

**THE INFLUENCE OF USING PEER REVIEW TECHNIQUE TOWARDS  
STUDENTS' RECOUNT TEXT WRITING ABILITY AT THE SECOND  
SEMESTER OF THE REGULER EIGHTH GRADE OF  
MTs NEGERI 2 BANDAR LAMPUNG IN  
2016/2017 ACADEMIC YEAR**

**(A Thesis)**

Submitted as a Partial Fulfillment of the Requirements for S1

By:

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LAMPUNG  
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## ABSTRACT

### **THE INFLUENCE OF USING PEER REVIEW TECHNIQUE TOWARDS STUDENTS' RECOUNT TEXT WRITING ABILITY AT THE SECOND SEMESTER OF THE REGULER EIGHTH GRADE OF MTs NEGERI 2 BANDAR LAMPUNG IN 2016/2017 ACADEMIC YEAR**

By

**Hilda Eriya Sani**

Writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand. Based on the preliminary research at MTs Negeri 2 Bandar Lampung, it was found that there were 70.9% of students of the regular eighth grade did not pass the minimum achievement criteria that the teacher expected. The standard minimum score (KKM) is 75. The objective of this research was to know whether there is an influence of using Peer Review Technique towards students' recount text writing ability or not.

The method of the research was quasi experimental design with the treatment held in three meetings, 2x40 minutes in each meeting. The population of this research was the regular eighth grade students of MTs Negeri 2 Bandar Lampung. The cluster random sampling was used to take the sample. The sample was two classes, class VIII B as the experimental class and class VIII C as the control class. The experimental class consisted of 35 students and the control class consisted of 37 students. Pre-test and post-test were used in collecting the data. The test instrument was writing test. Independent sample t-test was used to analyze the data.

From the data analysis, it was found that the result of independent sample t-test was 0.001. This result is consulted to the score of the value significant generated Sig. ( $p_{value}$ )  $< \alpha = 0.05$ . Therefore,  $H_0$  is rejected and  $H_a$  is accepted. In other words, from this research it is known that peer review technique can influence the students' recount text writing ability. It can be concluded that there is a significant influence of using peer review technique towards students' recount text writing ability.

***Keywords: peer review technique, recount text, writing ability, quasi experimental research***



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## DECLARATION

Hereby, I state this thesis entitled: The Influence of Peer Review Technique towards student's recount text writing ability at the Second Semester of the Regular Eighth Grade of MTs Negeri 2 Bandar Lampung in 2016/2017 Academic Year is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the next.



## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۝

*In the name of Allah, the Entirely Merciful, the Especially Merciful.*

*“For indeed, with hardship (will be) ease! Indeed, with hardship (will be) ease.”<sup>1</sup>*



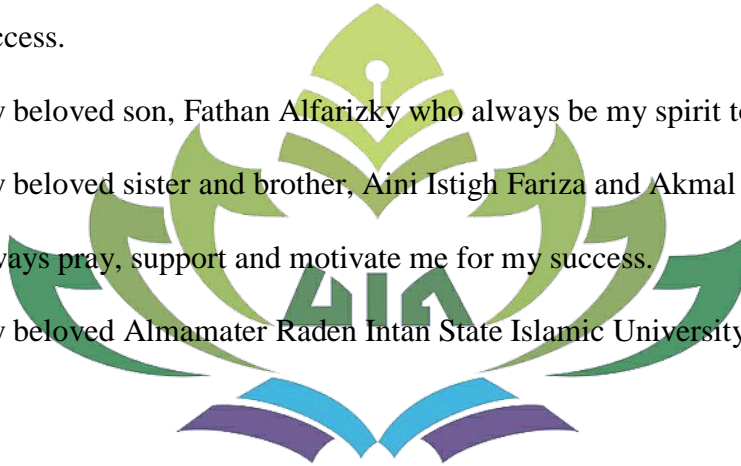
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<sup>1</sup> Tim Al-Huda, *Al-Qur'an Tiga Bahasa*, 2009, Al-Huda Kelompok Gema Insani:Depok, p.1238

## DEDICATION

This thesis is dedicated to:

1. My beloved parents, father Samingun and mother Wartini who always give their endless love and pray for my success.
2. My beloved husband, Prihantono who always pray and support me for my success.
3. My beloved son, Fathan Alfarizky who always be my spirit to get my success.
4. My beloved sister and brother, Aini Istigh Fariza and Akmal Ar-Rais who always pray, support and motivate me for my success.
5. My beloved Almamater Raden Intan State Islamic University of Lampung.



## CURRICULUM VITAE

The researcher's name is Hilda Eriya Sani. She was born on October 28<sup>th</sup>, 1994 in Bandar Lampung. She is the first child of three siblings of Mr. Samingun and Mrs. Wartini. She has one sister and one brother whose names are Aini Istigh Fariza and Akmal ar-Rais.

The researcher started her study at SDN 2 Way Dadi in 2001 and finished in 2006. She continued her study at MTs N 2 Bandar Lampung and completed her study in 2009. In the same year, she registered to SMAN 9 Bandar Lampung and completed her study in 2012. After graduating in Senior High School, she continued her study at Raden Intan State Islamic University of Lampung as S1 degree student of English Education Study Program at Tarbiyah and Teacher Training Faculty. While being a college student, the researcher was a member of UKM Bahasa. In the seventh semester, the researcher had her Student Study Service (KKN) in Galih Lunik, South Lampung. After having KKN, she had her Field Teacher Training (PPL) in MA Al-Hikmah Bandar Lampung.



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Praise to Allah the Almighty, the Most Merciful, and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace be upon our prophet Muhammad saw with his family and followers. This thesis entitled “The Influence of Using Peer Review Technique towards Students’ Recount Text Writing Ability at the Second Semester of the Regular Eighth Grade of MTs Negeri 2 Bandar Lampung in 2016/2017 Academic Year” is submitted as compulsory fulfillment of the requirement for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University of Lampung.

When finishing this thesis, the researcher has obtained so many helps, assistance, aid or support and many valuable things from various sides. Therefore, the researcher would sincerely thank to:

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9. Beloved friends Lia Lestari and the other Student of Study Service in Galih Lunik, South Lampung.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes critics and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, December 2017

The Researcher,

Hilda Eriya Sani



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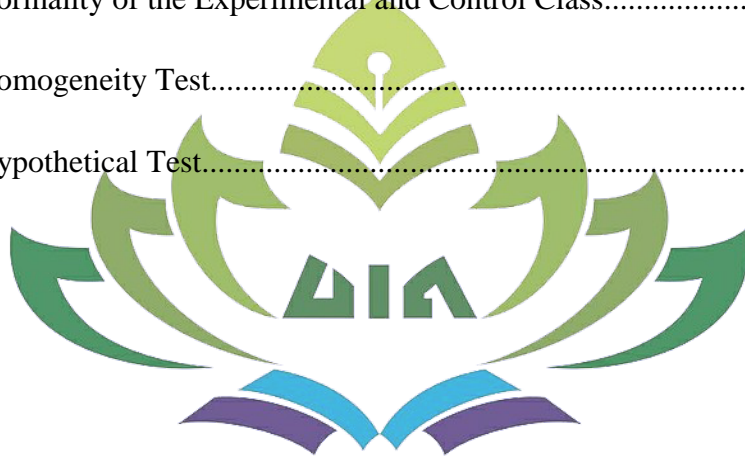
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is a set of rules used by human as a tool of communication<sup>1</sup>. As human beings people use language to communicate with one and another and also it is used to deliver messages or ideas from the speaker to the listener and writer to the reader. Setiyadi states that language is a system for the expression of meaning.<sup>2</sup> It means that without language is impossible for people or everyone to join interaction each other in daily life or in learning something and also the human activities could not run well without language.

English is an international language. Almost all countries have adapted English used as a compulsory subject at schools. In Indonesia, English is the first foreign language taught at every school. It is learned starts from junior high schools up to university. It also has been taught at elementary school as local content because the Indonesia government realize how important English in our life. Therefore, using English is the easiest way to communicate with people

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<sup>1</sup> Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.1

<sup>2</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 10

from other countries about many aspects in human life such as education, technology, economy, social, and politics.

As a foreign language, learning English is an integrated process that the learner should study the four basic skills: listening, speaking, reading and writing. Listening and reading are receptive skills, and speaking and writing are productive skills. These skills are related to one another. It is appropriate with Surah Al-Alaq in the 3<sup>rd</sup> - 4<sup>th</sup> verse:


  
 إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4)

Meaning: 3. “Read: And thy Lord is the Most Bounteous, 4. Who teacheth by the pen.”<sup>3</sup>

In the 4<sup>th</sup> verse means teaching by the pen, it means that the Lord teach us to write. Allah has asked us to read (letter) and write (letter). In other words, it is not only active-receptive activity (reading), but also active-productive activity (writing). In this case researcher only focuses one skill of learning English, it is writing.

According to Raimes, writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes,

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<sup>3</sup> <http://ayatalquran.net/>

brain and hand.<sup>4</sup> It means that writing can be used to express someone's feelings or ideas and make a story based on their own selves by using brain to produce idea, hand to write, and eyes to look at the result of writing. Sutanto states that writing can be very enjoyable as long as we have the ideas and the means to achieve it.<sup>5</sup>

In fact, many students find difficulties in writing, because they do not know how they can express their idea well. In this case a preliminary research has been conducted in MTs Negeri 2 Bandar Lampung to know the students' writing ability. The result is more than 60% of students of the regular eighth grade did not pass the minimum achievement criteria that the teacher expected. It is illustrated at the following table:

**Table 1**  
**Writing Score of the Students at Regular 8<sup>th</sup> Grade of MTs N 2 B. Lampung<sup>6</sup>**

No	Class	Score		Number of Students
		≥ 75	< 75	
1	VIII B	18	17	35
2	VIII C	7	30	37
3	VIII D	10	30	40
4	VIII E	6	33	39
5	VIII F	11	31	42
6	VIII G	13	29	42
7	VIII H	15	25	40
<b>Total</b>		<b>80</b>	<b>195</b>	<b>275</b>
<b>Percentage</b>		<b>29.1 %</b>	<b>70.9 %</b>	<b>100 %</b>

<sup>4</sup>Ann Raimes, *Technique in Teaching Writing*, (Oxford: Oxford University press, 1983), p.2

<sup>5</sup>Leo Sutanto, *Essay Writing*, (Yogyakarta: CV. Andi Offset, 2007), p.1.

<sup>6</sup> *Teacher's Document of MTs Negeri 2 Bandar Lampung*

From the table 1, it can be seen that there are more students get score under the KKM standard. From 275 students of regular eighth grade of MTs Negeri 2 Bandar Lampung, there are only 29.1% students that got score over 75, and 70.9% got score under 75. It means that there are many students have weakness and still face difficulties in writing.

Based on the observation, some problems that found were the students did not know whether their writing was right or not because the teacher did not check their writing and the students were shy to ask the teacher when they found difficulties in writing. Besides that, the class condition was less attractive. The English teacher, Ms. Eva Suryani, S. Pd also said that the students have less motivation in learning English especially in writing. It makes students' writing ability still low.

To have good writing, the students should do it in some stages that are called the writing process. They are planning, drafting, editing/revising, and final version. To have good writing, students need to support and check their writing by their friend especially when their do mistakes. It is necessary for English teacher to make writing process more interesting and motivating the students, so that they can progress in writing.

Brookhart says that good feedback gives students information they need so they can understand where they are in their learning and what to do next—the

cognitive factor. Once they feel they understand what to do and why most students develop a feeling that they have control over their own learning—the motivational factor.<sup>7</sup> Consequently, good feedback help students to know what should they do in the next writing and it is not judge students exactly it motivate students to produce better writing.

In the SMP/ MTs curriculum especially the eighth grade there are many types of writing texts that must be taught by the teacher such as narrative, descriptive, recount, report, and procedure. In this research recount text was used to develop students' writing ability.

There are many techniques and also many strategies that can be used to improve students' writing ability. To improve students' writing ability, the English teacher must select and choose an interesting and motivating technique, so that the teaching learning process will run well. The English teacher will use peer review technique in learning recount text. Peer Review technique is expected to be able to make students interested and supposed to improve their writing ability. Peer review technique is adequate techique to help students correct their work when there was something wrong in their writing; this gives the student the opportunity to reflect on their mistakes and make improvements to their writing. By applying peer review technique, it will help students to

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<sup>7</sup>Susan M. Brookhat, *How to Give Effective Feedback to Your Students*, (Alexandria: Association of Supervision and Curriculum Development, 2008), p.3



know what the strengths are and weaknesses or what are missing from their writing so they can revise and improve it.

From the statement above, it can be assumed that using peer review technique can help students to increase recount text writing ability. Finally, based on the whole explanation above it is interesting to do observing “The Influence of Using Peer Review Technique towards Students’ Recount Text Writing Ability at the Second Semester of the Regular Eighth Grade of MTs Negeri 2 Bandar Lampung in 2016/2017 Academic Year”.

## **B. Identification of the Problem**

Based on the background above it can be identified the problems as follows:

1. The students feel difficult and confused to make recount text.
2. The students do not know whether their writing is right or not because the teachers did not check their writing.
3. The students have low interest and motivation in learning writing.
4. The class condition is less attractive.

## **C. Limitation of the problem**

Dealing with the background of the problem, the identification of the problem and the research question above, the researcher would like to focus on the influence of using peer review technique towards students’ personal recount

text writing ability at the second semester of the regular eighth grade of MTs Negeri 2 Bandar Lampung.

#### **D. Formulation of the Problem**

Based on the limitation above, the problems are formulated as follows:

“Is there a significant influence of using peer review technique towards students’ recount text writing ability at the second semester of the regular eighth grade of MTs Negeri 2 Bandar Lampung in 2016/2017 academic year?”

#### **E. Objective of the Research**

Based on the formulation of the problem, the objectives of the research are as follows:

“To find out whether there is a significant influence of using peer review technique towards students’ recount text writing ability at the second semester of the regular eighth grade of MTs Negeri 2 Bandar Lampung in 2016/2017 academic year or not”

## F. Uses of the Research

The uses of research are as follows:

1. Theoretically, the research findings are expected to be used as a consideration in teaching writing in the classroom, so that can motivate the students in writing.
2. Practically
  - a. For the school, is expected that this research will give motivation for the school to observe in teaching English, especially in teaching writing.
  - b. For the teacher, is expected that this research will give information to the English teacher about using peer review technique and can use the result of the research as a feedback on teaching English or can be one of choices to do in their classroom.
  - c. For the students, is expected that the students will enjoy the teaching learning process by using peer review technique.
3. As a source of information for further research on writing skill.
4. For researcher, this research can develop her knowledge and give experience in doing the research.

## G. Scope of the Research

### 1. Subject of the research

The subjects of this research were the students at the second semester of the regular eighth grade of MTs Negeri 2 Bandar Lampung in 2016/2017 academic year.

### 2. Object of the research

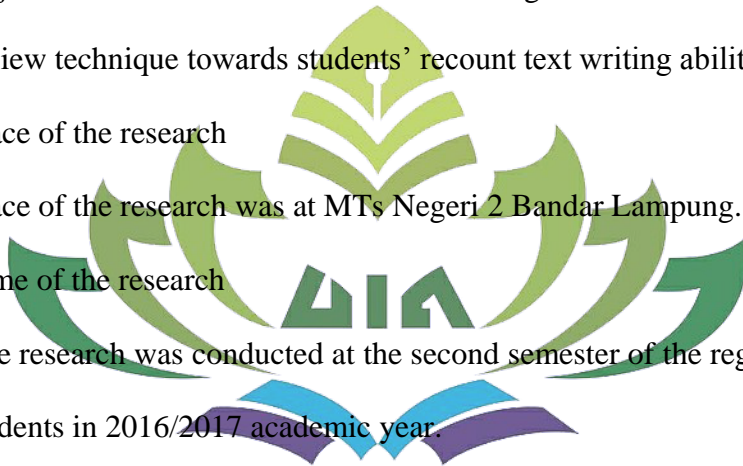
Object of the research was to find the significant influence of using peer review technique towards students' recount text writing ability.

### 3. Place of the research

Place of the research was at MTs Negeri 2 Bandar Lampung.

### 4. Time of the research

The research was conducted at the second semester of the regular eighth grade students in 2016/2017 academic year.

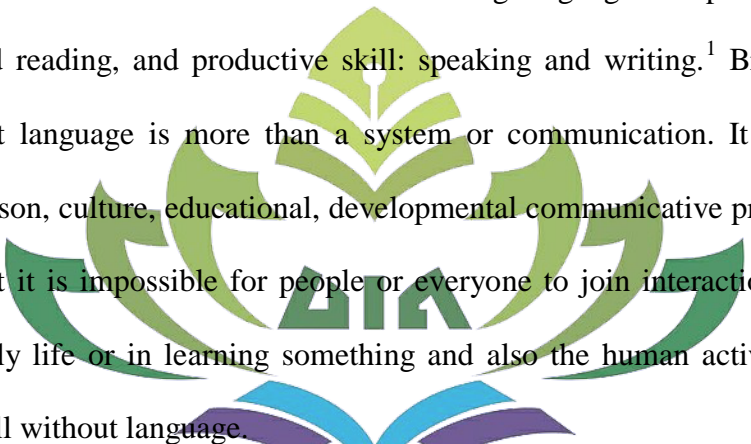


## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Frame of Theory

#### 1. Concept of Teaching and Learning English as a Foreign Language

There are various skills in mastering language: receptive skill: listening and reading, and productive skill: speaking and writing.<sup>1</sup> Brown also states that language is more than a system or communication. It involves whole person, culture, educational, developmental communicative process.<sup>2</sup> It means that it is impossible for people or everyone to join interaction each other in daily life or in learning something and also the human activities can't run well without language.



