

**THE USE OF CALIBRATED PEER REVIEW METHOD TO IMPROVE  
STUDENTS' WRITING ABILITY**

*(A Pre - Experimental Research at the Tenth Grade Students of  
SMP SOMBA OPU, Kab. Gowa)*



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah  
University of Makassar in Partial Fulfillment of the Requirements  
For the degree of Sarjana Pendidikan*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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## MOTTO AND DEDICATION

*Sesungguhnya Bersama Kesulitan Itu Ada Kemudahan”*

*( QS. Al Insyirah: 6)*

The best sword that you have is limitless patience.

**The best sword that you have is limitless patience.**

**THIS SIMPLE WORK IS RESPECTFULLY DEDICATED TO:**

**my beloved parents , my beloved siblings, all of my family , and my  
friends who always support and be there as long as I need**





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2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
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Demikian perjanjian ini saya buat dengan penuh kesadaran.

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## ABSTRACT

**ENI WINDARTI**, 2018. *The Use of Calibrated Peer Review Method To Improve Students' Writing Ability (A Pre-Experimental Research at the Tenth Grade Students of SMP SOMBA OPU, Gowa)* under the thesis of English Department the Faculty of teacher training and education, Makassar Muhammadiyah University. Guided by H. Bahrhun Amin Hum and Dra. Radiah Hamid, M.Pd.

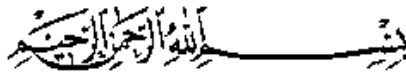
This research aimed at finding out students' writing ability in terms of content (unity and completeness) and organization (coherence and spatial order) by using Calibrated Peer Review Method at Tenth Grade Student of SMP SOMBA OPU, Gowa.

This research used a Pre-experimental Research. It conducted a treatment where the class consisted of sixth meeting. The population of this research was the Tenth Grade Students of SMP SOMBA OPU in the Academic Year of 2017/2018. It used Total Purposive Sampling Technique. The research instrument used writing test. In pre-test, the students wrote about describing people ( B.J. Habibi) and describing building ( Balla Lompoa Museum). In post-test, the students wrote about describing people ( Dian Sastro) and describing building (fort Rotterdam) . the researcher gave 30 minutes to do the text.

The researcher findings indicated that achievement of the Tenth Grade of SMP SOMBA OPU was improved after using Calibrated Peer Review Method. It was proven by mean score of content in pre-test was 59.5 and post-test 70.75, the improvement of content was 18.90%. While, the mean score of organization in pre-test was 57.91 and post-test 70.83, the improvement of organization was 22.29%. It means that there was a significant difference between pre-test and post-test. Based on the research finding, the researcher concluded that the teaching English by using Calibrated Peer Review Method can improve the students' writing ability at.....



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*On name from God, Best of all Gracious, Best of all merciful*

Thank God, express writer thank you so much for gratitude Allah *Subhana Wata ' ala* to bless and mercy on writer up to process until thesis finish writing this. Shalawat and greeting most makes towards final that choose religious order carrier, Prophet muhammad *Sallallahu Alaihi Wasallam* , who have her best particular everything to complete all process of this work.

In writing this thesis writer subsidy a lot of handicap, so writer realised that thesis that of a lot of fault and weakness. That becomes perfect, needs corrective writer and tips. Writer would like to say thank you so much for who gave advices, tips, and helps goes to to write as follows:

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Makassar, April 2018

The Researcher

ENI WINDARTI



## TABLE OF CONTENTS

	Page
COVER .....	i
TITLE PAGE .....	ii
APPROVAL SHEET .....	iii
CONSELING SHEET .....	iv
SURAT PERNYATAAN .....	v
SURAT PERJANJIAN .....	vi
ABSTRACT.....	vii
AKCNOWLWDGEMENTS .....	viii
TABLE OF CONTENTS .....	ix
LIST OF TABLES .....	xii
LIST OF CHARTS .....	xiii
LIST OF APPENDICES .....	xiv
<b>CHAPTER I : INTRODUCTION .....</b>	<b>1</b>
A. Background .....	1
B. Research Problem.....	3
C. Objective of the Research .....	4
D. Significance of the Research.....	4
E. Scope of the Research.....	4
<b>CHAPTER II : REVIEW OF RELATED LITERATURE .....</b>	<b>5</b>
A. PREVIOUS RELATED FINDINGS .....	5
B. SOME PERTINENT IDEAS .....	5



1. The Concept of Writing .....	6
a. Definition of Writing .....	6
b. Component of Good Writing .....	7
c. The Types of Writing .....	11
d. The Characteristic of Good Writing.....	13
e. Process of Writing .....	14
2. The Concept of Calibrated Peer Review Method (CPR).....	17
a. Definition of Calibrated Peer Review Method .....	17
b. Teaching English Writing by Using a Calibrated Peer Review.....	21
c. Advantage of Calibrated Peer Review in Writing.....	22
C. THE CONCEPTUAL OF FRAMEWORK .....	23
D. RESEARCH HYPOTHESIS.....	24
<b>CHAPTER III : RESEARCH METHOD .....</b>	<b>25</b>
A. Research Design .....	25
B. Research Variable and Indicators.....	27
C. Population and Sample .....	28
D. Research Instrument .....	28
E. Data Collection .....	31
F. Technique of Data Analysis.....	31
<b>CHAPTER IV: FINDING AND DISCUSSION .....</b>	<b>36</b>
A. Findings .....	36
B. Discussion .....	43
<b>CHAPTER V: CONCLUSION AND SUGGESTION .....</b>	<b>48</b>



A. Conclusion .....	48
B. Suggestion .....	49
<b>BIBLIOGRAPHY .....</b>	<b>50</b>
<b>APPENDICES</b>	
<b>CURRICULUM VITAE</b>	



## LIST OF TABLES

	<b>Page</b>
Table 4.1 The Mean Score and Improvement of the students' Writing Ability in Term of Content in Descriptive text .....	35
Table 4.2 The Classification of the Students' Writing Ability in Term of Content.....	37
Table 4.3 The Mean Score and Improvement of the Students' Writing Ability in Term of Organization in Descriptive Text.....	38
Table 4.4 The Classification of the Students' Writing Ability in Term of Organization.....	40
Table 4.5 T-test Value of the Students' Writing Ability to Write Descriptive Text.....	41



## LIST OF CHARTS

	<b>Page</b>
Figure. 4.1: The Mean Score and Improvement of the Students' Writing Ability in Term of Content in Descriptive Text .....	36
Figure. 4.2: The Mean Score and Improvement of the Students' Writing Ability in Term of Organizationt in Descriptive Text.....	39



## **LIST OF APPENDICES**

Appendix 1: Lesson Planning

Appendix 2: Teaching Material

Appendix 3: Instrument Pre-test

Appendix 4: Instrument Post-test

Appendix 5: Data Analysis



## **CHAPTER I**

### **INTRODUCTION**

This chapter deals with background, problem statement, objective, significance and the scope of the research.

#### **A. Background**

Writing is a complex process that allows writers to explore thought and ideas, and make them visible and makes thought available for reflection. When thought is written down, ideas can be examined reconsidered, added, rearrange, and change. Writing is admitted widely as one of the most difficult skills that students ever do, either in foreign language or in their native language.

The most difficult part of writing in obtained start is when the learners do not usually had a clear idea, and do not know what to write. When the teacher asked to do assignment the students are confused what they want to write. It is scary that we had to sit down facing a sheet of paper without an idea and do not know how to start and how to gather and develop ideas, etc.

There are many methods and techniques in teaching and learning writing. The technique of learning, influence the student interest to learn. If the method of teaching English is suitable for the students, they enjoy it. So, the students enhance their ability in the language. Besides that, the teacher gathers some information about the students' progress and then doing the evaluation to measure



the students' achievement. It is better to give the students some assessment to measure their achievement in writing.

Calibrated Peer Review is proving a very effective tool for presenting an engineering design process, teaching multi-staged writing, encouraging students. (Patricia, 2005). Calibrated Peer Review provides a mechanism for students to practice higher order work skills such as synthesis, analysis and evaluation. In writing, the students synthesize, organize and articulate their understanding. The peer reviewing process then allows them to confront other ways of thinking about the topic and to refine and reflect on their own understanding. Falchikov, (2000:28F.322), states that Calibrated Peer Review is a program that allows teacher to incorporate frequent writing assignments into their courses, regardless of class size, without increasing their grading workload.

Based on the information from the teacher of SMP SOMBA OPU, the some problems related to the teaching and learning of the writing ability. Firstly, students are confuse when they are asked to write, for example to write paragraph. Secondly, they do not know how to start and what they want to write first. As the second consequence, the students only keep silent and others are talk, the class becomes noisy so they are unmotivated to complete the task. Thirdly, in the teaching of the writing ability, the teacher mostly focuses on ask students to arrange jumble words or sentences and complete a dialogue or paragraph. Fourthly, teacher also give writing practices in English and guidance to the students to revise to content and the language of their writing since the teacher emphasizes her/his teaching on products.



Finally, the students are not active-creative students since the teacher rarely as facilitator, guide, and motivator in the teaching and learning process. Beside that, based on the data source indicate that the students' mean score was still low. The researcher wants to improve the students' writing ability.

Based on the condition above, it is necessary to create a strategy that can involve both the teacher and the students to participate in the learning activities. One of the strategies that can be used in order to help the students in gather and develop their ideas in writing is Calibrated Peer Review Method. From the explanation above, the researcher would like conduct a research *To the Use of Calibrated Peer Review Method to Improve the Student' in Writing Descriptive Text at the Tenth Grade of Students' SMP SOMBA OPU , kab. Gowa.*

## **B. Research Problem**

Based on the previous description, the researcher formulates research:

1. How does the use of Calibrated Peer Review Method improve the students writing in term of content in descriptive text at the Tenth Grade Student of SMP SOMBA OPU?
2. How does the use of Calibrated Peer Review Method improve the students writing in term of organization in descriptive text at the Tenth Grade Student of SMP SOMBA OPU?



### **C. Objectives of the Research**

In relation to the research problem, the objectives of the research are to find out whether or not:

1. The use of Calibrated Peer Review Method Improves the students' content in writing ability.
2. The use of Calibrated Peer Review Method Improves the students' organization in writing ability.

### **D. Significance of the Research**

Theoretically: by using Calibrated Peer Review Method, it is hoped that the teacher able to motivate the students to learn especially in writing subject, so that the writing ability of the students can be improved.

Practically: the results of the research is expected to be valuable information and give a meaningful contribution for teachers in learning process to create a good strategy and to motivate the students to be interested in learning English.

### **E. Scope of The Research**

The research was restricted to use calibrated peer review method in order to improve students' ability. The researcher would focus on content and organization in writing. The researcher would cover unity aspect in content and coherence aspect in organization. Descriptive text was used to collect the data of the first year students in SMP SOMBA OPU, Gowa.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous of Related Finding**

Some researchers have conducted relation to the study of writing ability.

They are as follows:

1. Yanti 2012 in her research, *Improving the Students' Writing Ability by Using Calibrated Peer Review Method at the First Year Students of SMK Muhammadiyah Bontoala Makassar*, found the improvement of the students' writing ability that coped with content and organization. On the cycle I the students' mean score had improved become 6.36 and in the cycle II the students' mean score became 7.51. It meant that the improvement of students' writing ability from D-Test to cycle I was 17.78%, cycle I to cycle II was 17.96%.
2. Arman 2014 in his research, *Improving the Student Writing Ability by Using Critical Thinking Method at the Tenth Grade Students' of SMP Handayani Sungguminasa, Gowa* found out by critical thinking method in teaching descriptive text can improve the student writing ability at the seventh grade students' of SMP Handayani Sungguminasa, Gowa. The method of his research was classroom action research that consisted of two cycles.
3. Salma. 2005:7. in his research, *Improving the Students' Ability to write Calibrated Text through the Use of group Investigation*



*Method at the First Year Students of SMP Bontomarannu Kab. Gowa.* Found out by use the group investigation method with achievement on writing Calibrated Peer Review Method text has successes to improve the students' achievement in writing ability text at SMP Bontomarannu.

From the previous related research findings above, the researcher found that there are some similarities and the differences with this research. There are some similarities in this research , those are in writing ability to improve calibrated peer review text but the differences with this research is the previous researcher used Class Action Research in Junior High School and Vocational High School than this research use a pre-experimental research in Senior High School.

## **B. Some Pertinent Ideas**

### **1. The Concept of Writing**

#### **a. Definition of Writing**

Another statement about writing skill comes from Wilddowson (1985:34) states that writing is a communicative activity and is carried out in accordance with certain general principal in which underline the use of language in communication.

Lindbolm (1983:3) gives definition of writing as studying to focus our mind on important matters, and learning about them. By this activity, a person can find the solution of difficult problem, master the fact even by



writing, a person can also communicate their mind that cannot be done through other way. We can say that writing is the act of expressing something through the application of language system. So, when we write, there are two problematic areas namely “what to write and how to write it”. It is then understandable that language method are meant as the ability to manipulate the rules of language conventionally, while extra linguistic system or knowledge of the world refers to what the writer knows about the subject to write.

Graham and Perin (2007:3) explain that writing well is not just an option for young people-it is a necessity. Writing skill is predictor of academic success and a basic requirement for participation in civic life in the global economy, while Writing is not a simple language skill to perform because of it is large areas that must be involve. In producing a piece of writing, linguistic competence and extra linguistic competence are always involved. The fact is that writing is not only a means of expression, but it is also an essential criterion of competence in any field. This means that to write is to seek expression or to have something to say through the application of linguistic system.

