AN UNDERGRADUATE THESIS

IMPROVING THE WRITING SKILL IN RECOUNT TEXT BY USING PEER REVIEW TECHNIQUE AMONG THE EIGHTH GRADERS OF SMP NEGERI 1 KOTAGAJAH

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1439 H / 2018 M

IMPROVING THE WRITING SKILL IN RECOUNT TEXT BY USING PEER REVIEW TECHNIQUE AMONG THE EIGHTH GRADERS OF SMP NEGERI 1 KOTAGAJAH

Presented as a Partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Depatment

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ABSTRACT

By:
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The aim of this research is to show that peer review technique can be implemented to improve writing skill in recount text among the eighth grade of SMP Negeri 1 Kotagajah. The students of SMP Negeri 1 Kotagajah face difficulties in learning writing. They are not sure of how to arrange sentences into good paragraphs, how to develop their ideas, they have lack of vocabulary and tend to use only certain words they have known in writing. They also apply incorrect grammar in their writing.

This research is categorized to Classroom Action Research (CAR). It is carried out to solve the students' problem in writing recount text. The CAR design used in this research is Kemmis and Mc Taggart's design. It consists of four phases; planning, acting, observing, and reflecting. This research is conducted in 2 cycles and every cycle consists of 3 meetings. The subject of this research is the students of VIII B of SMP Negeri 1 Kotagajah. In collecting the data, this research used test, observation and documentation.

Based on the result and the discussion of this research, it can be said that the implementation of Peer Review Technique to improve writing skill in Recount Text is success because the criteria of success was achived. The research will be called success if there is 80% or more of the students who passed the standard minimum criteria 70 and there is improvement in learning activity. The result shows that there is 87,5% of students who passed the standard minimum criteria in post test 2. Before the action was conducted, there is just 20,83% of the students who passed the standard minimum criteria. Besides, the significant improvement can be seen from the students' response to teacher's performance. They seen more active during teaching learning activity. Based on the result mentioned before, the researcher suggests that the English teacher should implement Peer Review Technique to improve the students' writing skill in Recount Text.

MENINGKATKAN KEMAMPUAN MENULIS DALAM TEKS RECOUNT TERHADAP SISWA KELAS DELAPAN SMP NEGERI 1 KOTAGAJAH

ABSTRAK

Oleh:

ELSI DIAH REFIANTI

Penelitian ini diadakan untuk untuk menunjukkan bahwa teknik peer review dapat diimplementasikan untuk meningkatkan keterampilan menulis teks recount pada kelas delapan di SMP Negeri 1 Kotagajah. Siswa SMP Negeri 1 Kotagajah menghadapi kesulitan dalam belajar menulis. Mereka tidak yakin bagaimana membuat kalimat ke dalam paragraf yang baik, bagaimana untuk mengembangkan ide-ide mereka, mereka memiliki minimnya kosakata dan cenderung hanya menggunakan kata-kata tertentu yang mereka tahu secara tertulis. Mereka juga menerapkan tata bahasa yang salah dalam tulisan mereka.

Penelitian ini masuk dalam kategori Classroom Action Research atau Penelitian Tindakan Kelas. Penelitian ini dilakukan untuk memecahkan masalah siswa dalam kemampuan menulis teks recount. Desain CAR yang digunakan dalam penelitian ini adalah desain oleh Kemmis dan Mc Taggart. Desain penelitian ini terdiri dari 4 fase yaitu, planning, acting, observing dan reflecting. Penelitian ini dilakukan dalam 2 siklus, 1 siklus terdiri dari 3 pertemuan. Subjek penelitian ini adalah siswa kelas VIII B SMP Negeri 1 Kotagajah. Metode yang digunakan dalam mengumpulkan data ialah tes, observasi dan dokumentasi.

Berdasarkan hasil dan pembahasan, penelitian ini menunjukkan bahwa penerapan teknik Peer Review dapat dikatakan berhasil dalam meningkatkan kemampuan menulisteks recount karena kriteria keberhasilan telah dicapai. Hal ini dapat dilihat dari hasil yang diperoleh siswa yang dapat melampaui kriteria keberhasilan yang telah ditentukan. Penelitian ini dapat dikatakan berhasil apabila 80% atau lebih siswa dapat mencapai KKM 70 dan siswa mengalami peningkatan dalam aktifitas belajar. Hasil penelitian menunjukkan bahwa terdapat 87,5% siswa yang melampaui KKM dalam post test 2. Sebelum penelitian dilakukan, hanya ada 20,83% siswa yang mampu melampaui KKM. Selain itu, perkembangan yang signifikan dapat dilihat dari respon siswa terhadap penjelasan guru. Mereka terlihat lebih aktif selama proses pembelajaran. Berdasarkan hasil penelitian tersebut, peneliti menyatakan bahwa guru bahasa Inggris seyogyanya dapat menerapkan teknik Peer Review untuk meningkatkan kemampuan menulis teks recount siswa.

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Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

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Sudah kami dapat setujui dan dapat diajukan untuk di munaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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RATIFICATION PAGE

No: B-0095/In.28.1/D/PP.00.9/01/2018

The undergraduate thesis entitled: IMPROVING THE *WRITING* SKILL IN RECOUNT TEXT BY USING PEER REVIEW TECHNIQUE AMONG THE EIGHTH GRADERS OF SMP NEGERI 1 KOTAGAJAH

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MOTTO

إِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ۝٦

"*Indeed, there is ease after difficulty*." (Q.S. Al-Insyirah: 6)

DEDICATION PAGE

This Undergraduated Thesis is especially dedicated to:

The lord of anything in the world Allah SWT,

My beloved parents, Father and mother (Mr. Sunarto & Mrs. Surasmiyati) who have always keep on praying for my life and given their endless love and patience. The biggest thanks go to both of you. I do Love you,

My lovely brother Gesang Kara Darma thank a lot of your best support and prayer.

My other members of family, who always care about my study, my dream and my activity.

The staffs of Tarbiyah Department and lecturers of English Education Study Program, who have give the assistances to accomplish this research.

My sponsor and co-sponsor, Mr. Mahrus As'ad, M. Ag and Mrs. Trisna Dinillah Harya, M. Pd

To my beloved friends, Desti Tristia, Devi Kurniasih, Rodesta Anggia Palupi,

and Yesi Septianingsih.

All of My Classmate in TBI'13 , Team of PPL , Team of KKN.

ACKNOWLEDGEMENT

Praise to Allah SWT, God the Almighty for giving great blessing and mercy to me in completing this final project. Salutation and greeting to Prophet Muhammad SAW, the one whom I admire most as the true leader for his followers and who had delivered the truth to human beings in general and muslim in particular.

This undergraduate thesis is entittled "Improving the Writing Skill in Recount Text by Using Peer review Technique among the Eighth Grade of SMP Negeri 1 Kotagajah". Realizing this undergraduate thesis would not be able accomplished without any helps and suppports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgement her gratitude.

The researcher can not stand alone, there were many persons who contributed their meaningful hands in acccomplishing her undergraduate thesis that researcher could not mention one by one, her big thanks to:

1. Dr. Hj. Akla, M.Pd as the Head of Tarbiyah Program.
2. Ahmad Subhan Roza, M.Pd as the Head of the English Education Departement.
3. Dr. Mahrus As'ad, M.Ag as the Firts Advisor.
4. Trisna Dinillah Harya, M.Pd as the Second Advisor.
5. The Lectures of IAIN METRO.

6. Supriyati, S.Pd as the English Teacher of SMP Negeri 1 Kotagajah and the students of SMP Negeri 1 Kotgajah.
7. My parents Mr. Sunarto and Mrs. Surasmiyati, the Angel who are never tired to empower her spirit.

Finally the researcher welcomes any suggestion and critic for the improvement this undergraduated thesis and hopefully this papper can contribute something to the betterment of English teaching and learning in general and useful for her and all the readers.

It is Allah who bestows seccess and guides to the Right Path.

Metro, 03 December 2017

The Writer,

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TABLE OF CONTENTS

COVER ..... **i**
TITLE ..... **ii**
ABSTRACT ..... **iii**
ABSTRAK ..... **iv**
APPROVAL PAGE ..... **v**
NOTA DINAS ..... **vi**
RATIFICATION PAGE ..... **vii**
STATEMENT OF RESEACRH ORIGINALITY ..... **viii**
MOTO ..... **ix**
DEDICATION PAGE ..... **x**
ACKNOWLEDGMENT ..... **xi**
TABLE OF CONTENTS ..... **xiii**
LIST OF TABLES ..... **xvi**
LIST OF FIGURES ..... **xvii**
LIST OF APPENDICES ..... **xviii**
CHAPTER I INTRODUCTION
A. Background of the Study 1
B. Problem Identification 4
C. Problem Limitation 5
D. Problem Formulation 5
E. Objective and Benefit of the Study 5
CHAPTER II THEORETICAL REVIEW
A. Theoretical Review 7
1. Concept of Writing Skill 7
a. Definition of Writing Skill 7
b. Process of Writing Skill 9
c. Kinds of Writing Skill 11
d. Measurement of Writing Skill 13

2. Concept of Recount Text 15
a. Definition of Recount Text 15
b. Generic Structure of Recount Text 16
c. Language Features of Recount Text 17
d. Materials of Writing at the Eighth Graders of SMP Negeri 1 Kotagajah 18
3. Concept of Peer Review Technique 22
a. Definition of Peer Review Technique 22
b. Principles of Peer Review Technique 24
c. Advantage of Peer Review Technique 25
d. Disadvantage of Peer Review Technique 26
e. Steps of Peer Review Technique 26
B. Action Hypothesis 27

CHAPTER III RESEARCH METHODOLOGY

A. Research Object 28
B. Research Setting 28
C. Research Subject 28
D. Research Procedure 28
E. Data Collection Technique 34
F. Research Instrument 36
G. Data Analysis Technique 37
H. Indicators of Success 38

CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION

A. Result of The Research 39
1. Description of the Research Setting 39
2. Description of Data 46
B. Interpretation 65
1. The Result of Students learning 66
2. The Result of observation Students' Activity 69

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion 71

B. Suggestion 72

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

1. The Pre-SuRvey Data Writing Recount Text 2
2. Measurement of Writing Skill 13
3. Regular and Irregular Verb Past..... 20
4. The Indicator Instrument of Writing Recount Text 36
5. The Teachers' Condition of SMP Negeri 1 Kotagajah 39
6. The Total students' of SMP Negeri 1 Kotagajah 43
7. The Condition of Facilities 43
8. The Pre Test Score 47
9. The Students' Post Test 1 51
10. The Percentage of Students' Activity 53
11. The Improving of Students' Score of Pre Test-Post Test 1 55
12. The Students Observation Sheet in Cycle 1..... 56
13. The Percentage of Students' Activity in Cycle 1 57
14. The Students' Post Test 2 Score 60
15. The Students' Observation Sheet in Cycle 2 62
16. The Percentage of Students' Activity in Cycle 2..... 63
17. The Student' Score at Cycle 1 and Cycle 2 64
18. The Improving of Students' Score in Pre Test-Post Test 2 67
19. The Result of Students' Activity of Writing Recount Text in Cycle 1 and Cycle 2 69

LIST OF FIGURES

1. Organization structure..... 44
2. Location Sketch 45
3. The Average Score of the Test..... 68
4. The result of students' Activity..... 69

LIST OF APPENDICES

Appendix 1. Syllabus of Learning
Appendix 2. Lesson Plan in Cycle I
Appendix 3. Lesson plan in Cycle II
Appendix 4. Instrument Pre-test
Appendix 5. Instrument Post-test I
Appendix 6. Instrument Post-test II
Appendix 7. Peer Review Sheet
Appendix 8. Peer Review Guidelines
Appendix 9. Simple Past Tense Exercises
Appendix 10. Students score at Pre-Test
Appendix 11. Students Score at Post-test I
Appendix 12. Students Score at Post Test II
Appendix 13. Pictures: Activities in Pre-test
Appendix 14. Pictures: Activities in Post–test I
Appendix 15. Pictures: Activities in Post-test II
Appendix 16. Observation Sheet of Teacher Activities in Cycle I
Appendix 17. Observation Sheet of Teacher Activities in Cycle II
Appendix 18. The Letter of the Research from SMP Negeri 1 Kotagajah.

CHAPTER I

INTRODUCTION

A. Background of Research

English as an international language has a very important role as the language of science, technology and international communication. It is crucial to be mastered lately since any other languages in the world. So it is important that English to be learnt by students. There are four skills that must be mastered by the students in English they are listening, speaking, reading, and writing. Among the four language skills, writing is the most challenging skill to learn. It needs competencies of many language aspects, including grammar, diction, cohesiveness, and vocabulary to express the researcher opinions, thoughts, knowledges, and feelings. Through writing, people can express their idea, knowledge, and feeling to others. In fact, many students face many difficulties when they begin writing especially in writing recount text.

Based on the school-based curriculum in junior high school, in English subject the students have to understand and create some short functional texts such as procedure, descriptive, recount, narrative, and report. In fact, many students at Junior High School especially in SMP Negeri 1 Kotagajah assume that English is a difficult subject. There are some factors that influence students problems such as: (1) The students spend much time to think about what they will write and the words that they should use. (2) The students lack

of vocabulary. (3) There are many errors in their writing in grammar and diction. (4) The students are bored and uninterested with the conventional strategy of teaching recount text which has been applied.

The students have some difficulties in organizing the paragraph and grammatical use. There are many mistakes in their writing in grammar, diction and also lack of vocabulary. The problem is they are not aware or do not know the mistakes that they have made. The student's problem in writing is also caused by the difficulty of expressing ideas in writing. It is caused by their insufficient knowledge of language components such as vocabulary and grammar. Besides the difficulties in writing itself, writing problems also exist because of the student's reluctance in writing. The lack of writing practice makes students perform poorly in writing. Furthermore, they are bored and uninterested with the conventional strategy of teaching recount text which has been applied.

This statement can be proofed by the result of reasearcher pre-survey that is conducted on November, 17th, 2017 at SMP Negeri 1 Kotagajah, by using the test to know their ability in writing recount text. The reseacher got the result of the test and it can be seen on the following table :

Table 1
The Result of Students' Writing Recount Text Pre-Surveyscore among the Eighth Graders of SMP Negeri 1 Kotagajah

No	**Graders**	**Categories**	**Frequency**	**Percentages**
1	⩾70	Pass	4	20%
2	<70	Failed	20	80%
Total			24	100%

Data Resources : The Students' Score of SMP Negeri 1 Kotagajah

From the table above, it can be seen that students' writing score are categorized into low level of the total students. From 25 students, only 5 students or 20% who complete the Standard Minimum Requirement (SMR) which the standard minimum requirement is 70 for English and 20 students or 75% belong to the failed.

Considering the fact above, the teacher should give the strategies to solve the problem between the curriculum expectation and students' low writing skill especially in writing a recount text. These strategies should be interesting in order to the students can enjoy experimenting with writing and putting their ideas down on paper.

Recount is kinds of text that retell the past event which the purpose is informing or entertaining the reader. Seeing those student's difficulties in writing recount text and when their teacher corrects their writing, they often just throw it away or do not see or check it again. So, peer review technique is adequate technique to help students correct their work when there is something wrong in their writing; this gives the student the opportunity to reflect on their mistakes and make improvements to their writing. It also shows the teacher what the learners are able to do and what still remains difficult or unknown.

Peer review technique is an essential part of the writing process. It is utilized between the drafting and revision stages, considering the process of writing involves four elements: planning, drafting, editing, and final version. By peer review technique, students can get the four elements in the writing

process. By applying peer review technique, it will help students to know what the strengths are and weaknesses or what are missing from their writing so they can revise and improve it.

Through this technique, students could exchange their writing with their partners to check the organization in writing. In peer review students read each other papers and provide feedback to the researcher, usually answering specific questions that teacher has provided. So, through this technique, students got good feedback to evaluate their writing better and it is very useful for students.

Based on the description above, the researcher would like to conduct a research entitled, "Improving the Writing Skill in Recount Text by Using Peer Review Technique among the Eighth Graders of SMP Negeri 1 Kotagajah"

B. Problem Identification

Regarding to the Background above, the researcher would like to identify the problems as follows:

1. The students spend much time to think about what they will write and the words that they should use, so they cannot get ideas quickly.
2. The students lack of vocabulary.
3. They use incorrect grammar in their writing.
4. Many students have low motivation in learning English beacuse they assume that English is difficult, expecially in writing recount text.