In Indonesia, English is the foreign language that thought all of level. In elementary school learning English is as the local content, while the students of junior high school up to university learn English as compulsory subject. A foreign language is a language studied an environment where it is not the primary vehicle for daily interaction and where input in that language restricted.

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Pearson Educated Limited, 2007), p. 263

<sup>2</sup> H.D Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Edition, (New York: Longman, 2001), p.68

In teaching English as a foreign language, the teacher should prepare the material, instruction, media, and technique. Because teaching and learning language can be regarded as process. Material having logical connection with a subject matter or the consequential events or facts, or the knowledge of which significantly affect a decision or course of action.<sup>3</sup>

Many materials in teaching and learning English such as vocabulary, grammar, writing text, it includes on four skills in English learning, such as the students get the influence of using peer review technique towards students' recount text writing ability.

## 2. Concept of Writing

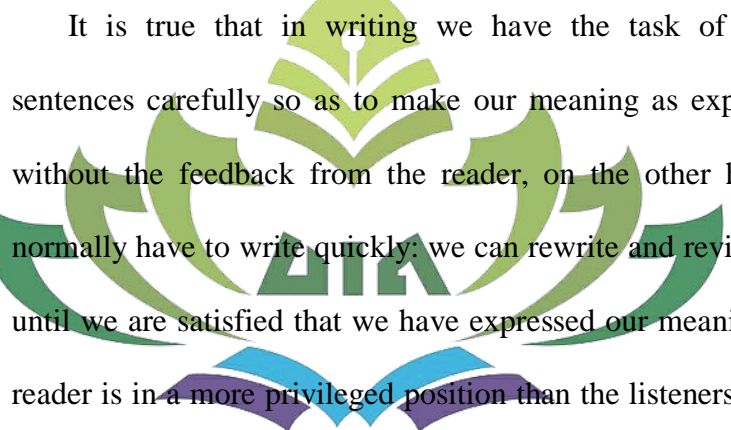
### 2.1. Definition of Writing

Writing is not only combinations of letter, which relate to the sounds made when people speak, but writing is more than production of these graphic symbols. The graphic symbols must be arranged in such a way according to certain convention to form words to form phrase, phrase to form sentence, sentences form paragraphs, to form text or passages.

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<sup>3</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 3<sup>rd</sup> Edition. (London: Longman Group UK Limited, 1991), p. 39

Writing is one of the skills to be achieved in English language learning. Writing has always formed part of the syllabus in the teaching of English. Writing has been characterized as a written thinking. The students should be encouraged to express their idea, experiences, thoughts and feelings through writing. <sup>4</sup> In the other book, Jeremy Harmer also said that writing is as a communicative act, a way of sharing observations, information, though, or ideas with others. <sup>5</sup>



It is true that in writing we have the task of organizing our sentences carefully so as to make our meaning as explicit as possible without the feedback from the reader, on the other hand we do not normally have to write quickly: we can rewrite and revise our sentences until we are satisfied that we have expressed our meaning. Equally, the reader is in a more privileged position than the listeners to some extent: he can read at his own pace and reread as often as he likes. <sup>6</sup>

Finally, writing is task which is often imposed on us, perhaps by circumstances. This is not only has a psychological effect: it may also cause a problem in terms of content – what to say. Being at a loss for

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<sup>4</sup> Jeremy Harmer, *How to Teach Writing*, (Harlow: Pearson Longman, 2004), p.31

<sup>5</sup> Jeremy Harmer, *How to Teach English*, (Harlow: Longman, 1998), p.265

<sup>6</sup> Donn Byrne, *Teaching Writing Skills*, (New York: Longman, 1995), p.3

ideas is a familiar experience to most of us when we are *obliged* to write.<sup>7</sup>

Based on the statement above, the researcher can conclude that writing is one of the ways to produce language, express our feeling, idea and everything from our mind. Writing also helps us to create new thought that has higher value.

## 2.2. Process of Writing

Harmer suggests the process of writing into four main elements. They are planning, drafting, editing (reflecting and revising), and final version.<sup>8</sup>

### 1. Planning

Before starting to write or type, they try and decide what it is they going to say. When planning, writers have to think about three main issues. The first place they have to consider the purpose of their writing since this will influences not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the

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<sup>7</sup> Ibid, p.5

<sup>8</sup> Jeremy Harmer, *How to Teach Writing*, (Harlow: Pearson Longman, 2004), p.4



shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, how best to sequence the facts, ideas, or arguments which they have decided to include.

## 2. Drafting

Refer to the first version of a piece writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process procedure into editing, a number of drafts may be produced on the way to the final version.

## 3. Editing (reflecting and revising)

After writers have produced a draft, usually read through what they have written to see where it works and where it doesn't. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

## 4. Final versions

Once writers have edited their draft, making the changes they reader being necessary, they produced their final version. This may

look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

### 2.3. Requirements of a Good Writing

There are some characteristic of a good writing. A text or paragraph may these for to be understood as a visible division of the subject method. The deviation is initially a convenience to the reader; it prepares him turn attention to something new. In writing a good text or paragraph, it should have four qualities, e.g. completeness, unity, order, and coherences.

#### a. Completeness

A complete text or paragraph contains details as fact such as name are specifics individual, data, figures, cost, location, signal or statistical detail. Completeness means the controlling idea thoroughly develop by the use of particular information.

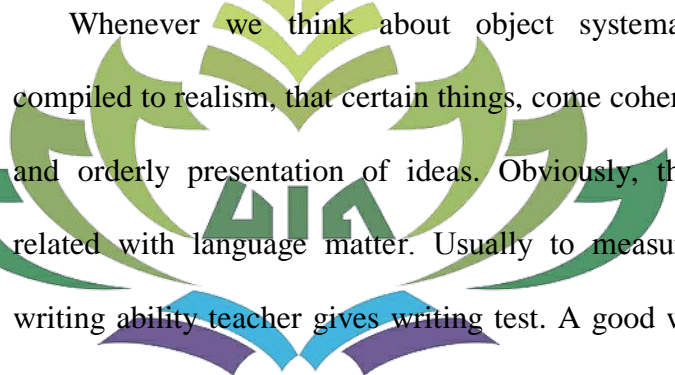
#### b. Unity, Order

Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction.

Thus order chronological steps to express the ideas the written form.

c. Coherences

The last characteristic of the text or paragraph is coherence. Coherence means stick together, coherence is basically a matter of having the part of a piece of writing in the right with the clear process.



Whenever we think about object systematically we are compiled to realism, that certain things, come coherence is the clear and orderly presentation of ideas. Obviously, the ideas closely related with language matter. Usually to measure the students' writing ability teacher gives writing test. A good writer must have requirement to result in comprehensible and acceptable piece of writing.

## 2.4. Importance of Writing

As we know that writing is one of the language skills. It has given some important things for us. Some of them are:

- a. Teachers/lecturers teach about their subject, then the students write on their notes what has been explained by teachers/lecturers.

- b. Nowadays, there are many companies that ask the applicants to write their application letters by their own writing.
- c. Many foundations that offer students to study abroad. Firstly, the student who be selected has to write an essay in English about their country or something that has been determined before. Therefore, they need to have ability to write in acceptable English.

### 3. Concept of Recount Text

#### 3.1. Definition of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.<sup>9</sup> It means that text is a number of words that deliver a message to somebody in written or spoken form.

According to Hyland, text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.<sup>10</sup> Futher, language as a system of communication is organized as cohesive units we call texts.<sup>11</sup> It can be

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<sup>9</sup> Mark Anderson and Kathy Anderson, *Text Type in English* , (Australia: South Yara, 1997), p.1

<sup>10</sup> Ken Hyland, *Teaching and Researching Writing* , 2<sup>nd</sup> Edition, (Edinburgh Gate: Pearson, 2009), p.8

<sup>11</sup> Peter Knapp and Megan Watkins, *Genre, text, Grammar: Technologies for Teaching and Assessing Writing* , (Sydney: University of New South Wales Press Ltd, 2005), p.29.

concluded that text is used as a communication with organized the structure of the text and grammatical of words, clauses and sentences.

According to Emilia that a text has texture and good characteristic<sup>12</sup>, as follow:

#### 1. Coherence

Coherence refers to group clauses or sentences relate with the context.

Coherence divided into situational coherence and generic coherence.

Situational coherences the reader can identify the text as one of the kind text such as recount, procedure, narrative, exposition, discussion, and can identify the structure in the text.

#### 2. Cohesion

Cohesion refers to how the writer relates each part from the text.

Based on those explanations, it can be inferred that a good text is a text that relates with the theme, use correct grammatical and generic structure appropriate with the text, and can be understood by the reader.

### 3.2. Kinds Of Text

According to English Syllabus of School Based Curriculum (KTSP), the teaching of writing for students of Junior High School involves the teaching of paragraphs or text. In English, we can find

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<sup>12</sup> Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*, (Bandung: Rizqi, 2011), p.8

many kinds of text in teaching of writing to students. Each of these texts has its own characteristics and functions. Students should have knowledge of these texts. The examples genres of the texts are:<sup>13</sup>

### 1. Spoof Text

Spoof text is to retell on event with a humorous twist.

#### a. Generic (schematic) structure:

1. Orientation: sets the scene.
2. Event (s): tell what happened.
3. Twist: provides the “punchline”.

#### b. Significant lexicogrammatical features:

1. Focus on individual participants.
2. Use of material processes.
3. Circumstances of time and place.
4. Use past tense.

### 2. Recounts Text

Recount text is to retell events for purpose of informing or entertaining.

#### a. Generic structure:

1. Orientation: provides the setting and introduce participants.
2. Events: tell what happened, in what sequence.

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<sup>13</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Antipodean Educational Enterprises (AEE), 1994), p.192-204.

3. Re-orientation: optional- closure of events.

b. Significant lexicogrammatical features:

1. Focus on specific participants.
2. Use of material processes.
3. Use past tense.
4. Focus on temporal sequence.

3. Report text

Report is to describe the way things are, with reference to a range of natural, made, and social phenomena in our environment.

a. Generic structure:

1. General classification: tells what the phenomenon under discussion.
2. Description: tells what the phenomenon under discussion is like in terms of: Parts (and their functions), qualities, and habits or behaviors, if living: uses, if non-natural.

b. Significant lexicogrammatical features:

1. Focus on generic participants.
2. Use of relational processes to states what is and that which it is.
3. Use simple present tense.
4. No temporal sequence.

#### 4. Analytical exposition text

Analytical exposition text is to persuade the reader or listener that something is the case.

##### a. Generic structure:

1. Thesis: position (introduce topic and indicates writer's position) and preview (outlines the main arguments to be presented).

2. Arguments: point (restates main argument outlined in preview) and elaboration (develops and supports each point/argument)

3. Reiteration: restates writer's position.

##### b. Significant lexicogrammatical features:

1. Focus on generic human and non-human participants.

2. Use simple present tense.

3. Use of relational processes.

4. Use internal conjunction to stage argument.

5. Reasoning through causal conjunction or nominalization.

#### 5. Narrative text

Narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; narrative deal with



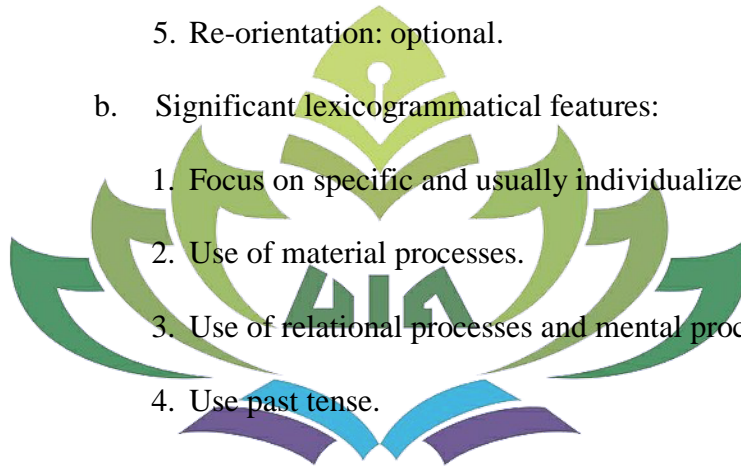
problematic events which lead to a crisis or turning of some kind, which in turn finds a resolution.

a. Generic structure:

1. Orientation: sets the scene and introduces the participants.
2. Evaluation: a stepping back to evaluate the plight.
3. Complication: a crisis arises.
4. Resolution: the crisis is resolved, for better or for worse.
5. Re-orientation: optional.

b. Significant lexicogrammatical features:

1. Focus on specific and usually individualized participants.
2. Use of material processes.
3. Use of relational processes and mental processes.
4. Use past tense.



Based on these explanations above, it can be concluded that there are many kinds of text that must be mastered by the students in writing for increasing the students' writing ability. In this case, the researcher only focuses in students' recount text writing ability as the form of writing that will be investigated because this kind of writing form will be concluded as the material should be learned by the students for the eighth grade.

### 3.3. Recount Text

Hyland stated that the purpose of recount text is to reconstruct the past experiences by retelling events in original sequence.<sup>14</sup> In other words recount text is a kind of texts that telling about how a thing in the past happens in chronologically and also telling about a feeling or expression of that thing.

The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary recount is to relate a sequence of events so that it entertains, and this generally includes the writer's expressions of attitude about the events.<sup>15</sup>

Generic structures of recount text are:

1. Orientation: providing information about who, where, and when;
2. Events: Describing series of event usually recounted in chronological order;
3. Reorientation: rounds off the sequence of events.<sup>16</sup>

It means that recount is a series of events in the past and has its own generic structure. Recount text consists of orientation which introduces the participants, place and time, events which describe some events that

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<sup>14</sup> Ken Hyland, *Second Language Writing*, (Cambridge University Press: Cambridge, 2003), p.20

<sup>15</sup> Ibid, p.124

<sup>16</sup> Ibid.

happened in the past, and reorientation which states personal comment of the writer.

#### 4. Concept of Peer Review Technique

##### 4.1. Definition of Peer Review Technique

Peer review technique is one of important activity in writing process. According to Raimes, peer review technique is one of techniques in responding to students writing.<sup>17</sup> In general, peer review technique involves students' interaction in learning process. Liu and Hansen also stated that peer review is an interaction which involves students to exchange information. In addition, the students have a roles and responsibilities in commenting on and critiquing each others' writing in both written and oral formats in the process of writing.<sup>18</sup> It means that peer review is an activity to increase students' interaction to exchanging information, commenting on and critiquing each others' writing in the process of writing.

According to Bartels, peer review is also referred to as peer editing, peer response, peer evaluation, and peer feedback, in which students read each other's writing and provide feedback to the researcher. Peer

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<sup>17</sup> Ann Raimes, *Technique in Teaching Writing*. (New York: Oxford University Press, 1983), p. 139

<sup>18</sup> J. Liu and J. Hansen, *Guiding Principles for Effective Peer Response*. (ELT Journal: Oxford University Press, 2005), p. 31

review is an activity in process of students' writing to responding to each others' writing.<sup>19</sup> So, peer review is not only reviewing others' writing, but also editing, evaluating, and giving feed back to each others' writing.

According to Hutton in, having students give feedback to one another on their papers can make the students get opportunities to develop their ability to give constructive feedback, they receive advice on their drafts, they have a broader audience for their work than just a single instructor, and they see different approaches other students have taken in responding to an assignment.<sup>20</sup> It can be said that by using peer review technique the students can increase their ability to be more active in writing process. Allah also has decreed in Surah Al-Maidah at the second verse:

.... وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۖ ....

Meaning:

“ . . . Help you one another in *Al-Birr* and *At-Taqwa* (virtue, righteousness and piety) . . .”<sup>21</sup>

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<sup>19</sup> Nat Bartels, *Written Peer Response in L2 Writing*. (English Teaching Forum: Germany, 2003), p. 34

<sup>20</sup><http://techtv.mit.edu>

<sup>21</sup> Imam Assobar, dkk, *Al-Hidayah*, (Kalim: Tangerang Selatan, 2012), p.107

It means that God has asked us to help each other in virtue, righteousness and piety. By applying peer review technique we have done one of God's command to help each other in a virtue.

From those statements above, it can be concluded that peer review technique is one of the good editing technique in writing process. It involves students as the main part of teaching learning process. They have to be more creative and more critical by giving a constructive feedback to other peers and allow them to evaluate their organization, context, grammar, punctuation and spelling, and style.

#### **4.2. Procedures of Using Peer Review Technique**

According to Hyland, peer response can take a number of different forms and occur at various stages in the writing process. Most typically it consists of assigning students to groups of two, three, or four who exchange completed first draft and give comments on each others' work before before they revise them. In many peer group sessions students give their paper to another students for comment, although some teacher prefer writers to bring copies for each member of the group to read so that they get a range of responses.<sup>22</sup>

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<sup>22</sup> Ken Hyland, *Opcit*, p. 200

McMorran states that the procedures of peer review technique are as follows:

1. Introduce peer review in the class.
2. Students submit papers and they are distributed for review.
3. Assign students to groups of 3-4. Their assignment for next week is to read each others' papers and answer question. The teacher can use the guidelines.
4. Students workshop papers. This face-to-face session is a good opportunity for writers to clarify confusing advise.
5. Students submit a final draft. The teacher can look for evidence of how the author incorporated the reviewers' comments by comparing the first and final draft.<sup>23</sup>

From the statements above, it can be concluded that the procedures in using peer review technique are arranged as follows:

1. Students are given the procedure of peer review.

In this step, how to do peer review are explained and ensure that the students understand it. This activity involves explaining, demonstrating and especially modelling on how to peer review.

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<sup>23</sup> Chris mcMorran, *Peer Review in Student Writing*. (BuzzEd, 2015), p. 1.

2. Students are asked to write the first draft of recount text based on the given topic.
3. Students are asked to conduct peer review in pairs, exchanging their first draft with another.

In this step, the students are asked to work in pairs. Each student read and reviews their classmates' draft by giving peer review guidelines and peer review sheet (see appendix 12 and 13). The researcher moves around to check whether the peer review technique is good applied or not.