#### **b. Component of Good Writing**

Jacob in Ismayanti (2008:22) points out five kinds of components in writing. They are content, organization, language use, vocabulary, and mechanics



## 1. Content

The content of writing can be clear for the readers, so that the readers can understand the message convey and gain information from it. In order to have a good content of writing, its content should be well unified and complete. This term is usually known as unity and completeness, which become characteristic of good writing.

### 1). Unity

The writing regards to have good unity, if it has some main ideas and the sentences contain in it develop that idea. The main idea is state in the topic sentences and each or every support sentences and relate to that idea of the topic sentences. If a writer wants his writing is unified, he or she can not include the sentences that do not support the main idea of the topic sentences

### 2). Completeness

Writing is saying to have completeness if the main idea have explained and develop fully completeness. The controlling idea with develop thoroughly by these of particular information. It is relative to know how complex or general the topic sentences by have a complete writing. It is expect that the content of writing will be clear and understandable for readers.



## 2. Organization

In organization of the writing concern with the ways through which the writer arranges and organizes the ideas in order to convey the message in the words. There are many ways used by the writers to organize or arrange the writing. This organization is mainly recognized as order. There are two parts of organization in this case, they are below:

### 1) .Coherence

Coherence means that sticking together and in coherence of an essay, all the ideas stick together. A coherence paragraph is each idea in a supporting sentence related to the topic sentence or the idea. One in which the ideas are put in the right order and never confuse. This makes the writers through an essay to follow sentence paragraph.

### 2). Spatial Order

If the purpose of the paragraph is to tell them something, the most effective organization pattern is usually spatial, if the writers write a description of a neighborhood, a room, or a building that they want the readers to have a mental picture of what they are describing. A house or building, they will probably describe the exterior and the interior of the building by moving systematically rather than haphazardly over the scene, convey the viewer of the overall plan arrangement of the scene.



### 3. Language Use

Coke in Ismayanti (2002: 15) states that language use in writing description and other forms of writing involve correct usage and point of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, use modifier or adjective, adverbs, and participles in the writing, a modifier may other be a phrase.

A single, well-chosen- modifier is often more effective than several use together. If it is difficult to describe with over used or warn-out modifier, find more interesting synonyms, in the dictionary.

### 4. Vocabulary

Vocabulary is one of the language aspects dealing the process of writing. The writer always thinking about put the words into the sentences and put the sentences into the paragraph until they can create a piece of writing. It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without have a lot of vocabulary.

Vocabulary as one of the important components of writing shall take in to consideration by the English leaner and English teacher, because there is a doubt that learning the words of the language.



## 5. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand, to recognize immediately. The use of favorable mechanic in writing will make readers easy to group the convey ideas or the message to the written materials.

### c. The Types of Writing

In writing there are some types according to Furman, and Robinson (2003), those are:

#### 1) Narration

Oshima and Hogue (1997) explains that narration is story writing. When you wrote a narrative paragraph or essay, you write about events in the order that they happened. In other words, you use time order to organize your sentence. In the model essay, the writer uses time order to divide the essay into paragraphs. An outline of the essay narration would like this: *orientation, complication, and resolution*.

#### 2) Description

Oshima and Hogue (1997) explains that descriptive writing to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is like a “word picture”, the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen”



clearly in the mind of the reader. In a description, writers often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space. An outline of description would like this: *introduction, body, and conclusion.*

### 3) Recount

Recount is a text which retells events or experience in the past. Its purpose is to retell events. The generic structures of recount are orientation-events-re-orientation. It has a similarity with the generic structures of narrative. The differentiated of recount text with narrative text only is in events. There is no complication in recount.

#### a.) Explaining a Process

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

#### b) Stating an Opinion

An explanatory composition may express an opinion and explain why others should explain why others should accept that



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

c) Stating a Definition

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

**d. The Characteristic of Good Writing**

There are some characteristics of good writing as Edelstein, and Prival. (1980). state as follows:

- 1) Good writing reflects the writing skill to organize the material into coherence whole so that it moves logically from a sentence, dominate idea, to the supporting and finally to consistent ending, conveying to the reason sense of a well thought put plan.



- 2) Good writing reflects the writer skill to write the interest readers in subject and demonstrate a thought sound understanding of it.
- 3) Good writing reflects the writer skill to criticize the draft and revise it. Revision is the key of effective writing.
- 4) Good writing reflects the writer skill to use the approach vice suit the purpose and audience of the occasion.

**e. Process of Writing**

This section includes a description of the activities leading to the writing of the previous essay. These activities include prewriting, writing and re-writing.

1) Prewriting

Graham and Perin (2007: 18) explain that pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Engaging the students in such activities before they write a first draft improves their quality of their writing. Prewriting activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write.

Alexander (1980: VI-3) states that in this section, the students are required to cluster or list what they know for each topic before deciding on one topic as the subject of their report of information essay. Some students list subtopics for two or three



choices and then select the topic that yield the greatest number of subtopics.

Oshima dan Hogue (1981) states that brainstorming is prewriting activity in which you come up with a list of ideas about a topic on your own in small groups with your classmates.

Students' are easily to write our ideas when students' thought about a general topic or specific topic. Therefore, Follow show to brainstorming steps:

- a) Students' write down general topic or specific topic.
- b) Students makes a list everything that comes to mind about it.
- c) Use words, phrase, and/or sentences. Don't worry about the order of ideas, mechanics, grammar, or spelling.
- d) Students' just keep writing down whatever comes to thought until a students' to run out of ideas. Because students' are only brainstorming, don't be concern if you repeat several ideas.

## 2) Writing

Graham and Perin (2007: 20) state that the process of writing approach stress activities that emphasize extend opportunities for writing. Writing for real audiences, self-reflection, personalize, instruction and goals, and cycles of planning, ad reviewing.



According to Oshima dan Hogue (1981: 85) state that there are several steps in writing process as follows:

- a) Prewritten to get previous ideas
- b) Organize the ideas
- c) Write the rough draft
- d) Editing the rough draft
- e) Write the second draft
- f) Write the final draft

### 3) Rewriting

At the stage of the process you will need to work more carefully. Read what you have written and repair it as you can. Finally, when you are satisfy that your writing is clear and correct, write it out its final form. Write carefully. Make your work as neat as possible.

Writing learning in SMP SOMBA OPU, is related to the curriculum in senior high school, the student writing about descriptive text accordance with the topic, like as describing people, describing place, describing animals, and describing building.



## **2. The Concept of Calibrated Peer Review Method (CPR)**

### **a. Definition of Calibrated Peer Review Method**

Calibrated Peer Review is a discipline, independent, instructional management tool, enable a teacher to make frequent writing-reviewing assignment that clarify students' knowledge of concept through writing and refine their depth of understanding through in a calibrated peer review assignment the students write short essays on a specific topic guide questions focus both the direction that students shoot take in organizing their thoughts for the essay and courage critical thinking about the topic.

During the Winter Quarter of 2005, Earthed modifies to allow students to review each others' papers according to the Calibrated Peer Review Method. With this method, students score 3 instructor prepared papers, 3 of their peers' papers and their own paper. The Following outline describes the elements of a peer review writing assignment.( Falchikov, N. Goldfinch. J. 2000.)

1. Element of the assignment:
  - a) The assignment description.
  - b) A scoring rubric that students will use to score papers.
  - c) Three reference (or "calibration") papers, scored by the instructor.
  - d) Other resources, instructions, etc. that students need to complete the assignment.



e) For a data intensive explorations, a list of links or resources to allow acquisition of data or data representations.

2. To do the assignment, the student:

a) Begin to write.

b) Begins review of reference papers. (students are prompt if their average item grade for a “heading” differs from the instructor set value by more than a preset range, and are allow to revise their scores)

#### **b. Approaches of Calibrated Peer Review Method (CPR)**

The CPR approach to peer review is based on the way scientists and engineers assess the accuracy of observations and approach the evaluation of one another’s work. According to Furman, and .;Robinson, (2003) there was three approaches of CPR method. The approaches are:

1. CPR alleviates the pressure on sensitive students by adopting the scientific community’s “double-blind” review process, during which both the author and the evaluator remain anonymous.

2. CPR ensures that student feedback is consistent and reliable by taking its cue from the “calibration” techniques that laboratory scientists use to obtain accurate measurements.

3. CPR program initially guides students through a series of calibration exercises intended to hone their critical-thinking skills



and establish standard criteria for reviewing before they are allowed to read and assess the work of their peers.

CPR can be seen as a direct response to the perceived shortcomings of the online tutorial, with its scripted presentations, programmed responses, and limited student input. By contrast, the CPR system encourages student autonomy while offering continual feedback through guided exercises, peer evaluations, and final performance reports.

**c. Process of the Calibrated Peer Review Method (CPR)**

According to Furman, and Robinson. (2003) there are six steps in the process Calibrated Peer Review Method (CPR). Those are:

1. Step One: The instructor crafts a writing assignment. She can use CPR's built-in authoring tools or choose a readymade assignment from among those created and published on the CPR Web site by other faculty in her discipline.
2. Step Two: Each student composes a written response based on the instructor's guidelines and submits his or her work electronically.
3. Step Three: The CPR program guides each student through a tutorial on peer review for that particular assignment. This tutorial consists of calibration exercises and detailed feedback designed to help students become competent reviewers. Students must pass the calibration exercises before they can move to Step Four.



4. Step Four: Students evaluate the work of their peers in a double-blind process to ensure privacy. However, none of the work is anonymous to the instructor.
5. Step Five: Students turn a critical eye on their own work, applying the same standards they previously employed to evaluate their peers' work.
6. Step Six: Finally, the CPR method provides each student with a personal performance report and generates an instructor's report as well.

The process of CPR method encourages students to score their peers carefully because they get points for the quality of their reviews. It also reduces the effect of students who do a sloppy job of grading. This will show up in errors in their reference paper score sheet item grades, there is down weighting the effect on their review on peers' grade.

The results of the repeat measure analyses present above reinforce the idea that repeat practice of the type facilitate by CPR is an effective way to help all students-especially those who are initially lower performing-develop their ability to write and review.



#### **b. Teaching English Writing by Using A Calibrated Peer Review**

Ferris and Hedgcock (1998) states that peer review writing technique is very suitable for the students of Senior High School, because the students of Senior High School still difficult to write in English even though they are have know many of vocabularies, but they have sometimes find the difficulties finding ideas, and they also do not know how to arrange and make it into good sentences. It happens because they are shy to ask their teacher about the writing especially for make paragraphs. Therefore, a calibrated peer review is very suitable for them because in this activity they will work together with their peers in the class, so they can share each other about what are want to write in their paragraphs.

In this activity, a more proficient student is pair up with a less proficient with the intention of utilized the knowledge and experience of the former to assist the latter in writing. In addition, this activity was based on a balance approach, which emphasizes teacher's explicit instruction on both meaningful communication such as content and organization and specific features of the English language such as grammar and mechanics.



Since writing a complex problem-solving process, teachers are recommend to intervene at points in the writing process that can most benefit the writers. Thus, in the final step, the teacher evaluates of this activity, the teacher meets with each pair and comments of the writing.

A Peer Review writing technique is also to suitable for any grade levels, such as the students in an English course. Nevertheless, the materials is given must be suitable with the students' knowledge or based on curriculum.

**c. Advantage of Calibrated Peer Review in Writing**

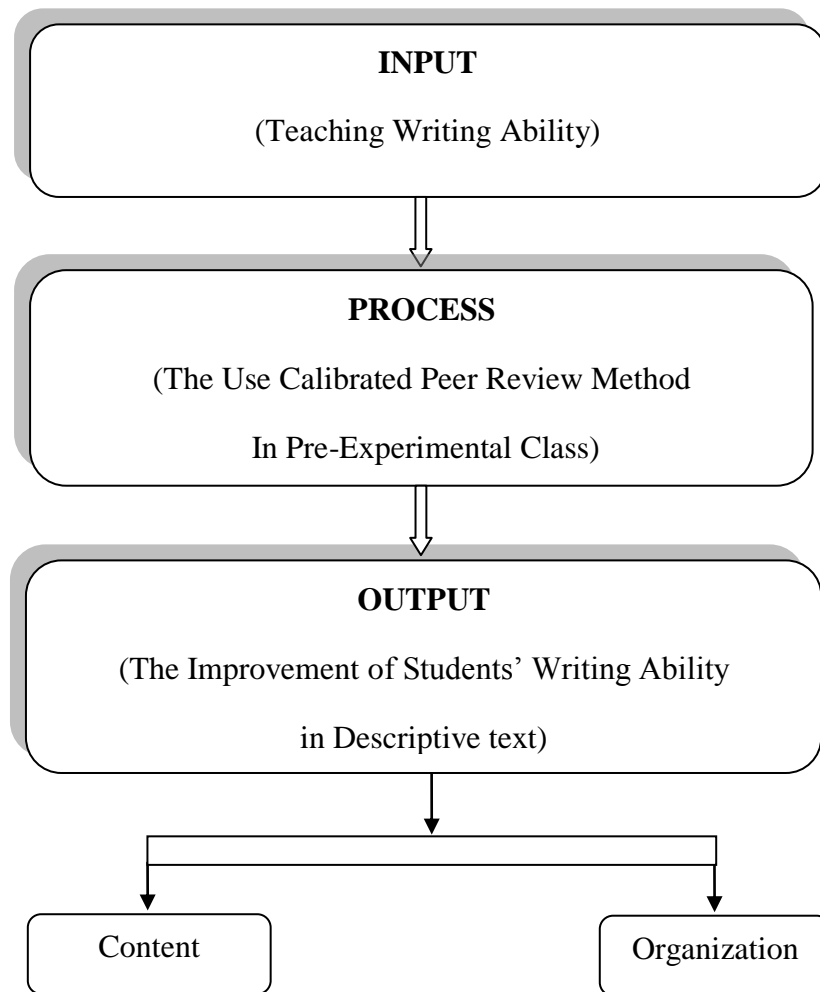
Using Calibrated Peer Review can provide substantial advantages to projects ranging from increased user commitment to easier, more effective and efficient work processes. According to Winder Quater (2005) there are six advantages of calibrated peer review writing. The are

1. It is often the case that when the students can directly contribute to an effort and feel that they've made a difference,
2. They become more involved with and attached to the outcome of the project.
3. The students then feel more comfortable contributing time, effort, and personal pride into the final product, resulting in a better final outcome.
4. Calibrated Peer has made it easier to design better work processes.
5. The students will be active in process of writing learning.
6. It will be rise up the students' creative in developing their idea.



