

**IMPROVING THE STUDENTS' WRITING SKILL
BY USING PEER REVIEW STRATEGY**

*(A Classroom Action Research at Class VIII-C
of SMP Negeri 2 Sukamaju)*

SKRIPSI

By

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BOSOWA



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERSHIP AND EDUCATIONAL SCIENCE
UNIVERSITY "45" MAKASSAR
2014**

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**Submitted to the Faculty of Teachership and Educational Science
In Partial Fulfillment of the Requirement for the Sarjana Degree**

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "*Improving the Students' Writing Skill by Using Peer Review Strategy (A Classroom Action Research at Class VIII-C of SMP Negeri 2 Sukamaju)*". Berdasarkan seluruh isinya adalah benar-benar karya saya sendiri, bukan hasil plagiat. Saya siap menanggung resiko/sanksi apabila ternyata ditemukan adanya perbuatan tercelah yang melanggar etika keilmuan dalam hasil karya saya ini. Termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 1 Februari 2014

Yang Membuat Pernyataan



Rianto Parenta

ABSTRAK

RIANTO PARENTA, 2014. Improving the Students' Writing Skill Peer Review Strategy (A Classroom Action Research at class VIII-C of SMP Negeri 2 Sukamaju), Dibimbing oleh Drs. H. Herman Mustafa, M.Pd. dan Dra. Dahlia D. Moelier, M.Hum).

Pertanyaan penelitian skripsi ini adalah "Bagaimana Strategi *Peer Review* meningkatkan kemampuan menulis siswa dalam konten ; Bagaimana Strategi *Peer Review* meningkatkan kemampuan siswa dalam tujuan digunakan. Respresentive bahasa penelitian ini dimaksudkan dalam teks recount berfokus paada konten dan penggunaan bahasa : untuk menjelaskan keduanya atau tidak menggunakan Strategi *Peer Review* dapat meningkatkan kemampuan menulis siswa dalam isi dan metode penelitian digunakan. Respresentive bahasa yang digunakan metode penelitian tindakan kelas terdiri dari dua siklus dengan subjek adalah siswa SMP Negeri 2 Sukamaju Kab. Luwu Utara di kelas VIII-C pada tahun akademik 2012/2013 yang terdiri dari 35 siswa. Instrumen penelitian ini adalah lembar observasi dan tes tertulis atau evaluasi.

Hasil penelitian menunjukkan bahwa peer review dapat meningkatkan kemampuan menulis siswa dalam hal teks recount. Hal ini dibuktikan dengan nilai rata-rata siswa pada siklus hasil te 2 adalah (72,44) yang peningkatan 17,28 % dari siklus I rata-rata skor (61,77). Itu peningkatan yang sangat dari tes diagnostik (d-test) berarti skor (52,37). Para siswa berprestasi pada siklus II menunjukkan bahwa mereka telah memenuhi target skor penelitia (70,00), dan dianggap sebagai kriteria sukses dalam meningkatkan kemampuan siswa menulis dengan menggunakan Strategi *Peer Review* yang mencakup teks recount.

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The writer express her high gratitude to Allah SWT because of the blessing and mercies upon him, so the writer could finish this skripsi with the title "*Improving The Students' Writing Skill By Using Peer Review Strategy (A Classroom Action Research in Class VIII-C of SMP Negeri 2 Sukamaju)*". Shalawat and greeting are addressed to beloved and chosen messenger to the prophet Muhammad SAW peace be upon him.

In writing this skripsi the writer found many difficulties, so the writer realized that the skripsi has a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The writer would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the write as follows:

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At last, the writer hopes that the skripsi will be useful for my reader, in order to increase the quality of teaching and learning process at SMP Negeri 2 Sukamaju.

Makassar,

2014

The Writer



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CHAPTER I

INTRODUCTION

A. Background

English is one of the international languages used by many people in the world. English is the first foreign language taught at school from the elementary level up to the university level in Indonesia. Using English is the easiest way to communicate with people from other countries. Because English is obviously an international language involves many aspects in human life, such as politics, socials, cultures, economics, and technology.

For the Junior High School graduates, they are expected to reach at the functional level. In this case, they are expected to be able to communicate or participate in the creation of text in spoken and written in their daily life. In short, at Junior High level, learners are expected to learn daily expressions, especially fixed expressions and idioms that are needed in daily lives to accompany their actions when playing at school yards, when attending classes, when interacting with their friend, etc.

The purpose of teaching English for SMP students is to develop communicative competence in spoken and written form to achieve the literacy level which can be realized through four language skills: listening, speaking, reading, and writing. The SMP students are expected to be able to create many kinds of functional text and monolog in the form of *procedure*,

descriptive, recount, narrative, and report (Depdikbud, 2006:278). The text created should consist of grammatical sentences, acceptable expressions, and culturally acceptable in the English culture.

Related to learning English, There are four language skills including listening, speaking, reading, and writing which should be mastered by language learners. Writing is placed on the last stage among the four skills. The stage of the skill shows that students have to be familiar with the first three skills. (Barli, 2000: 112) states that the most difficult language skill is writing which requires a higher level of productive language control than the other skills. That is why writing is regarded as the most difficult language skill to learn for a language learner.

Writing is the production of the written word in the form of text and it must be read and comprehended in order for communication to take place (Barli, 2000: 142). In other words, in writing, a writer communicates his/ her ideas by considering a known or unknown reader who will get their ideas and their meanings in the form of correct written text. In addition, a writer not only has to consider the content of the written text but also the reader who will read the text. As stated by Oshima (2000:2) that whenever a writer writes, he/ she has to consider the people who will read what he/she has written. By knowing the reader, it will help the writer to communicate clearly and effectively.

Writing is indeed difficult. According to Francie (2001:10), there are some difficulties related to writing. Firstly, there is *psychological* difficulty in which the writer has to decide what information the reader needs and how best to express this. It means that there is no immediate interaction between the writer and the reader. Secondly, there is *linguistic* difficulty in, that the language used in written language is different from that is used in speech. In this case, the writer has to know the conventions of written language. Thirdly, there is *cognitive* difficulty in which that the students have to organize their thought on paper. Sometimes, they lose ideas when they are obliged to write and they do not know what to say.

From the reason above, the researcher concluded that there were two main causes: from teacher and students. Firstly, the teacher still used traditional strategy in which she only demanded the students' writing product and she only gave fewer portions for writing whereas writing is a complex activity. The teacher just demanded the product of the students' writing that must fulfill the written language rules. Moreover, she did not give enough attention to teach the students how to write in English correctly. The students were seldom trained to make a better writing by using varied technique. The strategies used are monotonous. Writing class generally ignore the writing process. The teacher asked the students to write in a certain topic. The time given was limited. Then, she gave them scores and next gave them back. She did not consider that writing is a complex activity in which it needs time

for revising the content, grammar and conducting consultation. Secondly, the students still did not master on writing skill. It could be seen that the students did not organize their writing well, Their ideas were not coherent. They sometimes lost their ideas. So, they could not continue their writing. They did not also use tense in the right context, because they were still confused to use tense correctly. They are lack of vocabulary and their understanding of mechanic is low. They seldom read their writing after they finished writing. That was why, their writing were not coherent. They also thought that time for writing was limited. Because of these they got difficulties in writing and the result of their writing were still far from what were expected.

Teaching English should deal with the four skills namely: reading, writing, speaking and listening. These skills are equally important; they should be learned and mastered in equal degrees. The students should not only learn and master one skill but ignore the other skills.

The facts show that, that the students of SMP Negeri 2 Sukamaju Kabupaten Luwu Utara still need an improvement for their English subjects especially in writing. This is proved by the researcher's pre observation at SMP Negeri 2 Sukamaju Kabupaten Luwu Utara that from the students' mean score in their English subject at the previous semester still in the low score namely 65 while the mean score of Minimum criteria standard of English subject is 70. So, the English teachers are expected to think and make some efforts in helping the students to enhance their writing skills. Teachers must

give variation of teaching strategies in writing class. In this case, the writer discusses one variation in teaching writing by using tables to help the students in finding ideas.

Based on the description above, this research focuses on the writing skill by using peer review. Therefore, the writer tried to improve the students' writing skills by using peer review. It helps students compose their best final draft of a paper because peer review is the evaluation of creative work or performance by other people in the same field in order to maintain or enhance the quality of the work or performance in that field (Hill, 2005) . The writer assumes that this strategy is interesting because the students can improve their writing. Based on the explanation above, the writer is interested to conduct a research under the title *"Improving the Students' Writing Skill by Using Peer Review Strategy"*.

B. Problem statement

Relating to this issue stated in the background, the researcher formulated the research problem statement as follow:

1. How does peer review strategy improve the students' writing skill in contentat theclass VIII-C students of SMP Negeri 2 Sukamaju Kabupaten Luwu Utara?

2. How does peer review strategy improve the students' writing skill in language use at the class VIII-C students of SMP Negeri 2 Sukamaju Kabupaten Luwu Utara?

C. The objective of the research

Concerning the problem statement above the research aims:

1. To find out the improvement of the students' content of writing skill by using peer review strategy at the class VIII-C students of SMP Negeri 2 Sukamaju Kabupaten Luwu Utara.
2. To find out the improvement of the students' language use of writing skill by using peer review strategy at the class VIII-C students of SMP Negeri 2 Sukamaju Kabupaten Luwu Utara.

D. Significance of the research

The outcomes of the research are expected to become useful and helpful information for the English teachers in teaching writing and it also hoped to motivate the writer as well as the readers to investigate the research in mastering writing by using peer review strategy.

E. Scope of the research

The scope of the research will be limited on teaching writing at class VIII-C students of SMP Negeri 2 Sukamaju Kabupaten Luwu Utara by using

peer review strategy to improve the students' writing skill in recount text which focused on content and language use.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Peer Review Strategy

a. Definition of Peer Review

According to the (Wegener, 2005) that Peer Review is the evaluation of creative work or performance by other people in the same field in order to maintain or enhance the quality of the work or performance in that field.

Peer review can be categorized by the type of activity and by the field or profession in which the activity occurs. *Peer review is a simple process, but requires planning to be successful.* Peer review can occur in a single class period or as an extended assignment. To effectively plan, consider the length and type of written assignment to use the number of students involved, mobility constraints in the classroom, and the amount of time available. In advance, determine how you will evaluate the peer review activity (Hill, 2005).

Peer review refers to the many ways in which students can share their creative work with peers for constructive feedback and then use this feedback to revise and improve their work, (Horton, 2010). Still in Horton states that for the writing process, revision is as important as drafting, but students often feel they cannot let go of their original words. By keeping an audience in mind and participating in focused peer review interactions,

students can offer productive feedback, accept constructive criticism, and master revision.

Based on the definition above, the writer concludes that Peer Review is a strategy that used to correct the students' writing result among by their peers and the students can learn to reflect on their own work, self-edit, listen to their peers, and assist others with constructive feedback.

b. The Ways to Use Peer Review Strategy

According to the Horton article the Peer review can be used for different class projects in a variety of ways namely:

1. Teach students to use these three steps to give peer feedback: Compliments, Suggestions, and Corrections. Explain that starting with something positive makes the other person feel encouraged. You can also use to walk through the feedback process with your students.
2. Provide students with sentence starter templates, such as, "My favorite part was _____ because _____," to guide students in offering different types of feedback. After they start with something positive, have students point out areas that could be improved in terms of content, style, voice, and clarity by using another sentence starter ("A suggestion I can offer for improvement is _____."). The peer editor can mark spelling and grammar errors directly on the piece of writing.

3. Teach students what constructive feedback means (providing feedback about areas that need improvement without criticizing the person). Feedback should be done in an analytical, kind way. Model this for students and ask them to try it. Show examples of vague feedback ("This should be more interesting.") and clear feedback ("A description of the main character would help me to imagine him/her better."), and have students point out which kind of feedback is most useful. offers general advice on how to listen to and receive feedback, as well as how to give it.
4. For younger students, explain that you need helpers, so you will show them how to be writing teachers for each other. Model peer review by reading a student's piece aloud, then have him/her leave the room while you discuss with the rest of the class what questions you will ask to elicit more detail. Have the student return, and ask those questions. Model active listening by repeating what the student says in different words. For very young students, encourage them to share personal stories with the class through drawings before gradually writing their stories.
5. Create a chart and display it in the classroom so students can see the important steps of peer editing. For example, the steps might include: 1. Read the piece, 2. Say what you like about it, 3. Ask what the main idea is, 4. Listen, 5. Say "Add that, please" when you hear a good detail. For

pre-writers, "Add that, please" might mean adding a detail to a picture. Make the chart gradually longer for subsequent sessions, and invite students to add dialogue to it based on what worked for them.