4. Students are asked to deliver feedback on a peer review.

In this step, the students make comments and suggestions after reading their classmates' draft. The students focus on aspects of organization, content, grammar, punctuation and spelling, and Style of quality expression.

5. Students are asked to return the first draft and guideline sheets to the owner.
6. Students are asked to revise their recount text based on their peer feedback.

### 4.3. Advantages of Using Peer Review Technique

Harmer said that peer review technique is a valuable element in the writing process. It has the advantage of encouraging students to work collaboratively, something which, in a group, we want to foster. It is also good for the problem of students reacting too passively to teacher responses. Peer review technique, therefore, is less authoritarian than teacher review, and helps students to view both colleagues and teachers as collaborators rather than evaluators.

It can be said that peer review technique can give benefits such as the students can learn how to give and get constructive comments and suggestions, so they can be active learner participation.<sup>24</sup> They will be more confident when they submit their writing to their teacher because it has been improved by revising their first draft after exchanging one to each other with their classmates and get constructive feedbacks.

### 4.4. Disadvantages of Using Peer Review Technique

According to Hyland, there are some disadvantages of using peer review technique. They are as follows:

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<sup>24</sup> Ken Hyland, *second Language Writing*. (Cambridge: Cambridge University Press, 2003), p. 199.



1. Students unconvinced of comments' value.
2. Weakness of readers' knowledge.
3. Students may not use feedback in revision.
4. Students may prefer teacher's feedback.<sup>25</sup>

it can be concluded that the disadvantages of using peer review technique are when the reader have low knowledge, the students may prefer need teacher's feedback for their revision.

## 5. Concept of Self-Correction

### 5.1. Definition of Self-Correction

According to Dan and Feng, self-correction is students evaluate their own work by using a checklist, computer, and the others.<sup>26</sup> Thus, self-correction is a way to correct students writing by themselves. Dan and Feng also state that self-correction is autonomous study.<sup>27</sup> It means, self-correction give authority to someone in study.

Based on those theories, the researcher concludes that self-correction is a technique that is used by students to correct their own work. The students evaluate their mistake and correct them. Self-correction can be

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<sup>25</sup> Ibid. p.199

<sup>26</sup>Xiao Dan and Qiu Feng, US-China Foreign Language Journal Vol. 13 No. 3: *Effectiveness of the Error Correction strategies in Improving Senior High Students' English writing in China*, (David Publishing, March 2015), p. 192

<sup>27</sup>Ibid

done by using media like computer or others. This technique require students to be autonomous one because that have to find their own mistakes and then correct it by themselves.

## 5.2. Procedures of Using Self-Correction

There are some steps of teaching writing by using self correction that must be involved by the student are as follows:

1. Choose the topic.

It deals with the topic that will be described by the students.

2. Planning the topic and the steps.
3. Writing and revised the draft.

The students begin to write attending the aspect of writing.

After finishing, they start to revise the draft. In this step, the self-correction is used. This technique builds the students' awareness based on some explanation that will be explained by the teacher and the students should relized what happens to their writing.

## 5.3. Advantages of Using Self-Correction

According to Iseni, “there are some advantages using self-correction, they are;

1. students enjoy and work seriously.
2. teachers might actually be hindering the students' progress in building proficiency in writing.<sup>28</sup>

Hence, self-correction have some benefit if we use it in teaching learning writing. By using self-correction, the students will be enjoy and serious in their writing activity. Beside that, the teacher might know students progress in writing.

#### 5.4. Disadvantages of Using Self-Correction

Beside having some advantages, self correction also have some disadvantages. According to Iseni, disadvantages of self-correction are;

1. it is difficult to be applied.
2. teachers do not accept the procedure of self-correction.<sup>29</sup>

Additionally, Dan and Feng state that disadvantage of self-correction is only more efficient in correcting the writing error in surface level, but less in deep level ones.<sup>30</sup> As a result, disadvantages of using self-correction in writing is more than advantages.

### B. Frame of Thinking

Recount text is a kind of text that comprised the reconstruction of the past experiences by retelling events in original sequences. And peer review technique

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<sup>28</sup>*Ibid*, p. 67

<sup>29</sup>*Ibid*.

<sup>30</sup>Xiao Dan and Qiu Feng, *Op. Cit*

is one of the good techniques in teaching writing. It involves students as the main part of teaching learning process. They have to be more creative and more critical by giving a constructive feedback to other peers and allow them to evaluate their organization, context, grammar, punctuation and spelling, and style. Based on the theories, the researcher assumes that using peer review technique can improve the students' recount text writing ability.

Based on the explanation above, it can be assumed that there is an influence of using peer review technique. So, by using peer review technique the students will be interesting in study English, the class will be more attractive and the students will know whether their writing correct or not.

### **C. Hypothesis**

The hypotheses are:

Ha : there is a significant influence of using peer review technique towards students' recount text writing ability at the second semester of the regular eighth grade of MTs Negeri 2 Bandar Lampung in 2016/2017 academic year.

Ho : there is no significant influence of using peer review technique towards students' recount text writing ability at the second semester of the regular eighth grade of MTs Negeri 2 Bandar Lampung in 2016/2017 academic year.



## CHAPTER III RESEARCH METHODOLOGY

### A. Design of the Research

In this research, an experimental research was conducted to measure the effectiveness of the method in this research. According to Emzir, experimental method is the method most preferred and most productive in the research.<sup>1</sup> Ary states that an experimental design is the general plan to carrying out a study with and active independent variable. Design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.<sup>2</sup> It means that, the researcher would give the treatment to the students to know whether independent variable influences dependent variable.

In this design, quasi experimental design was used to identify whether peer review technique can influence students' recount text writing ability or not. According to Creswell, we can apply the pre and post-test design approach to quasi experimental design. The researcher assigns intact groups the experimental

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<sup>1</sup> Emzir. *Metodologi Penelitian Pendidikan Kualitative dan Kuantitative*, (Jakarta: Rajawali Press, 2011), p.69

<sup>2</sup> Donal Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, 8<sup>th</sup> Edition, (Canada: Wadsworth, 2010), p.301

and control treatments, conducts experimental treatment activities with experimental group only, and then administers a post-test to assess the differences between two groups.<sup>3</sup> This design was used because the students were not randomly assigned to classes and it would disturb classroom learning process. Therefore, when randomized designs are not feasible, the quasi-experimental design might be used. So, in this research two classes were selected, one class was the control class and other class was the experimental class. The research design can be presented as follows:

**Table 2**

G <sub>1</sub> =	T <sub>1</sub>	X	T <sub>2</sub>
G <sub>2</sub> =	T <sub>1</sub>	O	T <sub>2</sub>

Notes:

- G<sub>1</sub> : Experimental Class.
- G<sub>2</sub> : Control Class.
- T<sub>1</sub> : Pre-Test.
- T<sub>2</sub> : Post-Test.
- X : Treatment by using peer review technique.
- O : Treatment by using free writing technique.<sup>4</sup>

## B. Variables of the Research

In the experimental research, there are two variables that will be manipulated. They are independent variable (X) and dependent variable (Y).

<sup>3</sup>John W. Creswell, *Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Educational Research, 4<sup>th</sup> Edition, (Boston: Pearson Education, 2012), p.310

<sup>4</sup>Ag Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, 1<sup>st</sup> Edition, (Yogyakarta, Graha Ilmu, 2006), p. 143

Independent variable is a factor which is manipulated to determine the relationship between the phenomena observed. While dependent variable is a factor which is observed and measured to determine the effect of independent variable.

1. Independent variable (X) is peer review technique used in writing a recount text.
2. Dependent Variable (Y) is students' recount text writing ability.

### **C. The Operational Definition of Variable**

The operational definitions of variable in this research are as follows:

#### **1. The Independent Variable (X)**

Peer review technique is one of the good techniques in teaching writing. It involves students as the main part of teaching learning process. They have to be more creative and more critical by giving a constructive feedback to other peers and allow them to evaluate their organization, context, grammar, punctuation and spelling, and style.



## 2. The Dependent Variable (Y)

Students' recount text writing ability is the students' capability to write a personal story by their own selves with good mastery of aspects of writing like contents, organizations, vocabularies, languages and mechanics.

### D. Population, Sample and Sampling

#### 1. Population

According to Ary *et.al*, the larger group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events, or objects.<sup>5</sup> Based on the statement the writer concludes that population is a number people that have characteristic and become subject of the research. The population of this research was the regular eighth grade students of MTs Negeri 2 Bandar Lampung in 2016/2017 academic year because those classes have same curriculum and time teaching. It consists of seven classes and the total number of the students is 275 students. It can be seen in the table follow:

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<sup>5</sup> Donal Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, 8<sup>th</sup> Edition, (Canada: Wadsworth, 2010), p.148

**Table 3**  
**The Number of The Regular Eighth Grade Students of MTs Negeri 2**  
**Bandar Lampung in the Academic Year of 2016/2017**

No	Class	Gender		Total
		Male	Female	
1	8B	16	19	35
2	8C	16	21	37
3	8D	14	26	40
4	8E	14	25	39
5	8F	20	22	42
6	8G	23	19	42
7	8H	22	18	40
<b>Total</b>		<b>146</b>	<b>129</b>	<b>275</b>

*Source: MTs Negeri 2 Bandar Lampung in the Academic Year of 2016/2017*

## 2. Sample

Sample of the research is a representative group from the population to serve as respondents. That was already see that due to factors, time and accessibility, it is always possible or practical to apply measure from smaller group or subject of population is such a way that the knowledge gained is representation of the total population under study.

According to Arikunto, the smaller group of subject is the sample. Sample is a part of population that will be investigated. The sample was taken freely, also based on the student number in a class. The sample of the research would be two classes, one class as the experimental class and another one as the control class. There were seven classess of the regular

eighth grade at MTs Negeri 2 Bandar Lampung, and two classes were taken as sample, one class as experimental class and another as control class.

### 3. Sampling Technique

A cluster random sampling was applied in this research. Cluster random sampling occurs when the population was already divided into natural, preexisting groups. A cluster could be a state, district, school, classroom, metropolitan statistical area, city zone area, neighborhood block, street, and etc.<sup>6</sup> The steps of cluster random sampling that taken were as follows:

- a. The names of each class were written in small piece of paper, then rolled and put them in a box.
- b. After that, the box was shaken and two pieces of the rolled papers were taken.
- c. Finally, the class at the first paper was the experimental class and the second was control class.

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<sup>6</sup> James B. Schreiber, *Educational Research, The Interrelationship of Question, Sampling, Design and Analysis*, (India: John Willey and Sons Inc, 2011), p.89.

## **E. Research Procedure**

Some procedures that applied in conducting this research were as follows:

### **1. Finding the Subject of the Research**

The students of the regular eighth grade of MTs Negeri 2 Bandar Lampung were chosen as a subject of the research. One class was experimental class and one class was control class.

### **2. Designing the Instruments of the Research**

The instrument of this research was writing test. The students got the same instrument for both classes. That was same topic that should be retell by students.

### **3. Conducting Treatment**

Treatment had been given in three meetings. In the treatment, the researcher as the teacher was going to assess the students' writing after giving the treatment by using peer review technique. The students had been taught what was definition and generic structure of recount text. The topic was given and the students were asked to retell it.

#### **4. Giving the Pre-test, Post-test and Scoring the Result**

The pre-test was conducted before the treatment. A kind of test (called pre-test) was prepared that would be given to the students. Then, the post-test was conducted after the treatment. By giving post-test, the students' improvement in their writing ability in recount text would be known. This test was aimed to know the students' recount text writing ability after giving the treatment. In this test, the students had been given some of the topics. Then, the students made the recount text related to the topics.

#### **5. Analyzing the Result of the Test**

The data obtain from the research would be analyzed to find out whether the technique use affective or not.

### **F. Treatment for Experimental Class and Control Class**

#### **1. Treatment for Experimental Class**

In the first meeting, the students were explained about peer review technique, rhetorical structure and language feature of recount text and give the example. In this meeting, a topic about holiday was given to the students and they were asked to tell it. In learning recount text by using peer review technique, the students were asked to write the first draft of recount text based on the topic given and conduct peer review technique in pairs based on its'

procedures. After finishing, the students were given explanation so that they were more understand about making recount text by using peer review technique.

In the next meeting, the students were told what mistakes that most of the students did in their writing. Then like in the first meeting, a topic was given. But in this chance, a topic about happy experience was given to the students and they were asked to make recount text related the topic. After finishing, the students were given explanation so that they were more understand about making recount text by using peer review technique.

In the third meeting, the students were told about their progress in writing and what mistakes that most of the students did in their writing. Next, a topic about sad experience was given to the students and they were asked to make recount text like in the first and second meeting. After all of the students finishing, the students' writing were checked. In the last, the students were told about their progress in writing after treatment for three times and the mistakes that most students did in their writing.

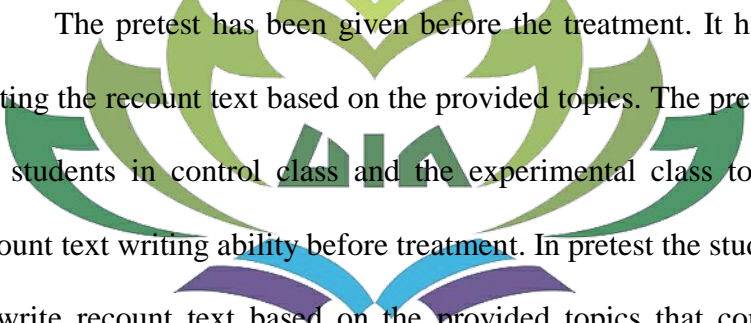
## 2. Treatment for Control Class

In control class, as usual the students were taught recount text by using free writing technique and continued by using self-correction. A topic was given to the students and asked them to make recount text without paying no attention to grammar, spelling, punctuation, neatness, or style.

## G. Data Collecting Technique

Some techniques that used in collecting data were as follow:

### 1. Pre-test



The pretest has been given before the treatment. It has been done by writing the recount text based on the provided topics. The pretest was given to the students in control class and the experimental class to measured their recount text writing ability before treatment. In pretest the students were asked to write recount text based on the provided topics that consists of 75-150 words and 40 minutes for time allocation.

### 2. Post-test

The posttest has been done after the students in experimental and control class had been given the treatment. It has been done to know the students' recount text writing ability after they were taught by using peer review technique. In the posttest the students also were asked to write recount

text based on the provided topics that consist of 75-150 words and 40 minutes for time allocation.

## **H. Instrument of the Research**

Before collecting the data, the instrument was made. The instrument is a tool used to collect the data. The instrument was writing test. Usually, a test is used as the instrument to measure the students' achievement in education. From a certain kind of a test, the researcher would be able to collect the data in the form of scores which could be used to identify, classify, or evaluate the test takers.

Two instruments of pre-test and post-test were made. The students were asked to write recount text that consists of approximately 75-150 words and 40 minutes for time allocation, because the students were expected can make recount text after getting treatment.

The experimental and control class got the same pre-test and post-test. Some topics which given must be chosen by students. Each student chose one topic and wrote a recount text in the test.



## I. Scoring Procedure for Evaluating Students' Recount Text Writing Ability

The score of test was calculated based on the following scoring system proposed by Tribble. The following are the criteria for scoring writing which used in this research:

**Table 4**  
**Scoring System**

Area	Score	Descriptor
<b>Task Fulfillment/Content</b>	20-17	<b>Excellent to very good:</b> Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	<b>Good to average:</b> Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	<b>Fair to poor:</b> Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	<b>Very poor:</b> inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	<b>Inadequate:</b> fails to address the task with any effectiveness.

<b>Organization</b>	20-17	<b>Excellent to very good:</b> Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	<b>Good to average:</b> Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	<b>Fair to poor:</b> Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequencing difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	<b>Very poor:</b> Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
<b>Vocabulary</b>	20-17	<b>Excellent to very good:</b> Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	<b>Good to average:</b> Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	<b>Fair to poor:</b> Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.

	7-5	<b>Very poor:</b> No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate
	4-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
<b>Language</b>	30-24	<b>Excellent to very good:</b> Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	23-18	<b>Good to average:</b> Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	<b>Fair to poor:</b> Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	<b>Very poor:</b> Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.

<b>Mechanics</b>	10-8	<b>Excellent to very good:</b> Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	<b>Good to average:</b> Occasional errors in spelling, punctuation, capitalization, layout.
	4-2	<b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	<b>Very poor:</b> Fails to address his aspect of the task with any effectiveness.

Besides, in this research inter-rater was used to score the result of the test. The scoring has been done by the researcher herself and the English teacher in the school. The scores of two raters were summed up and then divided into two. The final score = Content + Organization + Vocabulary + Language + Mechanics

Example:

Content	: 20
Organization	: 20
Vocabulary	: 20
Language	: 30
Mechanics	: 10
<b>Total</b>	<b>: 100</b>

## J. Validity, Reliability and Readability of the Test

### 1. Validity of the Test

According to Arthur, the validity test is conducted to check whether the test measures what is intended to be measured.<sup>7</sup> It means that by using validity test we will know whether test that we are done is valid or not. Then, Best and Kahn say that a test is valid if it is measures what it claims to measure.<sup>8</sup> In the case point, the content and construct validity were used to measure whether the test has good validity or not.

#### 1. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was design, content validity is based upon the careful examination of course textbooks, syllabi, objectives, and the judgments of subject matter specialists.<sup>9</sup> So, the material that was taught must be appropriate with the curriculum. It can be seen in appendix 19. Recount text was taught in the second semester of the regular eighth grade.

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<sup>7</sup>Hughes Arthur, *Testing for Language Teacher* ,2<sup>nd</sup> Edition, Cambridge: Cambridge University Press, 2003, p.26

<sup>8</sup>John W. Best and James V. Kahn, *Research in Education*, 7<sup>th</sup> Edition, New Delhi: Prentice-Hall, 1995, p. 218

<sup>9</sup>*Ibid*, p.219

## 2. Construct Validity

Best and Kahn state that construct validity is the degree which scores on a test can be accounted for by the explanatory constructs of a sound theory.<sup>10</sup> Consequently, construct validity should focus to what will be measured, that is recount text writing ability.