### C. The Conceptual of Framework

The conceptual framework underlying the research is given in the following diagrams:





### **Figure 2.1: Conceptual Framework**

The diagram above is described as follow:

1. Input is related to the writing ability.
2. Process is related to the process of teaching and learning writing in classroom by the use Calibrated Peer review Method.
3. Output is related to the students' achievement on writing ability in descriptive text after use Calibrated Peer Review Method.

#### **D. Research Hypothesis**

There were two hypothesis in this research. They are H0 (Null Hypothesis) and H1 (Alternative Hypothesis).

1. H0 (Null Hypothesis): There were not significant different between the students' writing ability to write descriptive text after apply calibrated peer review method as the treatment.
2. H1 (Alternative Hypothesis): There were any significant different between the students' writing ability to write descriptive text after apply calibrated peer review method as the treatment.



### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter consisted of research design, the population and sample, variable and indicators, data collection, research instrument treatment, and data analysis.

##### **A. Research Design**

The research design in this study will be an experimental design. An experiment involved the comparison of the effect of a particular treatment. This research intended to investigate the use of Calibrated Peer Review Method to Improve the Students' writing ability at the Tenth Student of SMP SOMBA OPU. The researcher will be pre-experimental design, the form of one-group, pre-test, post-test design. The research design present as follows:



Notes:

O1 : pretest

X : treatment

O2 : posttest

**(Gay,1981:252)**



## 1. Pre-test

Before doing the treatment, the students will be given a pretest to know their prior knowledge. The pre-test is conducted as the next step on the procedure of the study. The pre-test is administered as the basic important information about the students' writing ability before the treatment is given.

## 2. The treatment

The researcher applied Calibrated Peer Review Method to Improve the Students' writing ability. Means, it will be some steps. Treatment is the next step of the study. In this stage, the researcher acted as the teacher of experimental group. In the experimental group, as the focus of the study, there is the use of Calibrated Peer Review Method in Improving writing ability. The implementation of Calibrated Peer Review Method as follows:

### a. Researcher gave one picture and divided the students in some group.

Every group consists of 3 students. After that, students in the group describe about the picture in writing, and the other groups receive the picture and review about the explanation of the picture from the group that already describe the picture in writing. And then, the other groups give back the picture to the origin group.

### b. After conducting pre-test, automatically the researcher already knew about the capability of the students in writing ability.



### 3. Post-test

The post-test is given to the students after giving the treatment. The next stage of the study is conduct the post-test. It is the final test of the study which is conducted after the treatment. The post test is given in experimental class which has the same question and topic with the pretest in order to find out whether or not the use of Calibrated Peer Review Method Improves Students' writing ability.

## **B. Research Variables and Indicators**

### 1. Variables

This research will be two variables, namely independent variable and dependent variable.

- a. Independent variable of the research was used of calibrated peer review method. It is the important process to which allows the students to share and develop ideas/opinion to improve the writing ability.
- b. The dependent variables of the research consisted of the students' ability to write descriptive text by focusing on the content and organization.

### 2. Indicators

The research has two indicators in this research. The first indicator was calibrated peer review method which focus on using of the method in the class. The second indicators was writing which focus in unity and coherence. These indicators was related with each variables.



### **C. Population and Sample**

#### **1. Population**

The population in this research consists of 2 classes, it is the first year student of SMP SOMBA OPU, the study is conducted to the VII.A Grade Students it is of SMP SOMBA OPU, Gowa in academic year 2017/2018. The total population is 150 students. The place chosen because it is the place where the researcher already took her study in junior high school, and researcher hoped it made her to get easier in her research.

#### **2. Sample**

The researcher will be purposive sampling technique. Purposive sampling also known as judgemental, selective or subjective sampling, was a type of non-probability sampling technique. Non-probability sampling focused on sampling techniques where the units that investigate based on the judgement of the researcher. The researcher chose purposive sampling because the researcher hoped it made it easier to collect the data. There were one class as a sample, class VIII. B that consisted of 27 students.

### **D. Research Instrument**

Instrument is the tool that will be to get the data. The will be of valid instrument very essential to determine the validity of data. In this study, the methods will be observation, test, the treatment, main activities, Assessment and interview.



a. Observation

In an observational study, the current status of a phenomenon to determine not by ask but by observing. And in this study the researcher asked the teacher how their handled in their classroom that aim to make the observation is clear.

b. Test

The test is done twice, pre-test and post-test.

1. Pretest

Pretest is given to all the Students as sample of this research. Pre-test aim to knowing the students writing ability before get the treatment. In this pre-test, the researcher showed a picture and the researcher asked to students to describe the picture.

2. Post-test

Post-test is the last test, researcher is given to all the students after they got treatment (teaching by calibrated peer review method). It is done to know the final score of the students and to know the students difference abilities after they get treatment. In this post-test, the researcher showed a picture and the researcher asked to students to describe the picture.

c. The Treatment

The researcher applied calibrated peer review method to improve the students' writing ability to write descriptive text. The implementation of calibrated peer review, method is as follows:



- a) Researcher asked to the students to collect some sources for the calibrated peer review method. Some sources that recommendation such as description about people, place, and thing. Then, the students is selected which interested for them.
- b) Researcher gave prior knowledge about how to write descriptive text to the students.
- c) Researcher introduced the calibrated peer review method.

d. Main Activities

Students is descriptive text with their group based on the topic and applied calibrated peer review method by following stages:

1. Preparation
2. Students wrote their data on a paper.
3. Students described the picture and wrote the orientation and description.
4. Students reported their data to the teacher.
5. Teacher distributed the result of the work every groups to the other groups.
6. Every group reviewed a paper from another group.

e. Assessment

The researcher evaluate the Students' Ability to wrote descriptive text through calibrated peer review method in report paper.



f. Interview

Interview is dialogue that did by the interviewer to get information from the interviews. In this study the researcher interviewed the teacher about teaching and learning English. In this research, the researcher will be non structural interview type.

**E. Data Collection**

Data is a note of facts or information that processed in the research's activity. Data in this research is collected by the researcher with the students' score of pretest and posttest. Besides, the researcher collected data by information from person, place, and paper or namely document about the condition and situation of the school. Data collecting method is the method that will be by the researcher in collecting data. To collect the data, the researcher will be instrument.

**a. Content**

1) Unity

Classification	Score	Criteria
Excellent	90-100	Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing.
Good	70-89	Some transition of ideas evidence.
Fairly	50-69	There are a few transitional markers or repetitive transitional markers
Very poor	40-49	No evidence of concept

(Harmer in Arman , 2014:32)



## 2) Completeness

Classification	Score	Criteria
Excellent	90-100	Shows a clear understanding of writing, topic and main idea.
Good	70-89	Shows a good understanding of writing topic, and main idea development.
Fairly	50-69	Shows some a good understanding of writing, topic and main idea, less development.
Very poor	40-49	No evidence of concept of writing.

(Harmer in Arman, 2014: 32)

## b. Organization

### 1). Coherence

Classification	Score	Criteria
Excellent	90-100	Organization is appropriate to a write assignment and contain clear introduction, development of idea, and conclusion.
Good	70-89	Events are organized logically, but some part of the sample may not be fully developed.
Fairly	50-69	Organization may be extremely simple or there may be evidence of disorganization.
Very poor	40-49	Sample is compared if only a few disjointed sentences and no complete sentences of writing

(Harmer in Arman , 2014: 33)



## 2). Spatial Order

Classification	Score	Criteria
Excellent	90-100	Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing.
Good	70-89	Some transition of ideas evidence
Fairly	50-69	There are a few transitional markers or repetitive transitional markers
Very poor	40-49	No evidence of concept

(Harmer in Arman, 2014: 33)

## F. Technique of Data Analyze

### 1. Scoring Students` Writing

In analyzing the data collected through the pre-test and post-test, the researcher will be the procedure as followed:

$$\text{Students' convert Score} = \frac{\text{Students' Score}}{\text{Maximum Score}} \times 100$$

The assessment of students' writing ability competence for the content's and organization's component.



**2.The data analysis data in Pre-experimental design from the test is analyzed with:**

**a. To find out the mean score, the researcher use the formula**

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

$\bar{X}$  = Mean Score

$\sum X$  = the sum of all score

N = the total number of sample

(Gay, 2006:320)

**b. To calculate the percentage of the students' score, the formula which is used as follow:**

$$P = \frac{F}{N} \times 100$$

Where:

P : Rate Percentage

F : Frequency of the students

N : The total number of the students

(Sudjana, 2011)

**c. Finding the information of the students' improving ability in writing content and organization. The formula as follows:**

$$P = \frac{X_2 - X_1}{X_1} = 100\%$$

Where:



P = The percentage of improvement

X2 = the totalscore of post-test

X1 = the total score of pre-test

(Harmer,Jeremy:1987)

- d. Calculating the values of t-test to indicate the significant of the different between the result of pre-test and post-test by using the formula

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

Notes: t : test (test of significant)

D : mean score (the score different)

$(\sum D)^2$ : the square of all sums (sum of D score)

$\sum D^2$  : the sum of all squares (sum of D score)

N : number of subjects in particular group (number of students)

$\bar{D}$  : the sum of the score different

$$D = \frac{\sum D}{N} \quad (\text{Gay, 2006:336})$$

Where:  $\sum D$  : sum of D score

N : number of the students

The criteria depicts to refuse to receive the hypothesis that the hypothesis (Ho) receive the value of t-test was fewer or equal to the value of the table. However, when the value of t-test greater than that t-table, the hypothesis rejected and the alternative hypothesis (H1) received.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings of the research and discussion. The findings of the research covered with the result of the data collected through the test. In discussion part, the writer described the interpretation of the finding.

#### **A. Findings**

##### **1. The Improvement of the Students' Writing Ability Term of Content in Descriptive Text**

To answer the research questions in the previous chapter, the writer administered a test, which was given twice to the students. Firstly, pre-test was given before the treatment. Secondly, post-test was given after the treatment. The result of the students' writing content in descriptive text on pre-test and post-test

were presented in the table below:

Table 4.1. The Classification of the Students' Writing Ability in Term of Content

<b>No.</b>	<b>Classification</b>	<b>Score</b>	<b>Pre-test</b>		<b>Post-test</b>	
			<b>Frequenc y</b>	<b>Percentage (%)</b>	<b>Frequenc y</b>	<b>Percentage (%)</b>
1.	Excellent	90-100	0	0%	0%	0%
2.	Good	70-89	3	10%	24%	80%
3.	Fairly	56-69	27	90%	6%	20%
4.	Very poor	40-49	0	0%	0%	0%

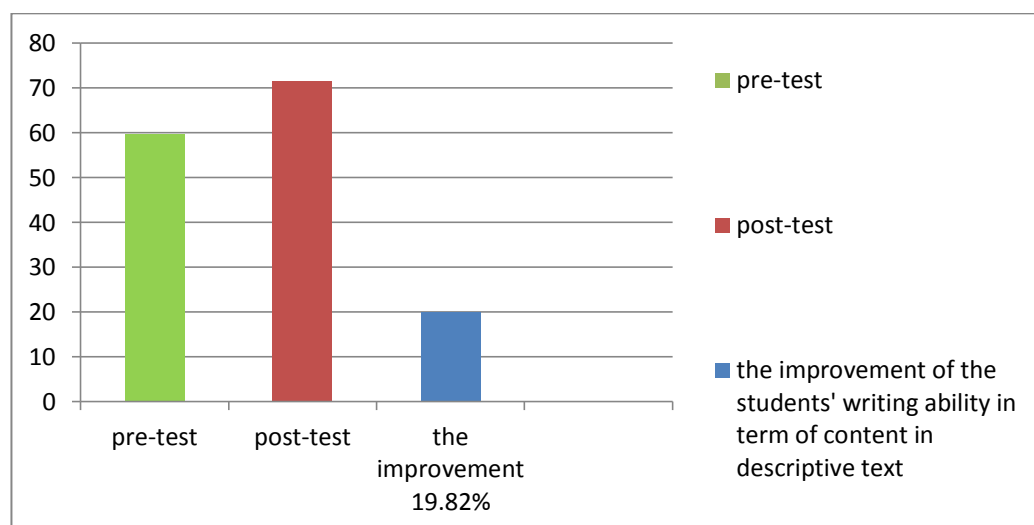


Table 4.1. above showed about the classification of the students, where the total of the student in sample was 30 students. The classification In pre-test there was not student to get the score 90-100 ( Excellent), 3 student got score 70-89 ( Good) with the percentage 10 %, 27 student got score 56-69 ( fairly) with the percentage 90%, and also there is not student to get the score 40-49 (very poor).

