IMPROVING THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPH THROUGH CLASSWIDE PEER TUTORING (CWPT) METHOD
(A Classroom Action Research at the Tenth Grade Students of SMK Mastar Makassar)

A Thesis
Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for Degree of Education in English Department

By

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ABSTRACT

Ruknuddin. 2014. ***Improving the Students' Writing Ability in Through Classwide Peer Teaching Method (A Classroom Action Research at the Tenth Grade Students of SMK Mastar Makassar).***Guided by Abd. Muin and Nunung Anugrawati.

This research aimed at finding out whether or not Classwide Peer teaching Method improve the students' in writing ability at the tenth grade of SMK Mastar Makassar

This research was a classroom action research (CAR) which consisted of two cycles in which every cycle consisted of four meetings. The location of this research was taken at the tenth grade students of SMK Mastar Makassar with the number of the subject 24 students. Instruments was writing test.

The findings of the research showed that students' mean score in writing ability in term of grammar was 55.54 in diagnostic test, 61.54 in cycle I and then, it became 72 in cycle 2 whereas in organization was 58 in diagnostic test, 70.32 in cycle I and then, it became 78.3 in cycle II. The students' writing ability 58.65 in diagnostic test, 63 in cycle I and then, it became 75.15 in cycle II. The improvement of students' writing ability from D-test to cycle I was 20.46% and Cycle I to cycle II 19.29%

Based on the result of the research above, that researcher concluded that Classwide Peer teaching Method improving the student's writing in term grammar and organization at the tenth grade students of SMK Mastar Makassar.

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بسم الله الرحمن الرحيم
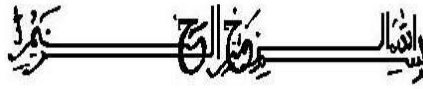
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Makassar,   Desember 2014

Ruknuddin

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CHAPTER I

INTRODUCTION

A. Background

Nowadays, in modern society, English becomes more important as a tool of communication. English as a global language sets the important role in teaching English at school from elementary school until senior high school and even in university. From these facts, students are not only expected to speak English fluently but they also have to be able to fulfill four language skills; speaking, writing, reading,and listening. These four skills are integrated and related to each other.

Terry (2009:2) argues that the reason most people never write is concerned with mistakes. Graves (1994: 54) state such mistakes are the result of their little understanding of the pre-requisite knowledge for writing, such as grammar. Writing does not merely mean applying grammatical rules; it is more students' learning to communicate their written forms without worrying in making mistakes. Indeed, they also experience problem in getting ideas, organizing ideas and developing details, choosing correct sentences, as well as maintaining paragraph unity.

Based on curriculum KTSP, all skills in teaching and learning English that are integrated each other must be learnt and taught by both students and teacher, including writing ability. Writing will help students mastering the other skills and of course mastery in English completely. Writing is one of the four skills in English that is necessary to be taught. While, many students say that writing is the most difficult one. It is caused by their ignorance about what and how to write. And there are still some teachers who haven't given their attention on this case completely. In addition, the students can not evaluate their own writing because they have

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nottrained to do, because the teacher had not had a good method to make their writing better.

Teaching writing is always related to how can the students write down their idea on writing term. So that, the students should be share with their friends who can help them to get some information about the topic that will write. It's mean that the students need partner or peer to share some information. Cuseo (2002: 10) stated that pairing structures are both an effective and efficient means for promoting students collaboration. Since a group of two represents the smallest possible group size, dyads are most likely to generate the largest amount of face to face interaction and student involvement. Pairs also provide a social context that minimizes individual anonymity and maximizes individual accountability.

Classwide Peer Tutoring(CWPT) is an instructional strategy developed to help teachers individualize instruction, while still providing students with ample opportunity to become actively engaged during instruction. In CWPT, class members are organized into student tutor pairs. Each earns points for completing their role competently. Students change roles during the day, sometimes performing as the student and sometimes as the tutor. CWPT provides the opportunity for students to practice and master what they are learning while encouraging positive social interaction among students. Twelve years of data indicate that at risk students and students with disabilities in programs using CWPT acquired literacy skills at a faster rate, retain more, and made greater advances in social competency than with a variety of standard instructional methods. Need for special education placement, as well as number of dropouts, decreased (Greenwood, 1997: 1).

Based on information from the teacher, the students have some problems related to writing ability, especially in term of grammar and organization. The

students were still lack of interest in learning writing and ability to express their own idea through writing in case of descriptive paragraph. As value of observation in the classroom the students has score 5.5, while the standard writing in curiculum is 7. This score is as a poor category. In this research the aim is to solve this problem until the students have good score. The researcher wants to develop the score at 7 targets in learning writing skill.

Considerating this problem, the researcher has an alternative to apply a teaching method to develop the students writing skill. The method isClasswide Peer Tutoring (CWPT).

B. Problem Statements

Based on the background above the researcher formulatedresearch questions as follows:

1. How is the improvement of the students' ability in writing descriptive paragraph in term of grammar through Classwide Peer Tutoring (CWPT) Method at the Tenth grade students of SMK Mastar Makassar?

2. How is the improvement of the students' ability in writing descriptive paragraph in term of organization through Classwide Peer Tutoring (CWPT) Method at the Tenth grade students of SMK Mastar Makassar?

C. Objectives of the Study

The objectives of the study were to find out:

1. The improvement of the students'ability in writing descriptive paragraph in term of grammar through Classwide Peer Tutoring (CWPT) Method at the Tenth grade students of SMK Mastar Makassar.

2. The improvementof the students'ability in writing descriptive paragraph in term of organization through Classwide Peer Tutoring (CWPT) Method at the Tenth grade students SMK Mastar Makassar.

D. Significance of the Study

The findings of this study will give valuable information not only to the language teachers but also many other parties.

1. For teachers, knowingmethod that influences the students' writing ability especiallyin writing descriptive paragraph to understand the learning process better. And also, it can help the teachers to plan on how to help and encourage students who are having problems in writing that relate with grammar and organization term.

2. From the findings, it is hoped that activities which require language learners to be master in writing.

E. Scope of the Study

The scope of the research was restricted to the teaching of writing ability. It would be conducted to the tenth grade students of SMK Mastar Makassar. The kind of text which would be observed was descriptive paragraph in terms of grammar and organization by using Classwide Peer Tutoring (CWPT) Method.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Some researchers have reported their finding concerning with Classwide Peer Tutoring (CWPT) Method to improve students' ability as follows:

1. Herianto, (2001) in his thesis, "*Improving the students' ability to write descriptive paragraph at the third year students of SLTPN 8 Palopo through Classwide Peer Tutoring (CWPT) Method*".

   He found that the significant improvement in writing could be found in cycle 1 and cycle 2. In cycle 1 the students got score of 6.90. It was higher than diagnostic test (6.90>4.67). But, it was still under the target. Finally in cycle 2, the students got score of 7.74. It was the target of this research. Therefore the use of CWPT Method was effective to increase the students' writing proficiency.

2. Taslim, (2005) in his thesis, "*Enhancing the students' writing ability in narrative text at the third year students of MAN Model Makassar through Classwide Peer Tutoring (CWPT) Method*". He found that using CWPT Method can improv the students' ability in writing. It is proved by the score of the cycle I, where content score were 29.3, organization score were 26.8. In the cycle II, where content score were 35.6, organization score were 36.8. He concludes that using CWPT Method could improve the writing ability of the students of the third year students of MAN Model Makassar.

3. Jazuli, (2007) in his thesis, "*Teaching writing to the second year students of SMA Negeri 1 Pinrang through Classwide Peer Tutoring (CWPT)*

*Method".*He found that the mean score in cycle II (76.7) were greater than the mean score in cycle I (63.5). He concludes that the use of CWPT Method in teaching writing was effective to enrich the students' ability to write at the second year students of SMA Negeri 1 Pinrang.

From previous findings above, we can compare the result of the researchers has researched the use of Classwide Peer Tutoring (CWPT) Method in improving writing. On the previous findings above the researcher explains that his research is different from Herianto's,Taslim's, Jazuli's. Although all researchers concern in writing, otherwise Herianto focus on the students' ability to write descriptive paragraph, Taslim focus on enhancing the students' writing ability in narrative text, while Jazuli focus how to teaching writing to the second year students of SMA Negeri 1 Pinrang through Classwide Peer Tutoring (CWPT) Method.

The previous finding shows that the students' writing ability to write can be improved through CWPT Method.Therefore the researcher wants to research the improvement of the students' ability in writing descriptive paragraph through Classwide Peer Tutoring (CWPT) Method. Through it method, writing in English will be more interesting and enjoyable to the students. It can guide the students towards their own ability to create a good writing. Based on the previous findings above the researcher can explain that this research is similar to Herianto, Taslim and Jazuli research. This research has some concerns with improving the students'ability especially in the elements of writing and the way to improve writing ability.

4.   Some pertinent Ideas

1. Concept of Writing

a. Definition of Writing

Oshima (1992: 2) states that writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.

Byrne (1984:1) states that writing is clearly much more than the production of graphic symbols just a speech more than the production of sounds. The symbols have been arranged according certain conventions, to form words, and words have to arrange to form sentence. As a rule, however, we do not write just one sentence or a number of sentences arranged in particular order and linked together in certain ways. Writing involves the encoding of message of some kind; that is to translate throughout into language.

From some opinion above, it can be concluded that writing is an act, or process of building the large unit of ideas, thinking, and feeling that expresses through graphic symbols, to form words, sentences, and paragraph. Writing is a part of language skill, which requires and elliptical ability in order to construct a brief and a good order of sentence.

b. The importance of writing

Byrne (1984:14) states that there are some reasons why writing is important. Those reasons are:

1. Writing is a tool for discovery. We stimulate our thought process by the act of writing and top into information image we have in our unconscious minds.

2. Writing help us organize our ideas and clarify concepts. By writing down ideas, we can arrange them in coherent form.

3. Writing down ideas allows us to distance ourselves from them and evaluate them

4. Writing helps us to absorb and process information, when we write about topics, we learn it better.

5. Writing on a subject makes us active learners rather than passive learners of information.

c. Components of Writing

Oshima and Hogue (1997: xi) define that there are five components of writing. They are content, organization, grammar, vocabulary and mechanics.

1. 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.

a. Unity in writing means that each sentencemust relate each other and support the main idea.

b. Completeness means that the main idea has been explained and develop fully completeness that controlling idea with is developed thoroughly by these of particular information.

2. Organization

Organization concerns 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,

1). Coherence

Coherence means that sticking together an in coherent essay, all theidea 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, most effective organization pattern is usually spatial;

3. Language Use

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.

4. 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 ofvocabulary, therefore they are fail to compose a good piece of writing because they are difficult to choose words. Byrne (1988:34) states that vocabulary is an area which gives the students various kinds of learning

problems, including spelling. It is also an area where it can be useful for them to have reference lists, in the form of lexical sets, such as clothes, furniture, food, etc.

