

**TEACHING AND LEARNING DESCRIPTIVE TEXT WRITING THROUGH
PEER REVIEW TECHNIQUE AT THE FIRST SEMESTER OF
THE EIGHTH GRADE AT SMPN 1 PAGELARAN IN
THE ACADEMIC YEAR OF 2017/2018**



A Thesis

Submitted as a Partial Fulfillment of
The Requirements for S1-Degree

By

**RATU MEGA MELIA
NPM. 1311040234**

Study Program : English Education

Advisor : Bambang Irfani, M.Pd

Co-Advisor : Satria Adi Pradana, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
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ABSTRACT

TEACHING AND LEARNING DESCRIPTIVE TEXT WRITING THROUGH PEER REVIEW TECHNIQUE AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT SMPN 1 PAGELARAN IN THE ACADEMIC YEAR OF 2017/2018

By :
Ratu Mega Melia

This research was about teaching and learning descriptive text writing through peer review technique at the first semester of the eighth grade at SMPN 1 Pagelaran in the academic year of 2017/2018. The objectives of this research were to know and describe the process of teaching descriptive text writing through peer review technique, teacher's problems in the process of teaching descriptive text writing through peer review technique and students' problems in the process of teaching descriptive text writing through peer review technique.

Therefore, the qualitative descriptive research had been employed. This research was conducted in VIII B class as sample which consisted of 26 students, because based on the data from the teacher, English score from this class was still low. In this research I looked for the cause of the problem by collecting the data. To gain the data from beginning of process and until the end of teaching and learning process this research used observation, interview and questionnaire because this research focused on teaching and learning process.

In qualitative research to make it accurate the data used triangulation. In this research only used triangulation time and method. The research was conducted for 2 meetings. In addition, to analyze the data used three activities : data reduction, data display, and conclusion drawing of verification. After analyzing the data, there were found three points of the result. The first of all, the teacher did not apply the steps of teaching descriptive text writing through peer review technique well. The second, the problems faced by the students were: developing the ideas, the problem in organizing the ideas to write, the students found difficulties in grammar, lack of vocabulary. The third, the problem faced by the teacher were: the teacher had difficulties applied the peer review, students' language gap, to calm and control the class, some students were noisy and make the class less conducive, time allocated for peer review in writing class.

Keyword : *Peer Review Technique, Qualitative Descriptive Research, Teaching Descriptive Text Writing*



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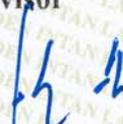
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ADMISSION

A thesis entitled: **“TEACHING AND LEARNING DESCRIPTIVE TEXT WRITING THROUGH PEER REVIEW TECHNIQUE AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP N 1 PAGELARAN IN THE ACADEMIC YEAR OF 2017/2018”**, By: **RATU MEGA MELIA, NPM: 1311040234**, Study Program: English Education, was tested and defended in the examination session on Friday, February 9rd, 2018.

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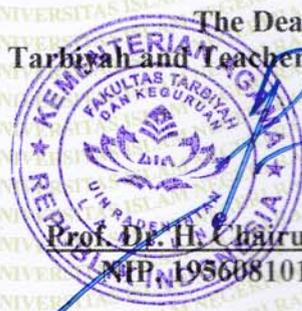
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DECLARATION

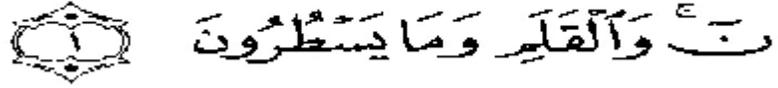
I hereby declare that this thesis entitled: “Teaching and Learning Descriptive Text Writing Through Peer Review Technique at the First Semester of the Eighth Grade of SMP Negeri 1 Pagelaran in The Academic Year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, 9 February 2018
Declared by,

RATU MEGA MELIA
NPM.1311040234



MOTTO



“Nun, By the pen and by the (record) which (Men) write”.

(QS. Al-Qalam :1)¹



¹ Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publications, 2001), p. 1567.

DEDICATION

Praise and gratitude to Allah SWT for abundant blessing to me, and from my deep of heart and great love, this thesis is dedicated to:

1. The greatest inspiration in my life, my beloved father, Mr. Drs. Alamsyah and my beloved mother Ms. Nila Wati, BBA who always pray for my success who have given me inspirations, love, support and motivation to study hard until now. I love them so much.
2. My two beloved brothers, Hadian Saputra, S.H and Oktabrian Alamsyah, A.Md who always support and cheer me up until finishing the thesis. Thank you for the support. I love them so much.
3. My beloved lecturers and Almamater, UIN Raden Intan Lampung, who have made me grow up and contributed much for my self-development.

CURRICULUM VITAE

Ratu Mega Melia was born in Pringsewu on November 23rd, 1994. She is the third children of a lovely couple Mr. Drs. Alamsyah and Ms. Nila Wati. She has two brothers, his name is Hadian Saputra, S.H and Oktabrian Alamsyah, A.Md. She began her formal education at Elementary school at SDN 1 Pringsewu 2001 and graduated in 2007. Then, She continued her study at SMP N 1 Pringsewu. After that, she graduated from Junior High School in 2010. She continued her study at SMAN RSBI 1 Gadingrejo Pringsewu and graduated in 2013. After that she continued her study in 2013 in the State Islamic University Raden Intan Lampung as a student of English Education Program of Tarbiyah and Teacher Training Faculty.



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This thesis entitled “Teaching and Learning Descriptive Text Writing Through Peer Review Technique At the First Semester of the Eighth Grade of SMP Negeri 1 Pagelaran in the Academic Year of 2017/2018 “ is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, the State Islamic University Raden Intan Lampung. When finishing this thesis, I has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, I would sincerely thanks to:

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Finally, none is perfect and neither is the final project. Therefore, sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 9 February 2018

The Researcher

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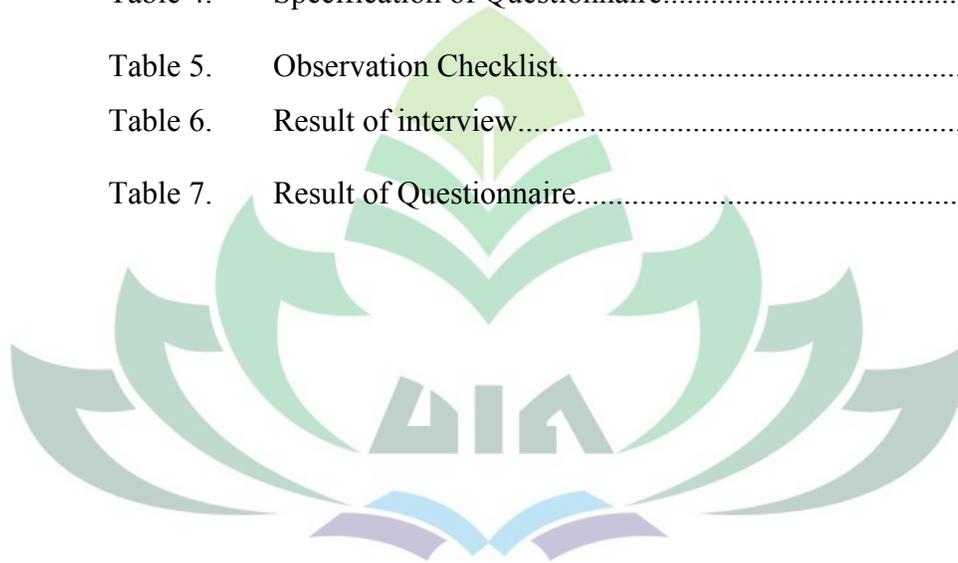
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CHAPTER I INTRODUCTION

A. Background of the Problem

Commonly, the people in the world need a language as a tool to communicate each other. The people can share their experience, feeling and knowledge with other people from different countries. Language is a core aspect that is used by people to do interaction. According to Gelderen, Language is a fundamental human faculty used for creative expression, face-to-face communication, scientific inquiry, and many other purpose.¹ So, it can be said that language is a tool of communication to express what we thought. Language also makes us possible for giving and receiving some informations.

Al-Qur'an says in Q.S Asy-Syu'ara : 192-195

وَلَقَدْ أَنْزَلْنَا إِلَيْكَ الْكِتَابَ فَذَكِّرْ لِنُنزِلَ رَبِّ الْعَالَمِينَ ﴿١٩٢﴾ نَزَّلَ بِهِ الرُّوحَ الْأَمِينُ ﴿١٩٣﴾ عَلَى قَلْبِكَ
لِتَكُونَ مِنَ الْمُنذِرِينَ ﴿١٩٤﴾ بِلِسَانٍ عَرَبِيٍّ مُبِينٍ ﴿١٩٥﴾

“(192) And indeed, the Qur’an is the revelation of the Lord of the worlds.

(193) The Trustworthy Spirit has brought it down. (194) Upon your heart,

¹ Elly Van Gelderen, *A History of the English Language*, (Philadelphia: John Benjamins B. V, 2006), p.1

[O Muhammad]-that you may be of the warners. (195) In a clear Arabic language.” (Q.S Asy-Syu’ara : 192-195)²

Based on that verse, Allah has commanded Al-Qur’an as the guidelines and instructions to people like a language. It means that, Al-Qur’an is One of ways that can help people to giving and receiving some information and as differentiator

Brown says, “language is more than a system of communication. It involves whole person, culture, educational, developmental communicative process”.³ It means that language is used many people to deliver their ideas, opinions, messages and to get information.

Based on all statements above, Language is needed to communicate among human beings. Language is used to express thought and feeling. Language is a tool of communication. People use it to interact one and another, socially or emotionally. It can help people to indicate someone’s friendliness. As the result language is important aspect for human life.

As one of languages in the world, English is considered and applied as international language. Since then, it is very popular and has been spoken and learnt by almost all people in the world. Harmer stated that English as a foreign language is generally taken to apply the students who are studying general

² Abdullah Yusuf Ali, *The Meaning of The Holy Qur’an*, (Maryland: Amana Publications, 2001), p. 992.

³ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*, (San Francisco :Longman, 2001), p.70

English at the school and institution in their own country or as transitory visitor in a target language country.⁴ English is the first foreign language and one of important subjects starting from elementary school, Junior High School, Senior High School and up to University level, or other education institution. In this case, the teacher is also demanded to encourage students to practice in teaching and learning English every time in their daily activities.

There are four skills in English that should be mastered. Those are listening, speaking, reading and writing. These skills are closely related one to another.

One of the difficult skills to master is writing skill. Cahyono says, “Since writing is the most difficult skill to be mastered, it needs variety of strategies in teaching”.⁵ Obviously, writing is a difficult skill, so we need good strategies in writing. Writing is one of the skills to be achieved in learning English.

According to Harmer, the students should be encouraged to express their ideas, experience, thoughts and feelings through writing.⁶ He also says, “writing encourages students to face focus on accurate language use and they think as they write, it may well provoke language development as they resolve problem which the writing puts in to their mind”.⁷ Based on explanation above, writing is one of the important skills to be mastered because writing is activity of transferring the

⁴ Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004), p.39

⁵ Bambang Yudi Cahyono, *Technique in Teaching EFL Writing*, (Malang: State Universitas of Malang Pres, 2009), p.152.

⁶ Jeremy Harmer, *How to Teach Writing*, (4th Ed), (Longman: Edinburgh Gate, 2007), p.31

⁷ *Ibid.*

written idea or the written information. So the reader can understand what information we want to convey.

Writing is a way of thinking. Writing is a productive skill which aims at assisting students in expressing written idea. Vicki said that writing is a complex process, and most of the research literature recognize the difficulty it poses for students.⁸ It seems reasonable to expect, then, that the teaching of writing is complex as well.

In teaching writing there are some materials; one of them is about descriptive text. Descriptive is a text which lists the characteristics of something. Description is to describe a particular person, place and thing.⁹ So, the students must organize their ideas to describe and they need the teacher's help to excavate their ability. Writing descriptive text will be easy and quick to be received and understood by the students if the teacher uses the suitable technique. One of the teaching techniques that can be used in writing descriptive text is Peer Review Technique.

The ways teachers react to students' work will depend not only on the kind of task the students are given, but also on what to achieve at any point. There are a number of ways of reacting (as we shall see) but these generally fall within one of two broad categories: responding or correcting.¹⁰ There are a number of ways of

⁸ Vicki Urghuhart And Monette Melver, *Teaching Writing In The Content Area*, (Alexandria, Virginia USA: ASCD, 2005), p.11.

⁹ Linda Gerot, Peter, *Making Sense Of Grammar*, (Sydney: Gerdstabler, 1994), p.208.

¹⁰ Jeremy Harmer, *Op. Cit*, p.108

correcting students' work of writing, namely: selective correction, using marking scales, using correction symbols, reformulation, referring students to a dictionary or a grammar book, ask me, remedial teaching, and peer review.¹¹ From those kinds of correcting techniques, peer review is the most recommended by giving and receiving feedback in the revision process.

According to Brookhart, "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".¹² Consequently, good feedback helps students to know what should they do in the next writing and it does not judge students exactly it motivates students to produce better writing.

Peer review helps students to improve their writing ability by feedback that given from a peer. In this technique process emphasizes students working in a pairs, the reviewer taking role of engaged reader, and the writer thinking critically about his or her work. In this process the students are engaged in the revision process with their papers and see that giving and receiving good feedback is an important element of the composition process.¹³ It is supported by Breuch who says, "receiving constructive feedback from peers is a vital activity

¹¹*Ibid*, p.112

¹² Susan M. Brookhat, *How to Give Effective Feedback to Your Students*, (Alexandria: Association of Supervision and Curriculum Development, 2008), p.2

¹³ Kathleen M. Hunzer, *Collaborative Learning and Writing*, (Jefferson: McFarland Company, Inc., Publisher, 2012), p.30

for workplace writers”.¹⁴ It can be said that feedback in the peer review process take a part in quality of students’ writing.

Based on the previous research by Sari at the tenth grade of SMK Negeri 8 Malang by applying using peer review technique to improve the students’ english writing ability. This research used a class action research model consisting of 2 cycles and the researcher focuses in appling the guiding peer review to help the students improve their writing ability. And it shows that the teaching writing through peer review technique could improve the students’ writing ability significantly.¹⁵ Besides, Arifiana also applying peer review technique in students’ writing recount text at Eight Graders of SMP 4 Batang Semarang that made the students’ writing score improve well and made students are active in learning process. it means that this research focuses in the students problem in recount text and how the peer review technique can improve the students skill in writing recount text¹⁶. It can be concluded, this technique make significant influence on students’ writing ability. And the difference part of with this reaserch, this research just focuses on the students’ problem and teacher’s problem and the process of teaching and learning descriptive text writing through peer review technique.

¹⁴ Lee- Ann Kastman Breuch, *Virtual Peer Review: Teaching and Learning about Writing in Online Environments*, (New York: State of University of New York Press, 2004), p.149

¹⁵ Nur Laily Lupita Sari, *Using Peer Review Technique to Improve the Students’ English Writing Ability at tenth Grade of of SMK Negeri 8 Malang*, 2014

¹⁶ Candra Arifiana, *Improving Students’ Skill In Writing Recount Text By Using Peer Review Technique at Eighth Graders of SMP 4 Batang*, 2015, Semarang State University

Based on the preliminary research conducted at SMP Negeri 1 Pagelaran on January 24th 2017, the researcher found that the teaching and learning writing descriptive text by using peer review technique had been applied by the teacher, namely Bernadet Wahyuriyanti, S.Pd at the eighth grade. But teaching process by using peer review technique was less satisfied and the students' score were still under criteria minimum score. Interview to teacher and students at SMPN 1 Pagelaran is used to get the data to researcher in pre research. Fraenkel said that in interviewing, we can write the result or record it. By recording the result, it will be more efficient because we can review the result to know and understand it. If we write the result, it means we write it when the interview is done, it will disturb the informan's concentration and it will spend more time, because interview will be done by respite in it.¹⁷

Bernadet Wahyuriyanti, S.Pd as English teacher said that the students' ability in writing descriptive text is still low and the teacher might be difficult to hand over process of peer review in the class.¹⁸ Based on the interview of the teacher and the students, the researcher found that the most of the students at the eighth grade at SMP Negeri 1 Pagelaran found difficulties in learning writing especially descriptive text. The students feel bored and lazy when the teacher used peer review technique and asked the student to review their friends

¹⁷ Jack R. Fraenkel and Norman R. Wallen. *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill Companies. 2009), p.119

¹⁸ Bernadet Wahyuriyanti, S.Pd, *Interviewed to English Teacher (on January 24th, 2017)*, Unpublished

descriptive text writing. They were difficult to express their ideas and did not have enough self-confidence when they give feedback.

Based on the background of the problem above, the researcher was interested to conduct a research about teaching writing descriptive text. Thus, this research is entitled Teaching and Learning Descriptive Text Writing through Peer Review Technique at the first semester of the eighth grade at SMP Negeri 1 Pagelaran in the academic year of 2017/2018

B. Identification of the Problem

Based on the background of problem above, it can be identified that the problems, as follows :

1. The students found difficulties in learning descriptive text writing although the teacher has used peer review technique.
2. The students had less motivation in using peer review technique.
3. The students' ability in descriptive text writing was low although the teacher had used peer review technique.

C. Limitation of the Problem

Based on the background of problem and the identification of problem above. The researcher focused on the process of teaching descriptive text writing through peer review technique and the teacher and students problem in teaching

descriptive text writing through peer review technique at the first semester of the eighth grade at SMPN 1 Pagelaran in the academic year of 2017/2018.

D. Formulation of the Problem

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

1. How was the process of teaching and learning descriptive text writing through peer review technique at SMPN 1 Pagelaran in the first semester of the eighth class in the academic year of 2017/2018
2. What were teacher's problems in the process of teaching descriptive text at first semester of the eighth class in the academic year of 2017/2018.
3. What were students' problems in the process of learning descriptive text writing through peer review technique?

E. Objective of the Research

The objectives of the research were as follows :

1. To know and describe the process of teaching descriptive text writing through peer review technique
2. To know and describe teacher's problems in the process of teaching descriptive text writing through peer review technique
3. To know and describe students' problems in the process of learning descriptive text writing through peer review technique

F. Use of the Research

The uses of the research as follows :

1. Theoretically :

The result of this research were expected to be a source of information for further research in descriptive text.

2. Practically :

It was expected that this research can provide useful input in improving the quality of learning in the school and also gave information to the English teacher about teaching descriptive text writing through peer review technique.

G. Scope of the research

1. Subject of the Research

The subject of this research was the English teacher and the students at the eighth grade at SMPN 1 Pagelaran in the academic year of 2017/2018.

2. Object of the Research

Object of the research was the teaching and writing of descriptive text using peer review technique.

3. Place of the Research

The research was conducted at SMPN 1 Pagelaran.

4. Time of the Research

The research was conducted at the first semester in the academic year of 2017/2018.

CHAPTER II LITERATURE REVIEW

A. Concept of Teaching English as Foreign Language

Teaching is one of activities in the classroom. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. The aim is so the students can understand the teacher's explanation. Teaching is systematic activity that has many components and all of them relate each others. It means that, teaching is a process for the learners to gain information from their learning activity. According to Harmer, teaching mean to give (someone) knowledge or to instruct or to train (someone).¹ For this reason, by teaching or being a teacher, someone transfers knowledge, guides and coach other people in learning process.

According to Setiyadi, "people should learn English in the condition where the language is use for communication in their daily life".² So then English as the international language make all people in the world should be master to communication in their daily life.

Setiyadi said that English is learnt in Indonesia by talking about grammatical rules of English and errors are always corrected. In Indonesia,

¹ Jeremy Harmer, *How to Teach English*, (New England: Longman, 2002), p.56

² Bambang Setiyadi, *Teaching English As Foreign Language*, (Yogyakarta : Graha Ilmu, 2006), p.20

English is learned at schools and people do not speak the language in the society.³ Consequently, In Indonesia, many people think that English is difficult because they are do not practice to use it in their daily life. the students only have changed to practice English in the school and instruction.

English is really a foreign language for language learners in Indonesia. English as foreign language is generally taken to apply the students who are studying general English at school and institution in their own country or as transitory visitor in a target language country. It means that the students only have changed to practice English in the school and instruction. The teachers are also demanded to encourage students to practice English every time in their activities.

Based on the explanation before, it can be concluded that teaching English as foreign language is transferring knowledge from the teacher for the students to study general language or target language but not their mother tongue. Many students are not good in English because they just practice it in their school or institution. In this case, the teacher's ability in creating effective and good way in teaching English is very important to make the students more interested in learning English.

³ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.22.

B. Concept of Writing

1. Definition of Writing

Boardman stated that writing is a continuous process of thinking and organizing, rethinking, and reorganizing.⁴ It means that in expressing the ideas, a writer should explore their thought to make readers' interest in their writing. It can make the readers understand the messages clearly.

Al-Qur'an says in Q.S Al-Alaq: 4-5

الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“He Who taught (The use of) the pen. taught man that which He know no”(Al’Alaq:4-5)⁵

We that everything will not exist without the process of reasoning and reseracher. Reasoning and researcher will not work without reading an writing. We as human being and His creation must also have a record to store what we have “read” and “think”, wheter in the form of writing in book, data in computer, or others. Becuase in essence, it was Allah who teachers all knowledge to man.

⁴ Chnthia A , Boardman, *Writting to Communicate; Paragraph and Essay*, (Longman: NewYork, 2002), P. 11

⁵ Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publications, 2001), p. 1733

According to Palmer, writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether.⁶ As a result, writing is an activity that produces something from mind become meaningful a text of the sentence. To make a good writing we can arrange sequence sentence. Shortly, writing skill is specific abilities which help writer puts their thoughts into words in a meaningful form and mentally interact with the message.

According to Hartley, “writing is often characterized as a hierarchically organized, goal-directed, problem solving process. Writing is a recursive process”.⁷ Therefore, writing is an activity that must be done rapidly appropriate the writing process. Writing is as a process to produce written product that will be used for readers.

From the definitions above I can conclude that writing is a way to produce language that comes from our thought. The processes of making writing are from thinking and organizing, rethinking, and reorganizing. At the end of the writing process, Writing as a process to produce written product that will be used for readers. It will be as the form of an essay, a paper or a story.

⁶ Barbara C, Palmer, *Developing Cultural Literacy through the Writing Process*, (Loongwood Profesional Book: USA, 1994), p. 5

⁷Hartley James, *Academic for Writing and Publishing: A Practical Handbook*, (New York: Routledge, 2008), p.10

2. Writing Process

Oshima states that writing is never a one-step action: it is a process that has several steps.⁸ It means that writing is not instantly activity, but it needs some processes that must be done by the writer when the writer will write.

Harmer states that there are some processes of writing, they are:

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include.

b. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way the final version.

⁸ Alice Oshima, *Introduction Academic Writing (3rdEd)*, (NewYork: Addison Wesley Longman, 1997), p.15

c. Editing (reflecting and revising)

Once writer have produced a draft they then, usually read through what they have written to see where it works and where it does not perhaps the way something is written is ambiguous confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence.

d. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.⁹

Based on the explanation, the researcher concludes that writing is an activity that has several steps, because in having a good writing there are some processes that are called a writing process. The writing process is planning, drafting, editing, and final version

C. Concept of Editing Process

1. Definition of Editing Process

a. Revising

Revising is a difficult skill to teach. Students prefer to “be finished”. However, to improve the quality of their writing, students need to be taught revising skills. Revising is any activity that makes a draft better. Revising

⁹ Jeremy Harmer, *How to Teach Writing*, (New York: Longman Publishing, 2009), p.4

involves words, phrases, sentences, paragraphs, and themes. Revising includes any one or more of the following activities: rereading, changing, deleting, substituting, adding, and reordering. Weaver believes we have to move students through three levels of importance without destroying the earlier levels—from fluency (the willingness to write) to clarity to correctness.¹⁰

Editing of mechanics—spelling, capitalization, and punctuation, for example—also may occur during the revising stage. However, revising should not be confused with proofreading to correct errors in mechanics. Thomas stated that Writing instruction and assessment must reflect that the content of student writing is of greatest value, while maintaining for the student an understanding that ultimately surface features impact directly on that meaning.¹¹

It can be concluded, that revising is an activity that makes the draft better, and should keep students' awareness of the impact on the meaning of the article to be revised. Revisions involve words, phrases, sentences,

¹⁰ Weaver, C , *Teaching Grammar in Context*, Portsmouth, (NH: Heinemann,1996), p.23

¹¹ Thomas, P. L, *Teaching Writing Primer*, (New York, NY: Peter Lang, 2005), Quote by Fred C. Lunenburg. “International Journal of Education: Teaching Writing In Elementary Schools: Using The Learning-To-Write Process Vol.2 No. 1 (2014), p.15

paragraphs, and themes. There are several activities in the Revise, including: rereading, change, deleting, substitute, add, and reordering.

Muschla stated that Revising is hard work. Not only must students work to improve details—for example, choose the best words to express an idea clearly—but also they must work to improve the piece as a whole. Until students master the skills necessary for revising, they will benefit from a basic plan for revising.¹² It means that, in revising, students are required to master in the skills of revising and students should attempt to improve in detail for example by choosing the best word.

a. A Basic Plan for Revising¹³

1. Students begin by rereading the entire composition concentrating on organization and unity. At this point, writing teachers should provide students with an article that demonstrates organization and unity, that is, all main ideas and supporting details relate to the topic. To achieve unity, material not relevant to the topic should be deleted.
2. Next, after making sure that the composition shows unity, students should reread through the piece of writing again this time concentrating on general consistency. Students should focus on

¹² Muschla, G. R, *Practice Makes Perfect: Mastering Writing*, (New York, NY: McGraw- Hill,2011), p.144

¹³ Muschla, G. R, *Practice Makes Perfect: Exploring Writing*, (New York:Mcgraw-Hill,2011), p. 144

structure, tense, and point of view. The structure of the writing should be logical. There should be an introduction, logical development through the body, and a strong conclusion. Main ideas should be supported with details. All tenses should be consistent. Point of view must be consistent as well. Inconsistencies should be corrected.

3. Then, students should focus on paragraphs, sentences, and words. Delete anything that is irrelevant. Students should make certain that paragraphs have a topic sentence and supporting details and examples; sentences are varied and combined as needed; subjects and verbs agree; active constructions are used; and the right words are chosen to express ideas clearly.