And after the researcher gave treatment to the student through Calibrated Peer Review method the score of student had improved, where there was not student to get 90-100 (Excellent), 24 students got score 70-89 (Good) with the percentage 80%, 6 student got score 56-69 (fairly) with the percentage 20 %, and also there was not student to get the score 40-49 (very poor).

The data showed that used Calibrated Peer Review Method in writing could improve students' writing ability in term of content.

Figure. 4: 1 The Mean Score and Improvement of the Students' Writing Ability in Term of Content in Descriptive Text





The score of the students' post-test was higher than the mean score of the students' pre-test. This means that calibrated peer review method can improve the students' writing ability to write content in descriptive text.

Table 4.1. The Mean Score and Improvement of the Students' Writing Ability in Term Content in Descriptive Text

<b>Indicator</b>	<b>Mean score</b>	
	<b>Pre-test</b>	<b>Post-test</b>
Content	59.67	71.5
Improvement	<b>19.82%</b>	

The data on Table 4.1 showed that the mean score of students' in pre-test 59.67. The most of student difficult to write the content caused the students are confused what they want to write. It is scary that we had to sit down facing a sheet of paper without an idea and do not know how to start and how to gather and develop ideas. After the researcher gave treatment by using Calibrated Peer Review Method and the score of the students' had improved. It showed in post test which to be 71.5. The students' writing content was suitable, they could develop their idea based on the topic.

The result of pre-test and post-test had improved which was 19.82%. the data showed that used Calibrated Peer Review Method in writing could improve students' writing ability in term of content.



## 2. The Improvement of the Students' Writing Ability in Term of Organization in Descriptive Text

The result of the students' writing ability in term of organization in descriptive text on pre-test and post test of the topic are presented in the table below:

Table 4. 2. The Classification of the Students' Writing Ability in Term of Organization

No.	Classification	Score	Pre-test		Post-test	
			frequency	Percentage(%)	frequency	Percentage (%)
1.	Excellent	90-100	0	0%	0	0%
2.	Good	70-89	2	6.67%	19	63.33%
3.	fairly	56-69	26	86.66% %	11	36.67%
4.	Very poor	40-49	2	6.67%	0	0%

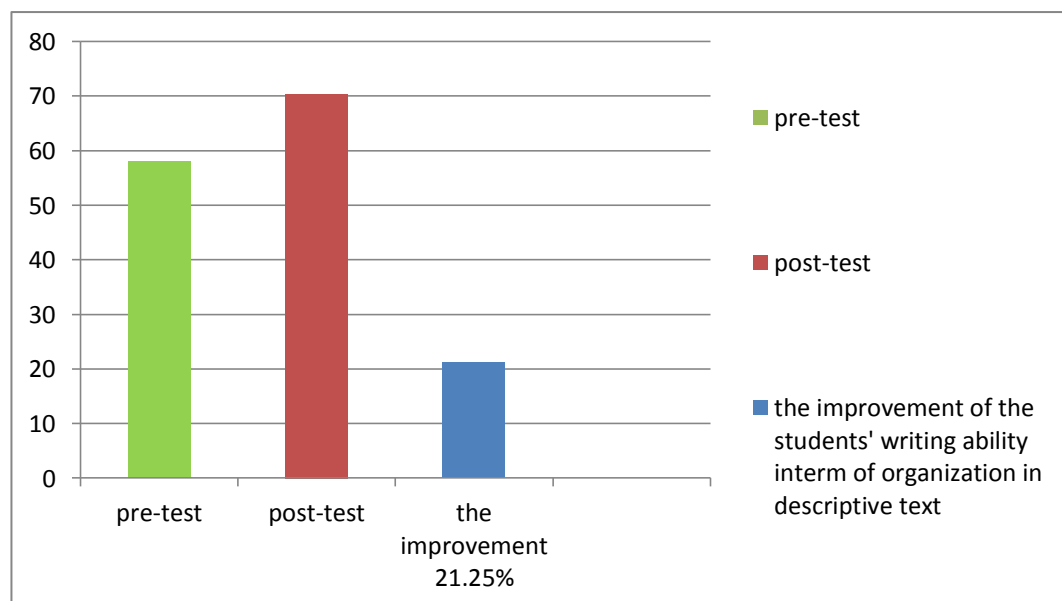
Table 4.2. above showed about the classification of the students, where the total of the student in sample was 30 students. The classification In pre-test there was not student to get the score 90-100 ( Excellent), 2 student got score 70-89 ( Good) with the percentage 6.67%, 26 student got score 56-69 ( fairly) with the percentage 86.66 %, and 2 students got score 40-49 (very poor) with percentage 6.67%.



And after the researcher gave treatment to the student through Calibrated Peer Review method the score of student had improved, where there was not student to get 90-100 (Excellent), 19 students got score 70-89 ( Good) with the percentage 63.33%, 11 student got score 56-69 ( fairly) with the percentage 36.67 %, and also there was not student to get the score 40-49 (very poor).

The data showed that used Calibrated Peer Review Method in writing could improve students' writing ability in term of content.

Figure. 4. 3. The Mean Score and Improvement of the Students' Writing Ability in Term of Organization in Descriptive Text





post-test is higher than the mean score of the students' pre-test. This means that calibrated peer review method can improved the students' ability to write organization in descriptive text

Table 4.4. The Mean Score and Improvement of the Students' Writing Ability in  
Term of Organization in Descriptive Text

<b>Indicator</b>	<b>Mean score</b>	
	<b>Pre-test</b>	<b>Post-test</b>
Organization	58	70.33
Improvement	<b>21.25%</b>	

The data on Table 4.4. described that mean score in pre-test was lower than mean score of post-test. Mean Score in pre-test was 58, it caused that the most students when they wrote describing building and people in descriptive text was not suitable, coherence, and spatial order.

After the researcher gave treatment by using Calibrated Peer Review Method and the score of the students' had improved. It showed in post test which to be 70.33. The students' writing content was suitable, they could develop their idea based on the topic.

The result of pre-test and post-test had improved which was 21.25%.The data showed that used Calibrated Peer Review Method in writing could improve students' writing ability in term of organization.



### 3. The Significant Improment of Students Writing

The Researcher had used t-test analysis on the level of significant (p) 0,05 with the degree of freedom (df)=N-1, where N= the number of students' (30 students ) and than the value of t- table was2.045. the t-test statistical analysis for independent sample was applied. The following table showed the result of t-test calculation.

Table 4.5.T-test Value of the Students' Writing Ability to Write  
Descriptive Text

Variable	t-test	t-table	Comparison	Classification
Content	20.75	2.045	t-test>t-table	Significant
Organization	18.68	2.045	t-test>t-table	Significant

The data on the table 4.5 above showed that t-test value of content was greater than t-table value ( $20.75 > 2.045$ ) and also t-test value of organization was greater than t-table value ( $18.68 > 2.045$ ). it meant that there was significance difference between the students' speaking skill before and after researcher used Calibrated Peer Review method in writing ability at Tenth Grade of Students' in SMP SOMBA OPU. It was show that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted.



## **B. Discussion**

The description of previous section showed the student's ability to write descriptive text is improved. It was supported by the frequency and rate percentage of the result of the students' pretest and posttest. Based on the finding above in applying Calibrated Peer Review Method in the class, the data was collected through the test as explained in the previous finding section shows that the students' writing ability in term of content and organization in descriptive text is significantly improvement the students' score after giving Calibrated Peer Review Method was better than before the treatment given to the students.

Before giving treatment, the students' writing ability to write the content and organization was categorized poor. After giving the treatment, their ability was significant improved.

### **1. The Students' Improvement to Write Descriptive Text in Term of Content.**

Byrne. Stated that writing is one of four language skill it is communicates ideas by means of conversational symbol that are traced, incites, draw or otherwise formed on the surface or some materials. Falchikov stated that calibrated peer review is a program that allows teacher to incorporate frequent writing assignments into their courses, regardless of class size, without increasing their grading workload.



Based on the finding above in applying Calibrated Peer Review method in the class, the data was collected through the test as explained in the previous finding section shows that the students' ability to write content in descriptive text is significantly improvement. The data on table 4.1 showed that the score of content improved 19.82% from the mean score 59.67 on pre-test to be 71.5.

## **2. The Students' Improvement to Write Descriptive Text in Term of Organization.**

Lindholm, Peter. gives definition of writing as studying to focus our mind on important matters, and learning about them. By this activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate their mind that cannot be done through other way.

Winter quarter. stated using calibrated peer review can provide substantial advantages to projects ranging from increased user commitment to easier, more effective and efficient work processes.

Based on the finding above in applying Calibrated Peer Review Method in the class, the data was collected through the test as explained in the previous finding section shows that the students' ability to write organization in descriptive text is significantly improvement. The data on table 4.2 showed that the score of organization improved 21.25% from the mean score 59.67 on pre-test to be 71.5.



### **3. The Significant Improment of Students Writing**

After calculating the value t-test analysis then it was compared with t-table value so researcher found that the value of t-test was greater than the t-table value, it meant that null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_1$ ) was accepted because there was difference significant mean score of test that had given by researcher before and after researcher thought writing ability in term of content and organization by using calibrated peer review method. Meanwhile, when it was found that the value of t-test was lower than t-table value, it meant that the null hypothesis ( $H_0$ ) was accepted and alternative hypothesis ( $H_1$ ) was rejected because there was not difference significant mean score of test that had given by researcher before and after researcher thought writing ability by using calibrated peer review method.

The Researcher had used t-test analysis on the level of significant ( $p$ ) 0,05 with the degree of freedom ( $df$ )= $N-1$ , where  $N$ = the number of students' (30 students ) and than the value of t- table was 2.045. the t-test statistical analysis for independent sample was applied. The content was greater than t-table value ( $20.75 > 2.045$ ) and also t-test value of organization was greater than t-table value ( $18.68 > 2.045$ ). It is mean that there was significance difference between the students' writing ability before and after researcher used Calibrated Peer Review method in writing ability at the Tenth Grade of Students' in SMP SOMBA OPU. It was show that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted.



This result was supported by some theories in the chapter II Patricia and Frederick, state Calibrated Peer Review is a discipline, independent, instructional management tool, enable a teacher to make frequent writing-reviewing assignment that clarify students' knowledge of concept through writing and refine their depth of understanding through in a calibrated peer review assignment the students write short essays on a specific topic guide questions focus both the direction that students shoot take in organizing their thoughts for the essay and courage critical thinking about the topic.

In this activity, a more proficient student is pair up with a less proficient with the intention of utilized the knowledge and experience of the former to assist the latter in writing. In addition, this activity was based on a balance approach, which emphasizes teacher's explicit instruction on both meaningful communication such as content and organization and specific features of the English language such as grammar and mechanics.

After teaching writing of using descriptive text at SMP SOMBA OPU through Calibrated Peer Review Method, the researcher found some advantages as follows:

1. The students became more active in the classroom because the materials related more closely to students ' needs.
2. The students then feel more comfortable contributing time, effort, and personal pride into the final product, resulting in a better final outcome.



3. Calibrated Peer Review Method facilitates the students' independence by improving their awareness both of their writing techniques, and of their standard of their language.

Researcher could concluded that using Calibrated Peer Review was one of good method that could improve the students' writing ability in term of content and organization in descriptive text at the Tenth Grade of Students' SMP SOMBA OPU, Gowa in academic year 2017/2018.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consisted of two sections; one is conclusion, which was based on the research finding and the discussions. The other one is suggestion, which was based on the conclusions proposed.

#### **A. Conclusion**

Based on the finding and discussion in the previous chapter, the researcher concludes as follows:

1. Using Calibrated Peer Review Method could improve the students writing content in descriptive text at the Tenth Grade Student of SMP SOMBA OPU. It was proved by the result of the statistical analysis at the level of significance 0.05 which indicates that t-test value of content was greater than the t-table while t-table ( $20.75 > 2.045$ ) with degree freedom (df) is 30.
2. Using Calibrated Peer Review Method can improve the students writing organization in descriptive text at the Tenth Grade Student of SMP SOMBA OPU. It was proved by the result of the statistical analysis at the level of significance 0.05 which indicates that t-test value of organization was greater than the t-table while t-table ( $18.68 > 2.045$ ) with degree freedom (df) is 30.



## **B. Suggestion**

Based on the conclusion above, the researcher presents some suggestions as follows:

1. For English Teacher at Tenth Grade Student of Smp Somba Opu:

It is suggested to use Calibrated Peer Review Method, to increase students ability in writing, especially in content and organization as the researcher has proved through this research.

2. It is suggested to use this thesis as an additional reference especially in creasing the writing ability of stusents by using Calibrated Peer Review Method.



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# Appendix A:

## Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMP SOMBA OPU

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII.B/2

Pertemuan :1

Alokasi Waktu : 4 x 45 menit

Aspek Skill : Writing

### 1. Standar Kompetensi :

Mengungkapkan makna dalam teks monolog/esei tulis berbentuk *descriptive* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

### 2. Kompetensi Dasar:

Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk *descriptive*.



3. Indikator : Menulis teks berbentuk monolog/esei dalam bentuk *descriptive text*.

4. Tujuan Pembelajaran : Pada akhir pembelajaran diharapkan Siswa dapat  
Menulis teks berbentuk monolog/esei dalam bentuk *descriptive text*.