5. Mechanics

Mechanics concerns with the ability to use correctly words to the written language such as using of capitalization, punctuation, spelling. It is very important to lead the readers to understand or recognize what the written means to express. The use of favorable mechanics in writing will make the readers easy to the group to conveying ideas or message of writing. The explanation as follows: 1. capitalization, the use of capitalization can clarify the ideas. If the sentences are not capitalized correctly, ambiguous and misunderstanding will appear. It also helps to differentiate from sentences to others. The words which are capitalized at beginning of: the name of people, organization, first and last word of title. 2. Punctuation. Punctuation can help the readers to identify should be taken as a unit of meaning and suggest how the units of it relate to each other. 3. Spelling. Using of spelling has three rules; they are suffixes addition, plural formation and the change of certain words. According to Tribble (1996: 43), in order to understand a specific task in writing, a writer needs require the range of knowledge which can be summarized as follow:

1. Content knowledge: knowledge of the concept involved in the subject area.

2. Context knowledge: knowledge of the context in which the text will be read.

3. Language system: knowledge of those aspects of the language system necessary for the completion of the task.

4. Writing process knowledge: knowledge of the most appropriately way of preparing for a specific writing task therefore, in order to be able to

produce a good written text, a writer shall require the range of knowledge. Besides, the writer also focuses on the macro and micro skills of writing. In addition, Nunan (1998: 37) states successful writing involves:

(a). Mastering the mechanics of letter formation;

(b). Mastering and obeying conventions of spelling and punctuation;

(c). Using the grammatical system to convey one's intended and meaning;

(d). Organizing content at the level of the paragraph and the complete text to reflect given/ new information and topic/ comment structures;

d. Types of writing

According to some experts, there are four kinds of text generally each of them is explained as follow:

1) Description

A descriptive paragraph is a paragraph that provides the readers a 'word picture" of specific person, the special places, or the look of particular object. It consists of sentences representing object arranged in space. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sounds. A good description is like a "word picture". The readers can imagine the object, the place, or person in his or her mind(Oshima and Ann Hogue, 1997: 50).

2) Narration. Narration is a story writing. When you first write a narrative paragraph or essay, you write about events in the order that they happened. In the other words you use time order to organize your sentences (Oshima and Ann Hogue, 1997: 27). When writing a narrative text, it is best to relate events chronologically. The first paragraph should set the scene and most exciting part

should come at the end. Then, the general outline for stories should be as follows: (1) before the event, (2) the event, and (3) after the event.

3) Argument

For argument, we must discover a tone that uses fact when it is relevant. We insert opinion modestly and reasonable. Allows time and space the doubts, and builds a segment argument by paragraph steps that the reader can follow.

4) Comparison and contrast.

Comparison and contrast is a kind of essay developed by comparison emphasize and similarities on likeness between people, place, or abstraction.

5. Concept of Descriptive Paragraph.

a. Definition of Descriptive Paragraph

A paragraph is a group of related sentences that develop one main idea, which is the topic of the paragraph. Each paragraph is separate unit. A paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about subject after the conclusion (Oshima and Hoque,1997:2). Oxford (1980: 298) stated that paragraph is division of a piece of writing, stated on a line

A description is an account that creates a vivid mental image. The ability to describe people, places, or objects accurately is a useful life skill. Whether we are talking with a stylist about the exact hairstyle we want, sharing a funny or startling scene from our day with a friend in an email, or reporting on the structure of a plant cell for a biology class.

Description also may include or suggest time order because a person, place, or object usually appears in a situation, or an incident usually occurs or suggests a scene.

Descriptive transition words signal that the details follow a logical order based on one or more of the following elements:

1) The arrangement in space of a person, place, object, or scene,

2) The starting point from which the writer chooses to begin the description.

3) The time frame as relevant to the description (Haines, 2007: 4).

Good descriptive writing involves showing not telling. Teach students how to write a paragraph by focusing on one item and describing it. It is the job of the reader to guess the item (Hayden, 2009: 1).

b. Characteristics of Descriptive Paragraph

According to Grow(1999:44) that the characteristics of descriptive paragraph are:

1) Description is not what you saw, but what readers need to see in order to imagine the scene, person, object, etc.

2) Description requires you to record a series of detailed observation. The success of a description lies in the difference between what a reader can imagine and what actually saw and recorder; from that gap arises a spark of engagement.

3) Use sensory language. Go light on adjectives and adverbs. Look for way to describe action.

4) Think of description as a little narrative in which the visual characteristics unfold in a natural, interesting, dramatic order.

5) Never tease readers or withold descriptive detail, unless for some strange reason that is the nature of your writing.

6) Never just describe something. The description is always part of a large point. Use the description to make your poin, or to move your story along.

Getting a mental picture of the person, place, object, scene, or situation helps a writer discover his or her point about the subject being described. To describe about certain place, we should know "Where is this detail in the scene?" and "What are the sensory details?" include sight, sound, smell, taste, touch (Haines, 2007: 6).

To make descriptive paragraph about certain place include:

a. The location of the city,

b. The population of the city,

c. What is the city/ town famous for?,

d. Special food from the city,

e. The good tourist places available in the city, and

f. The weather of the city (Sudarwati, 2007: 158).

c. Characteristics of Good Paragraph

Oshima.et., al., (1997:61) explain that a good paragraph should have four characteristics, as follows :

1) Unity, a paragraph has a unity if every sentence in it develops one central idea. When a paragraph a unity, it sticks to the topic. It develops without getting off track. This means that all developments support the topic sentence.

2) Completeness, a complete paragraph provides information well enough and it develops the truth for the reader. In complete paragraph, the writers provide the readers with restricted topic sentences and sufficient information to clarify analyze and support the main idea that which is stated in the topic. Order, in paragraph can be achieved by presenting the information of paragraph in a desirable sequence. The order information is a paragraph depends on the subject matter, the purpose of the writing, and the writer's preference.

3) Coherence mean sticking together and in paragraph can be achieved by connecting one sentence to other. Each sentence in a paragraph is closely related to the next. It takes the reader logically and smoothly from one sentence to the next so that ideas stick one another.

d. Main Parts of Paragraph

Oshima et. el. (1997:69) classified paragraph into three major structural parts namely topic sentence, supporting and concluding sentence. Those are described as follow:

1. Topic sentence

The topic sentence sates the main idea of paragraph it briefly indicates what the paragraph is going to discuss. It contains both a topic and a controlling idea. It names the topic and them limits the topic to a specific area to be discussed in the space of single paragraph. A topic sentence is a complete sentence that in contains a subject, a verb, and usually complement. The topic sentence gives only the main idea, therefore it is the most general statement in the paragraph. It does not give any specific details.

2. Supporting sentence

The supporting sentence develops the topic sentence. It explains the topic sentence by giving reasons (exemplifications), statistics and quotations.

3. Concluding sentence

The concluding sentence signals the end of the paragraph and leaves the readers with important points to remember. It serves three purposes namely, (1) it signals the end of the paragraph, (2) it summarizes the main point of the paragraph, and (3) it gives a final comment on the topic and leaves the reader with the most important ideas to think about.

6. Concept of Classwide Peer Tutoring (CWPT)

a. Definition of Classwide Peer Tutoring (CWPT) Method

There are several types of peer tutoring method that are currently being implemented in kindergarten through college class rooms, those are cross-age, reciprocal, and classwide peer tutoring method. (Delquadri, et., al., (1994: 13).

As defined by Thorpe and Wood (2000: 239), cross-age tutoring is a form of cooperative learning in which an older student, often one who can benefit from additional reinforcement, is paired with a younger student who may or may not be in need of remediation" For example, a group of eighth graders who have IEPs might be paired with a group of second graders who are average-level learners. In many of the studies involving cross-age tutoring, both peers benefit from the intervention, not only one party. In many cases, even if both students do not improve in a purely academic category such as reading achievement, they will improve their attitudes or behaviors within the classroom. Cross-age tutoring is less commonly studied because it is difficult for two different age groups of students, often from different schools, to meet on a consistent basis. This requires much planning on the parts of teachers, approval from administrators, and permission from parents. Completing all of these steps and having to manage two groups of students and two teachers' schedules can be near impossible, which is why cross-age tutoring has fewer studies completed on it.

Reciprocal peer tutoring method is defined as tutoring that enables both members of a peer tutoring pair to participate in the tutor role, which also allows each student to be the tutee Griffin (1997:1). Both students take roles of tutor (teacher) and tutee (student); in this type of peer tutoring, it is common for a higher-level student to be paired with a low-level student of roughly the same age and/or

grade level, and for the higher-level student to lead as the tutor. This step allows the tutoring activity to be modeled for the low-level student and for that student to benefit from seeing the process and receiving the information before having to be in the position of tutor. Modeling the instructor role for all students is important to the process, but modeling allows for low-level students to see the activity multiple times, both from the teacher and their partner, before having to take on the role of tutor. Reciprocal peer tutoring is the most flexible strategy, because it allows for even one pair of students to work together at a specific time, whereas the other types of peer-mediated instruction, such as cross-age peer tutoring, are much more structured and require more cooperation, planning, and time than reciprocal peer tutoring does. (Cuseo, 2002:10) states that pairing structures are both an effective and efficient means for promoting students collaboration. Since a group of two represents the smallest possible group size, dyads are most likely to generate the largest amount of face to face interaction and student involvement. Pairs also provide a social context that minimizes individual anonymity and maximizes individual accountability.

In writing learning, students needs some information to write their idea. Through pairs in teaching learning process is effective to help the students to share some information and teach each other how to make a good writing.

Classwide peer tutoring (CWPT) is one method of reciprocal peer tutoring, in which all students in the classroom are participating in peer tutoring at the same time (Menesses, 2008:3).

Many teachers feel that they do not have enough time in the school day to work one-on-one with every student. Classwide Peer Tutoring is a way for all students to get one-on-one help and enough time to practice and learn. For Classwide Peer Tutoring, every student in the class is paired with another. The teacher writes

lessons that one student uses to teach or tutor another. During the tutoring, one student explains the work to another student, asks the student to answer questions, and tells the student whether his or her answers are correct (Greenwood, 1997:1).

Classwide Peer Tutoring is an instructional strategy developed to help teachers individualize instruction, while still providing students with ample opportunity to become actively engaged during instruction. In CWPT, class members are organized into student tutor pairs. Each earns points for completing their role competently. Students change roles during the day, sometimes performing as the student and sometimes as the tutor. CWPT provides the opportunity for students to practice and master what they are learning while encouraging positive social interaction among students. Twelve years of data indicate that at risk students and students with disabilities in programs using CWPT acquired literacy skills at a faster rate, retain more, and made greater advances in social competency than with a variety of standard instructional methods. Need for special education placement, as well as number of dropouts, decreased(Greenwood, 1997:1).

Classwide Peer Tutoring helps teachers make sure that students have:

a. Someone to sit next to them and personally explain the work in a way that is just right for them not too slow and not too fast;

b. More opportunities to talk about what they are learning, to practice what they are learning, to read aloud, and to write;

c. More opportunities to ask questions when they are confused, without fear of being embarrassed in front of the whole class;

d. Someone who can tell them right away whether their answers are right or wrong; and

e. Someone to help and encourage them to finish assignments (Delquadri, et., al., 1994:1).

Classwide Peer Tutoring is helpful to students in reading, spelling, math, and writing. It is used in all grade levels from preschool to high school, and in both regular and special education classrooms. But most of the studies have been done in elementary school (Delquadri, et., al., 1994: 1).Research shows that Classwide Peer Tutoring works for all students, including students who have problems paying attention, problems learning, and problems with emotions and behavior. It even helps students who learn without problems. Classwide Peer Tutoring is very helpful for students who are "at risk" and for students whose parents and teachers worry that they will start to have problems in school.

Delquadri, et., al., (1994: 58) also study whether Classwide Peer Tutoring helps students in spelling. They find that students who scored the lowest on weekly spelling tests (getting 8 or more words wrong), started scoring as well as other students in the class (getting fewer than 3 words wrong) after their teacher started using Classwide Peer Tutoring.

DuPaul and Patricia Henningson (1993: 143) find that Classwide Peer Tutoring helps students with Attention Deficit Hyperactivity Disorder pay attention longer and stay in their seats to finish assignments.

A study by Thomas Scruggs and Lori Richter in Delquadri, et., al., (1994: 2), find that after receiving or giving tutoring, elementary-age students with behavioral problems did better in school. They especially improved in reading vocabulary and multiplication facts.