It can be concluded, that in A Basic Plan for Revising the Students begin by rereading the entire composition concentrating on organization and unity, after that, students should reread through the piece of writing again this time concentrating on general consistency, and students should focus on paragraphs, sentences, and words.

1) Responding to Students' Writing

In addition to teach students how to assume responsibility for self-evaluating independently using a revising checklist, there are two other methods writing teachers can use such as: ¹⁴

1. Conferences

There are three simple tools writing teachers can use to guide students to think critically: specific positive comments, question and listen, and read back.

a. Specific Positive Comments.

This technique involves praising specific aspects of a composition that are worthy. Specific positive comments differ from general praise, because the specific comments focus on the composition itself or the audience, not on how it makes the student feel.

b. Question and listen.

This technique involves asking students probing or open-ended questions that encourage critical thinking. Such questions focus on a particular aspect of a piece of writing, while keeping the writer in a decision-making role.

¹⁴ Sunflower, C, *Really writing: Ready-To-Use Writing Process Activities For The Elementary Grades* (2nd ed.), (San Francisco, CA: Jossey-Bass,2006), Quote by Fred C. Lunenburg. "International Journal of Education: Teaching Writing In Elemntary Schools: Using The Learning-To-Write Process Vol.2 No. 1 (2014), p.17

c. Read back.

This technique involves reading all or part of a composition out loud so the students can determine whether they have communicated what they want to say. Two variations that are effective with student writers include:

- The teacher, a parent, or a peer reads the composition out loud to the student writer.
- The student reads his/her own written piece out loud to the teacher, a parent, or a peer.

2. Peer feedback. Peer feedback provides an opportunity for student writers to hear reactions from readers about how clearly they have communicated. It is a variation of the conferencing read back technique; however, in this case the composition is distributed by the teacher to a class of peers for feedback usually in small groups of four or five students.

In short, there are two methods in revising that teachers can use for students: Conference and feedback. In conferencing methods, teachers guide students to think critically by using simple ways, they are: positive comments, questions and hearing, and read back. While in the feedback method, the students are given the opportunity to listen the reader's reaction about their writing.

b. Editing

Editing is the final opportunity during the writing process to “polish” the piece of writing, before sharing it with readers or publishing. Prior to this stage, the focus has been on developing the content of the written piece. Murray argues, “the writer’s attitude when revising should be: I revise to discover what I have to say; I revise to find out how to say it; I edit to make what I say clear”.¹⁵ Editing is different from revising. During editing the focus changes to mechanics, correcting surface errors such as capitalization, punctuation, spelling, sentence structure, word usage, and formatting specific to poems, scripts, letters, and other writing genres. Additionally, The goal is to make the writing optimally readable.¹⁶

As the result, before the students sharing it with the readers, students are given a last chance to edit. The purpose of editing is to make writing easy to read and understand.

¹⁵ Murray, D. H, *Focusing On Quality. Writing Teacher*, (King, M.1985), pp. 6-12, Quote by Fred C. Lunenburg. “International Journal of Education: Teaching Writing In Elemntary Schools: Using The Learning-To-Write Process Vol.2 No. 1 (2014), p.18

¹⁶ Smith, F, *Writing and the writer*, (New York: Holt. Rinehart, & Winston, 1982), Quote by Fred C. Lunenburg. “International Journal of Education: Teaching Writing In Elemntary Schools: Using The Learning-To-Write Process Vol.2 No. 1 (2014), p.15

The editing stage involves three activities:¹⁷

1. Maintaining Distance

Children become more efficient editors when they wait a few days before beginning to edit. After working closely with a piece of writing during the drafting and revising stages, writers become too familiar with the content to locate mechanical errors. After a few days away from the written piece, young writers are able to approach editing with a fresh perspective.

2. Proofreading

Proofreading is far more complicated than just rereading a composition. Proofreading is a unique form of reading in which writers read word-for-word and search for errors rather than read for content.¹⁸ According Goodman Modern reading theory indicates that when readers have detailed knowledge about what they are reading, they do not read word-for-word to comprehend its meaning.¹⁹ When a writer is reading his/her own writing, the writer has more knowledge about what he/she has written than what is on the paper. That is, when the reader is the writer,

¹⁷ Thompkins, G. E, *Literacy Approach For The 21st Century: A Balanced Approach*, (6th ed.), (Upper Saddle River, NJ: Pearson Education, 2003), p.22, Quote by Fred C. Lunenburg. "International Journal of Education: Teaching Writing In Elementary Schools: Using The Learning-To-Write Process Vol.2 No. 1 (2014), p.15

¹⁸ King, M, *Teaching English in the Two-Year College*,(1985), pp.108-112.

¹⁹ Goodman, K, Reading: A Psycholinguistic Guessing Game. In H. Singer & R. Ruddell (Eds.), *Theoretical Processes and Models of Reading* (2nd ed), (Newark, DE: International Reading Association,1976), pp. 497-508

the reader needs very little print to construct meaning; therefore, it is unlikely that he/she will notice minor errors such as spelling or a missing punctuation mark.

3. Correcting Errors

Using the personal proofreading checklist helps students take charge of their self-regulated proofreading, locate as many errors as possible, and correct these errors themselves or with another editor's assistance. Writers who write for readers know that when their writing is not readable, they have written in vain, for their ideas will never be read.²⁰ Some errors are easy to correct, some require the use of a dictionary or thesaurus, and others involve help from the teacher. Editing ends when students and their editors correct as many mechanical errors as possible, or students meet with the teacher in a conference for final editing. When mechanical correctness is demanded, this conference is crucial. The goal of editing is to make the writing optimally readable.²¹

From statement above, in editing stage involves three activities, they are: Maintaining Distance, Proofreading, Correcting Errors and the purpose in the editing process are to make writing easy to read and understand.

²⁰ Thompkins, G. E, *Op.Cit.* p. 20

²¹ Smith, F, *Writing and the writer*, (New York, NY: Holt. Rinehart, & Winston,1982), p. 20

2. Types of Editing Technique

Writers need to write a lot to become good writers and they need the opportunity to practice various types and functions of writing to develop skills and build competence and confidence and progress toward autonomy. “The process approach treats all writing as a creative act which requires time and positive feedback to be done well”.²²

The various stages implied in process writing will encourage students to exploit the language resources they possess and build on them as they know they will not be judged or critiqued right away but will have an opportunity to revise, improve and correct before being evaluated. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself.

a. Self-Correction

The students’ self-correction can have a long-lasting effect on their memory, because they are involved in the process directly and actively, and this can activate the operations of their memory necessary for long-term retention.

²² Rollinson, Paul, *Using Peer Feedback in the ESL Writing Class*. *ELT. Journal: ProQuest Education Journals* Vol. 59(1) (January 2005), p. 23

b. Peer-Correction

Dixon states that peer-correction is a technique that enables for the students to get feedback, when the students correct their drafts in pair.²³

c. Peer Review

Liu and Hansen 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.²⁴

In conclusion, it can be said that peer review gives benefits to the students both the researchers and the reviewers. They learn how to give and get constructive comments and suggestions. Students more confidence when they submit their writing to their teacher because it had been improved by revising their first draft after exchanging one to each other with their classmates and get constructive feedbacks.

²³ Dixon, D, *Teaching Composition to Large Classes*. Journal: English Teaching Forum, Vol 24. No 3 (1986).

²⁴ Liu, J. and Hansen, J, *Guiding Principles for Effective Peer Response*. ELT Journal: Oxford University Press, Vol.59 (1), (2005), pp. 31-38

D. Concept of Peer Review

1. Concept of Peer Review

Hamp-Lysons and Heasley stated that a peer review involves getting feedback on your writing from a peer (such as classmate). You should be beginning to appreciate the ways that you and your classmate can help each other in the writing process.²⁵ From definitions above, peer review is the feedback given by a peer to help the students to improve their writing ability.

Terminologically, there are many experts that have different for peer review as follow: Zemach and Islam said, “Exchanging papers with a classmate, reading each other’s paper, and making comment is called peer reviewing”.²⁶ Therefore, the students should gain more confidence in exploring their abilities and ideas in writing which can improve their writing skills and the quality of their writing.²⁷ In short, peer review is exchanging the paper with a classmate in evaluation of writing and it makes the students more confidence to explore and improve their writing ability.

²⁵ Liz Hamp-Lyons and Ben Heasley, *Study Writing*, (New York : Cambridge University Press, 2006), p.86

²⁶ Dorothy E Zemach and Carlos Islam, *Paragraph Writing*, (Newyork, Macmillan, 2005), p.40

²⁷ Martin Kustati and Yuhardi, *the Effect of the Peer-Review Technique on Students’ Writing Ability*, (Journal of Studies in English Language and Education, Volume 1 (2), 2014), p.74 available on www.jurnal.unsyah.ac.id (Accessed on January 29th, 2017)

Trim in the Jobbit says that there are two main reasons to use a peer review in educational contexts:²⁸

1. To aid student writers in improving the success of their drafts by “testing” them on fellow students who act as readers/reviewers and offer feedback.
2. To learn more about the topic, research, and/or the writing process through conversation and the exchange of ideas between writers and readers.

And there are five main steps:

- a. Identify peer review partners/participants
- b. Exchange drafts to be reviewed
- c. List items to be targeted in the review
- d. Read drafts/comment
- e. Exchange reviewed drafts

In short, the researcher concludes that peer review is one of good technique in revision stage of writing process that students exchange their written work.

According to Rogers, “evaluation of creative work or performance by other people in the same field in order to maintain or enhance the

²⁸ Todd Jobbit, *Secret Paper: A Practical Peer Review Technique*, (International Journal of Teaching, Education and Language Learning, Volume 2 (4), 2015), p.2 available on www.sapientpress.com (Accessed on December 25th, 2016)

quality of the work or performance in that field”.²⁹ However Revelly and Ellis stated:

“Exposing students write to readers who are their follow students not only broadens their audience, but helps develop their critical thinking skills-both as readers and writers. As readers, students read their classmates’ draft carefully, make judgments and attempt to put across their messages clearly, so as to help their peer. As writers, they have to listen to their peers, judge the usefulness and relevance of their comments, and respond to their p accordingly. The process enables the writers to reflect on their own writing, clarify their thoughts, and come to a better understanding of the need and expectations of the readers. Peer review provides the best means for writers to turn “writer-based prose” to “reader-based process”.³⁰

From the theories above, it could be inferred that peer review help students to develop their critical thinking so that they could be a better writer and reader. As the writer, they must receive comments from their peer. While as readers, they must give their critical thinking of the work that they read. Peer review is one of good technique in revision stage of writing process that students exchange their written work, so the peer can improve their writing ability by this feedback.

²⁹ Rogers, Peer Review Definition, [online], 2005, available at http://www.linfo.org/peer_review.html, [november 26th,2014]

³⁰ Louise J. Ravelly and Robert A. Ellis, *Analyzing Academic Writing Contextual Framework*, (Newyork : Continuum, 2005), p.36

2. Activity of Peer Review

Zemach and Islam stated that there are some activity that can be done when reading a classmate's paper as follows:

- a. Practice finding topic sentences, supporting sentences, and concluding sentences.
- b. Notice special vocabulary and grammar
- c. See the different ways to do the same assignment.
- d. Help the writer by saying what ideas you liked the best.
- e. Ask the questions to help the writer think of more ideas.
- f. Ask the questions if you don't understand something and maybe the writer will think of a better way to explain.³¹

From the six activities above, in short, that when doing peer review students also discussed about what they have read and given it comment to the writer's work the writer can get ideas from their peer in the class to improve their writing. The reviewer also can get some new information from the written work they read, such as new vocabulary and grammar. Thus, in peer reviewing students can get new knowledge that they would apply to improve their writing.

³¹ Dorothy E. Zemach and Carlos Islam, *Paragraph Writing*, (New York: Macmillan, 2005), p.86

3. Component of Peer Review

Zemach and Islam stated that there are components that must be existed in peer review paper as follows:³²

1. Writer's name
2. Reviewer's name
3. Title
4. Date

In the process of peer reviewing, it can be concluded that students must fill the feedback from that consists of the component above. The writer and reviewer should put their name on peace of paper. Then, writer is down the title after the reviewer's name. The last is date, write the date when doing peer reviewing.

Hunzer states that there are two main points what should students do in peer review process:

- Before the students hand in their essays, the teacher asks them to re-read the first page of their essays, looking closely for any grammatical mistakes. If they find any, they should correct them.
- After that the students write a brief paragraph explaining what they believe to be their essay's greatest strength and greatest weakness.³³

³² *Ibid*, pp. 93-107

It means that, before the students do in peer review the student must re-read, and if they find any grammatical mistakes they should correct them. And then they write brief paragraph that they believe to be their essay.

Besides , Breuch also describes more about questions that mention in peer review form:³⁴

Sample Questions for the reviewer	
Content	What is the technical or scientific content in this paper?
Context	What sections do you still need to work on or include?
Audience	What language, visuals, or information do you need to include to target this audience?
Purpose	What purpose are you trying to convey most strongly in this paper (to inform, persuade, instruct)?
Organization	What was your plan for organizing this paper? How do the sections, headings, and subheadings work together?
Support	What kinds of support that is included in this paper in terms of sources, illustrations, or examples?
Design	What figures, charts, or visual illustrations that is included in this paper?
Expression	Are there any troubles with grammar, punctuation, or spelling? Are there any specific terms you have not included?

³³ Kathleen M. Hunzer, *Collaborative Learning and Writing*, (Jefferson: McFarland Company, Inc., Publisher, 2012), p.14

³⁴ Lee-Ann Kastman Breuch, *Virtual Peer Review: Teaching and Learning about Writing in Online Environments*, (New York: State of University of New York Press, 2004), p.152

It means that in the peer review form those are components and some questions that should be answered by the reviewer. It can be described in Table 4:

Table 4
Example of Peer Review Form

<i>Peer Review Form</i>	
Writer's name	:
Reviewer's name	:
Title	:
Date	:
1. What is the topic of the text? What is the writer's opinion about that topic?	
2. Read the text again. What is the topic sentence (circle the topic and underline the main idea)?	
3. What is the purpose of this text (to inform, persuade, instruct)?	
4. Does it follow generic structure of descriptive text? Write each part that shows each generic structure.	
5. Is there any figures, chart, or visual illustration that is included?	
6. Is there any mistake and error with grammar, punctuation, or spelling? Explained it.	
7. What information do you need to include in the text?	
8. Giving your questions or comments to the writer.	

Based on explanation above, it can be said that in the peer review form there are some components and questions that should be answered by the students as a reviewer. In this case, the teacher should pay attention to control the students in the process of answering the question especially in reviewing and the feedback that will be given by the students to the peers.

4. Advantages And Disadvantages of Using Peer Review Technique

In writing learning process, the technique used by the teacher must have advantages and disadvantages. Therefore in using peer review, it also has advantages and disadvantages.

1. Advantages of Peer Review

Harmer says, “it has the advantages of encouraging students to work collaboratively, something which, in group we want to foster”.³⁵ In addition, brown argues, “you learn to be a better writer and a better reader”.³⁶ It means that peer review enable students to improve their quality of writing and also to be a better reader by giving comment or suggestion to their peers written work.

Moreover, Ravelly and Ellis stated that peer review also provide opportunities for collaborations ;learning, students in pairs or small groups can pool ideas, and it is through interacting with other that students learn and develop.³⁷ Students learn to become more autonomous writers as they are prepared to write without the help of a teacher. Through collaborative learning, students can gain a better understanding of their peers’ difficulties in writing, and as a result they may gain more confidence in themselves.

³⁵ Jeremy Harmer, *How to Teach English*,(Edinburgh: Pearson Education Limited, 2007), p.79

³⁶ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed)*, (California: Pearson ESL, 2000), p.336

³⁷ Louise J. Ravelli and Robert A. Ellis, *Analysing Academic Writing*, (New York: Continuum, 2005), p.32

Ferris mentions some of advantages of peer review technique, they are:

1. Students gain confidence, perspective, and critical thinking skills from being able to read texts by their peers writing on similar tasks;
2. Students get more feedback on their writing than they could from the teacher alone;
3. Students get feedback from a more diverse audience bringing multiple perspectives;
4. Students receive feedback from non-expert readers on ways in which their texts are unclear as to ideas and language;
5. Peer Review activities build a sense of classroom community.³⁸

Other advantages of peer review are proposed by Liu and Hansen in the Kustati and Yuhardi, who stated that the benefits of peer review include those listed below:

1. Benefits of peer review for the student authors:
 - Refines their ideas as a result of the feedback they receive
 - Focus on writing as a process that emphasizes editing and revisions
 - Develops a better sense of audience
 - Improves their work before it is submitted for grading

³⁸ Dana R. Ferris, *Response to Student Writing: Implications for Second Language Students*, (New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2003), p.70

- Are motivated to produce higher-quality work, since they know their peers will be critiquing it.

2. Benefits of peer review for the students reviewers:

- Gain insights for their own work from reading the assignments of others
- See other approaches to an assignment or other perspectives to an issue
- Become familiar with important aspects of the assignment as they use the rubric or criteria to perform their review
- Improve their ability to read a paper critically
- Strengthen their communication skills, especially in respect to critiquing and providing feedback
- Gain knowledge of a wider variety of course topics.³⁹

In short, the advantages of peer review are; it provide opportunities for collaborative learning. The students learn to be better writer and to be better reader. Peer review can boost confidence, make writing a more positive learning activity, and help students develop greater independence in writing. The students can learn and develop with other. The students can gain a better

³⁹ Martin Kustati and Yuhardi, *the Effect of the Peer-Review Technique on Students' Writing Ability*, (Journal of Studies in English Language and Education, Volume 1 (2), 2014), p.74 available on www.jurnal.unsyah.ac.id (Accessed on January 29th, 2017)

understanding of their peers' difficulties in writing, and as a result they may gain more confidence in themselves.

2. Disadvantages of Peer Review

Harmer stated that not all students work well together, the success peer review may depend on exactly who is the reviewer and whose being reviewed.⁴⁰ For they do not work well, and sometimes not success peer review will make the written work not improved, even worse.

Moreover Zemach and Islam say, "Many writers even very good writer feel nervous or shy about their writing to read their peer."⁴¹ There is a possibility of students' ignore the problem that should be elaborated and the students spends a long time if the students not have the relevant knowledge and this technique becomes not effective. The writer would try to pair the peer reviewers based on their ability in English for maximum results.

Rollinson describes the disadvantages of using peer review on writing descriptive text, they are:

1. Time Constraints: Usually not enough time is allocated for peer review in writing class

⁴⁰ Jeremy Harmer, *How to Teach English*, (New England: Longman, 2002), p.56

⁴¹ Dorothy E. Zemach and Carlos Islam, *Paragraph Writing*, (New York: Macmillan, 2005), p.90

2. Students Characteristics: The students may not easily accept the idea that their peers are qualified to act as substitutes for the teacher, and critique their writing
3. Teacher Roles: The teacher might find difficulties to hand over a significant degree of responsibility to the students, since he or she will not be able to oversee each group simultaneously.⁴²

The writer paired the students based on their score that they got during process of studying in the previous semester from their English teacher. They writer would try to pair students who had the same ability in writing English.

E. Concept of Text

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.⁴³ Furthermore, text is a number of words to give a message to somebody in written or spoken.

Text has a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full

⁴² Paul Rollinson, *Using Peer Feedback in the ESL Writing Class*, (Journal of English Language Teaching, Volume 59 (1), 2005), p.25 available on elt.oxfordjournals.org (Accessed on January 12th, 2017)

⁴³ Mark Anderson and Kathy Anderson, *Text Type in English*, (Australia: Mackmillan,1997), p.1

semantic representation of their intended meanings.⁴⁴ Further, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.⁴⁵ It means that text is used as a communication by the writer with organized the structure of the text and grammatical of words, clauses and sentences.

The text structure is how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and coherent text.⁴⁶ According to Emilia that a text has texture and good characteristic, as follow:⁴⁷

1. Coherence

Coherence refers to a group clause or sentences relate with the context. Coherence divided into situational coherence and generic coherence. Situational coherencies 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

⁴⁴ Ken Hayland, *Teaching and Researching Writing* (2nd Ed), (Edinburgh Gate: Pearson, 2009), p.8.

⁴⁵ 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.

⁴⁶ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.3.

⁴⁷ Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqi, 2011), p.8.

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.

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 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.

Pardiyono says that there are nine kinds of text that must be taught by students:

a. Descriptive text

Descriptive is the type of text that describes an object.

b. Recount text

Recount text is the type of text about information in the past event.

c. Narrative text

Narrative text is the type of text about problematic story that has a climax and denouement as a solution in the end of the story. The story can be a fiction such as legend, fairy tale, myth, and fable.

d. Procedure text

Procedure text is the type of text to describe how something is accomplished through a sequence of actions or steps.

e. Explanation text

Explanation text is the type of text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

f. Report text

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

g. Exposition text

Exposition text is the type of text about argument or opinion of someone to perceive the problem.

h. Discussion text

Discussion text is the type of text to present (at least) two points of view about an issue.

i. News item

News item is the type of text about events of the day which are considered newsworthy or important.⁴⁸

⁴⁸ Pardiyo, *Aku Pasti Bisa: the Art of Teaching*, (Yogyakarta: Andi Publisher, 2010), pp.27-38

Based on those explanations, it can be concluded that there are many kinds of text. Teaching learning writing provided nine types of text that must be taught and the kinds of the text those must be mastered by the students in writing for increase the students writing ability.

In this research, the researcher will be only focuses in descriptive text as the form of writing that will be investigated because this kind of writing form is concluded as the material should be learnt by the students in the eighth grade. Moreover, the students have already learnt about it, so that the researcher will be easier to find out the problem from teaching and learning descriptive text writing.

F. Concept of Descriptive Text

1. Definition of Descriptive Text

Siahaan stated that description is a text containing two components, identification and description by which a writer describes a person, place, or a thing.⁴⁹ Additionally, Bencomo says that a descriptive text represents people, animals, places, or things.⁵⁰ From explanation above, descriptive writing is a type of writing that describes about something such as: an object such as things, places, animals or people specifically and to give specific information to reader.

⁴⁹ Sangnam siahaan, *Op. Cit.* p.89

⁵⁰ Gisela Bencomo, *CliffsAp Spanish Language*, (New York: Wiley Publishing, 2003), p.49

In addition Emilia says, “Descriptive is giving information about something or someone”.⁵¹ So, descriptive is how the writer to convey their message about someone or something to reader.

According to Nurdquist, descriptive is a rhetorical strategy using sensory details to portray a person, place, or thing.⁵² Furthermore, Haines argues,

“a description in an account that creates a vivid mental image. Description also may include or suggest time order because a person, place or object usually appears in a situation, or an incident usually occurs or suggests a scene. Getting a mental; picture of the person, place, object, scene, or situation help a writer discover his or her point about the subject being descried”.⁵³

It means that, descriptive is a imagination or suggestion from the writer to convey their message about a person, place or thing.

Pardiyono says that there are several things that we need to know and understand about descriptive writing. They are purpose, rhetorical structure, and grammatical pattern.⁵⁴

a. Purpose

Description is a type of written text, which has the specific function to give description about an object (human or non human).

b. Rhetorical structure

A descriptive writing has generic structure. They are:

⁵¹ Emi emilia, *Op. Cit* p.144

⁵² Richard nordquist, <http://grammar.about.com/od/d/g/description2ter.htm>

⁵³ Johan haines, http://www.ablongman.com/henry_rh/ch04pdf

⁵⁴ Pardiyono, *Op. Cit.* p. 34

1) Identification: general description about an object.

2) Description: specific description about an object.

c. Grammatical Pattern

1) Use declarative sentence

2) Use simple present tense

3) Use conjunction

From statements above, it can be concluded that descriptive is giving information about something or someone, that a containing two components, identifications and description which a writer describes a person, animal, place and things.

d. The Example of Descriptive Writing

My Beloved Mother

(Identification)

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

(Description)

My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person.

She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.

2. Concept of Descriptive Text Writing

Writing is the ways that we use to communicate with others by using language. Raimes says, “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”.⁵⁵ Consequently, writing is used to express someone’s feelings or ideas and makes the reader understand the purpose of writing, what we are going to inform or to say. It helps us to connect and share everything information from the writer to the reader. In writing, there are several types of writing form, such as descriptive, narrative, recount, etc. Therefore, this research focuses on descriptive text.

According to Pennington in Aris’ thesis descriptive is a text describes a person place, or thing. A good descriptive text uses words that help readers see, hear, smell, feel and taste the subject.⁵⁶ For this reason, descriptive text is to persuade the reader to see, hear, smell, feel and taste as the writer does.

Kane stated description is about sensory experience, but description also deals with other kinds of perception.⁵⁷ In short, descriptive is a kind of text that comes from the writer idea and experience, and a text that gives the reader some informations about someone, place or thing.

⁵⁵ Ann Raimes, *Technique in Teaching Writing*, (Oxford: Oxford University press, 1983), p.2

⁵⁶ Aris Rahmasari, *Implementation of Dictation Technique in Descriptive Paragraph writing of SMPN 1 Pagelaran Pringsewu*, (Bandar Lampung, IAIN Raden Intan Lampung Press Unpublished, 2011), p. 22.

⁵⁷ Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p. 22.

Based on the explanation above, descriptive text writing means that an ability to produce a text, which describes object that can be the readers' imagination. It briefly a certain kind of objects such as a person, a place, a thing, or an animal with good mastery of aspects of writing such as: content, organization, vocabulary, language, and mechanics.

G. Procedure of Teaching Descriptive Text Writing Using Peer Review Technique

In order peer review to be successful, students need guidance from their teacher so that they know what to look at when reading classmate's work. Harmer says, "When we asked our students to work on a new writing task, we may starts by getting them to read an example in the same genre, or we may start encouraging them to generate ideas and plants"⁵⁸. As the result before the teacher asking the students to do some tasks.

The process of peer reviewing, Ravelly and Ellis stated that students may still start off by writing on their own; however, once the first draft is done, they get their peers to read it and comment on it. They revise it, taking into account their peer review remarks.⁵⁹ it means, it could be inferred that the

⁵⁸ Jeremy Harmer, *How to Teach Writing, Op. Cit*, p.116

⁵⁹ Louise J. Ravelly and Robert A. Ellis, *Analyzing Academic Writing Contextual Framework*, (NewYork : Continuum, 2005), p.35

procedure of teaching descriptive writing by using peer review. In the context of the study, the steps of conducting peer review are arranged as follows.⁶⁰

1. Students are given the procedure of peer review

In this step, teacher explain how to do peer review and unsure that the students understand it. This activity involves explaining, demonstrating and especially modeling on how to peer review.