6. Incorporate ways in which students will review each other's work when you plan projects. Take note of which students work well together during peer review sessions for future pairings. Consider having two peer review sessions for the same project to encourage more thought and several rounds of revision.
 7. Have students review and comment on each other's work using a piece of paper.
 8. Have students write a class book, then take turns bringing it home to read. Encourage them to discuss the writing process with their parents or guardians and explain how they offered constructive feedback to help their peers.
- c. What should the peers do?

All writers, even professional writers, need others to read and comment on their writing. As writers, we are often too close to our work to spot problems a helpful reader can point out. In order to benefit from the insight of such a reader, follow these strategies (Houston, 2010):

1. Come to the workshop with your best possible draft.
2. Alert your reader to any concerns you have before they begin to read.
3. Ask questions and take notes as you are discussing your writing.

4. Try not to get defensive. Be grateful for your readers time and attention.
5. At the same time, don't feel obligated to take all of your readers advice. Remember that readers' opinions may differ and that you are ultimately responsible for your paper.

Remember, that your role as a writer is only part of your workshop contribution. The above strategies are most effective when your paper is reviewed by a helpful reader. You have an opportunity to be that kind of reader for others by observing the following guidelines as you review their writing:

1. Ask the writer what you can be looking for as you read their essay.
2. Read the writers essay carefully.
3. Respond as a reader, pointing out where things don't make sense, read smoothly, etc.
4. Be positive. Point out strengths as well as weaknesses, and be sensitive in how you phrase your criticism (Could you clarify this section? rather than Your organization is a message)
5. Be honest. Don't say something works when it doesn't. You are not helping the writer if you avoid mentioning a problem.
6. Be specific. Rather than simply saying a paragraph is confusing for example, try to point to a specific phrase that confuses you and, if possible, explain why that phrase is problematic.
7. Focus on one or two major areas for revision.

B. The Concepts of writing

1. Definition of writing

Some definitions of writing given as follows:

- a) Byrne (2000:1) Writing is the production of graphic symbols to form words in sequence of sentence arranged in a particular order and linked together in certain ways; also writing is the process of encoding a message to transfer meaning to the reader.
- b) Oshima and Hogue (2002:2) Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say.
- c) Bram, Barli (2000:9) Writing is a kind of activity where someone express all the ideas in this mind in the paper (print) from word to sentences , sentences to paragraph and from paragraph to the essay.
- d) Nunan (2000:36) Writing is not a natural activity. All physically and mentally normal people learn to speak a language .yet all people have to be taught how to write. This is a crucial difference between the spoken and written language. There are other important differences as well. Writing, unlike speech, is displaced in time. Indeed, this must be one reason why writing originally involved since it makes possible the transformation of a message from one place to another. A written message can be received, stored and referred back to at any time. It permanent in comparison with

the ephemeral "here one minute and gone the next" character of spoken language – even of spoken language that is recorded on tape or disk.

2. The Characteristic of good writing

We can understand the content of the text easily, if the use of parts of speeches corrects, and if the content of the writing is clear.

There are some characteristic of good writing, Nunan (2000:37) pointed the successful writing is as follow:

Relation to it, Nunan (2000:37) pointed the successful writing is a follow:

- a. Mastering the mechanic of letter formation;
- b. Mastering and obeying conventions of spelling and punctuations;
- c. Using the grammatical system to convey one's intended meaning;
- d. Organizing content at the level of the paragraph and the complete text;
- e. Polishing and revising one's initial efforts;
- f. Selecting an appropriate style for one's audience;

Good writing skills are essential for effective communication. Learning to write well of course takes time and practice. There are at least five stages in constructing a good written text (James Heard, M.Ed. & Ted Tucker, M. Ed, 2000: 27-28):

1. establishing topics
2. organizing ideas
3. writing first draft

4. revising first draft

5. proof reading the final draft

Each step has its own purposes, for example is revising. In revising, you can evaluate and change words you think inappropriate yet. You still have an opportunity to open your mind to get the other better ideas.

3. Writing Skill

Byrne said that writing is as forms of graphic symbols that consist of letters which relate to the sounds we produce when we speak (2000:1). Then Francie defines writing as a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft. Even in the more immediately focused stage of constructing a text. (2000: 10)

Based on the 2006 English Curriculum (Depdiknas: 24), the standard of competence of English for Senior High School is spoken and written by using kinds of language which suitable fluently and accurately using common utterances in the daily life. Whereas in writing, the standard of competence is: to express various meanings fluently and accurately (interpersonal, ideational and textual) in various writing texts, to read interaction and monologue particularly in forms of description, narrative, spoof, recount, reports, news item, anecdote, analytical exposition, explanation, discussion, commentary, and reviews. These various writing texts are called genres. The objective of the writing skill in this curriculum is: students can express their daily life

activities into a writing text. The indicator that shows students achieve the goal of the skill is they can produce a simple text in the notion of daily life context.

4. The Components of Writing

Oshima & Hogue, (2006) define that there are five components of writing. They are content, organization, grammar, vocabulary and mechanics.

a. Content

The content tends to relevance, clarity, originality, logic, etc. The content itself must be clear for the readers so they can get the information from it. To have a good content in a piece of writing, the content should be unify and complete.

(1) Unity

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

(2) Completeness

Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with

develop thoroughly by these of particular information. It is relative to know how complex or general the topic sentences by having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

b. Organization

Organization concern with the way how the writer arranges and organizes their idea and their messages in writing from which consist of some partial order. In writing, the writer should know about what kinds of paragraph that they want to write and what topic that they want to tell to the readers. It must be supported by cohesion. In addition, Byrne (2006) states that the writers should be take care of the organization in their writing because it will help them communicate successfully with the readers.

(a). Coherence

Coherence means that sticking together and in coherent essay, all the idea stick together. A coherent paragraph is each idea in supporting sentence related to the topic or the idea.

(b). Spatial order

If the purpose of the paragraph is to tell how something looks, most effective organization pattern is usually spatial;

c. Language Use

Cole, (2006) states that language use in writing description and other forms of writing involve correct usage and points of grammar. However,

considering that there are many points of grammar, the writer would like to quote a little literature about verbs, nouns, and agreement. Specific nouns and strong verbs used modifier or adjectives, adverbs, and participle in the writing. A modifier may also be a phrase. A single, well-chosen modifier is often more effective than several used together. If it is difficult to describe a subject with overused or worn-out modifier, find more interesting synonyms in the dictionary or thesaurus.

d. Vocabulary

A good writer should be mastery vocabulary and idioms as the language aspect dealing with the process of writing. The writer has to consider about how to put the words into paragraph until they can build a piece of writing. Most of the students are lack of vocabulary, therefore they are fail to compose a good piece of writing because they are difficult to choose words.

e. Mechanics

It deals with capitalization, punctuation, spelling, etc. It is very important part in writing because it will lead the reader to recognize immediately what the writer means. Punctuation is important as the way to clarify meaning. In English writing capital letter have to principles. First, they used to distinguish between particular and things. Second, it used as first word in quotations, a formal statement and proper adjectives, etc. The use of

favorable mechanic in writing will make the reader easy to group the conveying ideas and message towards the written text.

5. Kinds of Writing

Hornby (2004) divided writing into four kinds, as follows: narration, description, exposition, and recount.

a. Narration

Narration is the form of writing use to relate the stay of act of events. Narration places occurrences in time and tell what happened according to natural time sequence. One thing happens and then another thing happens, and the events are told in the same order. A narration tells a story series of conducted incidents or an action process of an action. In narration, the incidents that make up the story are usually told in order in which they would really happen. Types of narration include short story, novels, and new stories, as well as a large part of our every day social interchange in the form of letter and conversation.

b. Description

Description is a form writing that describes something. It reproduces the way thing looks, smell, taste, feel, or sound. It may also evoke mood such as happiness, loneliness, or fear. It used to created visual image of people, places event of units of time or reason. It may be used also to describe more than outward appearance of people. It may tell about their tries of character of personality.

c. Exposition

Exposition is the form of writing that explains something. It often answers to the question of what, how, and why. It is used in giving information, making explanation, and meanings. Its purpose is to present ideas and to make the ideas clear as possible.

d. Recount

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

6. The Definition of Paragraph

Oxford (2000:298) states that paragraph is division of a piece of writing. Started on a new line. A paragraph is a group of sentence dealing with one main idea (Dougel, 2000)

Crimmon in Akbar(2003:10) states that paragraph is a group of several sentence dealing with one main idea of a piece of writing. Paragraph is a set of related sentences that work together to express or develop an idea.

Most of writing that is required to do will be in form of paragraphs. Occasionally, when answering question of exam, paragraphs will stand alone and be self. Contained units however, paragraphs will be parts of longer pieces of writing. In such cases, paragraphs help the readers by breaking

down complicated ideas into manageable parts and relating each part to the main idea or thesis of essay.

Cooper (2002) also concluded that paragraphing also helps reader judges what is most important in what they are reading. Writers typically emphasize important information by placing it at the two points where readers are most attentive at the beginning and ending of a paragraph. Many writers position information to orient readers at the beginning, while they save the most important bit of information for last.

According to Oshima and Hogue (2002: 2) a paragraph is a group of related sentences that develops of main idea, opinion or feeling about a subject. These sentences are :

- a. The topic sentence is the most general statement of the paragraph. It is the key sentences because it names the subject and controlling idea the topic sentence can more at the beginning or at the end of a paragraph.
- b. Supporting sentence is developing the topic sentence by giving specific details about the topic.
- c. Concluding sentences this tells the reader that the paragraph the concluding sentences is like that topic sentence because both are general statements. However, the topic sentence is the last sentence and levels the paragraph.

Many experts define a paragraph in different sentences, but generally, their sentences almost have the same purpose in giving their definition of the paragraph. Therefore, their different sentences in defining a paragraph can be concluded in one definition that a paragraph is a group of related sentences which develop on main idea of piece writing started on a new line.

C. The Classroom Action Research

Kemmis and Mc. Taggart, (2003) state that action research is deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycle of problem identification, systematic data collection, reflection, analysis, data driven action taken, and finally problem identification. The linking of the terms "action" and "research" highlights the essential features of this method: trying out ideas in practice as a means of increasing knowledge about and/or improving curriculum, teaching and learning.

Further, Kemmis and Mc Taggart(2003) described that action research consist of four phases that take place in a cycle. These four phases are: planning, acting, observing and reflecting.

a. Planning

Practitioner tries to find 'what are' the realities of their particular practices and to search for 'what ought to be?'

b. Acting

The practitioner implements the plan he has developed, addressing all or a particular set of problem.

c. Observing

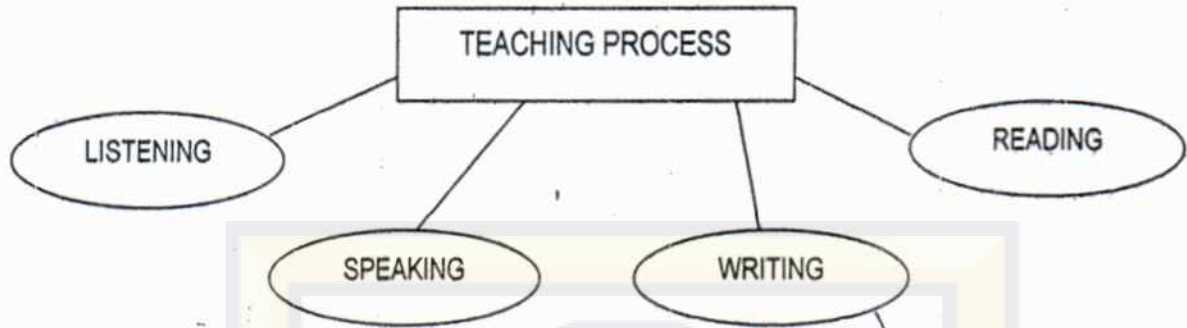
Simultaneous with action is the collection of data, Observation is important for subsequent and action.

d. Reflecting

The practitioner reflect upon what is happening with his project, developing revised action plans based upon what he is learned from the process of planning, acting and observing.