Classwide Peer Tutoring is also very helpful for students with behavioral disorders when the materials used are not too difficult materials need to match the

students' skill levels. A study by Thomas Scruggs and Lori Richter in Delquadri, et., al., (1994: 2), found that after receiving or giving tutoring, elementary-age students with behavioral problems did better in school. They especially improved in reading vocabulary and multiplication facts.

b. *What Teachers Can Do to implements Classwide Peer Tutoring (CWPT) Method*

According to Fantuzzo and Heller (1992: 2) that the teacher implements Classwide Peer Tutoring (CWPT) Method in the classroom with steps are:

1. Explain and demonstrate peer tutoring and give your class time to practice tutoring before they do it for real. Show the class how to get into pairs quickly and quietly. Show the students how to begin the lesson, how to move through the lesson, and how to finish the lesson. Then the students can practice or role-play with other students in the class just as the teachers did.

2. Teach students what good tutor and tutee behaviors are before starting Classwide Peer Tutoring. Explain how to tell their partners in a respectful way when they are wrong. Research shows that practicing these behaviors will avoid many problems later.

3. Teach students how to keep track of their partner's right answers or their own. The tutees will then see that they are getting better over time.

4. Make sure that students are tutoring with materials that are matched to their abilities. Materials that are too hard will frustrate them, and they will not be able to learn.

5. Have students tutor with new information as soon as they have learned the old material. This way they will not get bored.

6. Give all students opportunities to be the tutor, even in subjects where they have problems. They will learn from tutoring other students, and they will gain more confidence in their abilities in that area.

7. Make Classwide Peer tutoring fun – like a game. Tutors can reward their classmates with points for giving answers that are right or for making progress. Research shows that rewarding studentsconsistently helps keep them motivated.

c. *The Benefits of Classwide Peer Tutoring (CWPT) Method*

The benefits of Classwide Peer Tutoring have been found to last even when a student moves into a classroom where the teacher is not using Classwide Peer Tutoring. One group of students participated in Classwide Peer Tutoring during grades 1–4 (Delquadri, et., al., 1994: 2).

Greenwood, et., al., (1997: 55) find that in 6th grade, two years after they had stopped peer tutoring, these students were still making more progress on some parts of a basic skills test than students who had not been in classrooms with Classwide Peer Tutoring.(Delquadri, et., al., in Maheady and Jaime Gard, 2010: 72) explain the following criteria are established during initial CPWT development. The program will:

a. Not create extra work for the teacher,

b. Benefit all children in the class,

c. Use materials and resources found in existing instructional programs,

d. Supplement rather than supplant current instruction, and

e. Be conducted within existing instructional time periods

To use CWPT, the teacher organizes individual class members into tutor student pairs who work together on two "competing" teams. Students earn points for

their team by responding appropriately to the tasks presented by their tutors.Tutors earn points from the teacher based on their implementation of the tutoring role. Teachers are assisted in implementing CWPT by a manual (Greenwood, et., al.,1997: 54) described the basic procedures:

a. How to introduce and review new material to be learned,

b. Which unit content materials will be tutored,

c. How to re-assign new partners each week,

d. How to select partner pairing strategies,

e. How to carry out reciprocal roles in each session,

f. How teams compete for the highest team point,

g. How students earn individual points,

h. How tutors provide immediate error correction,

i. How to post individual and team scores,

j. How to use social rewards for the winning team.

CWPT has been used effectively to improve both basic academic skills (e.g., reading, writing, math, spelling fluency) and students' acquisition and retention of important content knowledge. When using CWPT, teachers' roles change from primary deliverers of instruction to facilitators and monitors of peer-teaching activities (Maheady and Jaime Gard, 2010: 27).

5. Conceptual Framework

INPUT
Writing Learning Process

Classwide Peer Tutoring (CWPT) Method

A Cclassroom Action Research (CAR)

Cycle I

Plannin

Action
THE USE OF CLASSWIDE PEER TUTORING (CWPT) METHOD TO DEVELOP THE STUDENTS ABILITY TO WRITE A DESCRIPTIVE PARAGRAPH

Reflectio

Observation

Cycle II
➢ Planning
➢ Action
➢ Observatio n
➢ Reflection

OUTPUT
Theimprovement of the students' writing ability

Grammar

Organization

Figure 2.1.The framework of Classwide Peer Tutoring (CWPT) Method

INTRODUCTION

A. Background

Language plays an important role in human cquire, learn and use language as a tool of communication social symbol of humanity. A language is considered to be a system of communicating with other people using sounds, symbols and words in expressing, ideas or thought (Widdowson, 1978). As Ba'dulu (2009) describes that language can have an informational function in which language is used to convey information to other persons. This language can be used in many forms through oral and written communications as well as using expressions through body language. People need language as a system of communicating to interact to other people and keep social relation among the language user. These indicate that by means of language, people can express their ideas and get information through communication.

Language learning is important for human's social development. As a language which is used by more than a half of population in the world, English is considered and applied as international language. Since then, it is very popular

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used classroom action research design. Classroom Action Research (CAR) is a method of evaluation to ascertain the required level of competence in term of knowledge, skills and personal characteristics. Classroom Action Research consists of four steps namely planning, action, observation, and reflection. There were two cycles in this research.

B. Research Setting

It covers research location, research time, and research cycle as following:

1. Research location

    This research was located in the class tenth of SMK Mastar Makassar.

2. Research Time

    This researchwas conducted in September to October2014.

3. Research Cycle

    This classroom action research conducted through two cycles to observe writing ability of students through Classwide Peer Tutoring (CWPT) Method.

C. Research Variables and Indicators

This research used two variables, they were:

1. a. Grammar

    b. Organization.

2. The Indicators.

The indicators of each variable were as follow:

a. The indicators of grammar was clearity

b. The indicators of organization was coherence

D. Research Subject

The research subject of this classroom action research was the students of the tenth grade of SMK Mastar Makassar. The researcher focused on developing the students' ability to write a descriptive paragraph in terms of grammar and organization.

E. Research Procedure

The research procedure was divided into two cycles, they were cycle one and cycle two. Each cycle consists of planning, action, observation and reflection.

1. Cycle I

Cycle I consist of planning, action, observation and reflection as follows:

a. *Planning*

In this phase, the researcher prepared:

1) The material about writing descriptive paragraph.

2) Lesson plan for four meetings about writing material.

3) Checklist observation to observe the students' activity.

4) Research instrument to observe the students' competence in writing both in grammar and organization.

b. *Action*

This section consists of four meetings and the researcher gave the writing material by using Classwide Peer Tutoring (CWPT) Method in action. The action of this cycle was described as follow:

1) The teacher explained the general description of descriptive paragraph to the students.

2) The teacher asked the students to make pair with their next sit, who one as tutor and other as tutee.

3) The teacher explained and demonstrated peer tutoring and gave the class time to practice tutoring before they do it for real. Show the class how to get into pairs quickly and quietly. Then pretend to go through writing assignment.

4) The students with her/ his partner proposed their topic by own self or they could choose of the title that the teacher has prepared before the class.

5) The teacher guided the students to pre-write to get ideas through free writing.

6) The students arranged the ideas which are got in free writing.

7) The students made rough draft by developing those ideas.

8) The students edited the rough draft to be a good paragraph.

9) The student who as a tutor controlled their partner who as tutee.

10) Tutor tracked of their partner's right answers or their own. The tutees then saw that they were getting better over time.

11) Make Classwide Peer tutoring fun – like a game. Tutors could reward their classmates with points who have a good result in descriptive writing.

12) The students collected their writing to the teacher.

13) The teacher corrected students' writing and writes the students' mistakes in the error sheet.

14) The students made better writing based on the error sheet.

15) The students collected their final writing for descriptive paragraph.

16) Gave all students opportunities to be the tutor, even in subjects where they had problems. They would learn from tutoring other students, and they would gain more confidence in their abilities in that area.

c.   Observation

Observation collecting data activity related to the learning English process which hadproblem solving and learning strategy. So, in this stage the researcher asked the students to collect their final writing, to measure the students'achievement after implementing Classwide Peer Tutoring (CWPT) Method.

d.   Revise Planning / Reflection

This phase was done to see the whole process in the cycle I as the consider matter to do the cycle II. Everything which was still lack will be improved in the cycle two. The researcher then revised the plan for the next cycle base on the weakness found in the previous cycle.

2. Cycle II

It was just like the first cycle, the second cycle plan as long four time meetings.But in this cycle the researcher focused on the stabilization of the first cycle to decrease the deficits in the first cycle. Everything that were still less in the first cycle increased in this cycle.

F.   Research Instrument.

The researcher used essay test as the instrument for collecting data to get information about the students' improvement after teaching and learning process.

G. The Procedure of Collecting Data

Data collection was conducted by the following procedures:

The researcher gave test to students to find out their improvement of students in writing a descriptive paragraph by using Classwide Peer Tutoring (CWPT) Method.

Researcher gave test to students by the following the steps:

a. Researcher prepared test material or topic for students.

b. Researcher asked students to follow all steps in Classwide Peer Tutoring (CWPT) Method to make writing.

c. Researcher gave correction to their writing based on their mistakes.

There were two components that concerns of the researcher in this research to measure. Those were grammar and organization which use criteria as follows:

1) Table 3.1 (Grammar)

Classification	Score	Criteria
Excellent	90-100	Effective complex construction, few errors of agreement, tense, number, word/order function, article, pronoun and preposition
very good	80-89	Few errors of agreement, tense, number, word/order function, article, pronoun and preposition meaning confused or obscured
Good	70-79	Dominant by errors of grammar, cannot be understood and evaluated
Fair	60-69	Virtually no mastery of sentence consist rules
Poor	0-59	Leaving connection, no grammatical

(Harmer in Najamuddin, 2010: 35).

2) Table 3.2. (Organization)

Classification	Score	Criteria
Excellent	90-100	Logical sequence clear to reader, varied use of connectives maintain the flow of ideas, well organized, cohesive
very good	80-89	Logical sequence clear to the reader, connectives lack variety, the reader can readily follow that is being said but overall organization may sometimes in effective
Good	70- 79	Sequence not clear to the reader, disjointed use of connectives Lack of logical sequence and development not fluent
Fair	60-69	Disjointed sequence, disjointed use of connectives
Poor	0-59	No apparent organization

(HarmerinNajamuddin, 2010: 35).

H. Technicaque of Data Analysis

The data analysis in the classroom action research from the test

analyzedthrough the following steps:

1. Categorizing the students' whole score, Into the following classifications

    a. Scores 90-100 was classified as excellent.

    b. Scores 80-89 was classified as very good.

    c. Scores 70- 79 was classified as good.

    d. Scores 60-69 was classified as fair.

    e. Scores 0-59 was classified as poor(Jacobs in Saleha, 2008:37).

2. Scoring the students' correct answers oftest:

$$\text{Scoring} = \frac{\text{Students' Correct Answer}}{\text{Total Number of Items}} \times 100$$

(Depdikbud in Suhartono, 2011: 33).

3. Calculating the mean score of the students' test, the researcher used the formula

:
$$\overline{X} = \frac{\sum X}{N}$$

Where:

$\overline{X}$ = Mean Score

$\sum X$ = Total Score

N = The Number of Students   (Tiro, et al,Sahriyah, 2002: 69).

4. Calculating the percentage of the students' score, the formula which used as follows:

$$P = \frac{Fq}{N} X\ 100$$

Where:

P = Rate Percentage

Fq = Frequency of the Correct Answer

N = The Total Number of Students. (Sudjana, et al. Sahriyah, 1990:85).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings of the research and its discussion. The findings of the research present the result of the improvement of the student's grammar and organization in English writing ability and the discussion of the research covers further explanation of the findings.