Karakter yang diharapkan:

- Dapat dipercaya ( *Trustworthines* )
- Rasa hormat dan perhatian ( *respect* )
- Tekun ( *diligence* )
- Tanggungjawab ( *responsibility* )

5. Materi pembelajaran : general structure of descriptive text

6. Metode Pembelajaran : Calibrated Peer Review

7. Langkah-langkah Kegiatan

1. Kegiatan pendahuluan 15 menit

a. Mengucapkan salam dan berdoa

b. Guru mengecek kehadiran siswa

b. Memberi motivasi belajar

c. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti:

- Do you know who is she?

- Can you describe her appearance?

d. guru Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.



## 2. Kegiatan inti 70 menit

### 2.1 eksplorasi

- a. siswa menjawab pertanyaan tentang hal apa saja yang biasa dideskripsikan .
- b. guru menjelaskan tentang descriptive text

### 2.2 elaborasi

- a. Guru memperlihatkan sebuah gambar people. Siswa mengamati gambar.
- b. Guru membagi siswa dalam beberapa kelompok, setiap kelompok terdiri dari 2 sampai 3 siswa.
- c. Setelah Siswa bergabung dengan kelompoknya masing-masing, kemudian mereka mendiskusikan gambar yang diperlihatkan oleh guru.
- d. Masing-masing kelompok membuat paragraph descriptive berdasarkan general structure dari descriptive text mulai dari identification kemudian description .
- e. Setelah selesai membuat descriptive text. Siswa mengumpulkan pekerjaan mereka kepada guru.
- f. Setelah memberi paraf pada pekerjaan siswa, guru memberikan kembali hasil pekerjaan setiap kelompok kepada kelompok lain untuk mereka review.
- g. Siswa harus me-review pekerjaan kelompok lain apakah ada kesalahan atau tidak pada ejaan dan grammer.



- h. Selama diskusi berlangsung guru mengawasi, mengarahkan dan memberi penilaian sendiri terhadap kelompok yang betul-betul fokus pada kegiatan pembelajaran.
- i. Selesai me-review, setiap kelompok mengumpulkan hasil review mereka.

### 2.3 konfirmasi

- a. Guru memberikan umpan balik berupa koreksi dan masukan kepada siswa
- b. Guru melakukan pengamatan terhadap siswa tentang penerimaan materi
- c. Guru memberi motivasi bagi siswa agar selalu berpartisipasi aktif dalam setiap pembelajaran.

### 3. Penutup 10 menit

- a. mengulas kembali pelajaran pada pertemuan ini.
- b. guru memberikan kepada siswa untuk bertanya .
- c. guru memberikan pekerjaan rumah bagi siswa.
- d. guru menutup pelajaran dengan berdoa.

### 8. Alat dan sumber belajar

- Alat : spidol, papan tulis, gambar, kertas , dan pulpen
- Sumber belajar: Grammar in Use , buku-buku yang relevan, gambar yang relevan, dan dictionary

### 9. Penilaian:

- a. Teknik: tertulis (diskusi)
- b. Aspek : content dan organization



c. Pedoman Penilaian

a. Content

3) Unity

Classification	Score	Criteria
Excellent	90-100	Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing.
Good e	70-89	Some transition of ideas evidence.
Fairly	50-69	There are a few transitional markers or repetitive transitional markers
Very poor	40-49	No evidence of concept

4) Completeness

Classification	Score	Criteria
Excellent	90-100	Shows a clear understanding of writing, topic and main idea.
Good	70-89	Shows a good understanding of writing topic, and main idea development.
Fairly	50-69	Shows some a good understanding of writing, topic and main idea, less development.
Very poor	40-49	No evidence of concept of writing.



**c. Organization**

1). Coherence

Classification	Score	Criteria
Excellent	90-100	Organization is appropriate to a write assignment and contain clear introduction, development of idea, and conclusion.
Good	70-89	Events are organized logically, but some part of the sample may not be fully developed.
Fairly	50-69	Organization may be extremely simple or there may be evidence of disorganization.
Very poor	40-49	Sample is compared if only a few disjointed sentences and no complete sentences of writing

2). Spatial Order

Classification	Score	Criteria
Excellent	90-100	Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing.
Good	70-89	Some transition of ideas evidence
Fairly	50-69	There are a few transitional markers or repetitive transitional markers
Very poor	40-49	No evidence of concept



$$\text{Students' convert Score} = \frac{\text{Students' Score}}{\text{Maximum Score}} \times 100$$

Researcher

Eni Windarti

## **Rencana Pelaksanaan Pembelajaran (RPP)**

Sekolah : SMP SOMBA OPU

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII.B/2

Pertemuan :2

Alokasi Waktu : 4 x 45 menit

Aspek Skill : Writing

10. Standar Kompetensi :

Mengungkapkan makna dalam teks monolog/esei tulis berbentuk *descriptive* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.



11. Kompetensi Dasar:

Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk *descriptive*.

12. Indikator : Menuliskan teks berbentuk monolog/esei dalam bentuk *descriptive text*.

13. Tujuan Pembelajaran : Pada akhir pembelajaran diharapkan Siswa dapat Menulis teks berbentuk monolog/esei dalam bentuk *descriptive text*.

Karakter yang diharapkan:

- Dapat dipercaya ( *Trustworthiness* )
- Rasa hormat dan perhatian ( *respect* )
- Tekun ( *diligence* )
- Tanggung jawab ( *responsibility* )

14. Materi pembelajaran : simple present tense

15. Metode Pembelajaran : Calibrated Peer Review

16. Langkah-langkah Kegiatan

2. Kegiatan pendahuluan 15 menit
  - c. Mengucapkan salam dan berdoa
  - d. Guru mengecek kehadiran siswa
  - b. Memberi motivasi belajar



c. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti:

- Do you know who is she?
- Can you describe her appearance?

d. guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

2. Kegiatan inti 70 menit

2.1 eksplorasi

a. siswa menjawab pertanyaan tentang hal apa saja yang biasa dideskripsikan .

b. guru menjelaskan tentang descriptive text.

2.4 elaborasi

j. Guru memperlihatkan sebuah gambar people. Siswa mengamati gambar.

k. Guru membagi siswa dalam beberapa kelompok, setiap kelompok terdiri dari 2 sampai 3 siswa.

l. Setelah Siswa bergabung dengan kelompoknya masing-masing, kemudian mereka mendiskusikan gambar yang diperlihatkan oleh guru.

m. Masing-masing kelompok membuat paragraph descriptive berdasarkan general structure dari descriptive text mulai dari identification kemudian description .



- n. Setelah selesai membuat descriptive text. Siswa mengumpulkan pekerjaan mereka kepada guru.
- o. Setelah memberi paraf pada pekerjaan siswa, guru memberikan kembali hasil pekerjaan setiap kelompok kepada kelompok lain untuk mereka review.
- p. Siswa harus me-review pekerjaan kelompok lain apakah ada kesalahan atau tidak pada ejaan dan grammer.
- q. Selama diskusi berlangsung guru mengawasi, mengarahkan dan member penilaian sendiri terhadap kelompok yang betul-betul fokus pada kegiatan pembelajaran.
- r. Selesai me-review, setiap kelompok mengumpulkan hasil review mereka.

#### 2.5 konfirmasi

- d. Guru memberikan umpan balik berupa koreksi dan masukan kepada siswa
- e. Guru melakukan pengamatan terhadap siswa tentang penerimaan materi
- f. Guru memberi motivasi bagi siswa agar selalu berpartisipasi aktif dalam setiap pembelajaran.

#### 3. Penutup 10 menit

- a. mengulas kembali pelajaran pada pertemuan ini.
- b. guru memberikan kepada siswa untuk bertanya .
- c. guru memberikan pekerjaan rumah bagi siswa.



d. guru menutup pelajaran dengan berdoa.

17. Alat dan sumber belajar

- Alat : spidol, papan tulis, gambar, kertas , dan pulpen
- Sumber belajar: Grammar in Use , buku-buku yang relevan, gambar yang relevan, dan dictionary

18. Penilaian:

- d. Teknik: tertulis (diskusi)
- e. Aspek : content dan organization
- f. Pedoman Penilaian

**b. Content**

5) Unity

Classification	Score	Criteria
Excellent	90-100	Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing.
Good	70-89	Some transition of ideas evidence.
Fairly	50-69	There are a few transitional markers or repetitive transitional markers
Very poor	40-49	No evidence of concept



#### 6) Completeness

Classification	Score	Criteria
Excellent	90-100	Shows a clear understanding of writing, topic and main idea.
Good	70-89	Shows a good understanding of writing topic, and main idea development.
Fairly	50-69	Shows some a good understanding of writing, topic and main idea, less development.
Very poor	40-49	No evidence of concept of writing.

#### d. Organization

##### 1). Coherence

Classification	Score	Criteria
Excellent	90-100	Organization is appropriate to a write assignment and contain clear introduction, development of idea, and conclusion.
Good	70-89	Events are organized logically, but some part of the sample may not be fully developed.
Fairly	50-69	Organization may be extremely simple or there may be evidence of disorganization.
Very poor	40-49	Sample is compared if only a few disjointed sentences and no complete sentences of writing



## 2). Spatial Order

Classification	Score	Criteria
Excellent	90-100	Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing.
Good	70-89	Some transition of ideas evidence
Fairly	50-69	There are a few transitional markers or repetitive transitional markers
Very poor	40-49	No evidence of concept

$$\text{Students' convert Score} = \frac{\text{Students' Score}}{\text{MaximumScore}} \times 100$$

Researcher

Eni Windarti



## Rencana Pelaksanaan Pembelajaran

### (RPP)

Sekolah : SMP SOMBA OPU

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII.B/2

Pertemuan :3

Alokasi Waktu : 4 x 45 menit

Aspek Skill : Writing

19. Standar Kompetensi :

Mengungkapkan makna dalam teks monolog/esei tulis berbentuk *descriptive* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

20. Kompetensi Dasar :

Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk *descriptive*.



21. Indikator : Menulis teks berbentuk monolog/esei dalam bentuk *descriptive text*.

22. Tujuan Pembelajaran : Pada akhir pembelajaran diharapkan Siswa dapat Menulis teks berbentuk monolog/esei dalam bentuk *descriptive text*

Karakter yang diharapkan:

- Dapat dipercaya ( *Trustworthines* )
- Rasa hormat dan perhatian ( *respect* )
- Tekun ( *diligence* )
- Tanggung jawab ( *responsibility* )

23. Materi pembelajaran : describing building

24. Metode Pembelajaran : Calibrated Peer Review

25. Langkah-langkah Kegiatan

3. Kegiatan pendahuluan 15 menit

e. Mengucapkan salam dan berdoa

f. Guru mengecek kehadiran siswa

c. Memberi motivasi belajar

d. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti:

- Do you know who is she?

- Can you describe her appearance?

e. guru Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.



## 2. Kegiatan inti 70 menit

### 2.1 eksplorasi

a. siswa menjawab pertanyaan tentang hal apa saja yang biasa dideskripsikan .

b. guru menjelaskan tentang descriptive text.

### 2.6 elaborasi

s. Guru memperlihatkan sebuah gambar people.Siswa mengamati gambar.

t. Guru membagi siswa dalam beberapa kelompok, setiap kelompok terdiri dari 2 sampai 3 siswa.

u. Setelah Siswa bergabung dengan kelompoknya masing-masing, kemudian mereka mendiskusikan gambar yang diperlihatkan oleh guru.

v. Masing-masing kelompok membuat paragraph descriptive berdasarkan general structure dari descriptive text mulai dari identification kemudian description .

w. Setelah selesai membuat descriptive text. Siswa mengumpulkan pekerjaan mereka kepada guru.

x. Setelah member paraf pada pekerjaan siswa,guru memberikan kembali hasil pekerjaan setiap kelompok kepada kelompok lain untuk mereka review.

y. Siswa harus me-review pekerjaan kelompok lain apakah ada kesalahan atau tidak pada ejaan dan grammer.

z. Selama diskusi berlangsung guru mengawasi, mengarahkan dan member penilaian sendiri terhadap kelompok yang betul-betul fokus pada kegiatan pembelajaran.



- aa. Selesai me-review, setiap kelompok mengumpulkan hasil review mereka.

## 2.7 konfirmasi

- g. Guru memberikan umpan balik berupa koreksi dan masukan kepada siswa
- h. Guru melakukan pengamatan terhadap siswa tentang penerimaan materi
- i. Guru memberi motivasi bagi siswa agar selalu berpartisipasi aktif dalam setiap pembelajaran.

## 3. Penutup 10 menit

- a. mengulas kembali pelajaran pada pertemuan ini.
- b. guru memberikan kepada siswa untuk bertanya .
- c. guru memberikan pekerjaan rumah bagi siswa.
- d. guru menutup pelajaran dengan berdoa.

## 26. Alat dan sumber belajar

- Alat : spidol, papan tulis, gambar, kertas , dan pulpen
- Sumber belajar: Grammar in Use , buku-buku yang relevan, gambar yang relevan, dan dictionary

## 27. Penilaian:

- g. Teknik: tertulis (diskusi)
- h. Aspek : content dan organization
- i. Pedoman Penilaian



### c. Content

#### Unity

Classification	Score	Criteria
Excellent	90-100	Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing.
Good	70-89	Some transition of ideas evidence.
Fairly	50-69	There are a few transitional markers or repetitive transitional markers
Very poor	40-49	No evidence of concept

#### 7) Completeness

Classification	Score	Criteria
Excellent	90-100	Shows a clear understanding of writing, topic and main idea.
Good	70-89	Shows a good understanding of writing topic, and main idea development.
Fairly	50-69	Shows some a good understanding of writing, topic and main idea, less development.
Very poor	40-49	No evidence of concept of writing.