In this research, a writing test was composed to measure the students' recount text writing ability based on some criteria of recount text writing's scoring rubrics. They consist of content, organization, vocabulary, language and mechanic. The instrument was consulted to the English teacher of MTs Negeri 2 Bandar Lampung to make sure whether the instrument has been valid or not (It can be seen in appendix 6).

## 2. Reliability of the Test

Fraenkel and Wallen say that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to

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<sup>10</sup>*Ibid*

another.<sup>11</sup> There upon, a good test should have high reliability besides having high validity. Inter rater reliability was utilized to get the reliability of the test. This inters rater reliability counts level of the reliability based on two series of score that are gotten by two raters or more simultaneously. They are English teacher and researcher.

To estimate the reliability of the narrative paragraph writing test, the researcher used rank order correlation as follows<sup>12</sup>;

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Notes:

- P = the number of rank order correlation (rho)  
 6 and 1 = constant number  
 D = different of rank correlation (D = R1 - R2)  
 N = the number of students

Therefore, the criteria of reliability that consulted to know the degree of the level of reliability of written was as follows:

Reliability coefficient 0.800 – 1.000 is very high.

Reliability coefficient 0.600 – 0.800 is high.

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<sup>11</sup>Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, 7<sup>th</sup> Edition, New York: Mc Graw-Hill, 2009, p. 154

<sup>12</sup>Anas Sudijono, *Pengantar Statistika Pendidikan*, Jakarta: Rajawali Pers, 2010, p. 232

Reliability coefficient 0.400 – 0.600 is fair.

Reliability coefficient 0.200 – 0.400 is low.

Reliability coefficient 0.000 – 0.200 is very low.<sup>13</sup>

### 3. Readability of the Test

Kouame says that readability tests are indicators that measure how easy the direction and instruction can be read and understood.<sup>14</sup> So, readability of the writing was given to the some students in the regular eighth grade as the test takers. The readability was conducted in order to know the clarity of the direction and the clarity of the instruction and readability test was conducted before the treatment which was given by the researcher (it can be seen in appendix 3).

### K. Data Analysis

After collecting the data, the data was analyzed by using t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They were normality and homogeneity.

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<sup>13</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2010, p.319

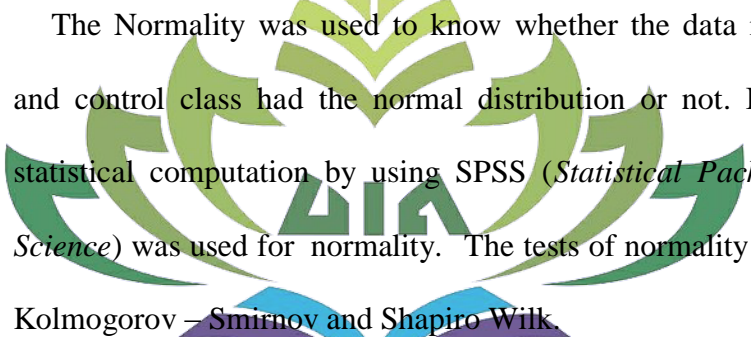
<sup>14</sup>Julien B.Kouame, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Journal of Multi Disciplinary Evaluation, Volume 6, Number 1 August 2010



## 1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.<sup>15</sup>

### a. Normality Test



The Normality was used to know whether the data in experimental and control class had the normal distribution or not. In this research statistical computation by using SPSS (*Statistical Package for Social Science*) was used for normality. The tests of normality employed were Kolmogorov – Smirnov and Shapiro Wilk.

The hypotheses formulas are:

Ho: The data are normally distributed.

Ha: The data are not normally distributed.

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<sup>15</sup>M. Erceg-Hurn, *Modern Robust Statistical Method*, Crawley: American Psychological Association, 2008, p. 591

Criteria of acceptance are formulated as follows:

$H_0$  is accepted if  $\text{Sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig} < \alpha = 0.05$

b. Homogeneity Test

After the researcher gets the conclusion of normality test, the homogeneity test was done in order to know whether the data was homogenous or not. In this research statistical computation by using SPSS (*Statistical Package for Social Science*) was used for homogeneity.

The hypotheses for the homogeneity tests are:

$H_0$  = the variance of the data is homogenous

$H_a$  = the variance of the data is not homogenous

Criteria of acceptance or rejection of homogeneity tests are as follows:

$H_0$  is accepted if  $\text{Sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig} < \alpha = 0.05$

## 2. Hypothetical Test

After knowing that the data was normal and homogeneous, the data would be analyzed by using independent sample t-test in order to know the significance of the treatment effect. The researcher used SPSS (*Statistical*

*Package for Social Science*) to process the data in normality test, homogeneity test, and T-test.

The hypotheses formulas are:

H<sub>a</sub>: There is a significant influence of using Peer Review Technique towards students' recount text writing ability at the second semester of the regular eighth grade of MTs Negeri 2 Bandar Lampung in 2016/2017 academic year.

H<sub>0</sub>: There is no a significant influence of using Peer Review Technique towards students' recount text writing ability at the second semester of the regular eighth grade of MTs Negeri 2 Bandar Lampung in 2016/2017 academic year.

Criteria of acceptance of the hypothesis tests are as follows:

H<sub>a</sub> is accepted if  $\text{Sig} < \alpha = 0.05$

H<sub>0</sub> is accepted if  $\text{Sig} > \alpha = 0.05$

## CHAPTER IV RESULT AND DISCUSSION

### A. Result of the Research

#### 1. Result of the Pre-test in the Experimental Class

The pre-test was conducted in order to see students' ability after the treatment. The pre-test administered on April 5<sup>th</sup>, 2017. The scores of students' writing tested in pre-test in the experimental class could be seen in Figure 1.

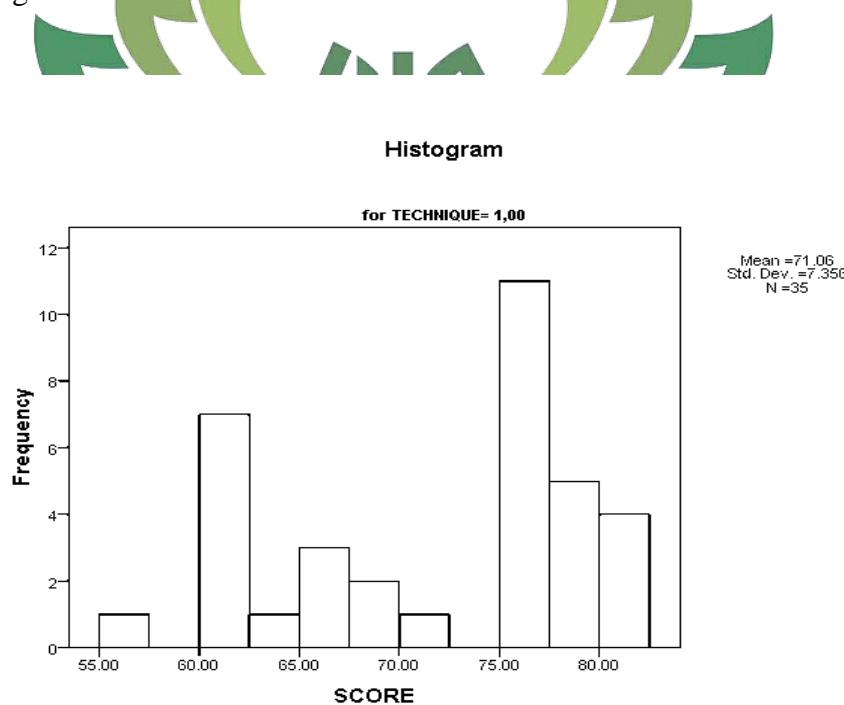


Figure 1  
Graphs of the Pre-Test Result in Experimental class

Based on Figure 1, the mean of pre-test in experimental class was 71.06, standard deviation = 7.356, N = 35, median = 75.00, variance = 54.11, minimum score = 56.00, and maximum score = 80.00. It showed students' writing ability before they got the treatments (See Appendix 10).

## 2. Result of the Post-test in the Experimental Class

The post-test was conducted in order to see students' ability after the treatment. The post-test administered on April 27<sup>th</sup>, 2017. The scores of students' writing tested in post-test in the experimental class could be seen in Figure 2.

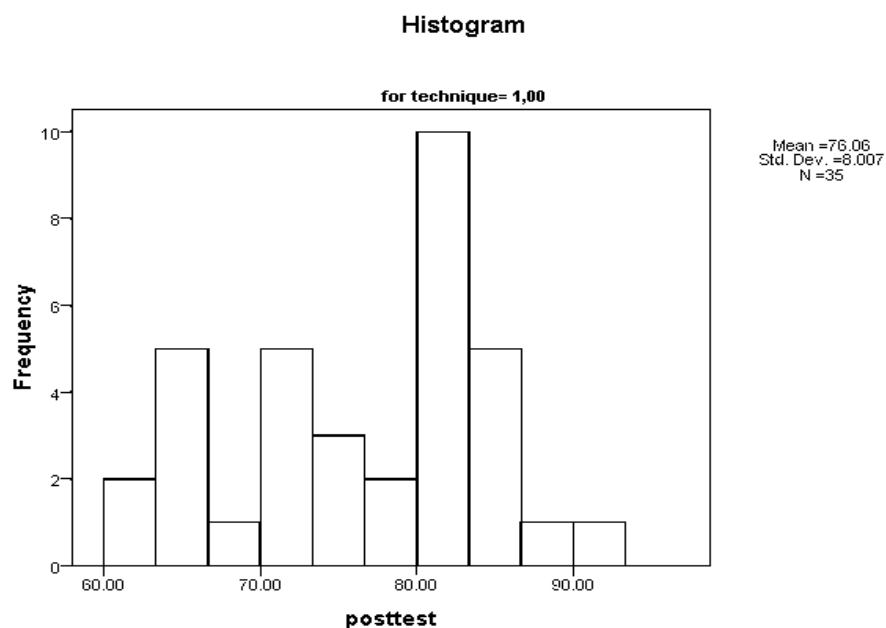


Figure 2  
Graphs of the Post-Test Result in Experimental class

Based on Figure 2, the mean of post-test in experimental class was 76.06, standard deviation = 8.007, N = 35, median = 78.00, variance = 64.11, minimum score = 62.00, and maximum score = 90.00. It showed students' writing ability after they got the treatments (See Appendix 17).

### 3. Result of the Pre-test in the Control Class

The pre-test was conducted in order to see students' ability after the treatment. The pre-test administered on April 6<sup>th</sup>, 2017. The scores of students' writing tested in pre-test in the experimental class could be seen in Figure 3.

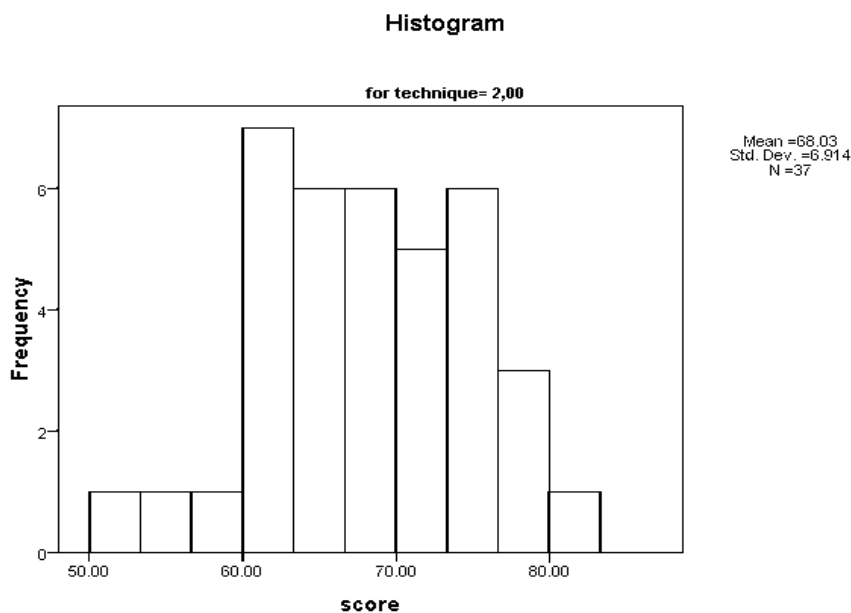


Figure 3  
Graphs of the Pre-Test Result in Control class

Based on Figure 3, the mean of pre-test in the control class was 68.03, standard deviation = 6.914, N = 37, median = 68.00, variance = 47.805, minimum score = 53.00, and maximum score = 82.00. It showed students' writing ability after they got the treatments (See Appendix 11).

#### 4. Result of the Post-test in the Control Class

The post-test was also given to control class to see students' ability after the treatment. It was administered on April 27<sup>th</sup>, 2017. The scores of post-test in control class are presented in Figure 4.

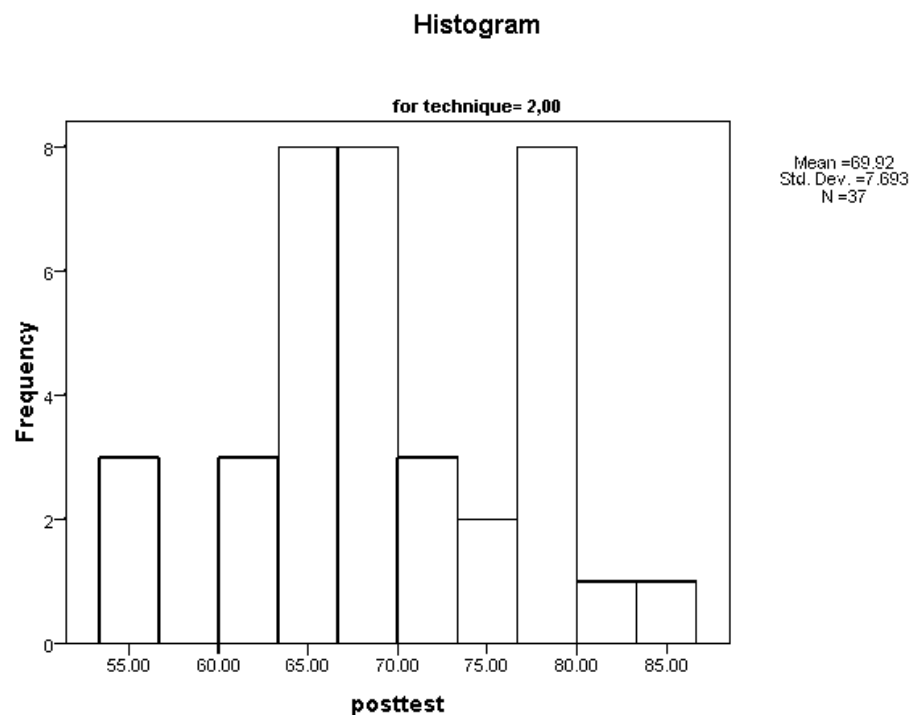


Figure 4  
Graphs of the Post-Test Result in Control class

Based on the Figure 3 that the mean of post-test in control class was 69.92, standard deviasi = 7.693, N = 37, median = 70.00, variance = 59.18, minimum score = 54.00, and maximum score = 86.00 . It showed students' writing ability after they got the treatments (See Appendix 18).

## **B. Data Analysis**

### **1. Fulfillment of the Assumptions**

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

#### **1.1 The Result of Normality Test**

The normality test was used to measure weather the data in the experimental class and control classes are normally distributed or not. In this research SPSS 16.0 (*Statistical Package for Social Science*) was used in statistical computation for normality test. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.



The hypothesis formulas were:

$H_0$  = the data have normal distribution.

$H_a$  = the data do not have normal distribution.

Criteria of acceptance were:

$H_0$  is accepted if  $Sig$  (Pvalue)  $> \alpha = 0.05$

$H_a$  is accepted if  $Sig$  (Pvalue)  $< \alpha = 0.05$

**Table 5**  
**Normality of the Experimental and Control Class**

Tests of Normality							
	Technique	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Score	experiment class	.125	35	.181	.917	35	.012
	control class	.150	37	.036	.918	37	.010

a. Lilliefors Significance Correction



Based on Table 5, it can be seen that Pvalue (Sig) for experimental class was 0.181 for Kolmogorov-Smirnov<sup>a</sup> and 0.12 for Shapiro-Wilk. Pvalue (Sig) for control class was 0.36 for Kolmogorov-Smirnov<sup>a</sup> and 0.10 for Shapiro-Wilk. Because  $Sig$  (Pvalue) of experimental class  $> \alpha 0.05$  it means  $H_0$  is accepted and  $Sig$  (Pvalue) for the control class  $> \alpha 0.05$  it means  $H_a$  is accepted. The conclusion was the data in the experimental class and the control class had normal distribution.

## 1.2 The Result of Homogeneity Test

Homogeneity test was used to determine whether the data obtained from the sample homogeneous or not. SPSS 16.0 (*Statistical Package for Social Science*) was used in statistical computation for homogeneity test. The test of homogeneity employed Levene's test.

The hypothesis for the homogeneity tests were:

$H_0$  = the variance of the data is homogenous

$H_a$  = the variance of the data is not homogenous

Criteria of acceptance were:

$H_0$  is accepted if  $Sig > \alpha = 0.05$

$H_a$  is accepted if  $Sig < \alpha = 0.05$

**Table 6**  
**Homogeneity Test**

Test of Homogeneity of Variance				
	Levene Statistic	df1	df2	Sig.
Based on Mean	3.184	1	70	.079

Based on the results obtained in the test of homogeneity of variances in the column Levene Statistics it can be seen that  $Sign (Pvalue) = 0.079 > \alpha = 0.05$ . It demonstrated that  $H_0$  is accepted because  $Sign (Pvalue) > \alpha = 0.05$ . It means that the data have same variance or homogenous.