A. Findings

The result of observation of the students' activeness in teaching and learning process toward the application of Classwide Peer Tutoring (CWPT) Methodin improving the students' writing ability at the tenth grade student of SMK Mastar Makassar through Classwide Peer Teaching (CWPT) Method, is described as follows:

1. The Improvement of the Students' Writing Ability

The application of Classwide Peer Teaching (CWPT) Method in improving the students' writing ability deals with grammar and organization each indicator had total score and it was divided by sum of students so it resulted as means score in D-Test, cycle I, and cycle II. The improvement of the students' Grammar and Organization in writing ability can be seen clearly in the following explanation:

Table 4.1. The improvement students' writing

NO	Indicators	The student's mean Score of writing ability			Improvement (%)	
		DT	Cycle I	Cycle II	DT-CI	CI-CII
1	Grammar	55.54	61.54	72	**10.54**	**19.29**
2	Organization	58	70.32	78.3	**21.24**	**11.35**

The table 4.1 above indicates that there was improvement of the students' writing from D-Test to cycle I and cycle II, where in D-Test the students' mean score

achievement in grammar was 55.67, and mean score in organization was 58, but after evaluation in cycle I the students' mean score in grammar 61.54, and mean score in organization was 70.32. There was improvement of students' grammar from D-Test to cycle I was 10.54% and in organization was 21.14%, while in cycle II grammar mean score was 72 and organization mean score was 78.3 So the improvement of students' writing ability from cycle I to cycle II wherein grammar19.29% and 11.35% in organization, chart was presented as follows:
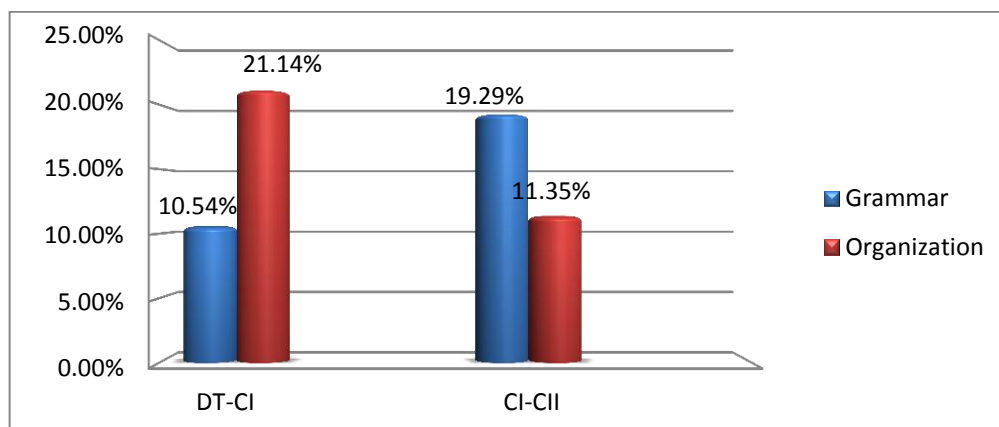
Figure 4.1. The tabulation of the students' score in writing ability

The figure 4.1 above shows the improvement of the students' writing ability in D-Test to Cycle I was 10.54% for students' grammar and students' organization was 21.14%, and in The Cycle I to Cycle II was 19.29% for students' grammar and 11.35% for students' Organization.

Table 4.2. The improvement of the students' mean score of writing ability

	Writing ability			Improvement	
	D- Test	Cycle I	Cycle II	DT to CI	CI to CII
Mean score	58.65	63	75.15	20.46%	19.29%

The table 4.2 above indicates that there was improvement of the students' writing from D-Test to cycle I and cycle II, where in D-Test the students' mean score achievement in writing ability was 58.65, but after evaluation in cycle I the students' writing ability became 63, so the improvement of students' writing ability achievement from D-Test to cycle I was 20.46 %. There was also a improvement mean score of students' grammar ability from cycle I to cycle II where the students' writing ability in cycle I was 63 and in cycle II was 75.15 that in percentage as 19.29%.

To see clearly the improvement of the students' writing ability, the following chart was presented below:
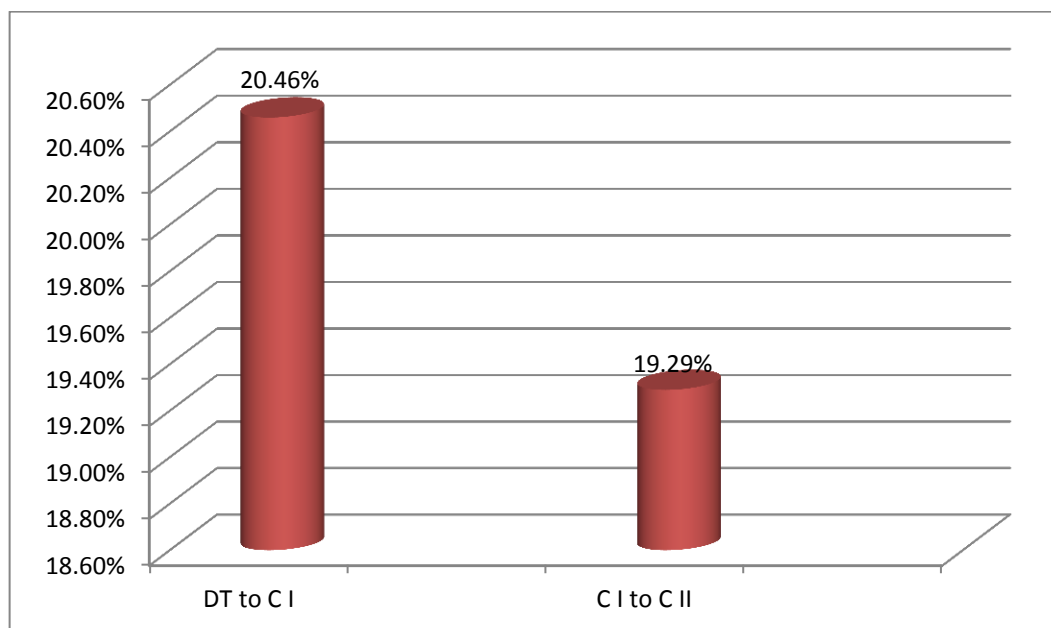
Chart 4.2: The tabulation improvement of the students' mean score writing ability

The chart above shows the improvement of the students' writing ability in DT to Cycle I was 20.46%, and Cycle I to Cycle II was 19.29%.

2. **The Classification of students' score in writing ability.**

a. **The Classification of students' writing ability**

Table 4.3. The classification score of students' Grammar

No	Classification	Score	The Students' Grammar					
			D-Test		Cycle I		Cycle II	
			F	%	F	%	F	%
1	Excellent	90-100	0	0	0	0	0	0
2	Very Good	80-89	0	0	0	0	0	0
3	Good	70-79	0	0	0	0	19	79.17%
4	Fair	60-69	3	12.50%	18	75%	5	20.83%
5	Poor	0-59	21	87.50%	6	25%	0	0

The table above shows that the percentage of the students' writing ability in term of grammar. Diagnostic Test indicated that 21 students (87.50%) got poor, 3 students (12.50 %) got fair.In the cycle I, there was 6 students (25%) still got poor, 18 students (75%)got fair, 6 students (27.27%) and none of the students for the other classification, and then the cycle II,5 students (20.83%) got fair, 19 students (79.17%) got good, none of the students for classification Excellent and Very good. The data was also shown in a chart below:
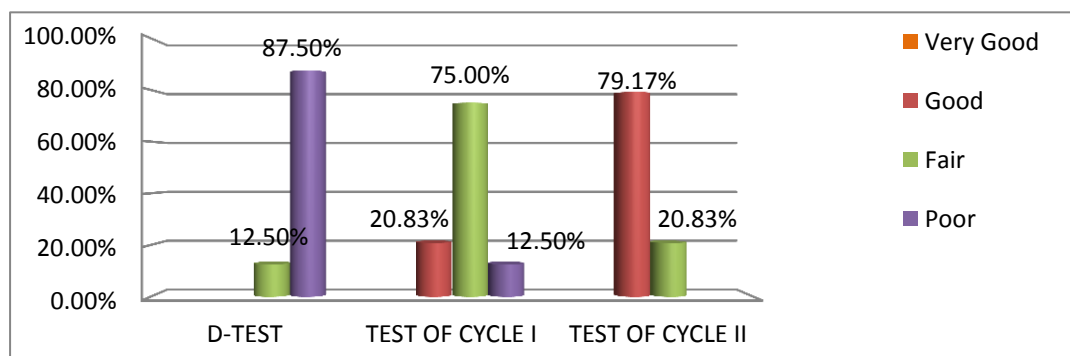
Chart 4.3: The tabulation of classification score of the students' grammar.

The chart above shows that the percentage of the students' classification scores in grammar from the ranges poor to excellent. In Diagnostic test was 87.50% students' included categorized as poor, in cycle I test to fall become to 12%. In cycle

II that classification was nothing. And then fair classification score in D-test there was 12.50% students' into categorized , while cycle I test that go up to 75%, caused that lowering by very poor classification percentage. For good classification score there was 20.83% in cycle I test, while cycle II test that rise more to 79.17%. in cycle II that categorized was remaining 20.83%.

b. The classification of students' organization

Table 4.4. The classification score of students' Organization.

No	Classification	Score	The Students' Organization					
			D-Test		Cycle I		Cycle II	
			F	%	F	%	F	%
1	Excellent	90-100	0	0	0	0	0	0
2	Very Good	80-89	0	0	0	0	0	0
3	Good	70-79	0	0	2	8.33%	24	100%
4	Fair	60-69	3	12.50%	21	87.50%	0	0
5	Poor	0-59	21	87.50%	1	4.16%	0	0

The table 4 shows that the percentage of the students' organization Diagnostic Test indicated that 21 students' (87.50%) got poor, 3 students (12.50%) got fair, and none of students for the other classification.And in cylce I,1 students (4.16%) got poor, 21 students (87.50%) got fair, 2 students' (8.33%) got good and none of the students' for the other classification. In cycle II, the entire student in the class (100%) got good classification. The data was also shown in a chart below:
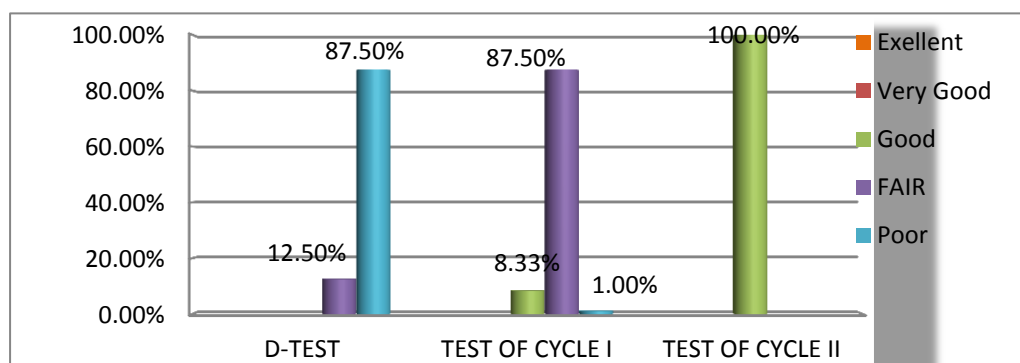
Chart 4.4: The tabulation classification score of the students' organization.

The chart 4.4 above indicates that the percentage of the students' classification scores in organization from diagnostic test was 87.50% students' in categorized as poor, in cycle I test decline become to 1.00%. In cycle II that classification was lost. And then fair classification score in D-test there was 12.50% students' into categorized as fair, while cycle I test that ascend to 87.50%, and in cycle II was 100% of students' include in good classification score.

c. **Classification score of students' writing ability**

Table 4.5. The classification score of students' writing ability.