C. Problem Limitation

Based on the problem identification above, the researcher limits the problem only on improving the writing skill in recount text by using peer review technique among the eighth graders of SMP Negeri 1 Kotagajah. The student's problem in writing is also caused by the difficulty of expressing ideas in writing and the learning technique which are used by the teacher in the learning process are not appropriate.

D. Problem Formulation

Concerned with the background of research and problem identifications above, the researcher formulates the problem as follow : "can peer review technique improve the writing skill in recount text among the eighth graders of SMP Negeri 1 Kotagajah ?"

E. Objective and Benefit of the Research

1. Objective of the Research

   The primary goal of the research is to showt whether peer review technique can improve the writing skill in recount text among eighth graders of SMP Negeri 1 Kotagajah.

2. Benefit of the Research

   The result of the research is projected to give essential contributions to English teaching. Specifically, the benefits are intended to go:

   a. For the Teacher : The teacher can improve his ability to make innovation and effective techniques of teaching writing. It is also

enriches teacher's technique to teach writing so that his/her problems that faced in the classroom can be solve.

b. For the Institution : The result of this research can be used as the information material and gives a real contribution of knowledge in learning English especially in writing recount text.

c. For the Further Research : The result of this research can be comparison for other reseacher to further research in future.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Review

1. Concept of Writing Skill

a. Definition of Writing Skill

Writing is all around us. We see written texts every day, even if we don't always read them. We write something every day, from a quick shopping list to an academic essay.[1]

Academic Writing is a flexible course that allows students to work either with a teacher or by themselves, to practice those areas which are most important for their studies. Many students find that they have very limited time to prepare for their courses, and that writing is only one of several skills they need to master. The structure of the book has been made as simple as possible to allow users to find what they want quickly.[2]

Dorothy E Zemach and Carlos Islam pointed out that writing is one of important form of communication in day-to-day-life, but it is especially important in high school and college. Writing is also one of the most difficult skills to master in both a first language and a second language. Students can find it challenging to find ideas to include in

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[1] Sandra Cornbelt and Ronald Charter, *The Language of Speech and Writing,* (New York: Routledge, 2001), p. 5

[2] Stephen Baley, *Academic Writing: a practical guide for students,* (New York: Taylor & Francis e-Library, 2004), p. 1

their writing and each culture has its own style for organizing academic writer.[3]

Trudy Wallance states that Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing. Both young and old people can encounter the discouraging "writer's block" if they engage in more than one or two of these activities at once.[4]

Based on the explanation above, it can be sum up that writing is a way to produce language that comes from our thought. In the writing process, the writer tries to developing their ideas and feelings to produce into a good sentence, in order to inform the other.

b. Process of Writing Skill

The writing process comprises the mechanics by which writers create publishable products. It is the method all writers use to generate ideas, choose and organize these ideas, write and revise their pieces, and format them for publication. In terms of instruction, it represents a holistic approach, encouraging creation of an entire product, rather than working on pieces of this process and only infrequently putting it.[5]

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[3] Dorothy E Zemach & Carlos Islam, *Paragraph Writing: from Sentence to Paragraph, (*USA: MacMillan, 2000), p. 1

[4] Trudy Wallace, Winifred E. Stariba and Herbert J. Walberg, *Teaching Speaking Listening and Writing*, (The International Academy of Education (IAE), 1986), Vol. XIV, No.15, p. 15

[5] Garth Sundem, M. M, *Practical Strategies for Succesfull Classroom: Improving Student's Writing Skills*, (USA: Shell Education, 2006), p. 41

In teaching the writing process, be aware that students will find their own methods. However, you want to make sure that every student has a basis in and complete understanding of the basic steps, which they will need to use in some form. At least the beginning of the year, encourage students to use the following strategies: Prewriting, Drafting, Self Revising, Peer/Adult Revising, Editing, Publishing.[6]

According to Raimes in Ken Hyland, the teacher's role is to guide students through the wriring process avoiding an emphasis on form to help them develop strategies for generating, drafting, and refining ideas. This is achieved through setting pre-writing activities to generate ideas about content and structure, encouraging brainstorming and outlining, requiring multiple drafts, giving extensive feedback, seeking text level revisions, facilitating peer responses, and delaying surface corrections until the final editing.[7]

Harmer notion that there are four stages of writing process, the following are the explanation of each stage:[8]

1) Planning

   It is the first stage before students start their writing. This stage helps students to generate ideas in their writing. Before starting to write or type, they try and decide what it is they are going to say.

[6] Garth Sundem, M. M, *Practical Strategies for Succesfull Classroom: Improving Student's Writing Skills*, p. 42

[7] Ken Hyland, *Second Language Writing,* (USA: Cambridge University Press, 2003), p. 12

[8] Jeremy Hermer, *How to Teach Writing,* (England: Longman, 2004), p. 104

The purpose of this stage is to explore their ideas and only need a little time to think what the ideas (brainstorming).

2) Drafting

We can refer to the first version of a piece of writing as a draft. During the drafting stage, students should concentrate on getting their ideas on paper, organizing their information logically, and developing their topic with enough details. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where is doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. Reflecting and revising are often helped by other readers who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions

4) Final Version

It is the last stage in writing process. Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have

changed in the editing process. From those stages above, it can be concluded that writing begins with designing a plan, gathering the ideas that will be constructed into the first draft. Then, the draft should be re-read and edited with the appropriate changes to makea good final version.

Based on the quotations above, the researcher concludes that there are four steps in writing, the first is planning or pre-writing, the second is drafting, the third is editing (reviewing) and revising and the last is final version or re-writing.

c. Kinds of Writing Skill

The kinds of writing are elaborated as follows:

1. Descriptive

Malraux highlighted that generally descriptive is sensory experience or visual experience, it is about how something looks, sounds, and tastes.[9]

In organizing the descriptive writing is highly required to begin the paragraph with a topic sentence which briefly explain the significance of the described object, describe the object in four or five sentence, and conclude the paragraph with the emphasizing the characteristic of the item.

[9] Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York; Oxford University Press Inc, 2000), p.351

2. Narrative

The narrative writing refers to the story which happens in the past. In the other words, when the author write down the narrative writing it means that author tells about the story. The topics in narrative writing can be about biographies, autobiographies, historical event, instructions, and processes. Therefore, a good narrative writing contains three basic characteristics such as it is clearly organized in time, makes a central point, and also includes the specific relevant details to the main point.

3. Exspository

This kind of writing is elaborated into the explanation and analysis of information to the reader. The useful parts of expository are knowledge of description and narration. These parts generate the briefness explanation within a paragraph to make the effective expository writing. The expository includes editorials, essays, informative and instructional material

4. Argumentative

Bill states that argumentative writing is formed by the specific argument or statement namely debatable statement. Deabtable statement deals with the argument in which the reader may disagree with it. Consequently, the writer needs to support statement in order to persuade the readers.[10]

[10] Daly, Bill, *Writing Argumentative Essay*, (London: Routledge, 1997), p. 1

Furthemore, Pirie maintains that some step in planning the argument can be described as norrowing the scope, weighing proportion and paragraphing.[11]

5. Recount

According Artono Wardiman and Masduki B. Jahur *A recount text* is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.[12]

Based on the quotations, the kinds of writing is divided into some kinds namely Descriptive, Narrative, Exspository, Argumentative, Recount. Every kinds have the characteristic itself and also different one anothers. In this research, the researcher chooses recount text as the material used. Recount text is a text that tells story or experience the writers in the past.

d. Measurement of Writing Skill

Aspects	Score	Explanation
Organization :Introduction, body, and conclusion	18-20	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	15-17	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully

[11] Pirie, B David, *How to Write Critical Essay*, (London and New york: Taylor and Francis Group, 2002), p. 53

[12] Artono Wardiman and Masduki B. Jahur, *English in Focus: for grade VIII of Junior High School*, (Jakarta: Pusat perbukuan Departemen Pendidikan Nasional, 2008), p. 61

[13] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices,* (New York: Pearson Education), 4th Edition, p. 244

		developed; sequence is logical but transactional expression may be absent or misused.
	12-14	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	6-11	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	1-5	Absence of introduction or conclusion; noapparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
Content	18-20	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
	15-17	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
	12-14	Development of ideas not complete or essay is Some what off the topic; paragraphs are not divided exactly right.
	6-11	Ideas complete; essay doesnot reflect careful thinking or was hurried written; in adequate effort in area of content.
	1-5	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.
Grammar	18-20	Native–like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences.
	15-17	Advanced proficiency in English grammar; some grammar problems donot influence communication; although the reader is aware of them; no fragments or run-on sentences.
	12-14	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present.
	6-11	Numerous serious grammar problems interfere with communication of the writers' ideas;

		grammar review of some areas clearly needed, difficult to read sentences
	1-5	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure. Punctuation, Spelling, and Mechanics
Punctuation, Spelling, and Mechanics	18-20	Correct use of English writing convention; left and right margins, all needed capital, paragraphs intended, punctuation and spelling; very neat.
	15-17	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	12-14	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	6-11	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers.
	1-5	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems.
Style and quality of expression	18-20	Precise vocabulary usage; use of parallel structures; concise; register good
	15-17	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	12-14	Some vocabulary misused; lack awareness off register; maybe too wordy.
	6-11	Poor expression of ideas; problems in vocabulary; lack variety of structure.
	1-5	Inappropriate use of vocabulary; no concepts of register or sentence variety.

2. Concept of Recount Text

a. Definition of Recount Text

Recount is the most common type of non-fiction writing and includes regular news or diary writing; accounts of outings and holiday activities; true stories of events in history or R.E.; and

accurate reporting of classroom activities in science or other curriculum areas.[14]

Dykes Barbara states that recounts begin with by telling reader who is involved, what happened where this event took place and when it happened. The squence of event is then described in some sort of order, for instance a time order.[15]

Based on those explanation it can noted that recount is a text which retells events or experiences in the past. Recount tells the reader what happened and this may involve the author's personal interpretation of events.

b. Generic Structure of Recount Text

According to Artono Wardiman and Masduki B. Jahur, there are three generic structures of recount text. They are:[16]

1) Orientation tells who was involved, what happened, where the events took place, and when it happened. Example : Last night, I read an article about adolescence in a magazine.
2) Events (event 1 and 2) tell what happened and in what sequence. Example : After I finished reading the article, I remembered my own adolescence; To divert my emotions, I took many extra curricular activities.

[14] Sue Palmer, *How to Teach Writing Across the Curriculum: Ages 6–8,* (USA: *Taylor & Francis Group, 2011),* 2nd Edition, p.42

[15] Barbara Dykes, Grammar for Everyone, (Australia: Acer Press, 2007), p. 44

[16] Artono Wardiman and Masduki B. Jahur *English in Focus: for grade VIII of Junior High School,* p. 61

3) Reorientation consists of optional-closure of events/ ending. Example : I was able to control my emotions and to have a place where I could express my creativity in positive ways.

Based on the statement above, it can be sump up that recount text usually begin with orientation which incorporate elements of background information to help the reader understand the story. The audience needs to know when the events occured, who is involved, what happened, where the activity or event took place and sometimes what the reason is for the event. Next is events, it contain important events that described and usually arranged in chronological time from the first event to the last event. The third is orientation, it contain evaluative comments or statements conclusion that may just be a comment on the events that happened before. However, this is optional which is a comment that reflect the feeling of the writer of the events mentioned before.

c. Language Features of Recount Text

Sue Palmer explains that there are six language features which is used in recount text. The language features are as follows:[17]

1) Using nouns and pronouns (e.g. : David, we, his)
2) Using action verbs (e.g. : went, played, spent)
3) Using past tense (e.g. : We went for a trip to the zoo.)
4) Using time conjuctions (e.g. : and, but, after, finally)

[17] Sue palmer, *How to Teach Writing Across the Curriculum., p.* 42

5) Using adverb and adverb of phrases (e.g. : in my house, slowly)

6) Using adjectives (e.g. : beautiful, sunny)

Based on the statement above, the researcher conclude that recount text has a grammar in writing such as the use of past tense because related to the purpose of telling the past event. Use adverb of squence time like: first, then, next, finally, etc. Use personal pronoun like: he, we, they, etc.

d. Materials of Writing among the Eighth Graders of SMP Negeri 1 Kotagajah

The materials of recount text among the eighth graders of SMP Negeri 1 Kotagajah are as follows:[18]

1) Recount Text

a) The Definition of Recount Text

The text is a recount text in written form. A recount text tells the readers about past events. It usually uses simple past tense.

b) The Elements of Recount Text:

(1) Orientation : Tells the readers about what happened, where the story happened and who was involved in the story.

(2) Events : Tells the reader about a series of events.

(3) Re-Orientation: Tells the readers about the closure of events.

[18] Bachtiar Bima, *Bahasa Inggris: Kelas VIII Semester 1*, (Klaten: PT Intan Pariwara, 2016), p. 28-45

c) The Language Features of Recount Text

(1) Using nouns and pronouns (e.g. : David, we, his)

(2) Using action verbs (e.g. : went, played, spent)

(3) Using past tense (e.g. : We went for a trip to the zoo.)

(4) Using time conjuctions (e.g. : and, but, after, finally)

(5) Using adverb and adverb of phrases (e.g. : in my house, slowly)

(6) Using adjectives (e.g. : beautiful, sunny)

2) Simple Past Tense

Simple pas tense is used to talk about past events. Here are the patterns and examples:

Subject + verb past + object/complement

Example: Sita called me yesterday.

Subject + was/were + object/complement

Example: Olivia was sick yesterday.

Subject + did not + verb base + object/complement

Example: Mr. Jay did not work overtime the day before.

Subject + was/were not + complement

Example: The students were not in their classroom this morning.

(?)

Did + subject + verb base + object/complement + ?

Example: Did you just borrow the book?

Was/were + subject + complement

Example: were you absent yesterday?

There are two kinds of verb past, i.e. regular and irregular verbs.

Table 3
Regular and Irregular Verb Past

Regular Verbs		
Verb Base	**Verb Past**	**Example**
Discuss	Discussed	We discussed about our assignment yesterday afternoon.
Pick	Picked	Zaky picked his cousin up from the railway station.
Drop	Dropped	Erlin dropped her purse on her way to school.
Irregular Verbs		
Verb Base	**Verb Past**	**Example**
Think	Thought	We thought hard to solve the problem.
Break	Broke	Sorry, I broke your laptop.
Write	Wrote	Andra wrote a short message to his brother.

3) Past Continous Tense

Past continous tense also called past progressive tense) is commonly used in English for actions which were going on (had not finished) at a particular time in the past.

(a) To express one action which began before another and finished after it.

Example: Henry started doing his homework at 7 p.m. and finished it at 9 p.m. his brother came home at 8 p.m.

So, Henry was doing homework when his brother came home.

7 p.m.	8 p.m. Henry's brother came home	9 p.m.
Doing homework	Doing homework	Doing homework

(b) To talk about an action that had already started and was still continuing at a particular time.

Example: It started raining at 3 o'clock and stopped raining at 5 o'clock. So, it was raining at 4 o'clock.

Here is the diagram:

3 p.m.	4 p.m. (specific time)	5 p.m.
Raining	Raining	raining

(c) To describe two actions that were both continuing at the same time in the past. In this case, we use the past contimous for both actions.

Example: I started watching TV at 2 p.m. my mother started sleeping at the same time. So, while I was watching TV, my mother was sleeping.

Here is the diagram:

2 p.m.	3 p.m.	4 p.m.
(me) watching TV	watching TV	watching TV

Based on the school based curriculum among the eighth graders of SMP Negeri 1 Kotagajah, in English subject the students have to know and to use the materials of writing recount text that included the definition of recount text, elements of recount text; orientation; events;

re-orientation, the language features of recount text; using nouns and pronouns; using action verbs; using time conjunctions; using adverb and adverb of phrases, simple past tense and past continous tense.

