USING PEER REVIEW STRATEGY IN TEACHING STUDENTS' SKILL IN WRITING RECOUNT TEXT

(A Pre Experimental Research at the Second Year Students of SMP Negeri 40 Makassar)

A Thesis

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in part Fulfillment of the requirement for the degree of Education in English Department

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Yang membuat perjanjian

Andi Nurbaeti Widi

Motto

when writing the story of your life,

don't let anyone else hold the pen

NEVER put the key to

YOUR HAPPINESS

in somebody else's pocket

I dedicated this thesis for my beloved mother

Mrs. Andi Darmawati

LIFE BEGINS AT THE END OF YOUR

COMFORT ZONE

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CHAPTER I

INTRODUCTION

1.   Background

Indonesian government has put English as one of the subject to teach from junior high school up to university. It can be seen in curriculum where English is one part of general subject. Teaching English consists of four skills namely listening, reading, speaking, and writing. These skills are divided into parts, productive skills and receptive sklils. Productive skills include speaking and writing while receptive skills include listening and reading.

Writing includes many aspects of language that should be covered. The writing skills are complex and sometimes difficult to teach, requiring mastery not only grammatical and theoretical devices but also of conceptual and judgment element that's why teaching writing is different from others aspects of language skills and most difficult.

According to Harmer (2004: 86) writing is a process and the influence of genre forces. It is a form of thinking, but it is thinking for a particular audience and a particular occasion. It is different from Yakkop, (2006: 34) defines that writing is a communicative activity and so is carried out in accordance with certain general principles in which underline the use of language in communication.

In this research, the researcher will focus on teaching writing in Senior high school considering that in learning language writing is the skill that students acquire in first to write something. Writing is important to support learning English especially in enriching vocabulary and gaining a large portion of their education. Therefore the writer considers that writing can be taught at junior high schools.

Due to the importance of writings explained above, the teachers have to develop students' writing skill since it is the first stage they learned English. By developing students' ability to writing well, the teachers develop their students' skill to become more independent learners, as the students will be able to reproduce language accurately and refine their understanding of grammar and develop their own vocabulary. The better students improve their writing skill, the better they reach the achievement in writing Teachers, therefore, should explore a new productive strategy in brightening writing classes in order to encourage students in learning writing skill. They should create interesting and entertaining materials to motivate the students' active responds in doing writing exercise. After the teaching and learning process and all the materials are given to the students, there is an expectation that students will make a progress in their study. To know whether the students make some progress in their study, it is useful for teacher to conduct a test or an examination at the end of a program. So the students will be motivated to learn and master the materials which have been taught by the teacher.

There are many reasons for getting students' to write, both in and outside class. Writing gives they more thinking time then they get when they attempt spontaneous conversation. This allows them more opportunity for language processing, that is thinking about the language. When thinking about writing, it is helpful to make a distinction between writing for learning and writing for writing. In the case of the former, writing is used as a practice tool to help students practice and work with language they have been studying. When we are give example, ask a class to write five sentences using by using a given structure, or using five of the new words they have been learning. Writing activity like this are designed to give reinforcement to the students. This is particularly need a mix of visual and kinesthetic activity.

The kinds of writing we ask student to do will depend as most other things do, on their age, level learning styles and interests. We won't get beginners to try to put together a complex recount composition in English. Therefore to help students write successfully in different styles.

In helping the students to write, we need to consider with the gender. A gender is a type of writing which members of a discourse community would instantly recognize for what it was. Thus we recognize a small add in newspaper the moment we see it because, being members of a particular group, or community, we have seen many such texts before and are familiar with the way they are constructed.

Base on the explanation above, the researcher would to improve students' ability in writing. It means that the researcher has target till 70 to improve the students' proficiency in writing through using peer review.

This circumstance opens our eye to take the strategy to maximize their potency. In this case the researcher is interested to conduct it under the title **"Using Peer Review Strategy at the Second Year Student of SMP Negeri 40 Makassar"**

A. Problem statement

By looking at the background above the problem statement of this research was formulated as follows as:

1. How does Peer Review Strategy improve students' writing skill of recount text dealing with the content of writing?

2. How does Peer Review Strategy improve the students' writing skill in recount text dealing with the organization of writing?

B. Objective of the Research

Concerning the problem statement above the researcher aimed "To find out the improvement of the students' writing skill of recount text in Using Peer Review Strategy at the Second Year Students of SMP Negeri 40 Makassar".

C. Significance of the Research

The outcomes of the research are expected to become useful and helpful information for the English teachers in teaching writing and it

also hoped to motivate the writer as well as the readers to investigate the research in mastering writing by using peer review strategy.

D. The Scope of the Study

In this research, the researcher will focus on the recount paragraph to improve their writing skill by using peer review strategy. As we know that there are many kinds of paragraph. To make the observation easier, the researcher just restrict on recount text and focus on content and organization. The research will be limited on teaching writing at second year students of SMP Negeri 40 Makassar.

CHAPTER II

REVIEW OF LITERATURE

A. Concept of Peer Review Strategy

1. Definitions of Peer Review Strategy

According to the (Wegener. 2005: 278) that Peer Review is the evaluation of creative work or performance by other people in the same field in order to maintain or enhance the quality of the work or performance in that field.

Peer review can be categorized by the type of activity and by the field or profession in which the activity occurs. *Peer review is a simple process, but requires planning to be successful.* Peer review can occur in a single class period or as an extended assignment. To effectively plan, consider the length and type of written assignment to use the number of students involved, mobility constraints in the classroom, and the amount of time available. In advance, determine how you will evaluate the peer review activity (Hill, 2005: 34).

Peer review refers to the many ways in which students can share their creative work with peers for constructive feedback and then use this feedback to revise and improve their work, (Hoston, 2010: 86). Still in Horton states that for the writing process, revision is as important as drafting, but students often feel they cannot let go of their original words. By keeping an audience in mind and participating in focused peer review interactions, students can offer productive feedback, accept constructive criticism, and master revision.

Based on the definition above, the researcher concludes that Peer Review is a strategy that used to correct the students' writing result among by their peers and the students can learn to reflect on their own work, self-edit, listen to their peers, and assist others with constructive feedback.

2. How to Plan and Guide In-Class Peer-Review Sessions

The peer review strategy discussed in this handout has been developed to help instructors respond to the challenges described above. For more detailed suggestions based on this strategy, see the handout, How to Plan and Guide In-Class Peer-Review Sessions.

a. Identify and teach the skills required for peer review.

As you are planning your course, make a list of the skills that students should be learning and putting into practice when participating in peer review. These might include reading skills (discerning a writer's main point, locating key points of support or relevant data, etc.), writing skills (writing clear, specific comments and questions), and collaboration skills (phrasing critiques in a descriptive, constructive way). Articulating what you see as the core skills involved in peer review will help you develop a coherent plan for integrating peer review into your course and will make more clear the specific instructions your students will need as they learn how to review a peer's paper and how to use the comments they receive during peer review.

b. Teach peer review as an essential part of the writing process.

Emphasize to students that peer review is not just a course requirement: it is an essential part of the writing process that all successful writers engage in at

some point. Your students may not realize the extent to which scholars and other professionals practice peer review as an integral part of producing effective writing in their fields. Consider explaining why, as a scholar, you find peer review helpful-even when you do not agree with or appreciate every comment made by a peer- reviewer. For example, you might tell them about a specific instance when a reader's comments helped you to clarify and strengthen your writing.

Remind students that the process of producing academic and professional writing generally involves three steps: *drafting, revising, and editing*. Peer review is often most helpful to student writers when it is utilized between the drafting and revision stages, or after each student has produced a complete draft, but while there is still time to make substantial changes. A writer might learnfrom peer-reviewers, for example, that a paper's introduction is its strongest point, or that the paper's main point or thesis is not yet clear, or that there are "gaps" in the logic or the support that detract from the paper's effectiveness, or that a paper's conclusion presents an interesting idea that leaves the reader with unanswered questions. The purpose of peer review as a prelude to revision is to help the writer determine which parts of the paper are effective as is, and which are unclear, incomplete, or unconvincing.

c. Describe peer review as an opportunity for students to learn how to write for an audience.

Undergraduate students often do not perceive how completing academic writing assignments will prepare them for work in the professional world.

One way to help them make this connection is to point out a fact that many instructors take for granted but that undergraduates need to be reminded of: no matter what university students end up doing after graduation, the quality of their ideas and their work will be judged, in a large measure, by how well they can communicate in writing to diverse audiences. Participating in peer review can help them learn to shape their written language as a medium of communication with readers. For example, seeking out peer feedback can help one student construct a convincing argument by anticipating and answering counter-arguments that his readers might pose, while peer review can help another student determine how to explain the significance of her research to readers who are not experts in her field.

d. Define the role of the peer-review as that of a reader, not an evaluator.

Develop guidelines for peer-reviewers that ask them to complete specific tasks: examples include indicating the strongest part of a paper; identifying or rephrasing the thesis; listing the major points of support or evidence; and indicating sentences or paragraphs that seem out of order, incompletely explained, or otherwise in need of revision. Some of these tasks are descriptive and others are evaluative. However, those that are evaluative should put the emphasis on the reader's impressions and responses and should not require the peer-review to pronounce a judgment on the paper as a whole (Nilson 2003:34). This approach should help you develop specific instructions to students that will clarify how they should respond to one another's writing and should also help you pare down your expectations of

what students can realistically accomplish during in-class peer-review sessions. Defining the role of the peer-review as a reader will also help you underscore the fact that it is up to the *writer* to decide whether and how to make changes to the paper through revision. In other words, the writer should think about *all* of the reviewers' comments, but may decide to ignore some of the comments and to make changes in response to others.