No	Classification	Score	The Students' Writing Ability					
			D-Test		Cycle I		Cycle II	
			F	%	F	%	F	%
1	Excellent	90-100	0	0	0	0	0	0
2	Very Good	80-89	0	0	0	0	0	0
3	Good	70-79	0	0	0	0	23	95.83%
4	Fair	60-69	2	8.33%	21	87.50%	1	4.17%
5	Poor	0-59	22	91.70%	3	12.15%	0	0

The table 4.5 point out that the percentage of the students' writing ability in Diagnostic Test showed that 22 students' got poor, 2 students' got fair, and in cylce I,21 students' got fair, 3 students' got poor. In cycle II, 23 students' got good, a students' got fair, and none of the students for the other classification. To see data percentage shown in a chart below:
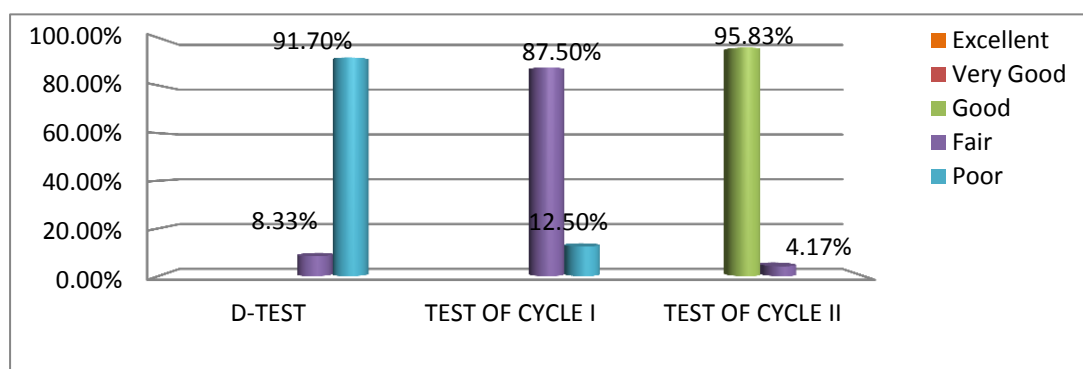
Chart 4.5: The tabulation of the students' writing ability classification score

The chart above 4.5 show up that the percentage of the students' classification scores of students' writing ability. In D-test was 91.70% students' in categorized as poor, in cycle I test there was significant decline become to 12.50%. In cycle II test that classification was nil. Fair classification score in D-test there was 8.33% students', while in cycle I test that ascend to 87.50% that effect by poor classification was to fall, in cycle II test that lowering was 4 17 %. In cycle II the most students' include in good classification score that was 95.83%.

B. Discussion

The discussion deals with the interpretation from findings result derived from of findings about the observation result of the students' pronunciation ability in terms of Grammar and organization by using Classwide Peer Tutoring (CWPT) Method.

1. The Improvement of The Students' writing Ability Dealing With Grammar and Organization

a. Grammar.

The application of Classwide Peer Tutoring (CWPT) Method in improving the students' writing ability in terms of grammar could be seen the difference by considering the result of the students' Diagnostic Test and the students' achievement after taking action in cycle I and cycle II through the application of Classwide Peer Tutoring (CWPT) Method.

The table 4.3 show that the percentage of the students' Grammar in writing Diagnostic Test indicated that 3 students (12.50%) got fair, 21 students (87.50%) got poor. After taking action in cycle I the percentage of the students' Grammar was 18 students (75%) got Fair, 6 students (25%) got poor, 5 students (27.78%) got, and

none of the students for the other classification and then the cycle II,19 students (79.19%) got good, 5 students (20.83%) got fair, 5 students (27.78%) got good, and none of the students for the other classification.

The chart figure 3 showed that the result of the students' writing ability in terms of Grammar. After applying Classwide Peer Teaching (CWPT) Method in cycle II, the result of students' Grammar was higher than D-Test and cycle I where the students' Grammar achievement in cycle II was 79.17%, categorized as good, 20.83% categorized as fair. While in cycle I was lower than cycle II where the students' grammar achievement in cycle I was 75% categorized as fair, 25% categorized as poor. In the D-Test the result was lowest where the students' grammar achievement was 12.50% categorized as fair, 8750% categorized as poor, and none of students for the other classification.

b. Organization

The classification of students' in learning writing trough application of Classwide Peer Tutoring (CWPT) Method in terms of intonation was improvement. That could be seen by the result of the students' in Diagnostic Test and the students' achievement after taking action in cycle I and II.

The table 4 showed that the percentage of the students' intonation Diagnostic Test indicated that 3 students (12.50%) got fair, 21 students (87.50%) got poor, and none of students for the other classification.

After taking action in cycle I by Classwide Peer Teaching (CWPT) Method, the percentage of the students' organization was 2 students (8.33%) got good, 21

students (87.50%) got fair, and 1student (4.16%) got poor. In cycle II, the percentage of the students' organization in writing was all of students (100%) got good.

The chart figure 4 showed that the result of the students' writing ability in terms of organization. After applying Classwide Peer Tutoring (CWPT) Method in cycle II, the result of students' organization was higher than D-Test and cycle I where the students' organization achievement in cycle II was 100% into categorized good, while in cycle I was lower than cycle II where the students' organization achievement in cycle I was 8.33% counted as good categorized., 87.50% into fair categorized. But the result of D-Test was the lowest of student's achievement that was 12.50% categorized fair, 87.50%categorized poor, and none of students for the other classification.

2. The Improvement of The Students' writing Ability Dealing With Grammar and Students' Organization

The result of the data analysis through the writing test showed that the students' writing ability in terms of grammar and organization improved significantly. It was indicated by the mean score of result of the students' D-Test was 58.65 it was classified as poor achievement. It was also lower than the mean score of the students' writing ability in cycle I that was 63 that was classified as fair than cycle II was 75.15 it was classified as good. Those scores were gotten from grammar and organization.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

1. Based on the research findings and discussions in the previous chapter it could be concluded Classwide Peer Tutoring (CWPT) Method improved the student's writing ability at the tenth grade students of SMK Mastar Makassar, in terms of grammar and organization. It was proved by the students' achievement in cycle II was higher than cycle I, where in D-test the students' mean score achievement in grammar was 55.54, after evaluation in cycle I the students' grammar becomes 61.54 and cycle II 72. The improvement of students' grammar in D-test to cycle I was 10.54 %, but in cycle I to cycle II was 19.29 %.

2. On the other hand, in terms of organization, Classwide Peer Tutoring (CWPT) Method was able to improve the students' organization. It was proved by the students' achievement in cycle II is higher than cycle I, where in D-test the students' mean score achievement in organization was 58 classified poor, after evaluation in cycle I the students' organization mean score becomes 70.32classified fair and cycle II was 78.3classified good. The improvement of students' organization in D-test to cycle I was 21.24 %, but in cycle I to cycle II was 11.35%.

B. **Suggestion.**

Based on the result of the data analysis and conclusion, the researcher proposed some suggestions as follows:

1. The researcher suggests to the English teachers to use Classwide Peer Tutoring (CWPT) Method in process teaching and learning writing, it can encourage the students' writing ability the grammar and organization to be better.

2. Researcher suggests that teachers be creative in encouraging students to take responsibility for their roles as active learning in improving their writing performance.

3. Teachers should use various teaching aid in presenting writing materials in order to avoid the boredom of the students.

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APPENDICES

APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah   : SMK Mastar Makassar
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : X/ 2
Alokasi Waktu   : 2 x 45 menit
Skill   : Writing
Pertemuan ke   : 1,2, 3 (Siklus I)

A. Standar Kompetensi

Menulis

Mengungkapkan makna teks fungsional pendek ada esei sederhana berbentuk

narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari dan

untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Mengungkapakan makna dan langkah-langkah retorika dalam esei sederhana secara

akurat, lancar, dan berterimadalam konteks kehidupan sehari-haridan untuk

mengakses ilmu pengetahuan dalam teks berbntuk narrative, descriptive, dan news

item.

C. Indikator

    a. Menggunakan kalimat simple present dalam membuat sebuah deskripsi.

    b. Menghasilkan teks berbentuk descriptive.

D. Tujuan :

    Siswa dapat:

    a. Menggunakan kalimat simple present dalam membuat sebuah deskripsi.

    b. Menghasilkan teks berbentuk description.

E. Materi Pokok / Urutan Materi

    1. Describing Person

Size/ Quality	Color	Noun
Big Thick Narrow Small Flat Kinky	Black Grey Dark Red	Hair Nose Head Cheeck

2. Describing Place

Begin your descriptive text with the identification.

    a. The name of the place/city

    b. The location

    c. Use simple present tense

Continue your writing by mentioning:

    a. The part of the place

    b. The quality of the place

    c. The characteristics of the place which make people interested to go there.

3. Teks

Berbentuk descriptive dengan menggunakan simple present tense. (buku Look Ahead An English Course 1, page 169)

F. Strategi Pembelajaran

Cooperative "Classwide Peer Tutoring (CPT) Method"

G. Media Pembelajaran :

o   Gambar

H. Langkah Langkah Pembelajaran.

Pertemuan I & II

1. Kegiatan Awal (10 Menit)

Apperception

    a. Mengucapkan salam ketika masuk ke kelas dengan ramah

    b. Menyiapkan siswa.

    c. Membaca do'a sesuai dengan agama dan kepercayaan masing masing .

    d. Mengecek kehadiran siswa

    e. Menjelaskan Materi yang akan di pelajari dan tujuan pembelajaran dengan jelas.

2. Kegiatan inti (70 Menit)

    a. Guru menjelaskan kepada siswa tentang cara mendeskripsikan seseorang.

    b. Guru menanyakan kepada siswa tentang orang yang dianggap paling berharga dalam hidupnya.

    c. Bagaimanakah ciri-ciri orang tersebut?

    d. (rasa ingin tahu)

    e. Guru meminta siswa membentuk pasangan, siswa pertama sebagai "tutor" *(tutor)* dan siswa kedua sebagai "yang ditutor" *(tutee).*

    f. Guru menjelaskan kepada siswa tentang pasangan tutor dan memberikan kesempatan kepada siswa untuk mempraktekkan sebelumnya.

    g. Setiap pasangan tutor mendapat tugas permasalahan.

Eksplorasi

- o Masing-masing pasangan tutor ditugaskan membuat paragraf deskriptif dengan cara-cara yang telah dijelaskan oleh guru 20 menit. Siswa menentukan topik atau mereka dapat memilih topik yang disediakan guru.
- o Guru menunutun siswa untuk memeulai menulis (pre-writing).
- o Siswa menyusun gagasan yang mereka peroleh di Pre-writing.
- o Siswa memulai menulis draf dengan mengembangkan gagasan mereka.
- o Siswa merevisi drafnya menjadi paragraft yang baik.
- o Siswa mengedit tulisan mereka.
- o Siswa yang sebagai tutor *(tutor)* mengontrol pasangannya yang sebagai yang ditutor *(tutee).*PT (Penugasan terstruktur) **,**(religius, rasa ingin tahu,disiplin, kerja keras)

Elaborasi

- o Setiap pasangan tutor mengumpulkan hasil diskusi mereka, dan pengamat mengoreksi hasil tulisan siswa.PT (Penugasan Terstruktur) (rasa ingin tahu,komunikatif, jujur, kreatif)

Konfirmasi

- o Setelah mengoreksi hasil kerja siswa , guru memandu organisasi dan grammar tulisan yang benar. TM (Tatap Muka) (rasa ingin tahu,komunikatif, jujur, kreatif)

3. Kegiatan akhir (10 Menit)

   a. Guru merangkum hasil presentase siswa berdasarkan tujuan pembelajaran yang dicapai PT (Penugasan Terstruktur) (kreatif)

   b. Refleksi :
   - Siswa mengajukan pertanyaan tentang hal-hal yang belum dimengerti / belum jelas.TM (Tatap Muka) (rasa ingin tahu)
4. Review dari guru tentang hal-hal yang dianggap perlu**.** TM **(**Tatap Muka) (kreatif, komunikatif)

Pertemuan III

Langkah Langkah Kegiatan

1. Kegiatan awal (10 Menit)

   Apperception

   a. Mengucapkan salam ketika masuk ke kelas dengan ramah
   b. Menyiapkan siswa.
   c. Membaca do'a sesuai dengan agama dan kepercayaan masing masing .
   d. Mengecek kehadiran siswa
   e. Menjelaskan Materi yang akan di pelajari dan tujuan pembelajaran dengan jelas.
   f. Guru menanyakan kepada siswa tentang tempat atau kota terkenal di dunia.
   g. Apakah kualitas yang dimiliki tempat tersebut yang membuat orang tertarik untuk berkunjung ke sana?(rasa ingin tahu)

2. Kegiatan inti (65 Menit)

   a. Guru menjelaskan kepada siswa tentang cara mendeskripsikan suatu tempat.
   b. Guru meminta siswa membentuk pasangan, siswa pertama sebagai "tutor" *(tutor)* dan siswa kedua sebagai "yang ditutor" *(tutee).*
   c. Guru menjelaskan kepada siswa tentang pasangan tutor dan memberikan kesempatan kepada siswa untuk mempraktekkan sebelumnya.
   d. Setiap pasangan tutor mendapat tugas permasalahan.