2. Students are asked to write the first draft of descriptive text based on the given topic.

3. Students asked to conduct peer review in pairs, exchanging their first draft one with another.

In this step, teacher asks the students to work in pair. Each students read and reviews their classmates draft. The teachers moving around to check whether or not the peer review technique is good applied.

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

In this step, the students make comments and suggestion 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

⁶⁰ Chandra arifiana, Improving Students' Skill in Writing Recount Text by Using Peer Review Technique (Skripsi English Department Faculty of Languages and Arts Semarang State University, Semarang, 2015), Pp.26-27

6. Students are asked to rewrite their descriptive text based on their peer feedback.

It can be concluded that procedure of teaching descriptive text writing using peer review technique includes: Students are given the procedure of peer review. Then they are asked to write the first draft of descriptive text based on the given topic, asked to conduct peer review in pairs, exchanging their first draft one with another, asked to deliver feedback on a peer review, asked to return the first draft and guideline sheets to the owner and the last, students are asked to rewrite their descriptive text based on their peer feedback.

H. Problems in Teaching and Learning Descriptive Text Writing

1. Teacher's Problem in Teaching Descriptive Text Writing

Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students. The teachers should be clear on what skills he/she is trying to develop. Then, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure students participation. However, many teachers agree that in the classroom, writing should get much attention as reading, speaking, and listening. According to Harmer, different from the

other language skills, writing tends to be a well-formed and pre-organized one.⁶¹ Furthermore, Brown argued that writing is a culturally specific and learned behavior. It means that writing skills are needed to be learnt (or taught) and depends on the cultural context of the learner.⁶² For that reason, Many teachers consider writing becomes most difficult subject of language skill to be taught.

Reid's study found that one of the problems of teachers in teaching writing is that the teacher himself has a problem with writing. Quoting Brookfield, Reid also stated that "the best teachers are probably those who have achieved their skill mastery, knowledge, and intellectual fluidity only after periods of struggle and anxiety".⁶³ It means that writing teachers have to go through a long period of time, and have a considerable amount of experience, to furnish their mastery of writing and teaching writing, and to perfect their techniques both in writing and in teaching it.

According Supriatna Teachers' knowledge and skills are necessary to be refreshed and updated since science and technology are growing so fast and the high competitiveness of living in modern society. Without refreshing or updating teachers' knowledge and skills, teachers may not be able to attract

⁶¹ Jeremy Harmer, *How to Teach English*, (New England: Longman, 2002), p.45

⁶² H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed)*, (California: Pearson ESL, 2000), p.70

⁶³ Reid, E. S, *Teaching Writing Teachers Writing: Difficulty, Exploration, And Critical Reflection. College Composition and Communication*, 61(2), (2009), p.201

students into learning engagement to provide students with appropriate hard and soft skills for competitive living in modern society, Current in service teacher training, it seems that current in-service teacher training at the provincial level did not work well. Most teachers in West Java Province have not had an opportunity to refresh and update their knowledge and skills since their teaching appointment.⁶⁴

In addition, Reid said that working through these difficulties within a supportive environment will increase teachers' empathy with students; their felt sense that processbased, student-centered teaching is effective; and their understanding of how to connect composition theories with pedagogical practices. In addition, writing assignments need to emphasize exploration rather than conclusiveness at all stages of the writing process. And finally, metacognitive writing about these difficult, exploratory assignments should be critically reflective, addressing the difficulty and the exploratory nature of the writing, and linking writing to teaching practices.⁶⁵

⁶⁴ Supriatna, A, *Indonesia 'S Issues And Challanges On Teacher Professional Development* (Journal Shosho,2012), pp. 29-42

⁶⁵ Reid, E. S, *Teaching Writing Teachers Writing: Difficulty, Exploration And Critical Reflection*, (Collega Composition And Communication, 2009), pp. 197-218

The previous study found that the difficulties faced by writing teachers may come from internal problems (the teachers themselves) and the external factors (the environment of the teaching).⁶⁶

- A. The internal difficulties may stem from the teachers' qualification (including their mastery of writing and their preferences to teach writing).
- B. The external factors may include:
 - a. the problems posed by the government (school policy, curricula),
 - b. the school (the lack of support and resources to allow a good teaching), the students (the lack of motivation and ability),
 - c. the language gap (the difference between English language and Bahasa Indonesia that often confuse the students),
 - d. And the society (the lack of support and understanding of how to help teachers improve the students' ability).

From the explanation above, it can be concluded that some of problems faced by teachers in the teaching writing are from internal and external factors difficulties. The internal factors are from the teachers' qualification (including their mastery of writing and their preferences to teach writing). The external factors include the problems posed by the government (school policy, curriculum), the school (the lack of support and resources to allow a good teaching), the students (the lack of motivation and ability), the

⁶⁶ Hasni Anisa, "*Teachers Difficulties In Teaching Writing Descriptive Texts*". (Thesis English Education Program Universitas Pendidikan Indonesia, Bandung, 2013), p. 2

language gap (the difference between English language and Bahasa Indonesia that often confuse the students), and the society (the lack of support and understanding of how to help teachers improve the students' ability).⁶⁷ All of those problems should be solved to make the teaching process successful in the class.

2. Student's Problem in Learning Descriptive Text Writing

In learning a foreign language, writing plays an important role, it is one component that links the four language skills of speaking, listening, reading, and writing all together. It provides the vital organs and flesh to the language, students should acquire and adequate number of words and should know how to use them accurately in context.⁶⁸ However in the practice of learning writing in the class, there are some obstacles which often happen in the process of learning writing. Writing has certain characteristics which seem to make it difficult for students to get grips with. Students in ESL class especially, about the time when students write in English, many for them feel worried and not confidence.⁶⁹ It means that, the students may experience difficulties in writing for a variety of reasons. In teaching writing where its

⁶⁷ Reid, E. S, *Teaching Writing Teachers Writing: Difficulty, Exploration, And Critical Reflection. College Composition and Communication*, 61(2), (2009), p.201

⁶⁸ Jeremy Harmer, *Op Cit*,p.153

⁶⁹ Jack C.Richard and Willy A.Renandya, *Methodology in Language Teaching*, (United States of America: Cambridge University Press, 2002), p.5

position as a foreign and second language, when the learners begin to write in English, they will face some problems to write, some problems as follows:⁷⁰

a) The problem in developing the ideas

Some students wrote many main ideas in one paragraph. The idea of the paragraph was still ambiguous. Sometimes, it is also found that some paragraphs were written in one sentence only. The idea of the paragraph was still not clear.

b) The problem in organizing the ideas to write a descriptive text.

A paragraph needs more than a unified point, its need a reasonable organization or sequence. The students have to organize their ideas into a good paragraph. The students have to make their writing readable. To write a descriptive paragraph, the students can organize their ideas by identifying the topic and give the description about the topic.

c) The students found difficulties in grammar

Grammar difficulties will influence certain patterns of how words are put together to form the correct sentences. It will make the ideas do develop well.

⁷⁰ Lailatul husna, et. Al. "An Analysis of Students' Writing Skill in Descriptive Text at grade XI IPA 1 of MAN 2 Padang", (*Journal English Language Teaching (ELT)*, Vol.1 No.2 (July 2013), p.2

d) Lack of vocabulary.

In students' process of write something, many problem could be found. Some students lack of vocabularies and they also have difficulties in developing their ideas related to their topic. Some students were still in doubt with choosing the correct word while composing descriptive text. Lack of vocabularies made the students confused in developing their ideas, in this case the students have to choose correct words that they need.

e) Spelling, punctuation and capitalization

When the students made some mistakes in mechanic aspect. Spelling, punctuation and capitalization difficulties can also affect the meaning of the sentences in a paragraph and made the reader confused on the contiguity meaning of the sentences even of the paragraph.

Based on the explanation above, there are many students' problem in learning descriptive text writing faced by the students includes the problem in developing the ideas, the problem in organizing the ideas to write a descriptive text, the students found difficulties in grammar, lack of vocabulary, spelling, punctuation and capitalization.

Additionally, there are some problems faced by the students in learning writing such as:⁷¹

⁷¹ Yohana P.Msanjila, *Nordic Journal of African Studies Problems of Writing in Kiswahili: Case Study of Kigurunyembe and Morogoro Secondary Schools in Tanzania*, 2005, p.17-18

a. Capitalization Problem

The capitalization appears that source of this problem is neither from mother tongue nor from L2 interference. Using capital letters correctly is a writing norm which is required in all language. It is a pedagogical problem which can be handled appropriately by professional teachers in schools. However the corpus reveals that many students use capital letters instead of small letters.

b. Punctuation Problem

Punctuation problem may also be the result of inadequate learning or poor teaching. The students use punctuation marks inappropriately. Their writing seems to indicate that these students do not understand how to use the punctuation marks correctly in conveying information accurately and effectively.

Example:

1) Apostrophe for plurals

This mistake is particularly common among foreigners who are learning English as a second language. After all, you would expect native English speaks to know how to form plurals right. The apostrophe is used to form contractions (e.g., it's time to go) and to indicate possession (e.g., Mary's car is blue), but never to form plurals.

2) The Comma Splice

When the comma is used to separate independent clauses, there must be a conjunction connecting them. If the conjunction is not there, we have a comma splice. You can fix this mistake by using a period instead of the comma or by adding a coordinating conjunction.

3) Quotation Marks for Emphasis

Quotation marks are mainly used to quote speech, sentence or words. They can also be used to denote irony. They can not be used, however to add emphasis to a word or sentence. It is not rare to find advertisements or promotional flyers carrying this error. If you want to add emphasis to a word, use the boldface type and not the quotation marks.

4) Multiple Punctuation marks

Unless you want to sound like an overly emotional teenager writing on my space, you should limit yourself to one exclamation point, regardless of how excited you might be when writing that sentence. The same applies to question marks and to the ellipsis (which should have only three dots). Also, keep in mind that exclamation points are not used that frequently in business and formal writing. If your text is loaded with them, you probably should review it.

5) Punctuation Outside the Quotation Marks

If you are writing in American English, other punctuation should go inside the quotation marks, even if it is not part of the quotation itself. British English, on the other hand, places punctuation that is not part of the quote sentence outside of the quotation marks.

6) The Missing Comma After Introductory Elements

Sometimes you want to give an introduction or provide a background to a certain sentence. That is fine, but do not forget to place a comma after that introductory element. Notice that an introductory element can be a sentence or a single word.

c. Inexplicitness or Fuzziness

Writing features which are necessary in order to help the readers to understand the intended meaning were inadequately used.

For example, the relationships of elements within and across the sentences were not effectively explained.

d. Poor Organization or Illogical Sequence

Like the problem of inexplicitness, poor organization or illogical sequence may also be said to originate from poor teaching in schools. The problem could be reduced by effective teaching, the creation of a wider reading and writing habit and involvement in discussions and debates.

e. Spelling Problem

This problem can only be minimized but we cannot say with certainty that it can be completely eradicated. It appears that the problem of spelling in writing is a persistent problem which applies even to professional writers, journalists, and academics.

f. Grammatical Errors

The grammatical errors found in the corpus are what Richards calls intralingua and developmental errors. Intralingua errors are those problems which reflect the general characteristics of the rule learning, faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply. Developmental errors, on the hand, illustrate that learner's attempt to try to build up hypotheses about the target language from his limited knowledge learnt in schools or naturally acquired.

Based on explanations above, the researcher concludes that the problems in learning writing faced by the students includes by the students includes the problem in developing the ideas, the problem in organizing the ideas to write a descriptive text, the students found difficulties in grammar, lack of vocabulary, spelling, punctuation and capitalization, inexplicitness, poor organization or illogical sequence, spelling problem, and grammatical errors.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, qualitative method in collecting and analyzing the data used by the researcher is qualitative research that produces descriptive data in the form of written words or oral from subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.¹ In other word, qualitative research serves the data in descriptive form not in numerical form.

Qualitative research is naturalistic research method because the research did on natural setting.² It means that in the researcher cannot make her own schedule in doing research.

The type of qualitative research used in this research was focus on description. With the focus on description research, the researcher sorted the data needed based on category. During the research, the researcher was functioned as an observer. The researcher observed teaching and learning process of descriptive text writing through peer review technique and also the students' activity during the teaching learning process carried by the teacher.

¹ Ag. Bambang Setiyadi, *Metode Penelitian untuk Penelitian Bahasa Asing*, (Yogyakarta: Graha Ilmu 2006), p.219.

² Sugiyono, *Metode Penelitian Kuantitatif dan R&D*, (Bandung: Alfabeta, 2011), p.7

B. Subject Of The Research

The people or participants who know the phenomenon of the problem selected by the researcher. The researcher chooses the English teacher and the students of the eighth B grade at SMP Negeri 1 Pagelaran as the subject of the research.

In conducting the research and to get the sample the researcher used purposive sampling technique to choose the participants. According to Setiyadi, Purposive sampling technique is the technique of selecting participants and sites intentionally to learn or understand the central phenomenon.³ In this case the researcher chose this class because the teacher said that most of the students' score in writing especially descriptive text still low although the teacher used peer review technique.

C. Data Collecting Technique

In this research, some steps conducted with intention of gaining the data from beginning until the end of teaching learning process used by the researcher. Therefore, in this research, the observation, interview and questioner to get the data of this research conducted by the researcher. The steps are follows:

³ Setiyadi, *op.cit*, page 30

a. Observation

Observation is the process of gathering open-ended, first-hand information by observing people and places at a research site.⁴ The researcher did not involve directly in the classroom activity. The researcher only made a note during the teaching learning process. In this case, the writer only noted, analyzed and made inferences about the object under study.

b. Interview

After observing their teaching learning process, the researcher also interviewed the teacher's problem in teaching descriptive text writing through peer review technique. Interview is a conversation between two (the interviewer and interviewee) where questions are asked by the interviewer to obtain information from the interview.⁵ According to Lodico there are five types of interview, they are: one-to-one, group interviews, structure interviews, semi-structure interviews, un-structure interviews.⁶

The researcher used one to one type's interview, because this technique was conducted to get the data from the teacher about the teaching learning process by using peer review technique. In addition, this interviewed aimed to make sure about the result of the observation and to get more data related to this research.

⁴ Jhon W. Creswell, *Educational Researrh*, (New Jersey: Prentice Hall, 2005), p.213

⁵ Sugiyono, Op.Cit. p. 137

⁶ Marguerite Lodico, *Methods in Educational Research : From Theory to Practice*, (San Fransisco: Jasey-bass,2006), p.139

c. Questionnaire

Questionnaire is a list of questions used by writer to get data from the students directly through a process of communication or ask questions.⁷ The writer gave questionnaire to the students in order to know the further opinions and to know the aspect that may influence the students' learning process and to confirm the answers given by their teacher. From collecting data through questionnaire, the writer found out the students respond toward the teaching and learning process.

The researcher distributed the questionnaire after the process of teaching descriptive text writing through peer review technique. The aimed found out problems faced by the students in learning descriptive text writing through peer review technique. Furthermore, in this research, the writer used close-ended questions and gave the questionnaire to the students. A close-ended question is a question format that limits respondents with a list of answer chose from which they must choice to answer the question.

D. Research Instrument

In this research, the researcher used some steps conduct with intention of gaining the data from the beginning until the end of the teaching learning process. Therefore, in this research, the writer conducted the observation,

⁷ Jhon Hendri, *Mereancang Kuosioner Riset Pemasaran*, <http://www.Stm.Kuosioner Riset Pemasaran University Gunadarma,edu, pdf>. Accesed on may 20th 2017, p.1

interview and the questionnaire as the data collecting technique of this research. The steps were as followed:

1. Observation

Observation is to explain the situation that we examine, the activities that take place, individuals who are involved in an activity and the relationship between the situation, event and individuals.⁸ Observation is properly used in the research which related with teaching learning process, students' activity and problem which may be arisen.

In this research, the researcher is an observer to get the data. The researcher is not involved directly in the classroom activity. The researcher makes a note during the teaching learning process. In this case, the researcher only takes note, analyzes and make inferences about object under study. By using this instrument the researcher used specification as follows:

Table 2
Observation Guideline

No.	Aspect	Indicators	No. Item	Total Item
1	The procedure of teaching writing by using peer review technique	To know the teacher uses peer review in teaching and learning process	1,2,3,4,5,6	6
2	Teacher's problem in teaching descriptive text writing	To know the teacher's problem in activity the classroom	7,8	2
3	Student's problem in learning descriptive text writing	To know the student's problem in teaching learning process	9,10,11, 12,13,14,	6

⁸ Bambang setiyadi, *Op.Cit*, p.239

2. Interview

The interview was used in collecting the data from the teacher. Interview is a conversation between two people (the interviewer and interviewee) where question is asked by the interviewer to obtain information from the interview.⁹

The researcher asks the teacher's opinions about the activity in teaching learning process through peer review technique, the teacher's problems in teaching descriptive text through peer review technique and the students' problems in learning descriptive text writing through peer review technique.

The interview is aimed to make sure about the result of the observation and to get more data related to the research. This technique involves collecting data from the teacher by the researcher. The aim is to make sure about the result of the observation and to find out problems faced by the teacher and students in teaching and learning descriptive text through peer review technique. Meanwhile, the interview grills used by the researcher are follows:

⁹ Sugiyono, *Metode Penelitian Pendidikan ;Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2009), p.137

Table 3
Specification of Interview

Aspect	Indicators	No Item	Total Item
	the teachers' qualification including their mastery of writing	3	1
	their preferences to teach writing	2	1
	the problems posed by the government (school policy, curriculum	4	1
	the school (the lack of support and resources to allow a good teaching), the students (the lack of motivation and ability	1	1
	the language gap (the difference between English language and Bahasa Indonesia that often confuse the students),	5	1
	The society (the lack of support and understanding of how to help teachers improve the students' ability	6	1
To know the general process of English learning activity	Ask the teacher whether she find student's difficulties in learning descriptive text writing	7	1
To know the problem during the process while applying peer review technique in teaching descriptive text writing	Ask the teacher what are the problem faced by students in learning descriptive text writing through peer review technique	8	1

3. Questionnaire

Questionnaire printed from the data including questions or statements to which the subjects are expected to respond.¹⁰ Questionnaire is a method

¹⁰ Suharsimi Arikunto, *Op.Cit*, p.226

used to get the data by giving question format that limits respondents with a list of answer choices from which they must choose to answer the question.

Setiyadi states that close-ended is a question that does not need to consider whether it should be answered with a long answer to a short or wide. Only need to be answered correctly or incorrectly.¹¹ The kind of questionnaire gives freedom to the participant to answer the question given.

The researcher gives questionnaire to the students in order to know the further opinions and to know the aspects that may influence the students learning process and to confirm the answers given by the teacher. In learning process there are many problems faced by the students in learning writing. The questionnaire appropriated with the students' difficulties in learning descriptive text writing and also learning descriptive text writing especially through peer review technique. While, the questionnaire that used by the teacher are as follows:

Table 4
Specification of Questionnaire

Aspect	Indicators	No. Item	Total Item
	To know the students problem in developing the ideas	1,2	2
	To know the students problem in organizing the ideas to write a descriptive text.	3	1
	To know the students found	5,7	2

¹¹ Setiyadi, *Op.Cit*, p. 199

	difficulties in grammar		
	To know the students Lack of vocabulary	6	1
	To know the students problem in Spelling, punctuation and capitalization	8	1
	To know students' opinion in learning descriptive text writing through peer review technique	9	1
	To know students respond in learning descriptive text writing through peer review technique	10	1

E. Research Procedure

The procedure of the research used as follows:

1. Finding the subject of the research. The subject is a class of students at the eighth grade at SMP Negeri 1 Pagelaran in the Academic Year of 2016/2017, especially class VIIIA along with the English teacher.
2. The researcher does the observation during the instruction and take some notes to all important events, the observation as follows:
 - a. The object of the observation is the students and teacher at the Eighth Grade at SMP Negeri 1 Pagelaran.
 - b. The time of the observation is done at the first semester in the Academic Year of 2017.

- c. Duration of the observation is until the researcher gets the result of the research.
 - d. The purpose of the observation is to find the result and data in this research.
3. The researcher interviews the teacher after the process of teaching learning.
 4. The researcher gives the questionnaire to the students about their problems in learning descriptive text writing.
 5. The researcher analyzes the notes of the observation, interview and questionnaire.
 6. The researcher reports the result of the data analysis to induce the research finding.

F. Data Trustworthiness

In qualitative research, the researcher has to reveal the data as the real life of the subject. This qualitative research uses some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation is employed. According to Setiyadi, triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research, because the attitude of human being is quite complex,

the use of single method in collecting the qualitative data is often considered not enough. There are 6 kinds of triangulation, there are:¹²

- a. Triangulation of time. Triangulation of time has two forms, there are cross-sectional and longitudinal. In cross-sectional, data collection carried out in the same time with the different group but in the longitudinal, data collection carried out from the same group with different time.
- b. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different place for similar data.
- c. Triangulation of theory, in triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.
- d. Triangulation of method, in triangulation of method the researcher use different method for collecting similar data.
- e. Researcher triangulation. In researcher triangulation, for collecting the same data it is done by some people.
- f. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with different approach, namely qualitative and quantitative so the researcher collects the both of data from those approach.

¹² *Ibid*, p.246

In this research, the researcher uses triangulation of method and time. In triangulation method, the researcher uses three data collecting techniques, and they are: observation, questionnaire, and interview. The researcher did this research as long as 2 times. The observation is focused on the teaching and learning descriptive text writing at the first semester of the eighth grade at SMP Negeri 1 Pagelaran with the theme bad experience and good experience. The interview conducts towards the teacher to get the data which can be uses to make sure about result of observation. The questionnaire is done towards the students to find out students problems in learning descriptive text writing through peer review technique. In triangulation of time, the researcher used longitudinal triangulation, because the researcher collects the data from the same group at different times.

By applying these triangulation techniques, the researcher expects the result of this research to be consistent for the data because the data is collected more than one time data source.

G. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification.¹³ In this research, the researcher analyzes the data by qualitative descriptive with the step as follows:

1. Data Reduction

The reduction of the data in this research means as process of selecting, focusing simplifying, abstracting, and transforming the data gained from the note of the interview and observation. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.¹⁴ In this case, the researcher selects the data derived from observation on teaching and learning process, interview to the teacher and questionnaire to the students.

2. Data Display

The next stage is to display the data from the result of the data reduction. The information gains from observation, interview, and questionnaire will gather and organize according to the research focus. From this display, the next conclusion and verification of the data will be applied.

Some activities in analyzing the data by the researcher in data display are:

¹³ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks : Sage Publications, 1994), p.12.

¹⁴ *Ibid.* p.10

a) Observing The Teaching and Learning Process

In this step the researcher observes the teaching and learning process by noting in the observation sheet to know how was the process of teaching and learning descriptive text writing through peer review technique. By observing the class the researcher knows how is the process of teaching and learning descriptive text through peer review technique.

b) Interviewing the Teacher

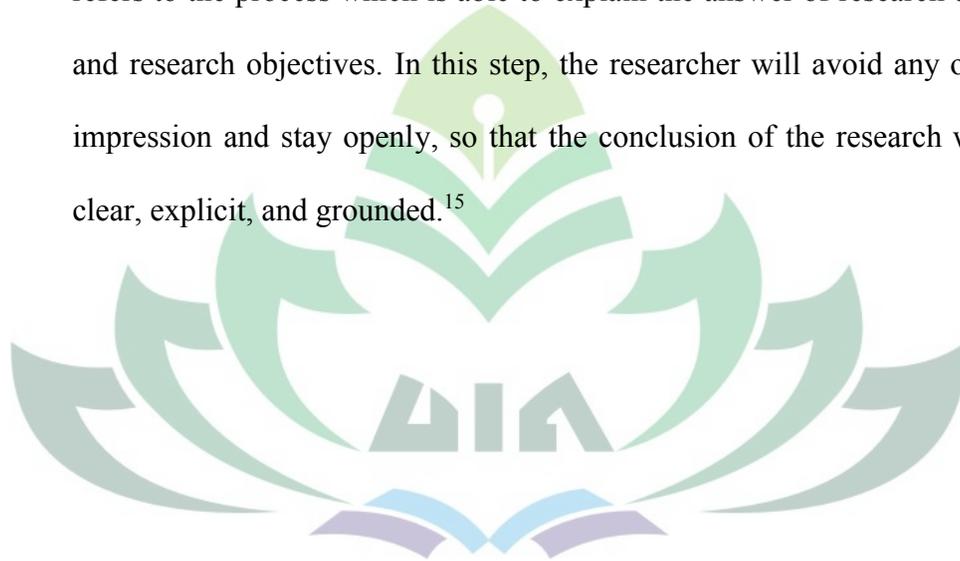
In this step, the researcher interviews the teacher to get information about what are the teacher's problems in teaching descriptive text writing through peer review technique. By interviewing the teacher, the researcher knows what are the teacher's problems in the teaching descriptive text writing through peer review technique.

c) Giving Questionnaire

In this step, the researcher gives questionnaire to the students. This step conducted to know what are the students' problem in learning descriptive text writing through peer review technique. From display the data, the researcher gets the conclusion in order to answer all about the research questions in this research.

3. Conclusion Drawing/Verification

The last step of analyzing data is conclusion drawing/ verification. Conclusion drawing involves stepping back to consider what the analyzed data mean to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entitled revising the data as many times as necessary to cross-check or verified these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives. In this step, the researcher will avoid any one-sided impression and stay openly, so that the conclusion of the research would be clear, explicit, and grounded.¹⁵



¹⁵ Matthew *Ibid*,p.13

CHAPTER IV

RESULT AND DISCUSSION

A. Research Implementation

The research was conducted to know the process of using peer review technique in teaching and learning descriptive text writing and problem faced by the teacher and the students at SMP Negeri 1 Pagelaran.