D. Theoretical Framework

The main focus on this research is the application of the use of peer review strategy in improving students' writing ability. It will be presented in the following diagrams :



- A. Introducing students to review :**
- Explain the importance of revision
 - Review specific evaluation criteria
 - Have a practice session
 - Prepare students to provide constructive comments
 - Prepare students to receive negative/polar comments
 - Consider using technology to facilitate the activity
- B. Giving students guideline**
- C. Giving and receiving feedback**

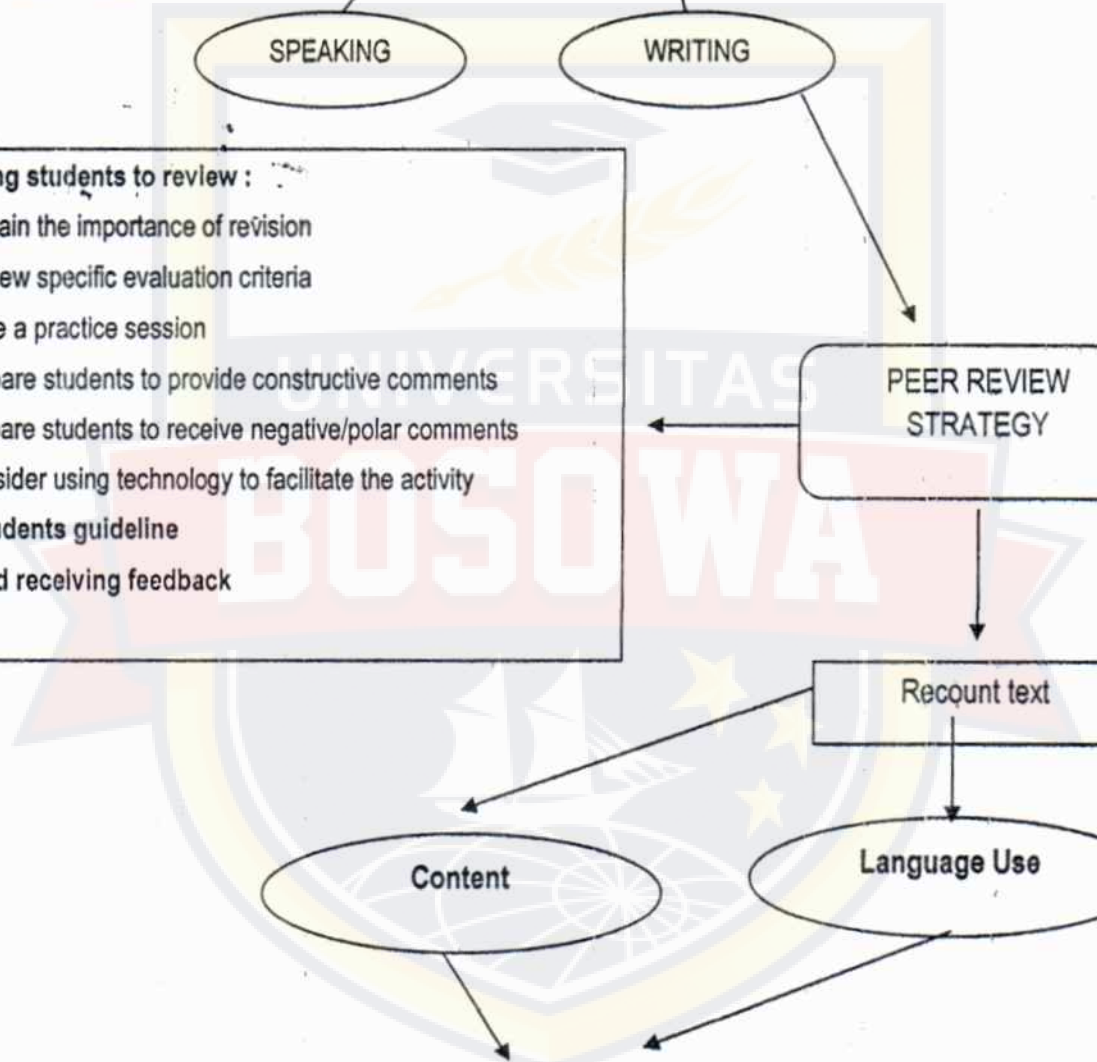
PEER REVIEW STRATEGY

Recount text

Content

Language Use

Students' writing skill



CHAPTER III

RESEARCH METHOD

A. Research Design

This research will follow the principal working of *classroom action research (CAR)* that contains of four stages; they are: planning, implementation of action, observation, and reflection.

Thus research will be held around two cycles .they were first and second cycle and each cycle is the series of activities require two meetings.

B. Research subject

The subject of this research were students of class VIII-C SMP Negeri 2 Sukamaju Kabupaten Luwu Utara. The numbers of the subject are 35 students with 16 males and 19 females.

C. Research variables and indicator

1. Research variable

This research consists of two kinds of variables namely dependent and independent variables:

- a. The dependent variable was the students' writing skill.
- b. The independent variable was peer review strategy.

2. Indicators

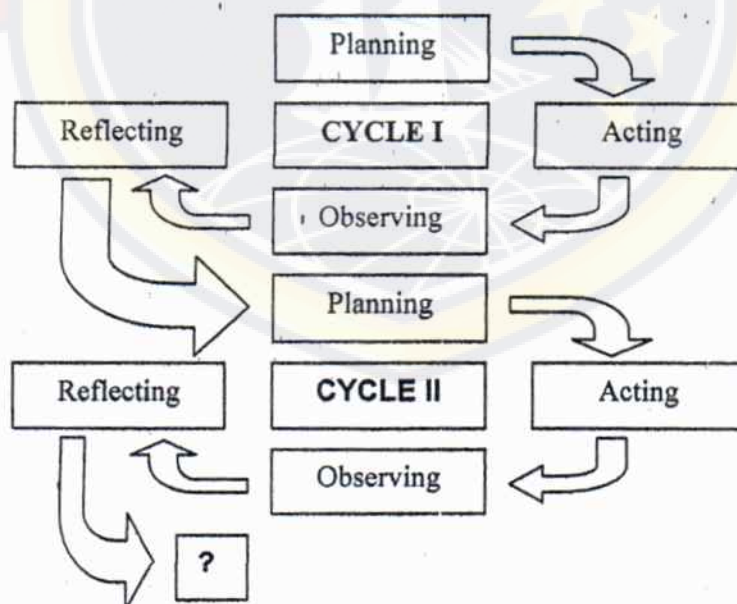
There are two aspect indicators in this research. It was going process and result.

- a. On going process has two indicators to value, they are effective and psychomotor. This indicators covers: creativity, initiative, cooperation, and time management.
- b. The cognitive aspect was valued in result. This indicators covered; content and language use.

D. Research procedure

In this research the researcher would be conducted in four stages those are: planning, acting, observation and reflecting.

The scheme of Classroom Action Research



(Arikunto, 2009)

Cycle I

1. The planning

The activities that will be done in this stages as follow:

- a. Understanding the curriculum of the school that used for the school in the second semester 2013/2014
- b. Studying and understanding the material that will be taught.
- c. Made the lesson planning based on the curriculum for the implementation of action.
- d. Prepared materials related to indirect teacher feedback method.
- e. Designed the observation paper to observe the condition of learning and teaching process.
- f. Made questioners for the students.

2. Implementation / action

Implementation was actually the manifestation of what was in lesson plan. Before carrying out writing activities, there are steps using in running the program in learning English specially in writing skill by using observation strategy as like that:

- a. In the first meeting the teacher opened class, by doing apperception and reinforcement.
- b. The teacher did some modeling by giving examples of peer review strategy.
- c. Forming group in pair consist of two members.

- d. Discussion. Students then having discussion to decided theme. In this stage, researcher and collaborator need to walk around and ensure that each pair will have different theme to write.
- e. Made the writing of paragraph.
- f. Doing revision by each pair as the part of peer review strategy.
- g. went to observation. Students leaving their classroom.

3. Observation

Observation was process of recording and collecting data about the activity related with the learning English process which has solving problem and learning strategy which is improved. So, on this stage the researcher will prepared collection data, instrument data collector would be used, data source would be explained, and data collection and data collection technique would be used.

4. Reflection

The result of data that have been done from observation, will be process in the analysis until can be reflection after action research. The reflection will be discussed with the homeroom teacher then using the result of the discussion to design planning for the next cycle. Whenever the first cycle is less successful, the observer will continue to the second cycle.

Cycle II

1. The planning

The activities that will be done in this stages as follow:

- a. Understanding the curriculum of the school that used for the school in the second semester 2012/2013.
- b. Studying and understanding the material that will be taught.
- c. Made the lesson planning based on the curriculum for the implementation of action.
- d. Prepared materials related to indirect teacher feedback method.
- e. Designed the observation paper to observe the condition of learning and teaching process.
- f. Made questioners for the students.

2. Implementation / action

Implementation was actually the manifestation of what was in lesson plan. Before carrying out writing activities, there are steps using in running the program in learning 'English specially in writing skill by using observation strategy as like that:

- a. In the first meeting the teacher opened class, by doing apperception and reinforcement.
- b. The teacher did some modeling by giving examples of peer review strategy.
- c. Forming group in pair consist of two members.
- d. Discussion. Students then having discussion to decided theme. In this stage, researcher and collaborator need to walk around and ensure that each pair will have different theme to write.

- e. Made the writing of paragraph.
- f. Doing revision by each pair as the part of peer review strategy.
- g. went to observation. Students leaving their classroom.

3. Observation

Observation was process of recording and collecting data about the activity related with the learning English process which has solving problem and learning strategy which is improved. So, on this stage the researcher will prepared collection data, instrument data collector would be used, data source would be explained, and data collection and data collection technique would be used.

4. Reflection

Everything less in cycle 1 has been reflected in this cycle, the teacher has been gotten the better improvement of the students' achievement in the cycle 2. The students' achievement in cycle 2 increased after the teacher made some revision in lesson plan and in learning activity that not be done in cycle 1 such as; gave more guidance to the students in carrying out the task. So, the result of test in cycle 2 indicates better achievement than cycle 1

E. Instrument of the Research

In this research, the teacher used some instruments of collecting data:

1. Observation Sheet.

Observation Sheet aims at finding out the students' data about their presence and activeness in teaching learning process.

2. Evaluation Sheet

Evaluation text aims to get information about students' improvement after teaching and learning process ends.

F. The Procedure of Collecting Data

The way in collecting data

- a. The result of data students had been taken by scoring their product.
- b. The activity of data students in the class in action research had been taken from the process of observation format.

G. Data Analysis

The data from the students was calculated in the mean score to find out the students' writing skill, it was aimed from ESL composition profile by Jacobs et al (2001:57).

1. Scoring and classifying the students' skill into the following criteria:

a. Content

Table 1: Score and criteria of content

Classification	Score	Criteria
Excellent to very good	86 – 100	Clear, well focused, knowledgeable, and relevant to the topic.

Good to average	71 – 85	Clear and focused, lack of logical sequence and development ideas, effective but simple construction.
Fair to poor	61 – 70	Does not clear, do not communicated, information is very limited.
Very poor	50 – 60	No organization, not enough to evaluate because no meaningfully.

b. Language Use

Table 2: Score and criteria of language use

Classification	Score	Criteria
Excellent to very good	86 – 100	Effective complex construction, few errors of agreement, tense, number, word/order function, article, pronoun and preposition
Good to average	71 – 85	Few errors of agreement, tense, number, word/order function, article, pronoun and preposition meaning confused or obscured
Fair to poor	61 – 70	Dominant by errors of grammar, cannot be understood and evaluated
Very poor	50 – 60	Virtually no mastery of sentence consist rules, etc

(Depdikbud in Rostina, 2010:35)

2. Calculating the mean score using formula:

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

Note:

\bar{X} : the mean score

$\sum X$: the sum of all score

N : the total number of subject

(Gay, 2006)

3. To know development of the students' writing skill, the researcher used percentage technique.

$$P = \frac{X^2 - X^1}{X^1} \times 100$$

Where:

P : percentage of the students

X^1 : The first main score

X^2 : The second main score

4. To classify the students' score, there are five classifications which will be used as follows:

Table 3: The students' score and classification

No.	Score	Classification
1.	90 – 100	Excellent
2.	80 – 89	Very Good
3.	70 – 79	Good
4.	60 – 69	Fair
5.	50 – 59	Poor

(Depdikbud in Rostina, 2010:35)

Table 4: The Students' Active Participation

NO	The students' active participation	Indicator
4	Very Active	Students respond the material very actively
3	Active	Students respond to the material actively
2	Fairly Active	Students respond the material just one or twice
1	Not Active	Students just sit down during the activity without doing something.

Percentage the students' participation through the following formula:

$$P = \frac{FQ}{4 \times N} \times 100$$

4 x N

Where:

P = Percentage

FQ = Sum of all the students' score

N = Total students

(Sudjana, 2010:40)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the finding of the research and discussion. The findings present the improvement of students' writing skill, the percentage of students' progress and students' participation during the teaching and learning process. The discussions of the research cover further explanation of the findings.