   Eksplorasi

   1) Masing-masing pasangan tutor ditugaskan membuat paragraf deskriptif dengan cara-cara yang telah dijelaskan oleh guru 20 menit Siswa menentukan topik atau mereka dapat memilih topik yang disediakan guru.
   2) Guru menunutun siswa untuk memeulai menulis (pre-writing).
   3) Siswa menyusun gagasan yang mereka peroleh di Pre-writing.
   4) Siswa memulai menulis draf dengan mengembangkan gagasan mereka.
   5) Siswa merevisi drafnya menjadi paragraft yang baik.
   6) Siswa mengedit tulisan mereka.
   7) Siswa yang sebagai tutor *(tutor)* mengontrol pasangannya yang sebagai yang ditutor *(tutee).*PT (Penugasan terstruktur)   (religius, rasa ingin tahu,disiplin, kerja keras)

   Elaborasi

   o Setiap pasangan tutor mengumpulkan hasil diskusi mereka, dan pengamat mengoreksi hasil tulisan siswa.PT (Penugasan Terstruktur) (rasa ingin tahu,komunikatif, jujur, kreatif)

Konfirmasi
o Setelah mengoreksi hasil kerja siswa , guru memandu organisasi dan grammar tulisan yang benar. TM (Tatap Muka) (rasa ingin tahu,komunikatif, jujur, kreatif)

3. Kegiatan akhir (10 Menit)
   a. Guru merangkum hasil presentase siswa berdasarkan tujuan pembelajaran yang dicapai PT (Penugasan Terstruktur) (kreatif)
   b. Refleksi :
      - Siswa mengajukan pertanyaan tentang hal-hal yang belum dimengerti / belum jelas.TM (Tatap Muka) (rasa ingin tahu)
4. Review dari guru tentang hal-hal yang dianggap perlu**.** TM **(**Tatap Muka) (kreatif, komunikatif)

I. Sumber Bahan :

- Grammar in Use

- Buku, Look Ahead An English Course1, For Senior High School Students year X, KTSP Standar isi 2006, Erlangga

J.   Penilaian

- Teknik : Tertulis Essay (individu)
- Aspek : Grammar dan Organization

Soal

Write a descriptive paragraph about special person in your life!

Write a descriptive paragraph about a wonderful place in South Sulawesi!

Makassar,   Desember 2014
Guru Pengajar/Mahasiswa

Ruknuddin

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: SMK Mastar Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / 2
Alokasi Waktu	: 3 x 45 menit
Skill	: Writing
Pertemuan ke	: 5, 6, 7 (Siklus II)

A. Standar Kompetensi

Menulis

Mengungkapkan makna teks fungsional pendek ada esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Mengungkapakan makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar, dan berterimadalam konteks kehidupan sehari-haridan untuk mengakses ilmu pengetahuan dalam teks berbntuk narrative, descriptive, dan news item.

C. Indikator

- Menggunakan kalimat simple present dalam membuat sebuah deskripsi.
- Menghasilkan teks berbentuk description.

D. Tujuan :Siswa dapat

- Menggunakan kalimat simple present dalam membuat sebuah deskripsi.
- Menghasilkan teks berbentuk description.

E. Materi Pokok / Urutan Materi

1. Describing Building

Begin your descriptive text with the identification.

    d. The name of the building/ hotel

    e. The location

    f. Use simple present tense

Continue your writing by mentioning:

    d. The part of the building

    e. The quality of the building

    f. The characteristics of this building/ hotel which make people interested to go there.

2. **Describing Thing**

Desiasco ⟶ De (Describing) : menyebutkan bendanya

S (Shape)   :   round,   triangle,   square,   ovale, shapeless

A (Age)   : New, Old, Ex (second)

S (Size)   : big, small, large

Co (Colour)

3. **Teks** berbentuk descriptive dengan menggunakan simple present tense. (buku Look Ahead An English Course 1, page 169)

F. Strategi Pembelajaran

Cooperative "Classwide Peer Tutoring"

G. Media Pembelajaran :

- o Gambar

H. Langkah-langkah Pembelajaran

Pertemuan V & VI

1. Kegiatan Awal (10 Menit)

Apperception

a. Mengucapkan salam ketika masuk ke kelas dengan ramah

b. Menyiapkan siswa.

c. Membaca do'a sesuai dengan agama dan kepercayaan masing masing .

d. Mengecek kehadiran siswa

e. Menjelaskan Materi yang akan di pelajari dan tujuan pembelajaran dengan jelas.

f. Guru menanyakan kepada siswa tentang bangunan bersejarah terkenal di dunia.

g. Apakah kualitas yang dimiliki tempat tersebut yang membuat orang tertarik untuk berkunjung ke sana?(rasa ingin tahu)

2. Kegiatan inti (65)
   a. Guru menjelaskan kepada siswa tentang cara mendeskripsikan suatu tempat.
   b. Guru meminta siswa membentuk pasangan, siswa pertama sebagai "tutor" *(tutor)* dan siswa kedua sebagai "yang ditutor" *(tutee).*
   c. Guru menjelaskan kepada siswa tentang pasangan tutor dan memberikan kesempatan kepada siswa untuk mempraktekkan sebelumnya.
   d. Setiap pasangan tutor mendapat tugas permasalahan.

Eksplorasi

a. Masing-masing pasangan tutor ditugaskan membuat paragraf deskriptif dengan cara-cara yang telah dijelaskan oleh guru 20 menit Siswa menentukan topik atau mereka dapat memilih topik yang disediakan guru.

b. Guru menunutun siswa untuk memeulai menulis (pre-writing).

c. Siswa menyusun gagasan yang mereka peroleh di Pre-writing.

d. Siswa memulai menulis draf dengan mengembangkan gagasan mereka.

e. Siswa merevisi drafnya menjadi paragraft yang baik.

f. Siswa mengedit tulisan mereka.

g. Siswa yang sebagai tutor *(tutor)* mengontrol pasangannya yang sebagai yang ditutor *(tutee).*PT (Penugasan terstruktur) (religius, rasa ingin tahu,disiplin, kerja keras)

Elaborasi

o Setiap pasangan tutor mengumpulkan hasil diskusi mereka, dan pengamat mengoreksi hasil tulisan siswa.PT (Penugasan Terstruktur) (rasa ingin tahu,komunikatif, jujur, kreatif)

Konfirmasi

o Setelah mengoreksi hasil kerja siswa , guru memandu organisasi dan grammar tulisan yang benar. TM (Tatap Muka) (rasa ingin tahu,komunikatif, jujur, kreatif)

3. Kegiatan akhir (10 menit)

a. Guru merangkum hasil presentase siswa berdasarkan tujuan pembelajaran yang dicapai PT (Penugasan Terstruktur) (kreatif)

b. Refleksi :

- Siswa mengajukan pertanyaan tentang hal-hal yang belum dimengerti / belum jelas.TM (Tatap Muka) (rasa ingin tahu)

4. Review dari guru tentang hal-hal yang dianggap perlu**.** TM **(**Tatap Muka**)** (kreatif, komunikatif**)**

Pertemuan VII

1. Kegiatan Awal (10 Menit)

Apperception

a. Mengucapkan salam ketika masuk ke kelas dengan ramah.

b. Menyiapkan siswa.

c. Membaca do'a sesuai dengan agama dan kepercayaan masing masing .

d. Mengecek kehadiran siswa

e. Menjelaskan Materi yang akan di pelajari dan tujuan pembelajaran dengan jelas

f. Guru menanyakan kepada siswa tentang benda-benda kesayangannya.

g. Apakah karakteristik benda tersebut?(rasa ingin tahu)

2. Kegiatan inti (65 menit)
   a. Guru menjelaskan kepada siswa tentang cara mendeskripsikan suatu tempat.
   b. Guru meminta siswa membentuk pasangan, siswa pertama sebagai "tutor" *(tutor)* dan siswa kedua sebagai "yang ditutor" *(tutee).*
   c. Guru menjelaskan kepada siswa tentang pasangan tutor dan memberikan kesempatan kepada siswa untuk mempraktekkan sebelumnya.
   d. Setiap pasangan tutor mendapat tugas permasalahan.

Eksplorasi
   a. Masing-masing pasangan tutor ditugaskan membuat paragraf deskriptif dengan cara-cara yang telah dijelaskan oleh guru 20 menit Siswa menentukan topik atau mereka dapat memilih topik yang disediakan guru.
   b. Guru menunutun siswa untuk memeulai menulis (pre-writing).
   c. Siswa menyusun gagasan yang mereka peroleh di Pre-writing.
   d. Siswa memulai menulis draf dengan mengembangkan gagasan mereka.
   e. Siswa merevisi drafnya menjadi paragraft yang baik.
   f. Siswa mengedit tulisan mereka.
   g. Siswa yang sebagai tutor *(tutor)* mengontrol pasangannya yang sebagai yang ditutor *(tutee).*PT (Penugasan terstruktur), (religius, rasa ingin tahu,disiplin, kerja keras)

Elaborasi
   o Setiap pasangan tutor mengumpulkan hasil diskusi mereka, dan pengamat mengoreksi hasil tulisan siswa.PT (Penugasan Terstruktur) (rasa ingin tahu,komunikatif, jujur, kreatif)

Konfirmasi
   o Setelah mengoreksi hasil kerja siswa , guru memandu organisasi dan grammar tulisan yang benar. TM (Tatap Muka) (rasa ingin tahu,komunikatif, jujur, kreatif)

3. Kegiatan akhir (10 menit)
   a. Guru merangkum hasil presentase siswa berdasarkan tujuan pembelajaran yang dicapai PT (Penugasan Terstruktur) (kreatif)
   b. Refleksi :
      - Siswa mengajukan pertanyaan tentang hal-hal yang belum dimengerti / belum jelas.TM (Tatap Muka) (rasa ingin tahu)

4. Review dari guru tentang hal-hal yang dianggap perlu**.** TM **(**Tatap Muka) (kreatif, komunikatif)

I. Sumber Bahan :

- Grammar in Use
- Buku, Look Ahead An English Course1, For Senior High School Students year X, KTSP Standar isi 2006, Erlangga

J. Penilaian

- Teknik : Tertulis Essay (individu)
- Aspek : Grammar dan Organization

Soal

Write a descriptive paragraph about Benteng Balannipa!

Write a descriptive paragraph about your favorite thing!

Makassar,   Desember 2014
Guru Pengajar/Mahasiswa

Ruknuddin

TEACHING MATERIAL

1. Describing People

A descriptive essay about a person should consist of:

a. An Introduction, give general information about the person, saying when, where and how you first met them (if it applies).
b. A Main body, describe their physical appearance, personal qualities and hobbies/interests.
c. A Conclusion, write comments and/or feelings about the person.