The research was done by using observation, interview and questionnaire as research instruments. Observation was used to know the process of teaching and learning descriptive text writing by using peer review technique and the problem faced by the teacher and the students in teaching and learning descriptive text writing, and the questionnaire used to know the problem and to confirm the data got in observation and interview in learning descriptive text writing faced by the students.

In the observation, the teacher and the students was observed in the process of teaching and learning descriptive text writing and also condition or the class's atmosphere during teacher and learning process. Then, the teacher was interviewed and students to find out their responses, problems and cause of problems faced by them in teaching and learning descriptive text writing through peer review technique. The next instrument was questionnaire. The student's questionnaire was given after teaching and learning process,

questionnaire was aimed to find out the students' problem in learning descriptive text writing through peer review technique and to confirm the data gained from observation and interview. Moreover, the additional data was collected such as school profile history and the condition of the students and the teacher.

The research was conducted to the eighth grade students at the first semester of SMP Negeri 1 Pagelaran in the academic year 2017/2018. The preliminary research was conducted on January 24th January 2017 and research from September 7th to September 14th 2017. In this research, the date was included or planned schedules of work as follows:

1. On January 24th 2017, The preliminary research was conducted in SMP Negeri 1 Pagelaran.
2. On September 4th 2017, The headmaster was met and got permission to do research at SMP Negeri 1 Pagelaran.
3. On September 4th 2017, The English teacher was met to discuss the lesson plan and also asked about time schedule of English class.
4. On September 7th 2017, The observation was conducted in the class.
5. On September 8th 2017, The teacher was interviewed.
6. On September 8th 2017, The questionnaire was given.
7. On September 14th 2017, The second observation was conducted in the class.
8. On September 15th 2017, The teacher was interviewed.
9. On September 15th 2017, The questionnaire was given to students.

B. Data Analysis

After collecting the data, the data was analyzed that consist of observation, interview, and questionnaire. According to Miles and Huberman there are three major phrases of data analysis, they are: data reduction, data display, and data conclusion drawing or verification.

1. Data Reduction

Data reduction is the first component or level in model of qualitative data analysis of Miles and Huberman theory. It referred to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.¹ in the case, the data was selected that used in her research. There were three instruments used to collect the data: observation, interview and questionnaire. The reason used observation became the key instrument in this research, whereas interview and questionnaire became the supporting instruments. Furthermore, in this case the researcher did time triangulation and method triangulation. The time triangulation and method triangulation can be explained by the researcher as below:

¹ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks: Sage Publications, 1994), p.12

A. Time Triangulation

1) Data of Observation

The researcher employed an observation (see appendix 4). To collect the data the researcher used observation, which became the main instruments. The observation was conducted to know the process of teaching and learning descriptive text writing through peer review technique . This research was conducted in two meetings, Every meeting had the same activities and the same material. The first meeting and second meeting the teacher taught about “*Describing People*”. In the first meeting, the teacher conducted pre-activity, main-activity and close-activity. For the second meeting was the same with the first meeting.

The teaching and learning process was observed the teaching and learning process in classroom, the students’ and teacher’s problems during teaching and learning descriptive text writing through peer review technique. In the process of observation, the researcher prepared the field note, observation checklist and hand phone to record and took pictures of teaching process. The data of observation had been identified in the following discussion.

First Meeting

In the first meeting, the research was conducted on Thursday, September 7th, 2017, at 08.25-09.30 am. Before teaching and learning was begun, the teacher prepared the material that would be given to the students.

a) Pre-Activity (Introduction)

The teacher opened the class by greeting and saying the prayer to the students. After that the teacher checked the students' attendance. Some of them responded loudly to show their enthusiasm and few of them responded calmly. After that the teacher checked students' attendant list by calling the students one by one built good relationship with the students by giving motivation for the students before starting the lesson. She reviewed the last lesson and built students' knowledge about the lesson.

b) Main-Activity

In the main activity, first the teacher reviewed precious lesson. The teacher stimulated the students with asked some question related to the descriptive text writing. The teacher asked some students about their knowledge about descriptive text writing. After that, the teacher introduced the material that would be taught. The teacher explained the material about descriptive text writing.

The teacher explained how to write a descriptive text, especially about “*Describing People*” and gave some examples. Before writing a descriptive text, teacher had to explain generic structure of descriptive text (Identification and Description).

After introducing some vocabularies, she suggested to the students to write. In the next step, teacher divided the students into 15 groups, every group consisted of 2 students. The teacher guided the students to make a first draft about descriptive text about people. For the example about their idol, the teacher asked the students to think of their favorite people. Then, asked the students to mention everything about their idol. Many students mentioned about their favorite people. But, the teacher chose mention the theme about “*Mother*”. The teacher drew what the students’ state. For example: “my idol is my mother”, students were asked to write the first draft of descriptive text based on the given topic.

For example:

- Teacher : What is your favorites idol?
- Students : my mother is my idol
- Teacher : ok, how about her, her face, her body, her job?

Based on your idea please make sentence about it.

Furthermore, the teacher guided students to make picture in their mind. What is her name, how did her face, behavior . Then, the teacher guided

the students to combine and arranged the sentence be good descriptive text. The teacher gave time the students to write their first draft. Students were asked to deliver feedback on a peer review. In this step, the students made comments and suggestion after reading their classmates' draft. The students focused on aspects of organization, content, grammar, punctuation and spelling, and style of quality expression. For the next step, the teacher asked the students to rewrite their descriptive text based on their peer feedback.

c) Close-Activity

This activity was done at the end of the lesson which can be in the form of summarizing, evaluating, reflecting, and following up activities. The teacher checked students' understanding about the lesson. Then the teacher gave an assignment to the students. In this stage, the teacher guided the students to make conclusion about the material that they learn. The teacher closed the lesson by saying (goodbye and see you next meeting) to the students.

Second Meeting

In the second meeting, the research was conducted on Wednesday, September 14th 2017, at 08.45-09.30 am. Before teaching and learning was begun, the teacher prepared the material in advanced.

a) Pre-Activity (Introduction)

The teachers opened the class by greeting to the students and checked the students' attendance list. In the second meeting the teaching activities are the same of the first meeting, but this meeting the teacher tried to change the activities in order to create a variation in the teaching and learning process. The material was "*Favorites Idol*". First of all the teacher starting by reviewed the students' comprehension of the last material. Firstly, the teacher greeted the students and checked the attendance list. The teacher reviewed the previous lesson.

b) Main-Activity

In the while activity, the teacher reviewed and reminded about last material. The students continued to made descriptive text through peer review technique. But, in this meeting the teacher gave different theme. The teacher asked the students made descriptive text with the theme favorite people. The teacher asked students to mention about their idol "*Favorites Idol*". They were enthusiasm to mention their idol. But the teacher chose which one best idol about "Jokowi". Same with the steps before, the teacher drew the students' state. The teacher explained about what the students were needed to make descriptive text.

In this step, teacher explained how to do peer review and unsure that the students understand it. This activity involves explaining, demonstrating and especially modeling on how to peer review. Students are asked to write

the first draft of descriptive text based on the given topic. In this step, teacher asked the students to work in pair. Each students read and reviews their classmates draft. The teachers moving around to check whether or not the peer review technique is good applied.

After that, the students make comments and suggestion after reading their classmates' draft. The students focus on aspects of content, grammar, punctuation and spelling, and style of quality expression. Then, the teacher and the students checked the text. The teacher checked students' understanding by randomly the students' these activities have function to found some error in text, such as the tenses use, the social function and so on.

In the last, the students were asked to return the first draft and guideline sheets to the owner. In the last the teacher asked the students to rewrite their descriptive text based on their peer feedback

c) Close-Activity

In the post activity, the teacher gave feedback to the students and point of some mistake. Then, the teacher closed the lesson.

From the data of observation above, it can be concluded that the data of first observation and the second observation were not the same. In the first meeting teacher did not explain how to do peer review and the teacher think that the students still understand it. but when the process of teaching and learning some of the students is difficult to remember about peer review technique and also the teacher did not clarify and not asked to peer to return

the draft and guideline sheet that they write to the owner, in this step the teacher directly the students asked to rewrite their descriptive text. But in the second meeting the teacher explain how to do peer review and asked to peer to return the draft and guideline sheet that they write to the owner. In this section, the teacher explains to the students all step peer review with clear. That is why, the researcher need omit or reduced the data of observation were not consistent.

1) Data of Interview

To support the data of the observation, the interview was conducted to know the problems faced by the teacher and her students during teaching and learning descriptive text writing through peer review technique which were conducted in two meetings. Every meeting had the same questions. There were ten questions that the researcher asked to the teacher (see Appendix 3A). The first point of interview was to know the teacher's problem during the process while applying peer review technique consisted of four questions. The second point of interview was to know the students' problems during learning process in the class consisted of five questions.

a. First Interview

In the first meeting, the researcher conducted the interview on Friday, September 8th, 2017 at 09.00 Am. There were nine questions that the researcher asked to the teacher about teacher's problem in teaching writing

and the students' problem in learning writing. It can be seen in the dialogue below:

- a. **Question** : Do you motivate the students before opening the class?
Answer : Yes, I gave motivation to the students by giving words that make the students motivated.
- b. **Question** :How do you evaluate the students and explain the material in the class??
Answer : I evaluated my students by giving a task and homework. So, I could show the students' progress and I explain the material by improving my ability in teaching. So, I do not teach by the monotonous way.
- c. **Question** : You had used peer review as technique . do you find the difficulties in apply peer review technique in descriptive text writing?
Answer : Yes, peer review is simple technique and easy to applied. But, some of students' had difficult in applied it
- d. **Question** : What the difficulties that faced students in learning writing by using peer review technique ?
Answer : I thought that the students got difficulties in arranging the text, grammar error, and they had not able expand their idea when made the text. They could not translate the words and also they had lack of vocabulary.
- e. **Question** : Do you had some experience in teaching writing ?
Answer :Yes, I had some experience in teaching writing by using strategy. But, during I taught English especially writing I used peer review technique. Because, this technique is the easier technique to be implemented.
- f. **Question** : From those six steps in peer review technique, which one the step that most difficult for you?
Answer : I thought that there was no steps that difficult for me to implement it.
- g. **Question** : How about the students language gap?
Answer : I think its the big problem because they were unnatural to use English and they felt more enjoy if using Indonesia language in the classroom. And their lack in vocabulary too, so it make their felt not confidents.
- h. **Question** : Do you had some media to teach descriptive text writing through peer review technique?

Answer : yes of course. I used picture, whiteboard and I wrote the material then, I explained it

i. **Question** : Can you control the class well?

Answer : Not really. Sometimes, i got difficulties in controlling the class' activity because some of the students were busy with their activity like chatting and it made the class noisy.

j. **Question** :How do you make the students to improve their ability in writing?

Answer : I always give the students motivation and in my class I usually use the some alternative way to make the students confidents and understands about the lesson.

a) Second Interview

In the second meeting, the researcher conducted the interview on Tuesday, September 15th, 2017 at 09.00 Am. There were nine questions that the researcher asked to the teacher about teacher's problem in teaching descriptive text writing and the students' problem in learning descriptive text writing. It can be seen in the dialogue below:

a. **Question** : Do you motivate the students before opening the class?

Answer : Yes, I gave motivation to the students by giving words that make the students motivated.

b. **Question** : How do you evaluate the students and explain the material in the class??

Answer : I evaluated my students by giving a task and homework. So, I could show the students' progress and I explain the material by improving my ability in teaching. So, I do not teach by the monotonous way.

c. **Question** :You had used peer review as technique . do you find the difficulties in apply peer review technique in descriptive text writing?

Answer : Yes, peer review is nor really easy to applied. because, some of students' had difficult in applied it make me sometime confused. The students sometimes lazy and did not understand what must they do, how to give the feedback.

- d. **Question** :What the difficulties that faced students in learning writing by using peer review technique ?
Answer : I thought that the students got difficulties in arranging the text, grammar error, and they had not able expand their idea when made the text. They could not translate the words and also they had lack of vocabulary.
- e. **Question** :Do you had some experience in teaching writing especially in using peer review technique?
Answer : Yes, I had some experience in teaching writing by using technique. But, sometimes i cannot apply this technique well. Because sometime the students difficult to give the comment although I was explain more this material before.
- f. **Question** :From those six steps in peer review technique, which one the step that most difficult for you?
Answer : The most difficult step in peer review is when the students are asked to peer review with their friends writing because sometimes there are some students that lazy and do not understand how to cooperate to correct their friend's writing
- g. **Question** : How about the students language gap?
Answer : i think its the big problem because they were unnatural to use English and they felt more enjoy if using Indonesia language in the classroom. And their lack in vocabulary too, so it make their felt not confidents.
- h. **Question** : Do you had some media to teach descriptive text writing through peer review technique?
Answer : yes of course. I used picture, whiteboard and I wrote the material then, I explained it
- i. **Question** :Can you control the class well?
Answer : Not really. Sometimes, i got difficulties in controlling the class' activity because some of the students were busy with their activity like chatting and it made the class noisy.
- j. **Question** :How do you make the students to improve their ability in writing?
Answer : I always give the students motivation and in my class I usually use the some alternative way to make the students confidents and understands about the lesson.

From the result of interview data to the teacher above, the researcher found that there were some of teacher's answers were not the same. The data

teacher's answers in the first interview and second interview which were not consistent were omitted. Here were the data which reduced by the researcher:

1. **Questions (C):** You had used peer review as technique . do you find the difficulties in apply peer review technique in descriptive text writing?

- **Explained** : in the question C, in the first interview the teacher answer that peer review is simple technique and easy to applied. But, some of students' had difficult in applied it, but in the second interview the teacher had different answer. The teacher told that peer review is nor really easy to applied. because, some of students' had difficult in applied it make me sometime confused. The students sometimes lazy and did not understand what must they do, how to give the feedback.. From the explained, the researcher concluded that the teacher's answer of first and second interview in question A was not consistent, so the researcher need to reduce it.

2. **Questions (E) :** Do you had some experience in teaching writing especially in using peer review technique?

- **Explained** : in the question E, in the first interview the teacher answer that she had some experience in teaching writing by using technique. But, during I taught English especially writing her used peer review technique. Because, this technique is the easier technique to be implemented but in the second interview that the teachers said she had some experience in teaching writing by using technique. But, sometimes she cannot apply this technique well.

Because sometime the students difficult to give the comment although she was explain more this material before. from the explained, the researcher concluded that the teacher's answer of first and second interview in question B was not consistent, so the researcher need to reduce it.

3. **Questions (F)** : From those six steps in peer review technique, which one the step that most difficult for you?

Explained : in the question F, in the first interview the teacher answer that I thought that there was no steps that difficult for me to implement it.. But in the second interview the teacher had different answer. In the second interview the teacher's answer that The most difficult step in peer review is when the students are asked to peer review with their friends writing because sometimes there are some students that lazy and do not understand how to cooperate to correct their friend's writing. From the explained, the researcher concluded that the teacher's answer of first and second interview in question C was not consistent, so the researcher need to reduce it.

2) Data of Questionnaire

The researcher also used questionnaire to support the observation and interview data. The questionnaire was conducted was to know the students' problems in learning descriptive text writing through peer review technique which were conducted in two meetings. Every meeting had the same questions. The questionnaire consisted of ten questions (see appendix 4A).

The first until ten question was to know the students' problems in learning descriptive text writing through peer review technique. Questionnaire was given to the whole students in Class VIII B which consisted of 26 students.

a. First questionnaire

In the first meeting, the researcher conducted the interview after observation on Friday, September 8th, 2017 at 09.30 Am. The result students' questionnaire can be seen as follows:

a) Respondent 1:

- Questionnaire number 1 : How do you think about English lesson?
Answer : Its really hard. I don't understand about it
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : sometimes I don't know what must i do
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : I difficulties in vocabulary
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : I cannot focus with one idea, because my friends always talking to me
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer :I difficult to use dictionary
- Questionnaire number 6 : what is the difficulties that you found in grammar when writing descriptive text?
Answer :I am not understand about grammar
- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?
Answer : sometimes I confused to composing sentence
- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : no, it easy for me.
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : I think that not really effective because sometimes my friends lazy to correct.
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?

Answer : I think it can improve the students ability.

b) Respondent 2:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I like English lesson, because my teacher really humble
- Questionnaire number 2 : In your opinion, what is the difficulties that you found in learning writing especially in descriptive text?
Answer : I difficult in grammar
- Questionnaire number 3 :what is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : sometimes I confused to give feedback
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : When i start to write, I difficult to focus with my idea in the class.
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : My knowledge about vocabulary really low.
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Because still lack of grammar.
- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : Sometimes I difficult to make the good sentence
- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I not face the difficulties.
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : I think it nor really effective
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : I think not really because some student don't know how to give feedback

c) Respondent 3:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I don't like English because I don't understand about this language
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : I don't know what is descriptive text.
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : about the vocabulary.
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?

- Answer : Because I not see what the teacher say
- Questionnaire number 5 : what is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : I don't understand about vocabulary
 - Questionnaire number 6 : what is the difficulties that you found in grammar when writing descriptive text?
Answer : Grammar is very difficult aspect in English subject.
 - Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : I confused how to composing the good sentences.
 - Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : it is the best aspect that I can.
 - Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Effective because it can make the student think more.
 - Questionnaire number 10 : What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : Yes, because with that we can more explore our ability in writing.

d) Respondent 4:

- Questionnaire number 1 : How do you think about English lesson?
Answer : Really funny because the teacher really humble
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : The difficulties in descriptive text that I don't understand.
- Questionnaire number 3 : What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : Because I was familiar with the Indonesian language.
- Questionnaire number 4 : What is your difficulties that you found when organize idea in writing descriptive text?
Answer : Yes because I was afraid of being wrong.
because
- Questionnaire number 5 : What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : Hard to write in English
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : I don't understand about tenses
- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?
Answer : No, because I was not too inhibited, just shy if I made mistakes.

- Questionnaire number 8 : what is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I really know about it
- Questionnaire number 9 : what is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : yes, because it can make me and friends more understand
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : Yes, but some times my friends that make me not confidents

e) Respondent 5:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I like this lesson because I like foreign language
- Questionnaire number 2 : In your opinion, what is the difficulties that you found in learning writing especially in descriptive text?
Answer : I not focus in the class
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : Because it was accustomed to use the Indonesian language than the English language
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : I found difficult to use English.
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : Confused, because sometimes did not understand.
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Because I did not mastered of English
- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : No, because less practice to say in a foreign language.
- Questionnaire number 8 : what is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I mastered in here
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Really effective
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : Yes, because I love English and I like to give comment in English

f) Respondent 6:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I don't like because I don't understand about English
I don't like, I don't know how I do when the teacher explain.
- Questionnaire number 2 : in your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : I don't know how to write about this text
- Questionnaire number 3 :what is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : because I lack of confident in writing.
- Questionnaire number 4 :what is your difficulties that you found when organize idea in writing descriptive text?
Answer : When I have an idea, then I must try to translate this my big problem
- Questionnaire number 5 :what is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : No, because less practice to say in a foreign language
- Questionnaire number 6 : what is the difficulties that you found in grammar when writing descriptive text?
Answer : lack of vocabulary
- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?
Answer : No, because I not confident with my self
- Questionnaire number 8 : what is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I not face the difficulties in this part
- Questionnaire number 9 : what is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Yes, because I can understand what is my problem with peer review the students can explore their ability
- Questionnaire number 10 :what is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : No, because less practice to say in a foreign language.

Respondent 7:

- Questionnaire number 1 : How do you think about English lesson?
Answer : Sometimes it easy but I lack vocabulary so I confused
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : I not really understand about English
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

Answer : Because I lack confidence and fear wrong

Questionnaire number 4 : what is your difficulties that you found when organize idea in writing descriptive text?

Answer : I very lack of vocabulary

- Questionnaire number 5 : what is your difficulties that you found in vocabulary when write descriptive text writing?

Answer : No, because I was not too inhibited, just shy if I made mistakes.

- Questionnaire number 6 : what is the difficulties that you found in grammar when writing descriptive text?

Answer : nothing.

Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?

Answer : because English was hard to understand.

Questionnaire number 8 : what is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text

Answer : Oh, it easy for me

- Questionnaire number 9 : what is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?

Answer : Yes, because we can explore our ability

- Questionnaire number 10 : what is your opinion about learning writing especially descriptive text use peer review that can improve your ability?

Answer : No, because I was not too inhibited, just shy if I made mistakes.

g) Respondent 8:

- Questionnaire number 1 : How do you think about English lesson?

Answer : I confused about this subject

- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?

Answer : I not faced the difficulties because the teacher explain clearly

- Questionnaire number 3 : What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

Answer : I was interested in writing process.

- Questionnaire number 4 : What is your difficulties that you found when organize idea in writing descriptive text?

Answer : It was difficult.

- Questionnaire number 5 : what is your difficulties that you found in vocabulary when write descriptive text writing?

Answer : No, because I not confident with my self

- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?

Answer : Confused, because sometimes did not understand.

- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?

- Answer : It was difficult.
- Questionnaire number 8 :What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I mastered English just in this part
 - Questionnaire number 9 : what is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : because when used English words was often wrong.
 - Questionnaire number 10 :what is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : No, because I not confident with my self

Respondent 9:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I really don't like, because its hard
- Questionnaire number 2 : in your opinion, what is the difficulties that you found in learning writing especially in descriptive text?
Answer : Sometimes descriptive text easy, but sometimes i not really understand
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : Difficult to understand.
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : It hard to understand and did not know the meaning.
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : Because English was hard to understand.
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Confused, because sometimes did not understand.
- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : Because less practice to write in a foreign language.
- Questionnaire number 8 :What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : This is my best part
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Confused, because sometimes did not understand.
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : Because English was hard to understand.

h) Respondent 10:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I really like this subject because the teacher explain the material clearly
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : I difficult to understand about descriptive text, I think its the hard lesson
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : I not face the difficulties, I was interested
- Questionnaire number 4 :what is your difficulties that you found when organize idea in writing descriptive text?
Answer : Because English was hard to understand.
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : It was difficult.
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Because was still did not understand the meaning of the whole English
- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?
Answer : I not confident with my self
- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I don't have problem
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Not confidents
- Questionnaire number 10 :what is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : I Yes, although I still shy with my ability

Respondent 11:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I like English because the teacher very good
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : Because it was difficult to understand
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : Because not mastered the word in English.
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?

Answer : The teacher always help, so I easy to organize my idea

- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?

Answer : I don't understand about English more sentence

- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?

Answer : Yes, the vocabulary was sometimes difficult to understand..

- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?

Answer : I was hard to write used a foreign language.

- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text

Answer : Nothing

- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?

Answer : No, Because more easy to give feedback in Indonesia language.

- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?

Answer : It was difficult.

Respondent 12:

- Questionnaire number 1 : How do you think about English lesson?

Answer : I don't understand about English

- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?

Answer : I can write descriptive text well because I love English lesson

- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

Answer : Hard to understand and hard to write

- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?

Answer : Because I was accustomed to use the Indonesian language.

- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?

Answer : Lack of vocabulary

- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?

Answer : Because I was still cannot write in English fluent I write in Indonesian.

- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?

Answer : because when used English words was often wrong.

- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text

Answer : I less confused but o can

- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?

Answer : Because I was less of confident and afraid of making mistakes when saying the word in a foreign language.

- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?

Answer : Yes, because i enjoy give comment

i) Respondent 13:

- Questionnaire number 1 : How do you think about English lesson?

Answer : Its really hard. I don't understand about it

- Questionnaire number 2 : In your opinion, what is the difficulties that you found in learning writing especially in descriptive text?

Answer : Because Indonesian language was easier than English.

- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

Answer : A friend who did not appreciate.

- Questionnaire number 4 :what is your difficulties that you found when organize idea in writing descriptive text?

Answer : Because I don't know how must I do

- Questionnaire number 5 :what is your difficulties that you found in vocabulary when write descriptive text writing?

Answer : I confused what must I write first

- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?

Answer : This is really hard for me.

- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?

Answer : Was interested writing process.

Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I can

- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?

Answer : Yes of course, I was interested in writing process

- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?

Answer : No, because sometime I don't know what must that I give in comment and feedback

Respondent 14:

- Questionnaire number 1 : How do you think about English lesson?
Answer : Sometimes it easy but I lack vocabulary so I confused
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : I not really understand about English
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : Because I lack confidence and fear wrong
- Questionnaire number 4 :what is your difficulties that you found when organize idea in writing descriptive text?
Answer : I very lack of vocabulary
- Questionnaire number 5 :what is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : No, because I was not too inhibited, just shy if I made mistakes.
- Questionnaire number 6 : what is the difficulties that you found in grammar when writing descriptive text?
Answer : nothing.
- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?
Answer : because English was hard to understand.
- Questionnaire number 8 : what is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : Oh, it easy for me
- Questionnaire number 9 : what is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Yes, because we can explore our ability
- Questionnaire number 10 :what is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : No, because I was not too inhibited, just shy if I made mistakes.

j) Respondent 15:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I don't like English because I don't understand about this language
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : I don't know what is descriptive text.
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : about the vocabulary.
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : Because I not see what the teacher say

- Questionnaire number 5 :what is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : I don't understand about vocabulary
- Questionnaire number 6 : what is the difficulties that you found in grammar when writing descriptive text?
Answer : Grammar is very difficult aspect in English subject.
- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : I confused how to composing the good sentences.
- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : it is the best aspect that I can.
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Effective because it can make the student think more.
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : Yes, because with that we can more explore our ability in writing.

Respondent 16:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I don't understand about English
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : I can write descriptive text well because I love English lesson
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : Hard to understand and hard to write
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : Because I was accustomed to use the Indonesian language.
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : Lack of vocabulary
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Because I was still cannot write in English fluent I write in Indonesian.
- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : because when used English words was often wrong.

- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I less confused but o can
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Because I was less of confident and afraid of making mistakes when saying the word in a foreign language.
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : Yes, because i enjoy give comment

Respondent 17:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I really don't like, because its hard
- Questionnaire number 2 : in your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : Sometimes descriptive text easy, but sometimes i not really understand
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : Difficult to understand.
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : It hard to understand and did not know the meaning.
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : Because English was hard to understand.
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Confused, because sometimes did not understand.
- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : Because less practice to write in a foreign language.
- Questionnaire number 8 :What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : This is my best part
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Confused, because sometimes did not understand.
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : Because English was hard to understand.

k) Respondent 18:

- Questionnaire number 1 : How do you think about English lesson?