**e. Organization**

1). Coherence

Classification	Score	Criteria
Excellent	90-100	Organization is appropriate to a write assignment and contain clear introduction, development of idea, and conclusion.
Good	70-89	Events are organized logically, but some part of the sample may not be fully developed.
Fairly	50-69	Organization may be extremely simple or there may be evidence of disorganization.
Very poor	40-49	Sample is compared if only a few disjoined sentences and no complete sentences of writing

2). Spatial Order

Classification	Score	Criteria
Excellent	90-100	Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing.
Good	70-89	Some transition of ideas evidence
Fairly	50-69	There are a few transitional markers or repetitive transitional markers
Very poor	40-49	No evidence of concept

$$\text{Students' convert Score} = \frac{\text{Students' Score}}{\text{Maximum Score}} \times 100$$



Researcher

Eni Windarti

## **Rencana Pelaksanaan Pembelajaran**

**(RPP)**

Sekolah : SMP SOMBA OPU

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII.B/2

Pertemuan 4

Alokasi Waktu : 4 x 45 menit

Aspek Skill : Writing

28. Standar Kompetensi :

Mengungkapkan makna dalam teks monolog/esei tulis berbentuk *descriptive* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.



29. Kompetensi Dasar :

Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk *descriptive*.

30. Indikator : Menulis teks berbentuk monolog/esei dalam bentuk *descriptive text*.

31. Tujuan Pembelajaran : Pada akhir pembelajaran diharapkan Siswa dapat Menulis teks berbentuk monolog/esei dalam bentuk *descriptive text*.

Karakter yang diharapkan:

- Dapat dipercaya ( *Trustworthiness* )
- Rasa hormat dan perhatian ( *respect* )
- Tekun ( *diligence* )
- Tanggung jawab ( *responsibility* )

32. Materi pembelajaran : describing people

33. Metode Pembelajaran : Calibrated Peer Review

34. Langkah-langkah Kegiatan

4. Kegiatan pendahuluan 15 menit

g. Mengucapkan salam dan berdoa

h. Guru mengecek kehadiran siswa

b. Memberi motivasi belajar

c. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti:



- Do you know who is she?
- Can you describe her appearance?

d. guru Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

## 2. Kegiatan inti 70 menit

### 2.1 eksplorasi

a. siswa menjawab pertanyaan tentang hal apa saja yang biasa dideskripsikan .

b. guru menjelaskan tentang descriptive text.

### 2.8 elaborasi

bb. Guru memperlihatkan sebuah gambar people.Siswa mengamati gambar.

cc. Guru membagi siswa dalam beberapa kelompok, setiap kelompok terdiri dari 2 sampai 3 siswa.

dd. Setelah Siswa bergabung dengan kelompoknya masing-masing, kemudian mereka mendiskusikan gambar yang diperlihatkan oleh guru.

ee. Masing-masing kelompok membuat paragraph descriptive berdasarkan general structure dari descriptive text mulai dari identification kemudian description .

ff. Setelah selesai membuat descriptive text. Siswa mengumpulkan pekerjaan mereka kepada guru.

gg. Setelah memberi paraf pada pekerjaan siswa, guru memberikan kembali hasil pekerjaan setiap kelompok kepada kelompok lain untuk mereka review.



- hh. Siswa harus me-review pekerjaan kelompok lain apakah ada kesalahan atau tidak pada ejaan dan grammer.
- ii. Selama diskusi berlangsung guru mengawasi, mengarahkan dan member penilaian sendiri terhadap kelompok yang betul-betul fokus pada kegiatan pembelajaran.
- jj. Selesai me-review, setiap kelompok mengumpulkan hasil review mereka.

#### 2.9 konfirmasi

- j. Guru memberikan umpan balik berupa koreksi dan masukan kepada siswa
- k. Guru melakukan pengamatan terhadap siswa tentang penerimaan materi
- l. Guru memberi motivasi bagi siswa agar selalu berpartisipasi aktif dalam setiap pembelajaran.

#### 3. Penutup 10 menit

- a. mengulas kembali pelajaran pada pertemuan ini.
- b. guru memberikan kepada siswa untuk bertanya .
- c. guru memberikan pekerjaan rumah bagi siswa.
- d. guru menutup pelajaran dengan berdoa.

#### 35. Alat dan sumber belajar

- Alat : spidol, papan tulis, gambar, kertas, dan pulpen
- Sumber belajar: Grammar in Use, buku-buku yang relevan, gambar yang relevan, dan dictionary

#### 36. Penilaian:



j. Teknik: tertulis (diskusi)

k. Aspek : content dan organization

l. Pedoman Penilaian

**d. Content**

8) Unity

Classification	Score	Criteria
Excellent	90-100	Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing.
Good to	70-89	Some transition of ideas evidence.
Fairly	50-69	There are a few transitional markers or repetitive transitional markers
Very poor	40-49	No evidence of concept

9) Completeness

Classification	Score	Criteria
Excellent	90-100	Shows a clear understanding of writing, topic and main idea.
Good	70-89	Shows a good understanding of writing topic, and main idea development.
Fairly	50-69	Shows some a good understanding of writing, topic and main idea, less development.
Very poor	40-49	No evidence of concept of writing.



**f. Organization**

1). Coherence

Classification	Score	Criteria
Excellent	90-100	Organization is appropriate to a write assignment and contain clear introduction, development of idea, and conclusion.
Good	70-89	Events are organized logically, but some part of the sample may not be fully developed.
Fairly	50-69	Organization may be extremely simple or there may be evidence of disorganization.
Very poor	40-49	Sample is compared if only a few disjoined sentences and no complete sentences of writing



2). Spatial Order

Classification	Score	Criteria
Excellent	90-100	Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing.
Good	70-89	Some transition of ideas evidence
Fairly	50-69	There are a few transitional markers or repetitive transitional markers
Very poor	40-49	No evidence of concept

$$\text{Students' convert Score} = \frac{\text{Students' Score}}{\text{Maximum Score}} \times 100$$

Researcher

Eni Windarti



# ***Lesson Plan***

***Appendix B:***



# Teaching Material

*Appendix C:*



## TEACHING MATERIAL

### ➤ **The first material**

#### 1. Pengertian descriptive text

Sebelum melihat Apa itu definisi descriptive text secara utuh, mari kita pahami apa yang dimaksud dengan kata descriptive itu sendiri. Descriptive adalah kata sifat yang jika kita artikan dalam bahasa Indonesia berarti deskripsi (gambaran). Jika kamu diminta untuk mendeskripsikan sebuah benda, itu artinya kamu harus menggambarkan benda yang dimaksud baik dari ukuran, warna dan lain sebagainya.

Menurut Wikipedia, yang dimaksud dengan Descriptive text adalah: satu kaedah upaya pengolahan data menjadi sesuatu yang dapat diutarakan secara jelas dan tepat dengan tujuan agar dapat dimengerti oleh orang yang tidak langsung mengalaminya sendiri. Jadi yang dimaksud dengan descriptive text adalah sebuah tulisan atau teks yang menggambarkan sifat-sifat yang melekat pada sesuatu, baik itu manusia, hewan, tumbuhan, ataupun benda mati seperti rumah, mobil dan lain sebagainya.

#### 2. Tujuan descriptive text

Dilihat dari pengertiannya di atas, maka sebenarnya kita sudah bias memahami apa itu tujuan descriptive text. Tujuannya tidak lain adalah untuk menggambarkan segala sesuatu baik itu manusia, hewan, tumbuhan atau benda mati dengan sifat yang melekat padanya seperti ukuran, jenis, warna, dan



sebagainya sehingga pembaca atau reader dapat mengetahui seperti apa sesuatu itu dari gambaran yang kita sampaikan meskipun ia belum pernah melihatnya.

### 3. Struktur teks (generic structure)

Descriptive text mempunyai aturan tersendiri dalam penulisannya, termasuk dalam struktur atau susunan yang harus ditulis secara urut. Jika kamu diminta untuk membuat descriptive text, maka pastikan susunannya adalah sebagai berikut:

1. **Identification:** Bagian ini – pada paragraph pertama – tujuannya adalah untuk mengidentifikasi sesuatu yang ingin dideskripsikan atau digambarkan. Penjelasan mudahnya, identification berfungsi untuk memperkenalkan kepada pembaca tentang objek atau sesuatu yang akan kita gambarkan sebelum kita beritahu tentang sifat-sifatnya. Tujuannya agar jangan sampai pembaca salah orang. Kita mau menggambarkan mobil misalnya, tapi pembaca mengiranya motor. Contoh: kamu diminta untuk menggambarkan mobil barumu, maka isi identification-nya adalah: Ayah kubaru saja membelikan mobil baru. Mobil ini sebenarnya sudah lama aku idam-idamkan, tapi baru sekarang ayahku membelikannya. (Berarti yang akan digambarkan adalah mobilku, bukan mobil orang lain).
2. **Description:** Bagian ini – pada paragraph kedua dan seterusnya – berisi tentang sifat-sifat yang melekat pada sesuatu yang sudah kamu kenalkan pada pembaca pada paragraph pertama. Misal (melanjutkan tentang mobil di atas): Mobil baruku ini merupakan mobil sport keluaran terbaru dari Toyota. Jumlah bangkunya hanya dua, satu untuk sopir dan satunya untuk penumpang, begitu



juga dengan pintunya. Mobil ini bias melesat hingga kecepatan 500 km/jam, hamper sama dengan kecepatan pesawat berjenis Foker.

➤ **The second material**

Ciri - ciri descriptive text

Ciri-ciri ini penting untuk kamu perhatikan agar ketika menulis descriptive text tidak salah. Jadi pastikan kamu menggunakan ciri-ciri berikut ini ketika akan menulis menggunakan genre descriptive text.

Menggunakan Simple Present Tense. Kenapa menggunakan simple present tense? Hal ini karena kita akan menggambarkan sebuah fakta atau kebenaran yang melekat pada sesuatu atau orang. Dan salah satu fungsi dari simple present adalah untuk menggambarkan sebuah fakta atau kebenaran (contoh fakta: matahari itu panas). Oleh karena itu kamu harus selalu menggunakan kata kerja bentuk pertama (verb-1). Misal kamu akan menggambarkan sifat-sifat mobil baru kamu: The color of my car is black, it can run up to 500 km/hour.

Karena fungsinya adalah untuk menggambarkan sesuatu dengan menjelaskan sifat-sifatnya, maka dalam descriptive text akan banyak dijumpai kata sifat (adjective), seperti handsome, beautiful, tall, small, big, atau jika kata sifat tersebut berasal dari kata kerja, maka kamu akan mendapati tambahan -ve, -ing, -nt dibelakangnya ,Contoh: Create (membuat) > creative (orang yang pintar membuat sesuatu). Interest (menarik) > interesting (sesuatu yang menarik)

Dalam descriptive text kita juga akan sering menjumpai relating verb (kata kerja penghubung) yaitu is (seperti pada ciri nomor 1). Is dalam bahasa



Indonesia sering diartikan dengan “adalah”. Karena tujuan atau fungsi descriptive text adalah untuk menggambarkan, maka pasti kita akan sering menjumpai kata adalah (is). His name is Andy (namanya adalah Andy), his height is 160 cm (tingginya adalah 160 cm).

The formula of simple present tense is :

<b>S + v<sub>1</sub></b>
--------------------------

Note: s : subject

V<sub>1</sub> : kata kerja bentuk pertama

Kata-kata yang biasa digunakan untuk bentuk waktu ini adalah :

- a. Every day, every week. Every month, every year. Every morning .ect.
- b. Always , often, sometimes, never , seldom, usually.

Example:

(+) she works.

(-) she does not work.

(?) does she work?



➤ **The third material**

**Describing building**

Contoh bangunan yang akan dideskripsikan yaitu candi borobudur



Borobudur is Hindu – Buddhist temple. It was build in the nineth 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 consist of eight step like stone terrace. The first five terrace 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.



**Penjelasan:**

1. Paragraf pertama: **Identification**, menggambarkan sepintas tentang Candi Borobudur yang akan dideskripsikan sehingga pembaca tidak akan salah paham tentang candi yang sedang dibicarakan. Bahwa candi yang dimaksud adalah candi yang bernama Borobudur, yang berlokasi di Magelang, Jawa Tengah.
2. Paragraf kedua: **Description**, berisi tentang penjelasan atau deskripsi Candi Borobudur dengan memaparkan sifat-sifatnya seperti:
  - berada di bukit dengan ketinggian 46 meter dan terdiri dari 8 tingkat seperti teras.
  - 5 tingkat pertama berbentuk kotak (square) dan dikelilingi tembok.
  - 3 tingkat paling atas berbentuk bulat (circular).



➤ **The fourth**

Describing people

Contoh kata yang digunakan:

Body	Hair	Dress and other	Face	Skin/characters
Tall	Blond	Dress	Square	Dark
Short	Curly	Jacket	Oval	White
Fat	Wavy	Jeans	Round	Light skin
Thin	Short	T – shirt	Heart-shaped	Black
Skinny	Long	Blouses	Sharp	Friendly
size	Shoulder-	Glasses	Pointed	Helpful
Weight	length	Skirt	Flat-nosed	Kind
	Bald	Shirt	Moustache	Friendly
		Trousers	Beard	Shy
		Shoes	Chubby	
		Suit		
		Boots		



Example:

This is describing about reza rahardian



Reza Rahardian

**Reza Rahadian Matulesy** better known as **Reza Rahadian**. He has good body, has brown skin. He has sharp nose and has sweet smile.