A. Findings

The findings of the research deals with the answer of the problem statement which it aims to find out the improvement of the students' skill in writing recount text. The result of data analysis found that teaching writing skill by using peer review strategy can improve the students' writing skill in term of content and language use at the class of VIII-C Students of SMP Negeri 2 Sukamaju Kabupaten Luwu Utara. Therefore, for the clear explanation about the students' improvement can be seen in the following table:

1. The Improvement of the Students' Achievement in Writing Recount Text in Term of Content

Table 5
The Mean Score of Students' Writing in Content

d-test	cycle I	cycle II	Improvement (%)		
			d-test-cycle I	cycle I-cycle II	d-test-cycle II
52.77	62.63	73.08	18,68 %	16,68 %	38,49 %

Based on the table, it indicates that the improvement of the students' writing skill by using peer review strategy in content was successful. The students' mean score in d-test was 52.77 (*very poor*), the students' mean score in cycle I was 62.63 (*fair to poor*) and the students' mean score in cycle II was 73.08 (*good to average*). So, the improvement of the students' content between d-test to cycle I was 18.68 %, then, the improvement between cycle I to cycle II was 16.68 %, and the improvement between d-test to cycle II was 38.49 %.

Based on the result of analysis above, it can be conclude that the students' score of cycle I and cycle II was higher than d-test. It means that, there was improvement of the students' achievement in writing skill in term of content.

It is more clearly showed in the chart below:

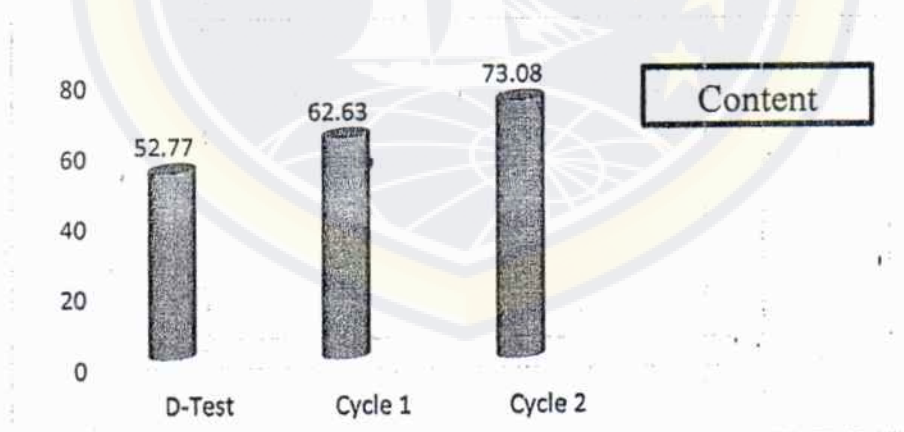


Figure 1: The Improvement of Students' Score in Content

2. The Improvement of the Students' Achievement in Writing Recount Text in Term of Language Use.

Table 6

The Mean Score of Students' Writing in Language Use

d-test	cycle I	cycle II	Improvement (%)		
			d-test-cycle I	cycle I-cycle II	d-test-cycle II
51.97	60.91	71.80	17,20 %	17,88 %	38,16 %

Based on the table, it indicates that the improvement of the students' writing skill by using peer review strategy was successful. The students' mean score in d-test was 51.97 (*very poor*), the students' mean score in cycle I was 60.91 (*very poor*) and the students' mean score in cycle II was 71.80 (*good to average*). So, the improvement of the students' language use between d-test to cycle I was 17.20 %, then, the improvement between cycle I to cycle II was 17.88%, and the improvement between d-test to cycle II was 38.16 %.

Based on the result of analysis above, it can be conclude that the students' score of cycle I and cycle II was higher than d-test. It means that, there was improvement of the students' achievement in writing skill in term of language use.

It is more clearly showed in the chart below:

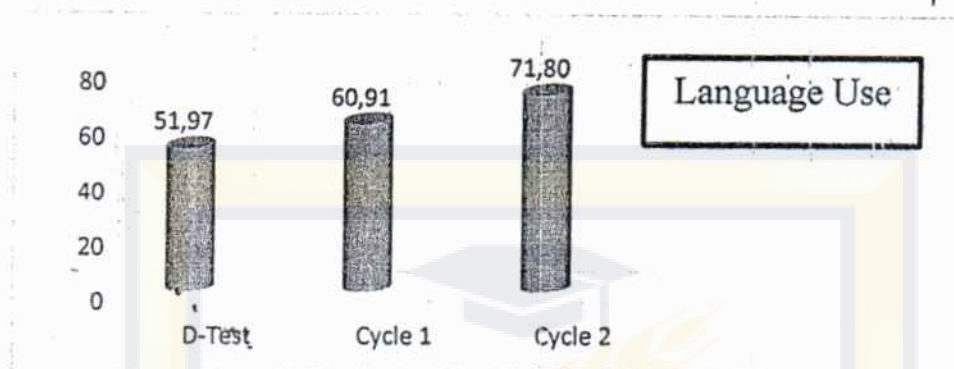


Figure 2: The Improvement of Students' Score in Language Use

Based on the result of the data achievement from both elements above, the researcher conclude that there was a significant improvement between the result of d-test, cycle I and cycle II. So, the application of peer review strategy was successful and effective in improvement of the students' writing skill in term of content and language use.

3. The Improvement of the Students' Writing Skill in Writing Recount Text by Using Peer Review Strategy

Table 7

The Mean Score of Students' Writing Skill

No	Indicator	Mean score			Students' Improvement (%)		
		D-Test	Cycle I	Cycle II	Dt - CI	CI - CII	Dt - CII
1	Content	52.77	62.63	73.08	18.68 %	16.68 %	38.49 %
2	Language Use	51.97	60.91	71.80	17.20 %	17.88 %	38.16 %
	ΣX	104.74	123.54	144.88	35.88 %	34.56 %	76.65 %
	X	52.37	61.77	72.44	17.94 %	17.28 %	38.32 %

The table above shows the mean score of students' achievement in writing recount text both of content and language use components. Based on the table, it indicated that the improvement of the students' writing skill by using peer review strategy was successful. The students' mean score in d-test was 52.37 classified into *poor* score, the students' mean score in cycle I was 61.77 classified into *fair* score and the students' mean score in cycle II was 72.44 classified into *Good* score. So, the improvement of the students' writing skill between d-test to cycle I was 17.94 %, then, the improvement between cycle I to cycle II was 17.28 %, and the improvement between d-test to cycle II was 38.32 %. Based on the percentages above there are significant improvement of students' writing skill by using peer review strategy. To see clearly the improvement of the students' writing skill, the following chart is presented.

The data can also be seen in form chart below:

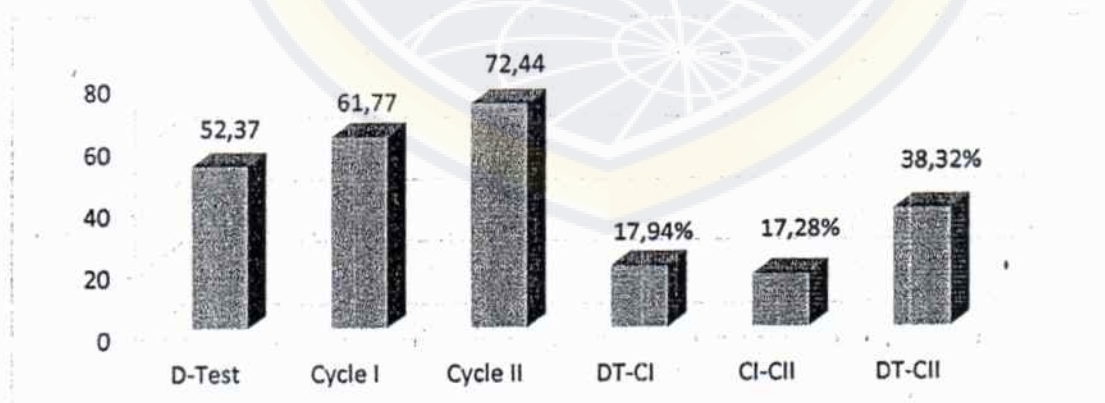


Figure 3: The Students' Improvement in Writing Skill

The chart above shows that, the improvement of the students' improvement in writing skill in diagnostic test to cycle II (38.32%) greater than diagnostic test to cycle I (17.94%), and it shows also from cycle I to Cycle II (17.28%) the give score are classified from poor to good. After evaluation in cycle I and cycle II, there is a significant improvement of the students' that shown clearly in the chart after taking an action in two cycles by using peer review strategy.

4. The Percentage of the Students' Achievement in Writing Recount Text by Using Peer Review Strategy.

a. Content

The following table and chart show the percentage of students' achievement in writing recount text in term of content before and after application of peer review strategy.

Table 8: The Percentage of Students' Writing Achievement in Content

No	Score	Classification	d-test		Cycle I		Cycle II	
			Freq	(%)	Freq	(%)	Freq	(%)
1	39-50	Excellent to Very good	0	0	0	0	0	0
2	27-38	Good to average	0	0	1	2.86	28	80
3	16-26	Fair to Poor	0	0	26	74.28	7	20
4	0-15	Very Poor	35	100	8	22.86	0	0
TOTAL			35	100	35	100	35	100



The table above shows that in the d-test, all the students (100%) classified *very poor* score. The table above also show that the result of students' writing skill in content component in cycle I and cycle II. In cycle I, 8 students (22.86%) got *very poor* score, 26 students (74.28%) classified into *Fair to Poor*, 1 student (2.86%) classified into *good to average*, and no body *excellent to very good* in cycle I. In cycle II there were, 7 students (20%) classified into *fair to poor* score, 28 students (80%) classified into *good to average* score. The data was also shown in the chart below:

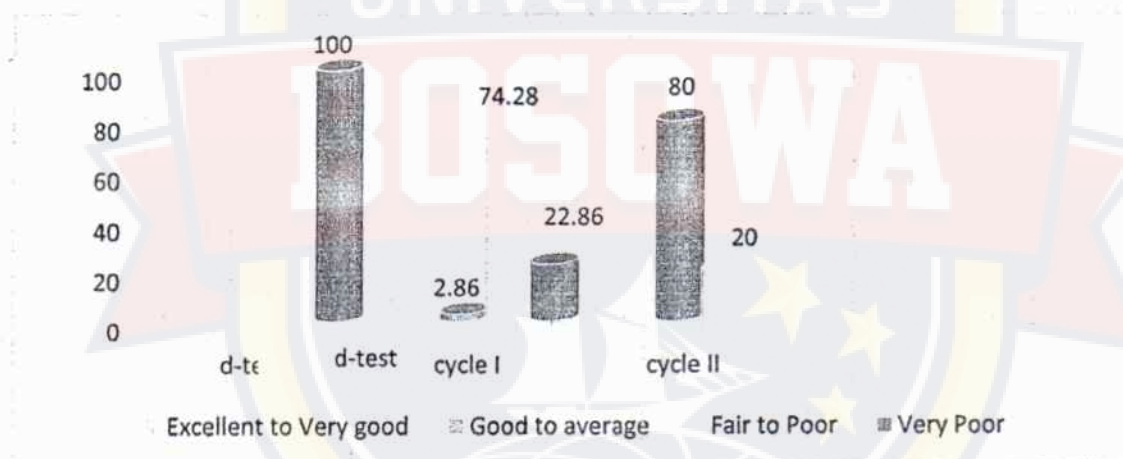


Figure 4: The Percentage of The Students' Writing Achievement in Content

b. Language Use

The following table and chart show the percentage of students' improvement in writing recount text in term of language use before and after application of peer review strategy.

Table 9: The Percentage of Students' Writing Achievement in Language Use

No	Score	Classification	D-test		Cycle I		Cycle II	
			Freq	P(%)	Freq	P(%)	Freq	P(%)
1	39-50	Excellent to Very good	0	0	0	0	0	0
2	27-38	Good to Average	0	0	0	0	23	65.71
3	16-26	Fair to Poor	0	0	18	51.43	12	34.29
4	0-15	Very Poor	35	100	17	48.57	0	0
TOTAL			35	100	35	100	35	100

The table above shows that in the d-test, all the students (100%) classified *very poor* score. The table above also show that the result of students' writing skill in language use component in cycle I and cycle II. In cycle I, 17 students (48.57%) got *very poor* score, 18 students (51.43%) classified into *Fair to Poor*. No body got *good to average* score and *excellent to very good* score in cycle I. In cycle II there were, 12 students (34.29%) classified into *fair to poor* score, 23 students (65.71%) classified into *good to average* score.