3. The Ways to Use Peer Review Strategy

According to the Horton article the Peer review can be used for different class projects in a variety of ways namely:

a. Teach students to use these three steps to give peer feedback: Compliments, Suggestions, and Corrections. Explain that starting with something positive makes the other person feel encouraged. You can also use to walk through the feedback process with your students.

b. Provide students with sentence starter templates, such as, "My favorite part was _____ because _____," to guide students in offering different types of feedback. After they start with something positive, have students point out areas that could be improved in terms of content, style, voice, and clarity by using another sentence starter ("A suggestion I can offer for improvement is _____."). The peer editor can mark spelling and grammar errors directly on the piece of writing.

c. Teach students what constructive feedback means (providing feedback about areas that need improvement without criticizing the person). Feedback should be done in an analytical, kind way. Model this for

students and ask them to try it. Show examples of vague feedback ("This should be more interesting.") and clear feedback ("A description of the main character would help me to imagine him/her better."), and have students point out which kind of feedback is most useful. offers general advice on how to listen to and receive feedback, as well as how to give it.

d. For younger students, explain that you need helpers, so you will show them how to be writing teachers for each other. Model peer review by reading a student's piece aloud, then have him/her leave the room while you discuss with the rest of the class what questions you will ask to elicit more detail. Have the student return, and ask those questions. Model active listening by repeating what the student says in different words. For very young students, encourage them to share personal stories with the class through drawings before gradually writing their stories.

e. Create a chart and display it in the classroom so students can see the important steps of peer editing. For example, the steps might include: 1. Read the piece, 2. Say what you like about it, 3. Ask what the main idea is, 4. Listen, 5. Say "Add that, please" when you hear a good detail. For prewriters, "Add that, please" might mean adding a detail to a picture. Make the chart gradually longer for subsequent sessions, and invite students to add dialogue to it based on what worked for them.

f. Incorporate ways in which students will review each other's work when you plan projects. Take note of which students work well together during peer review sessions for future pairings. Consider having two peer review

sessions for the same project to encourage more thought and several rounds of revision.

g. Have students review and comment on each other's work using a piece of paper.

h. Have students write a class book, then take turns bringing it home to read. Encourage them to discuss the writing process with their parents or guardians and explain how they offered constructive feedback to help their peers.

4. Delivering of Peer Review Strategy

This proposed peer review of teaching process is one that is designed to be more formative than summative. This peer review process has been adapted from these same sources.

Peer review can consist of these basic steps, conducted in this order:

1. Review of course materials

2. Pre-observation consultation

3. Teaching observation

4. Post-observation consultation and feedback

5. Written evaluation

6. Monitoring the peer review process

Many instructors who have incorporated peer review into their courses report less than satisfying results. In fact, it is quite common to find that, when asked to participate in peer review, students rush through the peer-review process and offer their peers only vaguely positive comments, such as "I liked your

paper," or "Good job," or "Good paper, but a few parts need more work." Furthermore, many students seem to ignore peer-reviewers' comments on their writing.

There are several possible reasons behind such responses:

1. Many students feel uncomfortable with the task of having to pronounce a judgment on their peers' writing. This discomfort may be the result of their maturity level, their desire not to hurt a peer's feelings (perhaps made more acute by the fact that they are anxious about having their peers read and judge their own writing), or simply their inexperience with providing constructive criticism on a peer's work. A vaguely positive response allows them to avoid a socially uncomfortable situation and to create an environment of mutual support (Nilson 2003: 5).

2. If students are not given clear guidance from their instructors, they may not know how to comment on one another's writing in a specific and constructive way. In addition, it should be noted that students may not understand how to comment on their peers' writing because over the years they have not received helpful feedback from instructors who have graded their papers. (For suggestions on how to write specific comments that can help students improve their writing, see the handout,

3. Some instructors ask their students to evaluate their peers' writing using the same criteria the instructor uses when grading papers (e.g. quality of thesis, adequacy of support, coherence, etc.). Undergraduate students often have an inadequate understanding of these criteria, and as a result, they either ignore

or inappropriately apply such criteria during peer-review sessions (Nilson 2003: 5).

4. Many students do not perceive feedback from peers as relevant to the process of writing a paper for a course. Especially at the beginning of their undergraduate work, students are likely to assume that it is only the instructor's feedback that "counts."

5. Even when they take seriously feedback provided by their peers, students often do not know how to incorporate that feedback when they revise their papers.

B. The Concept of Writing

According to Harmer (2004: 86) writing is a process and the influence of genre forces. It is a form of thinking, but it is thinking for a particular audience and a particular occasion. It is different from Yakkop, (2006: 34) defines that writing is a communicative activity and so is carried out in accordance with certain general principles in which underline the use of language in communication.

The statements above are different from Meyers (2005: 2) states that writing is an action or a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them. This is almost similar to Richard, (1997: 98) states that writing is a way of expressing thought from mind to print materials. We can state that writing is a kind of activity where the writer puts all the ideas in his mind on the paper from words to sentences, sentences to paragraph and paragraph to essay. Random House in Nurhawaeni (2004: 35) states that in

improving the students' proficiency there are many aspects in developing ideas and concept. When the students are writing for writing, we will want to involve them in the process of writing. In the real world, this typically involves planning what we are going to write, drafting it, reviewing it, and editing what we have written and then producing a final version.

Another statement about writing comes from Good in Yakkop (2006: 47) states that writing is the graphic representation of a language that follows some systematic orders, pictures, or graphics symbols are not considered a form of writing unless they form part system that can be grasped by the readers' familiar with the system.

Based on statements above, the writer concludes that writing is a means of communication which is used to transmit messages or ideas in our mind in written materials.

1. Types of Writing

Hornby (2004) devided writing into four kinds, as follows: narration, description, exposition, and recount.

a. Narration

Narration is the form of writing use to relate the stay of act of events. Narration places occurrences in time and tell what happened according to natural time sequence. One thing happens and then another thing happens, and the evebts are told in the same order. A narration tells a story series of conducted incidents or an action process of an action. In narration, the incidents that make up the story are usually told in order in which they would

really happen. Types of narration include short story, novels, and new stories, as well as a large part of our every day social intercange in the form of latter and conversation.

b. Description

Description is a form writing that describes something. It is reproduces the way thing looks, smell, taste, feel, or sound. It may also evoke mood such as happiness, loneliness, or fear. It used to created visual image of people, places event of units of time or reason. It may be used also to describe more than outward appearance of people. It may tell about their tries of character of personality.

c. Explanatory

There are three kinds of explanatory composition, they are:

1) Explaining a process

To write an explanatory composition that explains a process, rely on the same skills you have used in everyday situations. Explain the steps in the process briefly and clearly. Start with the first step and proceed through all the steps in the order in which they must be completed. It is essential that the steps be presented in the correct sequence and that they be accurate and complete. An effective way to organize an explanatory composition that explains a process is to follow this plan: *introduction, steps in the process, and conclusion.*

2) Stating an opinion

An explanatory composition may express an opinion and explain why others should explain why others should accept that opinion. In an explanatory composition, you need to present strong, specific reasons or facts. An effective way to organize an explanatory composition that stating an opinion is to follow this plan: introduction (express your opinion, as directly as possible), body (supporting opinion), and conclusion (summarize your argument as forcefully as you can).

3) Stating a definition

To write a good definition, you must do three things. First, name the word to be defined. Second, name the general class to which the subject belongs. Third, name the particular characteristic of the subject. By defining a subject you will be able to present a complete and informative picture of it. An effective way to organize an explanatory composition that stating a definition is to follow this plan: introduction (your definition serves as the topic sentence for the composition), body (the most informative way to develop a definition is with or with facts and figures), conclusion (the sums up the main idea of your definition).

d. Recount

Recount is a text which retells events or experience in the past. Its purpose is to retell events. The generic structures of recount are orientation-events-reorientation. It has a similarity with the generic structures of narrative.

The differentiated of recount text with narrative text only is in events. There is no complication in recount.

2. The Component of Writing

Oshima & Hogue in Sulmiati, (2007: 65) define that there are five components of writing. They are content, organization, grammar, vocabulary and mechanics.

a. Content

The content tends to relevance, clarity, originality, logic, etc. The content itself must be clear for the readers so they can get the information from it. To have a good content in a piece of writing, the content should be unify and complete.

1) Unity in writing means that each sentence must relate each other and support the main idea.

2) Completeness means that the main idea has been explained and develop fully completeness as Baker (1986: 96) comments that controlling idea with is developed thoroughly by these of particular information.

b. Organization

Organization concern with the way how the writer arranges and organizes their idea and their messages in writing from which consist of some partial order. In writing, the writer should know about what kinds of paragraph that they want to write and what topic that they want to tell to the readers. It must be supported by cohesion. In addition, Byrne in

Sulmiati (2007: 57) states that the writers should be taking care of the organization in their writing because it will help them communicate successfully with the readers.

1) Coherence means that sticking together and in coherent essay, all the idea stick together. A coherent paragraph is each idea in supporting sentence related to the topic or the idea.

2) Spatial order. If the purpose of the paragraph is to tell how something looks, mosteffective organization pattern is usually spatial;

c. Language Use

Cole, et al in Yakkop (2006: 67) state that language use in writing description and other forms of writing involve correct usage and points of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, nouns, and agreement. Specific nouns and strong verbs used modifier or adjectives, adverbs, and participle in the writing. A modifier may also be a phrase. A single, well-chosen modifier is often more effective than several used together. If it is difficult to describe a subject with overused or worn-out modifier, find more interesting synonyms in the dictionary or thesaurus.

d. Vocabulary

A good writer should be mastery vocabulary and idioms as the language aspect dealing with the process of writing. The writer has to

consider about how to put the words into paragraph until they can build a piece of writing. Most of the students are lack of vocabulary; therefore they are failing to compose a good piece of writing because they are difficult to choose words.

e. Mechanics

Mechanics in writing deal with capitalization, punctuation and spelling appropriately. This aspect is very important since it leads reader to understand or recognized immediately what the writer means to express definitely. The use of favorable mechanics in writing will make reader easy to understand the conveying ideas other message stated in the writing.

1) Capitalization

The use of capitalization in the writing can clarify the ideas. If the sentences are capitalized correctly, ambiguous meaning and misunderstanding would be appeared. Besides, correct capitalization also helps the reader to differentiate one sentences to others.

2) Punctuation

It can be used as a unit of meaning and suggest how the units of its relation to each other.

3) Spelling

There are three important rules followed in using spelling appropriately. They are suffix addition, plural addition, and handling error within the words.

3. Characteristic of a Good Writing

There are some characteristics of a good writing as Adelstein and Pival, (1980: 198) state as follow:

a. Good writing reflects the writer's ability to use the appropriate voice. Even through all good writing conveys the sound of someone talking to someone else, the voice heard through the writing must also suit the purpose and the audience of the occasion.

b. Good writing reflects the writers' ability to organize the material into a coherent whole so that it move logically from a central, dominant idea to the supporting points and finally to a consistent entry, conveying to the reader a sense of a well thought outplay.

c. Good writing reflects the writers' abidingly to write clearly and ambiguously, to use sentence structure, language and example. So that the one possible meaning is the writers' intend one.

d. Good writing reflects the writers' ability to write convincingly to interest readers in the subject and to demonstrate a thought and sound understanding of it.

e. Good writing reflects the writers' ability to criticize the first draft and revise it. Good writing reflects the writers pride in manuscript the

willingness to spell and punctuate accurately and to check word meanings and grammatical relationship within the sentence before submitting the finished predict to the security of an audience.

4. Teaching Writing Recount Text

There are many types of writing, such as Narration, Description, Explanatory and Recount Text. In this research, the researcher will focus on Recount text.

