

**THE EFFECTIVENESS OF USING PEER EDITING METHOD TO
INCREASE THE STUDENTS' WRITING ABILITY**

(A Pre Experimental Research)



A THESIS

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2019



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ABSTRACT

ARHAIDA AKHMAD, 2019. *The Effectiveness of Using Peer Editing Method to Increase The Students' Writing Of The Tenth Grade Students of SMA Muhammadiyah Sungguminas in Academic Year 2018/2019.* Thesis English Education Department, Education and Teacher Training, Muhammadiyah University of Makassar, Guided by **Erwin Akib** and **Yassir Mallappiang**.

The aim of this research was to find out whether or not the effectiveness of using peer editing method to increase the students' writing ability of the tenth grade students of SMA Muhammadiyah Sungguminas compared with traditional method to teach descriptive text.

The researcher applied a pre-experimental method with one group pre-test and post-test design. The procedure of collecting data involved administering pre-test before treatment and then post-test.

The population of this research was the tenth grade students of SMA Muhammadiyah Sungguminas, academic year 2018/2019 which consisted of 56 students. The sample was taken by simple random sampling with the total number of sample was 35 students.

The result of the mean score of the students' writing ability before being taught through peer editing was 5.8 (58) and while after doing treatment, the mean score was 6.6 (66). To find out the significant difference between pre-test and post-test, the researcher applied t-test.

The value of t-test was 7.50 which were greater than the value of t-table, that was 1.690 at the level of significance 0.05 and the degree of freedom was 34. The conclusion of this research was peer editing method effective in increasing the students' writing ability

Keywords: Peer Editing Method, Writing, Descriptive Text.

ABSTRAK

ARHAIDA AKHMAD, 2019. *Keefektifan menggunakan metode Editing dari Rekan untuk meningkatkan kemampuan siswa dalam menulis siswa kelas sepuluh SMA Muhammadiyah Makassar tahun ajaran 2018/2019.* Tesis Jurusan Pendidikan Bahasa Inggris di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sungguminasa, diawasi oleh konsultan ke-1 **Erwin Akib** dan konsultan ke-2 **YassirMallapiang**.

Tujuan dari penelitian ini adalah untuk mengetahui apakah atau tidak keefektifan menggunakan metode editing dari rekan untuk meningkatkan kemampuan siswa dalam menulis pada kelas sepuluh SMA Muhammadiyah Sungguminasa dibandingkan dengan menggunakan metode tradisional untuk mengajarkan descriptive text.

Peneliti menggunakan sebuah metode pre-eksperimental dengan desain one group pre-test post-test. Prosedur dari pengumpulan data seperti pre-test sebelum diberi perlakuan dan kemudian post-test.

Populasi dari penelitian ini adalah kelas sepuluh siswa SMA Muhammadiyah Sungguminasa, tahun ajaran 2018/2019 terdiri dari 56 siswa. Sampel yang digunakan adalah sampel acak (random) dengan total sampel 35 siswa.

Hasil nilai rata-rata siswa sebelum diajarkan metode editing dari rekan adalah 5.8 (58) dan setelah diberikan perlakuan, nilai rata-ratanya adalah 6.6 (66). Untuk mengetahui perbedaan yang signifikan antara pre-test dan post-test, peneliti mengaplikasikan t-test.

Nilai dari t-test yaitu 7.50 lebih besar dibanding nilai t-table 1.690 dari level signifikan 0.05 dan df (degree of freedom) yaitu 34. Kesimpulan dari penelitian ini adalah editing dari rekan efektif dalam meningkatkan kemampuan menulis siswa.

Kata Kunci : Metode Editing dari Rekan, Menulis, Teks Deskripsi

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Makassar, 2019

The Researcher

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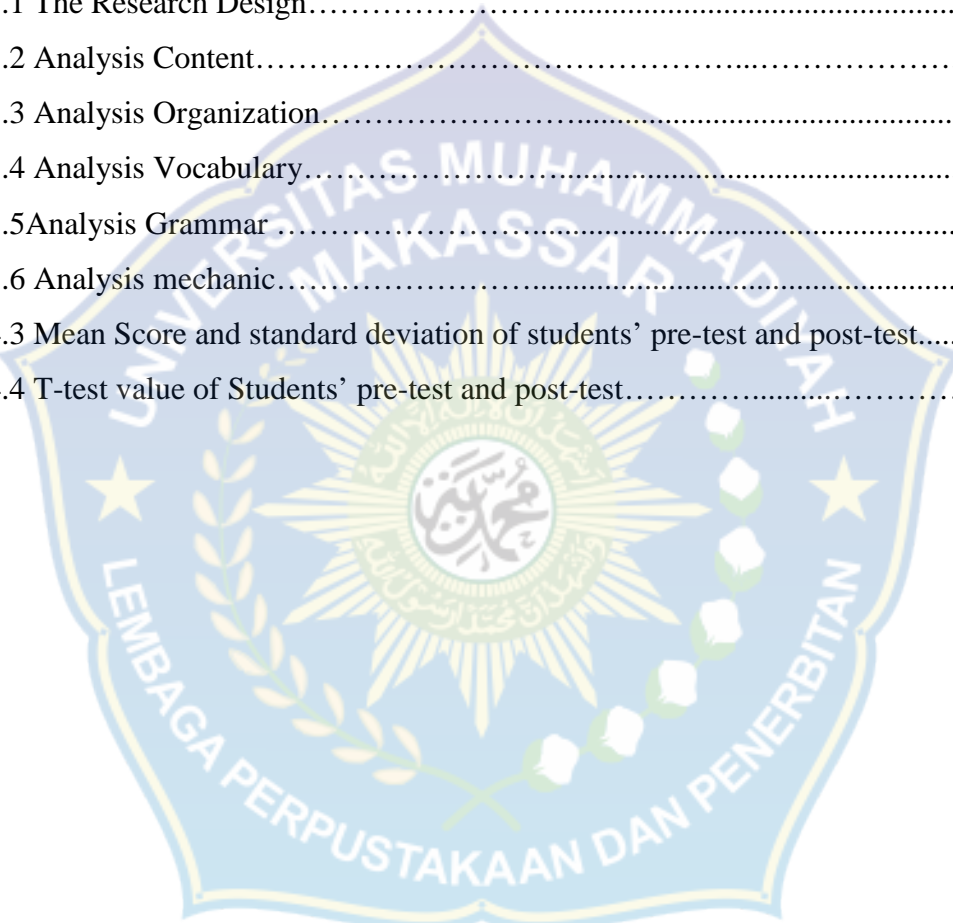
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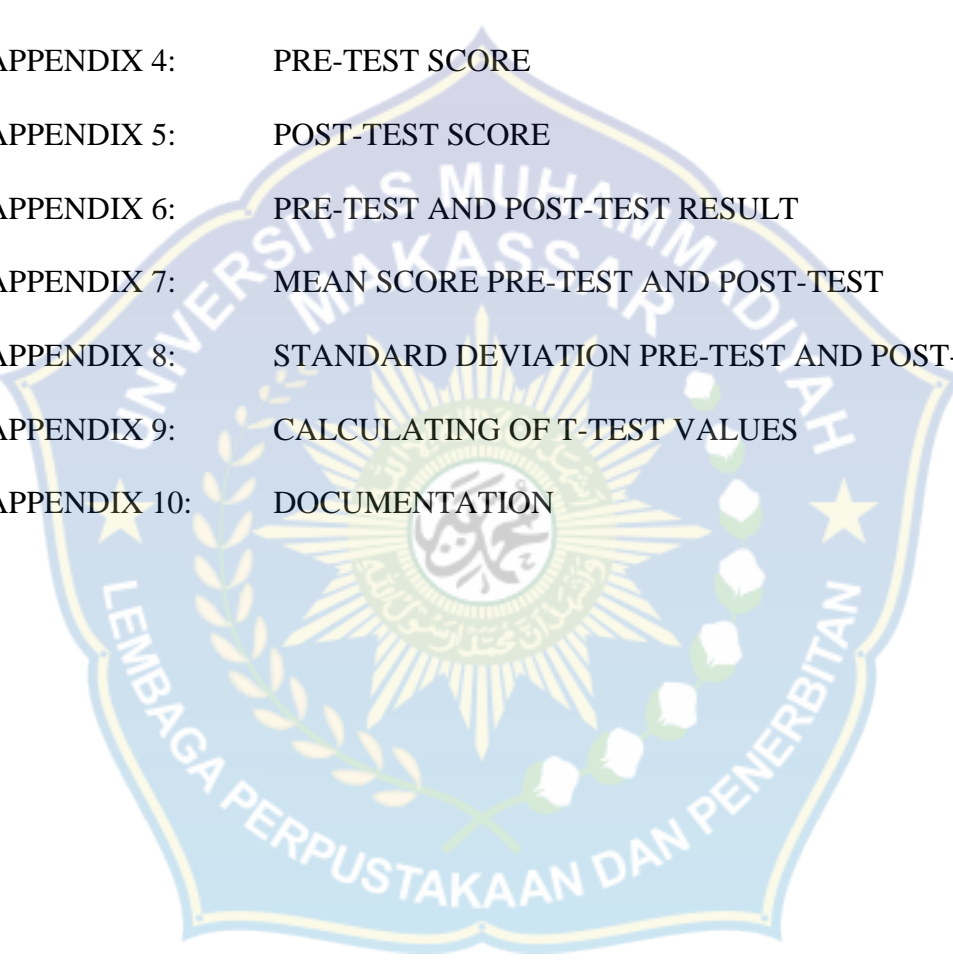
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CHAPTER I

INTRODUCTION

A. Background of The Study

In Indonesia the curriculum always been changed. Every curriculums that are applied in this country always expected to be applicable in every schools. The changing of the curriculum gives influence to the schedule of teaching and learning process, and of course gives influence to the lesson plan. The teaching goal of English in the 2013 Curriculum for Senior High School student is to develop the students' competence both in oral and written English communication. In the other words, teaching and learning process is expected that at the end of teaching and learning process, students are required to master the four language skills namely listening, speaking, reading, and writing.