The data was also shown in the chart below:

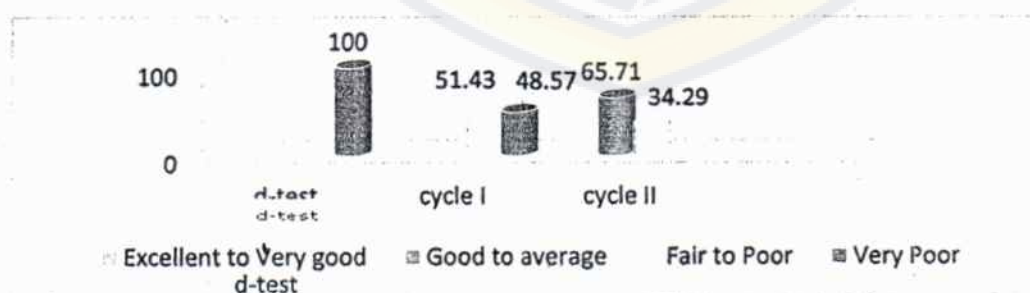


Figure 5: The Percentage of Students' Writing Skill in Language Use

5. The Result of the Students' Activeness in Teaching and Learning

Process

This table shows the students' improvement activate in learning process after applied peer review strategy as follows:

Table 10: The Result of the Students' Activate Each Meeting in Cycle I and II

Cycle	Meetings				Average Score	Improvement
	I	II	III	IV		
I	45,71%	49,28%	56,43%	66,42%	54,46%	15%
II	59,28%	65%	74,28%	79,28%	69,46%	

The table above explains that the average score of the students' activeness in teaching and learning process through observation sheet by observer. The table above shows the process of the students' activity in each meeting. The percentages of the cycle I from the first meeting to the fourth meeting are 45,71%, 49,78%, 56,43% and 66,42%. Moreover, the percentage of the cycle II from the first meeting to the fourth meeting are 59,28%, 65%, 74,28%, and 79,28%. In addition, the average score in every cycle, in cycle I is 54,46% and in cycle II is 69,46%. From that, the improvement of the students' activity is 15%.

To know the improvement clearly, look at the following chart:

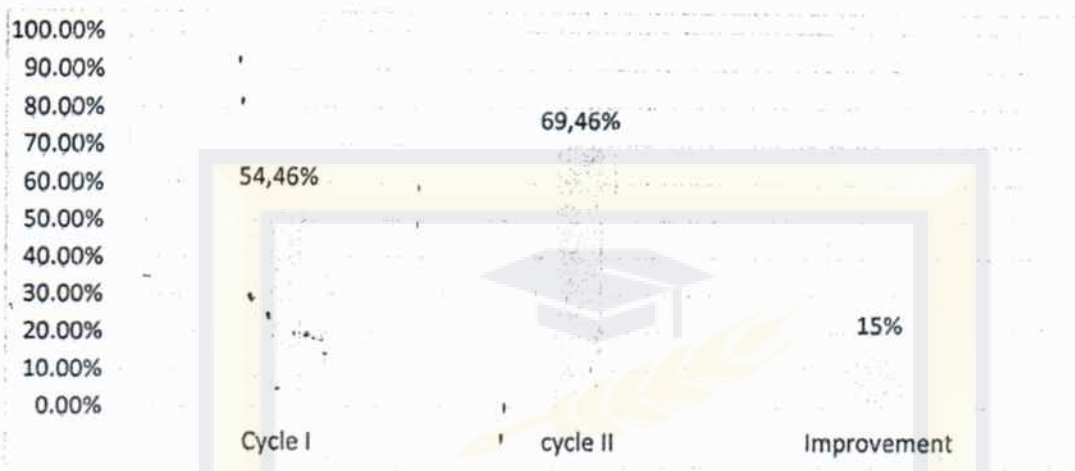


Figure 6: The Improvement of the Students' Activeness

The chart above shows that there is improvement of students' activeness in teaching and learning process where in cycle I is 54,46% lower than cycle II is 69,46%.it means that (Cycle I < Cycle II). The improvement of students' activeness is 15%.

B. Discussions

In this part, the researcher would like to discuss the result of findings. The discussion aimed at describing the students' writing for content and language use by using peer review strategy.

1. The Improvement of the Students' Achievement in Writing Skill by Using Peer Review Strategy

In the analysis of the students' achievement the researcher found that the mean score of students in writing skill by using peer review strategy was

improved. The students' score in d-test was 52.37 (*poor*), in the cycle I the students' mean score was 61.77 (*fair*) and in the cycle II the students' mean score was 72.44 (*good*). The improvement of students' achievement from mean score of d-test to cycle I was 17.94%, whereas the improvement of students' achievement from mean score of cycle I to cycle II was 17.28%, and the last the improvement of students' achievement from mean score of d-test to cycle II was 38.32%.

a. Content

The improvement of students' achievement in writing by using peer review strategy had effective effect. The researcher found that before the application of peer review strategy, the students' d-test mean score in content was 52.77 (*very poor*). But after application of peer review strategy, the students' score in cycle I was 62.63 (*fair to poor*) and in the cycle II became 73.08 (*good to average*). So, the improvement of students' achievement from mean score of d-test to cycle I was 18.68%, whereas the improvement of students' achievement from mean score of cycle I to cycle II was 16.68%, and the last the improvement of students' achievement from mean score of d-test to cycle II was 38.49%.

From the explanation above the researcher analyzed that by using peer review strategy could improved the students' writing skill in writing recount text in term of content, where the students' mean score in cycle I and cycle II was higher than d-test.

b. Language Use

The improvement of students' achievement in writing by using peer review strategy had effective effect. The researcher found that before the application of peer review strategy, the students' d-test mean score in language use was 51.97 (*very poor*). But after application of peer review strategy, the students' mean score in cycle I was 60.91 (*very poor*) and in the cycle II became 71.80 (*good to average*). So, the improvement of students' achievement from mean score of d-test to cycle I was 17.20%, whereas the improvement of students' achievement from mean score of cycle I to cycle II was 17.88%, and the last the improvement of students' achievement from mean score of d-test to cycle II was 38.16%.

From the explanation above the researcher analyzed that by using peer review strategy could improved the students' writing skill in writing recount text in term of content, where the students' mean score in cycle I and cycle II was higher than d-test.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research about the application of peer review strategy at SMP Negeri 2 Sukamaju Kabupaten Luwu Utara and based on the research findings in the previous chapter, the researcher puts forward the following conclusions:

1. Peer review strategy was one of a good strategy in writing recount text. The data above indicated that this strategy had succeeded to improve the students' achievement in writing recount text at SMP Negeri 2 Sukamaju Kabupaten Luwu Utara.
2. The students' score in writing recount text in d-test was 48.20 (Poor). In cycle I the students' score was improved 60.20 (Fair) and in the cycle II the students' score became 72.71 (Good).
3. The score of students' writing in content component in d-test was 25.34 (Fair to Poor). In cycle I it was improved become 31.34 (Good to Average), whereas in cycle II the students' score was 37.67 (Good to Average).
4. The score of students' writing in language use component in d-test was 22.86 (Fair to Poor). In cycle I it was improved become 28.86 (Good to

Average) whereas in cycle II the students' score was 35.08 (Good to Average).

5. The students' improvement from d-test to cycle I was 24,90%, whereaas from cycle I to cycle II 20,78% and d-test to cycle II was 50.85%.
6. The percentage of students' participation in the cycle I was 54,46% and it was improved became 69,46% in the cycle II, and it improvement was 15%.

B. Suggestion

As the result of the study reveal that peer review strategy was effectived to improve the students' ability to write recount text, the researcher suggests the following things:

1. It is suggested to the English teacher to apply this peer review strategy as one of alternative teaching in the teaching and learning process.
2. Teacher should invite and raise the students' learning motivation by manipulating various techniques in presenting productive skill, include writing skill.
3. The teacher should create fun atmosphere in order that the students enjoy learning writing activity.
4. The result of this research can also be used as an additional reference or further research with different discussion for the next researcher.

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APPENDIX 1

(RPP)

BOSOWA



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 2 Sukamaju Kabupaten Luwu Utara
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII-C / II
Pertemuan : I dan II (Cycle I)
Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

Writing

Mengungkapkan makna dalam essay pendek sederhana berbentuk *recount* teks dalam konteks kehidupan sehari – hari.

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek kedalam bentuk tulisan secara akurat dan dapat diterima dalam konteks kehidupan sehari – hari dalam teks berbentuk *recount*.

C. Indikator

- Menggunakan bahasa yang jelas dan dipahami oleh pembaca.
- Menggunakan tata bahasa, kosakata, tanda baca, ejaan, dan tata tulis yang akurat.
- Menghasilkan teks *recount*.

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu :

- Menghasilkan sebuah teks tertulis berbentuk *recount* dengan kata bahasa, kosakata, tanda baca, ejaan, dan tata tulis yang akurat dan benar.

II. Metode pembelajaran/teknik : 'Peer review strategy

III. Langkah-langkah pembelajaran :

A. Kegiatan Pendahuluan

1. Memberi salam
2. Absensi
3. Apersepsi : Tanya jawab antara siswa dengan guru tentang *recount text*

4. Acuan : Menyampaikan kompetensi dasar, indikator, dan tujuan pembelajaran.
5. Motivasi : Guru memotivasi siswa.

B. *Kegiatan Inti* (Pertemuan I dan II)

1. Guru menjelaskan gambaran umum tentang *writing* kepada siswa.
2. Guru menjelaskan gambaran umum tentang *recount text*
3. Guru menerapkan *peer review strategy* dikelas
4. Siswa A memeriksa hasil tulisan teman sebangkunya (siswa B), begitu pula sebaliknya dengan siswa B.
5. Siswa A melengkapi kata / kalimat dari hasil tulisan siswa B yang masih kurang lengkap / tepat, demikian pula dengan siswa B.
6. Siswa A memberikan saran atau masukan kepada siswa B untuk memperbaiki hasil tulisannya.
7. Siswa B melakukan hal yang sama dengan siswa A yaitu , memberikan saran atau masukan pada siswa A dengan menuliskannya pada lembar tulisan siswa A.
8. Siswa B melakukan saran yang telah diberikan oleh siswa A (jika ada).
9. Siswa A melakukan koreksi terhadap hasil tulisan / perbaikan dari siswa B.
10. Siswa B memperbaiki hasil koreksi dari siswa A, begitupun sebaliknya dengan siswa A. sehingga mengoreksi hasil pekerjaan teman sebangkunya dan memberikan perbaikan pada tulisan teks *narrative sederhana* kemudian menyerahkan pada guru untuk diperiksa.
11. Guru memeriksa hasil tulisan siswa yang telah saling dikoreksi oleh teman sebangkunya.

C. Kegiatan penutup

1. Menyimpulkan materi pembelajaran.

2. Penutup

IV. Sumber Belajar

- English book Joyful for Junior High School
- Dictionary
- Internet

V. Penilaian

1. Teknik : Tulsan
2. Bentuk : *Writing recount text*

Name	Component of Writing	
	Content	Language Use

Luwu utara,.....2014

Kepala Sekolah

SMP Negeri 2 Sukamaju

Peneliti

.....
NIP.

Rianto Parenta
NIM. 4511101200

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 2 Sukamaju Kabupaten Luwu Utara
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII-C / II
Pertemuan : III dan IV (Cycle I)
Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

Writing

Mengungkapkan makna dalam essay pendek sederhana berbentuk *recount* teks dalam konteks kehidupan sehari – hari.

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek kedalam bentuk tulisan secara akurat dan dapat diterima dalam konteks kehidupan sehari – hari dalam teks berbentuk *recount*.

C. Indikator

- Menggunakan bahasa yang jelas dan dipahami oleh pembaca.
- Menggunakan tata bahasa, kosakata, tanda baca, ejaan, dan tata tulis yang akurat.
- Menghasilkan teks *recount*.

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu :

- Menghasilkan sebuah teks tertulis berbentuk *recount* dengan kata bahasa, kosakata, tanda baca, ejaan, dan tata tulis yang akurat dan benar.

II. Metode pembelajaran/teknik : Peer review strategy

III. Langkah-langkah pembelajaran :

A. Kegiatan Pendahuluan

1. Memberi salam
2. Absensi

3. Apersepsi : Tanya jawab antara siswa dengan guru tentang recount text
4. Acuan : Menyampaikan kompetensi dasar, indikator, dan tujuan pembelajaran.
5. Motivasi : Guru memotivasi siswa.