**Reza Rhardian** is an Indonesian actor who rose to prominence following his role in woman with a turban. Born in Bogor on 5 March 1987, he took up acting while in senior high school and made his feature film debut in 2004. Since receiving his first citra award in 2009, he has acted in over a dozen films, ranging from comedies and romances to dramas and biopics.



# Instrument Properties

*Appendix D:*



## PRE-TEST

**Name :**

**Nis :**

**Date :**

- Look at the Pictures!
- Choose one of the pictures and describe the picture into the paragraph!



Describing Building



Describing People



International  
Sociology  
Department

*Appendix E:*



## POST-TEST

**Name :**

**Nis :**

**Date :**

- Look at the pictures!
- Please choose one of the pictures and describe the picture into the paragraph!



Describing building



Describing people



# ***D a t a A n a l y s i s***

***Appendix F:***



Attendances list of Tenth Grade Students' in Exact five of SMP SOMBA OPU-  
GOWA

No	Name	Attendances					
		Pre- test 1	2	Treatment			Post- Test 6
				3	4	5	
1	Muh Rifal	√	√	a	√	√	√
2	Alif Akbar	√	√	√	√	√	√
3	Andi Zainab Petta Kebo	√	√	√	√	√	√
4	Muhammad Al Fadli	√	√	√	√	√	√
5	Muh Kifli	√	√	√	√	√	√
6	Andika Pratama	√	√	√	√	√	√
7	Nur Azizah	√	√	√	√	√	√
8	Yudha Ariyanto Ismail	i	I	I	i	I	I
9	Yeremia Efrain Nomleni	i	I	I	i	I	I
10	Mutmainnah	√	√	√	√	√	√
11	Muh. Indra Sirajuddin	√	√	√	√	√	√
12	Nur Annisa Bakri	i	I	I	i	I	I
13	Yerika Anastasya Sabil.S	√	√	√	√	√	√
14	ST.Rabiatul Adwlah	√	√	√	√	√	√
15	Deswita Maharani	√	√	√	√	√	√
16	Muh. Rifky. S	√	√	√	√	√	√
17	Umar Wiradani	√	√	√	√	√	√
18	Adi Putra Ramadhan	√	√	√	√	√	√
19	Sartika	√	√	√	√	√	√



20	Nur Qalbi	√	√	a	√	a	√
21	Muh. Resky	√	√	√	√	√	√
22	ST. Astianti Salmah.M	√	√	√	√	√	√
23	Muh. Firdaus Maulana	√	√	√	√	√	√
24	Inra	√	√	√	√	√	√
25	Islah Arianti	√	√	√	√	√	√
26	Adelia Amran	√	√	√	√	√	√
27	Dini	√	√	√	√	√	√

The list Name of the Students of Class Tenth Exact 5 Students in SMP SOMBA  
OPU- GOWA

No.	Sample	Code
1	Muh Rifal	S-1
2	Alif Akbar	S-2
3	Andi Zainab Petta Kebo	S-3
4	Muhammad Al Fadli	S-4
5	Muh Kifli	S-5
6	Andika Pratama	S-6
7	Nur Azizah	S-7
8	Yudha Ariyanto Ismail	S-8
9	Yeremia Efrain Nomleni	S-9
10	Mutmainnah	S-10
11	Muh. Indra Sirajuddin	S-11
12	Nur Annisa Bakri	S-12
13	Yerika Anastasya Sabil.S	S-13
14	ST.Rabiatul Adwlah	S-14
15	Deswita Maharani	S-15
16	Muh. Rifky. S	S-16
17	Umar Wiradani	S-17



18	Adi Putra Ramadhan	S-18
19	Sartika	S-19
20	Nur Qalbi	S-20
21	Muh. Resky	S-21
22	ST. Astianti Salmah.M	S-22
23	Muh. Firdaus Maulana	S-23
24	Inra	S-24
25	Islah Arianti	S-25
26	Adelia Amran	S-25
27	Dini	S-25

**The raw score of students' writing ability in term of content**

- a. The raw score of students' writing ability in term of content (unity and completeness)

Pre- test

No.	Name	Unity		Completeness	
		Pre-test	Classification	Pre-test	Classification
1	S-1	55	Very Poor	55	Fairly
2	S-2	60	Fairly	60	Fairly
3	S-3	55	Fairly	55	Fairly
4	S-4	60	Good	60	Fairly
5	S-5	60	Fairly	70	Good
6	S-6	60	Fairly	60	Fairly
7	S-7	60	Fairly	60	Fairly
8	S-8	55	Fairly	55	Fairly
9	S-9	60	Good	60	Fairly
10	S-10	75	Good	75	Good
11	S-11	60	Fairly	60	Fairly
12	S-12	60	Fairly	65	Fairly
13	S-13	55	Fairly	55	Very Poor
14	S-14	65	Fairly	65	Fairly
15	S-15	65	Very Poor	65	Fairly
16	S-16	60	Fairly	65	Fairly



17	S-17	55	Fairly	55	Very Poor
18	S-18	60	Fairly	60	Fairly
19	S-19	65	Fairly	60	Fairly
20	S-20	70	Good	70	Good
21	S-21	55	Fairly	50	Good
22	S-22	60	Good	60	Fairly
23	S-23	70	Fairly	75	Good
24	S-24	50	Fairly	50	Fairly
25	S-25	60	Fairly	50	Fairly
26	S-26	60	Fairly	50	Fairly
27	S-27	60	Fairly	50	Fairly

- b. The raw score of students' writing ability in term of content (unity and Completeness)

Post-Test

No.	Name	Unity		Completeness	
		Post-test	Classification	Post-test	Classification
1	S-1	60	Fairly	65	Fairly
2	S-2	75	Good	75	Good
3	S-3	70	Good	70	Good
4	S-4	75	Good	75	Good
5	S-5	75	Good	75	Good
6	S-6	75	Good	75	Good
7	S-7	75	Good	65	Fairly
8	S-8	70	Good	70	Good
9	S-9	75	Good	70	Good
10	S-10	80	Good	80	Good
11	S-11	75	Good	75	Good
12	S-12	75	Fairly	75	Good
13	S-13	65	Fairly	60	Fairly
14	S-14	70	Good	70	Fairly
15	S-15	70	Fairly	70	Good
16	S-16	75	Good	75	Good
17	S-17	60	Fairly	60	Fairly
18	S-18	75	Good	75	Good
19	S-19	70	Good	70	Good
20	S-20	80	Good	75	Good
21	S-21	75	Good	75	Good



22	S-22	75	Good	75	Fairly
23	S-23	80	Good	80	Good
24	S-24	70	Good	70	Fairly
25	S-25	75	Good	75	Fairly
26	S-26	75	Good	75	Fairly
27	S-27	75	Good	75	Fairly

### **The raw score of students' writing ability in term of organization**

- a. Whe raw score of students' writing ability in term of organization  
(Coherence and spatial order)

Pre test

No.	Name	Coherence		Spatial order	
		Pre-test	Classification	Pre-test	Classification
1	S-1	60	Fairly	55	Fairly
2	S-2	60	Fairly	60	Fairly
3	S-3	45	Very poor	55	Fairly
4	S-4	60	Fairly	60	Fairly
5	S-5	60	Fairly	60	Fairly
6	S-6	60	Fairly	60	Fairly
7	S-7	60	Fairly	60	Fairly
8	S-8	50	Fairly	50	Fairly
9	S-9	60	Fairly	60	Fairly
10	S-10	75	Good	75	Good
11	S-11	60	Fairly	60	Fairly
12	S-12	55	Fairly	55	Fairly
13	S-13	45	Very poor	45	Very Poor



14	S-14	55	Fairly	55	Fairly
15	S-15	60	Fairly	60	Fairly
16	S-16	60	Fairly	60	Fairly
17	S-17	45	Very poor	45	Very Poor
18	S-18	60	Fairly	60	Fairly
19	S-19	60	Fairly	60	Fairly
20	S-20	60	Fairly	60	Fairly
21	S-21	60	Fairly	65	Fairly
22	S-22	60	Fairly	60	Fairly
23	S-23	75	Good	75	Good
24	S-24	55	fairly	55	Fairly
25	S-25	60	Fairly	60	Fairly
26	S-26	75	Good	75	Good
27	S-27	60	Fairly	60	Fairly



- b. The raw score of students' writing ability in term of organization (coherence spatial order)

post-test

No.	Name	Coherence		Spatial Order	
		Post-test	Classification	Post-test	Classification
1	S-1	70	Good	70	Good
2	S-2	75	Good	75	Good
3	S-3	60	Fairly	60	Fairly
4	S-4	70	Good	70	Good
5	S-5	70	Good	70	Good
6	S-6	70	Good	70	Good
7	S-7	75	Good	75	Good
8	S-8	65	Fairly	65	Fairly
9	S-9	75	Good	75	Good
10	S-10	80	Good	80	Good
11	S-11	65	Fairly	65	Fairly
12	S-12	65	Fairly	65	Fairly
13	S-13	65	Fairly	60	Fairly
14	S-14	70	Good	70	Good
15	S-15	75	Good	75	Good
16	S-16	75	Good	75	Good
17	S-17	65	Fairly	55	Fairly



18	S-18	75	Good	75	Good
19	S-19	75	Good	75	Good
20	S-20	75	Good	75	Good
21	S-21	70	Good	70	Good
22	S-22	75	Good	75	Good
23	S-23	80	Good	80	Good
24	S-24	65	Fairly	65	Fairly
25	S-25	75	Good	75	Good
26	S-26	75	Good	75	Good
27	S-27	75	Good	75	Good

**The calculating students' score in term of Content**

**a. Pre-test**

NO	NAME	CONTENT		$\Sigma X$	MEAN SCORE (X)	CLASSIFICATION
		UNITY	COMPLETENES			
1	S-1	55	55	110	55	Fairly
2	S-2	60	60	120	60	Fairly
3	S-3	55	55	110	55	Fairly
4	S-4	60	60	120	60	Fairly
5	S-5	60	70	130	65	Fairly
6	S-6	60	60	120	60	Fairly
7	S-7	60	60	120	60	Fairly
8	S-8	55	55	110	55	Fairly
9	S-9	60	60	120	60	Fairly
10	S-10	75	75	150	75	Good
11	S-11	60	60	120	60	Fairly
12	S-12	60	65	125	62.5	Fairly
13	S-13	55	55	110	55	Fairly
14	S-14	65	65	130	65	Fairly



15	S-15	65	65	130	65	Fairly
16	S-16	60	65	125	62.5	Fairly
17	S-17	55	55	110	55	Fairly
18	S-18	60	60	120	60	Fairly
19	S-19	65	60	125	62.5	Fairly
20	S-20	70	70	140	70	Good
21	S-21	55	50	105	52.5	Fairly
22	S-22	60	60	120	60	Fairly
23	S-23	70	75	145	72.5	Good
24	S-24	50	50	100	50	Fairly
25	S-25	60	50	110	55	Fairly
26	S-26	60	50	110	55	Fairly
27	S-27	60	50	110	55	Fairly
	<b>TOTAL SCORE</b>			<b>3105</b>	<b>2500</b>	
	<b>X<sub>1</sub></b>			<b>5605</b>	<b>3105</b>	

b. Post-test

NO	NAME	CONTENT		$\Sigma X$	MEAN SCORE ( $\bar{X}$ )	CALSSIFICATION
		UNITY	COMPLETENES			
1	S-1	60	65	125	62.5	Fairly
2	S-2	75	75	150	75	Good
3	S-3	70	70	140	70	Good
4	S-4	75	75	150	75	Good
5	S-5	75	75	150	75	Good
6	S-6	75	75	150	75	Good
7	S-7	75	65	140	70	Good
8	S-8	70	70	140	70	Good
9	S-9	75	70	145	72.5	Good
10	S-10	80	80	160	80	Good
11	S-11	75	75	150	75	Good
12	S-12	75	75	150	75	Good
13	S-13	65	60	125	62.5	Fairly
14	S-14	70	70	140	70	Good
15	S-15	70	70	140	70	Good
16	S-16	75	75	150	75	Good
17	S-17	60	60	120	60	Fairly
18	S-18	75	75	150	75	Good



19	S-19	70	70	140	70	Good
20	S-20	80	75	155	77.5	Good
21	S-21	75	75	150	75	Good
22	S-22	75	75	150	75	Good
23	S-23	80	80	160	80	Good
24	S-24	70	70	140	70	Good
25	S-25	75	75	150	75	Good
26	S-26	75	75	150	75	Good
27	S-27	75	75	150	75	Good
	<b>TOTAL SCORE</b>			3920	<b>23975</b>	
	<b>X<sub>2</sub></b>			27895	<b>3920</b>	