A piece of text that retells past events, usually in the order in which they happened is a recount text (Anderson and Anderson, 1997: 48). It begins with by telling the reader who was involved, what happened, where the events took place and when it happened (Derewianka, 2004: 166). Then, the sequence of event is described in some sort of order, for instance a time order. Furthermore, the reviews about types of recount, it purposes and the schematic of recount text are as follows:

a. Types and Purpose of Recount Text

There are many types and purposes of recount (Derewianka, 2004: 15). The study discusses four types of recount, the first type named personal recount which tells about what happened in the past focusing on one person's life or an activity that the writer or the speaker has been personally involved in, for example diary entry and anecdote (ibid).

The second is factual recount which tells and records the particular events in incidents, such as police report, news report and historical accounts (Derewianka, 2004: 15). The third type is imaginative recount which takes an

imaginary role and gives details of events. Then, the last type is procedural recount which tells and gives detail information to do of something which happens in the past.

b.   Schematic Structure and Language Features of Recount Text

The schematic structure of recount text can be identified as a sequence of obligatory and optional elements or stages (Anderson and Anderson, 1997: 69). Those stages are separated into three general stages (ibid). The first stage is orientation which provides information about the setting and situation of the participants (ibid). The second stage is record of events (series of events) which tells about sequence of events or what happened to these participants from the beginning to the end of the event (Johns, 2000:20).

The last stage is re-orientation which brings the listener or reader back into the present (Anderson and Anderson, 1997:88). This re-orientation stage is an optional element that can be added on the recount text (Johns, 2000:20). Meanwhile, there are also some generalization of recount's language features, such as proper nouns that inform the participants who involved in, the use of past tense to retells the events, the use of action verbs (went, saw, played, studied, etc.).

The frequency use words which link events in time (next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday, etc), and personal comments about the event (Derewianka, 2004:76). Furthermore, there is one example of recount text taken from Emilia.

From the example below, there are some linguistic features finds, such as adverb of time (A couple of weeks ago…), past tense (the underlying words), and action verb (I walked…, I went…), specific participant (My brother Liam), conjunction (then), and personal comment or evaluation (I really liked…).

The sequence of event is described in some sort of order, for instance a time order. Furthermore, the reviews about types of recount, it purposes and the schematic of recount text. It can be a basic example for the teacher in scoring the students' recount text and a figure to see what recount text is and also its organization structure.

5. The Main Part of Paragraph

Oshima and Houge (1997: 71) classify three main parts of paragraph they are: topic sentences, supporting sentences, and concluding sentences.

a. Topic sentences

The topic sentence is the most general statement of the paragraph. It is the key sentences because it names the subject and the controlling idea, the writer's main idea, opinion, or feeling about that the topic. The topic sentence is a complete sentence. It has three parts: a subject, a verb, and a controlling idea. The topic sentences will tell the reader what the paragraph is about.

b. Supporting sentences

The supporting sentences develop the topic sentences by giving specific details about the topic. The supporting sentences that follow the topic sentences should develop the main ideas of the paragraph. The topic

sentences can supported by supporting sentences to develop and explain the topic sentences by giving definition, reason, example, fact, comparison and effect. In order to choose detail to support the topic sentence, rephrase it as a question, and answer that question with your supporting sentences. The supporting sentences follow the topic sentences and make up of paragraph.

c. Concluding sentences

This sentence tells the reader that the paragraph is finished, and it completes the development of the subject of the paragraph. The concluding sentences remind the reader of the topic sentences. When the writer writes a concluding sentence, you can state the topic sentences in different word or summarize some of the main points in the paragraph.

6. Conceptual framework

The main focus on this research is the application of the use of peer review strategy in improving students' writing ability. It will be presented in the following diagrams:

```
┌──────────┐      ┌──────────┐      ┌──────────┐
│  INPUT   │ ───► │ PROCESS  │ ───► │  OUTPUT  │
└──────────┘      └──────────┘      └──────────┘
     │                 │                 │
     ▼                 ▼                 ▼
┌──────────┐  ┌──────────────┐  ┌──────────────────┐
│          │  │ Teaching and │  │ Improvement of   │
│ Writing  │  │  Learning    │  │   Student's      │
│ Material:│─►│ writing by   │─►│  writing skill:  │
│ Recount  │  │ using Peer   │  │ - Content, and   │
│paragraph │  │   Review     │  │ - Organization   │
│          │  │  Strategy    │  │                  │
└──────────┘  └──────────────┘  └──────────────────┘
```
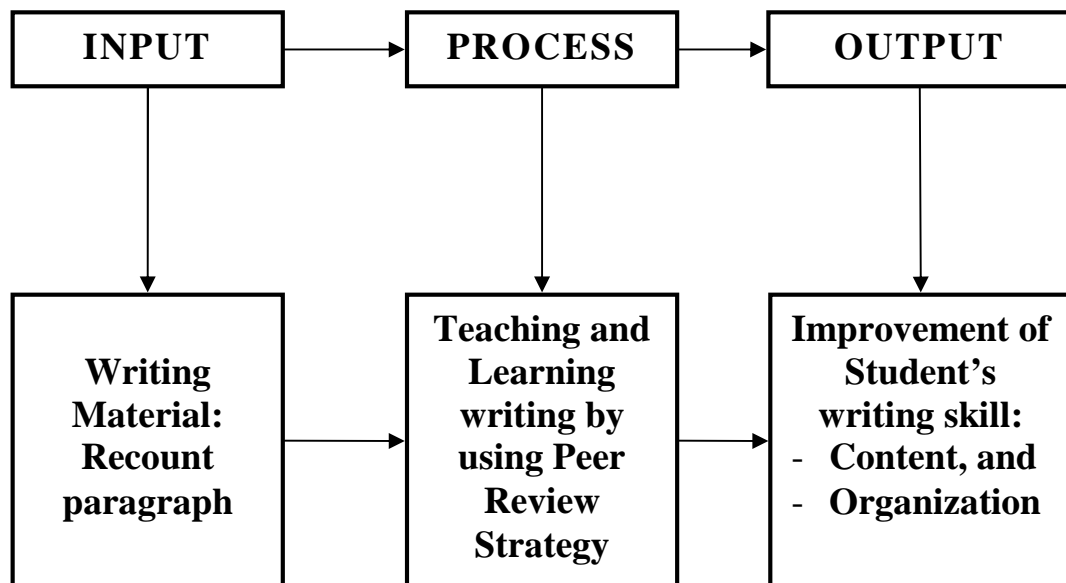
The main components are described as follows:

1. **INPUT** refers to giving a writing test based on recount paragraph.

2. **PROCESS** refers to the teacher teaching writing skill using peer review strategy.

3. **OUTPUT** refers to the improvement of the students' ability in writing recount paragraph consist of Content (unity and Completeness) and Organization (Coherence and Spatial order).

CHAPTER III

RESEARCH METHOD

This chapter deals with research design, subject of the research, variable and indicators, research procedures, research instrument, and procedures data collection.

A. Research Design

This research gave pre-experimental in used Peer Review Strategy. The design of this research had three stepts are pretest, treatment, and posttest design. Treatment (X) was gave between pretest (O_1) and posttest (O_2). The design was described as follows:

$$O_1 \longrightarrow X \longrightarrow O_2$$
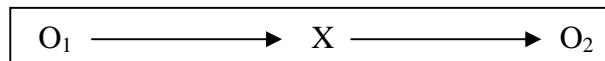
Where :

O_1 = pre-test

X = treatment

O_2 = post-test

(Gay, L. R. 1996: 336).

- Pre-test

The students gave pretest to identify the students' prior knowledge of writing ability.

- Treatment

  Implementation of used Peer Review Strategy in the classroom;

  1. In the first meeting the researcher open class, by did apperception and reinforcement.

  2. The researcher did some modeling by gave examples of peer review strategy.

  3. Forming group in pair consisted of two members.

  4. Discussion. Students then had discussion to decide theme. In this stage, researcher and collaborator need to walk around and ensure that each pair would have different theme to write.

  5. Made the writing of paragraph.

- Post-test

  After gave the treatment, the post-test was conducted by did revision by each pair as the part of peer review strategy.

B. Research Variables and Indicator

1. Research variable

   This research consisted of two kinds of variables namely dependent and independent variables:

   a. The dependent variables were content and organization of writing recount text.

   b. The independent variable is peer review strategy.

2. Indicator

The indicators of this research used to measure the variables. Those were content and organization. The indicators of content were unity and arrangement of sentence or paragraphs. The indicators of organization were coherence and spatial order.

C. Hypothesis

The hypotheses of research were:

1. H_0: Peer Review Strategy cannot improved students' writing skill at the Second Year Students of SMP Negeri 40 Makassar.

2. H_1: Peer Review Strategy can improved students' writing skill at the Second Year Students of SMP Negeri 40 Makassar.

D. Population and Sample

1. Population

The population of this research was the students SMP Negeri 40 Makassar. Which consisted of 240 students while the researcher focused in class VIII.A which consisited of 40 students in 2014-2015.

2. Sample

In this research, the sample was taken by random sampling technique. The sample took one class that consistsed of 40 students.

E. Instrument of the Research

The instrument of this research consisted of some test writing and observation. That was used to get data from each indicator. Collecting data in this research as follows as:

1. Test   : use to measure the students' skill in writing

2. Observation : use to measure the students participation in learning

F. Procedure of Collecting Data

The procedure of collecting data invloved the following steps:

1. Administrating a pre-test

    The students did pre-test to measure the students' writing skill. The result of pre-test compared with the result of post-test after did treatment.

2. Administrating a post-test

    After did the treatment, the students did post-test through writing test to assessed the students' writing skill. It was result to find out the students' development and their progress. The test conducted with the same activities in pre-test.

G. Technique of Data Analysis

The data was collected through the test was analyzed by using pre-experimental method. This research was focused on content and organization in writing.

The component that concern was by the researcher, in this research was to measure content which used criteria as follows as:

Content

Classification	Criteria	Score
Excellent	9 – 10	The ideas are topic about selected, the ideas are clearly stated. The ideas are comprehensible, and the ideas are well development.
Very good	8 – 8.9	The ideas are quite compherensible; the ideas are adequate relevant, the ideas are generally well development.
Good	7 – 7.9	The ideas rather clearly stated, the ideas get enough supports, the idea sufficiently expressed.
Fairly good	6 – 6.9	The ideas are not clearly stated, the ideas are get limit to support. The ideas are not quite relevant, the ideas are lack of developing.
Fairly	5 – 5.9	The ideas are not enough to evaluate. No communication of ideas, the idea are irrelevant, it has very poor of development of ideas.