B. *Kegiatan Inti* (Pertemuan III dan IV)

1. Guru mereview penjelasan-penjelasan pertemuan sebelumnya.
2. Guru menerapkan peer review strategy dikelas
3. Siswa A memeriksa hasil tulisan teman sebangkunya (siswa B), begitu pula sebaliknya dengan siswa B.
4. Siswa A melengkapi kata / kalimat dari hasil tulisan siswa B yang masih kurang lengkap / tepat, demikian pula dengan siswa B.
5. Siswa A memberikan saran atau masukan kepada siswa B untuk memperbaiki hasil tulisannya.
6. Siswa B melakukan hal yang sama dengan siswa A yaitu memberikan saran atau masukan pada siswa A dengan menuliskannya pada lembar tulisan siswa A.
7. Siswa B melakukan saran yang telah diberikan oleh siswa A (jika ada).
8. Siswa A melakukan koreksi terhadap hasil tulisan / perbaikan dari siswa B.
9. Siswa B memperbaiki hasil koreksi dari siswa A, begitupun sebaliknya dengan siswa A. sehingga mengoreksi hasil pekerjaan teman sebangkunya dan memberikan perbaikan pada tulisan teks narrative sederhana kemudian menyerahkan pada guru untuk diperiksa.
10. Guru memeriksa hasil tulisan siswa yang telah saling dikoreksi oleh teman sebangkunya.

C. Kegiatan penutup

1. Menyimpulkan materi pembelajaran.
2. Penutup

IV. Sumber Belajar

- English book Joyful for Junior High School
- Dictionary
- Internet

V. Penilaian

1. Teknik : Tulisan
2. Bentuk : *Writing recount text*

Name	Component of Writing	
	Content	Language Use

Luwu utara,.....2014

Kepala Sekolah

SMP Negeri 2 Sukamaju

Peneliti

.....
NIP.

Rianto Parenta
NIM. 4511101200

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 2 Sukamaju Kabupaten Luwu Utara
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII-C / II
Pertemuan : V dan VI (Cycle II)
Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

Writing

Mengungkapkan makna dalam essay pendek sederhana berbentuk *recount* teks dalam konteks kehidupan sehari – hari.

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek kedalam bentuk tulisan secara akurat dan dapat diterima dalam konteks kehidupan sehari – hari dalam teks berbentuk *recount*.

C. Indikator

- Menggunakan bahasa yang jelas dan dipahami oleh pembaca.
- Menggunakan tata bahasa, kosakata, tanda baca, ejaan, dan tata tulis yang akurat.
- Menghasilkan teks *recount*.

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu :

- Menghasilkan sebuah teks tertulis berbentuk *recount* dengan kata bahasa, kosakata, tanda baca, ejaan, dan tata tulis yang akurat dan benar.

II. Metode pembelajaran/teknik : Peer review strategy

III. Langkah-langkah pembelajaran :

A. Kegiatan Pendahuluan

1. Memberi salam
2. Absensi

3. Apersepsi : Tanya jawab antara siswa dengan guru tentang recount text
4. Acuan : Menyampaikan kompetensi dasar, indikator, dan tujuan pembelajaran.
5. Motivasi : Guru memotivasi siswa.

B. *Kegiatan Inti* (Pertemuan V dan VI)

1. Guru menjelaskan tentang kekurangan-kekurangan siswa dalam membuat *recount text* pada siklus sebelumnya.
2. Guru menerapkan peer review strategy dikelas
3. Siswa A memeriksa hasil tulisan teman sebangkunya (siswa B), begitu pula sebaliknya dengan siswa B.
4. Siswa A melengkapi kata / kalimat dari hasil tulisan siswa B yang masih kurang lengkap / tepat, demikian pula dengan siswa B.
5. Siswa A memberikan saran atau masukan kepada siswa B untuk memperbaiki hasil tulisannya.
6. Siswa B melakukan hal yang sama dengan siswa A yaitu memberikan saran atau masukan pada siswa A dengan menuliskannya pada lembar tulisan siswa A.
7. Siswa B melakukan saran yang telah diberikan oleh siswa A (jika ada).
8. Siswa A melakukan koreksi terhadap hasil tulisan / perbaikan dari siswa B.
9. Siswa B memperbaiki hasil koreksi dari siswa A, begitupun sebaliknya dengan siswa A. sehingga mengoreksi hasil pekerjaan teman sebangkunya dan memberikan perbaikan pada tulisan teks narrative sederhana kemudian menyerahkan pada guru untuk diperiksa.
10. Guru memeriksa hasil tulisan siswa yang telah saling dikoreksi oleh teman sebangkunya.

C. Kegiatan penutup

1. Menyimpulkan materi pembelajaran.

2. Penutup

IV. Sumber Belajar

- English book Joyful for Junior High School
- Dictionary
- Internet

V. Penilaian

1. Teknik : Tulisan
2. Bentuk : *Writing recount text*

Name	Component of Writing	
	Content	Language Use

Luwu utara,..... 2014

Kepala Sekolah

SMP Negeri 2 Sukamaju

Peneliti

.....
NIP.

Rianto Parenta
NIM. 4511101200

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 2 Sukamaju Kabupaten Luwu Utara
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII-C / II
Pertemuan : VII dan VIII (Cycle II)
Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

Writing

Mengungkapkan makna dalam essay pendek sederhana berbentuk *recount* teks dalam konteks kehidupan sehari – hari.

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek kedalam bentuk tulisan secara akurat dan dapat diterima dalam konteks kehidupan sehari – hari dalam teks berbentuk *recount*.

C. Indikator

- Menggunakan bahasa yang jelas dan dipahami oleh pembaca.
- Menggunakan tata bahasa, kosakata, tanda baca, ejaan, dan tata tulis yang akurat.
- Menghasilkan teks *recount*.

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu :

- Menghasilkan sebuah teks tertulis berbentuk *recount* dengan kata bahasa, kosakata, tanda baca, ejaan, dan tata tulis yang akurat dan benar.

II. Metode pembelajaran/teknik : Peer review strategy

III. Langkah-langkah pembelajaran :

A. Kegiatan Pendahuluan

1. Memberi salam
2. Absensi
3. Apersepsi : Tanya jawab antara siswa dengan guru tentang *recount* text

4. Acuan : Menyampaikan kompetensi dasar, indikator, dan tujuan pembelajaran.
5. Motivasi : Guru memotivasi siswa.

B. *Kegiatan Inti* (Pertemuan VII dan VIII)

1. Guru mereview penjelasan-penjelasan pertemuan sebelumnya.
2. Guru menerapkan peer review strategy dikelas
3. Siswa A memeriksa hasil tulisan teman sebangkunya (siswa B), begitu pula sebaliknya dengan siswa B.
4. Siswa A melengkapi kata / kalimat dari hasil tulisan siswa B yang masih kurang lengkap / tepat, demikian pula dengan siswa B.
5. Siswa A memberikan saran atau masukan kepada siswa B untuk memperbaiki hasil tulisannya.
6. Siswa B melakukan hal yang sama dengan siswa A yaitu memberikan saran atau masukan pada siswa A dengan menuliskannya pada lembar tulisan siswa A.
7. Siswa B melakukan saran yang telah diberikan oleh siswa A (jika ada).
8. Siswa A melakukan koreksi terhadap hasil tulisan / perbaikan dari siswa B.
9. Siswa B memperbaiki hasil koreksi dari siswa A, begitupun sebaliknya dengan siswa A. sehingga mengoreksi hasil pekerjaan teman sebangkunya dan memberikan perbaikan pada tulisan teks narrative sederhana kemudian menyerahkan pada guru untuk diperiksa.
10. Guru memeriksa hasil tulisan siswa yang telah saling dikoreksi oleh teman sebangkunya.

C. Kegiatan penutup

1. Menyimpulkan materi pembelajaran.

2. Penutup

IV. Sumber Belajar

- English book Joyful for Junior High School
- Dictionary
- Internet

V. Penilaian

1. Teknik : Tulisan
2. Bentuk : *Writing recount text*

Name	Component of Writing	
	Content	Language Use

Luwu utara,.....2014

Kepala Sekolah

SMP Negeri 2 Sukamaju

Peneliti

.....
NIP.

Rianto Parenta
NIM. 4511101200



APPENDIX

BOSOWA
2

(TEACHING MATERIAL)

TEACHING MATERIAL (Cycle 1)

Pertemuan 1

INSTRUCTION

Work in pair and share your ideas with your pair about the picture sequences below, and then write down whatever comes to your mind to produce a recount paragraph by your own words. Suggest various possibilities for each line of the paragraph produced based on the context of the picture.

COMING LATE

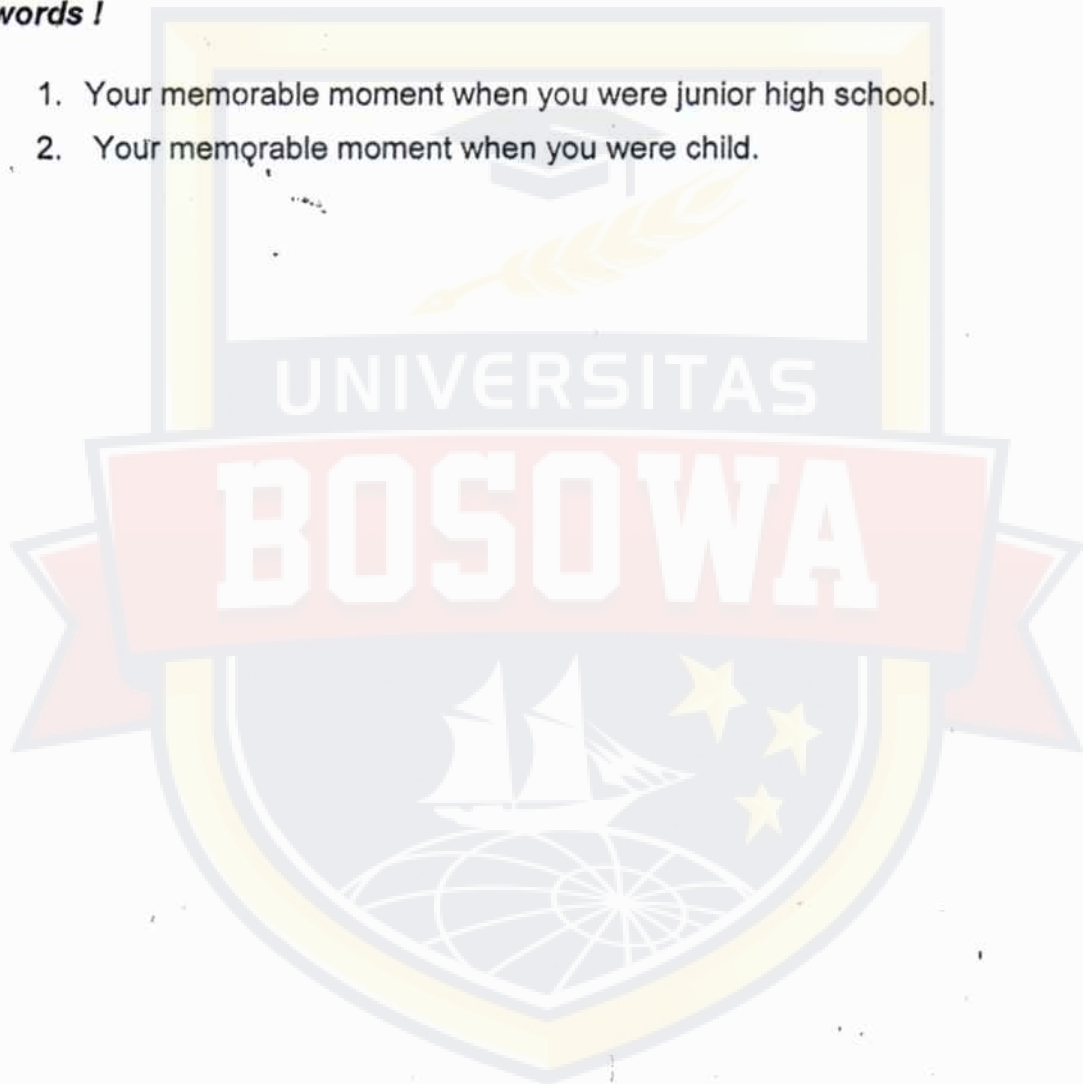


Pertemuan 2

INSTRUCTION

Choose one of topics below and make in a recount text by your own words !