Based on the researcher pre-observation focus on the students' writing ability in SMA Muhammadiyah Sungguminasa, the researcher found the following facts: firstly, the students' learning motivation in writing is still low due to the image of complicated skill to learn. Secondly, students less of students' independence of learning. Thirdly, there are many mistakes made by students when writing a text commonly, the mistakes made by students refer to five components of writing they are; content, organization, vocabulary,

grammar, and mechanics. At the time, the researcher found that the teacher used lecturing method. But, this method was not really effective and make the students being bored, sleepy and finally the students less attention.

Finally, the students became lack of attention because the method that is used was less attractive because the first is material controlled by students is limited to what the teacher has mastered and delivered. This is the most dominant weakness in the lecture method, because what the teacher has delivered is what he obtained and mastered. The second is presentation of lectures that are not accompanied by demonstrations and examples are only verbalistic and boring. This is a weakness that has a lecturing method, because the teacher in the presentation only relies on verbal language while students rely solely on their auditive abilities.

On the other hand, the ability of students on an auditive basis is different, including in capturing learning material through hearing. The third is the ability of teachers to speak and speak words that are not good, often boring and boring students, so that students become unaware of learning material, sleepy or chat with their peers. If they are silent, their minds are everywhere because they do not understand what the teacher is saying because they are not interesting. The fourth is with the lecturing method, it is very difficult to know whether students have not understood and have understood what the teacher has said. When the teacher asks questions generally more are

silent and do not answer questions, although certainly not all students are like that.

After knowing the facts that occur in the process of learning writing, the teacher try to offer replace the learning method that is able to increase the activeness of students in the classroom. According to Harmer (2004) says that peer-editing or known as peer-reviewis a valuable element in the writing process where encourage students to read otherstudents' work where it does not. While according to Oshima (2006) peereditingis an interactive process or reading and commenting on classmates' writing.

In line with that, Hyland (2003) writes that peer-editing helps thestudents and makes the students awareof their reader when they write andmake revision. In addition, peereditingalso helps the students becomemore sensitive to problems in theirwriting and more confident incorrecting themalso frames a self-awareness in students writing. Consequently, peer editing brings positive thing for students, in case they will aware to their friends writing assignment although they will just criticize it and students will try their best to revise their own works to avoid "constructive criticism" from their peer.

Falchikov (2001) argues that in peer editing, there is an interaction with peers to develop their idea in writing skill. It means that, students will learn collaboratively. For example, when students write a paragraph, they can share their writing to check their vocabulary, grammar, and organization. It is

very important for students, because response for student writing can come from various readers, including classmates, others peers, and teachers to get a good writing.

In addition, Peer editing technique is form of collaborative learning. A collaborative learning in teaching writing, students can learn from each other and gain mutual support. In collaborative writing encourages social interaction among writers through activities such as peer editing. It is supported by Teo (2007) states that collaborative writing students are encouraged to brainstorm ideas in pairs or groups, to give each other feedback, and edit each other's

Based on the fact explained above, the researcher is going to use peer editing method to increase students' writing ability at the tenth grade students of SMA Muhammadiyah Sungguminasa. The researcher hopes that students will be motivated and optimize their potential during their instruction.

B. Problem Statement

Is the use of peer-editing method effective in increasing students' writing ability?

C. Objective of the Research

The objective of the research is "To know whether the use of peer-editing method effective or not in increasing students' writing descriptive text ability"

D. Significance of the Research

Based on the research objective above, the researcher can show the research benefit such as:

1. For English teacher

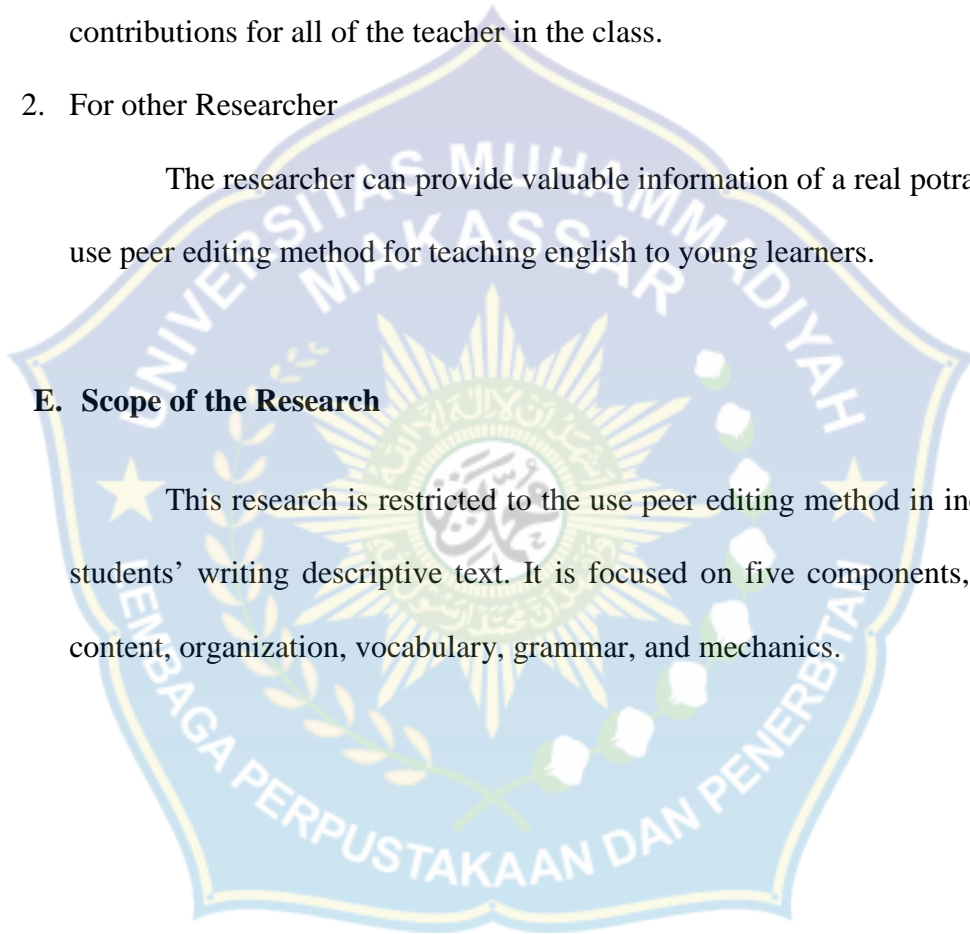
This researcher expects this research's result can give positive contributions for all of the teacher in the class.

2. For other Researcher

The researcher can provide valuable information of a real potrait of the use peer editing method for teaching english to young learners.

E. Scope of the Research

This research is restricted to the use peer editing method in increasing students' writing descriptive text. It is focused on five components, namely content, organization, vocabulary, grammar, and mechanics.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Some of the previous research findings as follow:

1. Tusino (2013) conducted a research about The Effectiveness of Peer Editing to Improve the Students' Essay Writing Skill. He found that the students' writing is a good category and, all writing aspects could improve after the students were taught by peer editing. The aspects of content and vocabulary improve significantly but, the aspects of organization, grammar, and mechanics did not increase significantly. It means that the use of Peer Editing is effective to improve the students' essay writing skill at English Education program of Muhammadiyah University of Purworejo.
2. Inderawati(2015) conducted a research about Use The Implementation of Peer Editing Technique to Improve Students Writing Achievement. She conclude that there was a significant difference in recount writing achievement between the students who were taught through peer editing Technique (experimental group) and those who were not (control group). In brief, Peer editing Technique was effective in improving students' recount writing achievement.