### The calculating students' score in term of organization

#### a. Pre-test

NO	NAME	ORGANIZATION		$\Sigma X$	MEAN SCORE (X)	CLASSIFICATION
		COHERENCE	SPATIAL ORDER			
1	S-1	60	55	115	57.5	Fairly
2	S-2	60	60	120	60	Fairly
3	S-3	45	55	100	50	Fairly
4	S-4	60	60	120	60	Fairly
5	S-5	60	60	120	60	Fairly
6	S-6	60	60	120	60	Fairly
7	S-7	60	60	120	60	Fairly
8	S-8	50	50	100	50	Fairly
9	S-9	60	60	120	60	Fairly
10	S-10	75	75	150	75	Good
11	S-11	60	60	120	60	Fairly
12	S-12	55	55	110	55	Fairly
13	S-13	45	45	90	45	Very poor
14	S-14	55	55	110	55	Fairly
15	S-15	60	60	120	60	Fairly
16	S-16	60	60	120	60	Fairly
17	S-17	45	45	90	45	Very poor
18	S-18	60	60	120	60	Fairly
19	S-19	60	60	120	60	Fairly



20	S-20	60	60	120	60	Fairly
21	S-21	60	65	125	62.5	Fairly
22	S-22	60	60	120	60	Fairly
23	S-23	75	75	150	75	Good
24	S-24	55	55	110	55	Fairly
25	S-25	60	60	120	60	Fairly
26	S-26	60	60	120	60	Fairly
27	S-27	60	60	120	60	Fairly
	<b>TOTAL SCORE</b>			<b>4085</b>	<b>1585</b>	
	<b>X<sub>1</sub></b>			<b>5670</b>	<b>7255</b>	

**b. Post-Test**

NO	NAME	ORGANIZATION		$\Sigma X$	MEAN SCORE ( $\bar{X}$ )	CLASSIFICATION
		COHERENCE	SPATIAL ORDER			
1	S-1	70	70	140	70	Good
2	S-2	75	75	150	75	Good
3	S-3	60	60	120	60	Fairly
4	S-4	70	70	140	70	Good
5	S-5	70	70	140	70	Good
6	S-6	70	70	140	70	Good
7	S-7	75	75	150	75	Good
8	S-8	65	65	130	65	Fairly
9	S-9	75	75	150	75	Good
10	S-10	80	80	160	80	Good
11	S-11	65	65	130	65	Fairly
12	S-12	65	65	130	65	Fairly
13	S-13	65	60	125	62.5	Fairly
14	S-14	70	70	140	70	Good
15	S-15	75	75	150	75	Good
16	S-16	75	75	150	75	Good
17	S-17	65	55	120	60	Fairly
18	S-18	75	75	150	75	Good
19	S-19	75	75	150	75	Good
20	S-20	75	75	150	75	Good
21	S-21	70	70	140	70	Good



22	S-22	75	75	150	75	Good
23	S-23	80	80	160	80	Good
24	S-24	65	65	130	65	Fairly
25	S-25	75	75	150	75	Good
26	S-26	75	75	150	75	Good
27	S-27	75	75	150	75	Good
	<b>TOTAL SCORE</b>			3845	<b>17875</b>	
	<b>X<sub>2</sub></b>			21720	<b>39595</b>	

### The Result of students' writing ability in term of content and organization

#### a. content

No.	Name	Score Pre- test (X <sub>1</sub> )	Score Post- test (X <sub>2</sub> )	D (X <sub>2</sub> -X <sub>1</sub> )	X <sub>1</sub> <sup>2</sup>	X <sub>2</sub> <sup>2</sup>	D <sup>2</sup>
1	S-1	55	62.5	7.5	3025	3906.25	56.25
2	S-2	60	75	15	3600	5625	225
3	S-3	55	70	15	3025	4900	225
4	S-4	60	75	15	3600	5625	225
5	S-5	65	75	10	4225	5625	100
6	S-6	60	75	15	3600	5625	225
7	S-7	60	70	10	3600	4900	100
8	S-8	55	70	15	3025	4900	225
9	S-9	60	72.5	12.5	3600	5256.25	156.25
10	S-10	75	80	5	5625	6400	25
11	S-11	60	75	15	3600	5625	225
12	S-12	62.5	75	12.5	3906.25	5625	156.25
13	S-13	55	62.5	7.5	3025	3906.25	56.25
14	S-14	65	70	5	4225	4900	25
15	S-15	65	70	5	4225	4900	25
16	S-16	62.5	75	12.5	3906.25	5625	156.25
17	S-17	55	60	5	3025	3600	25
18	S-18	60	75	15	3600	5625	225
19	S-19	62.5	70	7.5	3906.25	4900	56.25
20	S-20	70	77.5	7.5	4900	6006.25	56.25
21	S-21	52.5	75	22.5	2756.25	5625	506.25
22	S-22	60	75	15	3600	5625	225
23	S-23	72.5	80	7.5	5256.25	6400	56.25
24	S-24	50	70	20	2500	4900	400
25	S-25	55	75	20	3025	5625	40
26	S-26	55	75	20	3025	5625	40
27	S-27	55	75	20	3025	5625	40



<b>MEAN SCORE</b>	<b>X</b>	<b>1622</b>	<b>3695</b>	<b>3015</b>			
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b. Organization

<b>No.</b>	<b>Name</b>	<b>Score Pre- test (X<sub>1</sub>)</b>	<b>Score Post- test (X<sub>2</sub>)</b>	<b>D (X<sub>2</sub>- X<sub>1</sub>)</b>	<b>X<sub>1</sub><sup>2</sup></b>	<b>X<sub>2</sub><sup>2</sup></b>	<b>D<sup>2</sup></b>
1	S-1	57.5	70	12.5	3306.25	4900	156.25
2	S-2	60	75	15	3600	5625	225
3	S-3	50	60	10	2500	3600	100
4	S-4	60	70	10	3600	4900	100
5	S-5	60	70	10	3600	4900	100
6	S-6	60	70	10	3600	4900	100
7	S-7	60	75	15	3600	5625	225
8	S-8	50	65	15	2500	4225	225
9	S-9	60	75	15	3600	5625	225
10	S-10	75	80	5	5625	6400	25
11	S-11	60	65	5	3600	4225	25
12	S-12	55	65	10	3025	4225	100
13	S-13	45	62.5	17.5	3906.25	3906.25	306.25
14	S-14	55	70	15	3025	4900	225
15	S-15	60	75	15	3600	5625	225
16	S-16	60	75	15	3600	5625	225
17	S-17	45	60	15	2025	3600	225
18	S-18	60	75	15	3600	5625	225
19	S-19	60	75	15	3600	5625	225
20	S-20	60	75	15	3600	5625	225
21	S-21	62.5	70	7.5	3906.25	4900	56.25
22	S-22	60	75	15	3600	5625	225
23	S-23	75	80	5	5625	6400	25
24	S-24	55	65	10	3025	4225	100
25	S-25	60	75	15	3600	5625	225
26	S-26	60	75	15	3600	5625	225
27	S-27	60	75	15	3600	5625	225
<b>TOTAL SCORE</b>	<b>ΣX</b>	<b>1584</b>	<b>17875</b>	<b>395</b>	<b>8894075</b>	<b>524425</b>	<b>412325</b>
<b>MEAN SCORE</b>	<b>X</b>						



## CALCULATING MEAN SCORE

1. The mean score of student's writing ability in term of content in pre-test and post-test

- a. The mean score of students' writing ability in pre-test

$$\bar{X}_1 = \frac{\sum \bar{X}_1}{N}$$

$$= \frac{1790}{30}$$

$$= 59.67$$

- b. The mean score of students' writing ability in post-test

$$\bar{X}_2 = \frac{\sum \bar{X}_2}{N}$$

$$= \frac{2145}{30}$$

$$= 71.5$$



2. The mean score of student's writing ability in term of organization in pre-test and post-test

- a. The mean score f students' writing ability in pre-test.

$$\bar{X}_1 = \frac{\sum \bar{X}_1}{N}$$

$$= \frac{1740}{30}$$

$$= 58$$

- b. The mean score of students' writing ability in pre-test.

$$\bar{X}_2 = \frac{\sum \bar{X}_2}{N}$$

$$= \frac{2110}{30}$$

$$= 70.33$$

### Percentage (%)

1. The improvement of the students' score in terms of content

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{71.5 - 59.67}{59.67} \times 100\%$$

$$P = \frac{11.83}{59.67} \times 100\%$$

$$P = 19.82\%$$



## 2. The improvement of the students' score in terms organization

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{70.33 - 58}{58} \times 100\%$$

$$P = \frac{12.33}{58} \times 100\%$$

$$P = \mathbf{21.25\%}$$

## Calculating the T-Test

### 1. Calculating the t-Test Analysis of Content

$$\bar{D} = \frac{\Sigma D}{N} = \frac{355}{30} = 11.83$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{11.83}{\sqrt{\frac{4490 - \frac{(355)^2}{30}}{30(30-1)}}$$

$$t = \frac{11.83}{\sqrt{\frac{4490 - \frac{126025}{30}}{30(29)}}$$

$$t = \frac{11.83}{\sqrt{\frac{4490 - 4200.83}{870}}}$$

$$t = \frac{11.83}{\sqrt{\frac{289.17}{870}}}$$



$$t = \frac{11.83}{\sqrt{0.33}}$$

$$t = \frac{11.25}{0.57}$$

$$t = \mathbf{20.75}$$

## 2. Calculating the t-Test Analysis of organization

$$\bar{D} = \frac{\Sigma D}{N} = \frac{370}{30} = 12.33$$

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

$$t = \frac{12.33}{\sqrt{\frac{4950 - \frac{(370)^2}{30}}{30(30-1)}}$$

$$t = \frac{12.33}{\sqrt{\frac{4950 - \frac{136900}{30}}{30(29)}}$$

$$t = \frac{12.33}{\sqrt{\frac{4950 - 4563.33}{870}}}$$

$$t = \frac{12.33}{\sqrt{\frac{386.67}{870}}}$$

$$t = \frac{12.33}{\sqrt{0.44}}$$

$$t = \frac{12.33}{0.66}$$

$$t = \mathbf{18.68}$$



### DISTRIBUTION OF T-TABLE

df	Level of Significance for Two-Tailed Test					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.926	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.908	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.226	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.120	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.604	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.927
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.088	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.919
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.690	2.500	2.807	3.767
24	1.318	1.711	2.640	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.316	1.708	2.060	2.485	2.787	3.725
27	1.316	1.708	2.060	2.485	2.787	3.725
x	3914	5061	6080	7296	8150	10741

#### The calculate the percentage of the students' score

- A. The calculate the percentage of the students' writing ability in term of content

**In pre-test**



<b>1. Excellent</b>  $P = \frac{F}{N} \times 100$ $P = \frac{0}{30} \times 100$ $P = 0$	<b>2. Good</b>  $P = \frac{F}{N} \times 100$ $P = \frac{3}{30} \times 100$ $P = 10\%$
<b>3. Fairly</b>  $P = \frac{F}{N} \times 100$ $P = \frac{27}{30} \times 100$ $P = 90\%$	<b>4. Very Poor</b>  $P = \frac{F}{N} \times 100$ $P = \frac{0}{30} \times 100$ $P = 0$

#### IN POST- TEST

<b>1. Excellent</b>  $P = \frac{F}{N} \times 100$ $P = \frac{0}{30} \times 100$ $P = 0\%$	<b>2. Good</b>  $P = \frac{F}{N} \times 100$ $P = \frac{24}{30} \times 100$ $P = 80\%$
<b>3. Fairly</b>  $P = \frac{F}{N} \times 100$ $P = \frac{6}{30} \times 100$ $P = 20\%$	<b>4. Very Poor</b>  $P = \frac{F}{N} \times 100$ $P = \frac{0}{30} \times 100$ $P = 0\%$



- B. The calculate the percentage of the students' writing ability in term of organization

**In pre-test**

<p><b>1. Excellent</b></p> $P = \frac{F}{N} \times 100$ $P = \frac{0}{30} \times 100$ $P = 0$	<p><b>2. Good</b></p> $P = \frac{F}{N} \times 100$ $P = \frac{2}{30} \times 100$ $P = 6.67 \%$
<p><b>3. Fairly</b></p> $P = \frac{F}{N} \times 100$ $P = \frac{26}{30} \times 100$ $P = 86.66\%$	<p><b>4. Very Poor</b></p> $P = \frac{F}{N} \times 100$ $P = \frac{2}{30} \times 100$ $P = 6.67 \%$

**IN POST- TEST**

<p><b>5. Excellent</b></p> $P = \frac{F}{N} \times 100$ $P = \frac{0}{30} \times 100$ $P = 0$	<p><b>6. Good</b></p> $P = \frac{F}{N} \times 100$ $P = \frac{19}{30} \times 100$ $P = 63.33\%$
<p><b>7. Fairly</b></p> $P = \frac{F}{N} \times 100$ $P = \frac{11}{30} \times 100$ $P = 36.67\%$	<p><b>8. Very Poor</b></p> $P = \frac{F}{N} \times 100$ $P = \frac{0}{30} \times 100$ $P = 0$



# Non-attenuation



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## CURRICULUM VITAE



The Researcher, ENI WINDARTI bears on May 17 1993 at Puupi. Kec. Kolono, kab. Konsel. She is first child of five siblings. My father is Bambang and My mother Kusmini. she graduates from Elementary School at SDN 2 Puupi. Then, she continues she studying at SMPN 7 Konsel. and grade on 2005. On same year, she continues she studying at SMAN 1 Bontomarannu and grad on 2011. After graduated at Senior High School, she is accepted as student at English Department of Faculty of Teacher and Education Training of Makassar Muhammadiyah's university.

On a stop to she studies, she can solve her thesis with *purpose by Calibrated Peer Review to increase Student ' in Writing Descriptive Text on Tenth Grade from SMP SOMBA OPU Student, kab. Gowa .*