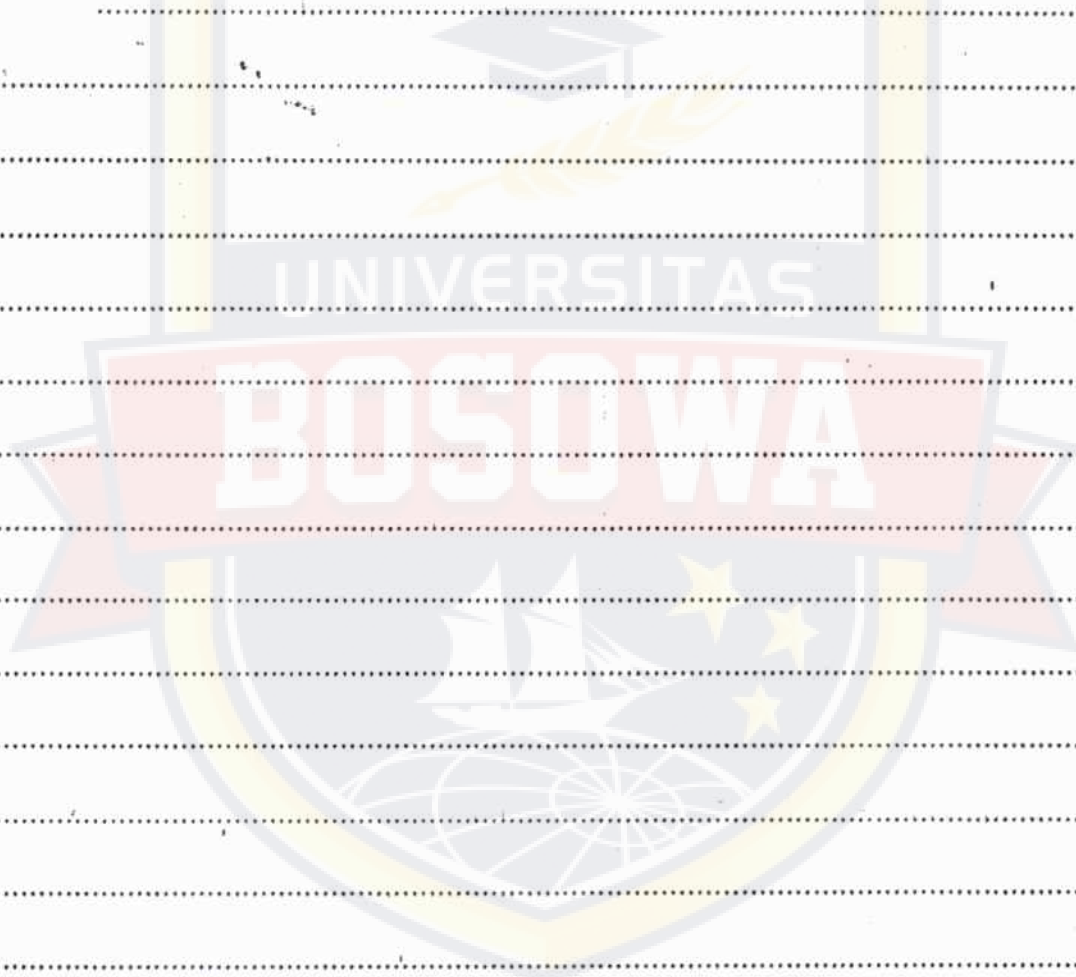
1. Your memorable moment when you were junior high school.
2. Your memorable moment when you were child.



Pertemuan 3

INSTRUCTION

Make a recount text by your own words. You can choose any topics that you think interesting !



A series of horizontal dotted lines for writing a recount text.

TEACHING MATERIAL (Cycle 2)

Pertemuan 1

INSTRUCTION

INSTRUCTION

Work in pair and share your ideas with your pair about the picture sequences below, and then write down whatever comes to your mind to produce a recount paragraph by your own words. Suggest various possibilities for each line of the paragraph produced based on the context of the picture.

FISHING

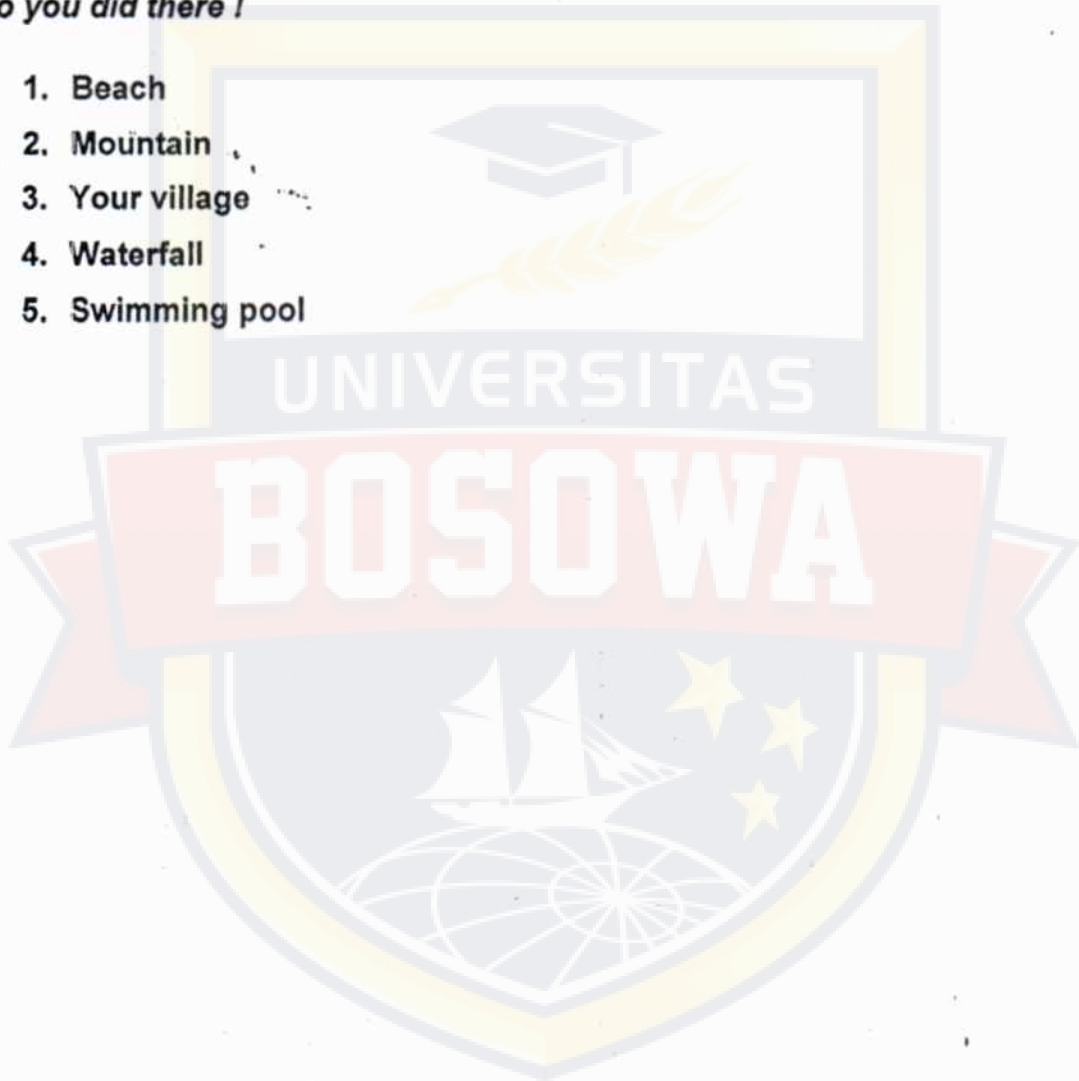


Pertemuan 2

INSTRUCTION

Choose one of places below that you have been visited, and tell what do you did there !

1. Beach
2. Mountain
3. Your village
4. Waterfall
5. Swimming pool



Pertemuan 3

INSTRUCTION

Read carefully a text recount below and then retell again in written by your own words !

On the Vacation in London

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food. The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

Pertemuan 4

INSTRUCTION

Make a recount text by your own words. You can choose any topics that you think interesting !



A series of horizontal dotted lines for writing a recount text.



APPENDIX

UNIVERSITAS

3

BOSOWA
(INSTRUMENT)

TEST CYCLE 1

Activity : Writing test

Time : 60 minutes

INSTRUCTION

Make a recount text on your own words. Be imaginative and be creative as possible as you were working with your own ideas. Choose one of the topics below:

1. Your Interesting Experience
2. Your Embarrassing Moment
3. Your Birthday
4. Your Last Vacation



APPENDIX

4

- THE LIST NAME OF STUDENTS
- WRITING TEST RESULT
- THE STUDENTS' IMPROVEMENT
- THE STUDENTS' SCORE AND CLASSIFICATION

**THE LIST NAME OF THE STUDENTS OF CLASS VIII-C
SMP NEGERI 2 SUKAMAJU KABUPATEN LUWU UTARA**

No	Sample	Code
1	Muh.Safie	S - 1
2	Muh.Fadli	S - 2
3	Muh.Syahrul.R	S - 3
4	Rahmat Hidayat	S - 4
5	Baso Achwan.B	S - 5
6	Muh.Ilham Anugrah	S - 6
7	Abd.Karim Nasir	S - 7
8	Ahmad Burhanuddin	S - 8
9	Andi Ira Asmira	S - 9
10	Muh.Badri. F	S - 10
11	Nur Alamsyah	S - 11
12	Adiatma H.S	S - 12
13	Andi Eka Putri	S - 13
14	Fadilah Alya.R	S - 14
15	Suhartina Najmuddin	S - 15
16	Hafilah	S - 16
17	Yenny Yuniarti	S - 17
18	Nur Afiat Azis	S - 18
19	Andini Azis	S - 19
20	Maşyita Nur Ramadanı	S - 20
21	Hasriyana Syukur	S - 21
22	Rinta Dewi Z.A	S - 22
23	Chairunnisa T	S - 23
24	Fitriani	S - 24
25	Asti Inayati Magfirah	S - 25
26	Sari Surgana Dahlan	S - 26
27	Wa'Wariani	S - 27
28	Dian Angrian. W	S - 28
29	HardiyantiWahyunindar	S - 29
30	Husnah Abbas	S - 30
31	Reka Samita Amir	S - 31
32	Nur Fuirqa Annisa.R	S - 32
33	S.Sarah Rahmaningrum	S - 33
34	ST.Maryam Ramadanı	S - 34
35	Hari Nurani	S - 35

THE WRITING TEST RESULT
DIAGNOSTIC TEST

The students' achievement of diagnostic test in writing skills

No	Code Sample	Components of Writing		X1 + X2	Final Score
		Content (X1)	Language Use (X2)		
1	S - 1	50	50	100	50
2	S - 2	53	50	103	51,5
3	S - 3	52	52	104	52
4	S - 4	50	50	100	50
5	S - 5	50	50	100	50
6	S - 6	53	53	106	53
7	S - 7	52	52	104	52
8	S - 8	55	55	110	55
9	S - 9	52	51	103	51,5
10	S - 10	50	50	100	50
11	S - 11	53	53	106	53
12	S - 12	52	50	102	51
13	S - 13	54	52	106	53
14	S - 14	60	58	118	59
15	S - 15	54	53	107	53,5
16	S - 16	55	52	107	53,5
17	S - 17	52	52	104	52
18	S - 18	52	52	104	52
19	S - 19	51	50	101	50,5
20	S - 20	52	52	104	52
21	S - 21	56	55	111	55,5
22	S - 22	52	52	104	52
23	S - 23	52	52	104	52
24	S - 24	55	54	109	54,5
25	S - 25	53	53	106	53
26	S - 26	50	50	100	50
27	S - 27	52	51	103	51,5
28	S - 28	52	51	103	51,5
29	S - 29	53	53	106	53
30	S - 30	53	52	105	52,5
31	S - 31	53	53	106	53
32	S - 32	54	52	106	53
33	S - 33	51	50	101	50,5
34	S - 34	54	52	106	53
35	S - 35	55	52	107	53,5
	$\sum x$	1847	1819	3666	1833
	X	52,77	51,97	104,74	52,37

Data analysis of Diagnostic test

a. Content

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

$$X = \frac{1847}{35}$$

Where :