3. Syakirman, A (2016) conducted a research about Using Peer Editing to Improve Students' Writing Skill. He found that teaching writing using peer editing can improve the students' writing ability. It is proved by the improvement of the students' mean score. The mean score of pre-test is 49,6 %, while the mean score of post-test is 79,20 %. In addition the students also fell interested, motivated, and easy in writing class.
4. Rusmania (2012) conducted a research about using per editing to improve students' writing skill. She found that, Peer-editing make the students thinking creatively by developing their idea ingiving their freinds' paper compliment, suggestion, correcting and practicing todo real writing by written composition.
5. Norzang (2017) conducted a research aboutUse of Roundtable Structure Supplemented By Peer Editing Technique to Enhancing Students'Essay Writing Skills. He found that, Peer Editing technique contributed to enhance students' essay writing skills. It helped to engage every student meaningfully and made writing real fun to learn.
6. Mawlawi (2010) conducted a research about Peer-Editing Versus Self-Editing in the ESL Classroom. He found that, peer-editing helped students explore learning opportunities and build new knowledge by directing their limited and selective attention to problems of content and organization in their essays. Through negotiation of meaning, peer-editing allowed students to exchange ideas, learn new concepts about writing, rationalize writing decisions, as well as gain confidence in their writing ability.

Based on the previous related researcher findings above, the researcher find the similarity of using peer editing method where, it helps the students in improving students' writing ability and also can make the students interested and motivate and easy in writing class. While the difference from previous research is the researcher will give the difference strategy in the teaching and learning process.

B. The Concept of Writing

1. Definition of writing

Writing is one of the basic competencies to communicate in teaching English. As the basic competence, writing is about the way that ideas are ordered into sentences and paragraphs to communicate to the reader of each particular piece of writing (Creme, 2013).

Another statement about writing is the way of thinking or sending message from the writer to the reader which becomes the part of language or language skill and it's also means communications (Nawawi, 2011).

Similarly with before statement, writing is more than a medium communication. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words, phrase, sentences, and paragraph at the same time (Fauzi, 2011).

Based on the various definitions above, it is clear that writing is a means of communication, and a way of expressing ideas through written form.

Therefore, Writing is the process of building larger units form smaller ones. That form the combination letter form words and to be arranged to form sentences, sentences to be arranged to make paragraph and paragraph arranged to make a writing essay.

2. Components of writing

In writing, there are five components that should be considered.

They are content, organization, grammar, vocabulary, and mechanics (Brown 2000).

1) Content

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

a. Unity

The writing is regarded to have a good unity if it has some main ideas and the sentences contained in it develop the idea. The main idea is stated in the topic sentences and each every supporting sentence develops it and related to that idea. If a writer wants his writing is unified, he or she not includes the sentences that do not support the main idea in the topic sentences.

b. Completeness

One writing is said having completeness if the main idea has been explained and develop fully. Completeness is the controlling idea which develops thoroughly by the use particular information. It is relating to how complex or general the topic sentence.

2) Organization

The organization of writing is concerned with the ways the writer arranges and organizes the idea or the messages in writing. There are many ways used by the writer to organize or arrange the writing. This organization is mainly recognized as order:

- a) Chronological order
- b) Order of importance
- c) General to particular order
- d) Particular to general order
- e) General to particular-general order
- f) Question to answer order

3) Grammar

Grammar plays important role in writing, it governs utterances that we produce to be correct and orderly. Therefore, is also has great influence on the quality of a piece of writing. Having no mastery of grammar, students cannot create a good writing.

In order to have good grammar in writing, writer should pay attention to the use of grammatical rules concerning tenses, preposition, conjunction, clause, (adjective or noun clause), articles, etc. The lack of good grammar will make content of writing vague and make misunderstanding.

4) Vocabulary

One cannot write anything if he or she has nothing to express. He or she should express their ideas in the form of words or vocabulary. The lack of vocabulary will make someone fails to compose what they are going to say, because to convey his or her ideas. It is required in order to have good writing and understandable. In encyclopedia of education, several kinds of vocabulary are stated, they are: oral actively used in speech of writing; used to convey message, listening; or responds to the others with the meaning and understands in the speech of others, reading; understand in the writing vocabulary, it is regarded as productive one.

5) Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing will make readers easy to understand the conveying ideas or the messages stated in the writing.

a. Capitalization

The use of capitalization in the writing can clarify the ideas if the sentences are not capitalized correctly, ambiguous, and misunderstanding will appear. It also help us differ one sentence from others.

The following are ordinarily capitalized:

1. The first word of a sentence.
2. The pronoun *I* and interjection *O*.
3. The first word in a direct quotation.
4. The first words in a direct question within a sentence.
5. Nouns referring to the deity and to the Bible and other sacred books.
6. The names of god and goddesses of polytheistic religions.
7. *President* and *Presidency* when these refer to the office of President of United States.
8. An official title used before the name of the person holding it.
9. A title, rank, etc., followed by a proper name used with or in place of a proper name.
10. Proper nouns and some adjectives formed from proper nouns.
11. Words denoting family relationships when they precede the name of a person or when they stand unmodified as a substitute for a person's name.

12. The names of nationalities and languages, and the anthropological terms for races.
13. The names of organizations, institution, government agencies, business religious holidays, holy days, etc.
14. Geographical terms when they are part of a proper name.
15. The names of heavenly bodies.
16. Compass directions and adjectives derived from them when they refer to a specific geographical area.
17. The names of abstract or inanimate things that are personified.
18. The first and the last words and all nouns, pronouns, verbs, adjective adverbs and subordinate conjunctions in titles and subtitles of books, magazines newspapers, articles, essays, poems, musical works, works of art, etc.
19. Registered trademarks.

b. Punctuation

Punctuation can help readers to identify the words are to be taken as a unit of meaning and suggest how the units of it relate to each other.

The principle marks of punctuation are discussed below, in alphabetical order. The convention governing double punctuation-tat is the use of more than one mark of punctuation at the same location within a sentence-are then summarized. Those mark punctuation are *Apostrophe* ['], *Brackets* [[]], *Colon* [:], *Comma* [,], *Dash* [-], *Ellipsis*

[. . .], *Exclamation Mark* [!], *Hyphen* [-], *Parentheses* [()], *Period* [.] , *Question Mark* [?], *Quotation Mark* [“”], *Semicolon* [;], and *Double Punctuation* [.”,”]

c. Spelling

There are three important rules follows in using spelling appropriately. They are suffixes addition such as adding (gerund, present participle) : omit becomes omitting, plural information, such as adding ‘ es’, ‘s’, or changing ‘y’ to ‘I’ if the finally ‘y’ is preceded by consonant such as fly become flies, the handling of ie or ai within the words.

3. Writing Process

Writing process is a private activity. Writing process can help them in composing their thought into paper. Writing process as a classroom activity incorporates the four basic writing stage-planning (Pre-writing), drafting, revising, editing, evaluating, and publishing. There are several writing process, they are:

1. **planning [pre-writing]**

There are several pre-writing techniques that will help to think and develop a topic and get word.

a. Group Brainstorming

Group member spews out ideas about the topic.

Spontaneity is important here. There are not rights or wrong

answer. Group members may have up come up with a new ideas that seemed silly or impractical, but one idea led to another, and you eventually hit on and ideas that worked.

b. Clustering

Student's form word related to a stimulus supplied by teacher. The word are circle and then linked by lines to show discernible cluster. Clustering is simple powerful strategy.

c. Rapid Free writing

Within a limited time students can make write quickly a single word or phrase about a topic. The time limit keeps the writer's minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

d. WH-Question

WH-Question is who, why, what, where, when and how question about the topic. This can help to write a paragraph which has correlation to the topic.

2. Drafting

In the second stage is drafting, in the drafting stage the writer are focused fluency of writing with grammatical accuracy. In this way, you are attempting to draw out the essay's concept. Use your first draft to.

- a. Formulate a working introduction
- b. Organize your ideas

3. Revising

Revising means rewriting an essay, building on what has already been done to make it stronger. Then they revise their draft, they review their draft on the feedback in given in the responding stage. There are several stages to the revising process: revising content, revising sentence and editing. You can make decisions about revising your writing:

- a. Revising your sentences; revising overall structure
- b. Revising your paragraph; evaluating coherence
- c. Revising your words choice

4. Editing

In this stage students have prepare the final draft for evaluation by the teacher. They edit their own in grammar, spelling, punctuation, diction, sentence accuracy of supportive textual material such as quotation.

5. Evaluating

After the students has finished, the next stage is evaluation students writing. In this stage students will get score may be scoring from analytical. The criteria for evaluation should be made known to students in advance. In this way they are made more responsible for their own.

6. Publishing

The final step of writing process is publishing. This means depending on the piece you are working on:

- a. Blogger need to upload, format and post their piece of completed work.
- b. Students need to produce a final copy of their work, in the correct format
- c. Journalist need to submit their piece (usually called “copy”) to an editor
- d. Fiction writers may be sending their story to a magazine or competition.

4. Writing Goal

According Fajaryani (2015) said that some of writing goals are:

1. Writers are independent when they are able to writer without much assistance.
2. Writers gain comprehensibility when they can write, so that it can be read and understand by themselves and other.
3. Writers are fluent when they are able to write smoothly and easily as well as understand.
4. Writer again creativity when they can write their own ideas. Not copying what has already been written; therefore they can be read understand.