3. Concept of Peer Review Technique

a. Definition of Peer Review Technique

Peer review is one of techniques in teaching writing. It is very important in writing process. Peer review technique is also referred to as peer editing, peer response, peer evaluation, and peer feedback, in which students read each other's writing and provide feedback to the researcher. Peer review is an activity in process of students "writing to responding to each other's writing".[19]

According to Charles Darwin in Jennifer Peat, Peer review technique is the cornerstone of good science but, that said it is a peculiar process. The peer-review process is inherently fraught with difficulty because you are essentially asking for criticism, although you would, no doubt, prefer praise. To receive praise is a truly wonderful, feel-good experience, but only the criticism can help to improve your paper. Although you need peer review, criticism is hard to take no matter how it is packaged, so take a deep breath, put your feelings aside, and remember that, if your coauthors misinterpret what

[19] Abdulmoneim Mahmoud, *Strategy-based Peer Assistance in EFL Writing: An Alternative to Traditional Peer Correction*, (Finland: Academy Publisher, 2012), Vol. 2, No. 10, p. 1988

you have written or find your paper difficult to read, then others will too.[20]

Liu and Hansen states that peer review is an interaction which involves students to exchange information.[21] 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.

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

b. Principles of Peer Review Technique

According to Edith Cowan there are five principles of peer review technique. They are:[22]

1) Participation in peer review should be voluntary.
2) The peer review process should be flexible in its application. The reviewee and reviewer(s) should negotiate what to review, the

[20] Jennifer Peat, *Scientific Writing: Easy When You Know How,* (London: BMJ Publishing Group, 2002), p. 106

[21] Jette G. Hansen and Jun Liu, *Guiding Principles for Effective Peer Response,* (ELT Journal: Oxford Uniersity Press), No. 59/January 2005, p. 31

[22] Edith Cowan, *Peer review of Teaching,* (Australia: ECU University, 2001), p. 2

criteria to be used, how the feedback is to be given, and what subsequent action is to be taken.

3) The peer review process should be developmental, supportive and constructive. The role of the reviewer is that of critical friend. Feedback from the process should identify areas for further professional development.
4) The peer review process should be beneficial to the reviewee and the reviewer(s). The reviewee will benefit from targeted feedback on selected aspects of their learning and teaching. The reviewer will benefit from the opportunity to reflect on his/her own practice as s/he considers the practice of the reviewee.
5) The peer review process should endorse the status of learning and teaching as the subject of rational inquiry. Where the reviewer has a degree of expertise in education, the process of peer review can become an act of rational enquiry into teaching and can be considered as research.

Those are the principles which are usually used. Those principles must be know by the students and teacher who are learning by peer review technique. The students and the teacher have to know what is the benefit from targeted feedback on selected aspets of their learning and teaching.

c. Advantages of Peer Review Technique

According to Harrmer, peer review is a valuable element in the writing process. It has the advantage of encouraging students to work collaboratively, something which, in a group, we went to foster. It is also gets round the problem of students reacting too passively to teacher responses. Peer review, therefore, is less authoritarian than teacher review, and helps students to view both colleagues and teachers as collaborators rather than evaluators. Students will need guidance from their teacher so that they know what to look at when they read their classmate's work.[23]

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 feedback.

d. Disadvantages of Peer Review Technique

Peer review is not problem-free, however. In the first place, some students who rely on the teacher's approval may resent it, valuing their colleague's opinions much less than their teacher's. Secondly, not all students work well together; the success of peer review may

[23]Jeremy Hermer, *How to Teach Writing,* p. 115

depend on exactly who is the reviewer and whose work is being reviewed. Finally, if students are not questionable. Nevertheless, depsite these dangers, getting students to help each other in the editing process can be extremly useful when handled in a sensitive and encouraging way.[24]

e. Steps of Peer Review Technique

In the context of the research, the steps of conducting peer review are arranged as follows:

1) The teacher gives the procedures of peer review technique to the students.

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

2) The teacher instructs the students to write the first draft of recount text based on the given topic..

3) The teacher want the students to conduct peer review in pairs, exchanging their first draft one with another. Each student read and reviews their classmate's draft. The teacher's moving around to check whether or not the peer review technique is good applied.

4) After the students read and reviews their classmate's draft, they should deliver the feedback on a peer review sheet. In this step,

[24]Jeremy Hermer, *How to Teach Writing,* p. 116

the students make comments and suggestions after reading their classmate's draft. The students focus on aspects of organization, content, grammar, punctuation and spelling, and style of quality expression.

5) The last part of this step is the students return the first draft and guideline sheets to the owner.

B. Action Hypothesis

A hypothesis may be defined as a proposition or a set of proposition set forth as an explanation for the occurrence of some specified group of phenomena either asserted merely as a provisional conjecture to guide some investigation or accepted as highly probable in the light of established fact.

Hypothesis: from the title above the researcher has assumption that Peer Review Technique can improve the writing skill in recount text among the eighth graders of SMP Negeri 1 Kotagajah.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Object

Object of the research is the student's writing skill. In this research, the researcher chose writing recount text because it include in the syllabus. The students write about their experience. After using Peer Review Technique in learning process, it would be hoped that it could be improving student's learning results and studies activity in the classroom.

B. Research Setting

This research was conducted in SMP Negeri 1 Kotagajah. Which is located at Mansur Street, Sritejokencono, Kotagajah, Central Lampung, Lampung. This research is about Improving The Writing Skill in Recount Text by Using Peer Review Technique among the Eighth Graders of SMP Negeri 1 Kotagajah

C. Research Subject

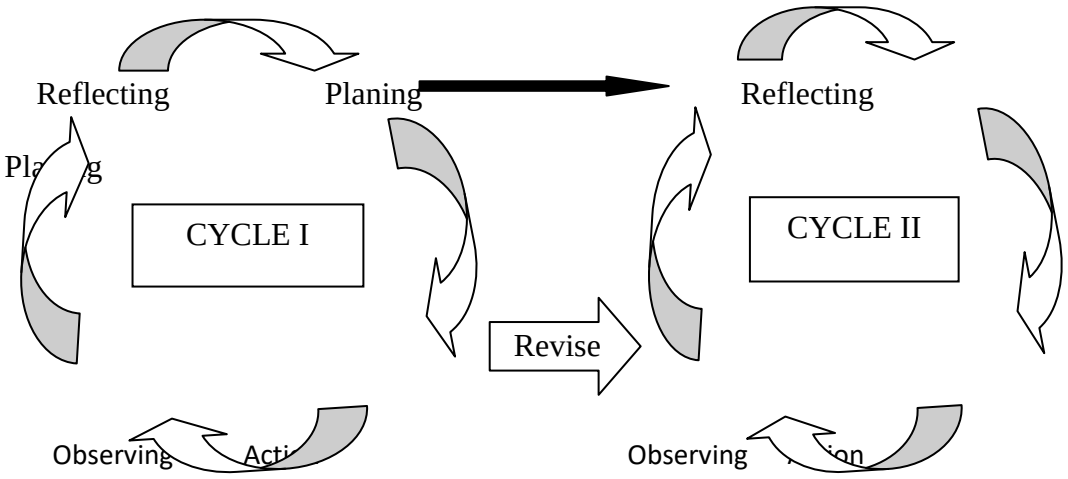
The subject of this research is VIII B students' of SMP Negeri 1 Kotagajah. The researcher chooses VIII B class as a sample research from classes which consists of 24 students.

D. Research Procedure

This research uses a classroom action research. There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting.

Mc Nif states that action research is a name given to particular way of researching your own language.[25] It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be. Moreover, Donald Ary said that action research is a process to improve education by incorporating change and involves educators working together to improve their own practice.[26] It means that action research is process in education where is the teacher not the usual thing that teacher do when thinking about teaching.

The reseacher will use model developed by Kemmmis and Mc Taggart in Burns. Action research occurs through a dynamic and complementary process, which consists of four essential "moments" of planning, action, observing, and reflecting.[27]



[25] McNiff Jean Whitehead, *Action Research : Principles and Practice, Second Edition,* (London: Sagge Publication, 2002), p. 15

[26] Donald Ary, *Introduction to Research in Education, Eighth Edition,* (Canada: Nelson Education 2010), p. 514

[27] Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners,* (New York : Routledge, 2010) , p. 9

The '*Action Research Spiral*' (Based on Kemmis and Mc Taggart)

The model consists of planning, acting, observing, and reflecting. This classroom action research is arranged into two cycles. They are cycle one and cycle two. The researcher will collaborate with the writing lecturer who teaches in class 8 B. The activities that will be done in each cycle is as follows:

1. Pre-cycle

   At the first meeting of the research, the researcher gave a pre test to thestudents. Pre cycle test was conducted before the researcher gave them thetreatment which is teaching writing recount text using *peer review* technique. Thetest was aimed to measure the student's basic skill of writing recount text before giving them the treatment. This test asked students to create a recount text about their unforgettable experience. Then, the researcher scored and analyzed the resultof pre cycle test to determine the student's difficulties in writing recount text.

2. Cycle 1

   First Cycle test was done in second meeting. In this meeting, the researcherapplied Peer Review technique in teaching writing recount text. The researcher gave some treatment to the students related to the materials. There were four stepsin conducting cycle 1.

   a. Planning

      In this activity, a researcher needed to prepare what the researcher needs beforedoing this action research. This plan was

used to get the optimum result. Theresearcher planned some activities:

1) Preparing teaching and learning material about recount text and peer review technique, designing a lesson plan suitable with the action at the classroom;
2) Preparing the instrument both test and non-test to measure the student's mastery of the material.

b. Acting

After planning, the researcher did the action in the classroom.

1) In this activity, the researcher explained materials of recount text, the generic structure and the language features of recount text.
2) The researcher also explained the peer review and its procedure in order to make the students able to practice this technique in writing.
3) Then, they started to write of recount and applied peer review technique.

c. Observing

In this phase, students were observed.

1) The observation mainly focused on the student's activities in teaching learning process while the teaching and learning process in the classroom, the researcher observed all happened in theclassroom.

2) The researcher used observation sheet which prepared in planning stage. Observation sheet is used to know the student's behaviour during the teaching learning process when the treatment was given.
3) The results of observation in first cycle helped the researcher to determine the action in second cycle.

d. Reflecting

Reflecting is the analysis of the observation result and evaluation during the firstcycle.

1) The researcher tried to analyze the difficulties that students faced, also the improvement of student's writing after being treated by using peer review.
2) The problems in thefirst cycle that have not been solved will be discussed on the next cycle.

3. Cycle 2

The researcher did the second cycle after first cycle was done. The activities in second cycle were similar with the activities in first cycle before but with some revision after doing reflection in first cycle. Those activities were:

a. Planning

The planning in second cycle was based on the result of the first cycle. The planning was made to make improvement of the teaching writing recount text by using peer review technique and it

was hoped to solve the problems or weaknesses in first cycle. The researcher designed the lesson plans, materials for teaching recount text, and a post test.

b. Acting

The action in second cycle was conducted by giving feedback on the first cycle's result. Learning process in second cycle offered the solutions of the problems faced by the students when they used peer review in writing recount texts. In this phase, the researcher also conducted the post test. The students were asked to write a recount text based on the given topic.

c. Observing

In this phase, the researcher collected and analyzed the student's data gathered during the stage of acting. The purpose of this step was to know whether the result of actions that the researcher conducted give contribution to the students. Observation was cone while conducted the treatment. The researcher used same observation sheet which the researcher used in first cycle to observe the student's behavior in second cycle. The researcher observed whether they did some improvement or not.

d. Reflecting

It was an activity which was purposed to find out significant progress of first cycle and second cycle. Furthermore,

after getting data from second cycle test or post test then the researcher analyzed it to to know whether or not there was a significant improvement of the student's recount text.

E. Data Collection Technique

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, test, and et cetera. In this research, the researcher gathered the data to support above. The researcher chooses some of which are appropriate to the school environment, and can be done there. The techniques and methods which are used by the researcher to collect the data are test, observation and documentation.

1. Test

The researcher gaves the students test to evaluate their writing skill in recount text. Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group. According to Douglas Brown test is a method of measuring a person's ability or knowledge in a given domain.[28] The researcher used test in form pre-test and post-test.

a. Pre Test

The researcher gaves test in the first meeting before the research in order to know ability of the students before doing the action research. The pre-test used in this research is in the form of writing skill test.

[28] H. Douglas Brown Brown, *Teaching by Principles, (*New York: Pearson Education, 2002), 2nd Edition, p. 384

b. Post Test

The post tests was done in the end of every cycle. Test has something as a purpose to find out the improvement of students' achievement. Post test is the result of treatments. The improvement could be identified if the average scores of the post test are higher than pre test.

This step was done after the treatment to know the use of peer review technique whether it is able to improve the students' writing skill in recount text.

2. Observation

In this research, the researcher observed the students' behaviors and the students' activities in the learning process to know how the process of learning will be held. In doing the observation, the research made the observation sheet that contains of list of the students' activities. In this research, observation used to know the teacher's performance and the student's participation in learning process.

3. Documentation

The researcher used documents which are taken from the data of the school such as total of the students, the teachers and the condition of the school.

4. The Field Note

To collect the data more accurately, the researcher used the field note, it will make the data analyzer simpler. In many professions, it is

a manner of good practice to make “field note” while actually engaged in profesional.[29]

F. Research Instrument

1. Instrument Blueprint

In this research, the researcher is employed instrument blueprint. The researcher used test, observation, and documentation as the instruments.

a. Test

Test is important part of every teaching and learning experience. Test (assessment), an assessment intended to measure the respondents' knowledge or other abilities.

The Indicator Instrument of Writing Recount Text

No	Indicator	Evaluation		
		Technique	Type of Instrument	Example
1	Make a recount text based on the topic.	Writing test	Creation	Make a recount text based on the topic!

a. Observation

Observation is either an activity of a living being, such as a human, consisting of receiving knowledge of the outside world through the senses, or the recording of data using scientific instruments. The term may also refer to any data collected during this activity. When conducting observation, the researcher used the observation scheme to

[29] Michael J. Wallance, *Action research for Language Teacher*. (Cambridge: University Press, 1997), p. 57

make it more systematic containing list of activity or happening which might happen.

The observation form in this research is used to know:

1) The activities during the teaching and learning process.
2) The teacher carried out the material.
3) What the teacher do to manage the classroom and the students' response.

b. Documentation

Documentation is a term with many meanings, the most common of which are:

1) A set of documents provided on paper, or online, or on digital.
2) Groups of verbal data in written formic the definition of document in a simple meaning. Meanwhile in extensive meaning concludes monuments, artifacts, photos, tapes, etc
3) Collect data dealing with geographical location, profile, documentation of teaching and learning process in English subject.

G. Data Analysis Technique

Data analysis will be conduct by taking the average of the pre test, and post test. To know students achievements after the actions are conducted and given test at the early and the last cycles.

$$X = \frac{\Sigma x}{n}$$

: Mean
: The sum of
: raw score
: The total number of subject[30]

$$P = \frac{\Sigma x}{n} \times 100\ \%$$

: Mean Percentage
: The sum of all scores

: The total number of subject

H. Indicators of Success

The indicator of the successful takes from the process and the result of the action research. The research is called successful if 80% of students get standard minimum requirement score (SMR) of 70 and 80% of students active in learning activity.

[30] Donald Ary, *Introduction to Research in Education*, p.108-109.