- Answer : Its really hard. I don't understand about it
- Questionnaire number 2 : In your opinion, what is the difficulties that you found in learning writing especially in descriptive text?
Answer : Because Indonesian language was easier than English.
 - Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : A friend who did not appreciate.
 - Questionnaire number 4 :what is your difficulties that you found when organize idea in writing descriptive text?
Answer : Because I don't know how must I do
 - Questionnaire number 5 :what is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : I confused what must I write first
 - Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : This is really hard for me.
 - Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : Was interested writing process.
 - Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I can
 - Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Yes of course, I was interested in writing process
 - Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : No, because sometime I don't know what must that i give in comment and feedback

Respondent 19:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I like English because the teacher very good
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : Because it was difficult to understand
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : Because not mastered the word in English.
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : The teacher always help, so I easy to organize my idea
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : I don't understand about English more sentence

- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Yes, the vocabulary was sometimes difficult to understand..
- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : I was hard to write used a foreign language.
- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : Nothing
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : No, Because more easy to give feedback in Indonesia language.
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : It was difficult.

l) Respondent 20:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I don't like because I don't understand about English
I don't like, I don't know how i do when the teacher explain.
- Questionnaire number 2 : in your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : I don't know how to write about this text
- Questionnaire number 3 :what is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : because I lack of confident in writing.
- Questionnaire number 4 :what is your difficulties that you found when organize idea in writing descriptive text?
Answer : When I have an idea, then I must try to translate this my big problem
- Questionnaire number 5 :what is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : No, because less practice to say in a foreign language
- Questionnaire number 6 : what is the difficulties that you found in grammar when writing descriptive text?
Answer : lack of vocabulary
- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?
Answer : No, because I not confident with my self
- Questionnaire number 8 : what is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I not face the difficulties in this part

- Questionnaire number 9 : what is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Yes, because I can understand what is my problem with peer review the students can explore their ability
- Questionnaire number 10 :what is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : No, because less practice to say in a foreign language.

m) Respondent 21:

- Questionnaire number 1 : How do you think about English lesson?
Answer : Its really hard. I don't understand about it
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : sometimes I don't know what must i do
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : I difficulties in vocabulary
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : I cannot focus with one idea, because my friends always talking to me
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer :I difficult to use dictionary
- Questionnaire number 6 : what is the difficulties that you found in grammar when writing descriptive text?
Answer :I am not understand about grammar
- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?
Answer : sometimes I confused to composing sentence
- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : no, it easy for me.
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : I think that not really effective because sometimes my friends lazy to correct.
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : I think it can improve the students ability.

n) Respondent 22:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I confused about this subject
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?

Answer : I not faced the difficulties because the teacher explain clearly

- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

Answer : I was interested in writing process.

- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?

Answer : It was difficult.

- Questionnaire number 5 :what is your difficulties that you found in vocabulary when write descriptive text writing?

Answer : No, because I not confident with my self

- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?

Answer : Confused, because sometimes did not understand.

- Questionnaire number 7 :What is the difficulties that you faced when composing sentence in descriptive text?

Answer : It was difficult.

- Questionnaire number 8 :What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text

Answer : I mastered English just in this part

- Questionnaire number 9 : what is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?

Answer : because when used English words was often wrong.

- Questionnaire number 10 :what is your opinion about learning writing especially descriptive text use peer review that can improve your ability?

Answer : No, because I not confident with my self

o) Respondent 5:

- Questionnaire number 1 : How do you think about English lesson?

Answer : I like this lesson because I like foreign language

- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?

Answer : I not focus in the class

- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

Answer : Because it was accustomed to use the Indonesian language than the English language

- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?

Answer : I found difficult to use English.

- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?

Answer : Confused, because sometimes did not understand.

- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?

- Answer : Because I did not mastered of English
- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : No, because less practice to say in a foreign language.
- Questionnaire number 8 : what is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I mastered in here
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Really effective
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : Yes, because I love English and I like to give comment in English

p) Respondent 10:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I really like this subject because the teacher explain the material clearly
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : I difficult to understand about descriptive text, I think its the hard lesson
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : I not face the difficulties, I was interested
- Questionnaire number 4 :what is your difficulties that you found when organize idea in writing descriptive text?
Answer : Because English was hard to understand.
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : It was difficult.
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Because was still did not understand the meaning of the whole English
- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?
Answer : I not confident with my self
- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I don't have problem
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?

Answer : Not confident

- Questionnaire number 10 : what is your opinion about learning writing especially descriptive text use peer review that can improve your ability?

Answer : I Yes, although I still shy with my ability

q) Respondent 25:

- Questionnaire number 1 : How do you think about English lesson?

Answer : I like English lesson, because my teacher really humble

- Questionnaire number 2 : In your opinion, what is the difficulties that you found in learning writing especially in descriptive text?

Answer : I difficult in grammar

- Questionnaire number 3 : what is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

Answer : sometimes I confused to give feedback

- Questionnaire number 4 : What is your difficulties that you found when organize idea in writing descriptive text?

Answer : When i start to write, I difficult to focus with my idea in the class.

- Questionnaire number 5 : What is your difficulties that you found in vocabulary when write descriptive text writing?

Answer : My knowledge about vocabulary really low.

- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?

Answer : Because still lack of grammar.

- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?

Answer : Sometimes I difficult to make the good sentence

- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text

Answer : I not face the difficulties.

- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?

Answer : I think it nor really effective

- Questionnaire number 10 : What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?

Answer : I think not really because some student dont know how to give feedback

r) Respondent 26:

- Questionnaire number 1 : How do you think about English lesson?

Answer : Really funny because the teacher really humble

- Questionnaire number 2 : In your opinion, what is the difficulties that you found in learning writing especially in descriptive text?

Answer : The difficulties in descriptive text that I don't understand.

- Questionnaire number 3 : What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

- Answer : Because I was familiar with the Indonesian language.
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : Yes because I was afraid of being wrong.
because
 - Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : Hard to write in English
 - Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : I don't understand about tenses
 - Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?
Answer : No, because I was not too inhibited, just shy if I made mistakes.
 - Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I really know about it
 - Questionnaire number 9 : what is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : yes, because it can make me and friends more understand
 - Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : Yes, but some times my friends that make me not confidents

b. Second questionnaire

In the second meeting, the researcher conducted the interview after observation on Friday, September 15rd, 2017 at 11.30. The result students' questionnaire can be seen as follows:

a) Respondent 1:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I like English because the teacher very good
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : Because it was difficult to understand
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : Because not mastered the word in English.

- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : I cannot focus with one idea, because my friends always talking to me
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : I don't understand about English more sentence
- Questionnaire number 6 : what is the difficulties that you found in grammar when writing descriptive text?
Answer : Yes, the vocabulary was sometimes difficult to understand..
- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?
Answer : sometimes I confused to composing sentence
- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : no, it easy for me.
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : I think that not really effective because sometimes my friends lazy to correct.
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : I think it can improve the students ability.

b) Respondent 2:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I like English lesson, because my teacher really humble
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : I difficult in grammar
- Questionnaire number 3 :what is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : sometimes I confused to give feedback
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : When I have an idea, then I must try to translate this my big problem
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : My knowledge about vocabulary really low.
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text? lack of vocabulary
- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?

- Answer : Sometimes I difficult to make the good sentence
- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I not face the difficulties.
 - Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Yes, because I can understand what is my problem with peer review the students can explore their ability
 - Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : I think not really because some student don't know how to give feedback

c) Respondent 3:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I don't like English because I don't understand about this language
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : Because Indonesian language was easier than English
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : A friend who did not appreciate..
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : Because I not see what the teacher say
- Questionnaire number 5 :what is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : I confused what must I write first
- Questionnaire number 6 : what is the difficulties that you found in grammar when writing descriptive text?
Answer : Grammar is very difficult aspect in English subject.
- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : I confused how to composing the good sentences.
- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : it is the best aspect that I can.
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Effective because it can make the student think more.
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?

Answer : Yes, because with that we can more explore our ability in writing.

d) Respondent 4:

- Questionnaire number 1 : How do you think about English lesson?
Answer : Really funny because the teacher really humble
- Questionnaire number 2 : In your opinion, what is the difficulties that you found in learning writing especially in descriptive text?
Answer : I not focus in the class.
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : Because I was familiar with the Indonesian language.
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : I found difficult to use English
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : Hard to write in English
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Because I did not mastered of English
- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?
Answer : No, because less practice to say in a foreign language.
- Questionnaire number 8 : what is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I really know about it
- Questionnaire number 9 : what is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : yes, because it can make me and friends more understand
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : Yes, but some times my friends that make me not confidents

e) Respondent 5:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I like this lesson because I like foreign language
- Questionnaire number 2 : In your opinion, what is the difficulties that you found in learning writing especially in descriptive text?
Answer : I not focus in the class
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

Answer : Because it was accustomed to use the Indonesian language than the English language

- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?

Answer : When I start to write, i difficult to focus with my idea in the class.

- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?

Answer : My knowledge about vocabulary really low.

- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?

Answer : Because I did not mastered of English

- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?

Answer : No, because less practice to say in a foreign language.

- Questionnaire number 8 : what is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text

- Answer : I mastered in here

- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?

Answer : Really effective

- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?

Answer : Yes, because I love English and I like to give comment in English

f) Respondent 6:

- Questionnaire number 1 : How do you think about English lesson?

Answer : I don't like because I don't understand about English

I don't like, I don't know how I do when the teacher explain.

- Questionnaire number 2 : in your opinion, what is the difficulties that your found in learning writing especially in descriptive text?

Answer : I difficult to understand about descriptive text, I think its the hard lesson

Questionnaire number 3 :what is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

Answer : because I lack of confident in writing.

- Questionnaire number 4 :what is your difficulties that you found when organize idea in writing descriptive text?

Answer : When I have an idea, then I must try to translate this my big problem

- Questionnaire number 5 :what is your difficulties that you found in vocabulary when write descriptive text writing?

Answer : No, because less practice to say in a foreign language

- Questionnaire number 6 : what is the difficulties that you found in grammar when writing descriptive text?

Answer : lack of vocabulary

- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?

Answer : No, because I not confident with my self

- Questionnaire number 8 : what is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text

Answer : I not face the difficulties in this part

- Questionnaire number 9 : what is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?

Answer : Yes, because I can understand what is my problem with peer review the students can explore their ability

- Questionnaire number 10 :what is your opinion about learning writing especially descriptive text use peer review that can improve your ability?

Answer : No, because less practice to say in a foreign language.

Respondent 7:

- Questionnaire number 1 : How do you think about English lesson?

Answer : I like English lesson, because my teacher really humble

- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?

Answer : I not really understand about English

- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

Answer : Because I lack confidence and fear wrong

- Questionnaire number 4 :what is your difficulties that you found when organize idea in writing descriptive text?

Answer : I very lack of vocabulary

- Questionnaire number 5 :what is your difficulties that you found in vocabulary when write descriptive text writing?

Answer : No, because I was not too inhibited, just shy if I made mistakes.

- Questionnaire number 6 : what is the difficulties that you found in grammar when writing descriptive text?

Answer : nothing.

- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?

Answer : because English was hard to understand.

- Questionnaire number 8 : what is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text

Answer : Oh, it easy for me

- Questionnaire number 9 : what is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Yes, because we can explore our ability
- Questionnaire number 10 :what is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : No, because I was not too inhibited, just shy if I made mistakes.

g) Respondent 8:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I less confused but o can
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : I not faced the difficulties because the teacher explain clearly
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : I was interested in writing process.
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : It was difficult.
- Questionnaire number 5 :what is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : No, because I not confident with my self
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Because I was still cannot write in English fluent I write in Indonesian.
- Questionnaire number 7 :What is the difficulties that you faced when composing sentence in descriptive text?
Answer : It was difficult.
- Questionnaire number 8 :What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I mastered English just in this part
- Questionnaire number 9 : what is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Because I was less of confident and afraid of making mistakes when saying the word in a foreign language.
- Questionnaire number 10 :what is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : Yes, because i enjoy give comment

h) Respondent 9:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I really don't like, because its hard
- Questionnaire number 2 : in your opinion, what is the difficulties that your found in learning writing especially in descriptive text?

Answer : The difficulties in descriptive text that I don't understand.

- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

Answer : Difficult to understand.

- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?

Answer : It hard to understand and did not know the meaning.

- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?

Answer : Yes because I was afraid of being wrong.

- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?

Answer : Confused, because sometimes did not understand.

Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?

Answer : Because less practice to write in a foreign language.

Questionnaire number 8 :What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text

Answer : This is my best part

- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?

Answer : Confused, because sometimes did not understand.

- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?

Answer : Because English was hard to understand.

i) Respondent 10:

- Questionnaire number 1 : How do you think about English lesson?

Answer : Its really hard. I don't understand about it

- Questionnaire number 2 : In your opinion, what is the difficulties that you found in learning writing especially in descriptive text?

Answer : I difficult to understand about descriptive text, I think its the hard lesson

- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

Answer : I not face the difficulties, I was interested

- Questionnaire number 4 :what is your difficulties that you found when organize idea in writing descriptive text?

Answer : Because English was hard to understand.

- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?

Answer : It was difficult.

- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?

Answer : Because was still did not understand the meaning of the whole English

- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?

Answer : It was difficult

- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text

Answer : I don't have problem

- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?

Answer : because when used English words was often wrong

- Questionnaire number 10 :what is your opinion about learning writing especially descriptive text use peer review that can improve your ability?

Answer : No, because I not confident with my self

j) Respondent 11:

- Questionnaire number 1 : How do you think about English lesson?

Answer : I like English because the teacher very good

- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?

Answer : I not really understand about English

- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

Answer : Because I lack confidence and fear wrong.

- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?

Answer : The teacher always help, so I easy to organize my idea

- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?

Answer : I don't understand about English more sentence

- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?

Answer : Yes, the vocabulary was sometimes difficult to understand..

- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?

Answer : because English was hard to understand.

Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text

Answer : Nothing

- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?

Answer : No, Because more easy to give feedback in Indonesia language.

- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : It was difficult.

k) Respondent 12:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I don't like English because I don't understand about this language
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : I can write descriptive text well because I love English lesson
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : Hard to understand and hard to write
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : Because I was accustomed to use the Indonesian language.
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : Lack of vocabulary
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Because I was still cannot write in English fluent I write in Indonesian.
- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : because when used English words was often wrong.
- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : it is the best aspect that I can.
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Because I was less of confident and afraid of making mistakes when saying the word in a foreign language.
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : Yes, because with that we can more explore our ability in writing.

l) Respondent 13:

- Questionnaire number 1 : How do you think about English lesson?
Answer : Its really hard. I don't understand about it
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?

Answer : Because Indonesian language was easier than English.

- Questionnaire number 3 : What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

Answer : A friend who did not appreciate.

- Questionnaire number 4 : what is your difficulties that you found when organize idea in writing descriptive text?

Answer : Because I don't know how must I do

- Questionnaire number 5 : what is your difficulties that you found in vocabulary when write descriptive text writing?

Answer : Because English was hard to understand.

- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?

Answer : This is really hard for me.

- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?

Answer : Was interested writing process.

Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text

Answer : This is my best part

- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?

Answer : Confused, because sometimes did not understand.

- Questionnaire number 10 : What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?

Answer : No, because sometime I don't know what must that I give in comment and feedback

m) Respondent 14:

- Questionnaire number 1 : How do you think about English lesson?

Answer : Sometimes it easy but I lack vocabulary so I confused

- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?

Answer : I not really understand about English

- Questionnaire number 3 : What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

Answer : Because I lack confidence and fear wrong

Questionnaire number 4 : what is your difficulties that you found when organize idea in writing descriptive text?

Answer : I very lack of vocabulary

- Questionnaire number 5 : what is your difficulties that you found in vocabulary when write descriptive text writing?

Answer : No, because I was not too inhibited, just shy if I made mistakes.

- Questionnaire number 6 : what is the difficulties that you found in grammar when writing descriptive text?
Answer : nothing.
- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?
Answer : because English was hard to understand.
- Questionnaire number 8 : what is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : Oh, it easy for me
- Questionnaire number 9 : what is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Yes, because we can explore our ability
- Questionnaire number 10 :what is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : No, because I was not too inhibited, just shy if I made mistakes.

n) Respondent 15:

- Questionnaire number 1 : How do you think about English lesson?
Answer : Its really hard. I don't understand about it
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : I don't know what is descriptive text.
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : about the vocabulary.
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : Because I don't know how must I do
- Questionnaire number 5 :what is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : I don't understand about vocabulary
- Questionnaire number 6 : what is the difficulties that you found in grammar when writing descriptive text?
Answer : This is really hard for me.
- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : I confused how to composing the good sentences.
- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : it is the best aspect that I can.
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Yes of course, I was interested in writing process
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?

Answer : Yes, because with that we can more explore our ability in writing.

o) Respondent 16:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I don't understand about English
- Questionnaire number 2 : In your opinion, what is the difficulties that you found in learning writing especially in descriptive text?
Answer : I can write descriptive text well because I love English lesson
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : Hard to understand and hard to write
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : Because I not see what the teacher say.
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : Lack of vocabulary
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Because I was still cannot write in English fluent I write in Indonesian.
- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : because when used English words was often wrong.
- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I less confused but o can
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Because I was less of confident and afraid of making mistakes when saying the word in a foreign language.
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : Yes, because i enjoy give comment

p) Respondent 17:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I really don't like, because its hard
- Questionnaire number 2 : in your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : Sometimes descriptive text easy, but sometimes i not really understand
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : Difficult to understand.

- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : Yes because I was afraid of being wrong.
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : Because English was hard to understand.
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Confused, because sometimes did not understand.
- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : Because less practice to write in a foreign language.
- Questionnaire number 8 :What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : This is my best part
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Confused, because sometimes did not understand.
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : Because English was hard to understand.

q) Respondent 18:

- Questionnaire number 1 : How do you think about English lesson?
Answer : Its really hard. I don't understand about it
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : Because Indonesian language was easier than English.
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : A friend who did not appreciate.
- Questionnaire number 4 :what is your difficulties that you found when organize idea in writing descriptive text?
Answer : Because I don't know how must I do
- Questionnaire number 5 :what is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : Because English was hard to understand
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Confused, because sometimes did not understand.
- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : Because less practice to write in a foreign language

- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I can
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Confused, because sometimes did not understand
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : No, because sometime I don't know what must that I give in comment and feedback

r) Respondent 19:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I like English because the teacher very good
- Questionnaire number 2 : In your opinion, what is the difficulties that you found in learning writing especially in descriptive text?
Answer : I not really understand about English
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : Because not mastered the word in English.
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : The teacher always help, so I easy to organize my idea
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : I don't understand about English more sentence
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Yes, the vocabulary was sometimes difficult to understand..
- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : I was hard to write used a foreign language.
- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : Nothing
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : No, Because more easy to give feedback in Indonesia language.
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : No, because I was not too inhibited, just shy if I made mistakes.

s) Respondent 20:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I really like this subject because the teacher explain the material clearly
- Questionnaire number 2 : in your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : I difficult to understand about descriptive text, I think its the hard lesson
- Questionnaire number 3 :what is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : because I lack of confident in writing.
- Questionnaire number 4 :what is your difficulties that you found when organize idea in writing descriptive text?
Answer : When I have an idea, then I must try to translate this my big problem
- Questionnaire number 5 :what is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : It was difficult.
- Questionnaire number 6 : what is the difficulties that you found in grammar when writing descriptive text?
Answer : lack of vocabulary
- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?
Answer : I not confident with my self
- Questionnaire number 8 : what is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I don't have problem
- Questionnaire number 9 : what is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Yes, because I can understand what is my problem with peer review the students can explore their ability
- Questionnaire number 10 :what is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : No, because less practice to say in a foreign language.

t) Respondent 21:

- Questionnaire number 1 : How do you think about English lesson?
Answer : Its really hard. I don't understand about it
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : Because it was difficult to understand
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : I difficulties in vocabulary

- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : I cannot focus with one idea, because my friends always talking to me
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer :I difficult to use dictionary
- Questionnaire number 6 : what is the difficulties that you found in grammar when writing descriptive text?
Answer : Yes, the vocabulary was sometimes difficult to understand
- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?
Answer : sometimes I confused to composing sentence
- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : no, it easy for me.
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : I think that not really effective because sometimes my friends lazy to correct.
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : I think it can improve the students ability.

u) Respondent 22:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I don't understand about English
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : I not faced the difficulties because the teacher explain clearly
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : I was interested in writing process.
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : It was difficult.
- Questionnaire number 5 :what is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : No, because I not confident with my self
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Because I was still cannot write in English fluent I write in Indonesian.

- Questionnaire number 7 :What is the difficulties that you faced when composing sentence in descriptive text?
Answer : It was difficult.
- Questionnaire number 8 :What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I mastered English just in this part
- Questionnaire number 9 : what is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : because when used English words was often wrong.
- Questionnaire number 10 :what is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : Yes, because i enjoy give comment

v) Respondent 23:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I like this lesson because I like foreign language
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : I not focus in the class
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : sometimes I confused to give feedback
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : I found difficult to use English.
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : Confused, because sometimes did not understand.
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Because I did not mastered of English
- Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : No, because less practice to say in a foreign language.
- Questionnaire number 8 : what is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I mastered in here
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : Really effective
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?

Answer : Yes, because I love English and I like to give comment in English

w) Respondent 24:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I really like this subject because the teacher explain the material clearly
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : I difficult to understand about descriptive text, I think its the hard lesson
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : I not face the difficulties, I was interested
- Questionnaire number 4 :what is your difficulties that you found when organize idea in writing descriptive text?
Answer : Because English was hard to understand.
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : It was difficult.
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Because was still did not understand the meaning of the whole English
- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?
Answer : I not confident with my self
- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I mastered English just in this part
- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : because when used English words was often wrong.
- Questionnaire number 10 :what is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : I Yes, although i still shy with my ability

x) Respondent 25:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I like English lesson, because my teacher really humble
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : I difficult in grammar
- Questionnaire number 3 :what is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

- Answer : sometimes I confused to give feedback
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : When i start to write, i difficult to focus with my idea in the class.
 - Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : My knowledge about vocabulary really low.
 - Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : Because still lack of grammar.
 - Questionnaire number 7 : What is the difficulties that you faced when composing sentence in descriptive text?
Answer : Sometimes I difficult to make the good sentence
 - Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I not face the difficulties.
 - Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : I think it nor really effective
 - Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : I think not really because some student don't know how to give feedback

y) Respondent 26:

- Questionnaire number 1 : How do you think about English lesson?
Answer : I like this lesson because I like foreign language
- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?
Answer : The difficulties in descriptive text that I don't understand.
- Questionnaire number 3 :What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?
Answer : Because I was familiar with the Indonesian language.
- Questionnaire number 4 :What is your difficulties that you found when organize idea in writing descriptive text?
Answer : Yes because I was afraid of being wrong.
because
- Questionnaire number 5 :What is your difficulties that you found in vocabulary when write descriptive text writing?
Answer : Hard to write in English
- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?
Answer : I don't understand about tenses

- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?
Answer : No, because I was not too inhibited, just shy if I made mistakes.
- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text
Answer : I mastered in here
- Questionnaire number 9 : what is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?
Answer : yes, because it can make me and friends more understand
- Questionnaire number 10 :What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?
Answer : Yes, because I love English and i like to give comment in English

From the result of questionnaire data to the student above, the researcher found that there were some of students' answers did not consistent. The data students' answers in the first interview and second interview which were not consistent were omitted. Here were the data which reduced by the researcher:

- Questionnaire number 1 : How do you think about English lesson
Explained : In the questionnaire number 1, the respondent 1 answer that like English because the teacher very good, but in the second questionnaire the respondent 1 had different answer. In the second questionnaire respondent 1 answer that Its really hard and don't understand about it.

Next, the respondent 7 answer for the first questionnaire that I don't like English because i don't understand about this language, but in the second questionnaire respondent 7 had different answer. In the second

questionnaire respondent 7 answer that Sometimes it easy but I lack vocabulary so I confused. The respondent 8 answer for the first questionnaire that dont understand about English, but in the second questionnaire respondent 8 had different answer. In the second questionnaire respondent 8 answer that I confused about this subject.

Next, the respondent 10 answer for the first questionnaire that Its really hard. I dont understand about it, but in the second questionnaire respondent 10 had different answer. In the second questionnaire respondent 10 answer that caused they were often inhibited because I really like this subject because the teacher explain the material clearly. The respondent 12 answer for the first questionnaire that because I dont like English because I don't understand about this language, but in the second questionnaire respondent 12 had different answer. In the second questionnaire respondent 12 answer that caused they were often inhibited because I don't understand about English.

In addition, the respondent 15 answer for the first questionnaire that because : Its really hard. I don't understand about it, but in the second questionnaire respondent 15 had different answer. In the second questionnaire respondent 15 answer that caused I don't like English because i dont understand about this language The respondent 20 answer for the first questionnaire that because I really like this subject because the teacher explain the material clearly, but in the second questionnaire

respondent 20 had different answer. In the second questionnaire respondent 20 answer that I don't like because I don't understand about English I don't like, I don't know how i do when the teacher explain. The respondent 22 answer for the first questionnaire that I don't understand about English, but in the second questionnaire respondent 22 had different answer. In the second questionnaire respondent 22 answer that : I confused about this subject

Furthermore, the respondent 25 answer for the first questionnaire that because English was difficult and friends no one who used English, but in the second questionnaire respondent 25 had different answer. In the second questionnaire respondent 25 answer that caused they were often inhibited because think prefer writing English rather than inhibited.

Next, the respondent 26 answer for the first questionnaire that because I like this lesson because i like foreign language, but in the second questionnaire respondent 26 had different answer. In the second questionnaire respondent 26 answer that caused they were Really funny because the teacher really humble. From the explained, the researcher concluded that respondent 1, 7, 8, 10, 12, 15, 20,22,25, and 26 were had different answer about question number 1 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?

Explained : The respondent 1 answer for the first questionnaire that because sometimes i don't know what must i do, but in the second questionnaire respondent 1 had different answer. In the second questionnaire respondent 1 answer that I difficult to understand about descriptive text, I think its the hard lesson. The respondent 3 answer for the first questionnaire that Indonesian language was easier than English..