C. Descriptive Text

1. Definition of Descriptive Text

Descriptive is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, and person in order to have visual appearance of the object described (Dirgeyasa, 2014). Therefore, Descriptive text is a text which says what a person or thing is like.

Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event. The context of this kind of the text is the description of particular thing, animal, person, or others, for instance: our pets or person we know well. A good descriptive text includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate. Descriptive text may also paint picture of the feeling the person, place or thing invokes in the writer.

2. The Generic Structure of Descriptive Text

Descriptive text has structure as below:

1. Identification

In this part introduces to the subject will be described. Such as: person, animal, place or thing.

2. Description

In this part give details of the characteristic feature of the subject. Such as: qualities, characteristics, size, physical appearance, ability, habit, colors, and daily live.

3. Language feature

The language features of descriptive text are as follow (Wardiman, 2008: 17):

a. Focus on one specific object for example: Bandengan beach, myhouse, uncle jim

b. The use of simple present tense Pattern: the sentence pattern used is simple present because it tells the fact of the object described.

(+) S+ V1+ s/es

Example: they write a letter

(-) S+ do/does+ not+ V1

Example: I do not bring money

(?) Do/does+ S+ V1?

Example: dose she go to the campus?

d. The use of adjectives (an adjective) to clarify the noun for example: thick, long, funny, love, etc

3. Types of Descriptive text

Most writing contains description. Following are a few types of writing that depend heavily on descriptive language (amstrong, 2001).

- a. Descriptions of a person, place or thing contain sensory details that bring to life actual people, place, and things.
- b. Observations describe an event the writer has witnessed. Often, the event takes place over an extended period of time.
- c. Travel Brochures contain factual information as well as persuasive language to encourage tourism.
- d. Character sketches describe fictional characters-their appearances, personalities, hopes and dreams.

D. The Concepts of Peer Editing Method

1. Definition of Peer Editing

Peer editing is one of methods in teaching writing. It is very important in writing process. Bartels (2003) states that peer editing is also referred to as peer review, peer response, peer evaluation, and peer feedback, in which students read each other's writing and provide feedback to the writer. Peer editing is an activity in process of students' writing to responding to each other's writing. Falchikov (2001) argues that in peer editing, there is an interaction with peers to develop their idea in writing skill. It means that, students will learn collaboratively. For example, when students write a paragraph, they can share their writing to check their vocabulary, grammar, and organization. It is very important for students, because response for student writing can come from various

readers, including classmates, others peers, and teachers to get a good writing.

Liu (2005) stated that peer editing is an interaction which involves students to exchange information. In addition, the students have a roles and responsibilities in commenting on and critiquing each other's writing in both written and oral formats in the process of writing.

On the contrary, Tsui (2000) stated that peer comments are not seen as authoritative, students feel that they have autonomy over their own text and can make their own decisions on whether they should take the comments or not. They might think the teacher comments induced major changes because the teacher was more knowledgeable than her peers. However, the researcher believed that peer editing method is an effective technique for improving students writing skill. Peer editing method is similar to the more general terms such as peer review, peer response, and peer feedback. It means that peer editing is a method where the students share their writing to their classmate and they discuss to make their writing be better.

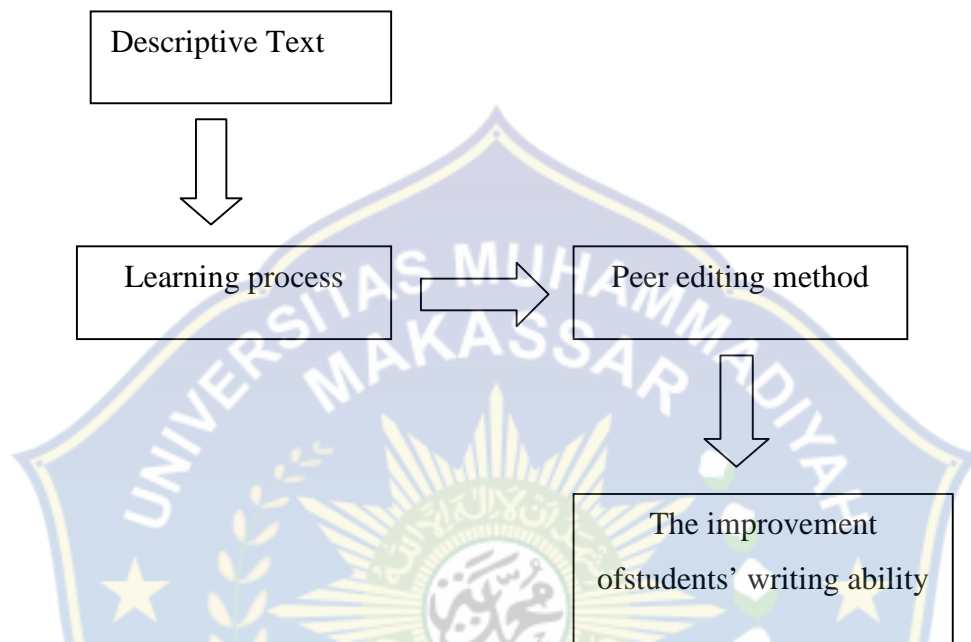
2. Steps of Peer Editing Method

According to Balushy (2000), the steps of doing peer editing are mentioned as followed:

- a. Students choose the peers.
- b. Students exchange papers.
- c. Students are given rubric sheets they provided.
- d. Students put their own names on the papers they are edit.
- e. Students read the essay.
- f. Editors underline the mistakes.
- g. After finishing, students get their papers back.
- h. Based on the feedback they receive, students have to correct their mistakes.
- i. While correcting their mistakes, they should consult the editor for clarification.
- j. Remind them to negotiate their mistakes with the editor and it is not guaranteed though that all the peer's suggestions are correct.
- k. Students are allowed to use dictionaries and class notes while correcting their mistakes.

E. Theoretical Framework

The conceptual framework underlying in this research is given in the following diagram :



The process of the research is illustrated in the existing diagram above. The researcher started to teach descriptive text and the students were asked to write descriptive text. The researcher applied the method in the class room as procedures in learning process. And then, the students were evaluated to write descriptive text about describing place. Next, the researcher can see the students' improving in writing text.

F. Hypothesis

1. Null Hypothesis (Ho): There is no significant difference of students' writing ability before and after using Peer Editing method.
2. Alternative Hypothesis (Hi): There is a significant difference of students' writing ability before and after using Peer Editing method.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research used pre-experimental with One-Group Pre test-post test design. This research was classified as pre-experimental design because it is little or no control of extraneous variables. In the One-Group pretest-posttest design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before. There were three stages : pre test, treatment, and post test. This was presented as follow :

$$O_1 \quad X \quad O_2$$

Where : O_1 = Pre Test
 X = Treatment
 O_2 = Post Test,

(Gay, L,R. 1981)

B. Research Variable

1. Variable

This research consists of two variables there are:

- a. Independent Variable : the independent variable was peer editing method
- b. Dependent Variable : the dependent variable was the students' writing ability

C. Population and Sample

1. Populations

The population of this study was the tenth grade students of SMA Muhammadiyah Sungguminasa in the year 2018/2019. There were two classes at the tenth grade students they are X.IPA and X.IS. The total population were 56 students.

2. Sample

The sample was one class from the tenth grade which consists of 35 students of X.IS. The researcher collected the data by giving a test to the students. The researcher determined the sample using simple random sampling. Simple random sampling is a simple random sampling technique from members of the population carried out randomly regardless of the strata that exist in that population.

D. Research Instrument

The instrument in this research was writing test. The researcher asked the students to write descriptive text about describing place. This instrument was distributed to evaluate the students' writing ability to show the effectiveness of peer editing method, by following based on five aspects in writing which were; content, organization, vocabulary, grammar and mechanic.

E. Procedure of Collecting Data

a. Pre-test

Pre-test was given to know the students' writing ability. In pretest, the students were asked to write descriptive text about describing place.

b. Treatment

After giving pre-test, the researcher did the treatment for 3 meetings.

a. The first meeting,

1. The researcher explained about descriptive text concerning definition of descriptive text, generic structure and language feature.
2. The researcher asked the students to write descriptive text "Akkarena beach"
3. The researcher asked the students to choose the peers.
4. After that, the researcher asked the students to exchange their paper that had been written.
5. The students read, comment the paper and underline the mistakes
6. After finishing, the students were asked to get their papers back and repair their paper.
7. The students discussed their mistakes with the peers about the mistakes.

b. The second meeting

1. The researcher asked the students to write descriptive text “Malino highland”
2. The researcher asked the students to choose the peers.
3. After that, the researcher asked the students to exchange their paper that had been written.
4. The students read, comment the paper and the underline the mistakes
5. After finishing, the students were asked to get their papers back and repair their paper.
6. The students discussed their mistakes with the peers about the mistakes.

c. The third meeting

1. The researcher asked the students to write descriptive text “Apparalang Beach”
2. The researcher asked the students to choose the peers.
3. After that, the researcher asked the students to exchange their paper that had been written.
4. The students read, comment the paper and the underline the mistakes.
5. After finishing, the students were asked to get their papers back and repair their paper.