CHAPTER IV
RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of Research

1. Description of Research Setting

a. The History of SMP Negeri 1 Kotagajah

Kotagajah which is located on Mansur street, Subdistrict of Kotagajah, Regency of Central Lampung, Lampung. It was established in the year of 1968. SK established of school: 72/UKK 3/1968. B /No.079/BAP-SM/12LPG/RKO/2013 and SK Acreditation of school : B /No.079/BAP-SM/12LPG/RKO/2013. SMP Negeri 1 Kotagajah has three levels of class. Those are the seventh, eighth, and ninth. SMP Negeri 1 Kotagajah has 60 teachers and 12 official employees.

b. The condition of the Teachers and Official Employees at SMP Negeri 1 Kotagajah

The numbers of the teacher and official employers in SMP Negeri 1 Kotagajah in the academic year of 2017/2018 are 60 the teachers and 12 official employees that can be seen on the table below:

Table 5
The Condition of Teachers and Official Employers in SMP Negeri 1 Kotagajah in the Academic Year of 20172018

NO.	NAME	POSITION
1	Sukirno, S.Pd. M.Pd.I	Headmaster
2	Budi Riyanto,S.Pd	Social Teacher
3	Sugiyati, S.Pd	Science Teacher
4	Istoyo, S.Pd	Guidance and Counseling Teacher
5	Drs.Ismadi	Science Teacher

6	Marjan, S. Pd	Indonesian Language Teacher
7	Supiyati, Amd.Pd	Social Teacher
8	Sutarman, S.Pd	Guidance and Counseling Teacher
9	Drs.Rusprihatin	Mathematics Teacher
10	Dra. Siti Zainah	Religious Teacher
11	Santoso, S.Pd	Indonesian Language Teacher
12	Suwarto,S.Pd	Mathematics Teacher
13	Drs.Amir	Religious Teacher
14	Drs. Samsuri	Social Teacher
15	Suroto, Amd.Pd	Biology Teacher
16	Dra.Sri Wismowati	English Teacher
17	Dra. Suratinah	Mathematics Teacher
18	Saifuddin Zuhri, S.Pd	Religious Teacher
19	Siti Iriyani, S.Pd	Guidance and Counseling Teacher
20	Supriyati, Spd	English Teacher
21	Suparman, Amd.Pd	Mathematics Teacher
22	Sumirah, S.Pd	Science Teacher
23	N.Sarimin, S.Pd	Art Teacher
24	Sudarno, S.Pd	Civics Teacher
25	Edy Sufyanto, S.Pd. Mpd.I	Social Teacher
26	Masnunyati, S.Pd	Indonesian Language Teacher
27	Danang Prihanto, M.Pd	Science Teacher
28	Isnaini, S.Pd	Civics Teacher
29	Rofiatun, M.Pd	Indonesian Language Teacher
30	Paidi	Sport Teacher
31	Dra. Titik Setyowati	Social Teacher
32	Tukimun, S.Pd	Science Teacher

33	Dra,Suyatmi	Indonesian Language Teacher
34	Sugito, S.Pd	Art Teacher
35	Sri Wahyugati, S.Pd	Social Teacher
36	Meli Karmelia, S.Pd	English Teacher
37	Arisman, S.Pd	Indonesian Language Teacher
38	Sugiyarti	Guidance and Counseling Teacher
39	Kasino	Sport Teacher
40	Samsudin. Amd.Pd	Science Teacher
41	Astutiningsih, S.Pd	Civics Teacher
42	Ngatinem, S.Pd	Indonesian Language Teacher
43	Martini	Computer Scince Teacher
44	Eva Maryana, M.Pd	Mathematics Teacher
45	Drs.Y. Marsidi	Science Teacher
46	Dra.Yulianti	Lampung Language Teacher
47	Katarina Mawarni, S.Pd	Katholik Religion Teacher
48	Samsul Bahri, S.Ag	Religious Teacher
49	Paino, S.Pd	Social Teacher
50	Sujadmiko, S.Pd	Science Teacher
51	Dandi Jako Prasetyo ,S.Pd	Sport Teacher
52	Tiwi Asmarasari, S.Pd	Lampung Language Teacher
53	Sarwoko Meti, S.Pd	Computer Scince Teacher
54	Karyadi, S.Pd	Mathematics Teacher
55	Budi Supriyono, Amd	English Teacher
56	Jupri Handiningsih, S.Pd	Computer Scince Teacher
57	Nurpiah Sanusi Ssi	Lampung Language Teacher
58	Argarista Afriyana Dewi	English Teacher
59	Asri Pujiastuti, S.Pd	Lampung Language Teacher
60	Dwi Yoga Marfien	Art Teacher

61	Triyana	Staff TU
62	Sulastri	Staff TU
63	Purwanto	Staff TU
64	Suardianto	Staff TU
65	Nurjanah	Librarian
66	Rohiman	Security
67	A.Aditya Rinaldi	Staff TU
68	Lilik Hendri Purwoko	School Operation
69	Novi Wulansari	Staff TU
70	Bambang Sumantri	Security
71	Moko Tri Handono	Security
72	Niki Purnama Sari	Staff TU

c. Students Quantity of SMP Negeri 1 Kotagajah

The students quantity of SMP Negeri 1 Kotagajah in the academic year of 2017/2018 is that can be seen on the table below:

Table 6
The Students Quantity of SMP Negeri 1 Kotagajah in the Academic Year of 2017/2018

No.	Class	Sex		Total
		Male	Female	
1.	VII	114	130	244
2.	VIII	115	125	240
3.	IX	125	106	231

Source : Data of SMP Negeri 1 Kotagajah

d. The Condition of Facilities of SMP Negeri 1 Kotagajah

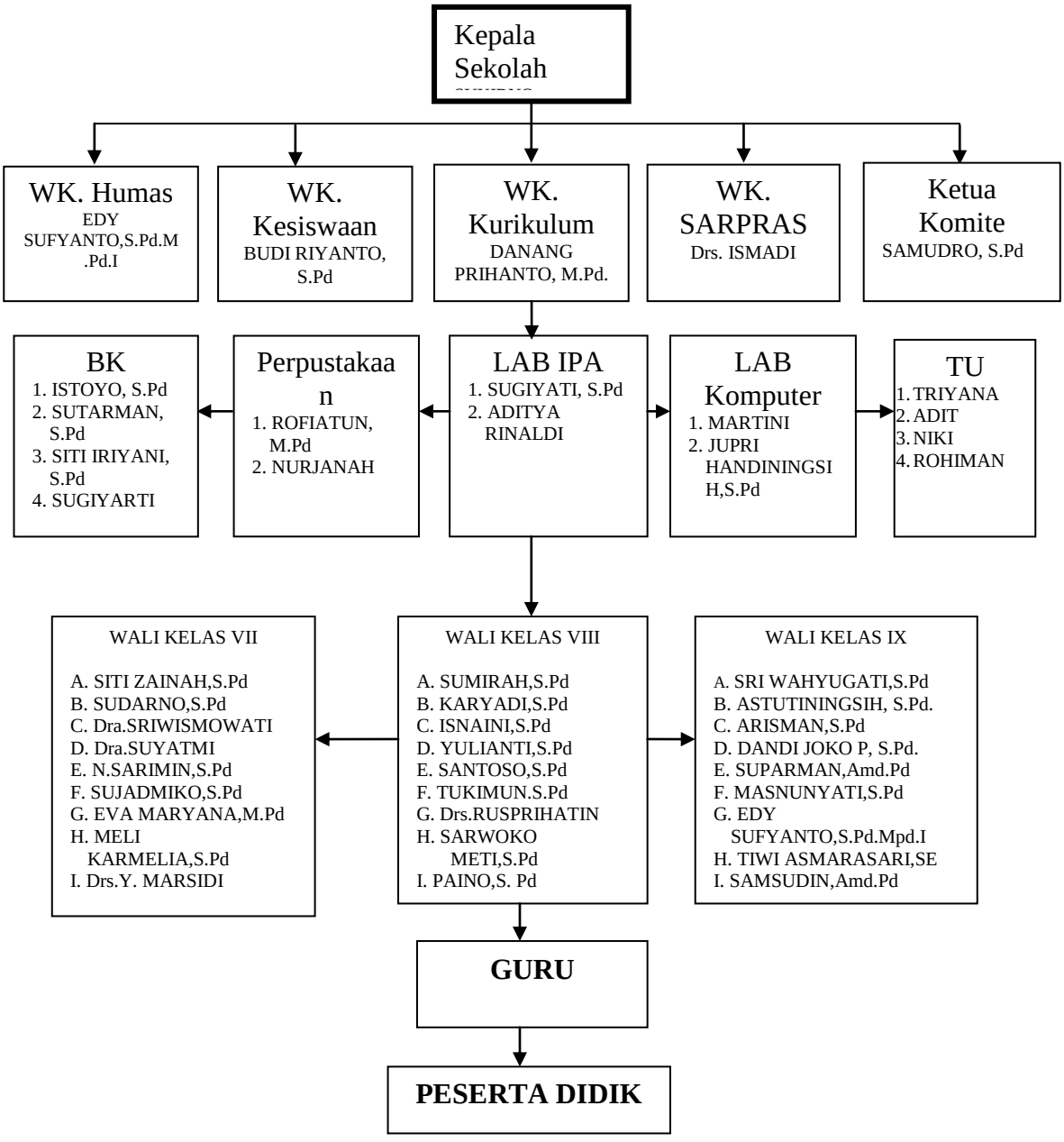
The condition of facilities in SMP Negeri 1 Kotagajah in the academic year of 2017/2018 that can be seen on the table below:

Table 7
The Condition of Facilities in SMP Negeri 1 Kotagajah in the Academic Year of 2017/2018

NO	FACILITIES	QUANTITY
1	Classroom (Class VII-IX)	27
2	Headmaster Room	2
3	The researcher Room	1
4	TU Room	1
5	Laboratory	1
6	OSIS Room	1
7	Mosque	1
8	Parking Area	2
9	The researcher's Toilet	2
10	Student's Toilet	17
11	Headmaster's Toilet	1
12	Library	1
13	Canteen	2
14	Parking Area	2
15	Security Room	1
16	Kitchen	1
17	Sport Room	1
18	Guidance and Conseling Room	1
19	UKS Room	1

e. Organization Structure

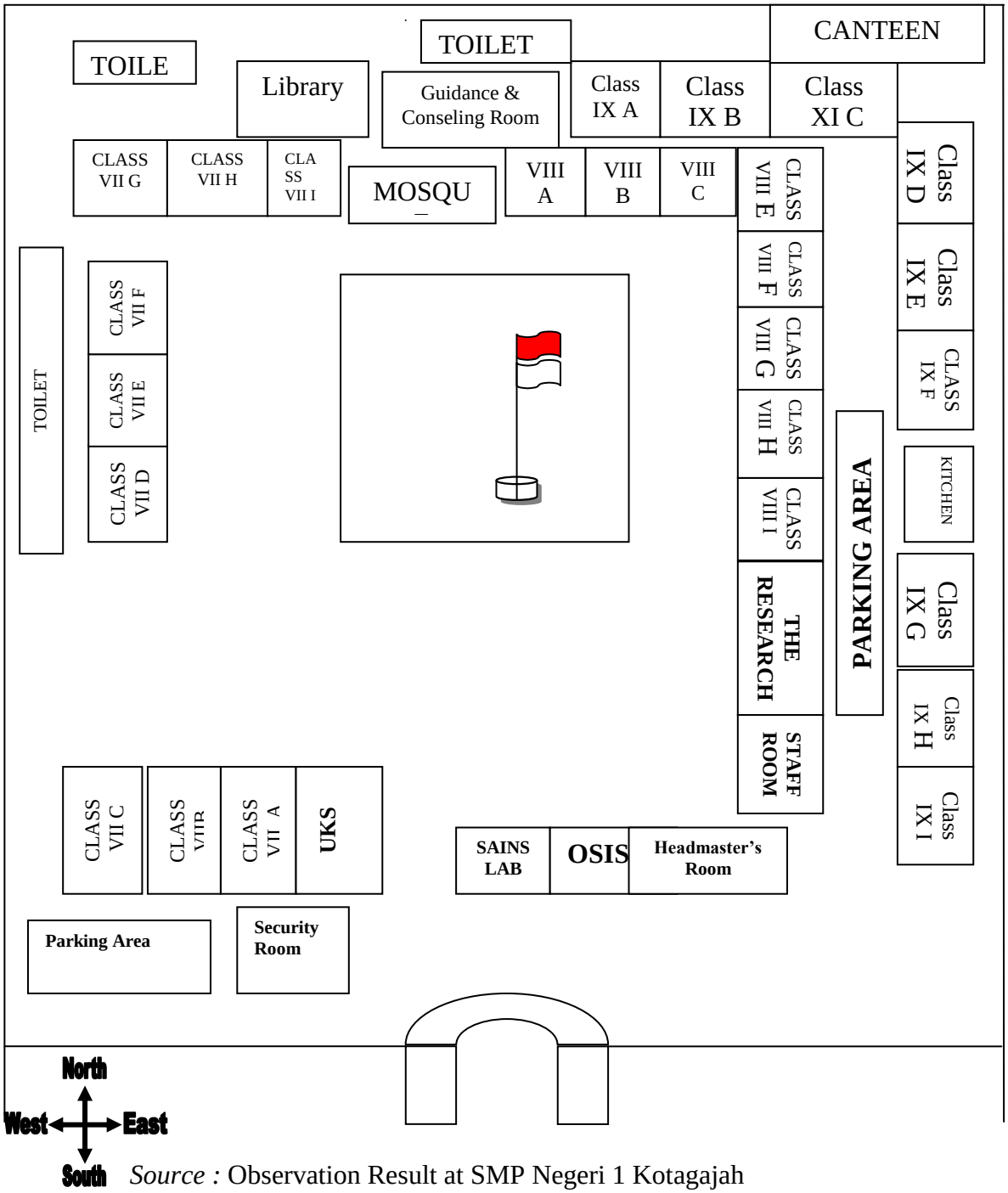
Figure 1
ORGANIZATION STRUCTURE



Source : Documentation of SMP Negeri 1 Kotagajah

f. Location Sketch

Figure 2



Source : Observation Result at SMP Negeri 1 Kotagajah

2. Description of the Data

In this research, the researcher and the Collaborator Mrs. Supriyati, S.Pd conducted the research in two cycles and each consist of planning, acting, observing and reflecting.

a. Cycle 1

1. Planning

In this section the researcher planned to give the material about recount text. The researcher prepared several things related to learning process such as prepared the lesson plan for the action based on the problems faced by students. The researcher selected material and exercise into a lesson plan. In the lesson plan, there was peer review technique to improve student's writing skill in recount text. Beside of making lesson plan the researcher also made the instrument that would be done as the pre- test and post- test in the cycle 1, made the observation sheet of the student's activity, identified the problem and found the cause of problem at the first and the end of learning process, so planned to giving the evaluation to measure the students skill in received the material that have been taught.

2. Action

The implementation of the action was conducted in 3 meetings. The first meeting was used to pre-test, second meeting was used to the action and the third meeting was used to post test. And here are the explanation of every meeting:

1) The First Meeting.

This meeting was conducted on October 14th 2017 for 2x40 minutes. This meeting used as the pre-test before the students were given action. The meeting was started by praying, greeting and checking the attandance list, so asking the students condition.

In this stage, the condition of the class was effectived because the collaborator handed the class before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher. The researcher gave pre-test to the students. The test was writing test. This test asked students to create a recount text with the theme "Unforgettable Moment". The result of pre-test can be seen on table below:

Table 8
The Pre-Test Score of Writing Recount Text

No	Name	The Component of Writing Scores					Score	Note
		O	C	G	P	S		
1	AN	18	17	18	10	10	73	Pass
2	AKK	10	12	13	12	18	65	Failed
3	ABN	10	16	8	8	6	48	Failed
4	AR	10	12	10	10	8	50	Failed
5	AS	10	12	8	6	8	44	Failed
6	AL	18	19	18	8	10	73	Pass
7	CMF	8	6	10	6	6	36	Failed
8	FAN	10	6	9	6	10	41	Failed
9	FBP	6	6	7	6	4	29	Failed
10	FW	8	6	6	4	5	29	Failed
11	IA	10	18	13	12	8	61	Failed
12	LM	8	4	6	4	6	28	Failed
13	NDR	15	14	13	11	15	68	Failed
14	NKN	18	18	11	13	15	75	Pass
15	PF	6	4	6	10	8	34	Failed

16	RBS	16	16	12	18	16	78	Pass
17	RD	8	6	10	13	11	48	Failed
18	RM	8	15	12	7	8	50	Failed
19	SDR	13	15	16	15	8	67	Failed
20	SAR	4	6	8	8	6	27	Failed
21	SHMM	8	4	8	5	2	27	Failed
22	TKA	15	15	15	15	8	68	Failed
23	WAD	10	10	8	10	8	46	Failed
24	WEA	14	10	17	12	18	71	Pass
Total Score (Σx)		261	267	262	229	222	1241	
Average $\bar{x}$		10,87	11,12	10,91	9,54	9,25	51,70	

Source: The result of pre-test on October 14, 2017

To get Average score, the researcher used following formula:

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

$\overline{X}$ = Mean/Class average score
N = Number of cases
$\sum X$ = The total number of students' scores

$$\overline{X} = \frac{1241}{24} = 51{,}70$$

From the calculation above, it says that class average score is 51,70.