Furthermore, in the second questionnaire respondent 3 had different answer. In the second questionnaire respondent 3 answer that I dont know what is descriptive text. The respondent 4 answer for the first questionnaire that because I not focus in the class, but in the second questionnaire respondent 4 had different answer. In the second questionnaire respondent 4 answer that The difficulties in descriptive text that I don't understand. The respondent 6 answer for the first questionnaire that because I difficult to understand about descriptive text, I think its the hard lesson, but in the second questionnaire respondent 6 had different answer. In the second questionnaire respondent 6 answer that caused don't know how to write about this text.

Next, the respondent 9 answer for the first questionnaire that because lack of mastery of the word in English, but in the second questionnaire respondent 9 had different answer. In the second questionnaire respondent 9 answer that caused difficult to express the feeling because Sometimes descriptive text easy, but sometimes i not really understand. The respondent 11 answer for the first questionnaire that because I not really understand about English, but in the second questionnaire respondent 11 had different answer. In the second questionnaire respondent 11 answer that caused it was difficult to understand.

Next, the responden19 answer for the first questionnaire that because I not really understand about English, but in the second questionnaire respondent 19 had different answer. In the second questionnaire responded 19 answer that caused Because it was difficult to understand. The respondent 21 answer for the first questionnaire that because it was difficult to understand , but in the second questionnaire respondent 21 had different answer. In the second questionnaire respondent 21 answer that caused sometimes I don't know what must i do.

From the explained, the researcher concluded that respondent 1,3,4,6,9,11,19,and 21, were had different answer about question number 2 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 3 : What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

Explained : the respondent 1 answer for the first questionnaire that less participation because felt shy and afraid made a mistakes, but in the second questionnaire respondent 1 had different answer. In the second questionnaire respondent 1 answer that rather than writing. The respondent 3 answer for the first questionnaire that not mastered the word in English., but in the second questionnaire respondent 3 had different answer. In the second questionnaire respondent 3 answer that because I lack of confident in writing.. The respondent 7 answer for the first questionnaire that difficulties in vocabulary, but in the second questionnaire respondent 7 had different answer. In the second questionnaire respondent 7 answer that I lack confidence and fear wrong.

Next, the respondent 11 answer for the first questionnaire that Because I lack confidence and fear wrong, but in the second questionnaire respondent 11 had different answer. In the second questionnaire respondent 11 answer Because not mastered the word in English. The respondent 23 answer for the first questionnaire that sometimes I confused to give feedback, but in the second questionnaire respondent 23 had different answer. In the second questionnaire respondent 23 answer that Because it was accustomed to use the Indonesian language than the English language

From the explained, the researcher concluded that respondent 3,7,11, and 23 were had different answer about question number 3 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 4 : What is your difficulties that you found when organize idea in writing descriptive text?

Explained : the respondent 2 answer for the first questionnaire that because When I have an idea, then I must try to translate this my big problem, , but in the second questionnaire respondent 2 had different answer. In the second questionnaire respondent 2 answer that because When i start to write, i difficult to focus with my idea in the class.. The respondent 4 answer for the first questionnaire that because I found difficult to use English., but in the second questionnaire respondent 4 had different answer. In the second questionnaire respondent 4 answer that because Yes because I was afraid of being wrong.

In addition, the respondent 5 answer for the first questionnaire that because When i start to write, i difficult to focus with my idea in the class., but in the second questionnaire respondent 5 had different answer. In the second questionnaire respondent 5 answer that because I found difficult to use English.. The respondent 9 answer for the first questionnaire that because Yes because I was afraid of being wrong, but in

the second questionnaire respondent 9 had different answer. In the second questionnaire respondent 9 answer that because It hard to understand and did not know the meaning.

Next, the respondent 14 answer for the first questionnaire that I cannot focus with one idea, because my friends always talking to me, but in the second questionnaire respondent 14 had different answer. In the second questionnaire respondent 14 answer that because I very lack of vocabulary . The respondent 15 answer for the first questionnaire that because I don't know how must I do, but in the second questionnaire respondent 15 had different answer. In the second questionnaire respondent 15 answer that Because I not see what the teacher say.

In addition, the respondent 16 answer for the first questionnaire that because I not see what the teacher say, but in the second questionnaire respondent 16 had different answer. In the second questionnaire respondent 16 answer that because I was accustomed to use the Indonesian language. The respondent 17 answer for the first questionnaire that because Yes because I was afraid of being wrong., but in the second questionnaire And then, the respondent 17 had different answer. In the second questionnaire respondent 17 answer that It hard to understand and did not know the meaning.

From the explained, the researcher concluded that respondent 2,4,5,9,14, 15,16,and 17 were had different answer about question number 4 in the

first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 5 : What is your difficulties that you found in vocabulary when write descriptive text writing?

Explained : the responden1 answer for the first questionnaire that I don't understand about English more sentence, but in the second questionnaire respondent 1 had different answer. In the second questionnaire respondent 1 answer that I difficult to use dictionary. The respondent 3 answer for the first questionnaire that I confused what must i write first, but in the second questionnaire respondent 3 had different answer. In the second questionnaire respondent 3 answer that I dont understand about vocabulary. The respondent 5 answer for the first questionnaire that My knowledge about vocabulary really low, but in the second questionnaire respondent 5 had different answer. In the second questionnaire respondent 5 answer that Confused sometimes did not understand.

Next, the respondent 9 answer for the first questionnaire that Hard to write in English, but in the second questionnaire respondent 9 had different answer. In the second questionnaire respondent 9 answer that Because English was hard to understand.. The respondent 13 answer for the first questionnaire that Because English was hard to understand., but in the

second questionnaire respondent 13 had different answer. In the second questionnaire respondent 13 answer that I confused what must i write first.

Next, the respondent 18 answer for the first questionnaire that Because English was hard to understand., but in the second questionnaire respondent 18 had different answer. In the second questionnaire respondent 18 answer I confused what must i write first. The respondent 20 answer for the first questionnaire that writing it It was difficult., but in the second questionnaire respondent 20 had different answer. In the second questionnaire respondent 20 answer that because No, because less practice to say in a foreign language.

Furthermore, in the second questionnaire respondent 20 answer that lack of confident. From the explained, the researcher concluded that respondent 1,3,5,9,13,18 and 20 were had different answer about question number 4 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 6 : What is the difficulties that you found in grammar when writing descriptive text?

Explained : In the questionnaire number 1, the respondent 1 answer that like English because the teacher very good, but in the second questionnaire the respondent 1 had different answer. In the second

questionnaire respondent 1 answer that Its really hard and don't understand about it

Next, the respondent 2 answer for the first questionnaire that I don't like English because I don't understand about this language, but in the second questionnaire respondent 2 had different answer. In the second questionnaire respondent 2 answer that Sometimes it easy but I lack vocabulary so I confused. The respondent 4 answer for the first questionnaire that don't understand about English, but in the second questionnaire respondent 4 had different answer. In the second questionnaire respondent 4 answer that I confused about this subject.

Next, the respondent 8 answer for the first questionnaire that Its really hard. I don't understand about it, but in the second questionnaire respondent 8 had different answer. In the second questionnaire respondent 8 answer that caused they were often inhibited because I really like this subject because the teacher explain the material clearly. The respondent 14 answer for the first questionnaire that because I am not understand about grammar language, but in the second questionnaire respondent 14 had different answer. In the second questionnaire respondent 14 answer that caused nothing.

In addition, The respondent 15 answer for the first questionnaire that because less of vocabulary, but in the second questionnaire respondent 15 had different answer. In the second

questionnaire respondent 15 answer that caused they were often inhibited because the vocabulary was sometimes difficult to understand..

The respondent 21 answer for the first questionnaire that because cannot apply English words, but in the second questionnaire respondent 21 had different answer. In the second questionnaire respondent 21 answer that caused I am not understand about grammar.

Furthermore, the respondent 22 answer for the first questionnaire that because I was still cannot write in English fluent I write in Indonesian., but in the second questionnaire respondent 22 had different answer. In the second questionnaire respondent 22 answer that caused they were often inhibited because Confused, sometimes did not understand..

From the explained, the researcher concluded that respondent 1,2,4,8,14,15,21,and 22 were had different answer about question number 6 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?

Explained : The respondent 4 answer for the first questionnaire that because No, because less practice to say in a foreign language., but in the second questionnaire respondent 4 had different answer. In the second questionnaire respondent 4 answer that caused No,

because I was not too inhibited, just shy if I made mistakes.. The respondent 7 answer for the first questionnaire that because sometimes I confused to composing sentence.

Furthermore, in the second questionnaire respondent 7 had different answer. In the second questionnaire respondent 7 answer that caused because English was hard to understand.. The respondent 10 answer for the first questionnaire that because did It was difficult., but in the second questionnaire respondent 10 had different answer. In the second questionnaire respondent 10 answer that caused I not confident with my self. The respondent 11 answer for the first questionnaire that because English was hard to understand., but in the second questionnaire respondent 11 had different answer. In the second questionnaire respondent 11 answer that caused I was hard to write used a foreign language.

Next, the respondent 18 answer for the first questionnaire that because less practice to write in a foreign language., but in the second questionnaire respondent 18 had different answer. In the second questionnaire respondent 18 answer that caused No, becauseI not confident with my self.

In addition, the respondent 20 answer for the first questionnaire I not confident with my self, but in the second questionnaire respondent 20 had different answer. In the second questionnaire respondent 20 answer

that It was difficult.. From the explained, the researcher concluded that respondent 4,7,10,11,18,and 20

were had different answer about question number 7 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text

Explained : the respondent 10 answer for the first questionnaire that I not face the difficulties., but in the second questionnaire respondent 10 had different answer. In the second questionnaire respondent 10 answer that I don't have problem. The respondent 12 answer for the first questionnaire that it is the best aspect that I can, but in the second questionnaire respondent 12 had different answer. In the second questionnaire respondent 12 answer that less confused.

From the explained, the researcher concluded that respondent 10 and 12 were had different answer about question number 8 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?

Explained : the respondent 2 answer for the first questionnaire that because Yes, because I can understand what is my problem with peer review the students can explore their ability, to use in a foreign language less of fluently, but in the second questionnaire respondent 2 had different answer. In the second questionnaire respondent 2 answer that because I think it nor really effective. The respondent 7 answer for the first questionnaire that because I think that not really effective because sometimes my friedns lazy to correct, but in the second questionnaire respondent 7 had different answer. In the second questionnaire respondent 7 answer that because Yes, because we can explore our ability

In addition, the respondent 8 answer for the first questionnaire that because Because I was less of confident and afraid of making mistakes when saying the word in a foreign language, but in the second questionnaire respondent 8 had different answer. In the second questionnaire respondent 8 answer that because when used English words was often wrong.

The respondent 10 answer for the first questionnaire that because when used English words was often wrong, but in the second questionnaire respondent 10 had different answer. In the second questionnaire respondent 10 answer that because not confident.

Next, the respondent 13 answer for the first questionnaire that because confused, sometimes did not understand., but in the second questionnaire respondent 13 had different answer. In the second questionnaire respondent 13 answer that because accustomed I was interested in writing process.

In addition, the respondent 15 answer for the first questionnaire that because Yes of course, I was interested in writing process, but in the second questionnaire respondent 15 had different answer. In the second questionnaire respondent 15 answer that because Effective because it can make the student think more.. The respondent 18 answer for the first questionnaire that because Confused, because sometimes did not understand and then, the respondent 18 had different answer. In the second questionnaire respondent 18 answer that because Yes of course, I was interested in writing process.

The respondent 24 answer for the first questionnaire that because when used English words was often wrong, but in the second questionnaire respondent 24 had different answer. In the second questionnaire respondent 24 answer that because Not confident From the

explained, the researcher concluded that respondent 2,7,8,10,13,15,18,and 24 were had different answer about question number 9 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 10 : what is your opinion about learning writing especially descriptive text use peer review that can improve your ability?

Explained : the respondent 8 answer for the first questionnaire that Yes, because i enjoy give comment, but in the second questionnaire respondent 8 had different answer. In the second questionnaire respondent 8 answer that because No, becauseI not confident with my self.

The responden12 answer for the first questionnaire that Yes, because with that we can more explore aur ability in writing, but in the second questionnaire respondent 12 had different answer. In the second questionnaire respondent 12 answer that lack of mastered vocabulary.

Next, The responden19 answer for the first questionnaire No, because I was not too inhibited, just shy if I made mistakes, but in the second questionnaire respondent 19 had different answer. In the second questionnaire respondent 19 answer that sometimes It was not really difficult.

Next, the respondent 22 answer for the first questionnaire that Yes, because i enjoy give comment for my friend, it was make me look like im really good, but in the second questionnaire respondent 22 had different answer. In the second questionnaire respondent 22 answer that No, because I not confident with my self. The respondent 26 answer for the first questionnaire that Yes, because I love English and i like to give comment in english, but in the second questionnaire respondent 26 had different answer.

Furthermore, in the second questionnaire respondent 26 answer that lack of confident. From the explained, the researcher concluded that respondent 8, 12,19,22, and 26 were had different answer about question number 10 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

B. Method Triangulation

In the method triangulation there were three method. In this case to utterance the process of teaching descriptive text writing through peer review technique the researcher used observation instrument. Besides to utterance the teacher's problem in teaching descriptive text writing through peer review technique the researcher used observation and interview to the teacher. And then, to utterance the students' problem in learning descriptive text writing through peer review technique the researcher used all of the instrument, they were: observation, interview and questionnaire.

1) Data Of Process Teaching Descriptive Text Writing Through Peer Review Technique

First Meeting

In the first meeting, the research was conducted on Thursday, September 7th, 2017, at 08.25-09.30 am. Before teaching and learning was begun, the teacher prepared the material that would be given to the students.

d) Pre-Activity (Introduction)

The teacher opened the class by greeting and saying the prayer to the students. After that the teacher checked the students' attendance. Some of them responded loudly to show their enthusiasm and few of them responded calmly. After that the teacher checked students' attendant list by calling the students one by one built good relationship with the students by giving motivation for the students before starting the lesson. She reviewed the last lesson and built students' knowledge about the lesson.

e) Main-Activity

In the main activity, first the teacher reviewed precious lesson. The teacher stimulated the students with asked some question related to the descriptive text writing. The teacher asked some students about their knowledge about descriptive text writing. After that, the teacher introduced the material that would be taught. The teacher explained the material about descriptive text writing.

The teacher explained how to write a descriptive text, especially about “*Describing People*” and gave some examples. Before writing a descriptive text, teacher had to explain generic structure of descriptive text (Identification and Description).

After introducing some vocabularies, she suggested to the students to write. In the next step, teacher divided the students into 15 groups, every group consisted of 2 students. The teacher guided the students to make a first draft about descriptive text about people. For the example about their idol, the teacher asked the students to think of their favorite people. Then, asked the students to mention everything about their idol. Many students mentioned about their favorite people. But, the teacher chose mention the theme about “*Mother*”. The teacher drew what the students’ state. For example: “my idol is my mother”, the teacher gave explanation and procedure about Peer review technique. Students were asked to write the first draft of descriptive text based on the given topic.

For example:

- Teacher : What is your favorites idol?
- Students : my mother is my idol
- Teacher : ok, how about her, her face, her body, her job?

Based on your idea please make sentence about it.

Furthermore, the teacher guided students to make picture in their mind. What is her name, how did her face, behavior . Then, the teacher guided the students to combine and arranged the sentence be good descriptive text. The teacher gave time the students to write their first draft. Then, the teacher guided the students to exchanging their first draft one with another. Students were asked to deliver feedback on a peer review. In this step, the students made comments and suggestion after reading their classmates' draft. The students focused on aspects of organization, content, grammar, punctuation and spelling, and style of quality expression. For the next step, the teacher asked the students to rewrite their descriptive text based on their peer feedback.

f) Close-Activity

This activity was done at the end of the lesson which can be in the form of summarizing, evaluating, reflecting, and following up activities. The teacher checked students' understanding about the lesson. Then the teacher gave an assignment to the students. In this stage, the teacher guided the students to make conclusion about the material that they learn. The teacher closed the lesson by saying (goodbye and see you next meeting) to the students.

Second Meeting

In the second meeting, the research was conducted on Wednesday, September 14th 2017, at 08.45-09.30 am. Before teaching and learning was begun, the teacher prepared the material in advanced.

d) Pre-Activity (Introduction)

The teachers opened the class by greeting to the students and checked the students' attendance list. In the second meeting the teaching activities are the same of the first meeting, but this meeting the teacher tried to change the activities in order to create a variation in the teaching and learning process. The material was "*Describing People*". First of all the teacher starting by reviewed the students' comprehension of the last material. Firstly, the teacher greeted the students and checked the attendance list. The teacher reviewed the previous lesson.

e) Main-Activity

In the while activity, the teacher reviewed and reminded about last material. The students continued to made descriptive text through peer review technique. But, in this meeting the teacher gave different theme. The teacher asked the students made descriptive text with the theme favorite people. The teacher asked students to mention about their idol "*Favorites People*". They were enthusiasm to mention their idol. But the teacher chose which one best

idol about “Jokowi”. Same with the steps before, the teacher drew the students’ state. The teacher explained about what the students were needed to make descriptive text.

In this step, teacher explained how to do peer review and unsure that the students understand it. This activity involves explaining, demonstrating and especially modeling on how to peer review. Students are asked to write the first draft of descriptive text based on the given topic. In this step, teacher asked the students to work in pair. Each students read and reviews their classmates draft. The teachers moving around to check whether or not the peer review technique is good applied.

After that, the students make comments and suggestion after reading their classmates’ draft. The students focus on aspects of organization, content, grammar, punctuation and spelling, and style of quality expression. Then, the teacher and the students checked the text. The teacher checked students’ understanding by randomly the students’ These activities have function to found some error in text, such as the tenses use, the social function and so on.

In the last, the students were asked to return the first draft and guideline sheets to the owner. In the last the teacher asked the students to rewrite their descriptive text based on their peer feedback

f) Close-Activity

In the post activity, the teacher gave feedback to the students and point of some mistake. Then, the teacher closed the lesson.

From the data of observation above, it can be concluded that the data of first observation and the second observation were not the same. In the first meeting teacher did not explain how to do peer review and the teacher think that the students still understand it. but when the process of teaching and learning some of the students is difficult to remember about peer review technique.. And also the teacher did not clarify and not asked to peer to return the draft and guideline sheet that they write to the owner, in this step the teacher directly the students asked to rewrite their descriptive text. But in the second meeting the teacher explain how to do peer review and asked to peer to return the draft and guideline sheet that they write to the owner. In this section, the teacher explains to the students all step peer review with clear. That is why, the researcher need omit or reduced the data of observation were not consistent.

2) Data Of Teacher's Problem In Teaching Descriptive Text Writing Through Peer Review Technique

In this case, to found the data which not consistent about teacher's problem the researcher would compare the data of observation about teacher problem with the data of interview with the teacher.

Based on the data of observation about teacher's problem the researcher found that the teacher in teaching descriptive text writing through peer review technique the teacher sometime confused to apply peer review because some students sometimes lazy and bored, but based on the data first

and second interview in the questionnaire number 3 the teacher answer that peer review is simple technique and easy to applied. But, some of students' had difficult in applied it and then in the second interview the teacher answer that peer review is nor really easy to applied. because, some of students' had difficult in applied it make me sometime confused. The students sometimes lazy and did not understand what must they do, how to give the feedback.

Furthermore, when the researcher observed the process of teaching descriptive text writing through peer review technique the researcher found that the teacher felt difficult to used this technique because she difficult to organize the group one by one. Moreover, based on the data first and second interview in the questionnaire number 5 the teacher answer that the teacher had some experience in teaching writing by using technique. But, during I taught English especially writing I used peer review technique. Because, this technique is the easier technique to be implemented and then in the second interview the teacher answer that Yes, I had some experience in teaching writing by using technique. But, sometimes i cannot apply this technique well. Because sometime the students difficult to give the comment although I was explain more this material before.

In addition, when the researcher observed the process of teaching descriptive text writing through peer review technique the researcher did not found that the teacher felt difficult to apply step by step from this technique. Based on the data first interview in the questionnaire number 6 that the

teacher's answer was the same with the data of observation, but in the second interview the teacher answer that the most difficult step in peer review is when the students are asked to peer review with their friends writing because sometimes there are some students that lazy and do not understand how to cooperate to correct their friend's writing.

From the explanation above, the researcher concluded that there were some of the data of interview need to reduce because the data of interview did not consistent and not appropriate with the data of observation about teacher's problem. Here the data of interview which need to reduce by the researcher:

- **Questions (C)** : You had used peer review as technique . do you find the difficulties in apply peer review technique in descriptive text writing?

Explained : in the question C, in the first interview the teacher answer that peer review is simple technique and easy to applied. But, some of students' had difficult in applied it, but in the second interview the teacher had different answer. The teacher told that peer review is nor really easy to applied. because, some of students' had difficult in applied it make me sometime confused. The students sometimes lazy and did not understand what must they do, how to give the feedback.

- **Questions (E)** : Do you had some experience in teaching writing especially in using peer review technique?

Explained : in the question E, in the first interview the teacher answer that she had some experience in teaching writing by using technique. But, during

I taught English especially writing her used peer review technique. Because, this technique is the easier technique to be implemented but in the second interview that the teachers said she had some experience in teaching writing by using technique. But, sometimes she cannot apply this technique well. Because sometime the students difficult to give the comment although she was explain more this material before.

- **Questions (F)** : From those six steps in peer review technique, which one the step that most difficult for you?

Explained : in the question F, in the first interview the teacher answer that I thought that there was no steps that difficult for me to implement it.. But in the second interview the teacher had different answer. In the second interview the teacher's answer that The most difficult step in peer review is when the students are asked to peer review with their friends writing because sometimes there are some students that lazy and do not understand how to cooperate to correct their friend's writing.

3) Data Of Questionnaire

From the result of questionnaire data to the student above, the researcher found that there were some of students' answers did not consistent. The data students' answers in the first interview and second interview which were not consistent were omitted. Here were the data which reduced by the researcher:

- Questionnaire number 1 : How do you think about english lesson

Explained : In the questionnaire number 1, the researcher ommited the students' answer of respondent 1, 7, 8, 10, 12, 15, 20,22,25, and 26 , because had different answer about question number 1 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 2 : In your opinion, what is the difficulties that your found in learning writing especially in descriptive text?

Explained : In the questionnaire number 2, the researcher ommited the students' answer of respondent 1,3,4,6,9,11,19,and 21, because had different answer about question number 2 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 3 : What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?

Explained : In the questionnaire number 3, the researcher ommited the students' answer of respondent 3,7,11, and 23, because had different answer about question number 3 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 4 : What is your difficulties that you found when organize idea in writing descriptive text?

Explained : in the question number 4 the researcher omitted the students' answer of respondent 2,4,5,9,14, 15,16,and 17 because had different answer about question number 4 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 5 : What is your difficulties that you found in vocabulary when write descriptive text writing?

Explained : in the question number 5 the researcher omitted the students' answer of respondent 1,3,5,9,13,18 and 20 because had different answer about question number 5 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 6 : What is the difficuties that you found in grammar when writing descritive text?

Explained : in the question number 6 the researcher omitted the students' answer of respondent 1,2,4,8,14,15,21,and 22 because had different answer about question number 6 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 7 : what is the difficulties that you faced when composing sentence in descriptive text?

Explained : in the question number 7 the researcher omitted the students' answer of respondent 4,7,10,11,18,and 20 because had different answer about question number 7 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 8 : What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text

Explained : in the question number 8 the researcher omitted the students' answer of respondent 2,4,5,9,14, 15,16,and 17 because had different answer about question number 4 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.10 and 12 were had different answer about question number 8 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 9 : What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?

Explained : in the question number 9 the researcher omitted the students' answer of respondent 2,7,8,10,13,15,18,and 24

because had different answer about question number 9 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

- Questionnaire number 10 : what is your opinion about learning writing especially descriptive text use peer review that can improve your ability?

Explained : in the question number 10 the researcher omitted the students' answer of respondent 8, 12,19,22, and 26 because had different answer about question number 10 in the first and second questionnaire, so it was not consistent and the researcher need to reduce it.

2. Data Display

Data display is the second component or level in model of qualitative data analysis of Miles and Huberman theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. ² In this case, I analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data collected by each instrument.

1) Observation

The observation consisted of three main points to be found. They were the process of teaching and learning descriptive text writing through peer

² *Ibid*, p.11

review technique, teacher's problem during teaching descriptive text writing through peer review technique and students' problem during learning by peer review technique. Based on the data reduction, the data found were displayed in the form of table below:

First Meeting

No	Aspect	Indicator	Checklist		Note
			Yes	No	
		Students are given the procedure of peer review		√	In this step, teacher not explain how to do peer review and the teacher think that the students understand it.
		Students are asked to write the first draft of descriptive text based on the given topic.	√		The teacher asked the Students to write the first draft of descriptive text based on the given topic. The teacher give some clue to find the topic. The teacher choose "favorite idol" to be the title.
		Students asked to conduct peer review in pairs, exchanging their first draft one with another.	√		In this step, teacher asks the students to work in pair. Each students read and reviews their classmates draft. The teachers moving around to check whether or not the peer review technique is good applied
		Students are asked to deliver feedback on a peer review	√		In this step, the students make comments and suggestion after reading their classmates' draft. The students focus on aspects of organization, content, grammar, punctuation and spelling, and style of quality expression.
		Students are asked to return the first draft and guideline sheets to the owner		√	In this step, the teacher not asked to peer to return the draft and guideline sheet that they write to the owner, in this step the students asked to rewrite their descriptive text.
		students are asked	√		And the last step, the teacher

		to rewrite their descriptive text based on their peer feedback.			asked to the students, to rewrite their descriptive text based on the peer feedback.
2.	Teacher's problem in descriptive text writing	The teachers' qualification including their mastery of writing	√		The teacher was competent, because the teacher explain and write the materials very good.
		Their preferences to teach writing		√	There was no teaching media, so the process of teaching and learning quite effective.
		The problems posed by the government (school policy, curriculum)		√	The teacher was difficult to handle the class because the class situation that not effective.
		The school (the lack of support and resources to allow a good teaching), the students (the lack of motivation and ability)		√	The teacher sometimes difficult to teach in the class because lach the tools to teach English subject. And sometimes the teacher forget to give the students motivation
		The language gap (the difference between English language and Bahasa Indonesia that often confuse the students)		√	The teacher was difficult to handle the students that confuse the language gap because time allocated.
		The society (the lack of support and understanding of how to help teachers improve the students' ability)		√	The teacher sometimes had difficult to handling over crowded class
		The problem in developing the ideas		√	Some students wrote many main ideas in one paragraph. The idea of the paragraph was still ambiguous. Sometimes, it is also found that some paragraphs were written in one sentence only. The idea of the paragraph

				was still not clear.
		The problem in organizing the ideas to write a descriptive text.	√	A paragraph needs more than a unified point, its need a reasonable organization or sequence. The students have to organize their ideas into a good paragraph. The students have to make their writing readable. To write a descriptive paragraph, the students can organize their ideas by identifying the topic and give the description about the topic.
		The students found difficulties in grammar	√	Grammar difficulties patterns of how words are put together to form the correct sentences. It will make the ideas do develop well.
		Lack of vocabulary	√	in students' process of write something, many problem could be found. Some students lack of vocabularies and they also have difficulties in developing their ideas related to their topic. Some students were still in doubt with choosing the correct word while composing descriptive text. Lack of vocabularies made the students confused in developing their ideas, in this case the students have to choose correct words that they need.
		Spelling, punctuation and capitalization	√	Some of the students had difficulties in arranging the relationship of elements within and across the sentence of descriptive text was not effectively explained.. The students got difficulty in making sequence of descriptive text.