(*Harmer & Jeremy in Rahman, 2006: 32*)

2). Organization

Classification	Criteria	Score
Excellent	9 – 10	The ideas are well organized, the ideas are coherence, the ideas are relevant to outline, the ideas are presented in logical sequencing.
Very good	8 – 8.9	The ideas are adequate organized, the ideas are adequate cohesin, the ideas are adequate coherence, the ideas are sufficient.

Good	7 – 7.9	The ideas are generally organized, few idea are a break out cohesion the ideas are generally cohesion, the ideas are in some logical sequencing.
Fairly good	6 – 6.9	The ideas are almost loosely organized, the idea are confuse and disconnected, the ideas are lack logical.
Fairly	5 – 5.9	The organization are not consice, the ideas are not enough to evaluate, the ideas are almost are not relevant outline.

(*Harmer & Jeremy in Rahman, 2006: 32*)

1. To find out the mean score, the following formula is applied:

$$Md = \frac{\Sigma d}{N}$$

Where:

Md = the mean score of the students

d = the total score

N = the number of the students'

(*Arikunto, 2006:23*)

2. Finding the percentage of the students in writing

$$(\%) = \frac{Md_2 - Md_1}{Md_1} \times 100$$

Where:

% = the students' percentage.

Md_2 = the mean score of post-test.

Md_1 = the mean score of pre-test.

(*Arikunto, 2006:23*)

3. To find out the significant differences between the score of pre-test and post-test by using the formula:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{\left(\sum D^2\right)}{N}}{N(N-1)}}}$$

Where:

t : Test of significance

$\overline{D}$: The mean of the differences score

$\sum D$: The sum of total score of difference

D : The Square of the sum score of different

N : The total number of student (Gay, 1981: 216).

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with two major parts, they are findings and discussions. The findings will present the result of data analyzing while discussions deal with the explanation about the data..

A. The Findings

The findings of the research deals with the answer of the problem statement which it aims to find out the improvement of the students' skill in writing recount text. The result of data analysis found that teaching writing skill by using peer review strategy can improve the students' writing skill in term of content and organization at the class of VIII E Students of SMP Negeri 40 Makassar.

1. The Students' Mean Score of Writing Content

Content and organization of writing is quality of being true. Criteria of content are unity and completeness and criteria of organization are coherence and spatial order. Based on it, the research measures the students' level of content and organization of writing.

The data analysis of the students' writing content can be seen in **Appendix B.1** and based on the data analysis, it is found that the mean score of the students' writing content and organization in post-test are 7.00, it shows that

the students have good in writing recount text dealing content and organization through Peer Review Strategy.

Table 1: The students' mean score in writing content

Tests	Content		Mean Score	Percentage (%)
	Unity	Completeness		
Pre-test (d_1)	5.85 (Fairly)	5.45 (Fairly)	5,65 (Fairly)	23.89 %
Post-test (d_2)	7.05 (Good)	6.95 (Fairly Good)	7.00 (Good)	

Based on the table, it indicates that the improvement of the students' writing skill by using peer review strategy in content was successful. The students' mean score in pre-test was 5.65 (*fairly*), the students' mean score in post-test was 7.00 (*good*). Total score of the students' writing content in unity is classified as good 7.05, and the students' writing content in completeness is classified as fairly good 6.95. So, the improvement of the students' content between pre-test to post-test was 23.89 %. It is clearly shown in the graphic below:

Figur 1: Graphic of Mean Score Writing Content
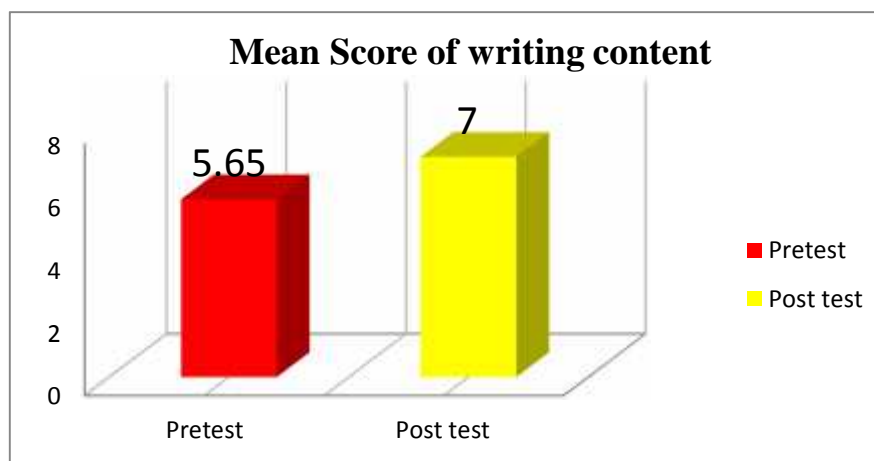
The graphic above, the data indicates that score of post-test (7.00) are greater than the score of pre-test (5.65). Therefore, the researcher concludes that there was a significant improvement of using Peer Review Strategy in writing recount text.

Table 2: Frequency and Rate Percentage of the Students' Writing Ability on Content

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	percentage
1	9 - 10	Excellent	-	-	-	-
2	8 – 8.9	Very Good	-	-	-	-
3	7 – 7.9	Good	-	-	28	70.00
4	6 – 6.9	Fairly Good	12	30.00	12	30.00
5	5 – 5.9	Fairly	28	70.00	-	-
	TOTAL		**40**	**100**	**40**	**100**

The table above shows that in the pre-test, there were 28 students or 70% classified into *Fairly* score, and 12 students or 30% classified into *Fairly Good* score. The table above also shows that the result of students' writing ability in content component in post-test that were 12 student or 30% classified into *Fairly Good* score and 28 students or 70% classified into *Good* score.

2. The Students' Mean Score of Writing Organization

The application of Peer Review Strategy in improving the students' writing recount text deals with coherence and spatial. The improvement can be seen clearly in the following table:

Table 3: The students' mean score in writing organization

Tests	Organization		Mean Score	Percentage (%)
	Coherence	Spatial		
Pre-test (d_1)	5.1 (Fairly)	5.45 (Fairly)	5.29 (Fairly)	32.22 %
Post-test (d_2)	7.05 (Good)	6.95 (Fairly Good)	7.00 (Good)	

Based on the table II above, it indicates that the improvement of the students' writing skill by using peer review strategy in Organization. Total score of the students' writing pre-test organization in coherence is classified as fairly 5.1, and the students' writing organization in spatial is classified as fairly 5.45.The students' mean score in pre-test was 5.29 (*fairly*). Then, the students' mean score in post-test was 7.00 (*good*). Where coherence was 7.05 (*good*) and spatial was 6.95 (Fairly Good). So, the improvement of the students' content between pre-test to post-test was 32.22 %. It is clearly shown in the graphic below:

Figur 2: Graphic of Mean Score Writing Organization
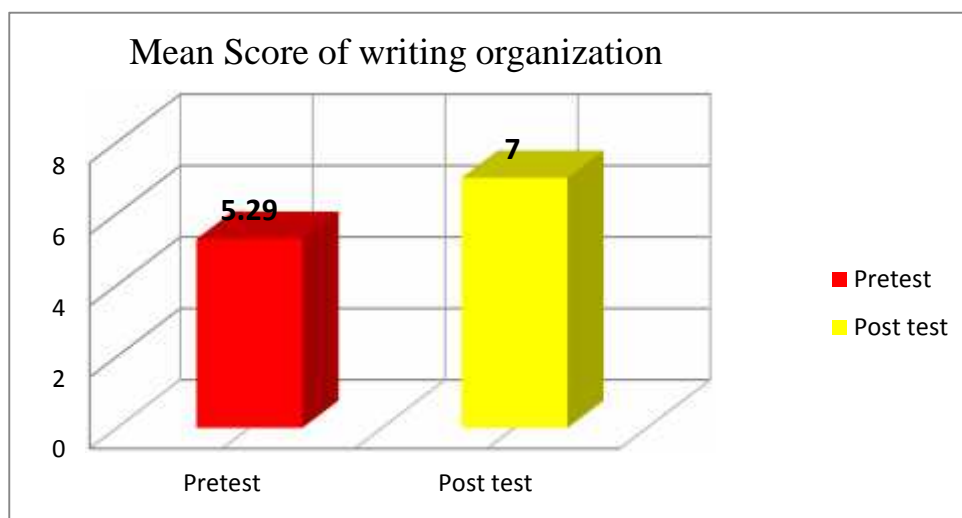
The graphic above indicates that score of post-test (7.00) are greater than the score of pre-test (5.29). Therefore, the researcher concludes that there was a significant improvement of using Peer Review Strategy in writing recount text.

Table 4: Frequency and Rate Percentage of the Students' Writing Ability on Organization

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	percentage
1	9 - 10	Excellent	-	-	-	-
2	8 – 8.9	Very Good	-	-	-	-
3	7 – 7.9	Good	-	-	24	60.00
4	6 – 6.9	Fairly Good	-	-	16	40.00
5	5 – 5.9	Fairly	40	100	-	-
	TOTAL		40	100	40	100

The table above shows that in the pre-test all the students or 100% classified into *Fairly* score, but the result of students' writing ability in organization component in post-test that were 16 students or 40% classified into *Fairly Good* score and 24 students or 60% classified into *Good* score.