Percentage of KKM Pre-test

$$P = \frac{\sum X}{N} x100\%$$

P = Percentages of pre-test KKM
N = Number of cases
$\sum X$ = The students who get 70 or > 70

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

= 20,83%

From the calculation above, it says that percentages of pre-test KKM is 20,83%.

From the result of pre-test, it can be seen that the highest score is 78 and the lowest score is 27. The average score of pre-test

is 51,70. From the table, that are 19 students who get the below target of score (under the MSC) and 5 students get above score from the MSC. Then based on the result of pre-test, it could be seen that the target based on Minimum Standard Criteria (MSC) has not been achieve yet.

2) The Second Meeting

The second meeting was conducted on October 18th 2017 for 2x40 minutes. In this meeting was used as the implementation of the action in cycle 1. The meeting started by praying, greeting, checking the attendance list and asking about students condition. In the beginning of learning process, the researcher explained what recount text is, then explained the generic structure also the use of past tense in writing recount text. The researcher gave one example of recount text. After that, the researcher encourages the students to find the generic structure and past tense verb in the given recount text. Then, the researcher asked the students to make sentences for each word they found in the text and the students shared their work in a pair. After that, The researcher explained to the students about peer review technique and gave example how to do peer review. After that, the researcher asked the students to work in pairs of two students and shared their writing. The researcher gave peer review guidelines and students did peer review. The researcher asked the students read and gave comments on their peer writing based on

Pre-Test Paper about “Unforgettable Momemnt” that they wrote before. Finally, the students revised and corrected their writing based on the peer feedback during writing activity.

In the last meeting the researcher and the students discussed about the things that were still unclear and concludes it. So the researcher greets to closing the meeting.

3) The Third Meeting

The third meeting was conducted on October 21st 2017 for 2x40 minutes. This meeting used as post-test 1 after giving the treatment. It started by praying, greeting, checking attendance list and asking about students’ condition. The researcher asked about material had given in the last meeting, than the researcher gave post-test to the students.

The kind of the test was written test. The students must write their own experience about “Study Tour”. In the post-test 1 only 10 students who got good score, but the result of the students test was better than the students' test before giving treatment. The result of post-test 1 can be seen on table below:

Table 9
The Students Post-Test 1 Score of Writing Recount Text

No	Name	The Component of Writing Scores					Score	Note
		O	C	G	P	S		
1	AN	16	15	14	14	16	75	Pass
2	AKK	16	14	13	13	15	71	Pass
3	ABN	10	10	10	13	15	58	Failed
4	AR	15	14	13	13	16	71	Pass
5	AS	10	9	10	13	14	56	Failed

6	AL	18	18	12	15	12	75	Pass
7	CMF	12	11	10	13	14	60	Failed
8	FAN	13	12	9	11	11	56	Failed
9	FBP	10	12	10	13	10	55	Failed
10	FW	11	13	10	10	10	54	Failed
11	IA	16	14	11	15	15	71	Pass
12	LM	10	9	8	10	12	49	Failed
13	NDR	16	14	13	13	16	72	Pass
14	NKN	17	15	16	14	15	77	Pass
15	PF	6	4	6	4	5	25	Failed
16	RBS	17	15	16	14	18	80	Pass
17	RD	12	13	10	13	13	61	Failed
18	RM	10	11	9	8	11	49	Failed
19	SDR	16	15	13	15	13	72	Pass
20	SAR	4	5	7	6	5	27	Failed
21	SHMM	12	11	9	13	10	55	Failed
22	TKA	16	15	14	13	13	71	Pass
23	WAD	15	16	12	10	12	65	Failed
24	WEA	16	15	14	14	14	73	Pass
Total Score (Σx)		314	300	269	290	305	1478	
Average $\bar{x}$		13,08	12,5	11,20	12,08	12,70	61,58	

Source: The result of post test 1 on October 18, 2017

To get Average score, the researcher used following formula:

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

$\overline{X}$ = Mean/Class average score
N = Number of cases
$\sum X$ = The total number of students' scores

$$\overline{X} = \frac{1478}{24} = 61,58$$

From the calculation above, it says that class average score is 61,58.

Percentage of KKM Pre-test

$$P = \frac{\sum X}{N} x100\%$$

P = Percentages of pre-test KKM
N = Number of cases
$\sum X$ = The students who get 70 or > 70

$$P = \frac{11}{24} x\ 100\%$$
$$= 45,83\%$$

From the calculation above, it says that percentages of Pos-Test I KKM is 45,83%

From the result of post-test 1, it can be seen that the higest score is 80 and the lowest score is 25. The average score of post test 1 is 61,58. From the table, that are 13 students who get the below target of score, and 11 students get score from standard criteria.

3. Observation

The observing was done by researcher and collaborator during learning process. There were some observations that had been done such as: observation on the students' activities, and observation on the result of the evaluation.

This is explanations from the points above:

1) Students' Activities

In observing, the researcher presented in one meeting in cycle 1 of writing recount text by using Peer Review Technique. In this time the researcher gave the material to the students but the students still faced some difficulties in writing recount text.

The observation that was conducted on students' activities as follows:

Table 10
The Percentage of the Students' Activity

No	Students' Activity	Frequency	Percentage
1	Give an attention to the researchers explanation	12	50%
2	Enthusiastically join the learning process	11	45,9%
3	Able to understand of material by using Peer Review Technique	5	20,8%
4	Responding the researcher question	8	33,3%

Based on the data above explain that the total of students who give attention to the researcher explanation are 12 students (50%). Students enthusiastically join the learning process only 11 students (45,9%). The Poor is only 5 students (20,8%) able to understand of material by using Peer Review Technique but there are 8 students (33,3%) who responding the researcher question.

4. Reflection

Based on the result of the first meeting, the researcher analyzes the difficulties in writing recount text. In the second meeting, the students got many difficulties in organizing paragraph and the grammatical use. Other factor that made it not effective because the students did not know the mistakes that they have made and the possible factors that caused those problems was the lack of writing practice makes students resultance in writing. The researcher did not give sufficient explanation about the topic and did not give sufficient guidance and simulation.

With the end of cycle 1, the researcher and collaborator do the reflection together. Based on the data entered the reflection in cycle 1 was still found in the deficiencies that occurred in the cycle 1. As for deficiencies in the first cycle, there were; while the researcher explain the materials, the researcher gave less attention to every student, the researcher was low in explain the material, so that students who were noisy and some students got failure in the test of cycle 1.

The reflection result can be inferred that:

1) The researcher should be more paying more attention to the students.
2) The researcher should monitor the students one by one while learning process.
3) The researcher should give more attention to the students who are responsive and try to give more attention to students who are irresponsive.
4) Furthermore, the result of the learning results in cycle I before and doing the treatment could be concluded in the following table:

Table 11
The Improving of Students' Score at Pre-Test and Post-Test 1

No	Name	Pre Test score	Post Test 1 score	Improving	Explanation
1	AN	73	75	2	Improve
2	AKK	65	71	6	Improve
3	ABN	48	58	10	Improve

4	AR	50	71	21	Improve
5	AS	44	56	12	Improve
6	AL	73	75	2	Improve
7	CMF	36	60	24	Improve
8	FAN	41	56	15	Improve
9	FBP	29	55	26	Improve
10	FW	29	54	25	Improve
11	IA	61	71	10	Improve
12	LM	28	49	21	Improve
13	NDR	68	72	4	Improve
14	NKN	75	77	2	Improve
15	PF	34	25	-9	Decreased
16	RBS	78	80	2	Improve
17	RD	48	61	13	Improve
18	RM	50	49	-1	Decreased
19	SDR	67	72	5	Improve
20	SAR	27	27	0	Constant
21	SHMM	27	55	28	Improve
22	TKA	68	71	3	Improve
23	WAD	46	65	19	Improve
24	WEA	71	73	2	Improve
Total Score (Σx)		1241	1478		
Average $\bar{x}$		51,70	61,58		

Based on the result above, it can be seen that almost students are not fulfill the standard minimum criteria. Furthermore the researcher conduct the cycle 2 in order to make students can reach the standard minimum criteria.

Table 12
Students' Observation Sheet in Cycle 1

No	Student's Name	The aspect that observed			
		Give an attention to the researcher's explanation	Enthusiastically join the learning process	Able to understand of material by using Peer Review Technique	Responding the researcher question
1	AN			✓	✓
2	AKK		✓		
3	ABN	✓			✓
4	AR	✓	✓		
5	AS	✓			
6	AL		✓		
7	CMF	✓			
8	FAN				✓
9	FBR	✓			
10	FW	✓			✓
11	IA			✓	✓
12	LM		✓		✓
13	NDR	✓			
14	NKN		✓	✓	
15	PF		✓		
16	RBS	✓			
17	RD		✓	✓	
18	RM	✓			
19	SDR		✓		✓
20	SAR	✓			
21	SHMM	✓	✓		
22	TNA		✓		
23	WAD	✓			
24	WEA			✓	✓
Total		12	11	5	8

Table 13
The Percentage of the Students' Activity in the Learning Process of Cycle I

No	Students' Activity	Frequency	Percentage
1	Give an attention to the researchers explanation	12	50%
2	Enthusiastically join the learning process	11	45,9%
3	Able to understand of material by using Peer Review Technique	5	20,8%
4	Responding the researcher question	8	33,3%

Based on the data above explain that the total of students who give attention to the researcher explanation are 12 students (50%). Students enthusiastically join the learning process only 11 students (45,9%). The Poor is only 5 students (20,8%) able to understand of material by using Peer Review Technique but there are 8 students (33,3%) who responding the researcher question.

Based on the result above, it could be inferred that the learning process of cycle 1 is not successful because only one activity get percentage 50% that pay attention of the researcher's explanation and others got< 60%.

b. Cycle II

Based on the result of cycle I was not success, in the stage need to be held the cycle II again to repair the weakness in the cycle 1. The step of cycle II as follow:

1. Planning

Based on the activity in cycle I, the process at the cycle II was focused on the problem in Cycle I. There are still many weaknesses on cycle I such as the students not focus to join the class and they hard to understand the materials. The researcher and the collaborator planned the materials. The researcher prepared the lesson plan, material, gave the pot-test and gave evaluation. By using Peer Review Technique the researcher tried to improve the students' writing skill in recount text and hoped it would help to improve the students' interested in learning English.

2. Action

The action in the cycle II consist of two meeting, one meeting for the action, and one meeting for the post-test. The explanation of every meeting will be explained below:

1) The First Meeting

The first meeting was done on, October 25th 2017 for 2x40 minutes. This meeting was opened by praying, greeting, asking the students' condition and checking the attendance list. In this meeting, the researcher asked to the students about previous lesson and cycle one test. While teaching and learning process using Peer Review Technique well and more interested in the class to be more enthusiastic, interest, and the students gave full attention to the researcher explanation, so, it can made the students interest in

learning process, especially in teaching recount text using Peer Review Technique.

Meanwhile, the researcher was explaining the material more clearly than before, and the researcher explained more about past tense. The researcher gave an example of sentences with some errors and exercises. After that, the researcher asked the students to do the exercises. The students discuss the exercises. This exercises purposed to the students can write recount text correctly. After that, the students ido peer review of their first cycle test and let the students to work in pair in order to make them easier to classify and discuss. The students work in pairs of two students and share their writing. Then, The researcher gives peer review checklist and students do peer Review The researcher asked the students read and gave comments on their peer writing about “Study Tour”. Then, the students revised and corrected their writing based on the peer feedback during do writing activity. The next stage, different with the activity in the first cycle, because the researcher gave more attention one by one while teaching learning process and the students can asked to the researcher about the material which not unclear.

When the time was over, the students should gave the paper to the owner. It made the students can know what the strengths are

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

The condition in the class of this meeting more effective than before. In the end of teaching and learning process, the researcher gave the evaluation to measure how far the material that the researcher explain can be understand by the students.

2) The Second Meeting

The second meeting was conducted on October 28th 2017. This meeting used to post-test 2 in the end of cycle II for 2x40 minutes. The researcher gave post-test to the students to write a recount text with the theme "My Holiday", and the result can be seen in the table as follows:.

Table 14
The Students Post-Test 2 Score of Writing Recount Text

No	Name	The Component of Writing Scores					Score	Note
		O	C	G	P	S		
1	AN	**19**	19	16	16	17	87	Pass
2	AKK	17	17	14	13	15	76	Pass
3	ABN	18	15	16	17	13	79	Pass
4	AR	18	17	15	15	17	82	Pass
5	AS	17	16	13	13	15	74	Pass
6	AL	16	16	15	16	17	80	Pass
7	CMF	16	17	14	17	14	78	Pass
8	FAN	18	17	13	12	12	72	Pass
9	FBP	16	17	13	12	13	71	Pass
10	FW	16	13	17	15	12	73	Pass
11	IA	17	14	13	11	12	76	Pass
12	LM	17	16	16	13	14	71	Pass
13	NDR	16	17	16	14	16	79	Pass
14	NKN	19	16	17	18	16	86	Pass
15	PF	10	8	8	7	12	45	Failed

16	RBS	19	18	18	19	18	92	Pass
17	RD	14	15	15	18	13	75	Pass
18	RM	10	12	8	8	11	49	Failed
19	SDR	16	16	16	17	15	80	Pass
20	SAR	7	8	6	7	5	33	Failed
21	SHMM	17	16	15	13	17	78	Pass
22	TKA	19	17	16	17	15	84	Pass
23	WAD	18	15	11	16	15	75	Pass
24	WEA	18	17	17	16	15	83	Pass
Total Score (Σx)		388	368	338	343	341	1778	
Average $\bar{x}$		16,16	15,33	14,08	14,29	14,20	74,08	

Source: The Result of Post Test II on October 28, 2017.

To get Average score, the researcher used following formula:

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

$\overline{X}$ = Mean/Class average score
N = Number of cases
$\sum X$ = The total number of students' scores

$$\overline{X} = \frac{1778}{24} = 74{,}08$$

From the calculation above, it says that class average score is 74,08.

Percentage of KKM Pre-test

$$P = \frac{\sum X}{N} x100\%$$

P = Percentages of pre-test KKM
N = Number of cases
$\sum X$ = The students who get 70 or > 70
$P = \frac{21}{24} x\ 100\%$
= 87,5%

From the calculation above, it says that percentages of Post-test 2 KKM is 87,5%

Based on the table above, it could be seen that the students' average score in post-test II was 74. The highest score is 92 and the lowest score is 33. According to minimum standard criteria 87%

students passed the test. Most of the students could improve their writing recount text. It means that cycle II is successful.

3. Observation

At this stage, the observation was done by researcher and collaborator during learning process. There were some observation that had been done, such as; observation sheet on the students' activities, the researcher's note, and observation on the result of the evaluation.

1) Students' activities

Observation is done on the cycle II is almost similar with the observation of the cycle I. From the observation of the students' activities on cycle II, can be seen that give an attention to the researcher's explanation 95,8%, able to study in each of their team 79,1%, active in working cooperatively to classify the language features 95,8%, and practice in writing recount text 83,3%.

Table 15
Students' Observation Sheet In Cycle 2

No	Student's Name	The aspect that observed			
		Give an attention to the researcher's explanation	Enthusiastically join the learning process	Able to understand of material by using Peer Review Technique	Responding the researcher question
1	AN	✓	✓	✓	✓
2	AKK	✓		✓	✓
3	ABN	✓	✓	✓	✓
4	AR	✓	✓	✓	
5	AS	✓	✓	✓	✓
6	AL	✓	✓	✓	✓
7	CMF	✓		✓	✓
8	FAN	✓		✓	

9	FBP	✓	✓	✓	✓
10	FW	✓	✓	✓	✓
11	IA	✓	✓	✓	✓
12	LM		✓	✓	✓
13	NDR	✓	✓	✓	✓
14	NKN	✓	✓	✓	✓
15	PF	✓	✓		
16	RBS	✓	✓	✓	✓
17	RD	✓	✓	✓	✓
18	RM	✓		✓	
19	SDR	✓	✓	✓	✓
20	SAR	✓		✓	✓
21	SHMM	✓	✓	✓	✓
22	TKA		✓	✓	
23	WAD	✓	✓	✓	✓
24	WEA	✓	✓	✓	✓
Total		23	20	23	19

Table 16
The Percentage of the Students' Activity in the Learning Process of Cycle II

No	Students' Activity	Frequency	Percentage
1	Give an attention to the researchers explanation	23	95,8%
2	Enthusiastically join the learning process	20	83,3%
3	Able to understand of material by using Englsih Movie	23	95,8%
4	Responding the researcher question	19	79,1%

4. Reflection

Based on the result of cycle II, the researcher and collaborator did reflection together. Based on the result of observation learning process on cycle II, it can be inferred that most of the students pay attention the researcher and they could accept the material more clearly. From the test result, the researcher found that in this phase, students had a good progress.