### 1.3 The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the researcher SPSS 16.0 (*Statistical Package for Social Science*) was used to computed Independent sample T-test for hypothetical test.

The hypotheses formulas are:

H<sub>a</sub>: There is a significant influence of using Peer Review Technique towards students' recount text writing ability at the second semester of the regular eighth grade of MTs Negeri 2 Bandar lampung in 2016/2017 academic year.

H<sub>o</sub>: There is no significant influence of using Peer Review Technique towards students' recount text writing ability at the second semester of the regular eighth grade of MTs Negeri 2 Bandar lampung in 2016/2017 academic year.


Criteria of acceptance were:

H<sub>a</sub> is accepted if  $\text{Sig} < \alpha = 0.05$

H<sub>o</sub> is accepted if  $\text{Sig} > \alpha = 0.05$

**Table 7**  
**Hypothetical Test**  
**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score	3.184	.079	3.379	70	.001	2.849	.843	1.167	4.531
			3.358	65.284	.001	2.849	.848	1.155	4.543



Based on the results obtained in the independent sample t-test above, that the value of significant generated  $Sig (Pvalue) = 0.001 < \alpha = 0.05$ . So,  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there was a significant influence of using Peer Review Technique toward students' recount text writing ability at the second semester of the regular eighth grade of MTs Negeri 2 Bandar Lampung in 2016/2017 academic year.

### C. Discussion

At the beginning of the research, there were some aspects that explained to the students to know their writing ability. Then, some tests were conducted to

collect the data such as pre-test and posttest. The pretest was administered to know students' writing ability before they were given treatments. The score of pre-test would be used as the students' score before treatments. The pretest of experimental class was administered on April 5<sup>th</sup>, 2017 at 9.15 A.M to 10.50 A.M. On the other hand, the pretest of control class was administered on April 6<sup>th</sup>, 2017 at 7.55 A.M to 9.15 A.M.

The Result of pretest from both classes showed that, the mean score of pretest in experimental class was 71.06 and in control class was 68.03. It means that the students' writing ability in experimental class was higher than in control class.

The first treatment was done on April 10<sup>th</sup>, 2017 at 9.15 A.M to 10.50 A.M. Peer review technique, rhetorical structure and language feature of recount text were explained to the students. The topic in the first meeting was about "Holiday". After giving the topic, the students were asked to make recount text related to the topic. In learning recount text by using Peer Review Technique, the students were asked to write the first draft of recount text based on the topic given and conducted peer review technique in pairs, exchanged their first draft with their partner to deliver feedback in their partners' draft on peer review sheet. Then, they were asked to return the first draft and peer review sheets to the owner and revise their recount text based on their peer feedback. In the end of learning process, the students were given explanation again about making

recount text by using Peer Review Technique so that the students could be more understood.

In the second meeting, the treatment was conducted on April 12<sup>th</sup>, 2017, at 08.35 A.M to 9.55 A.M. the students were given explanation about what mistakes that most of them did in their writing. The topic in the second meeting was about “Happy Experience”. Firstly, the students were reminded about how to apply peer review technique in making recount text. Then, the students were asked to make recount text related to the topic. . In learning recount text by using Peer Review Technique, the students were asked to write the first draft of recount text based on the topic given and conducted peer review technique in pairs, exchanged their first draft with their partner to deliver feedback in their partners’ draft on peer review sheet. Then, they were asked to return the first draft and peer review sheets to the owner and revise their recount text based on their peer feedback. In the end of learning process, the students were given explanation about making recount text by using peer review technique so that the students could be more understood.

Then, in the last meeting, the treatment was conducted on April 17<sup>th</sup>, 2017, at 09.15 A.M to 10.50 A.M. The students were given explanation about their progress in writing and what mistakes that most of them did in their writing. The topic in the third meeting was about “Sad Experience”. Firstly, the students were reminded about how to apply peer review technique in making recount text.

Then, the students were asked to make recount text related to the topic. . In learning recount text by using Peer Review Technique, the students were asked to write the first draft of recount text based on the topic given and conducted peer review technique in pairs, exchanged their first draft with their partner to deliver feedback in their partners' draft on peer review sheet. Then, they were asked to return the first draft and peer review sheets to the owner and revise their recount text based on their peer feedback, like in the first and second meeting. In the end of learning process, the students were given explanation about their progress in making recount text by using peer review technique after treatment for three times and told about the mistakes that most of students did in their writing.

The last of the research, post-test was given to measure the improvement of students' recount text writing ability in both classes after treatment done. The posttest was administered on April 27<sup>th</sup>, 2017. The mean score of experimental class was 76.06 and the mean score of control class was 69.92. It means that the students' score has increased after giving the treatment. It was proved by there was a differentiation score between experimental class and control class.

Based on the analysis of the data and testing hypothesis, the result of the calculation was found that null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. From the analysis above, it can be known that the students who got high frequency of using Peer Review Technique get better score. It was proved by the average score in both classes.

From the explanation above, it can be concluded that Peer Review Technique was one of good strategies in motivating students in learning English, especially writing. According to Qur'an Surah Al-Maidah at the second verse:

.... وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۖ ....

Meaning:

“ . . . Help you one another in *Al-Birr* and *At-Taqwa* (virtue, righteousness and piety) . . .”<sup>1</sup>

By applying peer review technique we have done one of God's command to help each other in a virtue. Peer Review Technique can make the students interested to learn, and also can increase their language skill. Then the students are supported to be active in the teaching learning process. It can improve each aspect of students' writing ability including content, organization, vocabulary, language and mechanic. Furthermore, there is an influence of using Peer Review Technique towards students recount text writing ability at the second semester of the regular eighth grade of MTs Negeri 2 Bandar Lampung in 2016/2017 academic year.

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<sup>1</sup> Imam Assobar, dkk, *Al-Hidayah*, (Kalim: Tangerang Selatan, 2012), p.107



## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

After conducting the research and analyzing the data, the researcher draws a conclusion as follows: There is a significant influence of using Peer Review Technique towards students' recount text writing ability. Because by seeing the result of the data calculation in the previous chapter where null hypothesis ( $H_0$ ) was rejected, and alternative hypothesis ( $H_a$ ) was accepted, it means that the researcher assumption is true that is to say, Peer Review Technique strategy can give a significant influence towards students' recount text writing ability. It was supported by the scores achieved by that students in which they got higher scores after the researcher gave the treatment by using Peer Review Technique as a technique in teaching writing. The significant influence can be seen from Sig.(2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig.(2-tailed) is 0.001. It is lower than  $\alpha = 0.05$  and its mean  $H_0$  is rejected and  $H_a$  is accepted . It can be proved from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is not accepted.

## B. Suggestion

Based on the conclusion above, the researcher give some suggestion as follows :

### 1. Suggestion to the teacher

- a. In this research, the researcher found out that Peer Review Technique can be used to develop and motivate the students' writing ability. Due the finding, English teacher can help students increase their writing ability by using Peer Review Technique.
- b. The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in writing .

### 2. Suggestion for the students

The students should study hard and practice more in writing English to improve their writing ability. They also should be active and creative in learning activity.

### 3. Suggestion to the Further Research

In this research the researcher focused on the influence of Peer Review Technique towards students' recount text writing ability in Junior High School. Therefore, further researchers may conduct this technique on different level of students, for example Senior High School. They can apply other kinds of texts as descriptive, narrative, procedure, etc.



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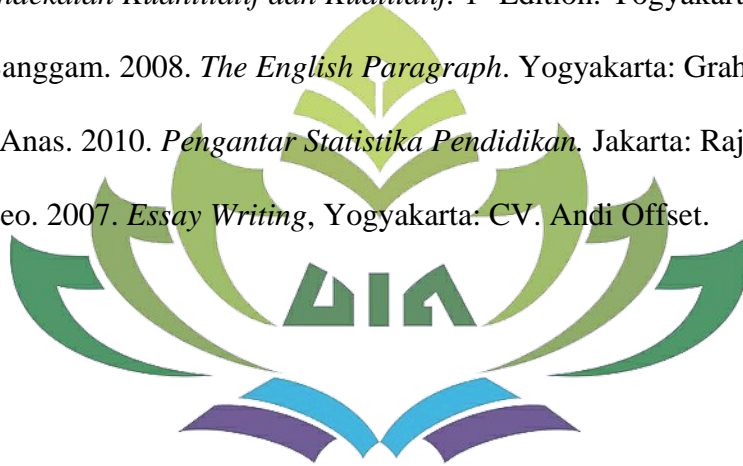
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## APPENDIX 1

### The Result of Interview to English Teacher of MTs Negeri 2 Bandar Lampung in the Academic Year of 2016

No	Question	Answer	Conclusion
1	How long have you been teaching English?	I have been teaching English in MTs Negeri 2 Bandar Lampung since 2010 until now.	It can be concluded that the teacher has been teaching English for 6 years.
2	Can you tell me your experience in teaching English especially in writing recount text?	Yes, of course. Based on my experience in teaching English, I just teach recount text by using free writing technique. I asked the students to make story based on what topic that I gave. After finishing I asked them to come forward to tell their story one by one.	The teacher should be more creative to find the way so that all of students can improve their writing ability and the class will be more attractive.

3	Do you correct your students' writing?	I did not correct my students' writing. I asked them to correct their writing by themselves.	The teacher did not correct students' writing. She just ask her students to correct their writing by themselves.
4	Do you have problems in teaching writing? What are they?	Yes, I do. There are many problems in teaching writing such as the students feel sleepy, there are some students do not like writing, and when I explaind about the materials they talk with their friend.	Based on the interview, the researcher know that there are some problems that is faced by the teacher in teaching writing such as the students felt sleepy.
5	How is the students' ability in writing?	The students' writing ability is still low. It is because their motivation to practice writing is low.	In short, the students' writing ability is still low.



6	How do you respond to use peer review technique in teaching writing in recount text?	I never use it before. But we should try to implement it.	The teacher give good respond about this technique.
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## APPENDIX 2

### ANGKET (KUESIONER)

#### Penjelasan:

Kuesioner ini dibuat untuk mengetahui pendapat anda tentang pelajaran bahasa inggris dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuesioner ini tidak berpengaruh sama sekali terhadap nilai. Oleh karena itu jangan ragu untuk menjawab setiap pertanyaan. Jawablah pertanyaan dibawah ini sejujur-jujurnya dan se jelas-jelasnya sesuai dengan kondisi yang kalian alami.

#### Petunjuk Pengisian:

1. Tulis nama (data pribadi) anda dalam kolom yang telah disediakan.
2. Bacalah dengan teliti setiap pertanyaan sebelum anda memberi jawaban.
3. Berilah tanda Silang(X) pada alternative jawaban yang telah disediakan sesuai dengan keadaan anda.

#### Keterangan Alternative Jawaban

1. SS : Sangat setuju
2. S : Setuju
3. TS : Tidak setuju
4. STS : Sangat tidak setuju

#### Contoh

No	PERNYATAAN	KETERANGAN			
		SS	S	TS	STS
1	Bahasa Inggris adalah mata pelajaran favorit saya	X			

Nama :

Class :

No	PERNYATAAN	KETERANGAN			
		SS	S	TS	STS
1	Saya menyukai Bahasa Inggris				
2	Saya sering memperhatikan guru menjelaskan materi pelajaran bahasa Inggris				
3	Saya sering menghadapi kesulitan dalam belajar bahasa Inggris				
4	Saya sering bertanya pada guru jika ada pelajaran khususnya writing yang saya tidak mengerti				
5	Guru menciptakan suasana kelas yang menyenangkan dalam belajar menulis bahasa Inggris				
6	Saya merasa bosan ketika belajar bahasa Inggris				
7	Saya suka diberikan tugas bahasa Inggris khususnya writing				
8	Saya suka belajar bahasa Inggris khususnya writing				
9	Saya sering menulis dengan bahasa Inggris				
10	Guru sering mengoreksi hasil writing saya				
11	Saya sering menemukan kesulitan dalam menulis bahasa Inggris				
12	Saya sangat pandai menulis dalam bahasa Inggris				
13	Saya suka menulis recount text				
14	Saya menulis recount text 3-4 kali perminggu				
15	Menulis recount text itu mudah bagi saya				

TERIMAKASIH

### THE RESULT OF QUESTIONNAIRES

No	Statement	Explanation				Conclusion
		SS	S	TS	STS	
1	Saya menyukai bahasa Inggris.	7.3%	24.4%	<b>36.6%</b>	31.7%	Most of the students did not like English.
2	Saya sering memperhatikan guru menjelaskan materi pelajaran bahasa Inggris.	12.1%	29.3%	<b>48.8%</b>	9.8%	Most of the students did not focus when the teacher explain the materials.
3	Saya sering mengalami kesulitan dalam belajar bahasa Inggris.	<b>56.1%</b>	29.3%	14.6%	0%	Most of the students face the difficulties when they learn English.
4	Saya sering bertanya pada guru jika ada pelajaran khususnya writing yang saya tidak mengerti	4.3%	7. %	<b>51.5%</b>	36.8%	Most of the students do not ask to the teacher when they find difficulties in writing
5	Guru menciptakan suasana kelas yang menyenangkan dalam belajar menulis bahasa Inggris.	12.1%	24.4%	<b>34.2%</b>	29.3%	Most of the students do not think so that the teacher create nice situation in learning writing.
6	Saya merasa bosan ketika belajar bahasa Inggris.	17.1%	<b>36.6%</b>	<b>19.5%</b>	26.8%	Most of the students feel bored when they learn English.
7	Saya suka diberikan tugas bahasa Inggris khususnya dalam writing.	0%	4.9%	<b>51.2%</b>	43.9%	Most of students do not like if the teacher gives them writing task.
8	Saya suka belajar bahasa Inggris khususnya writing.	9.8%	17.1%	<b>39%</b>	34.1%	Most of the students did not like to learn about writing.
9	Saya sering menulis dalam bahasa inggris.	19.5%	17.1%	<b>36.6%</b>	26.8%	Most of the students seldom to write in English just some few student that practice to write in English.

10	Guru sering mengoreksi hasil writing siswa	13.2%	11.8%	<b>55.9%</b>	19.1%	Most of students said that their teacher seldom check their writing.
11	Saya sering menemukan kesulitan dalam menulis bahasa Inggris	<b>46.3%</b>	26.8%	17.1%	9.8%	Some students find difficulties in writing English.
12	Saya sangat pandai dalam menulis bahasa Inggris	0%	14.6%	36.6%	<b>48.8%</b>	Most of said they are not good in writing English.
13	Saya suka menulisrecount text	0%	19.5%	<b>43,7%</b>	36.8%	Most of the students said, they do not like to write recount text.
14	Saya menulis recount text3-4 kali per minggu	7.3%	24.4%	<b>36.6%</b>	31.7%	Mostof the students supposed they seldom write recount text.
15	Menulis recount text itu mudah bagi saya	12.1%	29.3%	<b>48.8%</b>	9.8%	In short, most of the students stated that write recount text is difficult.

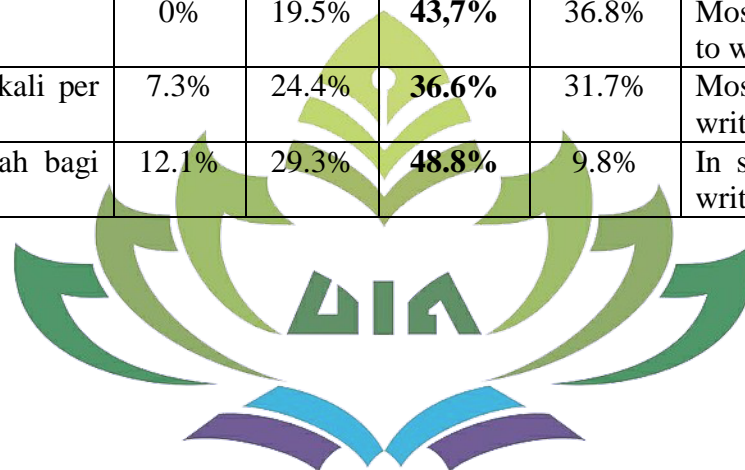
Note:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju



**APPENDIX 3****INSTRUMENT FOR READABILITY TEST**

Subject : English  
Sub Matter : Writing (Recount Text)  
Time allocation : 45 minutes

**Directions:**

1. Write your name and your class clearly on the paper!
2. Use your time effectively!
3. Work individually!

**Instructions:**

1. Write a recount text that consists of minimum 75 words!
2. Choose one of the topics below:
  - a. Your holiday
  - b. Your sad experience
  - c. Your happy experience

## APPENDIX 4

### READABILITY OF THE WRITING TEST

Nama :

Kelas :

Berdasarkan instrumen tes menulis esay, jawablah pertanyaan berikut.

No	Pertanyaan	Iya	Tidak	Penilaian (1-10)	Komentar
1	Apakah anda paham dengan perintah (instruction) no 1 ?				
2	Apakah anda paham dengan perintah (instruction) no 2 ?				
3	Apakah anda paham dengan petunjuk (direction) no 1 ?				
4	Apakah anda paham dengan petunjuk (direction) no 2 ?				
5	Apakah anda paham dengan petunjuk (direction) no 3?				

