   Pinguin is a pole animal. It lives in the north pole or the south pole.
It only can live in a cold place. It is kind of bird, but it can swim
fast because of the adaptation of its live. It usually eats fishes. And
it is very funny because he it has a tail white side and a black side of
its body. It also has a long beak. And you will laugh at if you see
how it it walks, it is very funny.

c.   The picture on the left side is very unique. It is a kind of market,
but what it makes it different with the other market? Well, this market
is on the river, and it is called floating market. We can find it in
many places around the river in Sumatra and kalimantan island. The
seller sell their product on the boat all over the area of the floating market.
If any other people want to buy their daily need in the floating market,
They must go there by floating a boat too. The the products which are
offer, in the floating market usually just onda the vegetables, fruits, and
the other fresh products of farming. That is very unique.

Dina Dekanesia
11202241036

a. People

Last week, my friend Jamie asked me to pick up her uncle in the airport because he must attend an important ceremony in her office. He told me that his uncle is about 60 years old. He has beard and it is grey. He also has mustache and it is black but half grey. He has pointed nose. His eyes is black. His hair is turning grey already. He was wearing a light blue shirt and light brown suit. "He always dressed up in preppy ways", Jamie said. But unfortunately when I was arrived at the airport, I just cant find him. It takes almost 1 hour after finnaly I recognize him in the bench near the lobby.

Things

Next Saturday is my brother's birthday. I bought him a backpack for his birthday gift. It is an ordinary backpack, but I like it. It is black coloured and combined with greyish - green colour. It is not too small and not too big for an Junior High school student like my brother. It has 3 zipper in the top, so it has 3 main pocket, the two is usual pocket, and one is for laptop.

Yesterday, my friend, Elaina told me that she visited Shire town park the day before. She said that it is the most beautiful park that she ever visit. It is very green all around. It is not too wide park, but all that we can see is just plants everywhere. We can go around the park by walking go along the path. In the middle of the park, there are many beautiful flower. There are also pine trees, mapples trees, and etc.

Date

Dian Kurnia Widi Astuti

i120224l040

PBI /B

a. People.

The man at the left picture is an ~~actor~~ actor from India. His name is Sharukh-Khan. He is a famous actor not only in India, but also in some countries in the world. Sharukh-khan is handsome. He ~~has~~ has a goodlooking face with pointed nose, almond eyes and black short straight hair. He has a medium height but it doesn't matter because he still look so charming with his ~~face~~ face and his talent. We can see from the picture that he was wearing a black sweater and also wearing a watch. In Indonesia, Sharukh-khan was popular by his acting on the film Kuch-kuch Hotahai and many others, ~~India~~ India film that shows in Indonesia. Sharukh-khan is a success man with a lot of talent.

b. Things.

The right picture is a beaches picture. We can see that it is a beach that no many peoples come there. There is a coconut tree and some trees there. There is also a green hill on the right side of the beach. I think this beach is still natural because we can see that just a few ~~people~~ people coming there and we can see that the condition is ~~not~~ ~~to~~ incare. I think this beach is not a kind of a wonderful beaches.

c. Places.

The picture on the right side is a park. That is a beautiful park or garden ~~that~~ which a lot of beautiful flowers and trees. The flowers in this park is so colorful and very ~~colors~~ variety in kinds. This garden is so ~~much~~ beautiful and I believe that many people very love to come there to see how beautiful it is ~~or~~ perhaps ~~to~~ just to refresh their mind with refresh air. ~~~~~~~~~~~~~~~~

Laela. Pebriatun

1202241026

PBI - B

- People

The man in the picture is Sahrukh Khan. ~~his~~ He is a Bollywood acto
He has charming smile. He has short hair. ~~his eyes are~~ His
nose is pointed. He also has almond eyes. And when he wink,
He look so ~~cool~~ cute. In the picture, Sahrukh Khan wearing sweater
and a watch on his hand. For high, he ~~taller~~ tall enough. And
he is muscular. He is very cool.

. Things.

I have a bag. It is black and grey in some parts. The bag
is big enough. ~~and~~ ~~sharing~~ The brand of the bag ~~was~~ write in
the right side. In the ~~middle~~ middle, there is a small picture,
that ~~is~~ looks like " ~~pemara~~ " ~~a~~ Pie tree.

. Places

In that picture, there is beautiful garden. It is full of
beautiful and colorful flowers. There are many kind of
flower there. In the garden, there is a path.
A lot of people can walk in there. Not only that,
there are also many big trees in that garden.

Student's Score

Presenter : _____ Topic : _____

Teacher : _____ Date : _____

Points	Score (1-4)
Content	
Organization	
Vocabulary	
Sentence Structure	
Punctuation and Capitalization	
Spelling	

Student's Score

Presenter : _____ Topic : _____

Teacher : _____ Date : _____

Points	Score (1-4)
Content	
Organization	
Vocabulary	
Sentence Structure	
Punctuation and Capitalization	
Spelling	

APPENDIX H

Nomor   : 625/UN.34.12/PP/II/2012   25 April 2012
Lampiran : --
Hal   : **Izin Penelitian**

Kepada Yth.
Wahtini (NIM 05202241044)
di Fakultas Bahasa dan Seni UNY

Bersama surat ini, Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta menyatakan bahwa:

Nama   : WAHTINI
NIM   : 05202241044
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : Effectiveness of Peer Editing in Comparison with Teacher Editing in Improving Writing Skills
                    among Second Semester Students of Writing Class of English Departement of State
                    University of Yogyakarta Academic Year 2011/2012
Subjek Penelitian : Pendidikan Bahasa Inggris FBS - UNY
Waktu   : April – Mei 2012

Berdasarkan Surat yang ditandatangani Ketua Jurusan Pendidikan Bahasa Inggris, yang bersangkutan diizinkan untuk mengambil data pada subjek penelitian yang disebutkan di atas guna memperoleh data untuk penyusunan tugas akhir skripsi.

Demikian surat izin penelitian ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.

                                   a.n. Dekan
                                   Wakil Dekan I

                                   Dr. Widyastuti Purbani, M.A.
                                   NIP 19610524 199001 2 001