A Close Friend

Fatimah is my close friend. We always meet on a school. She is my classmate and always study together. (Introduction)

Fatimah is quite good-looking. She is tall and slim, with white skin and long dark hair. She has a great sense of style, so she always looks well-dressed even in casual clothes. Fatimah is very outgoing. She is always friendly and loves to have fun. He's got a fantastic sense of humor and she always makes me laugh. However, she can be a bit immature at times. For example, when she doesn't get what she wants, she acts childishly and stamps her feet. Fatimah likes sing. (Main Body)

All in all, I'm glad to have Fatimah as my friend. It's a pleasure to be with her and I really enjoy her company. I'm sure we'll always be close friend. (Conclusion)

2. Describing places

A composition describing a place/building should consist of:

a. Introduction giving brief information about the name and location of the place.

b. Main body giving both general and specific details about the place / building usually moving from the general features to specific ones.

    a) When describe a place you should give the overall impression by referring to landscape, buildings, landmarks, etc, and particular details (sights to see, places to go, things to do).

    b) When describe a building you should write about its surroundings (e.g. *situated in Oxford street ...)*, then give a detailed description of its exterior and interior;

c. Conclusion in which you express your feelings or opinion concerning the subject or give a recommendation.

PARIS

Paris is the capital city of France. It is one of the most beutiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many places and statues are lit up. For this reason, Paris is often called the city of Light.

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

3. Describing Building

Borobudur is Hindu - Budhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight step like stone terrace. The first five terraces are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa.

The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.
Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

4. Describe Objects

A paragraph to describe objects consists of 5 parts as follows:

    1. Function/ Use

    2. Components/ Parts

    3. Characteristics

Desiasco   ⟶   De (Describing) : menyebutkan bendanya

                                     S (Shape)   : round, triangle, square, ovale,   shapless

                                       A (Age)   : New, Old, Ex (second)

                                       S (Size)   : big, small, large

                                       Co (Colour)

    4. Position

    5. Connection between parts

My Favorite Bed Room

My bed room is about $4{\times}5m^2$. It has two bed, a buffet, a sofa, a chair, and a flower vase. All of things in my bed room are pink, because I likes this colour very much. If you come in my house, you will not find my bed room for the first time. You will past in front of my mother' bed room. After that you past in front of my brother' room and then you get a bed room. It is also near by my bed room. That's because my house is still in reparation.

Instrument Test

1. Diagnostic Test

INSTRUCTION

Write a descriptive paragraph by using your own words with free topic!

2. Test of Cycle 1

INSTRUCTION

Write a descriptive paragraph and choose one of the topics below that you think interesting!

- Special person in your life.

- A wonderful place in South Sulawesi.

3. Test of Cycle 2

INSTRUCTION

Write a descriptive paragraph and choose one of the topics below that you think interesting!

- Your favorite thing.

- Your school building.

APPENDIX IV

LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Nama Sekolah   : SMK Mastar Makassar
Tahun Pelajaran   : 2013/2014
Kelas/Semester   : XI PH1/Genap
Siklus/Pertemuan ke- : I(1, 2, 3 dan 4)

No	Kegiatan	4	3	2	1
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)				
2	Membuka pelajaran				
3	Penjelasan materi				
4	Penggunaan media/ alat peraga				
5	Antusias dalam kegiatan mengajar				
6	Pengelolahan pembelajaran				
7	Variasi / gaya mengajar				
8	Bahasa yang mudah dan jelas				
9	Memberikan kesempatan pada siswa untuk bertanya				
10	Menyimpulkan materi				

Saran:

_____
_____
_____
_____
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_____
_____
_____
_____
_____

Makassar, November 2014

Mengetahui:
Guru Pengamat,

Ruknuddin

LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Nama Sekolah   : SMK Mastar Makassar
Tahun Pelajaran   : 2013/2014
Kelas/Semester   : XI PH1/Genap
Siklus/Pertemuan ke- : II(5, 6, 7 dan 8)

No	Kegiatan	4	3	2	1
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)				
2	Membuka pelajaran				
3	Penjelasan materi				
4	Penggunaan media/ alat peraga				
5	Antusias dalam kegiatan mengajar				
6	Pengelolahan pembelajaran				
7	Variasi / gaya mengajar				
8	Bahasa yang mudah dan jelas				
9	Memberikan kesempatan pada siswa untuk bertanya				
10	Menyimpulkan materi				

Saran:

_____
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_____
_____

Makassar, November 2014

Mengetahui
Guru Pengamat,

Ruknuddin

APPENDIX V

ATENDANT LIST OF THE STUDENTIN TEACHING AND LEARNING PROCESS

No.	Students'	Jam Pelajaran								
		DT	Cycle 1				Cycle 2			
			1	2	3	4	1	2	3	4
1	A.Alfian	√	√	√	√	√	√	√	√	√
2	A.Nurjanah	√	√	√	√	√	√	√	√	√
3	Alfendi Tallo	√	√	√	√	√	√	√	√	√
4	Alfian	√	√	√	√	√	√	√	√	√
5	Arsyad	√	√	√	√	√	√	√	√	√
6	Doris Hekkel Pamaru	√	√	√	√	√	√	√	√	√
7	Firdamayanti	√	√	√	√	√	√	√	√	√
8	Haerul Imam	√	√	√	√	√	√	√	√	√
9	Ikbal	√	√	√	√	√	√	√	√	√
10	Inriani	√	√	√	√	√	√	√	√	√
11	Iskandar	√	√	√	√	√	√	√	√	√
12	Karmila	√	√	√	√	√	√	√	√	√
13	Kiki Rizki Ananda	√	√	√	√	√	√	√	√	√
14	Lidra Purwanto	√	√	√	√	√	√	√	√	√
15	Maharani	√	√	√	√	√	√	√	√	√
16	Melda Sari Mansyur	√	√	√	√	√	√	√	√	√
17	Muh. Akbar	√	√	√	√	√	√	√	√	√
18	Nova Santiana	√	√	√	√	√	√	√	√	√
19	Nirmi Sari	√	√	√	√	√	√	√	√	√
20	Nurwidya Nengsi	√	√	√	√	√	√	√	√	√
21	Renaldi	√	√	√	√	√	√	√	√	√
22	RezaHeriyanto	√	√	√	√	√	√	√	√	√
23	Riani	√	√	√	√	√	√	√	√	√
24	Yesika Falensia	√	√	√	√	√	√	√	√	√

Lelaki   : 12
Perempuan : 12

Jumlah   : 24

APPENDIX VI

THE RESULT OF STUDENTS' WRITING ABILITY

1. Diagnostic Test

No	Subjects	Students' Writing Ability		Total Score	Categories
		Grammar	Organization		
1	Stdnt 1	55	60	57.50	Poor
2	Stdnt 2	54	59	56.50	Poor
3	Stdnt 3	60	57	58.50	Poor
4	Stdnt 4	57	58	57.50	Poor
5	Stdnt 5	57	57	57	Poor
6	Stdnt 6	55	56	55.50	Poor
7	Stdnt 7	54	56	56.50	Poor
8	Stdnt 8	56	56	56	Poor
9	Stdnt 9	55	58	56.50	Poor
10	Stdnt 10	65	66	65.50	Fair
11	Stdnt 11	56	56	56	Poor
12	Stdnt 12	57	57	57	Poor
13	Stdnt 13	53	54	53.50	Poor
14	Stdnt 14	56	59	57.50	Poor
15	Stdnt 15	55	58	56.50	Poor
16	Stdnt 16	50	55	52.50	Poor
17	Stdnt 17	50	56	53	Poor
18	Stdnt 18	65	68	61.50	Fair
19	Stdnt 19	56	59	57.50	Poor
20	Stdnt20	50	58	54	Poor
21	Stdnt 21	53	55	54	Poor
22	Stdnt 22	56	58	57	Poor
23	Stdnt 23	55	57	56	Poor
24	Stdnt 24	56	59	57.50	Poor
Total Score		1336	1333	1407.50	Poor
Mean Score		55.67	58	58.65	

a. Grammar

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1336}{24}$$

$$\bar{X} = 55.67$$

b. Organization

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1333}{24}$$

$$\bar{X} = 58$$

c. Mean Score

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1405.50}{24}$$

$$\bar{X} = 58.65$$

2. Cycle I

No	Subjects	Students' Writing Ability		Total Score	Categories
		Grammar	Organization		
1	Stdnt 1	60	65	62.50	Fair
2	Stdnt 2	60	65	62.50	Fair
3	Stdnt 3	67	67	67	Fair
4	Stdnt 4	65	65	65	Fair
5	Stdnt 5	68	67	67.50	Fair
6	Stdnt 6	60	65	62.50	Fair
7	Stdnt 7	64	64	64	Fair
8	Stdnt 8	60	62	61	Fair
9	Stdnt 9	65	69	67	Fair
10	Stdnt 10	69	70	69.50	Fair
11	Stdnt 11	56	60	58	Poor
12	Stdnt 12	63	64	63.50	Fair
13	Stdnt 13	59	63	61	Fair
14	Stdnt 14	60	63	61.50	Fair
15	Stdnt 15	60	65	62.50	Fair
16	Stdnt 16	59	63	61	Fair
17	Stdnt 17	55	58	56.50	Poor
18	Stdnt 18	69	70	69.50	Fair
19	Stdnt 19	60	67	63.50	Fair
20	Stdnt20	57	60	68.50	Fair
21	Stdnt 21	58	60	59	Poor
22	Stdnt 22	60	63	61.50	Fair
23	Stdnt 23	62	65	63.50	Fair
24	Stdnt 24	61	67	64	Fair
Total Score		1477	1547	1512	Fair
Mean Score		61.54	70.32	63	

a. Grammar

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1477}{24}$$

$$\bar{X} = 61.54$$

b. Organization

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1547}{24}$$

$$\bar{X} = 70.32$$

c. Mean Score

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1512}{24}$$

$$\bar{X} = 63$$

3. Cycle II

No	Subjects	Students' Writing Ability		Total Score	Categories
		Grammar	Organization		
1	Stdnt 1	70	75	72.5	Good
2	Stdnt 2	70	73	71.5	Good
3	Stdnt 3	74	75	74.5	Good
4	Stdnt 4	73	73	73	Good
5	Stdnt 5	74	75	74.5	Good
6	Stdnt 6	70	74	72	Good
7	Stdnt 7	73	74	73.5	Good
8	Stdnt 8	68	72	70	Good
9	Stdnt 9	72	74	73	Good
10	Stdnt 10	73	79	77	Good
11	Stdnt 11	65	73	69	Fair
12	Stdnt 12	73	75	74	Good
13	Stdnt 13	70	70	70	Good
14	Stdnt 14	70	74	72	Good
15	Stdnt 15	70	77	73.5	Good
16	Stdnt 16	72	79	75.5	Good
17	Stdnt 17	65	74	69.5	Good
18	Stdnt 18	75	78	76.5	Good
19	Stdnt 19	67	75	71	Good
20	Stdnt20	73	75	74	Good
21	Stdnt 21	67	76	71.5	Good
22	Stdnt 22	70	77	73.5	Good
23	Stdnt 23	72	76	74	Good
24	Stdnt 24	70	76	73	Good
Total Score		1728	1879	1803	Good
Mean Score		72	78.3	75.15	

a. Grammar

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1728}{24}$$

$$\bar{X} = 72$$

b. Organization

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1879}{24}$$

$$\bar{X} = 78.3$$

c. Mean Score

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1803}{24}$$

$$\bar{X} = 75.15$$

APPENDIX VII

THE ENHANCEMENT OF THE STUDENTS' WRITING ABILITY

SCORE

1. **Grammar**

Diagnostic Test Score is 55.67
Cycle I Score is 61.54
Cycle II Score is 75.15

1). Diagnostic Test → Cycle I   2). Cycle I → Cycle II

$P = \frac{CI - DT}{DT}$ x 100% $P = \frac{CII - CI}{CI}$ x 100%

$P = \frac{61.54 - 55.67}{55.67}$ x 100% $P = \frac{75.15 - 61.54}{61.54}$ x 100%