6. The students discussed their mistakes with the peers about the mistakes.
- d. After giving treatment, the researcher will give post-test to know ‘is there significant effect on the students of using peer editing method’.

F. Technique of the Data Analysis

1. The data gathered from the test was analyzed by concerning five components of good writing namely: content, organization, grammar/language use, vocabulary, and mechanics. The writer referred to ESL Composition Profile of Jacobs et al (1981). The score of each component is shown in the following writing scale in following tables.

Table 3.2 Content

Level	Criteria
30-27	EXCELLENT TO VERY GOOD : knowledgeable-substantive- relevant to assigned topic
26-22	GOOD TO AVERAGE : some knowledge of subject-adequate range-mostly relevant to topic, but lacks detail
21-17	FAIR TO POOR : limited knowledge of subject-little substance-inadequate development of topic
16-13	VERY POOR : does not show knowledge of subject-non substantive-not pertinent-OR not enough to evaluate

Table 3.3 Organization

Level	Criteria
20-18	EXCELLENT TO VERY GOOD : fluent expression-ideas clearly stated/supported-succinct-well-organized-logical sequencing-cohesive
17-14	GOOD TO AVERAGE : somewhat choppy-loosely organized but main idea stand out-limited support-logical but incomplete sequencing
13-10	FAIR TO POOR : not fluent-ideas confused or disconnected-lacks logical sequencing and development
9-7	VERY POOR : does not communicate-no organization-OR not enough to evaluate.

Table 3.4 Vocabulary

Level	Criteria
20-18	EXCELLENT TO VERY GOOD : sophisticated range-effective word/idiom choice and usage-word form mastery-appropriate register
17-14	GOOD TO AVERAGE : adequate range-occasional errors of word/idiom form, choice, usage, but meaning not obscured
13-10	FAIR TO POOR : limited range, frequent errors of word/idiom form, choice, usage-meaning confused or obscured
9-7	VERY POOR : essentially translation-little knowledge of English vocabulary, idioms, word form-OR not enough to evaluate.

Table 3.5 Language use/Grammar

Level	Criteria
25-22	EXCELLENT TO VERY GOOD : effective complex construction-few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
21-19	GOOD TO AVERAGE : effective but simple constructions-minor problems in complex constructions-several errors of agreement, tense, number, word order/function, articles, pronoun, prepositions but meaning seldom obscured.
18-11	FAIR TO POOR : major problems in simple/complex constructions-frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun, prepositions and/or fragments, run ones, deletions-meaning confused or obscured.
10-7	VERY POOR : virtually no mastery of sentence construction rules-dominated by errors-does not communicate-OR not enough to evaluate.

Table 3.6 Mechanics

SCALE	CLASSIFICATION
5	EXCELLENT TO VERY GOOD : demonstrates mastery of conventions-few errors of spelling, punctuation, capitalization, paragraphing
4	GOOD TO AVERAGE : occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
3	FAIR TO POOR : frequent errors of spelling, punctuation, capitalization, paragraphing-meaning confused or obscured
2	VERY POOR : no mastery of convention-dominated by errors of spelling, punctuation, capitalization, paragraphing-handwriting illegible.

2. This research was based on the above scoring system using rate scale of whole writing as follows:

100 – 84 is classified as excellent to very good

83 – 68 is classified as good to average

67 – 51 is classified as fair to poor

50 – 34 is classified as very poor

(ESL Composition Profile in Rasyid, 2003:28)

3. Calculating the mean score of the students both pretest and posttest by using the following formula:

Where:

$$\bar{X} = \frac{\sum x}{n}$$

\bar{X} = Mean Score

$\sum x$ = The Sum of All Scores

N = The Total Number of Students

Gay L, (1981)

4. Calculating the standard deviation of students' pretest and posttest, the Researcher would apply the following formula:

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum X)^2}{n}}{n-1}}$$

Where:

SD = Standard Deviation

$\sum x$ = Sum of All Score

$(\sum x^2)$ = The Square Of $\sum x$

N = The Total Number Of Students

Gay L, (1981)

5. Finding out the significant difference between mean score of the pretest and posttest of Students' writing' ability by using the formula:

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

Where: $D = \frac{\sum D}{N}$

Where:

t = Test Significant Differences

D = The Difference Between The Matched Pairs ($X_2 - X_1$)

\bar{D} = The Mean of The Ds (Difference Score)

$\sum D^2$ = The Sum of Square

$(\sum D)^2$ = The Square Of $\sum D$

N = The Total Number of Students

Gay L, (1981)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The objective of the research was to find out whether Peer Editing method effective or not to improve the students' ability in writing descriptive text. The researcher chose one classes as the sample of research. It was X.IS consisted 35 students.

There were two several section that would be explored. They were is to know that the mean score in pre-test and post-test, and standard deviation results and pre-test and post-test results. Each section was presented in detail as follow:

1. The mean score in pre-test and post-test

Pre-test was conducted before doing treatment and post test was conducted after doing treatment. They consisted of 35 students. The mean score and standard deviation of the students in Pre-test and post-test :

	Pre-test	Post-test
Mean Score	5,8	6.6 (66)
Standard Deviation	1.2	1.3

Table 4.3 Mean score and standard deviation of the students in Pre-test and post-test

Table 4.3 shows that the mean score of the students pretest is 5.8 and the posttest is 6.6. The standard deviation of the mean score of pretest is 1.2 and the posttest is 1.3. The mean score of the students' posttest is higher than mean score of the pretest. It proved that using peer editing method can increase students' writing ability.

2. Hypothesis Testing

As the hypothesis testing, the result of the inferential analysis at the level significant 0.05 with;

a : 0.05

df : $n-1 = 34$

Variables	t-test Value	t-table Value
X2 – X1	7.5	1.690

Table 4.4 T-test Value of Students' Pre test and Post test

The data above showed that the value of t-test (7.5) was greater than t-table (1.690). Based on the result, hypothesis test showed that HO is rejected and H1

was accepted. It is concluded that there is significant difference between pretest and posttest in using peer editing method the students' writing ability.

B. Discussion

The aim in this research was using peer editing method to increase the students' ability in writing descriptive text. Referring to the comparison between pre-test and post-test, there was an increase on students' score where pre-test and the post-test score. It can be concluded the students score pre-test and post-test was significantly different with the students' score in post-test after treatment on the use peer editing method between lecturing methods.

The result showed the students writing ability increased especially in content and vocabulary after applied peer editing method. It is different mean score in pre-test before using peer editing method.

Applying peer editing method, the students were asked to describe the topic based on the paper. And then, the researcher asked the students to choose the peers. After that, the researcher asked the students to exchange their paper that had been written. The students read, comment the paper and underline the mistakes. After finishing, the students were asked to get their papers back and repair their paper. The students discussed their mistakes with the peers about the mistakes. Peer-editing makes the students thinking creatively by developing their idea in giving their friends' paper compliment, suggestion, correcting and practicing to do real writing by written composition.

Beside that, there are significant difference between pre-test and post-test after doing treatment. In the post-test showed the students content and vocabulary was increased than pre-test. Therefore, it could be concluded that the use of peer editing method increase the students ability in writing descriptive text.

Actually, the procedure of this research was rather with the previous research conducted by Tusino (2013) because in the both research, peer editing was method to increase writing skill. However, the techniques of analysis data were rather different. The technique of t group de data in Tusino's study was using SPSS 2.1 while this research used formula of Gay (1991). In addition, Tusino used a quasy experimental with nonequivalent design in his research while this research used pre experimental design with one group pre-test post-test design.

The other researcher, Using peer editing to improve the students' writing skill Syakirman (2016) using peer editing method in writing to the students' same as this research because in both research used peer editing method as a method to improve writing skill. However, the previous studied in Tusino was using Classroom Action Research (CAR) as data analysis technique to get final conclusion. The contrast, this research used pre-experimental design and use one classes divided three steps they are, pre-test, treatment, and post-test. Both researches used peer editing method to improve writing skill.

The other researcher, the implementation of peer editing technique to improve students' writing achievement Inderawati, R (2015) same as this

research because in both, researcher used peer editing as method to improve writing. However, the previous studied Inderawati, used a quasi-experimental study with pre-test and post-test control group design was used. The students were divided into two groups experimental and control group. In her research, she used recount writing to do her research. Meanwhile, this research used descriptive text where the researcher asked the students to describe the topic based on the paper that had been given.

According to Falchikov (2001) argued that in peer editing, there is an interaction with peers to develop their idea in writing skill. It means that, students will learn collaboratively. For example, when students write a paragraph, they can share their writing to check their vocabulary, grammar, and organization. It is very important for students, because response for student writing can come from various readers, including classmates, others peers, and teachers to get a good writing.