**\* nilai 1 untuk menjelaskan petunjuk/perintah yang mudah dipahami, dan nilai 10 untuk menjelaskan petunjuk/perintah yang sulit dipahami.**

## APPENDIX 5

## The Result of Readability Test

No.	Students	Questions and Scale					Total	Mean
		1	2	3	4	5		
1	Achmad Daffa S	2	4	2	2	2	12	2.4
2	Akbar Rizki A	2	3	2	4	3	14	2.8
3	Aliefudin Yusuf	2	3	3	2	2	12	2.4
4	Amri Satriawan	3	2	4	3	3	15	3
5	Anita Dora	2	3	5	4	3	17	3.4
6	Annisa Azzahra	2	2	1	1	2	8	1.6
7	Assysyfa Salwaa	2	3	7	5	4	21	4.2
8	Bagas Satya W	2	3	3	6	4	18	3.6
9	Dellisa Armelita	2	4	2	2	3	13	2.6
10	Desti Putri	2	2	3	2	3	12	2.4
11	Fajar Shidqi	3	3	7	3	4	20	4
12	Farah Tsania	2	4	2	2	3	13	2.6
13	Farhan Nopransyah	2	3	2	2	2	11	2.2
14	Febi Zivana	3	3	3	2	4	15	3
15	Galuh Septa N	5	3	5	4	3	20	4
16	Hanum Kultsum	2	4	3	6	4	19	3.8
17	Inayah Maula	4	3	3	4	4	18	3.6
18	Kinanti Sasi	2	3	2	2	3	12	2.4
19	Liana Oktavia	2	4	3	2	3	14	2.8
20	M. Afif Rafi'	2	3	2	2	2	11	2.2
21	M. Surya	3	2	3	2	2	12	2.4
22	M. Zaki Abyan	2	4	2	2	3	13	2.6
23	Meta Sukma	2	3	2	2	3	12	2.4
24	M. Iqbal	2	2	3	3	2	12	2.4
25	M. Restu	3	3	3	2	3	14	2.8
26	Nasywa Natasha	3	4	3	2	3	15	3
27	Oxana Zalfani	2	3	2	2	3	12	2.4
28	Putri Fadillah	3	2	3	2	4	14	2.8
29	Rakha Muhammad	2	3	2	3	3	13	2.6
30	Rechia Leriand	3	4	2	2	3	14	2.8
31	Resta Meyliana	2	3	2	2	3	12	2.4
32	Restu Alief	2	4	2	2	2	12	2.4
33	Rifqi Atsillah	5	3	5	4	3	20	4
34	Siti Qonita	4	3	3	4	4	18	3.6
35	Tasya Intania	3	2	3	2	3	13	2.6
Total mean								100.2
Mean								$100.2/35 = 2.8$

Catatan:

Pertanyaan

1. Apakah anda paham dengan perintah (instruction) no 1?
2. Apakah anda paham dengan perintah (instruction) no 2?
3. Apakah anda paham dengan petunjuk (direction) no 1?
4. Apakah anda paham dengan petunjuk (direction) no 2?
5. Apakah anda paham dengan petunjuk (direction) no 3?

Based on the finding of Kouamé's research, if the mean of all items of the instrument text has mean under 4.43, the instrument is quite readable and understandable by the readers or test takers.

Because the mean of the items (instrument) of writing test above is 2.8 (lower than 4.43), it means that the instrument is **readable**.



## APPENDIX 6

## EXPERT VALIDATION FORM FOR WRITING TEST

**Direction:**

For each question, please give your response by ticking (√) a box representing your choice.

No	Questions	Yes	No	Comments
1.	Do the indicators in the test instrument have covered all aspects measured?			
2.	Are the direction and the instructions of test instrument clear enough?			
3.	Is the time allocation quite effective?			
4.	Does the assessment rubric has covered all aspects and indicators measured?			
5.	Is the assessment rubric quite understandable?			

**General Comments**

Please give any general comment or suggestion you may have concerning this test development.

.....

.....

Bandar Lampung,.....2017  
Validator

Eva Suryani, S. Pd  
NIP.

**APPENDIX 7****PRE-TEST**

Subject : English  
Sub Matter : Writing  
Sub Subject Matter : Recount Text Writing  
Class/ Semester : VIII/ II  
Time Allocation : 40 Minutes

**Instructions:**

1. Write your name and your class clearly!
2. Use time effectively!
3. Work individually!

**Directions:**

1. Make a recount text that consists of 75-150 words.
2. Write a recount text by choosing one of the topics below :
  - My Happy Experience
  - My Experience in the School



**Answer**



## APPENDIX 8

## The Result of Pretest in Control Class

No	Students' Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	C-1	14	14	14	15	15	13	15	14	5	5	63	61	62
2	C-2	18	19	17	18	16	17	19	17	8	7	78	78	78
3	C-3	18	18	17	18	16	17	17	16	8	7	76	76	76
4	C-4	14	13	14	14	13	13	15	15	4	5	60	60	60
5	C-5	18	17	15	17	15	16	16	17	6	7	70	74	72
6	C-6	14	13	10	11	11	12	15	15	5	5	55	55	55
7	C-7	18	17	17	18	17	16	17	17	8	7	77	75	76
8	C-8	12	11	11	11	11	11	15	14	5	5	54	52	53
9	C-9	16	17	15	16	15	14	16	15	6	6	68	68	68
10	C-10	15	16	16	15	15	15	14	14	5	5	65	65	65
11	C-11	19	20	19	19	17	18	18	18	8	8	81	83	82
12	C-12	15	13	15	14	13	14	15	16	4	5	62	62	62
13	C-13	13	12	12	12	12	12	15	16	6	6	58	58	58
14	C-14	18	18	16	17	18	17	17	17	7	7	76	76	76
15	C-15	15	14	14	15	14	15	13	14	5	5	61	63	62
16	C-16	14	13	14	14	13	13	15	15	4	5	60	60	60
17	C-17	16	17	16	16	16	16	16	16	5	6	69	71	70
18	C-18	16	17	15	16	15	14	18	15	6	6	70	68	68
19	C-19	17	18	17	17	17	16	17	16	7	6	75	73	74
20	C-20	16	17	15	16	15	14	16	15	6	6	68	68	68
21	C-21	16	17	15	16	15	14	16	15	6	6	68	68	68
22	C-22	15	16	15	15	14	15	14	14	5	5	63	65	64
23	C23	18	19	17	18	16	17	19	17	8	7	78	78	78

24	C-24	15	16	15	15	14	15	14	14	5	5	63	65	64
25	C-25	15	13	15	14	13	14	15	16	4	5	62	62	62
26	C-26	15	16	14	15	14	15	13	14	5	5	61	65	63
27	C-27	18	19	17	18	16	17	19	17	8	7	78	78	78
28	C-28	16	15	16	15	13	14	16	15	5	5	66	64	65
29	C-29	17	16	16	16	16	16	16	16	5	6	70	70	70
30	C-30	16	15	16	15	13	14	16	15	5	5	66	64	65
31	C-31	16	17	15	16	15	14	16	15	6	6	68	68	68
32	C-32	16	15	16	15	15	14	16	15	5	5	68	64	66
33	C-33	17	18	18	17	16	17	17	16	7	7	75	75	75
34	C-34	16	17	15	16	15	14	16	15	6	6	68	68	68
35	C-35	17	18	18	17	16	17	17	16	7	7	75	75	75
36	C-36	17	16	16	16	17	16	16	15	5	6	71	69	70
37	C-37	17	17	16	16	16	16	17	18	5	6	71	73	72



## APPENDIX 9

## The Result of Pretest in Experiment Class

No	Students' Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E-1	19	19	19	18	17	16	18	19	8	7	81	79	80
2	E-2	15	16	14	15	14	15	14	13	4	4	61	63	62
3	E-3	18	17	17	18	17	16	17	16	7	7	76	74	75
4	E-4	16	17	15	16	15	14	16	15	6	6	68	68	68
5	E-5	18	19	17	18	16	17	19	17	8	7	78	78	78
6	E-6	16	17	15	16	15	14	16	15	6	6	68	68	68
7	E-7	17	18	18	17	16	17	16	17	7	7	74	76	75
8	E-8	14	13	14	14	13	13	15	15	4	5	60	60	60
9	E-9	17	18	18	17	16	17	16	17	7	7	74	76	75
10	E-10	15	16	14	15	14	15	14	13	4	4	61	63	62
11	E-11	18	19	17	18	16	17	19	17	8	7	78	78	78
12	E-12	15	16	14	15	14	15	14	13	4	4	61	63	62
13	E-13	18	19	17	18	16	17	19	17	8	7	78	78	78
14	E-14	18	17	17	18	17	16	17	17	8	7	77	75	76
15	E-15	17	18	18	17	16	17	16	17	7	7	74	76	75
16	E-16	19	19	19	18	17	16	18	19	8	7	81	79	80
17	E-17	17	18	18	17	16	17	16	17	7	7	74	76	75
18	E-18	14	13	14	14	13	13	15	15	4	5	60	60	60
19	E-19	17	16	16	16	16	16	17	16	5	5	71	69	71
20	E-20	18	19	17	18	16	17	19	17	8	7	78	78	78
21	E-21	19	19	19	19	17	17	17	18	8	7	80	80	80
22	E-22	14	13	12	11	11	12	15	15	5	5	57	55	56
23	E-23	17	18	18	17	16	17	16	17	7	7	74	76	75

24	E-24	15	16	16	15	14	14	14	14	5	5	64	64	64
25	E-25	15	16	14	15	14	15	14	13	4	4	61	63	62
26	E-26	16	17	15	15	14	14	14	14	5	6	64	66	65
27	E-27	20	19	18	19	17	16	17	18	8	8	80	80	80
28	E-28	16	17	15	16	14	14	15	14	5	6	65	67	66
29	E-29	17	18	18	17	16	17	17	16	7	7	75	75	75
30	E-30	19	19	17	18	17	16	17	18	8	7	78	78	78
31	E-31	17	18	18	17	16	17	16	17	7	7	74	76	75
32	E-32	14	13	14	14	13	14	14	14	5	5	60	60	60
33	E-33	18	17	17	18	17	16	17	17	8	7	77	75	76
34	E-34	15	16	16	15	15	15	14	14	5	5	65	65	65
35	E-35	17	18	18	17	16	17	16	17	7	7	74	76	75



## APPENDIX 10

### Result of the pre-test in the Experimental Class

#### Descriptives

TECHNIQUE			Statistic	Std. Error
Pre-test	Experi-	Mean	71.0571	1.24343
	mental	95% Confidence Interval for	68.5302	
	class	Mean	73.5841	
		Lower Bound		
		Upper Bound		
		5% Trimmed Mean	71.3016	
		Median	75.0000	
		Variance	54.114	
		Std. Deviation	7.35624	
		Minimum	56.00	
		Maximum	80.00	
		Range	24.00	
		Interquartile Range	14.00	
		Skewness	-.478	.398
		Kurtosis	-1.250	.778



## APPENDIX 11

## Result of the pre-est in the Control Class

## Descriptives

technique			Statistic	Std. Error
Pre-test	Control	Mean	68.0270	1.13667
	class	95% Confidence Interval for Mean		
		Lower Bound	65.7218	
		Upper Bound	70.3323	
		5% Trimmed Mean	68.1366	
		Median	68.0000	
		Variance	47.805	
		Std. Deviation	6.91410	
		Minimum	53.00	
		Maximum	82.00	
		Range	29.00	
		Interquartile Range	12.00	
		Skewness	-.054	.388
		Kurtosis	-.519	.759

## APPENDIX 12

## PEER REVIEW GUIDELINES

Items to be assessed	Guideline
<p><b>1. Text Organization</b></p> <p>a. Does the writer choose an appropriate title?</p> <p>b. Does the text have complete structures? (Orientation, sequent of events, and re-orientation)</p> <p>c. Does the text present clear ideas (topic sentences) and have supporting sentences?</p>	<p><input type="checkbox"/> If not, give your suggestions</p> <p><input type="checkbox"/> If not, what should it be?</p> <p><input type="checkbox"/> If not, what should it be?</p>
<p><b>2. Content</b></p> <p>a. Do you understand the story?</p> <p>b. Does the recount text have 5W+1H questions? (What, Where, When, Who, Why, and How)</p> <p>c. Does the writer use enough sequential words (first, next, them, after that, finally, etc)?</p>	<p><input type="checkbox"/> If not, what should it be?</p> <p><input type="checkbox"/> If not, give your suggestions where he or she should put sequential work.</p>
<p><b>3. Grammar</b></p> <p>Has he/she used the correct tenses (verb) in his/her recount text?</p>	<p><input type="checkbox"/> If not, mention the mistakes and correct them.</p>
<p><b>4. Punctuation and Spelling</b></p> <p>a. Has he/she written the text with the correct punctuation? (Capital letter, comma, full stop, etc.)</p> <p>b. Has he/she written the text with the correct spelling?</p>	<p><input type="checkbox"/> If not, correct the punctuation.</p> <p><input type="checkbox"/> If not, correct the spelling.</p>
<p><b>5. Style and Quality of expression</b></p> <p>Has he/she used the appropriate and correct vocabularies?</p>	<p><input type="checkbox"/> If not, give comments and suggestions.</p>


## APPENDIX 13

## PEER REVIEW SHEET

Partners' name :

Reviewers' name :

**Instructions:** First, read your partner's draft. Then, provide valuable feedback about what you read based on peer review guidelines. Your purpose is to provide an honest and helpful feedback and to suggest ways to make his/her writing better.

Items to be assessed	Peer Reviewer's Comments and Suggestions
1. Organization	
2. Content	
3. Grammar	
4. Punctuation and Spelling	
5. Style and quality of expression	



**APPENDIX 14****POST-TEST**

Subject : English  
Sub Matter : Writing  
Sub Subject Matter : Recount Text Writing  
Class/ Semester : VIII/ II  
Time Allocation : 40 Minutes

**Instructions:**

1. Write your name and your class clearly!
2. Use time effectively!
3. Work individually!

**Directions:**

1. Make a recount text that consists of 75-150 words.
2. Write a recount text by choosing one of the topics below :
  - My Sad Experience
  - My Holiday





## APPENDIX 15

## The Result of Post test in Experiment Class

No	Students' Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E-1	20	19	20	18	18	18	19	18	8	8	85	81	83
2	E-2	15	16	15	15	14	15	14	14	5	5	63	65	64
3	E-3	18	17	17	18	17	16	17	16	7	7	76	74	75
4	E-4	20	19	18	19	17	16	17	18	8	8	80	80	80
5	E-5	20	20	20	19	19	18	18	18	8	8	85	83	84
6	E-6	16	17	16	16	16	16	16	16	5	6	69	71	70
7	E-7	20	19	19	19	17	16	17	18	8	7	81	79	80
8	E-8	16	17	16	15	16	16	16	17	7	6	71	71	71
9	E-9	20	20	20	19	19	20	19	18	9	8	87	85	86
10	E-10	17	18	18	17	16	17	16	17	7	7	74	76	75
11	E-11	20	20	19	20	18	19	18	18	8	8	83	85	84
12	E-12	17	18	16	17	17	16	16	16	7	6	73	73	73
13	E-13	20	20	19	20	19	18	24	23	8	8	91	89	90
14	E-14	20	19	18	19	18	18	20	18	8	8	84	82	83
15	E-15	19	19	19	19	17	17	17	18	8	7	80	80	80
16	E-16	20	20	19	20	18	19	20	18	8	8	85	85	85
17	E-17	19	19	19	18	17	16	18	19	8	7	81	79	80
18	E-18	15	16	15	14	14	15	14	13	5	5	63	63	63
19	E-19	17	17	16	16	16	16	17	16	5	6	71	71	71
20	E-20	20	20	20	19	19	19	20	18	9	8	88	84	86
21	E-21	19	19	19	18	17	16	18	19	8	7	81	79	80
22	E-22	15	16	14	15	14	15	14	13	4	4	61	63	62
23	E-23	19	20	19	19	17	18	18	18	8	8	81	83	82

24	E-24	17	16	16	16	16	15	15	15	6	5	69	67	68
25	E-25	15	16	15	15	14	15	14	14	5	5	63	65	64
26	E-26	16	17	15	15	14	14	14	14	5	6	64	66	65
27	E-27	20	19	18	19	17	16	17	18	8	8	80	80	80
28	E-28	16	17	15	16	14	14	15	14	5	6	65	67	66
29	E-29	17	18	18	17	16	17	17	16	7	7	75	75	75
30	E-30	19	19	17	18	17	16	17	18	8	7	78	78	78
31	E-31	20	19	19	19	18	17	18	18	8	8	83	81	82
32	E-32	15	16	16	15	14	14	14	14	5	5	64	64	64
33	E-33	18	19	17	18	17	17	17	18	8	7	77	79	78
34	E-34	17	16	16	16	16	16	16	16	5	6	70	70	70
35	E-35	20	19	19	20	18	18	18	20	8	8	83	85	84





## APPENDIX 16

## The Result of Post test in Control Class

No	Students' Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	C-1	16	15	16	15	15	14	16	15	5	5	68	64	66
2	C-2	17	16	16	16	15	16	17	16	5	6	70	70	70
3	C-3	18	19	17	18	16	17	17	17	8	7	76	78	77
4	C-4	16	15	16	15	14	14	16	15	4	5	66	64	65
5	C-5	20	19	18	19	17	16	17	18	8	8	80	80	80
6	C-6	14	13	10	11	11	12	15	15	5	5	55	55	55
7	C-7	18	19	17	18	17	17	17	18	8	7	77	79	78
8	C-8	12	11	11	12	11	11	15	15	5	5	54	54	54
9	C-9	16	16	16	16	15	16	16	16	6	7	70	70	70
10	C-10	15	16	15	15	14	15	14	14	5	5	63	65	64
11	C-11	20	20	20	19	19	20	19	18	9	8	87	85	86
12	C-12	16	15	16	15	15	14	16	15	5	5	68	64	66
13	C-13	15	13	15	14	13	14	15	16	4	5	62	62	62
14	C-14	17	18	16	17	17	17	17	17	7	7	74	76	75
15	C-15	15	16	14	15	14	15	13	14	5	5	61	65	63
16	C-16	12	11	11	12	11	11	14	16	5	5	53	55	54
17	C-17	18	17	15	17	15	16	16	17	6	7	70	74	72
18	C-18	18	17	15	16	15	16	16	16	6	7	70	72	71
19	C-19	18	19	17	18	16	17	19	17	8	7	78	78	78
20	C-20	16	16	16	15	15	16	14	15	6	5	67	67	67
21	C-21	15	16	15	15	14	15	14	14	5	5	63	65	64
22	C-22	18	17	15	16	15	14	16	15	6	6	70	68	69
23	C23	20	19	18	19	17	16	18	19	8	8	81	81	81