3. **The Students' Mean Score in Writing Pre-Test and Post-Test**

The means score of writing can be seen in the table below:

Table 5: The Students' mean score in writing pre-test and post-test

Tests	Mean Score	Percentage (%)
Pre-test (d_1)	5.47 (Fairly)	
Post-test (d_2)	7(Good)	27.97%

The table above shows that the students' mean score of pre-test was 5.47 which classified as fairly and the students' mean score of post-test was 7 which classified as good. It indicates that the mean score of post-test was greater than the mean score of pre-test. The students' increases after using Peer Review Strategy in writing recount text were 27.97 %. It is clearly shown in the graphic below:

Figur 3: Graphic of Mean Score Writing Pre-test and Post-Test
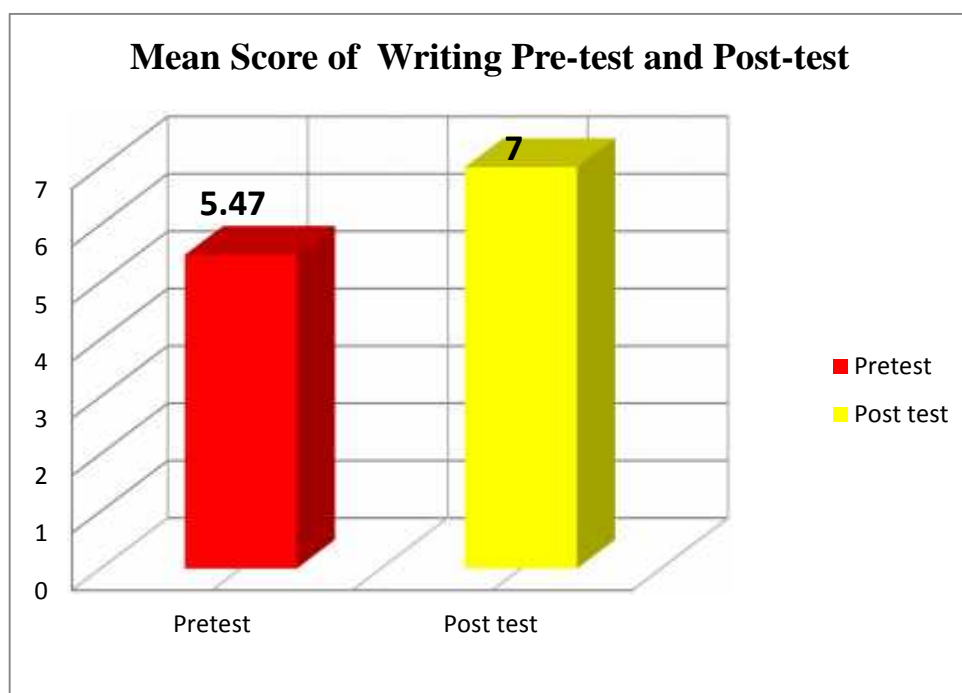
Based on the graphic above, the data indicates that score of post-test (7) are greater than the score of pre-test (5.47). Therefore, the researcher concludes that there was a significant improvement of using Peer Review Strategy in writing recount text.

Table 6: Frequency and Rate Percentage of the Students' Writing Pre-Test

and Post-Test

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	percentage
1	9 - 10	Excellent	-	-	-	-
2	8 – 8.9	Very Good	-	-	-	-
3	7 – 7.9	Good	-	-	32	80
4	6 – 6.9	Fairly Good	4	10	8	20
5	5 – 5.9	Fairly	36	90	-	-
	TOTAL		**40**	**100**	**40**	**100**

The table above shows that in the writing pre-test, there were 36 students or 90% classified into *Fairly* score, and 4 students or 10% classified into *Fairly Good* score. The table above also shows that the result of students' writing ability in post-test that 8 students or 20% classified into *Fairly Good* score and 32 students or 80% classified into *Good* score.

B. Discussion

This section presents the discussion of the result of the data analysis. It aimed to describe the students' achievement in writing recount text dealing content and organization.

1. The Students' Writing Content

Data analysis on previous section show that the mean score of the students' writing in content was (5,65) which was classified as fairly score and the students' achievement in English writing in content after treatment was high. This was proved by the students' score after treatment was (7.00) which classified as good score.

It can be provided in the rate percentage students' pre-test, there were 28 students or 70% classified into *Fairly* score, and 12 students or 30% classified into *Fairly Good* score and post-test, that were 12 student or 30% classified into *Fairly Good* score and 28 students or 70% classified into *Good* score.

2. The Students' Writing Organization

The application of Peer Review Strategy in improving the students' writing organization recount text was successful in improving students' writing score. It showed data analysis that the mean score pre-test in writing organization component was 5.29 as classified fairly. It was shown on rate percentage were all students or 100% classified into *Fairly* score. But, the students' achievement in English writing organization in recount text after treatment was high. This was proved by the objective test which was given to the students which most of them got score that we expected. The data analysis that the mean score of the students' achievement in English writing in organization was (7.00) which classified as good score.

3. The Students' Writing Pre-Test and Post-Test

Therefore, it can be concluded that the students' score in the post test was higher than their scores in the pre-test. It means that their achievement in English writing recount text dealing content and organization by using peer review strategy got improvement.

The data analysis showed that the mean score of the students' writing in content and organization before treatment was (5.47) which was classified as fairly score. But, the students' achievement in English writing in content and organization after treatment was high. This was proved by the objective test which was given to the students which most of them got score that we expected. The data analysis that the mean score of the students' achievement in English writing in content and organization after treatment was (7.00) which classified as good score.

Table 7: The Value of T-test in Writing Content and Organization

Variable	T-test	T-table	Comparison	Classification
Unity, Completeness, Coherence, and Spatial order	50.66	2.179	t-test > t table	Significant

The research compared t-test value to know whether the use of peer review strategy in teaching writing was significant and effective. To find out the degree of freedom (df) the researcher used formula N-1 = 40 - 1 = 39, for the level significant (P) = 0.05 and df = 40 and t-table got score 1.684 after calculating the t-test value, t-test got score 50.66 them comparing with t-table and t-test (50.6>1.684). It meant that there was different result of the value of t-test and t-table.

CONCLUSION

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducted the research about the application of peer review strategy at SMP Negeri 40 Makassar and based on the research findings in the previous chapter, the researcher puts reward the following conclusions:

1. Peer review strategy was one of a good strategy in writing recount text. The data above indicated that this strategy had succeeded to improve the students' achievement in writing recount text at SMP Negeri 40 Makassar.

2. The score of students' writing in content component in pre-test was 5,65 (Fairly). In Post-test it improved 7.00 (Good).

3. The score of students' writing in organization component in pre-test was 5,29 (Fairly). In Post-test it improved 7.00 (Good)).

B. Suggestion

As the result of the study reveals that peer review strategy was effectived to improve the students' ability to write recount text, the researcher suggests the following things:

1. It was suggested to the English teacher to apply this peer review strategy as one of alternative teaching in the teaching and learning process.

2. Teacher should invite and raise the students' learning motivation by manipulated various techniques in presenting productive skill, included writing skill.

3. The teacher should create fun atmosphere in order that the students enjoy learning writing activity.

4. The result of this research could also be used as an additional reference or further research with different discussion for the next researcher.

APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   :**SMP Negeri 40 Makassar**
Mata Pelajaran :**Bahasa Inggris**
Kelas / Semester:**VIII / 1I (Dua)**

Standar Kompetensi 12 .Mengungkapkan makna dalam teks tulis fungsional dan essay pendek
sederhana berbentuk recount dan narative untuk berinteraksi dengan
lingkungan sekitarnya

Kompetensi Dasar   12. 2 Mengungkapkan makna dan langkah retorika essay pendek
sederhana dengan menggunakan ragam bahasa tulis secara akurat,
lancar dan berterima untuk berinteraksi dengan lingkunan sekitar
berbentuk recount dan narative
Indikator   :Menulis teks pendek dan sederhana dalam bentuk recount dan narative
dengan langkah retorika yang benar

Jenis Teks   : Teks tulis
Aspek / Skills   : Menulis
Alokasi Waktu   : 2 x 40 menit

A. Tujuan Pembelajaran   :

Pada akhir pembelajaran siswa dapat menulis text pendek dan sederhana dalam bentuk
narative dengan langkah retorika yang benar

B. *Materi Pembelajaran*   :a.. Text recount
_ Orientation
_ Event
_ Reorientation
b. Vocabulary yang berhubungan dengan text narrative
_ Mental processes
_ Material processes
_ Temporal conjunctions
c. Past tense

C. *Metode Pembelajaran* : Peer Review

D. *Langkah-langkah Kegiatan Pembelajaran :*

A.Kegiatan Pendahuluan

Apersepsi :
- Tanya jawab mengenai teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

Motivasi :
- Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:
- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- Memperhatikan penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan penulisan teks monolog deskriptif / prosedur
- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:
- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Menulsi frasa-frasa, kalimat-kalimat yang diperlukan untuk menulis teks deskriptif / prosedur.
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;

- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
  - ➢ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
  - ➢ Membantu menyelesaikan masalah;
  - ➢ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
  - ➢ Memberi informasi untuk bereksplorasi lebih jauh;
  - ➢ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diktahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

1. **Kegiatan awal**
   - Greeting
   - Mereview social function,generic structure dan cirri cirri kebahasaan dari text recount
   - Mereview vocabularies yang berhubungan dengan text recount
   - Mereview past tense

2. **Kegiatan inti**
   - Guru memberikan contoh text recount berjudul "My trip to Bali" untuk dipahami siswa
   - Siawa menjawab pertanyaan text tersebut
   - Guru mengambil kata kata penting dari text
   - Siswa membuat kalimat dari kata kata tersebut
   - Guru menerangkan langkah langkah retorika text narative

3. **Kegiatan akhir**
   - Guru menanyakan kesulitan siswa selama PBM
   - Guru menugaskan siswa untuk membuat sebuah text recount pendek sederhana berjudul yang diberikan

E. Media, alat, dan sumber bahan pelajaran

a. Buku text yang sesuai
b. Text narrative "Snow White"

F. Penilaian

a. **Teknik** : Tes Tulis
b. **Bentuk** : Tes uraian
c. **Instrumen** :

   I. Make a short paragraph based on situations are given. Each of paragraphs is 3 or 4 sentences.

   II. Make a text in paragraph by your own words and choose one of the topics below that you think interesting.

   III. Make a recount text on your own words. Be imaginative and be creative as possible as you were working with your own ideas. Choose one of the topics below:

   1. *Your Interesting Experience*   2.*Your Embarrassing Moment*

   3. *Your Birthday*   4. *Your Last Vacation*

Tingkat Kebenaran	Judul dan Isi	Bahasa	Struktur Teks	Tampilan Teks
1. Sempurna	5	5	5	5
2. cukup sempurna	4	4	4	4
3. Kurang Sempurna	3	3	3	3
4. Tidak Sempurna	2	2	2	2
5. Salah tdk Terhubung	1	1	1	1

Nilai   : Jumlah Scor x 5

Makassar, Januari 2015

Andi Nurbaeti Widi

The first meeting

Recount Text

My Holiday in Bromo

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

1. *Read the example text above!*
2. *Make a writing recount text based on your own experience when you were traveling to the tourism place!*

Recount Text

A Beautiful Day at Jogja

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

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

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

1. Read the example text above!

2. Make a writing recount text based on your most interesting moment!

The third meeting

Recount text

My Embarrassing Experience

Today was a really hot day. After I had had my lunch, I went to the town square to watch a local singing contest. I went there alone.

After arriving there, I chose a place under a big tree. I thought it could save me from the strong sunlight. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Andi. I pinched him a little and called his name. The boy was surprised. When he turned around, I finally realized that he was not my classmate. I could not say a word. That moment was just embarrassing.

1. Read the example text above!

2. Make a writing recount text based on your most interesting moment!

Recount Text

My Unforgettable moment

Are you proud to be Balinese? or are you ashamed to be Balinese? No problem, whether you are proud to be Balinese or you are ashamed to be Balinese, because that is your opinion and your feeling. But in my opinion, I am very proud to be Balinese.