Therefore, in conclusion the use of peer editing method at the tenth grade students' of senior high school at SMAMuhmammadiyahSungguminasacan increase students' ability in writing descriptive text especially in component like content, grammar, vocabulary, mechanic and organization. Then, peer editing method can apply to teach writing descriptive text.

CHAPTER V

CONCLUTION AND SUGGESSTION

A. Conclusion

Based on the analysis of this research, showed that the result of t-test formula to test the hypothesis of this research. The result that in significance in post-test was 6.6 and 5.8 in pre-test. The data shows that the mean scores of post-test using peer editing method is higher than the mean score of pre-test without using peer editing method. Therefore, it means that the answer of research's problem was proven that using peer editing method is effective to increase the students' ability in writing descriptive text.

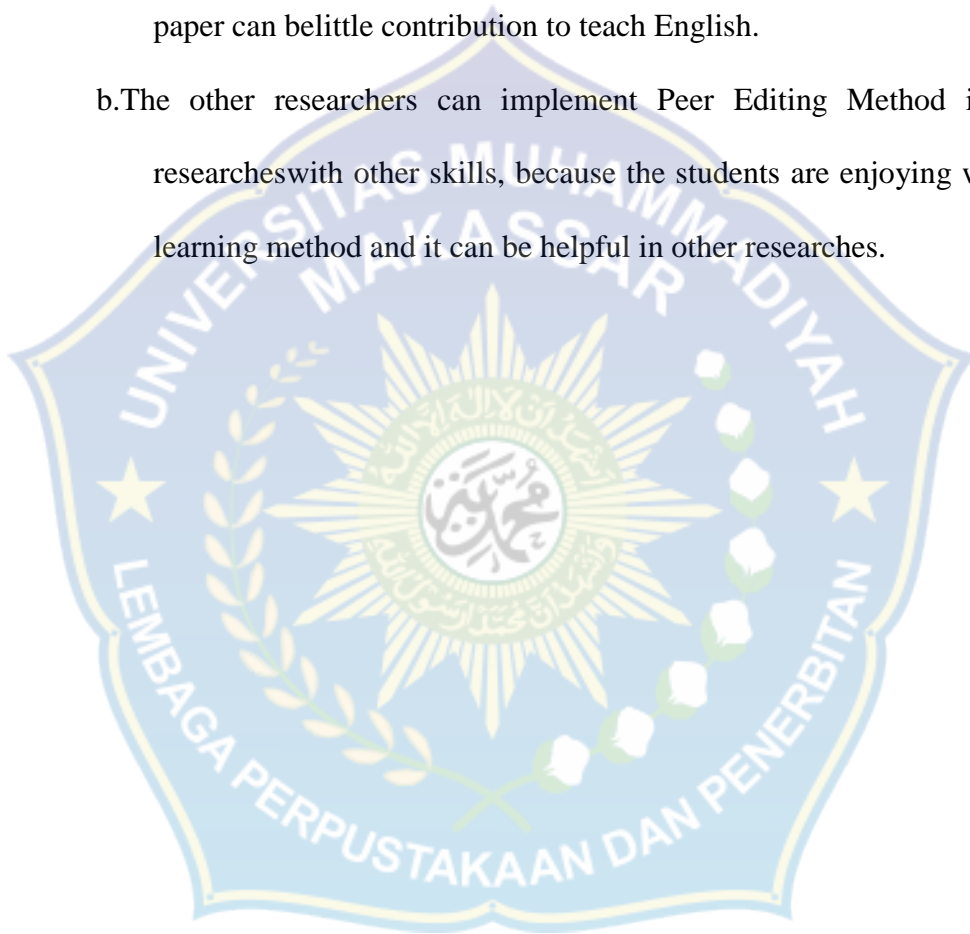
B. Sugesstion

Based on the conclusion above, the researcher suggest as follow:

1. For English Teacher
 - a. The teacher should improve their teaching ability especially in writing
 - b. The teacher should prepare a good technique, method and strategies in teaching .
 - c. The teacher should give motivation for the students when learning in classroom.

2. For other Researcher

- a. This research is hoped to be the new experience in teaching learning process, especially in teaching writing and also hoped this paper can belittle contribution to teach English.
- b. The other researchers can implement Peer Editing Method in other researches with other skills, because the students are enjoying with this learning method and it can be helpful in other researches.



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APPENDICES



APPENDIX 1

INSTRUMENT

A. Pre-test

INSTRUCTIONS :

Write a descriptive text about “Losari Beach” (based on your opinion) !

- Write at least 3 paragraphs and maximum 5 paragraphs
- The text should based on descriptive text’s generic structure.
- You will have 30 minutes to write the essay
- You will be scored based on 5 components in descriptive text

B. Post-test

INSTRUCTIONS :

Write a descriptive text about “Bira Beach” (based on your opinion) !

- Write at least 3 paragraphs and maximum 5 paragraphs
- The text should based on descriptive text’s generic structure.
- You will have 30 minutes to write the essay
- You will be scored based on 5 components in descriptive text

APPENDIX 2

RENCANA PEMBELAJARAN

Satuan Pendidikan	: SMA MUHAMMADIYAH SUNGGUMINASA
Materi Pembelajaran	: BAHASA INGGRIS
Kelas	: X
Materi Pokok	: Descriptive Text
Skill	: Writing
Alokasi Waktu	: 6 x 45 menit

A. KOMPETENSI INTI (KI)

KI : Menghayati dan mengamalkan ajaran agama yang dianutnya

K2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

K4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2.	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	
3.	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	<p>Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok</p> <ul style="list-style-type: none"> -Mengakui ketika membuat kesalahan -Tidak menyalahkan orang lain atas tindakannya sendiri. -Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
4.	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	
6.	Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Menyampaikan teks deskriptif secara tulis tentang tempat wisata, dan bangunan bersejarah terkenal dengan fungsi sosial, struktur teks dan unsure kebahasaan yang benar sesuai konteks

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik :

1. Mampu menuliskan kosa kata tentang tempat wisata dan bangunan bersejarah secara benar setelah diberikan contoh dari guru.
2. Mampu menuliskan kata ungkapan dalam teks diskriptif secara benar.
3. Mampu menuliskan teks diskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar sesuai konteks setelah diberi contoh dari guru.

D. Model/metode Pembelajaran

- Metode : Peer Editing
- Pendekatan : scientific approach
- Media : papantulis, spidol, soal
- Materi Pembelajaran

1. Definition of descriptive text

Descriptive is derived from the word describe. Describe means to draw, to illustrate or topic object, place, person in order to have visual appearance of the object described and Descriptive text is a text which says what a person or thing is like. Social function is describe, tell, identification and etc.

2. Generic structure

Generic structure	Sentence
Identification	Borobudur is known as Hindu-Budhist temple.
Description	<ul style="list-style-type: none">-Borobudur is influenced by the Gupta architecture of India.-The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief.- The entire adifice is crowned by a large stupa.- Borobudur temple which is rededicated as an Indonesian monument.

3. Unsur kebahasaan

- (1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s)
- (2) Kata ganti *it, they, she, we*, and etc.; *our, my, your, their*, and ect.
- (3) Kata sifat yang sangat lazim *old, fat, tall, short, beautiful, patient, nice, wise, smart*, and etc.
- (4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, has, like, love*, and ect.
- (5) Penggunaan nominal singular plural secara tepat atau tanpa *a, the, this, those, my their*, secara tepat dalam frasa nominal.

E. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan ke 1

PENDAHULUAN (10 menit)	
Tahap	Kegiatan
Kegiatan Awal	<ul style="list-style-type: none">- Salam- Mengecek kehadiran siswa- Membaca doa- Apersepsi dan motivasi- Penyampaian tujuan pembelajaran
KEGIATAN INTI (70 menit)	
Observation	-guru memberikan topic yaitu "Pantai Akkarena" yang akan di deskripsikan oleh peserta didik
Questioning	-Peserta didik menanyakan hal mengenai descriptive text.
Assosiation	-Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari.
Experimenting	<ul style="list-style-type: none">-Peserta didik menyusun teks deskriptif sederhana tentang tempat wisata, atau bangunan sejarah.-Guru mengamati peserta didik menyusun teks descriptive.
Communicating	-peserta didik menukarkan hasil kerja mereka dan mengoreksi hasil kerjanya satu sama lain..

PENUTUP (10 menit)	
Penutup	-Menyimpulkan hal-hal yang telah dipelajari - Refleksi

Pertemuan ke 2

PENDAHULUAN (10 menit)	
Tahap	Kegiatan
Kegiatan Awal	- Salam - Mengecek kehadiran siswa - Membaca doa - Apersepsi dan motivasi - Penyampaian tujuan pembelajaran
KEGIATAN INTI (70 menit)	
Observation	-Guru mereview materi pada pertemuan sebelumnya -Guru memberikan topic yaitu “Malino Highland” yang akan di deskripsikan oleh peserta didik
Questioning	-Peserta didik menanyakan hal mengenai descriptive text
Assosiation	-Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari -Guru memberikan penguatan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang dipelajari
Experimenting	-Peserta didik menyusun teks deskriptif sederhana tentang tempat wisata atau bangunan sejarah terkenal.