They improved their understanding of peer review significantly and improving more witing recount text that has proved by successfully doing the post test.

Table 17
The Students' Score at Cycle I and Cycle II of Writing Recount Text

No	Name	Post Test I score	Post Test II score	Improving	Explanation
1	AN	75	87	12	Improve
2	AKK	71	76	5	Improve
3	ABN	58	79	21	Improve
4	AR	71	82	11	Improve
5	AS	56	74	18	Improve
6	AL	75	80	5	Improve
7	CMF	60	78	18	Improve
8	FAN	56	72	16	Improve
9	FBP	55	71	16	Improve
10	FW	54	73	19	Improve
11	IA	71	76	5	Improve
12	LM	49	71	22	Improve
13	NDR	72	79	7	Improve
14	NKN	77	86	9	Improve
15	PF	25	45	20	Improve
16	RBS	80	92	12	Improve
17	RD	61	75	14	Improve
18	RM	49	49	0	Constant
19	SDR	72	80	8	Improve
20	SAR	27	33	6	Improve
21	SHMM	55	78	23	Improve
22	TKA	71	84	13	Improve
23	WAD	65	75	10	Improve
24	WEA	73	83	10	Improve
Total Score		1478	1778		
Average		61,58	74,08		

From the table above, in post-test 1 in cycle 1 and post-test II in cycle II is improve the students' writing skill in recount text. Their average scores increases from 61,58 up to 74,08. From the table we known that in post-test II, any 3 students who get the score

below the target or under minimum standard criteria (MSC), and 21 students get score above the minimum standard criteria. So, based on the result of post-test 1 and post-test II, it can be seen that the target of teaching based on MSC has been achieve and also mean that Peer Review Technique can improve the students' writing recount text. Because the indicator of success have been achieve in this cycle, it means that it not to continue in the next cycle.

B. Interpretation

During research process, the researcher observed that the students were interested in teaching and learning writing. They were enthusiastic the learning process. The researcher assumes that teaching by Peer Review Technique can improve the students' writing skill in recount text. By using Peer Review Technique the students could exchange their writing with their partners to check the organization in writing. In peer review students read each other papers and provide feedback to the researcher, usually answering specific questions that teacher has provided, and the students got good feedback to evaluate their writing better and it was very useful for students. So, it has proved that Peer Review Technique can be interesting technique in writing recount text. Especially for the students at the eighth graders of SMP Negeri 1 Kotagajah.

1. The Result of Students Learning

a. The Result of Students Pre-Test

The researcher conducted the pre-test to know the students' writing recount text before implementing the treatment. It was done on October 14th 2017. From the result of pre-test shown that most of the students difficult in doing the test from the researcher. Based on the table 4 the students' average are 51,70 it shows that most of the students have not pass yet in achieving the Minimum Standard Criteria (MSC) 70. In this stage, only 5 students out of 19 students pass of the minimum standard criteria.

b. The Result of Students Post-Test 1

In this research, to know the students' writing recount text after implementing the treatment the researcher conducted the post-test 1. It was done on October 18th 2017. Based on the table 7 the students' average is 61,58. It shown that most of the students have not pass yet in achieving the minimum standard criteria 70. In this stage there are 11 students out of 13 students pass of the minimum standard criteria.

c. The Result of Students Post-Test 2

The researcher conducted the post-test 2 had been finished to know the students' writing recount text after implementing the treatment. It was done on October 28th 2017. Based on the table 12 it can be seen that the students' average is 74,08. It shown that most of the students have pass in achieving the minimum standard criteria (70).

In this stage, 21 students pass of the minimum standard criteria. It can be seen that most of the students pass in achieving material.

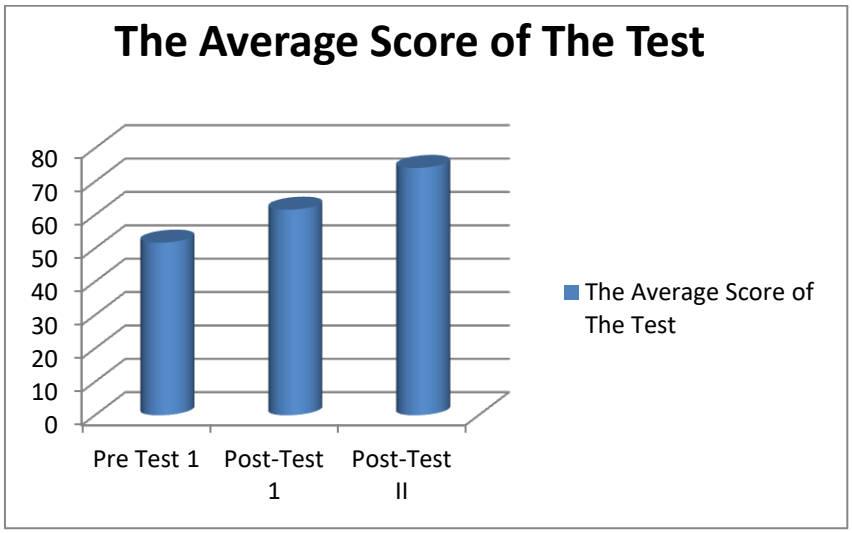
The score from the implementation of the cycle 1 and 2 can be seen in the table result of students' learning below.

Table 18
The Improving of Students' Score in Pre test and Post Test

No	Name	Score			Explanation
		Pre-test	Post-test 1	Post-test 2	
1	AN	73	75	87	Improve
2	AKK	65	71	76	Improve
3	ABN	48	58	79	Improve
4	AR	50	71	82	Improve
5	AS	44	56	74	Improve
6	AL	73	75	80	Improve
7	CMF	36	60	78	Improve
8	FAN	41	56	72	Improve
9	FBP	29	55	71	Improve
10	FW	29	54	73	Improve
11	IA	61	71	76	Improve
12	LM	28	49	71	Improve
13	NDR	68	72	79	Improve
14	NKN	75	77	86	Improve
15	PF	34	25	45	Improve
16	RBS	78	80	92	Improve
17	RD	48	61	75	Improve
18	RM	50	49	49	Improve
19	SDR	67	72	80	Improve
20	SAR	27	27	33	Improve
21	SHMM	27	55	78	Improve
22	TKA	68	71	84	Improve
23	WAD	46	65	75	Improve
24	WEA	71	73	83	Improve
Total Score		1241	1478	1778	
Average		51,70	61,58	74,08	

Based on the table above, it can be describe in the graph 1 as follow:

Figure 3



Based on the table and the graph above, in the cycle 1 from the pre-test to the post-test 1 have progress average score from 51,70 to 61,58. There is increasing about 9,88 point. Then from the cycle II have progress average score from 61,58 to 74,08 there is increasing about 12,5 point.

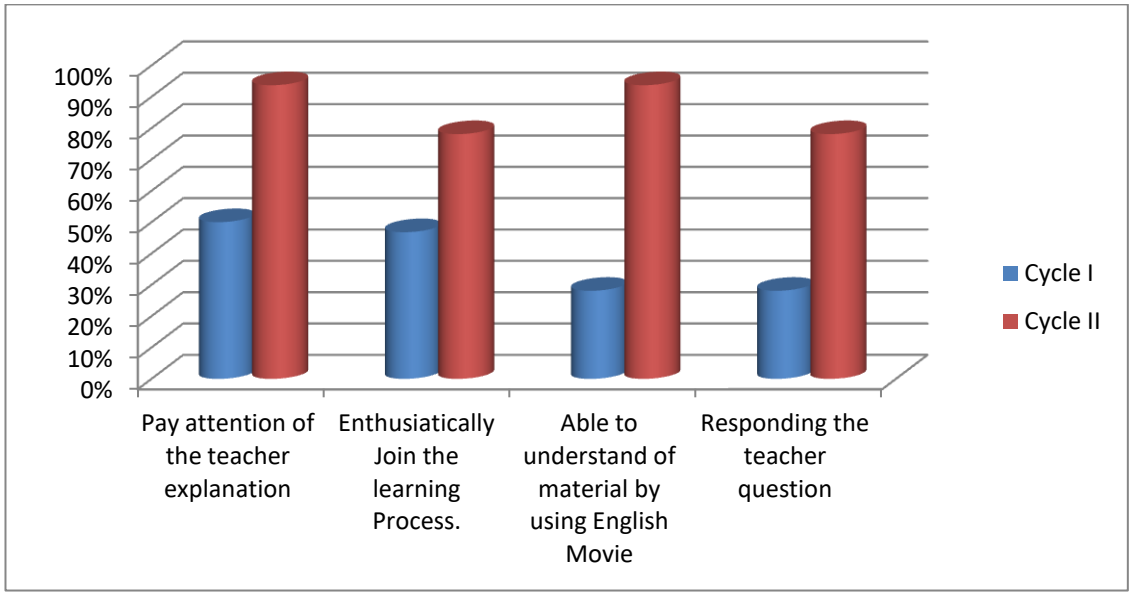
2. The Result of Observation of Students' Activity

This observation result was gotten when the learning process happened by collaborator. The result of the students' learning activity observation can be seen in the table below:

Table 19
The Result of Students' Activity of Writing Recount Text in Cycle 1 and Cycle 2

No	Students' Activity	Cycle I		Cycle II		Note
		F	(%)	F	(%)	
1	Give an attention to the researcher's explanation	12	50%	23	95,8%	Improve
2	Enthusiastically join the learning proses	11	45,9%	20	83,3%	Improve
3	Able to understand of material by using Peer Review Technique	5	20,8%	23	95,8%	Improve
4	Responding the researcher question	8	33,3%	19	79,1%	Improve
	Total Score		**150%**		**354%**	Improve
	Average		**37,5%**		**88,5%**	Improve

Figure 4
The Result of Students' Activities



Based on the line of graph, the students' activities have get improvement from cycle I and cycle II. The students who give attention to the researcher

explanation has improve from 12 students (50%) became 23 students (95,8%). Then there are only 11 students (45,9%) who enthusiastically join the learning process is increase up to 20 students (83,3%). The students' activity in responding the researcher question has reach out from 8 students (33,3%) up to 19 students (79,1%). The most increasing reach out of all students 23 (95,8%) from 5 students (20,8%) is in giving contribution in able to understand of material by using Peer Review Technique.

Based on the result, it can be seen that the students activities in cycle I up to cycle II improved from 37,5% to 88,5% .The improving point is 51%. Therefore this research consider finish at cycle 2. It can be conclude that the use of Peer Review Technique can improve the students' writing recount text at the eighth Graders of SMP Negeri 1 Kotagajah.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the implementation of writing skill in Recount Text through Peer Review Technique in two cycle of the classroom action research, the reseacher would like to give conclusion as follows:

1. The use of Peer review Technique can improve the learning activities among the eighth graders of SMP Negeri 1 Kotagajah. the students' activities have get improvement from cycle I and cycle II. The students who give attention to the researcher explanation has improve from 12 students (50%) became 23 students (95,8%). Then there are only 11 students (45,9%) who enthusiastically join the learning process is increase up to 20 students (83,3%). The students' activity in responding the researcher question has reach out from 8 students (33,3%) up to 19 students (79,1%). The most increasing reach out of all students 23 (95,8%) from 5 students (20,8%) is in giving contribution in able to understand of material by using Peer Review Technique. It can be seen that the students activities in cycle I up to cycle II improve from 37,5% to 88,5% .The improving point is 51%.
2. Peer Review Technique can improve the writing skill in Recount Text at the eighth grade of SMP Negeri 1 Kotagajah. Peer Review Technique can be effective technique and it can be used as an alternative way in teaching

recount text. It can made students easier and enjoyable to understand the material so it could improve the writing skill in recount text. The result of post-test is higher score than pre-test. The average score of pre-test is 51,70. Then the average score of post-test I is 61,58, and the average score of post-test II is 74,08.

B. Suggestion

Based on the result of the research, the researcher would like to give suggestion as follows:

1. For the teacher

a. The Teacher should be able to improve their technique of teaching to improve students' writing skill. They could use peer review technique as one of technique to teach writing especially recount text.

b. Furthermore, in teaching writing, teachers should pay more attention to the students' writing whether they have difficulties in constructing texts or not. They should help them in solving their problems by giving guidance and solution.

2. For Students

a. The students should learn English actively particularly in writing, because writing is the most callenging skill to learn. It needs competencies of many languange aspects. So, the students should spend more time for practice the writing activity to make them accustomed in writing.

b. The students should never give up when they find something difficult especially in studying English. They have to be active to ask their teacher.

3. For the Principal

The researcher greatly expects that this study can give contribution for the school, such as a reference for further studies in learning writing skill. And the principle should take positive side of this technique as the new method or strategy in English learning that can improve the students' writing skill.

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SILABUS PEMBELAJARAN

Sekolah : **SMP N 1 Kotagajah**
Kelas : **VIII (Delapan)**
Mata Pelajaran : **Bahasa Inggris**
Semester : **1 (Satu)**

Kompetensi Dasar	**Materi Pembelajaran**	**Kegiatan Pembelajaran**	**Indikator Pencapaian Kompetensi**	**Penilaian**			**Alokasi Waktu**	**Sumber Belajar**
				Teknik	**Bentuk Instrumen**	**Contoh Instrumen**		
12.1. Mengungkap-kan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Tata bahasa - Imperratives - Getting attention - Comparison 2. Kosa kata Kata terkait tema dan jenis cerita 3. Tanda baca, Spelling	1. Menulis kalimat sederhana untuk - memberi himbauan / peringatan - mengiklan-kan sesuatu 2. Melengkapi teks fungsional pendek 3. Menulis teks fungsional pendek	Menulis teks fungsional pendek berbentuk : - Notices - Film	Tes tulis Product	*Essay* Completion Penugasan	. *1. Complete the text using suitable word/words.* *2. Write notices related to certain places* *3. Write an advertisement promoting a certain product.*	4 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.2. Mengungkapkan makna dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*	1. Teks Essai *narrative / recount* 2. Ciri kebahasaan teks *narrative / recount* 3. Tatabahasa - Simple past - Past continuous	1. Review ciri kebahasaan teks *narrative/ recount* 2. Membuat kalimat sederhana terkait teks *narrative/ recount* 3. Membuat draft teks *recount* dan *narrative* 4. Menulis teks *recount* dan *narrative* berdasarkan draft yang dibuat 5. Memajang hasil tulisan di dinding	Menulis teks pendek dan sederhana dalam bentuk recount / narrative dengan langkah retorika yang benar	Tes tertulis Proyek	Uraian Penugasan	*Write a short recount/narrative text based on:* *a. Your experience happend to you* *b. The story You have ever read* *Find 5 short texts of recount or narratives and expose them.*	8 x 40 menit	1.Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

Mengetahui;
Kepala Sekolah SMP N 1 Kotagajah

SUKIRNO, S.Pd.M.Pd.I
NIP. 19650713 199103 1 009

Kotagajah, Oktober 2017
Guru Mapel Bahasa Inggris,

SUPRIYATI, S.Pd
NIP. 19670815 198903 2 007

LESSON PLAN

(CYCLE I)

School Identity	: SMP N 1 KOTAGAJAH
Subject	: English
Class / Semester	: VIII B / I
Time Allotment	: 4 x 40 minutes (2 Meetings)
Text Type	: Short Functional Text
Standard of Competence	: Expressing meaning in short functional text and short essay in the form of *recount* and *narrative* to interact with society.
Basic Competence	: Expressing meaning and rhetoric step in simple short functional text using written language accurately, fluently, and acceptable to interact with society in the form of *recount* and *narrative*.