Refering to this, I would like to tell you about my experience when I joined a competition in Jogjakarta. I was so nervous and excited. In Jogjakarta I had many friends from Java, NTB, Bantul, but none of them were from Bali.

If they asked me, "Where are you from?" and then I answered "I am from Bali". Their responses were so happy and they wanted to know more about Bali from me. They were interested in Bali and they heard that Bali was a beautiful island and Balinese culture was rich and unique. They told me that they would visit Bali to spend their holiday.

Then, when I was presenting my power point, the jury always smiled. After that the jury asked me "Can you dance?" I said "Yes, I can."

The jury requested me to dance. I was happy because I could show one of Balinese dances there. When the committee announced the winner, the juries gave opinion about the competition. I was so nervous and I worried that I could not win. But finally, I became the winner.

I believe one of the reasons I won the competition because I was proud to show my culture and I was proud to be Balinese.

PRE - TEST

Activity   :   Writing text

Time   :   90 minutes

INSTRUCTION

Make a text in paragraph by your own words and choose one of the topics below that you think interesting!

1. Makassar

2. Justin bieber

3. Smash

4. Football players

5. Actors / actress

POST - TEST

Activity   :   Writing test

Time   :   90 minutes

 INSTRUCTION

Make a recount text on your own words. Be imaginative and be creative as possible as you were working with your own ideas. Choose one of the topics below:

1. Your Interesting Experience

2. Your Embarrassing Moment

3. Your Birthday

4. Your Last Vacation

POST - TEST

Activity   : Writing test

Time   : 90 minutes

 INSTRUCTION

 Write down in a recount text by your own words based on the special moment in

your life!

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Data Analysis of Content
Students' Writing Score of Pre-Test
The Eightht Grade Students of SMP Negeri 40 Makassar

No	Sample	Content		Mean Score	Classification
		Unity	Completeness		
1	A-1	5	5.5	5.25	Fairly
2	A-2	6	6.5	6.25	Fairly Good
3	A-3	6.5	6	6.25	Fairly Good
4	A-4	5.5	5	5.25	Fairly
5	A-5	6.5	5	5.75	Fairly
6	A-6	5.5	5	5.25	Fairly
7	A-7	6	5.5	5.75	Fairly
8	A-8	5	5.5	5.25	Fairly
9	A-9	6.5	5.5	6	Fairly Good
10	A-10	6	5	5.5	Fairly
11	A-11	5	5.5	5.25	Fairly
12	A-12	6	6.5	6.25	Fairly Good
13	A-13	6.5	6	6.25	Fairly Good
14	A-14	5.5	5	5.25	Fairly
15	A-15	6.5	5	5.75	Fairly
16	A-16	5.5	5	5.25	Fairly
17	A-17	6	5.5	5.75	Fairly
18	A-18	5	5.5	5.25	Fairly
19	A-19	6.5	5.5	6	Fairly Good
20	A-20	6	5	5.5	Fairly
21	A-21	5	5.5	5.25	Fairly
22	A-22	6	6.5	6.25	Fairly Good
23	A-23	6.5	6	6.25	Fairly Good
24	A-24	5.5	5	5.25	Fairly
25	A-25	6.5	5	5.75	Fairly
26	A-26	5.5	5	5.25	Fairly
27	A-27	6	5.5	5.75	Fairly
28	A-28	5	5.5	5.25	Fairly
29	A-29	6.5	5.5	6	Fairly Good
30	A-30	6	5	5,5	Fairly
31	A-31	5	5.5	5,25	Fairly
32	A-32	6	6.5	6,25	Fairly Good
33	A-33	6.5	6	6,25	Fairly Good
34	A-34	5.5	5	5,25	Fairly
35	A-35	6.5	5	5,75	Fairly
36	A-36	5.5	5	5,25	Fairly
37	A-37	6	5.5	5,75	Fairly
38	A-38	5	5.5	5,25	Fairly
39	A-39	6.5	5.5	6	Fairly Good
40	A-40	6	5	5,5	Fairly
	Total Score	**234**	**218**	**226**	
	Mean Score	**5.85**	**5.45**	**5,65**	**Fairly**

Data Analysis of Content
Students' Writing Score of Post-Test
The Eightht Grade Students of SMP Negeri 40 Makassar

No	Sample	Content		Mean Score	Classification
		Unity	Completeness		
1	A-1	7	7	7	Good
2	A-2	7.5	6.5	7	Good
3	A-3	7	7	7	Good
4	A-4	7	6.5	6.75	Fairly Good
5	A-5	7	7.5	7.25	Good
6	A-6	7.5	7	7.25	Good
7	A-7	6.5	6.5	6.5	Fairly Good
8	A-8	7	7	7	Good
9	A-9	7.5	7.5	7.5	Good
10	A-10	6.5	7	6.75	Fairly Good
11	A-11	7	7	7	Good
12	A-12	7.5	6.5	7	Good
13	A-13	7	7	7	Good
14	A-14	7	6.5	6.75	Fairly Good
15	A-15	7	7.5	7.25	Good
16	A-16	7.5	7	7.25	Good
17	A-17	6.5	6.5	6.5	Fairly Good
18	A-18	7	7	7	Good
19	A-19	7.5	7.5	7.5	Good
20	A-20	6.5	7	6.75	Fairly Good
21	A-21	7	7	7	Good
22	A-22	7.5	6.5	7	Good
23	A-23	7	7	7	Good
24	A-24	7	6.5	6.75	Fairly Good
25	A-25	7	7.5	7.25	Good
26	A-26	7.5	7	7.25	Good
27	A-27	6.5	6.5	6.5	Fairly Good
28	A-28	7	7	7	Good
29	A-29	7.5	7.5	7.5	Good
30	A-30	6.5	7	6.75	Fairly Good
31	A-31	7	7	7	Good
32	A-32	7.5	6.5	7	Good
33	A-33	7	7	7	Good
34	A-34	7	6.5	6.75	Fairly Good
35	A-35	7	7.5	7.25	Good
36	A-36	7.5	7	7.25	Good
37	A-37	6.5	6.5	6.5	Fairly Good
38	A-38	7	7	7	Good
39	A-39	7.5	7.5	7.5	Good
40	A-40	6.5	7	6.75	Fairly Good
Total Score		**282**	**278**	**280**	
Mean Score		**7.05**	**6.95**	**7.00**	**Good**

T-Test of Content

NO	Sample	Post-test (d_2)	Pre-test (d_1)	d $(d_2 - d_1)$	d^2
1	A-1	7	5.25	1.75	3.06
2	A-2	7	6.25	0.75	0.56
3	A-3	7	6.25	0.75	0.56
4	A-4	6.75	5.25	1.5	2.25
5	A-5	7.25	5.75	2.5	6.25
6	A-6	7.25	5.25	2	4
7	A-7	6.5	5.75	0.75	0.56
8	A-8	7	5.25	1.75	3.06
9	A-9	7.5	6	1.5	2.25
10	A-10	6.75	5.5	2.25	5.06
11	A-11	7	5.25	1.75	3.06
12	A-12	7	6.25	0.75	0.56
13	A-13	7	6.25	0.75	0.56
14	A-14	6.75	5.25	1.5	2.25
15	A-15	7.25	5.75	2.5	6.25
16	A-16	7.25	5.25	2	4
17	A-17	6.5	5.75	0.75	0.56
18	A-18	7	5.25	1.75	3.06
19	A-19	7.5	6	1.5	2.25
20	A-20	6.75	5.5	2.25	5.06
21	A-21	7	5.25	1.75	3.06
22	A-22	7	6.25	0.75	0.56
23	A-23	7	6.25	0.75	0.56
24	A-24	6.75	5.25	1.5	2.25
25	A-25	7.25	5.75	2.5	6.25
26	A-26	7.25	5.25	2	4
27	A-27	6.5	5.75	0.75	0.56
28	A-28	7	5.25	1.75	3.06
29	A-29	7.5	6	1.5	2.25
30	A-30	6.75	5,5	2.25	5.06
31	A-31	7	5,25	1.75	3.06
32	A-32	7	6,25	0.75	0.56
33	A-33	7	6,25	0.75	0.56
34	A-34	6.75	5,25	1.5	2.25
35	A-35	7.25	5,75	2.5	6.25
36	A-36	7.25	5,25	2	4
37	A-37	6.5	5,75	0.75	0.56
38	A-38	7	5,25	1.75	3.06
39	A-39	7.5	6	1.5	2.25
40	A-40	6.75	5,5	2.25	5.06
N = 40		$dd_2 = 280$	$dd_1 = 226$	$d = 62$	$d^2 = 110.4$
		7.00	**5,65**	**1.55**	**2.76**

1. Calculating the mean score

   Mean score of the students writing content

   a. Mean score of pre -test

   $$Md_1 = \frac{\Sigma d_1}{}$$

   $$= \frac{226}{40}$$

   $$Md_1 = \textbf{5,65}$$

   b. Mean Score of post- test

   $$Md_2 = \frac{\Sigma d_2}{N}$$

   $$= \frac{280}{40}$$

   $$Md_2 = \textbf{7.00}$$

2. Percentage of the students' writing content

   $$P(\%) = \frac{Md_2 - Md_1}{Md_1} \times 100$$

   $$= \frac{7.00 - 5,65}{5,65} \times 100$$

   $$P(\%) = 23.89 \%$$

3. Test of significance difference

Calculating the T-test value of writing content

$$\text{M}d = \frac{\sum d}{N}$$

$$= \frac{62}{40}$$

$$\text{M}d = 1.55$$

$$t = \frac{Md}{\sqrt{\dfrac{\Sigma d^2 - (\frac{\Sigma d}{N})^2}{N(N-1)}}}$$

$$t = \frac{1.55}{\sqrt{\dfrac{110.4 - (\frac{62}{40})^2}{40(40-1)}}}$$

$$t = \frac{1.55}{\sqrt{\dfrac{110.4 - \frac{3844}{40}}{40\,(39)}}}$$

$$t = \frac{1.55}{\sqrt{\dfrac{110.4 - 96.1}{1560}}}$$

$$t = \frac{1.55}{\sqrt{\dfrac{14.3}{1560}}}$$

$$t = \frac{1.55}{\sqrt{0.009}}$$

$$t = \frac{1.55}{0.09}$$

$$t = \mathbf{17.22}$$

Data Analysis of Organization
Students' Writing Score of Pre-Test
The Eightht Grade Students of SMP Negeri 40 Makassar