Second Meeting

No	Aspect	Indicator	Checklist		Note
			Yes	No	
		Students are given the procedure of peer review	√		In this step, teacher explain how to do peer review and unsure that the students understand it. This activity involves explaining, demonstrating and especially modeling on how to peer review.
		Students are asked to write the first draft of descriptive text based on the given topic.	√		The teacher asked the Students to write the first draft of descriptive text based on the given topic. The teacher give some clue to find the topic. The teacher choose “favorites idol” to be the title.
		Students asked to conduct peer review in pairs, exchanging their first draft one with another.	√		In this step, teacher asks the students to work in pair. Each students read and reviews their classmates draft. The teachers moving around to check whether or not the peer review technique is good applied
		Students are asked to deliver feedback on a peer review	√		In this step, the students make comments and suggestion after reading their classmates’ draft. The students focus on aspects of organization, content, grammar, punctuation and spelling, and style of quality expression.
		Students are asked to return the first draft and guideline sheets to the owner	√		In this step, the teacher asked to peer to return the draft and guideline sheet that they write to the owner.
		students are asked to rewrite their descriptive text based on their	√		And the last step, the teacher asked to the students, to rewrite their descriptive text based on the peer feedback.

		peer feedback.			
2.	Teacher's problem in teaching descriptive text writing	The teachers' qualification including their mastery of writing	√		The teacher was competent, because the teacher explain and write the materials very good.
		Their preferences to teach writing		√	There was no teaching media, so the process of teaching and learning quite effective.
		The problems posed by the government (school policy, curriculum)		√	The teacher was difficult to handle the class because the class situation that not effective.
		The school (the lack of support and resources to allow a good teaching), the students (the lack of motivation and ability)		√	The teacher sometimes difficult to teach in the class because lack the tools to teach English subject. And sometimes the teacher forget to give the students motivation
		The language gap (the difference between English language and Bahasa Indonesia that often confuse the students)		√	The teacher was difficult to handle the students that confuse the language gap because time allocated.
		The society (the lack of support and understanding of how to help teachers improve the students' ability)		√	The teacher sometimes had difficult to handling over crowded class
		The problem in developing the ideas		√	Some students wrote many main ideas in one paragraph. The idea of the paragraph was still ambiguous. Sometimes, it is also found that some paragraphs were written in one sentence only. The idea of the paragraph was still not clear.
		The problem in organizing the ideas to write a		√	A paragraph needs more than a unified point, its need a reasonable organization or

		descriptive text.			sequence. The students have to organize their ideas into a good paragraph. The students have to make their writing readable. To write a descriptive paragraph, the students can organize their ideas by identifying the topic and give the description about the topic.
		The students found difficulties in grammar		√	Grammar difficulties will influence certain patterns of how words are put together to form the correct sentences. It will make the ideas do develop well.
		Lack of vocabulary		√	In students' process of write something, many problem could be found. Some students lack of vocabularies and they also have difficulties in developing their ideas related to their topic. Some students were still in doubt with choosing the correct word while composing descriptive text. Lack of vocabularies made the students confused in developing their ideas, in this case the students have to choose correct words that they need.
		Spelling, punctuation and capitalization		√	Some of the students had difficulties in arranging the relationship of elements within and across the sentence of descriptive text was not effectively explained.. The students got difficulty in making sequence of descriptive text.

2) Interview

To validate the data of observation, the researcher employed an interview which the result can be seen in the table 7 below:

Table 5
Interview Result

No	Note
1	The teacher gave the students knowledge from her ability so that's make teaching and learning process not monotonous and evaluated the students by giving a task and homework
2	The students difficulties in arranging the text, grammar error, and they had not able expand their idea when made the text. They could not translate the words and also they had lack of vocabulary.
3	The teacher felt Peer review is nor really easy to applied. because, some of students' had difficult in applied it make me sometime confused. The students sometimes lazy and did not understand what must they do, how to give the feedback.
4	The students unnatural to use English and they felt more enjoy if using Indonesia language in the classroom. And their lack in vocabulary too, so it make the students felt not confidents.
5	the students still low in vocabulary, because when the students used the dictionary they're although confused.
6	I always give the students motivation and in my class I ususally use the soem alternative way to make the students confidents and understands about the lesson.
7	The most difficult step in peer review is when the students are asked to peer review with their friends writing because sometimes there are some students that lazy and do not understand how to cooperate to correct their friend's writing
8	The teacher still difficult when teaching writing through peer review because some of students still confused and hard to focus in descriptive text so that not make improve the students ability
9	The teacher difficulty to control the class well and it was made the class become noisy. And sometimes the students lazy and not understand how peer and to give the feedback

From the result of the interview, it can be said that the teacher's problem was the teacher felt Peer review is nor really easy to applied.

because, some of students' had difficult in applied it make me sometime confused. The students sometimes lazy and did not understand what must they do, how to give the feedback.. Although , The teacher gave the students knowledge from her ability so that's make teaching and learning process not monotonous and evaluated the students by giving a task and homework. Then, the students' problem were The students difficulties in arranging the text, grammar error, and they had not able expand their idea when made the text. The students unnatural to use English and they felt more enjoy if using Indonesia language in the classroom. And their lack in vocabulary too, so it make the students felt not confidents and the students still low in vocabulary, because when the students used the dictionary they're although confused..It can be concluded that the teacher's problem based on The previous study found that the difficulties faced by writing teachers may come from internal problems (the teachers themselves) and the external factors (the environment of the teaching).³

³ Hasni Anisa, "*Teachers Difficulties In Teaching Writing Descriptive Texts*". (Thesis English Education Program Universitas Pendidikan Indonesia, Bandung, 2013), p. 2

3) Questionnaire

Based on the questionnaire filled by the students, can described the students response was varied (see appendix 4B). The questionnaire was made to support the data from observation and the interview. The questionnaire consisted of ten questions (see appendix 4B). Through this instrument the researcher could identify the students' problems. Questionnaire was given to the whole students of the class VIII B which was consisted of 26 students. The questionnaire was distributed to the students by taking fifteen minutes after study time in the classroom. Here were the students' answers of questionnaire:

No.	Question	Answer
1	How do you think about English lesson?	I don't understand about English, because I think that English is difficult lesson.

The data above show that the students don't understand about English because they think that English is difficult lesson, and they felt shy to use English because they lack of vocabulary. It means that caused of students don't like English lesson because they lack vocabulary and felt English is a difficult lesson.

No.	Question	Answer
2	In your opinion, what is the difficulties that you found in learning writing especially in descriptive text?	I difficult to understand about descriptive text, I think its the hard lesson, sometimes I don't know what must I do

The data above shows that the students felt difficult in learning descriptive text writing, because they felt difficult in vocabulary, they were not accustomed to use a foreign language, because they think that in English writing was difficult to understand and they had lack of vocabulary. It means that caused of students felt difficult to writing English, because they felt difficult in vocabulary , they were not accustomed to use a foreign language, because they did not mastered of vocabulary more.

No.	Question	Answer
3	What is your opinion about the difficulties that you found in learning descriptive text to improve your writing ability?	The difficulties that I found in writing descriptive text,sometimes i confused how to make a good text because I not confident with my word..

The data above shows that the students' opinion about the difficulties that found to improve the students writing ability because sometimes the students confused how to make a good text that's why their think that really difficult to improve their ability. It mean that their confused how to make a good text that make improve their ability

No.	Question	Answer
4	What is your difficulties that you found when organize idea in writing descriptive text?	The difficulties that I found in writing descriptive text is organize the idea, because sometimes my friend make break my concentration.

The data above shows that the students' participation in learning writing class was sometimes difficult to organize idea in writing descriptive text. It means that students that make their difficult from their friend that sometimes make break their concentration.

No.	Question	Answer
5	What is your difficulties that you found in vocabulary when write descriptive text writing?	I felt vocabulary was the big problem that I faced in learning English, because i not mastery in vocabulary and sometimes i confused to use dictionary

The data above shows that the students' lack vocabulary because they felt it was the big problem that they face in learning English. It means that students that felt not mastery in vocabulary and their confused to use dictionary.

No.	Question	Answer
6	what is the difficulties that you found in grammar when writing descriptive text?	I lack in vocabulary, I sometimes confused to arrange the word and that make me lack in grammar. And English sentences really different with the English sentences.

The data above shows that the students' lack in grammar because sometime their confused to arrange the word. It means that students that felt lack in grammar because English sentences really different with Indonesia sentences.

No.	Question	Answer
7	what is the difficulties that you faced when composing sentence in descriptive text?	Most of the students lack in grammar too. Its the reason why most of the students difficult in this step

The data above shows that the students' felt not understand about grammar. It mean that they lack in grammar because this step that they felt difficult.

No.	Question	Answer
8	What is the difficulties that you faced when used punctuation, spelling, and capitalization when composing sentence in descriptive text?	Most of the students said that their not difficult to spelling and punctuation

The data above shows that the students' not felt difficult when used punctuation, spelling and capitalization. It means that students know when they use punctuation, spelling and capitalization in a sentences.

No.	Question	Answer
9	What is your opinion about the effective of learning writing process especially in descriptive text writing use peer review ?	Most of the students said that this technique effective, this technique can improve their ability but their still confused to developing idea and their lack of vocabulary

The data above shows that most of the students' said that this technique effective that can improve the students ability, but sometime their confused to developing and their lack of vocabulary too when the teacher asked them to make a sentences or give the feedback. It means that this techniques good to apply and can make improve the student ability if the

teacher give more knowledge and ask the students to more practice about vocabulary.

No.	Question	Answer
10	What is your opinion about learning writing especially descriptive text use peer review that can improve your ability?	All of the students said this technique can improve their ability especially in descriptive text writing but their want to know more about how to make a good descriptive text.

The data above shows that the students' felt difficult to make a good descriptive text, but their said that it not about this technique. It means that, this technique still can improve the students ability but the students must be hard to learn about English.

3. Conclusion Drawing / Verification

Conclusion drawing/verification is the third level in model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this case, the discussion and findings were divided into three parts: the process, the teacher's problems, and the students' problems in teaching and learning writing through peer review technique . During the observation of teaching and learning through peer review technique in the first and second meeting, the researcher found the problems as follow:

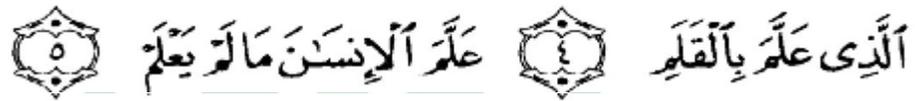
1. The teacher gave the students knowledge from her ability so that's make teaching and learning process not monotonous, although the teacher still difficulties to control students' noisy
2. The teacher had the difficulties where there are some students' difficulty to make a good descriptive text to organize the students idea.
3. the difficulties that faced by the students in learning writing of descriptive text based on her point of view, they were the students got difficulties in arrange the text, expand their idea, and also they had lack of vocabulary.
4. the students still low in vocabulary, because when the students used the dictionary they were although confused
5. the teacher found the students still low in grammar. The students still difficult to identify subject verb and object so, its make their ability in grammar still low.
6. The students had some problem in learning writing descriptive text, they were: hard in organize the idea, composing the sentence, lack vocabulary.
7. The teacher always make brainstorming to the students to collect their ideas. The teacher think that good for the students although sometimes the class not run well
8. the teacher difficulty to control the class well and it was made the class become noisy. And sometimes the students lazy and not understand how peer and to give the feedback,

9. The teacher still difficult when teaching writing through peer review because some of students still confused and hard to focus in descriptive text so that not make improve the students ability

A. Discussion of Finding

In this part, the researcher would like to discuss about the finding of the process of teaching and learning descriptive text writing through peer review technique as the first formulation of the problem this research.

Al-Qur'an says in Q.S Al-Alaq 4:



“He Who taught (The use of) the pen. taught man that which He know no”(Al’Alaq:4-5)⁴

We that everything will not exist without the process of reasoning and reseracher. Reasoning and researcher will not work without reading an writing. We as human being and His creation must also have a record to store what we have “read” and “think”, wheter in the form of writing in book, data in computer, or others. Becuase in essence, it was Allah who teachers all knowledge to man.

Besides, the process of teaching and learning, the researcher discussed the teacher’s and the students’ problems in teaching and learning descriptive

⁴ Abdullah Yusuf Ali, *The Meaning of The Holy Qur’an*, (Maryland: Amana Publications,2001), p. 1733

text writing through peer review technique as the second formulation of the problem. This research was produced by the participants of the research; they were English teacher and the students of VIII B in the first semester in the academic year of 2017/2018 that had been observed.

1. Process of Teaching Learning Descriptive Text Writing Through Peer Review Technique.

Teaching descriptive text writing through peer review technique was assumed to be able to help the students in learning writing. But, in this research the teaching learning process by using peer review technique was still not effective and not maximal. In this research the researcher expected to see the teaching and learning process and the problems in teaching learning descriptive text writing through peer review technique.

In this research, the researcher observed the teaching and learning descriptive text writing through peer review technique process that was done by the teacher in two meetings. Based on the notes which were taken by the researcher, the teacher started the lesson activity by greeting to the students warmly and checked the students' attendance. The teacher had prepared the task that would be given to the students about advertisement.

Second, the teacher reviewed the last lesson and built students' knowledge about lesson. The teacher divided the students into some groups and each group consisted of two students. The teacher explained the concept

and the rules of peer review, and gave some examples. Then, teacher explained first that the students asked to make a first draft. The teacher asked to the students change their draft. After that, the peer give the comment and suggestion, the last, the teachers asked to the students re-write their draft by the peers comment . These activities were supported by result of modifying Chandra, they said that the steps of teaching and learning descriptive text writing through peer review technique such as: Students are given the procedure of peer review. Then, asked to write the first draft of descriptive text based on the given topic, asked to conduct peer review in pairs, exchanging their first draft one with another, asked to deliver feedback on a peer review, asked to return the first draft and guideline sheets to the owner and the last, Students are asked to rewrite their descriptive text based on their peer feedback. See appendix 5A for the result of the observation during the activities of teaching and learning descriptive text writing through peer review technique at SMPN 1 Pagelaran.

The next activities was the students re-write their draft by the peer comments, after that the teacher gave motivation to the students and for the next meeting they would learn it again and the teacher concluded the lesson by repeating about the material that they learnt. This way was not in line with result of modifying chandra's theory about the steps of teaching and learning descriptive text writing through peer review technique because there were two steps which missed by the teacher that were the teacher not explain about

what is peer review and in the last the teacher not asked the student to give back the draft to the owner.

From the data gained through observation, the researcher assumed that the teaching learning descriptive text writing through peer review technique was still less effective and maximal. The teacher did not follow all of the procedure based Chandra. Some steps in peer review was ignored by English teacher (see appendix 5A), then sequences were done hastily by the teacher. The teacher did not have time to give feedback or reflection to the students. She only discussed the material without discussed about the students' difficulties in learning descriptive text writing through peer review technique. In addition, the students looked bored in teaching and learning process. That was indicated that the students had no interest in learning descriptive text writing through peer review technique. Therefore, the teacher should be able to attract the students' interest in learning descriptive text writing through peer review technique.

From the data gained through observation, the researcher assumed that the teaching and learning process especially descriptive text writing through peer review technique was not well. Even more there were many obstacles faced by teacher and her students that made the teaching learning process by using peer review technique was still less effective and not maximal. But, it did not give the big influence for the teaching and learning process.

2. Problems faced by English Teacher in Teaching Descriptive Text Writing through Peer Review Technique

Having conducted the research, the researcher found the teacher's problems during applying of peer review technique in teaching writing at SMPN 1Pagelaran. Based on the result of observation (see appendix 3A) and interview report (see appendix 3B), the researcher took some conclusion about teacher's problem in teaching descriptive text writing through peer review technique.

The problem that was found teacher had difficulties if the students did not understand anything in the classroom. Based on data of observation, the researcher found that the teacher had difficulties if the students did not understand about the lesson using peer review in the classroom. The teacher had difficulties building students' motivation, so when teaching and learning process the teacher and students looked passive (see appendix 5A, observation report). It was supported by Hasni that said one the problems of teaching writing is students lack ability and motivation.

Next problem was teacher cannot control the students when they just end up chatting with their friends, the teacher had difficulties to control students' noisy when they were enjoyed chatting with their friends in the class, the teacher sometimes got difficult because the students difficult to organize their ideas, because not all the students were confident, lack of motivation in learning, and less interested in learning English, especially in writing (see

appendix 5A, observation report). It was in line with Chandra, she said the problems in teaching writing are as follows: the students lack motivation and ability, language gap, when students work in pairs or groups they just end up chatting in their own language, and (the society) when all the students focus and some of the students speak together it gets too noisy and out of hand and lose control of the classroom.

In addition, the researcher found some problems of English teacher that the teacher difficult to handle the students when their organize the idea. The teacher had difficult to build students' motivation, because some of the students were passive, they looked did not interest in teaching learning process (see appendix 5A, observation report).

Based on the finding in the research above, it can be concluded that theory of Hasni was appropriate with the real condition. Moreover, an English teacher has to build students' motivation. It can be concluded that the teacher's problem based on The previous study found that the difficulties faced by writing teachers may come from internal problems (the teachers themselves) and the external factors (the environment of the teaching).⁵

⁵ Hasni Anisa, "*Teachers Difficulties In Teaching Writing Descriptive Texts*". (Thesis English Education Program Universitas Pendidikan Indonesia, Bandung, 2013), p. 2

3. Problems faced by Students in Learning descriptive text writing through peer review technique.

The researcher employed observation, interview and questionnaire to know the students' problems in learning descriptive text writing through peer review technique. Having conducted the research, the researcher found the problems of students in learning descriptive text writing through peer review technique at SMPN 1 Pagelaran.

In addition, during the research the researcher found that the students had problems in developing the ideas, the students still confused and focus to think their ideas after that they must translate to English. On the other hand, students faced the problem organize idea, their still difficult to organize their ideas, because they lack confidence and fear wrong when write using a foreign language, they were had lack of vocabulary. The students often difficult in grammar, their no interest to learn tense, they think grammar its a most scream lesson, they less mastering of vocabulary. The students' participation was low in the classroom, there were problems faced by the students in learning writing, so they cannot understand when the teacher asked them to give feedback.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the students, even there were more problems that happened in the learning descriptive text writing through peer review technique, they were; the problem in developing the

ideas, the problem in organizing the ideas to write a descriptive text, the students found difficulties in grammar, lack of vocabulary, it supported by Husna. The researcher concluded that the English teacher still cannot do the steps of peer review in teaching and learning writing descriptive text well, even more there were weakness in several sides and there were many obstacles faced by the teacher and the students.



CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestion in teaching and learning descriptive text writing through peer review technique.

A. Conclusion

Based on the data analysis, it can be concluded that:

1. The process of teaching learning descriptive text writing through peer review technique has been conducted. It was good strategy which can be implemented in teaching learning English especially in writing. Peer review technique was not only easy to be implemented by teacher and students, but also it can increase the student's motivation, interest, and participation in teaching learning process, Moreover, the students also showed an improvement in their writing ability of English. But in fact, the students' still look confused and were not active in the teaching and learning process. Any one step in procedure did not follow by teacher well, that was about time. The teacher couldn't manage time for every step well so this made the teaching learning not run well.
2. The teacher's problems in teaching descriptive text writing through peer review technique were some of students' had difficult in applied this technique that make the teacher sometime confused. The students sometimes lazy and did not

understand what must they do, how to give the feedback.. Although , The teacher gave the students knowledge from her ability so that's make teaching and learning process not monotonous and evaluated the students by giving a task and homework. Then, the students' problem were difficulties in arranging the text, grammar error, and they had not able expand their idea when made the text. The students unnatural to use English and they felt more enjoy if using Indonesia language in the classroom. And their lack in vocabulary too, so it make the students felt not confidents and the students still low in vocabulary, because when the students used the dictionary they're although confused.

3. The students' problems in learning descriptive text writing through peer review technique were the developing the ideas, the problem in organizing the ideas to write a descriptive text, the students found difficulties in grammar, lack of vocabulary, spelling, punctuation and capitalization.

B. Suggestion

Considering the result of the research, would like to give some suggestions, as follows:

1. Suggestion for the Teacher

- a. The teacher should built students' motivation, so between teacher and students not passive.

- b. The teacher should provide a new variety of technique, especially in teaching and learning descriptive text writing in order to make teaching learning process more interesting and attract the students in learning English
- c. The teacher is supposed to give feedback and does reflection for the students.

2. Suggestion for the Students

- a. The students should be more manage time to learn and practice their English especially in writing
- b. The students should have more time to practice writing to think what will be written , do not felt shy and afraid of making mistake
- c. The students should expand on vocabulary, organization and grammar that can be easily used in their writing activity

3. Suggestion for the next researcher

- a. The next researcher could use the result as reference to conduct further study about teaching descriptive text writing through peer review technique
- b. The next researcher could conduct a specific study about internal and external factors of students difficulty in learning descriptive text writing through peer review technique
- c. The next researcher could conduct a study about teaching descriptive text writing with other technique that can be motivate and improve students' descriptive text writing mastery.

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APPENDICES



Appendix 1A Interview Guideline for the Teacher in the Preliminary Research

**INTERVIEW GUIDELINE
FOR THE TEACHER**

Interviewer : Ratu Mega Melia
Interviewee : Bernadet Wahyuriyanti, S.Pd
Day/date : January 24th, 2017
Time : 07.30-09.30 am
Place : SMP Negeri 1 Pagelaran

1. How long you teach English in this school?
2. Can you tell me, what is your experience during teaching English ?
3. Do you give motivation and evaluate your students before teaching and learning process?
4. What is your techniques that you use in teaching writing descriptive text?
5. You have used peer review as a technique, is the peer review technique can improve writing descriptive text writing ability ?
6. Do you have difficulty in teaching writing, especially descriptive text?
7. What is the difficulties usually faced by students in writing lessons using peer review techniques?
8. What is the problems that students find in learning writing especially descriptive text?

Appendix 1B Teacher's Interview Transcript in the Preliminary Research

Transcript of Interview with English Teacher at SMP Negeri 1 Pagelaran

Researcher : How long you teaching English in this school?

Teacher : At 2004 I start teaching in this school around 12 years ago.

Researcher : Can the Can you tell me, what is your experience during teaching English ?

Teacher : I have much experience during teaching English. As long as I teaching English I got much experience. Good experience until some thing that make me bad mood. From students situation, time allocation until infrastructure.

Researcher : Do you give motivation and evaluate your student before the teaching and learning process?

Teacher : Of course. I always give motivation before and after teaching and learning process. I always evaluate too, because i think it's a important aspect. With i give their motivation and evaluate before teaching and learning process students will feel enthusiastic to start their lesson.

Researcher : What is your techniques that you use in teaching writing descriptive text?

Teacher : Yes i had used peer review.

Researcher : You had used peer review as a technique, is the peer review as a technique can improve writing descriptive text writing ability

Teacher : yes i had used it to improve the students descriptive text writing ability. But along I used it in my teaching process this not really effective to improve the students descriptive text writing ability.

Researcher : Do you have difficulty in teaching writing, especially descriptive text?

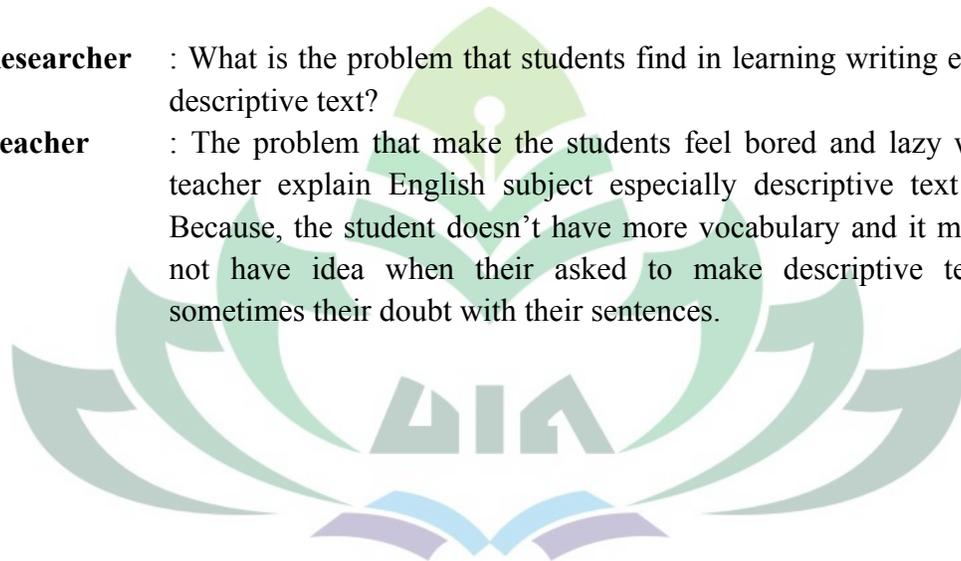
Teacher : Sometimes, especially when the students feel bored and lazy when the teacher explain their lesson.