A. INDICATOR

In the end of the study, the students are able to:

1. Identify what is recount text
2. Understand the generic structures and the organization of recount text
3. Create a recount text by their own words

B. LEARNING MATERIALS

Recount Text

A recount text is writing about past events or a piece of text that retells past events, usually in the order which they happened. Recount text has social function, generic structure, and linguistic features that are as follows:

1. Social function of recount text is to retell events for the purpose of informing or entertaining.
2. Generic structure:

a. Orientation provides the setting and introduces participants. It tells who was involved, what happened, where the events took place, and when it happened.
b. Events tells what happened and in what sequence.
c. Re-orientation consists of optional-closure of events.

3. Linguistic features:
   a. Focus on specific participants
   b. Use of material processes
   c. Circumstances of time and place
   d. Use of past tense
   e. Focus on temporal sequence

Example of Recount text:

My Holiday

I spent my holiday with my family two weeks ago. Firstly, I went to my grandmother house. My grandmother lived in East Lampung. I met with my nephew and my cousin. We went to my grandmother house last year.

On the first day, my grandmother cooked my favorite food for me, that is Gudeg. I liked it very much. In the afternoon, I helped my grand father in the garden. He planted many kinds of vegetables. On the second day, my cousin invited me to join running competition. Unfortunately, I won the competition. It was great experience. On the third day, my family and I went back to our house.

We were enjoying our holiday in our grandmother house, because there was very naturally place to enjoy.

C. METHOD OF TEACHING AND LEARNING

Peer Review Technique.

D. LEARNING ACTIVITIES

Meeting 1

1. Pre-Activity

a. The teacher greets the students and asks some questions in order to make the students comfortable with the condition.

b. The teacher checks the students' attending.

c. The teacher informs the learning purposes.

2. Main activities

a. **Exploration**

1) The teacher asks the students about their pre-test.
2) The students convey the problems they faced in writing recount text.
3) The teacher gives explanation about recount text, the generic structure and the use of past tense in writing recount text.
4) The teacher gives one example of recount text.

b. **Elaboration**

1) The teacher encourages the students to find the generic structure and past tense verb in the given recount text.
2) The teacher instructs students to make sentences for each word they found in the text.
3) The students and the teacher correct the sentences that they have made.
5) After that, teacher explains to the students about peer review technique and gives example how to do peer review.
6) Teacher asks the students to work in pairs of two students and share their writing in pre-test about unforgettable moment.
7) The teacher gives peer review guidelines and students do peer review.
8) The teacher instructs the students read and gave comments on their peer writing.
9) The students revised and corrected their writing based on the peer feedback during do writing activity.

c. Confirmation

1) The teacher with the students discuss about the things that are still unclear.

2) The teacher gives the students some exercises.

3. Post Activity

a. The teacher reviews the lesson.

b. The teacher gives a question and answer session.

c. The teacher gives compliment for what the students have done.

d. The teacher says goodbye.

Meeting 2

1. Pre-Activity
   a. The teacher greets the students and asks some questions in order to make the students comfortable with the condition.
   b. The teacher checks the students' attending.
   c. The teacher reviews the previous lesson.
2. Main activities
   a. Exploration
      1) The students discuss about the previous lesson.
      2) The teacher and students discuss about precious task.
   b. Elaboration
      1) Teacher asks the students to do the exercises.
      2) The teacher asks the students to work in pairs and exchange their exercises.
      3) Teacher and the students discuss the result.
   c. Confirmation
      1) The teacher with the students discuss about the things that are still unclear
      2) The teacher asks students to do the cycle one test
      3) The students do the cycle one test.
3. Post Activity
   a. The teacher reviews the lesson.
   b. The teacher gives a question and answer session.
   c. The teacher gives compliment for what the students have done.

d. The teacher says goodbye.

E. SOURCE AND MEDIA OF TEACHING

1. The Text book of eight grade

Kementerian pendidikan dan kebudayaan. 2013. *Bahasa Inggris*:*When English Rings The Bel.* Jakarta: Politeknik Negeri Media Kreatif.

2. Dictionary.

F. EVALUATION

1**.** Evaluation Technique

No	Indicator	Evaluation		
		Technique	Type of Instrument	Example
1	Make a recount text based on the topic.	Writing test	Creation	Make a recount text based on the topic!

2. Instrument (in the attachment)

3. Rubric of evaluation

Aspects	Score	Explanation
Organization :Introduction, body, and conclusion	18-20	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	15-17	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
	12-14	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the

		generalizations may not be fully supported by the evidence given; problems of organization interfere.
	6-11	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	1-5	Absence of introduction or conclusion; noapparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
Content	18-20	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
	15-17	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
	12-14	Development of ideas not complete or essay is Some what off the topic; paragraphs are not divided exactly right.
	6-11	Ideas complete; essay doesnot reflect careful thinking or was hurried written; in adequate effort in area of content.
	1-5	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.
Grammar	18-20	Native–like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences.
	15-17	Advanced proficiency in English grammar; some grammar problems donot influence communication; although the reader is aware of them; no fragments or run-on sentences.
	12-14	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present.
	6-11	Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed, difficult to read sentences
	1-5	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure. Punctuation, Spelling, and Mechanics

		interfere with ideas.
	6-11	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers.
	1-5	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems.
Style and quality of expression	18-20	Precise vocabulary usage; use of parallel structures; concise; register good
	15-17	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	12-14	Some vocabulary misused; lack awareness off register; maybe too wordy.
	6-11	Poor expression of ideas; problems in vocabulary; lack variety of structure.
	1-5	Inappropriate use of vocabulary; no concepts of register or sentence variety.

Score = = Σ *categories* $(O + C + G + M + S)$
Total Score = 100

Kotagajah, October 2017

English Teacher

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Researcher

ELSI DIAH REFIANTI
NPM. 13107117

The Head Master of SMPN 1 Kotagajah

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LESSON PLAN

(CYCLE II)

School Identity : SMP N 1 KOTAGAJAH

Subject : English

Class / Semester : VIII B / I

Time Allotment : 4 x 40 minutes (2 Meetings)

Text Type : Short Functional Text

Standard of Competence : Expressing meaning in short functional text and short essay in the form of *recount* and *narrative* to interact with society.

Basic Competence : Expressing meaning and rhetoric step in simple short functional text using written language accurately, fluently, and acceptable to interact with society in the form of *recount* and *narrative*.

A. INDICATOR

In the end of the study, the students are able to:

1. Identify what is recount text
2. Understand the generic structures and the organization of recount text
3. Create a recount text by their own words

B. LEARNING MATERIALS

Example of Recount Text

A Beautiful Day at Jogja

My friends and I went to Yogyakarta When I was 2nd grade of senior high school. We were there for three days. I had many impressive experiences during the vacation.

First, we visited Parang tritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of

people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

That was a beautiful day. We really enjoyed it, and I hope I could visit Jogja again.

C. METHOD OF TEACHING AND LEARNING

Lecturing, discussion, peer review.

D. LEARNING ACTIVITIES

Meeting 1

1. Pre-Activity

a. The teacher greets the students and asks some questions in order to make the students comfortable with the condition.
b. The teacher checks the students' attending.
c. The teacher informs the learning purposes.

2. Main activities

a. Exploration

1) The teacher asks to the students about previous lesson and cycle one test.
2) The teacher asks to the students if there are any difficulties.
3) The teacher explains more about past tense
4) The teacher gives some exercises to the students.
5) The students work in pair to do the exercises.

b. Elaboration

1) The students discuss the exercises.
2) Teacher gives an example of recount text.
3) After that, the students are required to do peer review of their first

cycle test.

4) Teacher instructs the students to work in pairs of two students and share their writing.
5) The teacher gives peer review checklist and students do peer Review.
6) The teacher instructs the students read and gave comments on their peer writing.
7) The students revised and corrected their writing based on the peer feedback during do writing activity.

c. Confirmation

1. The teacher with the students discuss about the things that are still unclear.
2. The teacher gives the students assignment.

3. Post Activity
   a. The teacher reviews the lesson.
   b. The teacher gives a question and answer session and comments about the lesson.
   c. The teacher gives compliment for what the students have done.
   d. The teacher says goodbye.

Meeting 2

1. Pre-Activity
   a. The teacher greets the students and asks some questions in order to make the students comfortable with the condition.
   b. The teacher checks the students' attending.
   c. The teacher reviews the previous lesson.
2. Main activities

a. Elaboration

1) The teacher asks the students about previous lesson.
2) The students discuss the previous task.

3) Teacher asks the students if there are any difficulties about recount text and peer review technique.

b. Exploration

1) The teacher together with the students discusses the recount text and vocabularies, grammar, punctuation, generic structure and language features of it.
2) The teacher asks questions related to the students' holiday.
3) The students answer the questions.
4) The teacher asks some students to retell their activities in recent holiday.

c. Confirmation

1) The teacher with the students discuss about the things that are still unclear.
2) The teacher gives the post test. The students are asked to write a recount text with the theme "My Holiday".

3. Post Activity
   a. The teacher reviews the lesson.
   b. The teacher gives a question and answer session and comments about the lesson.
   c. The teacher gives compliment for what the students have done.
   d. The teacher says goodbye.

E. SOURCE AND MEDIA OF TEACHING

1. The Text book of eight grade

   Kementerian pendidikan dan kebudayaan. 2013. *Bahasa Inggris*:*When English Rings The Bel.* Jakarta: Politeknik Negeri Media Kreatif.

3. Power Point Media and dictionary.

F. EVALUATION

1. Evaluation Technique

No	Indicator	Evaluation		
		Technique	Type of Instrument	Example
1	Make a recount text based on the topic.	Writing test	Creation	Make a recount text based on the topic!

2. Instrument (in the attachment)

3. Rubric of evaluation

Aspects	Score	Explanation
Organization :Introduction, body, and conclusion	18-20	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	15-17	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
	12-14	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	6-11	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	1-5	Absence of introduction or conclusion; noapparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
Content	18-20	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous

		material; essay reflects thought.
	15-17	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
	12-14	Development of ideas not complete or essay is Some what off the topic; paragraphs are not divided exactly right.
	6-11	Ideas complete; essay doesnot reflect careful thinking or was hurried written; in adequate effort in area of content.
	1-5	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.
Grammar	18-20	Native–like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences.
	15-17	Advanced proficiency in English grammar; some grammar problems donot influence communication; although the reader is aware of them; no fragments or run-on sentences.
	12-14	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present.
	6-11	Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed, difficult to read sentences
	1-5	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure. Punctuation, Spelling, and Mechanics
Punctuation, Spelling, and Mechanics	18-20	Correct use of English writing convention; left and right margins, all needed capital, paragraphs intended, punctuation and spelling; very neat.
	15-17	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	12-14	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	6-11	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers.

		register OK; style fairly concise.
	12-14	Some vocabulary misused; lack awareness off register; maybe too wordy.
	6-11	Poor expression of ideas; problems in vocabulary; lack variety of structure.
	1-5	Inappropriate use of vocabulary; no concepts of register or sentence variety.

Score = = ***Σ categories (O + C + G + M + S)***
Total Score = 100

Kotagajah, October 2017

English Teacher

SUPRIYATI, S.Pd
NIP. 19670815 198903 2 007

Researcher

ELSI DIAH REFIANTI
NPM. 13107117

The Head Master of SMP N 1 Kotagajah

SUYANO, S.Pd, M.Pd.I
NIP. 19650713 199103 1 009

INSTRUMENT OF PRE TEST

School : SMP N 1 Kotagajah
Class / Semester : VIII B/1
Subject : English (Recount Text)

Instruction:

1. Write down your name, class, and students' number.
2. Make a recount text based on a theme “Unforgettable Moment”.
3. You should use the past tense.
4. You have 40 minutes to do the test.
5. Your result will be scored based on the following criteria:
    a. Organization
    b. Content
    c. Grammar
    d. Punctuation
    e. Style and quality of expression

4. Do it individually.

GOOD LUCK!!!

INSTRUMENT OF POST TEST 1

School : SMP N 1 Kotagajah
Class / Semester : VIII B/1
Subject : English (Recount Text)

Instruction:

1. Write down your name, class, and students' number.
2. Make a recount text based on a theme “Study Tour”.
3. You should use the past tense.
4. You have 40 minutes to do the test.
5. Your result will be scored based on the following criteria:
    a. Organization
    b. Content
    c. Grammar
    d. PunctuationStyle and quality of expression

4. Do it individually.

GOOD LUCK!!!

SIMPLE PAST TENSE EXERCISES

A. Give correction to the following sentences. Discuss it with your friend next to you!

1. We visiting a restaurant near the beach last night.
2. My friend and I was very happy.
3. She drink a coffee last night.
4. Last month, I buy some souvenir in Bali.
5. We playing football yesterday.
6. They write the letters two days ago.
7. We see the beautiful sunrise yesterday.
8. I find many beautiful places in Lampung.
9. My friend lend me this book yesterday.
10. Last holiday I went to jakarta.

B. Make a sentence for each verb using simple past tense!

1. Go
2. Visit
3. Play
4. Take
5. Make

KEY ANSWER OF PAST TENSE EXCERCISE

A. Grammar Aspect

1. We visited a restaurant near the beach last night.
2. My friend and I were very happy.
3. She drank a coffee last night.
4. Last month, I bought some souvenir in Bali.
5. We played football yesterday.
6. They wrote the letters two days ago.
7. We saw the beautiful sunrise yesterday.
8. I found many beautiful places in Lampung.
9. My friend lent me this book yesterday.
10. Last holiday, I went to jakarta.

B. Grammar Aspect

1. Went

   I went to school with my friends.

2. Visited

   Two weeks ago, I and my family visited to Ragunan.

3. Played

   Rico and his friends played football yesterday.

4. Took

   I took this book from my cupboard last night.

5. Made

   Last Sunday, I with my friends made a cake.

INSTRUMENT OF POST TEST 2

School : SMP N 1 Kotagajah
Class / Semester : VIII B/1
Subject : English (Recount Text)

Instruction:

1. Write down your name, class, and students' number.
2. Make a recount text based on a theme “My Holiday”.
3. You should use the past tense.
4. You have 40 minutes to do the test.
5. Your result will be scored based on the following criteria:
   - Organization
   - Content
   - Grammar
   - Punctuation
   - Style and quality of expression

4. Do it individually.

GOOD LUCK!!!

FIELD NOTE CYCLE I

Saturday, October 14th,2017.

1. Give Pre-test to the students, the students wrote the recount text with the theme “unforgettable moment”.
2. Most of the students still confuse how to arrange the sentences into good paragraph.
3. There are some students complaining with the material.
4. Some of students are playing with their friends.
5. Most of students did the test confusedly.

Wednesday, October 18th,2017.

1. The teacher gives the material.
2. After the teacher gives the example of recount text, the teacher try to find the generic structures of recount text, then the teacher explain about the generic structures of recount text.
3. Then, the teacher gave the peer review guidelines and peer review sheet.
4. The teacher expalins the steps of peer review technique
5. The teacher asks the students to make comment and suggestion to their peer’s sheet about “unforgettable moment” which they have wrote in the pre-test.
6. So, many students who were noisy didnot pay attention to the teacher explanation.
7. Some students did not understand about the material.

8. The teacher divided students to eork in pairs, after that the teacher asks the students to find the past tense verb and the teacher help them.
9. The teacher dominated in giving question and answer.
10. The teacher made the students to active in the class with the answer question one by one in front of the class.

FIELD NOTE CYCLE II

Saturday, October 21st,2017.

1. Give post-test I to the students with the kinds of test was written test, the students wrote the recount text with the theme “Study Tour”.
2. Some students passed the minimum standard criteria. But many students did not pass the score.
3. Make reflection to students and made evaluation for the teaching learning process.

Wednesday, October 25th,2017.

1. Some students were still confused about the material.
2. Then, the teacher divided the students into same group and the teacher explain more about recount text clearly.
3. The teacher gave the exercise about past tense word, the students did the exercise.
4. The teacher gave the peer review guidelines and peer review sheet.
5. The students did the peer review, tey made comment and suggestion to their peer’s sheet about “study tour” which they have wrote in the posttest I.
6. The students were enthusiastic and interested to the material.
7. The students paid attention more about the teacher explanation.
8. The condition of this meeting was more enthusiastic than before.