	-Guru mengamati peserta didik menyusun teks descriptive.
Communicating	-Peserta didik menukarkan hasil kerja mereka dan mengoreksi hasil kerjanya satu sama lain
PENUTUP (10 menit)	
Penutup	-Menyimpulkan hal-hal yang telah dipelajari -Refleksi

Pertemuan ke 3

PENDAHULUAN (10 menit)	
Tahap	Kegiatan
KegiatanAwal	<ul style="list-style-type: none"> - Salam - Mengecek kehadiran siswa - Membaca doa - Apersepsi dan motivasi - Menampilkangambar tentang bangunan bersejarah - Penyampaian tujuan pembelajaran
KEGIATAN INTI (70 menit)	
Observation	-Guru memberikan topic yaitu “PantaiApparalang” yang akan di deskripsikan oleh peserta didik
Questioning	-Peserta didik menanyakan hal mengenai descriptive text

Assosiation	<p>- Peserta didik membuat kesimpulan sementara tentang gambar tempat bersejarah sesuai yang di tampilkan sebelumnya.</p> <p>-Guru memberikan penguatan tentang gambar yang ditampilkan.</p>
Experimenting	<p>-Peserta didik menyusun teks deskriptif sederhana tentang tempat wisata, atau bangunan sejarah.</p> <p>-guru mengamati peserta didik menyusun teks descriptive.</p>
Communicating	<p>-peserta didik menukarkan hasil kerja mereka dan mengoreksi hasil kerjanya satu sama lain</p>
PENUTUP (10 menit)	
Penutup	<p>-Menyimpulkan hal-hal yang telah dipelajari</p> <p>Refleksi</p>

APPENDIX 3

LEARNING MATERIAL

1. Definition of descriptive text

Descriptive is derived from the word describe. Describe means to draw, to illustrate or topic object, place, person in order to have visual appearance of the object described and Descriptive text is a text which says what a person or thing is like. Social function is describe, tell, identification and etc.

2. Structure Text

Borobudur Temple

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

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and 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.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

Generic structure	Sentence
Identification	Borobudur is known as Hindu-Budhist temple.
Description	<p>-Borobudur is influenced by the Gupta architecture of India.</p> <p>-The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief.</p> <p>- The entire adifice is crowned by a large stupa.</p> <p>- Borobudur temple which is rededicated as an Indonesian monument.</p>

3. The language feautres of descriptive text:

a. Focus on one specific object for example: Bandengan beach, myhouse, uncle jim

b. The use of simple present tense Pattern: the sentence pattern used is simple present because it tells the fact of the object described.

(+) S+ V1+ s/es

Example: they write a letter

(-) S+ do/does+ not+ V1

Example: I do not bring money

(?) Do/does+ S+ V1?

Example: dose she go to the campus?

c. The use of adjectives (an adjective) to clarify the noun for

example: thick, long, funny, love, Etc.

APPENDIX 4**PRETEST SCORE**

NO	NAME	PRETEST					TOTAL SCORE
		C	O	V	LU	MM	
1	S001	26	18	17	20	4	85
2	S002	22	18	17	11	3	71
3	S003	13	10	9	10	2	44
4	S004	17	7	10	5	2	41
5	S005	20	16	13	19	4	72
6	S006	17	8	7	10	2	44
7	S007	13	7	7	5	2	34
8	S008	20	14	10	10	2	56
9	S009	16	9	9	5	2	41
10	S010	21	14	10	11	3	59
11	S011	17	14	10	10	3	54
12	S012	11	10	10	7	2	40
13	S013	17	10	10	11	3	51
14	S014	13	10	10	11	3	47
15	S015	16	9	10	7	3	45
16	S016	20	13	12	11	3	59
17	S017	19	14	12	12	3	60
18	S018	18	14	9	12	3	56
19	S019	21	13	13	15	3	65
20	S020	20	14	14	17	3	68
21	S021	22	15	13	12	4	66
22	S022	17	10	10	11	3	51
23	S023	21	14	10	12	3	60
24	S024	21	10	10	11	2	54
25	S025	19	13	10	10	2	54
26	S026	17	10	10	5	2	44
27	S027	24	18	17	22	4	85
28	S028	25	15	15	20	4	79
29	S029	26	17	17	20	4	84
30	SO30	17	13	10	10	2	52
31	S031	22	15	15	17	4	73
32	S032	16	10	9	11	2	48
33	S033	19	15	13	15	3	65
34	S034	22	15	14	19	4	74
35	S035	19	10	12	12	3	56
Total		664	442	404	426	101	2037

APPENDIX 5

POST-TEST SCORE

NO	NAME	POSTTEST					TOTAL SCORE
		C	O	VO	LU	M	
1	S001	26	19	19	22	4	90
2	S002	27	18	19	22	4	90
3	S003	17	11	12	13	2	55
4	S004	18	8	12	7	2	47
5	S005	23	17	14	20	4	78
6	S006	18	10	9	12	3	52
7	S007	21	13	12	12	3	61
8	S008	21	17	14	18	4	74
9	S009	16	10	10	6	2	44
10	S010	21	14	11	11	3	60
11	S011	17	15	11	11	3	57
12	S012	17	10	11	9	2	49
13	S013	19	12	12	12	3	58
14	S014	15	12	12	13	3	55
15	S015	17	12	11	10	3	53
16	S016	21	16	17	17	3	74
17	S017	19	15	15	14	3	66
18	S018	18	15	10	12	3	58
19	S019	21	14	14	16	3	68
20	S020	21	15	16	19	4	75
21	S021	22	16	15	14	4	71
22	S022	21	15	16	20	4	76
23	S023	22	17	14	16	3	72
24	S024	20	14	14	13	3	64
25	S025	19	14	13	11	3	60
26	S026	20	12	12	11	2	57
27	S027	24	19	17	22	4	86
28	S028	26	17	16	20	4	83
29	S029	26	17	17	22	4	86
30	SO30	19	14	12	11	2	58
31	S031	25	17	16	20	4	82
32	S032	19	12	12	13	3	59
33	S033	20	16	14	15	3	68
34	S034	22	16	15	19	4	76
35	S035	19	12	14	14	3	62
Total		717	501	478	517	111	2324

APPENDIX 6

PRE-TEST AND POST-TEST

N O	NAME	X1 (pretest)	X2 (pretest)	Convert score		X12	X22	D (X2- X1)	D2
				X1	x2				
1	S001	85	90	8.5	9	72.25	81	0.5	0.25
2	S002	71	90	7.1	9	50.41	81	1.9	3.61
3	S003	44	55	4.4	5.5	19.36	30.25	1.1	1.21
4	S004	41	47	4.1	4.7	16.81	22.09	0.6	0.36
5	S005	72	78	7.2	7.8	51.84	60.84	0.6	0.36
6	S006	44	52	4.4	5.2	19.36	27.04	0.8	0.64
7	S007	34	61	3.4	6.1	11.56	37.21	2.7	7.29
8	S008	56	74	5.6	7.4	31.36	54.76	1.8	3.24
9	S009	41	44	4.1	4.4	16.81	19.36	0.3	0.09
10	S010	59	60	5.9	6	34.81	36	0.1	0.01
11	S011	54	57	5.4	5.7	29.16	32.49	0.3	0.09
12	S012	40	49	4	4.9	16	24.01	0.9	0.81
13	S013	51	58	5.1	5.8	26.01	33.64	0.7	0.49
14	S014	47	55	4.7	5.5	22.09	30.25	0.8	0.64
15	S015	45	53	4.5	5.3	20.25	28.09	0.8	0.64
16	S016	59	74	5.9	7.4	34.81	54.76	1.5	2.25
17	S017	60	66	6	6.6	36	43.56	0.6	0.36
18	S018	56	58	5.6	5.8	31.36	33.64	0.2	0.04
19	S019	65	68	6.5	6.8	42.25	46.24	0.3	0.09
20	S020	68	75	6.8	7.5	46.24	56.25	0.7	0.49
21	S021	66	71	6.6	7.1	43.56	50.41	0.5	0.25
22	S022	51	76	5.1	7.6	26.01	57.76	2.5	6.25
23	S023	60	72	6	7.2	36	51.84	1.2	1.44
24	S024	54	64	5.4	6.4	29.16	40.96	1	1
25	S025	54	60	5.4	6	29.16	36	0.6	0.36
26	S026	44	57	4.4	5.7	19.36	32.49	1.3	1.69
27	S027	85	86	8.5	8.6	72.25	73.96	0.1	0.01
28	S028	79	83	7.9	8.3	62.41	68.89	0.4	0.16
29	S029	84	86	8.4	8.6	70.56	73.96	0.2	0.04
30	SO30	52	58	5.2	5.8	27.04	33.64	0.6	0.36
31	S031	73	82	7.3	8.2	53.29	67.24	0.9	0.81
32	S032	48	59	4.8	5.9	23.04	34.81	1.1	1.21
33	S033	65	68	6.5	6.8	42.25	46.24	0.3	0.09
34	S034	74	76	7.4	7.6	54.76	57.76	0.2	0.04
35	S035	56	62	5.6	6.2	31.36	38.44	0.6	0.36
Total		2037	2324	203.7	232.4	1248.95	1596.88	28.7	37.03