$P = $**10.54%** $P = $**19.29%**

2. **Organization**

Diagnostic Score is 58
Cycle I Score is 70.32
Cycle II Score is 78.3

1). Diagnostic Test → Cycle I   2). Cycle I → Cycle II

$P = \frac{CI - DT}{DT}$ x 100% $P = \frac{CII - CI}{CI}$ x 100%

$P = \frac{70.32 - 58}{58}$ x 100% $P = \frac{78.3 - 70.32}{70.32}$ x 100%

$P = $**21.24%** $P = $**11.35%**

3. **Mean Score**

Diagnostic Score is 58.65
Cycle I Score is 63
Cycle II Score is 75.15

1). Diagnostic Test → Cycle I   2). Cycle I → Cycle II

$P = \frac{CI - DT}{DT}$ x 100% $P = \frac{CI - DT}{DT}$ x 100%

$P = \frac{63 - 58.65}{58.65}$ x 100% $P = \frac{75.15 - 63}{63}$ x 100%

$P = $20.46**%** $P = $ **19.29%**

APPENDIX VIII
THE STUDENTS' CLASSIFICATION SCORE OF WRITING ABILITY

1. **Diagnostic Test.**

No	Students' Code	Diagnostic Test			
		Grammar	**Categories**	**Organization**	**Categories**
1.	Stdnt 1	55	Poor	60	Fair
2.	Stdnt 2	54	Poor	59	Poor
3.	Stdnt 3	60	Fair	57	Poor
4.	Stdnt 4	57	Poor	58	Poor
5.	Stdnt 5	57	Poor	57	Poor
6.	Stdnt 6	55	Poor	56	Poor
7.	Stdnt 7	54	Poor	56	Poor
8.	Stdnt 8	56	Poor	56	Poor
9.	Stdnt 9	55	Poor	58	Poor
10.	Stdnt 10	65	Fair	66	Fair
11.	Stdnt 11	56	Poor	56	Poor
12.	Stdnt 12	57	Poor	57	Poor
13.	Stdnt 13	53	Poor	54	Poor
14.	Stdnt 14	56	Poor	59	Poor
15.	Stdnt 15	55	Poor	58	Poor
16.	Stdnt 16	50	Poor	55	Poor
17.	Stdnt 17	50	Poor	56	Poor
18.	Stdnt 18	65	Fair	68	Fair
19.	Stdnt 19	56	Poor	59	Poor
20.	Stdnt20	50	Poor	58	Poor
21.	Stdnt 21	53	Poor	55	Poor
22.	Stdnt 22	56	Poor	58	Poor
23	Stdnt 23	55	Poor	57	Poor
24	Stdnt 24	56	Poor	59	Poor

Calculating the students' percentage of classification score:

1) Grammar

a) "Poor" score: b) "Fair" score:

$$P = \frac{F}{N} x\ 100\%$$ $$P = \frac{F}{N} x\ 100\%$$

$$P = \frac{21}{24} x\ 100\%$$ $$P = \frac{3}{24} x\ 100\%$$

$P = 87.50\%$ $P = 12.50\%$

2) Organization

a) " Poor" score:

$$P = \frac{F}{N} x\ 100\%$$

$$P = \frac{21}{24} x\ 100\%$$

$$P = 87.50\%$$

b) "Fair" score:

$$P = \frac{F}{N} x\ 100\%$$

$$P = \frac{3}{24} x\ 100\%$$

$$P = 12.50\%$$

2. **Cycle I**

No	Students' Code	CYCLE I			
		Grammar	**Categories**	**Organization**	**Categories**
1.	Stdnt 1	60	Fair	65	Fair
2.	Stdnt 2	60	Fair	65	Fair
3.	Stdnt 3	67	Fair	67	Fair
4.	Stdnt 4	65	Fair	65	Fair
5.	Stdnt 5	68	Fair	67	Fair
6.	Stdnt 6	60	Fair	65	Fair
7.	Stdnt 7	64	Fair	64	Fair
8.	Stdnt 8	60	Fair	62	Fair
9.	Stdnt 9	65	Fair	69	Fair
10.	Stdnt 10	69	Fair	70	Good
11.	Stdnt 11	56	Poor	60	Fair
12.	Stdnt 12	63	Fair	64	Fair
13.	Stdnt 13	59	Fair	63	Fair
14.	Stdnt 14	60	Fair	63	Fair
15.	Stdnt 15	60	Fair	65	Fair
16.	Stdnt 16	59	Poor	63	Fair
17.	Stdnt 17	55	Poor	58	Poor
18.	Stdnt 18	69	Fair	70	Good
19.	Stdnt 19	60	Fair	67	Fair
20.	Stdnt20	57	Poor	60	Fair
21.	Stdnt 21	58	Poor	60	Fair
22.	Stdnt 22	60	Fair	63	Fair
23	Stdnt 23	62	Fair	65	Fair
24	Stdnt 24	61	Fair	67	Fair

Calculating the students' percentage of classification score:

A. Grammar

   1. "Poor" score: 2. "Fair" score:

$$P = \frac{F}{N} x \ 100\% \qquad P = \frac{F}{N} x \ 100\%$$

$$P = \frac{6}{24} x \ 100\% \qquad P = \frac{18}{24} x \ 100\%$$

    $P = \textbf{25}\%$ $P = \textbf{75}\%$

B. Organization

1. "Poor" score: 2. "Fair" score: 3. "Good" score

$$P = \frac{F}{N} x\ 100\% \qquad P = \frac{F}{N} x\ 100\% \qquad P = \frac{F}{N} x\ 100\%$$

$$P = \frac{1}{24} x\ 100\% P = \frac{21}{24} x\ 100\% P = \frac{2}{24} x\ 100\%$$

$P = \textbf{4.16}\%$ $P = \textbf{87.50}\%$ $P = \textbf{8.33}\%$

3. **Cycle 2**

No	Students' Code	CYCLE II			
		Grammar	**Categories**	**Organization**	**Categories**
1.	Stdnt 1	70	Good	75	Good
2.	Stdnt 2	70	Good	73	Good
3.	Stdnt 3	74	Good	75	Good
4.	Stdnt 4	73	Good	73	Good
5.	Stdnt 5	74	Good	75	Good
6.	Stdnt 6	70	Good	74	Good
7.	Stdnt 7	73	Good	74	Good
8.	Stdnt 8	68	Fair	72	Good
9.	Stdnt 9	72	Good	74	Good
10.	Stdnt 10	73	Good	79	Good
11.	Stdnt 11	65	Fair	73	Good
12.	Stdnt 12	73	Good	75	Good
13.	Stdnt 13	70	Good	70	Good
14.	Stdnt 14	70	Good	74	Good
15.	Stdnt 15	70	Good	77	Good
16.	Stdnt 16	72	Good	79	Good
17.	Stdnt 17	65	Fair	74	Good
18.	Stdnt 18	75	Good	78	Good
19.	Stdnt 19	67	Fair	75	Good
20.	Stdnt20	73	Good	75	Good
21.	Stdnt 21	67	Fair	76	Good
22.	Stdnt 22	70	Good	77	Good
23.	Stdnt 23	72	Good	76	Good
24.	Stdnt 24	70	Good	76	Good

Calculating the students' percentage of classification score :

A. Grammar
    1. "Fair" score: 3. "Good" score:

$$P = \frac{F}{N} x\ 100\% \qquad P = \frac{F}{N} x\ 100\%$$

$$P = \frac{5}{24} x\ 100\% \qquad P = \frac{19}{24} x\ 100\%$$

$$P = \textbf{20.83}\% \qquad P = \textbf{79.17}\%$$

B. Organization

1. "Good" score:

$$P = \frac{F}{N} x \ 100\%$$

$$P = \frac{24}{24} x \ 100\%$$

$$P = 100\%$$

APPENDIX IX
THE STUDENTS' CLASSIFICATION SCORE OF WRITING ABILITY

No	Students' Code	The Students' Classification Score					
		Diagnostic-Test		Cycle I		Cycle II	
		Score	Classification	Score	Classification	Score	Classification
1.	Stdnt 1	57.50	Poor	62.50	Fair	72.5	Good
2.	Stdnt 2	56.50	Poor	62.50	Fair	71.5	Good
3.	Stdnt 3	58.50	Poor	67	Fair	74.5	Good
4.	Stdnt 4	57.50	Poor	65	Fair	73	Good
5.	Stdnt 5	57	Poor	67.50	Fair	74.5	Good
6.	Stdnt 6	55.50	Poor	62.50	Fair	72	Good
7.	Stdnt 7	56.50	Poor	64	Fair	73.5	Good
8.	Stdnt 8	56	Poor	61	Fair	70	Good
9.	Stdnt 9	56.50	Poor	67	Fair	73	Good
10.	Stdnt 10	65.50	Fair	69.50	Fair	77	Good
11.	Stdnt 11	56	Poor	58	Poor	69	Fair
12.	Stdnt 12	57	Poor	63.50	Fair	74	Good
13.	Stdnt 13	53.50	Poor	61	Fair	70	Good
14.	Stdnt 14	57.50	Poor	61.50	Fair	72	Good
15.	Stdnt 15	56.50	Poor	62.50	Fair	73.5	Good
16.	Stdnt 16	52.50	Poor	61	Fair	75.5	Good
17.	Stdnt 17	53	Poor	56.50	Poor	69.5	Good
18.	Stdnt 18	61.50	Fair	69.50	Fair	76.5	Good
19.	Stdnt 19	57.50	Poor	63.50	Fair	71	Good
20.	Stdnt20	54	Poor	68.50	Fair	74	Good
21.	Stdnt 21	54	Poor	59	Poor	71.5	Good
22.	Stdnt 22	57	Poor	61.50	Fair	73.5	Good
23.	Stdnt 23	56	Poor	63.50	Fair	74	Good
24.	Stdnt 24	57.50	Poor	64	Fair	73	Good
Total Mean Score		**58.65**	**POOR**	**63**	**FAIR**	**75.15**	**GOOD**

Calculating the students' percentage of classification score:

A. **Diagnostic Test**

1). **"Fair" Score:**

$$P = \frac{F}{N} x\ 100\%$$

$$P = \frac{2}{24} x\ 100\%$$

2). **"Poor" Score:**

$$P = \frac{F}{N} x\ 100\%$$

$$P = \frac{22}{24} x\ 100\%$$

$P = 8.33\%$ $P = 91.7\%$

B. Cycle I

1). "Fair" Score: **2). "Poor" Score:**

$P = \dfrac{F}{N} x\ 100\%$ $P = \dfrac{F}{N} x\ 100\%$

$P = \dfrac{21}{24} \text{ x } 100\%$ $P = \dfrac{3}{24} \text{ x } 100\%$

$P = 87.50\%$ $P = 12.50\%$

C. Cycle II

1). "Good" Score: **2). "Fair" score:**

$P = \dfrac{F}{N} x\ 100\%$ $P = \dfrac{F}{N} x\ 100\%$

$P = \dfrac{23}{24} \text{ x } 100\%$ $P = \dfrac{1}{24} \text{ x } 100\%$

$P = 95.83\%$ $P = 4.17\%$

DOCUMENTATION

CURRICULUM VITAE

Ruknuddin was born on September, 14th 1990 in Pinrang-South Sulawesi. He has two sisters and two brothers. His father is Sulaeman Latangki Kinatta and mother is Nursiah Samaila. He graduated his elementary school in 2003 at SDN 171 Pinrang. He continued his study at SMP Negeri 4 Pitampanua-Pinrang and graduated in 2006. His senior high school was at SMA 1 Pinrang and graduated in 2009. He was accepted at Makassar Muhammadiyah University as a student of English Education Department.