9. The students were able to do the question given by the teacher in front of the class.

Saturday, October 28th,2017.

1. The teacher gave post-test II after giving treatment, this test was about writting recount text with the theme “My Holiday”.
2. Most of the students did tast correctly.
3. Most of students passed the minimum standard criteria.
4. And finally, the teacher gaves motivation and spirit to the students in order that more study dilligent.

PEER REVIEW TECHNIQUE GUIDELINES

Items to be assessed	Guideline
1. Text Organization a. Does the writer choose an appropriate tittle? b. Does the text have comple structures? (Orientation, sequent of events, and re orientation) c. Does the text present clear ideas (topic senteces) and have supporting sentences?	❖ If not, give your suggestions. ❖ If not, what should it be? ❖ If not, what should it be?
2. Content a. Do you understand the story? b. Does the recount text have 5W+1H questions? (What, Where, When, Who, Why, and How?) c. Does the writer use enough sequential words?	❖ If not, what should it be? ❖ If not, give your suggestins where he or she should put sequential work?
3. Grammar Has he/she used the correct tenses (verb) in his/her recount text?	❖ If not, mention the mistakes and correct them.
4. Punctuation and Spelling a. Has he/she written the text with the correct punctuation? (Capittal letter, comma, fullstop, etc) b. Has he/she written the text with the correct spelling?	❖ If not, correct the punctuation. ❖ If not, correct the spelling.
5. Style and Quality of Expression Has he/she used the appropriate and correct vocabularies?	❖ If not, give comments and suggestions.

PEER REVIEW SHEET

Writer' name :
Reviewer's name :

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

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

Name : 'AINUN NAFIRI
Class : VIII B
No : 1

87

Holiday in Lembah Pelangi ~~Waterfall~~

Last holiday. I and my family visited Lembah Pelangi Waterfall in Ngarip District, Tanggamus Regency, Lampung. It was the first time for me to visit such a wonderful waterfall.

To reach the waterfall location, we should go on foot after having around three hour trip ridding motorcycle from Bandar Lampung. When we arrived there. I was so amazing the beautiful scenery of the waterfall The air so fresh at that time and I could not bear to jump into the water. It was quite windy there and all I could see only green.. green.. and green...

Finally the day was get dark and it was time for us to go home. It was such an unforgettable holiday for me. I really enjoy it.

Nama : ALVINA BELLA NURAZIZAH
Class : VIIIB
NO : 1 Theme : "Unforgetable Moment"

Stomachathe

I (Go) to Rima house yesterday, to (do) homework. I (Go) there with Anisa. After (Finish) the homework. Rima make Rujak. Rahman like Spicy Food so she (make) it very spicy. Actualy, I am not use to eat spicy food, but yesterday I could not restrain my self from (eat) it. The Rujak is very tasty al toug it is very spicy. I (eat) it to much The next morning I (get) stomachache and I could not (go) to school.

O : 10
C : 16
G : 8
P : 8
S : 6

48

Name : Nisrina khairun Nisa
Class : VIII B
No : 14 "theme : "Unforgetable Moment"

My Bad Day on Sunday

I had a terrible day yesterday, first I wake up an hour late because my alarm clock does not go off. Then I was in such hurry that I burned my hand when I was (make breakfast. I get dressed so quick that I forget to wear socks.

Next I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I do not have enough money.

Finally, I walked the three miles to my school. Only to discover that it is Sunday! I hope I never had a day as the one I had yesterday.

O : 10
C : 18
G : 11
P : 13
S : 15

75

PEER REVIEW SHEET

Writer' name : AINUN NAFITRI
Reviewer's name : ARDIKA RAHMAN

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

Items to be assesed	Peer Reviewer's Comments and Suggestions
1. Organization	Generit structure sudah lengkap dan benar judul sudah sesuai.
2. Content	what : Minggu yang menyebalkan who: AINUN when: Bulan kemarin, minggu. where: House yard why : karena AINUN menen-dang terlalu keras sehingga kaca pecah.
3. Grammar	Playing : Played we are : we were happen : happened I were : I was
4. Punctuation and Spelling	Strugling : Strugling alow : allow
5. Style and quality of expression	sudah bagus kata-kata-cukup baik

PEER REVIEW SHEET

Writer' name : ALVIANA BELLA NURAZIZAH.
Reviewer's name : INDIAN EGGA ANANTA.

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

Items to be assesed	Peer Reviewer's Comments and Suggestions
1. Organization	Generic structure sudah lengkap.
2. Content	what : pengalaman SD who : Wulan where : Lomba tari why : Wulan memenangkan lomba tari. when : ketika SD.
3. Grammar	Study : Studie have : had are : were Love : Loved come : came do not : did not.
4. Punctuation and Spelling	kurang menambahkan kata penghantar. (then , after that , dll.)
5. Style and quality of expression	Seriusly : Seriously penggunaan kata-kata cukup Baagus.

Name : 'AINUN NAFIRI
claas : VIII^{B}
No : 1

Study Tour to Sariringgung Beach

I (havec) good experience in recreation. It was study tour actually. I went to Sariringgung with my friends. It happend two years ago. Then. we started going at 08.00 a.m. and arrived in there at 11.00 . am.

On the bus, everyone (looks) very happy and eat. Before we (get) the beach, we stopped for a while in Restaurant to have a lunch. After that, we continued the journey. Next, we arrived at the beach. Some of my friends took a pray in the mosque near the beach. Then, we started playing in the beach . At 04.00 p.m. we went to home because it was getting dark.

Athough we felt tired, but I really enjoy the study tour.

75

O : 16
C : 15
G : 14
P : 14
S : 16

Nama : ALVINA BELLA NURAZIZAH
Class : VIIIB
No : 1 Theme: "Study Tour"

Study Tour to Lampung Museum

I went to Lampung Museum with my teacher and my classmates and I were in the same bus. We left our school at 08.00 am. It took 3 hours.

After 3 hours way, we arrived in Lampung Museum. We (enter) to Lampung Museum. we go around with the tour guide. We looked the archa and also took a picture. Lampung Museum is a place that save the archa in Lampung.

The second destination was beach. Study tour made me very tired, but I was very happy because I could (spent) many time with my friends.

O : 10
C : 10
G : 10
P : 13
S : 15

58

Name : Nisrina Khairun Nisa
Class : VIII B
No : 14 Theme: "Study Tour"

Study Tour to Lampung Museum

When I was in elementary school. My friend and I went to Lampung Museum. We went to Lampung Museum by bus. We assemble in the school at ~~06.30~~ am. We left our school at 07.00 am. On the way, we saw many vechiles, the beautiful views, and the god store.

After we arrived in Lampung Museum, one of my teacher went (to bought) the ticket. Then, we go around in Lampung Museum with tour guide. Lampung Museum is a museum which located in Bandar Lampung. In Lampung Museum there were many archaelogical. After having visit many places, we went to bus and back to home.

When we returned home, we were tired but we were happy because we had so much fun in Lampung Museum.

O : 17
C : 15
G : 16
P : 14
S : 15

77

PEER REVIEW SHEET

Writer' name : Ainun Nafin.
Reviewer's name : Ardika Rahman

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

Items to be assesed	Peer Reviewer's Comments and Suggestions
1. Organization	- The tittle is appropriate - Generic structure sudah lenakap
2. Content	- 5W + 1H sudah ada - Isi cerita mudah dipahami
3. Grammar	- looks : looked - eat : eating get : get
4. Punctuation and Spelling	- setelah sequential word "Then" seharusnya comma (,)
5. Style and quality of expression	Vocabularies are appropriate.

PEER REVIEW SHEET

Writer' name : ALFINA BELA NURAZIZAH
Reviewer's name : WULAN EGGA ANANTA

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

Items to be assesed	Peer Reviewer's Comments and Suggestions
1. Organization	- The tittle is appropriate - Generic structure kurang lengkap
2. Content	- SW + 1 H sudah ada - Isi cerita pada paragraf terakhir kurang lengkap/ bisa dipahami.
3. Grammar	- Enter : Entered - Spent : Spend - Save : Saving
4. Punctuation and Spelling	Tanda baca sudah bagus dalam penempatan
5. Style and quality of expression	- Vocabulary cukup banyak.

PEER REVIEW SHEET

Writer' name : Nisrina khairun Nisa
Reviewer's name : Nazwa Dwi Ramadani

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

Items to be assesed	Peer Reviewer's Comments and Suggestions
1. Organization	Judul kurang menarik. Generic Structure kurang bagus, karena paragraf terakhir ranru.
2. Content	What : Pergi ke Sariringgung Who : keluarga Nazwa When : Liburan kemarin Where : Pantai sariringgung Why : Nazwa mengikuti perjalanan bersama keluarga.
3. Grammar	go : went are : were arrive : arrived swim : swam Playing : Played eat : ate take : took
4. Punctuation and Spelling	kurang ada penambahan kata pertama pada paragraf kedua (then, after)
5. Style and quality of expression	kata - kata sudah cukup bagus.

Name : 'AINUN NAFIRI
Class : VIII B
No : 1

87

Holiday in Lembah Pelangi ~~Waterfall~~

Last holiday. I and my family visited Lembah Pelangi Waterfall in Ngarip District, Tanggamus Regency, Lampung. It was the first time for me to visit such a wonderful waterfall.

To reach the waterfall location, we should go on foot after having around three hour trip ridding motorcycle from Bandar Lampung. When we arrived there. I was so amazing the beautiful scenery of the waterfall The air so fresh at that time and I could not bear to jump into the water. It was quite windy there and all I could see only green.. green.. and green...

Finally the day was get dark and it was time for us to go home. It was such an unforgettable holiday for me. I really enjoy it.

Nama : ALVINA BELLA NURAZIZAH
Class : VIII B
No : 1 Theme : " My Holiday "

Traveling to Clara Beach

Last holiday, My family and I had a vacation to the beach because my little brother and I were having school holiday. This holiday is also a gift because two days before my little brother celebrated his birthd

The clock was still at 04.56 am but I and my family have been ready to go to Clara beach. Since the distance from my house to Clara beach is about 3 hours. We went there by car. When we arrive in Clara beach, Clara beach has not been well-known enough, so there were not many visitor there.

We could not bear to played at the beach. So after having lunch together we directly ran toward the sunshine. Sudenly, it was already 12.00 pm. We decided to go home.

This holiday was really fun. I can not waited to go to the ~~beach~~ sea with my family in the next journe

79

Name : Nrsrina Khairun Nrsa
Class : VIII B
No : 14

86

19
16 My Vacation in My Holiday
17
18 Last holiday, my sister name Putri said to me
16 that she really wanted go to the beach. So I promi
her that the next week we would go to Mutun be
in Lampung.

The next week, we prepared everything need in the morning. We brought some foods and beverages, such as chocolate wafers, potato chips, water and orange juice. Before go to the beach, I ask our brother Bayu, to join us. He agree to join and we went there together with our parents.

We went there by car. It took 3 hours to arri there by car. Then we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to ead the food that we had brought. Next, three of us create a very big sand castle, while my parents were enjoying the beautiful scenery there.

After that we decided to go to home becau

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.06/JST/PP.00.9/2392/2016 Metro, 21 Oktober 2016
Lamp : -
Hal : **IZIN *PRA SURVEY***

Kepada Yth.,
Kepala SekolahSMP N 1 Kota Gajah
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama	: Elsi Diah Refianti
NPM	: 13107117
Jurusan	: Tarbiyah
Prodi	: PBI
Judul	: Improving the Writing Skill in Recount Text by Using Peer Review Technique among the Eighth Grade of SMP Negeri 1 Kota Gajah

Untuk melakuan *PRA SURVEY*di SMP N 1 Kota Gajah.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan

Dr. Akla, M.Pd
NIP. 19691008 200003 2005

PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI I KOTAGAJAH
NSS : 201120223009 NPSN : 10801936
Jl.M.Mansyur No.02 Sritejokencono Kecamatan Kotagajah Lampung Tengah

No : 072 / 1375 / C.18 / D.a.VI.01 / 2017
Lam : -
Hal : ***Pemberian Izin Research***

Kepada
Yth, Wakil Dekan I IAIN Metro
Di Metro

Menanggapi surat saudara No. B-1854/In.28/D.1/TL.00/10/2017 tanggal 10 Oktober 2017, perihal Izin Research.

Dengan ini kami tidak keberatan / bersedia memberikan izin kepada mahasiswa :

Nama	: **ELSI DIAH REFIANTI**
NPM	: 13107117
Jurusan	: Pendidikan Bahasa Inggris
Semester	: 9 (Sembilan)
Judul	: ***"IMPROVING THE WRITING SKILL IN RECOUNT TEXT BY USING PEER REVIEW TECHNIQUE AMONG THE EIGHTH GRADE OF SMP NEGERI 1 KOTAGAJAH".***

Untuk mengadakan Research di SMP Negeri 1 Kotagajah Kabupaten Lampung Tengah.
Demikian izin ini diberikan, untuk dapat dipergunakan seperlunya.

Kotagajah, 14 Oktober 2017
Kepala Sekolah

DINAS PENDIDIKAN DAN KEBUDAYAAN NSS. 201120223009 SMP NEGERI 1 KOTAGAJAH KECAMATAN KOTAGAJAH KABUPATEN LAMPUNG TENGAH

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Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	kamis 16-01-2017	V		1. Revise Abstrack 2. Revise statement of originality. 3. Revise Dedication page 4. Revise Acknowledgement. 5. Revise Table of contents 6. Delete the Problems of writing. 7. Delete the measurement of writing 8. Delete the purposes of Recount text. 9. Revise ch. I 10. Revise ch. II 11. Revise ch. III 12. Revise ch. IV 13. Revise ch. V	
2.	Selasa 21-11-2017	V		1. Revise Abstract in English and Indonesia. 2. Revise Table of contents 3. Revise list of figure 4. Revise ch. II 5. Add the material of writing at the Eighth grade of SMP Negeri 1 Kotagajah!	

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				6. Revise Indicator of Sucess 7. Revise ch. III 8. Revise grammar (use the present tense under the table because it is fact). 9. Revise ch. IV 10. Revise ch. V There are 2 conclusions 1. learning activities 2. writing Recount Text 11. Revise Interpretation	
3.	Selasa 02-12-2017	✓		1. Revise Abstract 2. Revise ch. I 3. Revise ch. II 4. Revise Acknowledgement 5. Add the steps of Peer review Technique 6. Add the principle of Peer Review Technique	

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Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	Senin 11-12-2017	✓		1. Revise Abstract 2. Revise ch. II	
5.	Kamis 14-12-2017	✓		1. Revise ch. II	
6.	Rabu 20-12-2017	✓		Revise ch. IV Perbaikan diterima; Acc Munaqasyah	

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Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu 8/11-17		V	- Please make clear observation sheet! - Revise the aspects that you observed!	
2.	Selasa 21/11-17		V	- Perhatikan Sistematika Penulisan yang benar - Tolong di perbaiki grammar.	
3	Selasa 28/11-17		V	Ace ch. Lit V	

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Dosen Pembimbing II

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DOCUMENTATION
PRE TEST

TREATMENT

Recount text
a text that tells the past events.
Generic Structure
Language features
Past tense

POST TEST I

TREATMENT

We visiting a restaurant near the beach
My friend and I was very happy.
She drink a coffee last night.
Last month, I buy some souvenir in Bali
bought
We playing football yesterday.
played
They write the letters two days ago.
wrote
yesterday.
saw
Lampung.
found
esterday.

POST TEST II

CURRICULUM VITAE

Elsi Diah Refianti was born at small village Sritejokencono, Subdistric Kotagajah, Central Lampung, on June 23 1996. She is the first daughter of happy family of Mr. Sunarto and Mrs. Surasmiyati.

She took her Elementary School at SD N 3 Sritejokencono 2001-2007. Then, she made her ready to continue her study at Junior High School at SMP Negeri 1 kotagajah in 2007-2010. Having graduated from junior high school, she continued her study at SMK Negeri 1 Natar in 2010-2013. After graduating from senior high school, she decided to have lecture in English Education Department in IAIN Metro. She hopes that one day she can continue her study to master of degree.