24	C-24	18	17	15	16	15	14	15	16	6	6	69	69	69
25	C-25	15	16	14	15	14	15	13	14	5	5	61	65	63
26	C-26	16	15	16	15	15	14	16	15	5	5	68	64	66
27	C-27	20	19	18	19	17	16	18	17	8	8	81	79	80
28	C-28	16	15	16	15	13	14	16	15	5	5	66	64	65
29	C-29	17	16	16	16	16	16	16	16	5	6	70	70	70
30	C-30	16	15	16	15	15	14	15	16	5	5	67	65	66
31	C-31	17	16	16	16	16	16	16	16	5	6	70	70	70
32	C-32	15	16	16	16	15	16	15	16	6	7	68	70	69
33	C-33	18	19	17	18	18	17	18	18	8	7	79	79	79
34	C-34	18	17	16	18	17	16	17	16	6	7	74	74	74
35	C-35	20	19	18	19	17	16	17	18	8	8	80	80	80
36	C-36	17	17	16	16	16	16	17	18	5	6	71	73	72
37	C-37	18	19	17	18	16	17	17	17	8	7	76	78	77



## APPENDIX 17

## Result of the post test in the Experimental Class

## Descriptives

technique			Statistic	Std. Error
posttest	Experi	Mean	76.0571	1.35345
	mental	95% Confidence Interval for	Lower Bound	
	class	Mean	73.3066	
			Upper Bound	
		5% Trimmed Mean	76.1111	
		Median	78.0000	
		Variance	64.114	
		Std. Deviation	8.00714	
		Minimum	62.00	
		Maximum	90.00	
		Range	28.00	
		Interquartile Range	13.00	
		Skewness	-.316	.398
		Kurtosis	-1.117	.778

## APPENDIX 18

### Result of the post test in the Control Class

#### Descriptives

technique			Statistic	Std. Error
posttest	Control	Mean	69.9189	1.26478
	class	95% Confidence Interval for Mean	Lower Bound 67.3538 Upper Bound 72.4840	
		5% Trimmed Mean	70.0375	
		Median	70.0000	
		Variance	59.188	
		Std. Deviation	7.69335	
		Minimum	54.00	
		Maximum	86.00	
		Range	32.00	
		Interquartile Range	12.00	
		Skewness	-.138	.388
		Kurtosis	-.219	.759

## APPENDIX 19

## SILABUS PEMBELAJARAN

Sekolah : MTs Negeri 2 Bandar Lampung  
 Kelas : VIII ( Delapan )  
 Mata Pelajaran : BAHASA INGGRIS  
 Semester : 2 (Dua)  
 Standar Kompetensi : Menulis

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan	1. Teks fungsional pendek berupa : <ul style="list-style-type: none"> <li>• Undangan</li> <li>• Pengumuman</li> <li>• Pesan Singkat</li> </ul> 2. Tata Bahasa <ul style="list-style-type: none"> <li>• Kalimat sederhana</li> <li>- mengundang</li> <li>- mengumumkan</li> <li>- menyampaikan</li> </ul>	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun kata menjadi teks fungsional yang bermakna 3. Menulis teks fungsional pendek	Tes tulis	Melengkapi rumpang Menyusun kata acak Essay	1. Complete the following sentence / text using suitable word / words 2. Arrange the word into good sentences. 3. Write simple sentences based on the situation given 4. Write an invitation/ an announcement / message based on the	4 x 40 menit	1. Buku teks yang relevan Contoh undangan, pengumuman, SMS 2. Gambar yang relevan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>sekitar</p> <p>12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>pesan</p> <p>3. Kosakata - Kata terkait tema dan jenis teks</p> <p>4. Tanda baca</p> <p>5. Spelling</p> <p>1. Teks rumpang berbentuk - <i>descriptive</i> - <i>recount</i></p> <p>2. Tata bahasa Kalimat sederhana - Sempel present tense - Sempel past tense - past cont tense</p> <p>3. Kosakata - kata terkait tema dan jenis teks - kata penghubung and, then, after that,</p>	<p>1. Review ungkapan-ungkapan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i>.</p> <p>2. Menulis kalimat yang berdasarkan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i> gambar/realia.</p> <p>3. Melengkapi rumpang dalam teks <i>descriptif</i> dan <i>recount</i> dengan kata yang tepat.</p> <p>4. Menyusun kalimat acak menjadi teks</p>	<p>1. Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i></p> <p>2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptivedan recount</i>.</p> <p>3. Menulis teks esai dalam bentuk a. <i>descriptive dan</i></p>	<p>Tes tulis</p> <p>Tes tulis</p> <p>Tes tulis</p>	<p>1. Completion</p> <p>2. Jumbled sentences</p> <p>3. Essay</p>	<p><i>situation given.</i></p> <p>1. Complete the paragraph using the suitable words.</p> <p>2. Rearrange the following sentences correctly.</p> <p>3. Write an essay a. describing something or a certain place.</p>	4 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Gambar terkait tema/topik</p> <p>3. Benda-benda sekitar</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	before dsb 4. Tanda Baca, Spelling	descriptif dan recount yang terpadu. 5. Membuat draft teks descriptive dan recount secara mandiri. 6. Mengekspos teks descriptive dan recount yang ditulis di kelas.	<i>recount .</i>			<i>b. Telling what you did last Sunday</i>		
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )								

Mengetahui;  
Kepala Sekolah MTs Negeri 2 Bandar Lampung

Bandar Lampung, .....2017  
Guru Mapel Bahasa Inggris,

H Nurhadi, M. Pd. I  
NIP. 19631012 198803 1 004

Eva Suryani, S. Pd  
NIP. 19831012 201101 2 016

## APPENDIX 20

### RENCANA PELAKSANAAN PEMBELAJARAN(RPP) (EXPERIMENTAL CLASS)

Satuan Pendidikan : MTs Negeri2 Bandar Lampung  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VIII/ II  
 Pertemuan ke : I (Experimental Class)  
 Alokasi Waktu : 2 x 40Menit  
 Skill : Writing

#### Standar Kompetensi

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

#### Kompetensi Dasar

12. 2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

#### Indikator

1. Mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk *recount*.
2. Menulis teks berbentuk *recount* dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.



## A. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar,

1. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk recount.
2. Siswa mampu mengidentifikasi berbagai informasi rinci dalam teks recount.
3. Siswa mampu mengidentifikasi ciri-ciri kebahasaan dalam teks recount.
4. Siswa mampu menulis teks berbentuk recount dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

## B. Materi Ajar

### 1. Recount Text

Recount is a text which tells a series of events in the past and has its own generic structure. Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

### 2. Rhetorical structures which are used in recount

1. The orientation tells the readers who was involved in the story, what happened, where the story took place, and when it happened.
2. The events tell the sequence of events, these are described in order.
3. The re-orientation summarizes the event.

### 3. Language features of recount such as:

- a. Proper nouns to identify those involved ( specific participants)
- b. First person pronouns (I, we, me) are used to highlight the personal nature of the recount.
- c. Use the past tense to describe past events.

- d. Time adverbials are used to connect events chronologically e.g. in 1932, the next day.
- e. Details and descriptive words (adjectivals and adverbials) are chosen and used to make the recount more vivid and interesting.

Example:

### **Diving in Bunaken Island**

Last year, I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, then trip was mostly enjoyable. This place is so impressive with its marine life.

### **C. Metode Pembelajaran**

- Free Writing Technique
- Peer Review Technique

### D. Langkah- langkah Pembelajaran

No	Kegiatan	Alokasi Waktu
1	<p><b>Pendahuluan (pre- activity)</b></p> <ul style="list-style-type: none"> <li>- Guru mengucapkan salam ketika memasuki kelas</li> <li>- Berdo'a bersama</li> <li>- Guru memberikan motivasi siswa terkait materi yang akan dipelajari.</li> <li>- Guru memberikan gambaran tentang materi yang akan diajarkan.</li> </ul> <p>Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.</p>	10 menit
2	<p><b>Inti (while- activity)</b></p> <p><b>1. Explorasi</b></p> <ul style="list-style-type: none"> <li>- Beberapa Siswa diminta untuk membaca dan menjelaskan tentang pengertian, generic structure, dan tenses di dalam text recount. Jika, siswa merasa sulit untuk memahami materi teks recount guru menjelaskan sedikit tentang materi tersebut agar mudah dipahami.</li> </ul> <p><b>2. Elaborasi</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan contoh bacaan text recount dan memberikan beberapa informasi yang terdapat dalam text recount "Diving in Bunaken Island".</li> <li>- Guru memfasilitasi siswa aktif dengan memberikan tugas writing untuk mengidentifikasi text recount.</li> <li>- Siswa diminta untuk membuat text recount dengan topik "Holiday".</li> </ul>	60 menit

<b>P E E R  R E V I E W  T E C H N I Q U E</b>	<ul style="list-style-type: none"> <li>- Setelah selesai, guru meminta siswa untuk menukar kertas text recount mereka kepada siswa di sebelahnya kemudian memberikan peer review guidelines dan peer review sheet kepada masing-masing siswa untuk diisi berdasarkan text recount yang mereka baca sesuai prosedur peer review technique dan guru berkeliling untuk mengontrol kelas.</li> <li>- Setelah setiap siswa selesai mengisi peer review sheet, guru meminta siswa mengembalikan text recount dan peer review sheet kepada siswa di sebelahnya untuk kemudian digunakan sebagai revisi. Guru mengecek ketepatan penulisan mereka sesuai kriteria dalam penulisan.</li> </ul> <p><b>3. Konfirmasi</b></p> <ul style="list-style-type: none"> <li>- Guru menilai hasil kerja mereka dalam membuat teks recount tersebut.</li> </ul>	
3	<p><b>Penutup (post-activity)</b></p> <ul style="list-style-type: none"> <li>- Siswa diminta untuk menanyakan kesulitan mereka dalam memahami materi yang di berikan terutama dalam menulis cerita yang terdapat pada teks recount.</li> <li>- Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan.</li> </ul> <p>Beberapa siswa diminta untuk membuat kesimpulan tentang materi yang telah dipelajari. Menutup pelajaran dengan berdoa.</p>	10 menit

### E. Sumber/Media Pembelajaran

- Buku: Buku Bahasa Inggris Kelas IX (Bachtiar, *et. al.*, 2007. *Let's Talk*. Bandung: PT. Pakar Raya Pakarnya Pustaka.)
- Media: *peer review guidelines dan peer review sheet*.

## F. Penilaian hasil Pembelajaran

1. Teknik : Text Tertulis
2. Bentuk Instrument : Menulis Text
3. Penilaian :

Kemampuan siswa dalam membuat recount text berdasarkan lima writing aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
Vocabulary	Ketepatan penggunaan kosa kata	20
Language use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami.	30
Mechanics	Ketepatan tanda baca dan ejaan.	10
<b>Jumlah</b>		100

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**APPENDIX 21**

**RENCANA PELAKSANAAN PEMBELAJARAN(RPP)  
(EXPERIMENTAL CLASS)**

Satuan Pendidikan : MTs Negeri 2 Bandar Lampung  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VIII/ II  
 Pertemuan ke : 2 (Experimental Class)  
 Alokasi Waktu : 2 x 40Menit  
 Skill : Writing

**Standar Kompetensi**

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

**Kompetensi Dasar**

12. 2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

**Indikator**

1. Mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk *recount*.
2. Menulis teks berbentuk *recount* dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

## A. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar,

1. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk recount.
2. Siswa mampu mengidentifikasi berbagai informasi rinci dalam teks recount.
3. Siswa mampu mengidentifikasi ciri-ciri kebahasaan dalam teks recount.
4. Siswa mampu menulis teks berbentuk recount dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

## B. Materi Ajar

### 1. Recount Text

Recount is a text which tells a series of events in the past and has its own generic structure. Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

### 2. Rhetorical structures which are used in recount

1. The orientation tells the readers who was involved in the story, what happened, where the story took place, and when it happened.
2. The events tell the sequence of events, these are described in order.
3. The re-orientation summarizes the event.

### 3. Language features of recount such as:

- a. Proper nouns to identify those involved ( specific participants)
- b. First person pronouns (I, we, me) are used to highlight the personal nature of the recount.
- c. Use the past tense to describe past events.

- d. Time adverbials are used to connect events chronologically e.g. in 1932, the next day.
- e. Details and descriptive words (adjectivals and adverbials) are chosen and used to make the recount more vivid and interesting.

Example:

### **My Horrible Experience**

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali

Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

#### **C. Metode/Technique Pembelajaran:**

- Free Writing Technique
- Peer Review Technique

#### **D. Langkah- langkah Pembelajaran**

No	Kegiatan	Alokasi Waktu
1	<b>Pendahuluan (pre-activity)</b> - Guru mengucapkan salam ketika memasuki kelas	10 menit



	<ul style="list-style-type: none"> <li>- Berdo'a bersama</li> <li>- Guru memberikan motivasi siswa terkait materi yang akan dipelajari.</li> <li>- Guru memberikan gambaran tentang materi yang akan diajarkan.</li> <li>- Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.</li> </ul>	
2	<p><b>Inti (while- activity)</b></p> <p><b>1. Eksplorasi</b></p> <ul style="list-style-type: none"> <li>- Beberapa siswa diminta untuk menjelaskan materi teks recount yang sudah dipelajari minggu lalu kepada siswa yang lainya.</li> </ul> <p><b>2. Elaborasi</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan contoh bacaan text recount dan memberikan beberapa informasi yang terdapat dalam text recount "My Horrible Experience".</li> <li>- Guru memfasilitasi siswa aktif dengan memberikan tugas writing untuk mengidentifikasi text recount.</li> <li>- Siswa diminta untuk membuat text recount tentang "Horrible Experience".</li> <li>- Setelah selesai, guru meminta siswa untuk menukar kertas text recount mereka kepada siswa di sebelahnya kemudian memberikan peer review guidelines dan peer review sheet kepada masing-masing siswa untuk diisi berdasarkan text recount yang mereka baca sesuai prosedur peer review technique dan guru berkeliling untuk mengontrol kelas.</li> <li>- Setelah setiap siswa selesai mengisi peer review sheet, guru meminta siswa mengembalikan text recount dan peer review sheet kepada siswa di sebelahnya untuk kemudian digunakan sebagai revisi. Guru mengecek ketepatan penulisan mereka sesuai kriteria dalam penulisan.</li> </ul> <p><b>3. Konfirmasi</b></p> <ul style="list-style-type: none"> <li>- Guru menilai hasil kerja mereka dalam membuat teks recount tersebut.</li> </ul>	60 menit

3	<p><b>Penutup (post- activity)</b></p> <ul style="list-style-type: none"> <li>- Siswa diminta untuk menanyakan kesulitan mereka dalam memahami materi yang di berikan terutama dalam menulis cerita yang terdapat pada teks recount.</li> <li>- Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan.</li> <li>- Beberapa siswa diminta untuk membuat kesimpulan tentang materi yang telah dipelajari. Menutup pelajaran dengan berdoa.</li> </ul>	10 menit
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### E. Sumber/Media Pembelajaran

- Buku: Buku Bahasa Inggris Kelas IX (Bachtiar, *et. al.*, 2007. *Let's Talk*. Bandung: PT. Pakar Raya Pakarnya Pustaka.)
- Media: *peer review gidelines dan peer review technique*.

### F. Penilaian hasil Pembelajaran

1. Tekhnik : Text Tertulis
2. Bentuk Instrument : Menulis Text
3. Penilaian :

Kemampuan siswa dalam membuat recount text berdasarkan lima writing aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
Vocabulary	Ketepatan penggunaan kosa kata	20
Language use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami.	30
Mechanics	Ketepatan tanda baca dan ejaan.	10
<b>Jumlah</b>		<b>100</b>

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**APPENDIX 22**

**RENCANA PELAKSANAAN PEMBELAJARAN(RPP)**  
**(EXPERIMENTAL CLASS)**

Satuan Pendidikan : MTs N 2 Bandar Lampung  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VIII/ II  
 Pertemuan ke : 3 (Experimental Class)  
 Alokasi Waktu : 2 x 40Menit  
 Skill : Writing

**Standar Kompetensi**

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

**Kompetensi Dasar**

12. 2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

**Indikator**

1. Mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk *recount*.
2. Menulis teks berbentuk *recount* dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

## A. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar,

1. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk recount.
2. Siswa mampu mengidentifikasi berbagai informasi rinci dalam teks recount.
3. Siswa mampu mengidentifikasi ciri-ciri kebahasaan dalam teks recount.
4. Siswa mampu menulis teks berbentuk recount dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

## B. Materi Ajar

### 1. Recount Text

Recount is a text which tells a series of events in the past and has its own generic structure. Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

### 2. Rhetorical structures which are used in recount

1. The orientation tells the readers who was involved in the story, what happened, where the story took place, and when it happened.
2. The events tell the sequence of events, these are described in order.
3. The re-orientation summarizes the event.

### 3. Language features of recount such as:

- a. Proper nouns to identify those involved ( specific participants)
- b. First person pronouns (I, we, me) are used to highlight the personal nature of the recount.
- c. Use the past tense to describe past events.

- d. Time adverbials are used to connect events chronologically e.g. in 1932, the next day.
- e. Details and descriptive words (adjectivals and adverbials) are chosen and used to make the recount more vivid and interesting.

Example:

### **My Trip**

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which was not far from Malioboro.

On Thursday we visited the temples in Prambanan. There were three big temples, the Brahma, Syiwa, and Wisnu temple. They were really amazing. We visited only Brahma and Syiwa temple, because Wisnu temple is being renovated.