APPENDIX 7

MEAN SCORE

1. Mean Score pretest

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

$$\bar{X} = \frac{203.7}{35}$$

$$\bar{X} = 5.8$$

2. Mean score posttest

$$\bar{X} = \frac{232.4}{35}$$

$$\bar{X} = 6.6$$

Mean score the elements writing of pretest

a. Content

(Pretest)

$$\bar{X} = \frac{664}{35}$$

$$= 18.9$$

(post-test)

$$\bar{X} = \frac{717}{35}$$

$$= 20.5$$

b. Organization

$$\bar{X} = \frac{442}{35}$$

$$X = 12.6$$

$$\bar{X} = \frac{501}{35}$$

$$X = 14.3$$

c. Vocabulary

$$\bar{X} = \frac{404}{35}$$

$$X = 11.5$$

$$\bar{X} = \frac{478}{35}$$

$$X = 13.6$$

d. Language Use

$$\bar{X} = \frac{426}{35}$$

$$X = 12.1$$

$$\bar{X} = \frac{517}{35}$$

$$X = 14.7$$

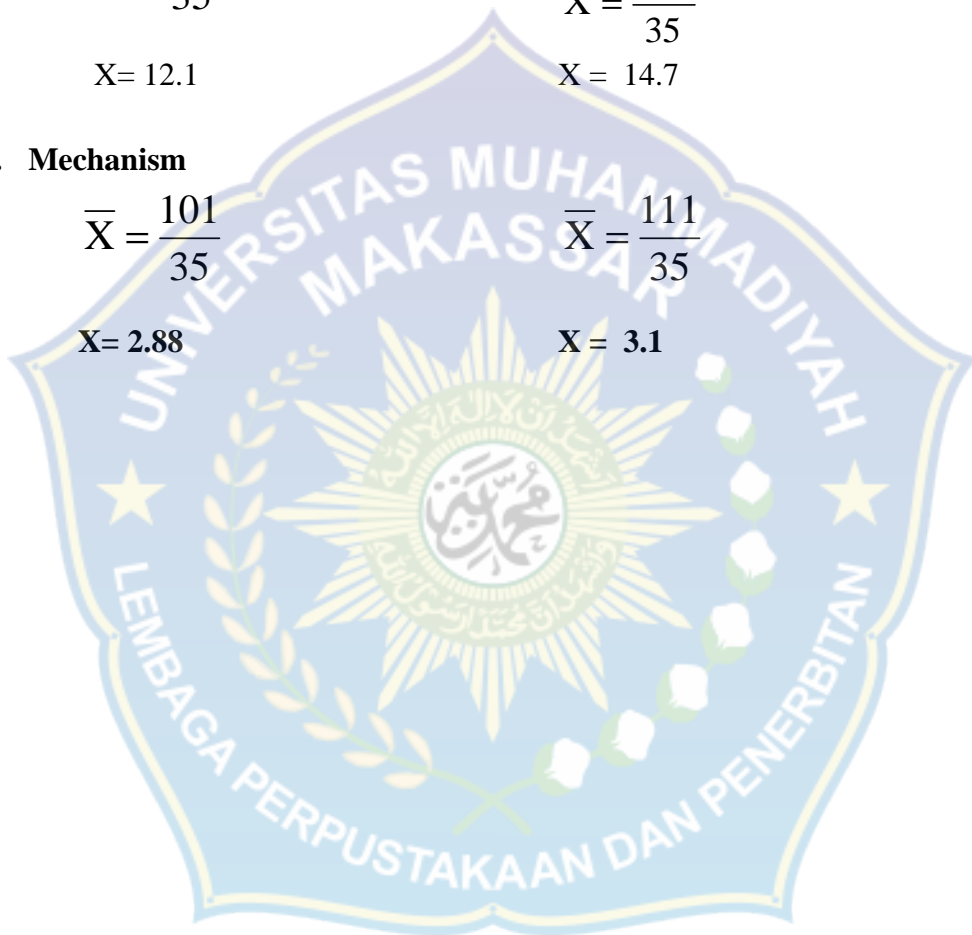
e. Mechanism

$$\bar{X} = \frac{101}{35}$$

$$X = 2.88$$

$$\bar{X} = \frac{111}{35}$$

$$X = 3.1$$



APPENDIX 8

STANDARD DEVIATION

a. Standard deviation of pretest

$$\sum SD = \sqrt{\frac{\sum X1^2 - \frac{(\sum X1)^2}{N}}{N-1}}$$

$$\sum SD = \sqrt{\frac{1596.88 - \frac{(232.4)^2}{35}}{35-1}}$$

$$\sum SD = \sqrt{\frac{1596.88 - \frac{54009.76}{35}}{35-1}}$$

$$\sum SD = \sqrt{\frac{1596.88 - 1543.14}{34}}$$

$$\sum SD = \sqrt{\frac{53.7}{34}}$$

$$\sum SD = \sqrt{1.53}$$

$$\sum SD = 1.2$$

b. Standard deviation of posttest

$$\sum SD = \sqrt{\frac{\sum X1^2 - \frac{(\sum X1)^2}{N}}{N-1}}$$

$$\sum SD = \sqrt{\frac{1248.95 - \frac{(203.7)^2}{35}}{35-1}}$$

$$\sum SD = \sqrt{\frac{1248.95 - \frac{41493.69}{35}}{35-1}}$$

$$\sum SD = \sqrt{\frac{1248.95 - 1185.53}{34}}$$

$$\sum SD = \sqrt{\frac{63.42}{34}}$$

$$\sum SD = \sqrt{1.87}$$

$$\sum SD = 1.3$$

APPENDIX 9

Calculating of T-test Values

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

$$\bar{D} = \frac{29}{35} = 0.83$$

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

$$t = \frac{0.83}{\sqrt{\frac{37.03 - \frac{(28.7)^2}{35}}{35(35-1)}}$$

$$t = \frac{0.83}{\sqrt{\frac{37.03 - \frac{823.69}{35}}{35(34)}}$$

$$t = \frac{0.83}{\sqrt{\frac{37.03 - 23.53}{1190}}$$

$$t = \frac{0.83}{\sqrt{\frac{13.5}{1190}}}$$

$$t = \frac{0.83}{\sqrt{0,011345}}$$

$$t = \frac{0.83}{0.1065129}$$

$$t = \frac{0.83}{0.11}$$

$$t = 7,545455$$

$$t = 7,5$$

t- values (7,5) is greater than t-table 1,690

DISTRIBUTION OF T-TABLE

Df	Level of significance for one – tailed test					
	0.10	0.05	0.025	0.01	0.005	0.0005
	Level of significance for two – tailed test					
	0.20	0.10	0.05	0.025	0.01	0.001
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	1.353	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	2.371	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	2.998	3.499	5.405
8.	1.397	1.860	2.306	2.898	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	4.38
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	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.2.518	2.931	3.819
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	3.425
26.	1.315	1.706	2.056	2.479	2.79	3.707
27.	1.314	1.703	2.052	2.473	2.771	3.960
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	2.045	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
30.	1.309	1.695	2.069	2.453	2.744	3.633
32.	1.308	1.693	2.037	2.449	2.738	3.621
33.	1.307	1.692	2.034	2.445	2.733	3.610
34.	1.307	1.690	2.032	2.441	2.723	3.601
35.	1.306	1.689	2.030	2.438	2.719	3.593
36.	1.305	1.688	2.028	2.434	2.715	3.588
37.	1.304	1.687	2.026	2.431	2.711	3.581
38.	1.304	1.686	2.024	2.428	2.707	3.575
39.	1.303	1.684	2.022	2.426	2.704	3.570
40.	1.303	1.683	2.021	2.423	2.704	3.551
60.	1.298	1.671	2.000	2.390	2.660	3.460
120	1.281	1.658	2.980	2.358	2.617	3.373
X	1.282	1.645	1.960	2.326	2.576	3291

APPENDIX 10

DOCUMENTACIONS





APPENDIX 11

CURRICULUM VITAE



The researcher, Arhaida Akhmad was born on October 1st 1995 in Jeneponto. She is the third child of four siblings of the marriage of her parents, H. Ahmad and Hj. Johari. She entered Kindergarten at TK Dharmawati in Jeneponto and graduated in 2001. In the same year, she continued her study at SDI Togo-Togo and graduated in 2007. Then, she continued her study at SMPN 1 Arungkeke and graduated in 2010. In the same year, she continued her study at SMAN 1 Jeneponto and graduated in 2013. In 2014 year, she was accepted as a student of Department of faculty of Teacher Training and Education of the Muhammadiyah University of Makassar.