Researcher : What is the difficulties usually faced by students in writing lessons using peer review techniques?

Teacher : The students difficulty in learning descriptive text writing is some students doesn't know what will their write and other problem such as choosing the topic, arranging text, and using of vocabulary. Their grammatical mastery is still low.

Researcher : What is the problem that students find in learning writing especially descriptive text?

Teacher : The problem that make the students feel bored and lazy when the teacher explain English subject especially descriptive text writing. Because, the student doesn't have more vocabulary and it make their not have idea when their asked to make descriptive text. And sometimes their doubt with their sentences.



Appendix 1C the Result of Teacher's Interview in the Preliminary Research

The Result of Interview

Interviewer : Ratu Mega Melia
Interviewee : Bernadet Wahyuriyanti, S.Pd
Day/date : January 24th,2017
Time : 07.30-09.30 PM
Place : SMP Negeri 1 Pagelaran

No.	Question	Answer	Conclusion
1.	How long you teach English in this school?	At 2004 I start teaching English in this school it is many around 12 years ago.	Based on interview, the teacher has done teaching English along 12 years.
2	Can the Can you tell me, what is your experience during teaching English ?	I have much experience during teaching English. As long as I teaching English I got many experience. It is Good experience until some thing that make me bad mood. From students situation, time allocation until infrastructure.	The students should be give motivation to develop their writing ability. The teacher must manage the time allocation for teaching and learning process to be effective.
3	Do yo give motivation and evaluate your students before teaching and learning process?	Of course. I always give motivation before and after teaching and learning process. I always evaluate too, because I think it is a important aspect. With i giving motivation and evaluation before teaching and learning process students will feel enthusiastic to start their lesson.	Based on interview, the teacher has done giving the students motivation and evaluation, so that the students are more enthusiasm to learn.
4	What is your techniques that you use in teaching writing descriptive text?	Yes I had used peer review.	Can be conclude, from interview the teacher used peer review technique in learning descriptive text

			writing.
5	You have used peer review as a technique, is the peer review as a technique can improve writing descriptive text writing ability ?	Yes I have used it to improve the students descriptive text writing ability. But along I used it in my teaching process, it is not really effective to improve the students descriptive text writing ability.	Based on interview, peer review technique that used the teacher in teaching process not really effective.
6	Do you have difficulty in teaching writing, especially descriptive text?	Sometimes, especially when the students feel bored and lazy when the teacher explains the lesson	According the teacher, the students often to feel bored and lazy when the teacher explain about material in front of the class.
7	What is the difficulties usually faced by students in writing lessons using peer review techniques?	Some students does not know what will their write and other problem such as arranging text, and using of vocabulary when their giving feedback. Their grammatical mastery is also still low.	Based on interview, the students difficulty is their confused with their idea when their giving feedback.
8	What is the problems that you find in learning writing especially descriptive text using peer review technique?	The problem that make the me feel when using peer review technique are the teacher might be difficulties to hand over process of peer review in the class and the limit of time allocation for peer review in writing class.	Can be conclude, there are some problem that teacher faced in using peer review technique in learning descriptive text, such as: the teacher might be difficulties to hand over process of peer review in the class and the limit of time allocation for peer review in writing class.

Appendix 2B The Students' Questionnaire

QUESTIONNAIRE

Responden : Siswa/Siswi
 Nama :
 Kelas :
 Tempat : SMP Negeri 1 Pagelaran

1. Penjelasan

Kuesioner ini disusun untuk mengetahui pendapat anda tentang pelajaran bahasa inggris khususnya materi tentang *descriptive text* dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuesioner ini sama sekali tidak berpengaruh pada nilai bahasa inggris anda. Oleh karena itu jangan ragu untuk menjawab setiap pertanyaan. Jawablah pertanyaan di bawah ini dengan sejujur-jujurnya dan se jelas-jelasnya.

2. Isian Kuesioner

Jawablah pertanyaan-pertanyaan dibawah ini dengan jujur dan benar dengan memberi tanda silang (X) pada huruf A atau B yang anda anggap benar.

1. Apakah kalian menyukai pelajaran bahasa Inggris?
 A. Ya B. Biasa saja C. Kurang

2. Apakah menurut anda belajar bahasa Inggris menyenangkan ?
 A. Ya B. Biasa saja C. Kurang

3. Guru anda telah menggunakan *peer review technique*. Apakah dengan *peer review technique* dapat membantu anda belajar *descriptive text*?
A. Ya B. Biasa saja C. Kurang
4. Apakah pembelajaran *descriptive text writing* dengan menggunakan *peer review technique* mudah dipahami?
A. Ya B. Biasa saja C. Tidak
5. Apakah anda mengalami kesulitan dalam menggunakan kosakata ketika mengoreksi *descriptive text* ?
A. Ya B. Biasa saja C. Tidak
6. Apakah anda mengalami kesulitan dalam memberikan komentar terhadap *deskriptive texts* teman anda?
Ya B. Biasa saja C. Tidak
7. Apakah anda kesulitan dalam menyusun kalimat dalam menulis komentar *descriptive text* teman anda?
A. Ya B. Biasa saja C. Tidak
8. Apakah guru anda effective dalam menggunakan *peer review technique* ini?
A. Ya B. Biasa saja C. Tidak
9. Apakah menurut anda waktu yang diberikan untuk mengoreksi tugas teman anda sudah cukup?
A. Ya B. Biasa saja C. Tidak
10. Apakah anda merasa bosan dengan *peer review technique* yang diajarkan oleh guru anda?
A. Ya B. Biasa saja C. Tidak

Appendix 2B The Result of Students' Questionnaire

THE RESULT OF QUESTIONNAIRE

No.	Question	Keterangan			Total	Kesimpulan
		A	B	C		
1.	Apakah kalian menyukai pelajaran bahasa Inggris?	25%	45%	30%	100%	Most of the students does not like English.
2.	Apakah menurut anda tentang belajar bahasa Inggris menyenangkan ?	20%	55%	25%	100%	Based on percentage, most of student are not fun when their lern English.
3.	Guru anda telah menggunakan peer review technique. Apakah dengan peer review technique dapat membantu anda belajar descriptive text?	13%	22%	65%	100%	Based on percentage, peer review techniques is not really effective for them.
4.	Apakah pembelajaran descriptive text writing dengan menggunakan peer review technique mudah dipahami?	7%	75%	18%	100%	Most of the students said that use peer review not make them understand about english because the student low in vocabulary.
5.	Apakah anda mengalami kesulitan dalam menemukan kosakata yang salah ketika mengkoreksi descriptive text ?	80%	15%	5%	100%	Based on percentgase, most of the students are low to find wrong vocabulary. They are difficult to correct the their peer.

6.	Apakah anda mengalami kesulitan dalam memberikan komentar terhadap deskriptive teks teman anda?	56%	16%	28%	100%	Most of the student difficult and confused to give feedback.
7.	Apakah anda kesulitan ketika menyusun kalimat dalam menulis komentar descriptive text teman anda?	84%	10%	6%	100%	Most of the student are difficult to arrange the word and the student lazy to give comment in their peer.
8.	Apakah guru anda effective dalam menggunakan teknik peer review ini	81%	12%	7%	100%	Based on percentage, most of the students fell the teacher difficulties to hand over process of peer review in the class no confident .
9.	Apakah menurut anda waktu yang diberikan untuk mengoreksi tugas teman anda sudah cukup?	12%	16%	72%	100%	Based on percentage, the student fell the time allocation was not effective..
10.	Apakah anda merasa bosan dengan teknik peer review yang diajarkan oleh guru anda?	83%	7%	10%	100%	Most of the students are bored when their find not seriously correct their assigment. Most students may not easily accept the feedback or comments that is given by their peers

Note :

A : Ya

B : Kurang

C : Tidak

Appendix 3A Instrument of Teacher's Interview for the Research

INTERVIEW QUESTION FOR ENGLISH TEACHER

1. Cara apa yang anda lakukan untuk membuat siswa nyaman dan menarik dalam proses belajar mengajar?
2. Bagaimana cara anda menerangkan dan menjelaskan materi didalam kelas?
3. Ketika peer review sudah diterapkan, bagai mana menurut anda tentang kemampuan mereka dalam menulis descriptive text?
4. Bagaimana cara anda mengorganisir ide siswa saat proses pembelajaran descriptive text?
5. Bagaimana pendapat anda tentang lack of vocabulary siswa? Apakah semua siswa sudah bisa menggunakan kamus dengan benar?
6. Bagaimana pendapat anda tentang kesulitan siswa di grammar? Menurut anda apa saja faktor penyebab nya?
7. Setelah mereka mungatur ide untuk menulis teks descriptive, lalu bagaimana cara anda membantu siswa dalam menyusun kalimat?
8. Apakah menurut anda memberikan pemahaman tentang menggunakan ejaan tanda baca dan huruf kapital dalam menyusun kalimat descriptive, bagaimana pendapat anda ?
9. Dari enam step di peer review , yang mana yang menurut anda paling susah untuk diterapkan? Apa yang membuat anda yakin ini efektif untuk siswa?
10. Bagaimana cara anda mengevaluasi siswa agar kemampuan mereka dalam menulis descriptive text meningkat?

Appendix 3B Interview transcript of Teacher's Interview for the Research

Interview Transcript

Interviewer : Ratu Mega Melia
 Interviewee : Bernadet Wahyuriyanti, S.Pd
 Day/date : 8th September 2017
 Time : 09.00 am
 Place : SMP Negeri 1 Pagelaran

1. Do you motivate the students before opening the class?
Answer: Yes, I gave motivation to the students by giving words that make the students motivated.
2. How do you evaluate the students and explain the material in the class??
Answer: I evaluated my students by giving a task and homework. So, I could show the students' progress and I explain the material by improving my ability in teaching. So, I do not teach by the monotonous way.
3. You had used peer review as technique do you find the difficulties in apply peer review technique in descriptive text writing?
Answer: Yes, peer review is simple technique and easy to applied. But, some of students' had difficult in applied it
4. What the difficulties that faced students in learning writing by using peer review technique ?
Answer: I thought that the students got difficulties in arranging the text, grammar error, and they had not able expand their idea when made the text. They could not translate the words and also they had lack of vocabulary.
5. Do you had some experience in teaching writing especially in using peer review technique?
6. **Answer:** Yes, I had some experience in teaching writing by using technique. But, during I taught English especially writing I used peer review technique. Because, this technique is the easier technique to be implemented.

7. From those six steps in peer review technique, which one the step that most difficult for you?

Answer: I thought that there was no steps that difficult for me to implement it.

8. How do you get the material to teaching writing?

Answer: I got it from the syllabus, then found the medias by English book (LKS), and internet to support it.

9. Do you had some media to teach descriptive text writing through peer review technique?

Answer : yes of course. I used picture, whiteboard and I wrote the material then, I explained it

10. Can you control the class well?

Answer: Not really. Sometimes, i got difficulties in controlling the class' activity because some of the students were busy with their activity like chatting and it made the class noisy.

11. Do you always use the suitable method in teaching and learning process?

Answer: Yes I always use the different method in teaching and learning process. The method that used based on the material.

Appendix 3C Result of Teacher's Interview for the Research

Result of Teacher's Interview

No	Questions	Answers	Note
1	“Do you motivate the students before opening the class?”	“Yes, I gave motivation to the students by giving the motivation to make the students motivated.”	The teacher gave motivation to the students before she started the lesson.
2	“How do you evaluate the students?”	“I evaluated my students by giving a task and homework. So, I could show the students' progress.”	The teacher said that she gave the homework for the students to evaluate them.
3	“You had used peer review as Strategy. Is peer review technique can improve the students' descriptive text writing?”	“Yes, peer review is simple technique and easy to applied. But, some of students' had difficult in applied it.”	The teacher said if there are some students' difficulty to improve their writing using peer review technique.
4	“What the difficulties that faced students in learning writing through peer review technique?”	“I thought that the students got difficulties in arranging the text, grammar error, and they had not able expand their idea when made the text. They could not translate the words and also they had lack of vocabulary.”	The teacher said that there are some problems that faced by the students in learning writing of descriptive text based on her point of view, they were the students got difficulties in arrange the text, expand their idea, and also they had lack of vocabulary.
5	“Do you had some experience in teaching writing by using some strategy?”	Yes, I had some experience in teaching writing by using technique. But, during I taught	The teacher said that she had experiences in teaching writing by using some technique But, she

		English especially writing I used peer review technique. Because, this technique is the easier technique to be implemented.	had not variety when she gave the material to the students'. it means that she not apathy with a new technique.
6	“From those six steps in peer review technique, which one the step that most difficult for you?”	“I thought that there was no steps that difficult for me to implement it.”	The teacher said that she could implement all steps in teaching descriptive text writing through peer review technique.
7	“How do you get the material to teaching writing?”	“I got it from the syllabus, then found the medias by English book (LKS), and internet to support it”	The teacher said that she got the material from some sources, it means that the teacher could select the material well.
8	“Do you had some media to teach descriptive text writing through peer review technique?”	“yes of course,. I used medialike picture, whiteboard and I wrote the material then, I explained it.	The teacher said she did the teacher said she use media in process teaching learning descriptive text writing through peer review technique. So, it can be concluded that in process teaching and learning descriptive text any aid and inadequate provision to help.
9	“Can you control the class well?”	“Not really. Sometimes, i got difficulties in controlling the class' activity because	The teacher said that she got difficulty to control the class well and it was made the class

		some of the students were busy with their activity like chatting and it made the class noisy.”	become noisy.
10	“Do you always use the suitable method in teaching and learning process?”	“Yes I always use the different method in teaching and learning process. The method that used based on the material.”	The teacher said that she always used the suitable method based on material.



Appendix 3B Interview transcript of Teacher's Interview for the Research

The Second Interview Transcript

Interviewer : Ratu Mega Melia
 Interviewee : Bernadet Wahyuriyanti, S.Pd
 Day/date : 15th September 2017
 Time : 09.00 am
 Place : SMP Negeri 1 Pagelaran

1. Do you motivate the students before opening the class?
Answer: Yes, I gave motivation to the students by giving words that make the students motivated.
2. How do you evaluate the students and explain the material in the class??
Answer: I evaluated my students by giving a task and homework. So, I could show the students' progress and I explain the material by improving my ability in teaching. So, I do not teach by the monotonous way.
3. You had used peer review as technique . do you find the difficulties in apply peer review technique in descriptive text writing?
Answer: Yes, peer review is nor really easy to applied. becuase, some of students' had difficult in applied it make me sometime confused. The students sometimes lazy and did not understand what must they do, how to give the peedback.
4. What the difficulties that faced students in learning writing by using peer review technique ?
Answer: I thought that the students got difficulties in arranging the text, grammar error, and they had not able expand their idea when made the text. They could not translate the words and also they had lack of vocabulary.
5. Do you had some experience in teaching writing especially in using peer review technique?
Answer: Yes, I had some experience in teaching writing by using technique. But, sometimes i cannot apply this technique well. Because sometime the

students difficult to give the comment although I was explain more this material before.

6. From those six steps in peer review technique, which one the step that most difficult for you?

Answer: The most difficult step in peer review is when the students are asked to peer review with their friends writing because sometimes there are some students that lazy and do not understand how to cooperate to correct their friend's writing

7. How do you get the material to teaching writing?

Answer: I got it from the syllabus, then found the medias by English book (LKS), and internet to support it.

8. Do you had some media to teach descriptive text writing through peer review technique?

Answer : yes of course. I used picture, whiteboard and I wrote the material then, I explained it

9. Can you control the class well?

Answer: Not really. Sometimes, i got difficulties in controlling the class' activity because some of the students were busy with their activity like chatting and it made the class noisy.

10. Do you always use the suitable method in teaching and learning process?

Answer: Yes I always use the different method in teaching and learning process. The method that used based on the material.

Appendix 4A The Students' Questionnaire for Research

List of Students' Questionnaire

1. Bagaimana pendapat anda tentang pelajaran bahasa Inggris?
2. Menurut pendapat anda, kesulitan apakah yang anda alami dalam belajar writing khususnya descriptive text?
3. Anda sudah menggunakan peer review, menurut pendapat anda apa saja kesulitan yang anda temui dalam belajar descriptive text untuk meningkatkan kemampuan anda ?
4. Apa kesulitan yang anda temui saat mengatur ide ketika menulis descriptive text ?
5. Apa kesulitan yang anda temui saat menyusun kata ketika menulis descriptive text?
6. Apa kesulitan yang anda temui saat menyusun tata bahasa (grammar) ketika menulis descriptive text?
7. Apa kesulitan yang anda temui saat menyusun kalimat dalam menulis *descriptive text*?
8. Apa kesulitan yang anda temui ketika menggunakan ejaan, tanda baca dan huruf kapital saat menyusun kalimat di *descriptive text* ?
9. Bagaimana menurut pendapat anda tentang keefektifan pembelajaran *writing* khususnya *descriptive text* menggunakan *peer review* ?
10. Bagaimana menurut pendapat anda tentang belajar *writing* khususnya *descriptive text* menggunakan *peer review* dapat meningkatkan kemampuan kamu ?

Appendix 4B The Students' Questionnaire for Research

The Result of Students' Questionnaire

No	Questionnaire	Result
1	“Bagaimana pendapat anda tentang pelajaran bahasa Inggris?”	Most of the students like English subject because the teacher factor. Their said the teacher really funny and humble although their not really understand about the subject.
2	“Menurut pendapat anda, kesulitan apakah yang anda alami dalam belajar writing khususnya descriptive text?”	Most of the students said that their difficult to learning descriptive text especially because the students low in vocabulary and their not understand about material.
3	“Anda sudah menggunakan peer review, menurut pendapat anda apa saja kesulitan yang anda temui dalam belajar descriptive text untuk meningkatkan kemampuan anda?”	Most of the students said their difficult with the material and difficult to give the feedback.
4	“Apa kesulitan yang anda temui saat mengatur ide ketika menulis descriptive ftext ?”	Most of the students sai that their difficult to developing their idea because their not really understand about descriptive text
8	Apakah kamu kesulitan menyusun kata ketika menulis descriptive text?	Most of the students said that their difficult to organaizing their idea because their confused how to start their writing
6	Apakah kamu mengalami kesulitan dalam menggunakan kosakata ketika menulis <i>descriptive text</i> ?	Most of the students difficult in this step because their lack of the vocabulary
7	“Apa kesulitan yang anda temui saat menyusun kalimat dalam menulis <i>descriptive text</i> ?”	Most of the students lack in grammar too. Its the reason why most of the students difficult in this step

8	“Apa kesulitan yang anda temui ketika menggunakan ejaan, tanda baca dan dan huruf kapital saat menyusun kalimat di <i>descriptive text</i> ?”	Most of the students said that their not difficult to spelling and punctuation.
9	“Bagaimana menurut pendapat anda tentang keefektifan pembelajaran <i>writing</i> khususnya <i>descriptive text</i> menggunakan <i>peer review</i> ?”	Most of the students said that this technique effective, this technique can improve their ability but their still confused to developing idea and their lack of vocabulary
10	“Bagaimana menurut pendapat anda tentang belajar <i>writing</i> khususnya <i>descriptive text</i> menggunakan <i>peer review</i> dapat meningkatkan kemampuan kamu ?”	All of the students said this technique can improve their ability especially in descriptive text writing but their want to know more about how to make a good descriptive text.



Appendix 5A Interview Guideline for the Teacher in the Research

OBSERVATION CHECKLIST

Observer : Ratu Mega Melia
 Class : VIII B
 Day/Date : 7th September 2017
 Time : 08.25-09.30 am
 Place : SMP Negeri 1 Pagelaran

First Meeting

No	Aspect	Indicator	Checklist		Note
			Yes	No	
		Students are given the procedure of peer review		√	In this step, teacher did not explain how to do peer review and the teacher thought that the students understand it.
		Students are asked to write the first draft of descriptive text based on the given topic.	√		The teacher asked the students to write the first draft of descriptive text based on the topic “ <i>Favorites Idol</i> ”. The teacher give some clue to find the topic. The teacher chosen “favourite idol” to be the title.
		Students are asked to conduct peer review in pairs, exchanging their first draft one with another.	√		In this step, teacher asked the students to work in pair. Each students read and reviewed their classmates draft. The teacher moved around to check whether or

					not the peer review technique was good applied
		Students are asked to deliver feedback on a peer review	√		In this step, the students made comments and suggestion after reading their classmates' draft. The students focused on aspects of organization, content, grammar, punctuation and spelling, and style of quality expression.
		Students are asked to return the first draft and guideline sheets to the owner		√	In this step, the teacher did not ask to peer to return the draft that they write to the owner, in this step the students were asked to re-write their descriptive text.
		students are asked to rewrite their descriptive text based on their peer feedback.	√		And the last step, the teacher asked to the students, to rewrite their descriptive text based on the peer feedback.
2.	Teacher's problem in teaching descriptive text writing	The teachers' qualification including their mastery of writing	√		The teacher was competent, because the teacher explained and write the materials very good.
		Their preferences to teach writing		√	The teacher sometimes teach with monotonous, so the proces of teaching and learning quite

				effective.
		The problems posed by the government (school policy, curriculum)	√	The teacher was difficult to handle the class because the class situation was not effective.
		The school (the lack of support and resources to allow a good teaching), the students (the lack of motivation and ability)	√	The teacher sometimes was difficult to teach in the class because lack the tools to teach English subject. And sometimes the teacher forgot to give the students motivation
		The language gap (the difference between English language and Bahasa Indonesia that often confuse the students)	√	The teacher was difficult to handle the students that were confused the language gap because of the time allocated.
		The society (the lack of support and understanding of how to help teacher improve the students' ability).	√	The teacher sometimes had difficult to handle over crowded class
		The problem in developing the ideas	√	Some students wrote many main ideas in one paragraph. The idea of the paragraph was still ambiguous. Sometimes, it was also found that

				some paragraphs were written in one sentence only. The idea of the paragraph was still not clear.
		The problem in organizing the ideas to write a descriptive text.	√	A paragraph needs more than a unified point, its need a reasonable organization or sequence. The students have to organize their ideas into a good paragraph. The students have to make their writing readable. To write a descriptive paragraph, the students can organize their ideas by identifying the topic and give the description about the topic.
		The students found difficulties in grammar	√	Grammar difficulties will influence certain patterns of how words are put together to form the correct sentences. It will make the ideas do develop well.
		Lack of vocabulary	√	in students' process of write something, many problem could be found. Some students lack of vocabularies and they also have difficulties in developing their ideas related to their topic. Some students were still in doubt with choosing

					the correct word while composing descriptive text. Lack of vocabularies made the students confused in developing their ideas, in this case the students have to choose correct words that they need.
		Spelling, punctuation and capitalization		√	Some of the students no found the difficulties in arranging the relationship of elements within and across the sentence of descriptive text



OBSERVATION CHECKLIST

Observer : Ratu Mega Melia
 Class : VIII B
 Day/Date : 14th September 2017
 Time : 08.25-09.30 am
 Place : SMP Negeri 1 Pagelaran

Second Meeting

No	Aspect	Indicator	Checklist		Note
			Yes	No	
		Students are given the procedure of peer review	√		In this step, teacher explained how to do peer review and unsure that the students understand it. This activity involves explaining, demonstrating and especially modeling on how to peer review.
		Students are asked to write the first draft of descriptive text based on the given topic.	√		The teacher asked the Students to write the first draft of descriptive text based on the given topic. The teacher choose “favourite idol” to be the title.
		Students asked to conduct peer review in pairs, exchanging their first draft one with another.	√		In this step, teacher asked the students to work in pair. Each students read and reviews their classmates draft. The teachers moving around to check whether

				or not the peer review technique is good applied
		Students are asked to deliver feedback on a peer review	√	In this step, the students make comments and suggestion after reading their classmates' draft. The students focus on aspects of organization, content, grammar, punctuation and spelling, and style of quality expression.
		Students are asked to return the first draft and guideline sheets to the owner	√	In this step, the teacher asked to peer to return the draft and guideline sheet that they write to the owner.
		students are asked to rewrite their descriptive text based on their peer feedback.	√	And the last step, the teacher asked to the students, to rewrite their descriptive text based on the peer feedback.
2.	Teacher's problem in teaching descriptive text writing	The teachers' qualification including their mastery of writing	√	The teacher was competent, because the teacher explain and write the materials very good.
		Their preferences to teach writing	√	The teacher sometimes teach with monotonous, so the proces of teaching and learning quite effective.
		The problems posed by the government (school policy, curriculum)	√	The teacher was difficult to handle the class because sometimes the teacher difficult to applied the curriculum in the

				class.
		The school (the lack of support and resources to allow a good teaching), the students (the lack of motivation and ability)	√	The teacher sometimes difficult to teach in the class because lack the tools to teach English subject. And sometimes the teacher forget to give the students motivation
		The language gap (the difference between English language and Bahasa Indonesia that often confuse the students)	√	The teacher was difficult to handle the students that confuse the language gap because time allocated.
		The society (the lack of support and understanding of how to help teachers improve the students' ability)	√	The teacher sometimes had difficult to handling over crowded class
		The problem in developing the ideas	√	Some students wrote many main ideas in one paragraph. The idea of the paragraph was still ambiguous. Sometimes, it is also found that some paragraphs were written in one sentence only. The idea of the paragraph was still not clear.
		The problem in organizing the ideas to write a descriptive text.	√	A paragraph needs more than a unified point, its need a reasonable organization or

				sequence. The students have to organize their ideas into a good paragraph. The students have to make their writing readable. To write a descriptive paragraph, the students can organize their ideas by identifying the topic and give the description about the topic.
		The students found difficulties in grammar	√	Grammar difficulties will influence certain patterns of how words are put together to form the correct sentences. It will make the ideas do develop well.
		Lack of vocabulary	√	In students' process of write something, many problem could be found. Some students lack of vocabularies and they also have difficulties in developing their ideas related to their topic. Some students were still in doubt with choosing the correct word while composing descriptive text. Lack of vocabularies made the students confused in developing their ideas, in this case the students have to choose correct words that they need.

		Spelling, punctuation and capitalization		√ Some of the students no foundhad difficulties in arranging the relationship of elements within and across the sentence of descriptive text



Appendix 5A Documentations



Student's try to make a first draft in the whiteboard



Teacher explain about peer review technique



Teacher check group one by one



Teacher asked to give their draft to the peer