No	Sample	Organization		Mean Score	Classification
		Coherence	Spatial order		
1	A-1	5.5	5	5.25	Fairly
2	A-2	5	5.5	5.25	Fairly
3	A-3	5	6.5	5.75	Fairly
4	A-4	5	5.5	5.25	Fairly
5	A-5	5.5	6	5.75	Fairly
6	A-6	5	5.5	5.25	Fairly
7	A-7	5	5.5	5.25	Fairly
8	A-8	5	5.5	5.25	Fairly
9	A-9	5	5	5	Fairly
10	A-10	5	5	5	Fairly
11	A-11	5.5	5	5.25	Fairly
12	A-12	5	5.5	5.25	Fairly
13	A-13	5	6.5	5.75	Fairly
14	A-14	5	5.5	5.25	Fairly
15	A-15	5.5	6	5.75	Fairly
16	A-16	5	5.5	5.25	Fairly
17	A-17	5	5.5	5.25	Fairly
18	A-18	5	5.5	5.25	Fairly
19	A-19	5	5	5	Fairly
20	A-20	5	5	5	Fairly
21	A-21	5.5	5	5.25	Fairly
22	A-22	5	5.5	5.25	Fairly
23	A-23	5	6.5	5.75	Fairly
24	A-24	5	5.5	5.25	Fairly
25	A-25	5.5	6	5.75	Fairly
26	A-26	5	5.5	5.25	Fairly
27	A-27	5	5.5	5,25	Fairly
28	A-28	5	5.5	5,25	Fairly
29	A-29	5	5	5	Fairly
30	A-30	5	5	5	Fairly
31	A-31	5.5	5	5,25	Fairly
32	A-32	5	5.5	5,25	Fairly
33	A-33	5	6.5	5,75	Fairly
34	A-34	5	5.5	5,25	Fairly
35	A-35	5.5	6	5,75	Fairly
36	A-36	5	5.5	5,25	Fairly
37	A-37	5	5.5	5,25	Fairly
38	A-38	5	5.5	5,25	Fairly
39	A-39	5	5	5	Fairly
40	A-40	5	5	5	Fairly
Total Score		**204**	**218**	**211.9**	
Mean Score		**5.1**	**5.45**	**5.29**	**Fairly**

Data Analysis of Organization
Students' Writing Score of Post-Test
The Eightht Grade Students of SMP Negeri 40 Makassar

No	Sample	Organization		Mean Score	Classification
		Coherence	Spatial order		
1	A-1	7	7	7	Good
2	A-2	7.5	7.5	7.5	Good
3	A-3	7.5	7.5	7.5	Good
4	A-4	7	6.5	6.75	Fairly Good
5	A-5	7.5	7	7.25	Good
6	A-6	6.5	7	6.75	Fairly Good
7	A-7	6.5	6.5	6.5	Fairly Good
8	A-8	7	7	7	Good
9	A-9	6.5	6.5	6.5	Fairly Good
10	A-10	7.5	7	7.25	Good
11	A-11	7	7	7	Good
12	A-12	7.5	7.5	7.5	Good
13	A-13	7.5	7.5	7.5	Good
14	A-14	7	6.5	6.75	Fairly Good
15	A-15	7.5	7	7.25	Good
16	A-16	6.5	7	6.75	Fairly Good
17	A-17	6.5	6.5	6.5	Fairly Good
18	A-18	7	7	7	Good
19	A-19	6.5	6.5	6.5	Fairly Good
20	A-20	7.5	7	7.25	Good
21	A-21	7	7	7	Good
22	A-22	7.5	7.5	7.5	Good
23	A-23	7.5	7.5	7.5	Good
24	A-24	7	6.5	6.75	Fairly Good
25	A-25	7.5	7	7.25	Good
26	A-26	6.5	7	6.75	Fairly Good
27	A-27	6.5	6.5	6.5	Fairly Good
28	A-28	7	7	7	Good
29	A-29	6.5	6.5	6.5	Fairly Good
30	A-30	7.5	7	7.25	Good
31	A-31	7	7	7	Good
32	A-32	7.5	7.5	7.5	Good
33	A-33	7.5	7.5	7.5	Good
34	A-34	7	6.5	6.75	Fairly Good
35	A-35	7.5	7	7.25	Good
36	A-36	6.5	7	6.75	Fairly Good
37	A-37	6.5	6.5	6.5	Fairly Good
38	A-38	7	7	7	Good
39	A-39	6.5	6.5	6.5	Fairly Good
40	A-40	7.5	7	7.25	Good
	Total Score	**282**	**278**	**280**	
	Mean Score	**7.05**	**6.95**	**7.00**	**Good**

T-Test of Organization

NO	Sample	Post-test (d_2)	Pre-test (d_1)	D $(d_2 - d_1)$	d^2
1	A-1	7	5.25	1.75	3.06
2	A-2	7.5	5.25	2.25	5.06
3	A-3	7.5	5.75	1.75	3.06
4	A-4	6.75	5.25	1.5	2.25
5	A-5	7.25	5.75	1.5	2.25
6	A-6	6.75	5.25	1.5	2.25
7	A-7	6.5	5.25	1.25	1.56
8	A-8	7	5.25	1.75	3.06
9	A-9	6.5	5	1.5	2.25
10	A-10	7.25	5	2.25	5.06
11	A-11	7	5.25	1.75	3.06
12	A-12	7.5	5.25	2.25	5.06
13	A-13	7.5	5.75	1.75	3.06
14	A-14	6.75	5.25	1.5	2.25
15	A-15	7.25	5.75	1.5	2.25
16	A-16	6.75	5.25	1.5	2.25
17	A-17	6.5	5.25	1.25	1.56
18	A-18	7	5.25	1.75	3.06
19	A-19	6.5	5	1.5	2.25
20	A-20	7.25	5	2.25	5.06
21	A-21	7	5.25	1.75	3.06
22	A-22	7.5	5.25	2.25	5.06
23	A-23	7.5	5.75	1.75	3.06
24	A-24	6.75	5.25	1.5	2.25
25	A-25	7.25	5.75	1.5	2.25
26	A-26	6.75	5.25	1.5	2.25
27	A-27	6.5	5,25	1.25	1.56
28	A-28	7	5,25	1.75	3.06
29	A-29	6.5	5	1.5	2.25
30	A-30	7.25	5	2.25	5.06
31	A-31	7	5,25	1.75	3.06
32	A-32	7.5	5,25	2.25	5.06
33	A-33	7.5	5,75	1.75	3.06
34	A-34	6.75	5,25	1.5	2.25
35	A-35	7.25	5,75	1.5	2.25
36	A-36	6.75	5,25	1.5	2.25
37	A-37	6.5	5,25	1.25	1.56
38	A-38	7	5,25	1.75	3.06
39	A-39	6.5	5	1.5	2.25
40	A-40	7.25	5	2.25	5.06
N = 40		dd_2 = 280	dd_1 = 211.9	**d = 68**	d^2 =119.4
		7.00	**5.29**	**1.7**	**2.99**

1. Calculating the mean score

   Mean score of the students writing organization

   a. Mean score of pre -test

   $$Md_1 = \frac{\Sigma d_1}{}$$

   $$= \frac{211.9}{40}$$

   $$Md_1 = \mathbf{5.29}$$

   b. Mean Score of post- test

   $$Md_2 = \frac{\Sigma d_2}{N}$$

   $$= \frac{280}{40}$$

   $$Md_2 = \mathbf{7.00}$$

2. Percentage of the students' writing organization

   $$P(\%) = \frac{Md_2 - Md_1}{Md_1} \times 100$$

   $$= \frac{7.00 - 5.29}{5.29} \times 100$$

   $$P(\%) = 32.22\ \%$$

3. Test of significance difference

   Calculating the T-test value of writing organization

$$\text{M}d = \frac{\sum d}{N}$$

$$= \frac{68}{40}$$

$$\text{M}d = 1.7$$

$$t = \cfrac{Md}{\sqrt{\cfrac{\Sigma d^2 - (\frac{\Sigma d}{N})^2}{N(N-1)}}} \quad 119.44$$

$$t = \cfrac{1.7}{\sqrt{\cfrac{119.4 - (\frac{68}{40})^2}{40(40-1)}}}$$

$$t = \cfrac{1.7}{\sqrt{\cfrac{119.4 - \frac{4624}{40}}{40(39)}}}$$

$$t = \cfrac{1.7}{\sqrt{\cfrac{119.4 - 115.6}{1560}}}$$

$$t = \cfrac{1.7}{\sqrt{\cfrac{3.8}{1560}}}$$

$$t = \cfrac{1.7}{\sqrt{0.002}}$$

$$t = \frac{1.7}{0.04}$$

$$t = \mathbf{42.5}$$

Data Analisis of Students' Pre-test Writing Score
The Eighth Grade Students of SMP Negeri 40 Makassar

No	Sample	Content		Organization		Mean Score	Classification
		Unity	Completeness	Coherence	Spatial order		
1	A-1	5	5.5	5.5	5	5.25	Fairly
2	A-2	6	6.5	5	5.5	5.75	Fairly
3	A-3	6.5	6	5	6.5	6	Fairly Good
4	A-4	5.5	5	5	5.5	5.25	Fairly
5	A-5	6.5	5	5.5	6	5.75	Fairly
6	A-6	5.5	5	5	5.5	5.25	Fairly
7	A-7	6	5.5	5	5.5	5.5	Fairly
8	A-8	5	5.5	5	5.5	5.25	Fairly
9	A-9	6.5	5.5	5	5	5.5	Fairly
10	A-10	6	5	5	5	5.25	Fairly
11	A-11	5	5.5	5.5	5	5.25	Fairly
12	A-12	6	6.5	5	5.5	5.75	Fairly
13	A-13	6.5	6	5	6.5	6	Fairly Good
14	A-14	5.5	5	5	5.5	5.25	Fairly
15	A-15	6.5	5	5.5	6	5.75	Fairly
16	A-16	5.5	5	5	5.5	5.25	Fairly
17	A-17	6	5.5	5	5.5	5.5	Fairly
18	A-18	5	5.5	5	5.5	5.25	Fairly
19	A-19	6.5	5.5	5	5	5.5	Fairly
20	A-20	6	5	5	5	5.25	Fairly
21	A-21	5	5.5	5.5	5	5.25	Fairly
22	A-22	6	6.5	5	5.5	5.75	Fairly
23	A-23	6.5	6	5	6.5	6	Fairly Good
24	A-24	5.5	5	5	5.5	5.25	Fairly
25	A-25	6.5	5	5.5	6	5.75	Fairly
26	A-26	5.5	5	5	5.5	5.25	Fairly
27	A-27	6	5.5	5	5.5	5.5	Fairly
28	A-28	5	5.5	5	5.5	5.25	Fairly
29	A-29	6.5	5.5	5	5	5.5	Fairly
30	A-30	6	5	5	5	5.25	Fairly
31	A-31	5	5.5	5.5	5	5.25	Fairly
32	A-32	6	6.5	5	5.5	5.75	Fairly
33	A-33	6.5	6	5	6.5	6	Fairly Good
34	A-34	5.5	5	5	5.5	5.25	Fairly
35	A-35	6.5	5	5.5	6	5.75	Fairly
36	A-36	5.5	5	5	5.5	5.25	Fairly
37	A-37	6	5.5	5	5.5	5.5	Fairly
38	A-38	5	5.5	5	5.5	5.25	Fairly
39	A-39	6.5	5.5	5	5	5.5	Fairly
40	A-40	6	5	5	5	5.25	Fairly
	Total Score	**234**	**218**	**204**	**218**	**219**	
	Mean Score	**5.85**	**5.45**	**5.1**	**5.45**	**5.47**	**Fairly**