On Friday morning we went to Jogja kraton. We spent about two hours there. We were lucky because we were led by smart and friendly guide. Then, we continued our journey to Brobudur.

In the evening we left for Jakarta by Wisata Bus. Although, we felt very tired, we were very happy.

#### **C. Metode/Technique Pembelajaran:**

- Free Writing Technique
- Peer Review Technique

#### **D. Langkah- langkah Pembelajaran**

No	Kegiatan	Alokasi Waktu
1	<b>Pendahuluan (pre- activity)</b> <ul style="list-style-type: none"> <li>- Guru mengucapkan salam ketika memasuki kelas</li> <li>- Berdo'a bersama</li> <li>- Guru memberikan motivasi siswa terkait materi yang akan dipelajari.</li> </ul>	10 menit

	<ul style="list-style-type: none"> <li>- Guru memberikan gambaran tentang materi yang akan diajarkan.</li> <li>- Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.</li> </ul>	
2	<p><b>Inti (while- activity)</b></p> <p><b>1. Eksplorasi</b></p> <ul style="list-style-type: none"> <li>- Beberapa siswa diminta untuk menjelaskan materi teks recount yang sudah dipelajari minggu lalu kepada siswa yang lainnya.</li> </ul> <p><b>2. Elaborasi</b></p> <ul style="list-style-type: none"> <li>- Siswa diminta untuk membuat text recount tentang “My Trip”.</li> <li>- Guru memberikan contoh bacaan text recount dan memberikan beberapa informasi yang terdapat dalam text recount ”My Trip”.</li> <li>- Guru memfasilitasi siswa aktif dengan memberikan tugas writing untuk mengidentifikasi text recount.</li> <li>- Setelah selesai, guru meminta siswa untuk menukar kertas text recount mereka kepada siswa di sebelahnya kemudian memberikan peer review guidelines dan peer review sheet kepada masing-masing siswa untuk diisi berdasarkan text recount yang mereka baca sesuai prosedur peer review technique dan guru berkeliling untuk mengontrol kelas.</li> <li>- Setelah setiap siswa selesai mengisi peer review sheet, guru meminta siswa mengembalikan text recount dan peer review sheet kepada siswa di sebelahnya untuk kemudian digunakan sebagai revisi. Guru mengecek ketepatan penulisan mereka sesuai kriteria dalam penulisan.</li> </ul> <p><b>3. Konfirmasi</b></p> <ul style="list-style-type: none"> <li>- Guru menilai hasil kerja mereka dalam membuat teks recount tersebut.</li> </ul>	60 menit

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3	<p><b>Penutup(post- activity)</b></p> <ul style="list-style-type: none"> <li>- Siswa diminta untuk menanyakan kesulitan mereka dalam memahami materi yang di berikan terutama dalam menulis cerita yang terdapat pada teks recount.</li> <li>- Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan.</li> <li>- Beberapa siswa diminta untuk membuat kesimpulan tentangmateri yang telah dipelajari. Menutup pelajaran dengan berdoa.</li> </ul>	10 menit
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### E. Sumber/Media Pembelajaran

- Buku: Buku Bahasa Inggris Kelas IX (Bachtiar, *et. al.*, 2007. *Let's Talk*.Bandung: PT. Pakar Raya Pakarnya Pustaka.)
- Media: *white board, board marker, some papers.*

### F. Penilaian hasil Pembelajaran

1. Tekhnik : Text Tertulis
2. Bentuk Instrument : Menulis Text
3. Penilaian :

Kemampuan siswa dalam membuat recount text berdasarkan lima writing aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
Vocabulary	Ketepatan penggunaan kosa kata	20
Language use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami.	30
Mechanics	Ketepatan tanda baca dan ejaan.	10
<b>Jumlah</b>		100



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**APPENDIX 23**

**RENCANA PELAKSANAAN PEMBELAJARAN(RPP)  
(CONTROL CLASS)**

Satuan Pendidikan : MTs Negeri 2 Bandar Lampung  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VIII/ II  
 Pertemuan ke : I (Control Class)  
 Alokasi Waktu : 2 x 40 Menit  
 Skill : Writing

**Standar Kompetensi**

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

**Kompetensi Dasar**

12. 2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

**Indikator**

1. Mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk *recount*.
2. Menulis teks berbentuk *recount* dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

## A. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar,

1. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk recount.
2. Siswa mampu mengidentifikasi berbagai informasi rinci dalam teks recount.
3. Siswa mampu mengidentifikasi ciri-ciri kebahasaan dalam teks recount.
4. Siswa mampu menulis teks berbentuk recount dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

## B. Materi Ajar

### 1. Recount Text

Recount is a text which tells a series of events in the past and has its own generic structure. Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

### 2. Rhetorical structures which are used in recount

- a. The orientation tells the readers who was involved in the story, what happened, where the story took place, and when it happened.
- b. The events tell the sequence of events, these are described in order.
- c. The re-orientation summarizes the event.

### 3. Language features of recount such as:

- a. Proper nouns to identify those involved ( specific participants)
- b. First person pronouns (I, we, me) are used to highlight the personal nature of the recount.
- c. Use the past tense to describe past events.

- d. Time adverbials are used to connect events chronologically e.g. in 1932, the next day.
- e. Details and descriptive words (adjectivals and adverbials) are chosen and used to make the recount more vivid and interesting.

Example:

### **Diving in Bunaken Island**

Last year, I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, then trip was mostly enjoyable. This place is so impressive with its marine life.

#### **C. Metode/Technique Pembelajaran:**

- Free Writing Technique
- Self-Correction

#### **D. Langkah- langkah Pembelajaran**

No	Kegiatan	Alokasi Waktu
1	<b>Pendahuluan (pre- activity)</b> <ul style="list-style-type: none"> <li>- Guru mengucapkan salam ketika memasuki kelas</li> <li>- Berdo'a bersama</li> <li>- Guru memberikan motivasi siswa terkait materi yang akan dipelajari.</li> </ul>	10 menit

	<ul style="list-style-type: none"> <li>- Guru memberikan gambaran tentang materi yang akan diajarkan.</li> <li>- Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.</li> </ul>	
2	<p><b>Inti (while- activity)</b></p> <p><b>1. Eksplorasi</b></p> <ul style="list-style-type: none"> <li>- Guru menjelaskan tentang pengertian, generic structure, dan tenses di dalam text recount.</li> <li>- Guru menjelaskan self-correction</li> <li>- Guru menjelaskan langkah-langkah self-correction</li> </ul> <p><b>2. Elaborasi</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan contoh bacaan text recount dan memberikan beberapa informasi yang terdapat dalam text recount "Diving in Bunaken Island".</li> <li>- Guru memfasilitasi siswa aktif dengan memberikan tugas writing untuk mengidentifikasi text recount.</li> <li>- Guru meminta siswa menulis text recount tentang "Holiday".</li> <li>- Setelah selesai, guru meminta siswa untuk mengoreksi hasil tulisan masing-masing berdasarkan beberapa penjelasan dari guru dan menyadari kesalahan yang mereka lakukan di teks recount yang telah dibuat.</li> </ul> <p><b>3. Konfirmasi</b></p> <ul style="list-style-type: none"> <li>- Guru meminta beberapa siswa untuk membacakan hasil text yang mereka buat kepada siswa lainnya guna menemukan kesalahan yang dialami siswa.</li> <li>- Siswa mengumpulkan hasil dari membuat cerita <i>text recount</i> dan guru menilai hasil mereka.</li> </ul>	60 menit

3	<p><b>Penutup (post- activity)</b></p> <ul style="list-style-type: none"> <li>- Guru menanyakan kesulitan siswa dalam memahami materi yang di berikan.</li> <li>- Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan.</li> <li>- Membuat kesimpulan tentang materi yang telah dipelajari.</li> </ul> <p>Menutup pelajaran dengan berdoa</p>	10 menit
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### E. Sumber/Media Pembelajaran

- Buku: Buku Bahasa Inggris Kelas IX (Bachtiar, *et. al.*, 2007. *Let's Talk*.Bandung: PT. Pakar Raya Pakarnya Pustaka.)
- Media: *white board, board marker, Story text.*

### F. Penilaian hasil Pembelajaran

1. Teknik : Text Tertulis
2. Bentuk Instrument : Menulis Text
3. Penilaian :

Kemampuan siswa dalam membuat teks recount berdasarkan lima writing aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
Vocabulary	Ketepatan penggunaan kosa kata	20
Language use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami.	30
Mechanics	Ketepatan tanda baca dan ejaan.	10
<b>Jumlah</b>		<b>100</b>

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**APPENDIX 24**

**RENCANA PELAKSANAAN PEMBELAJARAN(RPP)  
(CONTROL CLASS)**

Satuan Pendidikan : MTs Negeri 2 Bandar Lampung  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VIII/ II  
 Pertemuan ke : 2(Control Class)  
 Alokasi Waktu : 2 x 40Menit  
 Skill : Writing

**Standar Kompetensi**

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

**Kompetensi Dasar**

12. 2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

**Indikator**

1. Mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk *recount*.
2. Menulis teks berbentuk *recount* dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.



### A. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar,

1. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk recount.
2. Siswa mampu mengidentifikasi berbagai informasi rinci dalam teks recount.
3. Siswa mampu mengidentifikasi ciri-ciri kebahasaan dalam teks recount.
4. Siswa mampu menulis teks berbentuk recount dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

### B. Materi Ajar

#### 1. Recount Text

Recount is a text which tells a series of events in the past and has its own generic structure. Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

#### 2. Rhetorical structures which are used in recount

- a. The orientation tells the readers who was involved in the story, what happened, where the story took place, and when it happened.
- b. The events tell the sequence of events, these are described in order.
- c. The re-orientation summarizes the event.

#### 3. Language features of recount such as:

- a. Proper nouns to identify those involved ( specific participants)
- b. First person pronouns (I, we, me) are used to highlight the personal nature of the recount.
- c. Use the past tense to describe past events.

- d. Time adverbials are used to connect events chronologically e.g. in 1932, the next day.
- e. Details and descriptive words (adjectivals and adverbials) are chosen and used to make the recount more vivid and interesting.

Example:

### **My Horrible Experience**

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali

Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

### **C. Metode/Technique Pembelajaran:**

- Free Writing Technique.
- Self-Correction

#### D. Langkah- langkah Pembelajaran

No	Kegiatan	Alokasi Waktu
1	<p><b>Pendahuluan (pre- activity)</b></p> <ul style="list-style-type: none"> <li>- Guru mengucapkan salam ketika memasuki kelas</li> <li>- Berdo'a bersama</li> <li>- Guru memberikan motivasi siswa terkait materi yang akan dipelajari.</li> <li>- Guru memberikan gambaran tentang materi yang akan diajarkan.</li> <li>- Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.</li> </ul>	10 menit
2	<p><b>Inti (While-Activity)</b></p> <p><b>1. Exsplorasi</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan beberapa pertanyaan tentang materi text recount yang sudah dipelajari minggu lalu kepada siswa siswi.</li> <li>- Guru menjelaskan sedikit atau hanya mengulas kembali tentang pengertian dan generic structure text recount.</li> </ul> <p><b>2. Elaborasi</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan contoh bacaan text recount dan memberikan beberapa informasi yang terdapat dalam text recount "My Horrible Experience".</li> <li>- Guru memfasilitasi siswa aktif dengan memberikan tugas writing tentang "Horrible Experience".</li> <li>- Setelah selesai, guru meminta siswa untuk mengoreksi hasil tulisan masing-masing berdasarkan beberapa penjelasan dari guru dan menyadari kesalahan yang</li> </ul>	60 menit

	<p>mereka lakukan di teks recount yang telah dibuat.</p> <p><b>3. Konfirmasi</b></p> <ul style="list-style-type: none"> <li>- Guru meminta beberapa siswa untuk membacakan hasil paragraph yang mereka buat kepada siswa lainnya guna menemukan kesalahan yang dialami siswa.</li> <li>- Siswa mengumpulkan hasil dari membuat cerita <i>text recount</i> dan guru menilai hasil mereka.</li> </ul>	
3	<p><b>Penutup (post- activity)</b></p> <ul style="list-style-type: none"> <li>- Guru menanyakan kesulitan siswa dalam memahami materi yang di berikan.</li> <li>- Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan.</li> <li>- Membuat kesimpulan tentang materi yang telah dipelajari.</li> </ul> <p>Menutup pelajaran dengan berdoa</p>	10 menit

### E. Sumber/Media Pembelajaran

- Buku: Buku Bahasa Inggris Kelas IX (Bachtiar, *et.al.*, 2007. *Let's Talk*. Bandung: PT. Pakar Raya Pakarnya Pustaka.)
- Media: *white board*, *board marker*, *Story text*.

### F. Penilaian hasil Pembelajaran

1. Teknik : Text Tertulis
2. Bentuk Instrument : Menulis Text
3. Penilaian :

Kemampuan siswa dalam membuat recount text berdasarkan lima writing aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
Vocabulary	Ketepatan penggunaan kosa kata	20
Language use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami.	30
Mechanics	Ketepatan tanda baca dan ejaan.	10
<b>Jumlah</b>		100

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## APPENDIX 25

### RENCANA PELAKSANAAN PEMBELAJARAN(RPP) (CONTROL CLASS)

Satuan Pendidikan : MTs Negeri 2 Bandar Lampung  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VIII/ II  
 Pertemuan ke : 3 (Control Class)  
 Alokasi Waktu : 2 x 40 Menit  
 Skill : Writing

#### Standar Kompetensi

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

#### Kompetensi Dasar

12. 2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

#### Indikator

1. Mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk *recount*.
2. Menulis teks berbentuk *recount* dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

## A. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar,

1. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk recount.
2. Siswa mampu mengidentifikasi berbagai informasi rinci dalam teks recount.
3. Siswa mampu mengidentifikasi ciri-ciri kebahasaan dalam teks recount.
4. Siswa mampu menulis teks berbentuk recount dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

## B. Materi Ajar

### 1. Recount Text

Recount is a text which tells a series of events in the past and has its own generic structure. Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

### 2. Rhetorical structures which are used in recount

- a. The orientation tells the readers who was involved in the story, what happened, where the story took place, and when it happened.
- b. The events tell the sequence of events, these are described in order.
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### 3. Language features of recount such as:

- a. Proper nouns to identify those involved ( specific participants)
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- c. Use the past tense to describe past events.

- d. Time adverbials are used to connect events chronologically e.g. in 1932, the next day.
- e. Details and descriptive words (adjectivals and adverbials) are chosen and used to make the recount more vivid and interesting.

Example:

### **My Trip**

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which was not far from Malioboro.

On Thursday we visited the temples in Prambanan. There were three big temples, the Brahma, Syiwa, and Wisnu temple. They were really amazing. We visited only Brahma and Syiwa temple, because Wisnu temple is being renovated.

On Friday morning we went to Jogja kraton. We spent about two hours there. We were lucky because we were led by smart and friendly guide. Then, we continued our journey to Brobudur.

In the evening we left for Jakarta by Wisata Bus. Although, we felt very tired, we were very happy.

### **C. Metode/Technique Pembelajaran:**

- Free Writing Technique.
- Self-Correction



#### D. Langkah- langkah Pembelajaran

No	Kegiatan	Alokasi Waktu
1	<p><b>Pendahuluan (pre- activity)</b></p> <ul style="list-style-type: none"> <li>- Guru mengucapkan salam ketika memasuki kelas</li> <li>- Berdo'a bersama</li> <li>- Guru memberikan motivasi siswa terkait materi yang akan dipelajari.</li> <li>- Guru memberikan gambaran tentang materi yang akan diajarkan.</li> <li>- Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.</li> </ul>	10 menit
2	<p><b>Inti (While-Activity)</b></p> <p><b>1. Exsplorasi</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan beberapa pertanyaan tentang materi text recount yang sudah dipelajari minggu lalu kepada siswa siswi.</li> <li>- Guru menjelaskan sedikit atau hanya mengulas kembali tentang pengertian dan generic structure text recount.</li> </ul> <p><b>2. Elaborasi</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan contoh bacaan text recount dan memberikan beberapa informasi yang terdapat dalam text recount "My Trip".</li> <li>- Guru memfasilitasi siswa aktif dengan memberikan tugas writing untuk mengidentifikasi text recount.</li> <li>- Guru meminta siswa menulis text recount tentang "My Trip".</li> </ul>	60 menit

	<ul style="list-style-type: none"> <li>- Setelah selesai, guru meminta siswa untuk mengoreksi hasil tulisan masing-masing berdasarkan beberapa penjelasan dari guru dan menyadari kesalahan yang mereka lakukan di teks recount yang telah dibuat.</li> </ul> <p><b>3. Konfirmasi</b></p> <ul style="list-style-type: none"> <li>- Guru meminta beberapa siswa untuk membacakan hasil paragraph yang mereka buat kepada siswa lainnya guna menemukan kesalahan yang dialami siswa.</li> <li>- Siswa mengumpulkan hasil dari membuat cerita <i>text recount</i> dan guru menilai hasil mereka.</li> </ul>	
3	<p><b>Penutup (post- activity)</b></p> <ul style="list-style-type: none"> <li>- Guru menanyakan kesulitan siswa dalam memahami materi yang di berikan.</li> <li>- Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan.</li> <li>- Membuat kesimpulan tentang materi yang telah dipelajari. Menutup pelajaran dengan berdoa</li> </ul>	10 menit

### E. Sumber/Media Pembelajaran

- Buku: Buku Bahasa Inggris Kelas IX (Bachtiar, *et.al.*, 2007. *Let's Talk*. Bandung: PT. Pakar Raya Pakarnya Pustaka.)
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Aspek	Deskripsi	Skor
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Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
Vocabulary	Ketepatan penggunaan kosa kata	20
Language use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami.	30
Mechanics	Ketepatan tanda baca dan ejaan.	10
<b>Jumlah</b>		<b>100</b>

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