Data Analisis of Students' Post-test Writing Score
The Eighth Grade Students of SMP Negeri 40 Makassar

No	Sample	Content		Organization		Mean Score	Classification
		Unity	Completeness	Coherence	Spatial order		
1	A-1	7	7	7	7	7	Good
2	A-2	7.5	6.5	7.5	7.5	7.25	Good
3	A-3	7	7	7.5	7.5	7.25	Good
4	A-4	7	6.5	7	6.5	6.75	Fairly Good
5	A-5	7	7.5	7.5	7	7.25	Good
6	A-6	7.5	7	6.5	7	7	Good
7	A-7	6.5	6.5	6.5	6.5	6.5	Fairly Good
8	A-8	7	7	7	7	7	Good
9	A-9	7.5	7.5	6.5	6.5	7	Good
10	A-10	6.5	7	7.5	7	7	Good
11	A-11	7	7	7	7	7	Good
12	A-12	7.5	6.5	7.5	7.5	7.25	Good
13	A-13	7	7	7.5	7.5	7.25	Good
14	A-14	7	6.5	7	6.5	6.75	Fairly Good
15	A-15	7	7.5	7.5	7	7.25	Good
16	A-16	7.5	7	6.5	7	7	Good
17	A-17	6.5	6.5	6.5	6.5	6.5	Fairly Good
18	A-18	7	7	7	7	7	Good
19	A-19	7.5	7.5	6.5	6.5	7	Good
20	A-20	6.5	7	7.5	7	7	Good
21	A-21	7	7	7	7	7	Good
22	A-22	7.5	6.5	7.5	7.5	7.25	Good
23	A-23	7	7	7.5	7.5	7.25	Good
24	A-24	7	6.5	7	6.5	6.75	Fairly Good
25	A-25	7	7.5	7.5	7	7.25	Good
26	A-26	7.5	7	6.5	7	7	Good
27	A-27	6.5	6.5	6.5	6.5	6.5	Fairly Good
28	A-28	7	7	7	7	7	Good
29	A-29	7.5	7.5	6.5	6.5	7	Good
30	A-30	6.5	7	7.5	7	7	Good
31	A-31	7	7	7	7	7	Good
32	A-32	7.5	6.5	7.5	7.5	7.25	Good
33	A-33	7	7	7.5	7.5	7.25	Good
34	A-34	7	6.5	7	6.5	6.75	Fairly Good
35	A-35	7	7.5	7.5	7	7.25	Good
36	A-36	7.5	7	6.5	7	7	Good
37	A-37	6.5	6.5	6.5	6.5	6.5	Fairly Good
38	A-38	7	7	7	7	7	Good
39	A-39	7.5	7.5	6.5	6.5	7	Good
40	A-40	6.5	7	7.5	7	7	Good
	Total Score	**282**	**278**	**282**	**278**	**280**	
	Mean Score	**7.05**	**6.95**	**7.05**	**6.95**	**7**	**Good**

T-Test Writing Score

NO	Sample	Post-test (d_2)	Pre-test (d_1)	D $(d_2 - d_1)$	d^2
1	A-1	7	5.25	1.75	3.06
2	A-2	7.25	5.75	1.5	2.25
3	A-3	7.25	6	1.25	1.56
4	A-4	6.75	5.25	1.5	2.25
5	A-5	7.25	5.75	1.5	2.25
6	A-6	7	5.25	1.75	3.06
7	A-7	6.5	5.5	1	1
8	A-8	7	5.25	1.75	3.06
9	A-9	7	5.5	1.5	2.25
10	A-10	7	5.25	1.75	3.06
11	A-11	7	5.25	1.75	3.06
12	A-12	7.25	5.75	1.5	2.25
13	A-13	7.25	6	1.25	1.56
14	A-14	6.75	5.25	1.5	2.25
15	A-15	7.25	5.75	1.5	2.25
16	A-16	7	5.25	1.75	3.06
17	A-17	6.5	5.5	1	1
18	A-18	7	5.25	1.75	3.06
19	A-19	7	5.5	1.5	2.25
20	A-20	7	5.25	1.75	3.06
21	A-21	7	5.25	1.75	3.06
22	A-22	7.25	5.75	1.5	2.25
23	A-23	7.25	6	1.25	1.56
24	A-24	6.75	5.25	1.5	2.25
25	A-25	7.25	5.75	1.5	2.25
26	A-26	7	5.25	1.75	3.06
27	A-27	6.5	5.5	1	1
28	A-28	7	5.25	1.75	3.06
29	A-29	7	5.5	1.5	2.25
30	A-30	7	5.25	1.75	3.06
31	A-31	7	5.25	1.75	3,06
32	A-32	7.25	5.75	1.5	2,25
33	A-33	7.25	6	1.25	1,56
34	A-34	6.75	5.25	1.5	2,25
35	A-35	7.25	5.75	1.5	2,25
36	A-36	7	5.25	1.75	3,06
37	A-37	6.5	5.5	1	1
38	A-38	7	5.25	1.75	3,06
39	A-39	7	5.5	1.5	2,25
40	A-40	7	5.25	1.75	3,06
N = 40		dd_2 = 280	dd_1 = 219	**d = 61**	**d^2 = 95,2**
		7	**5.47**	**1,52**	**2,38**

1. Calculating the mean score of Speaking

   a. Mean score of pre-test

   $$Md_1 = \frac{\sum d_1}{}$$

   $$= \frac{219}{40}$$

   $Md_1 = \textbf{5.47}$

   b. Mean Score of post-test

   $$Md_2 = \frac{\sum d_2}{N}$$

   $$= \frac{280}{40}$$

   $Md_2 = \textbf{7.00}$

2. Percentage of the students' speaking accuracy

   $$P(\%) = \frac{Md_2 - Md_1}{Md_1} \times 100$$

   $$= \frac{7.00 - 5.47}{5.47} \times 100$$

   $$= \frac{1.53}{5.47} \times 100$$

   $P(\%) = \textbf{27.97\%}$

3. Test of significance difference

   Calculating the t-test value of speaking

   $$\text{M}d = \frac{\Sigma d}{\text{N}}$$

   $$= \frac{61}{40}$$

   $$\text{M}d = \mathbf{1,52}$$

   $$t = \frac{Md}{\sqrt{\dfrac{\Sigma d^2 - (\frac{\Sigma d}{N})^2}{N(N-1)}}}$$

   $$t = \frac{1.52}{\sqrt{\dfrac{95.2 - (\frac{(61)}{40})^2}{40(40-1)}}}$$

   $$t = \frac{1.52}{\sqrt{\dfrac{95.2 - \frac{3721}{40}}{40(39)}}}$$

   $$t = \frac{1.52}{\sqrt{\dfrac{95.2 - 93.02}{1560}}}$$

   $$t = \frac{1.52}{\sqrt{\dfrac{2.18}{1560}}}$$

   $$t = \frac{1.52}{\sqrt{0.001}}$$

   $$t = \frac{1.52}{0.03}$$

   $$t = \mathbf{50.66}$$

Standar Kompetensi : Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
12.1.Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional : - undangan - pengumuman - pesan singkat	1. Review tujuan komunikatif dan ciriciri kebahasaan teks fungsional pendek terkait materi 2. Menulis kalimat sederhana untuk mengundang, mengumumkan, pesan singkat dengan sopan 3. Melengkapi taeks fungsional pendek 4. Menulis teks fungsional pendek dengan cerman dan teliti	Menulis teks fungsional pendek berbentuk : - Pengumuman - Undangan - pesan singkat	Tes tulis	*Essay*	*1. Write sentences based on the situation given.* *2. Complete the text using suitable word/words.* *3. Write a text of invitation on your farewell party.*	2 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar	Sopan Cermat Teliti Kerja sama Mandiri Percaya diri
12.2.Mengungkap kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*	• Teks Essai *narrative / recount* • Ciri kebahasaan teks *narrative / recount* • Langkah retorika teks *narrative / recount*	1. Review ciri kebahasaan teks *narrative* 2. Membuat kalimat sederhana terkait teks *narrative* 3. Mengembangkan langkah retorika teks *recount* dan *narrative dengan kerja sama* 4. Membuat draft teks *recount* dan *narrative dengan mandiri* 5. Menulis teks *recount* dan *narrative* berdasarkan draft yang dibuat 6. Memajang hasil tulisan di dinding percaya diri	Menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar	Tes tertulis	Uraian	*Write a short Narrative text based on:* *a. The story you have ever read.* *b. Series of pictures given.*	4 x 40 menit	1.Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait	

DOCUMENTATION

> ➤ **PRETEST SITUATION**

(*STUDENTS' OF SMP NEGERI 40 MAKASSAR DID THEIR TEST ABOUT RECOUNT TEXT*)

➢ **TREATMENT SITUATION**

(*THE RESEARCHER EXPLAIN ABOUT RECOUNT TEXT TO THE STUDENTS*)

➢ **POSTTEST SITUATION**

(*AFTER THE RESEARCHER EXPLAINED ABOUT RECOUN TEXT, THEN THE STUDENTS' MADE SOME PARAGRAPH BY USED RECOUNT TEXT ACCORDING TO TITTLE THEY HAD CHOOSED*)

CURRICULUM VITAE

Andi Nurbaeti Widi was born on December 11, 1991 in Watampone from the marriage of her parents Andi Wahyuddin and Andi Darmawati. She is the oldest child from two sister in her family.

She started her elementary school in 1996 at SD Negeri 176 Tanabatu, Watampone Regency and graduated in 2003. Then, she continued her study at Pondok Pesantren Al-Ma'had Hadist Biru Watampone regency in 2003 and graduated in 2006. After that she continued her senior high school at SMA Negeri 1 Watampone in 2006 and graduated in 2009. Next, in the same year she was accepted at Muhammadiyah University of Makassar as a student of English Department.

At the end of her study, she could finish her thesis in 2016 entitle *Using Peer Review Strategy in Teaching Students Skill in Writing Recount Text at the Second Year Students of SMP Negeri 40 Makassar.*