X = Mean Score

$$X = 52,77$$

$\sum X$ = Sum of all score

N = Total number of sample

b. Language use

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

$$X = \frac{1819}{35}$$

Where :

$$X = 51,97$$

X = Mean Score

$\sum X$ = Sum of all score

N = Total number of sample

c. Writing Score in diagnostic test

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

$$X = \frac{1833}{35}$$

Where :

$$X = 52,37$$

X = Mean Score

$\sum X$ = Sum of all score

N = Total number of sample

THE WRITING TEST RESULT

CYCLE I

The students' achievement Cycle I test in writing skills

No	Code Sample	Components of Writing		X1 + X2	Final Score
		Content (X1)	Language Use (X2)		
1	S - 1	59	55	114	57
2	S - 2	60	60	120	60
3	S - 3	62	60	122	61
4	S - 4	62	62	124	62
5	S - 5	63	60	123	61,6
6	S - 6	62	62	124	62
7	S - 7	60	58	118	59
8	S - 8	65	65	130	65
9	S - 9	64	62	126	63
10	S - 10	58	56	114	57
11	S - 11	63	63	126	63
12	S - 12	63	60	123	61,5
13	S - 13	66	63	129	64,5
14	S - 14	72	70	142	71
15	S - 15	62	58	120	60
16	S - 16	62	62	124	62
17	S - 17	64	62	126	63
18	S - 18	64	60	124	62
19	S - 19	58	58	116	58
20	S - 20	60	60	120	60
21	S - 21	68	66	134	67
22	S - 22	58	56	114	57
23	S - 23	62	60	122	56
24	S - 24	65	63	128	64
25	S - 25	63	61	124	62
26	S - 26	58	56	114	57
27	S - 27	60	60	120	60
28	S - 28	63	62	125	62,5
29	S - 29	58	58	116	58
30	S - 30	64	62	126	63
31	S - 31	61	60	121	60,5
32	S - 32	65	62	127	63,5
33	S - 33	64	63	127	63,5
34	S - 34	66	65	131	65,5
35	S - 35	68	62	130	65
	$\sum x$	2192	2132	4324	2162
	X	62,63	60,91	123,54	61,77

Data analysis of Cycle I

a. Content

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

$$X = \frac{2192}{35}$$

Where :

X = Mean Score

$$X = 62,63$$

$\sum X$ = Sum of all score

N = Total number of sample

b. Language use

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

$$X = \frac{2132}{35}$$

Where :

$$X = 60,91$$

X = Mean Score

$\sum X$ = Sum of all score

N = Total number of sample

c. Writing Score in diagnostic test

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

$$X = \frac{2162}{35}$$

Where :

$$X = 61,77$$

X = Mean Score

$\sum X$ = Sum of all score

N = Total number of sample

THE WRITING TEST RESULT

CYCLE II

The students' achievement Cycle II test in writing skills

No	Code Sample	Components of Writing		X1 + X2	Final Score
		Content (X1)	Language Use (X2)		
1	S - 1	64	62	126	63
2	S - 2	70	68	138	69
3	S - 3	72	70	142	71
4	S - 4	74	72	146	73
5	S - 5	74	74	148	74
6	S - 6	75	75	150	75
7	S - 7	70	70	140	70
8	S - 8	78	75	153	76,5
9	S - 9	72	72	144	72
10	S - 10	70	68	138	69
11	S - 11	73	73	146	73
12	S - 12	75	74	149	74,5
13	S - 13	76	74	150	75
14	S - 14	84	82	166	83
15	S - 15	72	72	144	72
16	S - 16	72	70	142	71
17	S - 17	75	74	149	74,5
18	S - 18	76	74	150	75
19	S - 19	75	72	147	73,5
20	S - 20	76	76	152	76
21	S - 21	75	75	150	75
22	S - 22	68	65	133	66,5
23	S - 23	72	70	142	71
24	S - 24	75	74	149	74,5
25	S - 25	73	73	146	73
26	S - 26	70	68	138	69
27	S - 27	73	71	144	72
28	S - 28	74	74	148	74
29	S - 29	65	65	130	65
30	S - 30	72	72	144	72
31	S - 31	74	70	144	72
32	S - 32	72	70	142	71
33	S - 33	72	72	144	72
34	S - 34	74	72	146	73
35	S - 35	76	75	151	75,5
	$\sum x$	2558	2513	5071	2535,5
	X	73,08	71,80	144,88	72,44



Data analysis of Cycle II

a. Content

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

$$X = \frac{2558}{35}$$

Where :

X = Mean Score

$$X = 73,08$$

$\sum X$ = Sum of all score

N = Total number of sample

b. Language use

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

$$X = \frac{2513}{35}$$

Where :

$$X = 71,80$$

X = Mean Score

$\sum X$ = Sum of all score

N = Total number of sample

c. Writing Score in diagnostic test

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

$$X = \frac{2535,5}{35}$$

Where :

$$X = 72,44$$

X = Mean Score

$\sum X$ = Sum of all score

N = Total number of sample

THE STUDENTS' IMPROVEMENT IN CONTENT

Diagnostic Score is 52,77

Cycle I Score is 62,63

Cycle II Score is 73,08

1. Improvement from diagnostic test to cycle I :

$$P = \frac{CI - Dt}{Dt} \times 100$$

$$P = \frac{62,63 - 52,77}{52,77} \times 100$$

$$P = \frac{9,86}{52,77} \times 100 = 18,68$$

The students' improvement from diagnostic test to cycle I is 18,68%

2. Improvement from cycle I to cycle II :

$$P = \frac{CII - CI}{CI} \times 100$$

$$P = \frac{73,08 - 62,63}{62,63} \times 100$$

$$P = \frac{10,45}{62,63} \times 100 = 16,68$$

The students' improvement from cycle I to cycle II is 16,68%

3. Improvement from diagnostic test to cycle II :

$$P = \frac{CII - Dt}{Dt} \times 100$$

$$P = \frac{73,08 - 52,77}{52,77} \times 100$$

$$P = \frac{20,31}{52,77} \times 100 = 38,49$$

The students' improvement from cycle I to cycle II is 38,49%

THE STUDENTS' IMPROVEMENT IN LANGUAGE USE

Diagnostic Score is 51,97

Cycle I Score is 60,91

Cycle II Score is 71,80

1. Improvement from diagnostic test to cycle I :

$$P = \frac{CI - Dt}{Dt} \times 100$$

$$P = \frac{60,91 - 51,97}{51,97} \times 100$$

$$P = \frac{8,94}{51,97} \times 100 = 17,20$$

The students' improvement from diagnostic test to cycle I is 17,20%

2. Improvement from cycle I to cycle II :

$$P = \frac{CII - CI}{CI} \times 100$$

$$P = \frac{71,80 - 60,91}{60,91} \times 100$$

$$P = \frac{10,89}{60,91} \times 100 = 17,88$$

The students' improvement from cycle I to cycle II is 17,88%

3. Improvement from diagnostic test to cycle II :

$$P = \frac{CII - Dt}{Dt} \times 100$$

$$P = \frac{71,80 - 51,97}{51,97} \times 100$$

$$P = \frac{19,83}{51,97} \times 100 = 38,16$$

The students' improvement from cycle I to cycle II is 38,16%

THE STUDENTS' IMPROVEMENT IN WRITING SKILL

Diagnostic Score is 52,37

Cycle I Score is 61,77

Cycle II Score is 72,44

1. Improvement from diagnostic test to cycle I :

$$P = \frac{C1-Dt}{Dt} \times 100$$

$$P = \frac{61,77-52,37}{52,37} \times 100$$

$$P = \frac{9,4}{52,37} \times 100 = 17,94$$

The students' improvement from diagnostic test to cycle I is 17,94%

2. Improvement from cycle I to cycle II :

$$P = \frac{CII-CI}{CI} \times 100$$

$$P = \frac{72,44-61,77}{61,77} \times 100$$

$$P = \frac{10,67}{61,77} \times 100 = 17,28$$

The students' improvement from cycle I to cycle II is 17,28%

3. Improvement from diagnostic test to cycle II :

$$P = \frac{CII-Dt}{Dt} \times 100$$

$$P = \frac{72,44-52,37}{52,37} \times 100$$

$$P = \frac{20,07}{52,37} \times 100 = 38,32$$

The students' improvement from cycle I to cycle II is 38,32%

The students' content score and classification

In Diagnostic test, Cycle I, and Cycle II

No	Sample	D - Test	Classification	Cycle 1	Classification	Cycle 2	Classification
1	S - 1	50	Very poor	59	Very poor	64	fair to Poor
2	S - 2	53	Very poor	60	Very poor	70	fair to Poor
3	S - 3	52	Very poor	62	fair to Poor	72	Good to average
4	S - 4	50	Very poor	62	fair to Poor	74	Good to average
5	S - 5	50	Very poor	63	fair to Poor	74	Good to average
6	S - 6	53	Very poor	62	fair to Poor	75	Good to average
7	S - 7	52	Very poor	60	Very poor	70	fair to Poor
8	S - 8	55	Very poor	65	fair to Poor	78	Good to average
9	S - 9	52	Very poor	64	fair to Poor	72	Good to average
10	S - 10	50	Very poor	58	Very poor	70	fair to Poor
11	S - 11	53	Very poor	63	fair to Poor	73	Good to average
12	S - 12	52	Very poor	63	fair to Poor	75	Good to average
13	S - 13	54	Very poor	66	fair to Poor	76	Good to average
14	S - 14	60	Very poor	72	Good to average	84	Good to average
15	S - 15	54	Very poor	62	fair to Poor	72	Good to average
16	S - 16	55	Very poor	62	fair to Poor	72	Good to average
17	S - 17	52	Very poor	64	fair to Poor	75	Good to average
18	S - 18	52	Very poor	64	fair to Poor	76	Good to average
19	S - 19	51	Very poor	58	Very poor	75	Good to average
20	S - 20	52	Very poor	60	Very poor	76	Good to average
21	S - 21	56	Very poor	68	fair to Poor	75	Good to average
22	S - 22	52	Very poor	58	Very poor	68	fair to Poor
23	S - 23	52	Very poor	62	fair to Poor	72	Good to average
24	S - 24	55	Very poor	65	fair to Poor	75	Good to average
25	S - 25	53	Very poor	63	fair to Poor	73	Good to average
26	S - 26	50	Very poor	58	Very poor	70	fair to Poor
27	S - 27	52	Very poor	60	Very poor	73	Good to average
28	S - 28	52	Very poor	63	fair to Poor	74	Good to average
29	S - 29	53	Very poor	58	Very poor	65	fair to Poor
30	S - 30	53	Very poor	64	fair to Poor	72	Good to average
31	S - 31	53	Very poor	61	fair to Poor	74	Good to average
32	S - 32	54	Very poor	65	fair to Poor	72	Good to average
33	S - 33	51	Very poor	64	fair to Poor	72	Good to average
34	S - 34	54	Very poor	66	fair to Poor	74	Good to average
35	S - 35	55	Very poor	68	fair to Poor	76	Good to average

The classification of the students' achievement in content

A. Diagnostic Test

Classification	Frequency	Percentage
Excellent to Very good	-	-
Good to average	-	-
fair to Poor	-	-
Very poor	35	$\% = 35 / 35 \times 100 = 100\%$
Total	35	100%

B. Cycle 1

Classification	Frequency	Percentage
Excellent to Very good	-	-
Good to average	1	$\% = 1 / 35 \times 100 = 2,86\%$
fair to Poor	26	$\% = 26 / 35 \times 100 = 74,28\%$
Very poor	8	$\% = 8 / 35 \times 100 = 22,86\%$
Total	35	100%

C. Cycle 2

Classification	Frequency	Percentage
Excellent to Very good	-	-
Good to average	28	$\% = 28 / 35 \times 100 = 80\%$
fair to Poor	7	$\% = 7 / 35 \times 100 = 20\%$
Very poor	-	-
Total	35	100%

The students' language use score and classification

In Diagnostic test, Cycle I, and Cycle II

No	Sample	D - Test	Classification	Cycle 1	Classification	Cycle 2	Classification
1	S - 1	50	Very poor	55	Very poor	62	fair to Poor
2	S - 2	50	Very poor	60	Very poor	68	fair to Poor
3	S - 3	52	Very poor	60	Very poor	70	fair to Poor
4	S - 4	50	Very poor	62	fair to Poor	72	Good to average
5	S - 5	50	Very poor	60	Very poor	74	Good to average
6	S - 6	53	Very poor	62	fair to Poor	75	Good to average
7	S - 7	52	Very poor	58	Very poor	70	fair to Poor
8	S - 8	55	Very poor	65	fair to Poor	75	Good to average
9	S - 9	51	Very poor	62	fair to Poor	72	Good to average
10	S - 10	50	Very poor	56	Very poor	68	fair to Poor
11	S - 11	53	Very poor	63	fair to Poor	73	Good to average
12	S - 12	50	Very poor	60	Very poor	74	Good to average
13	S - 13	52	Very poor	63	fair to Poor	74	Good to average
14	S - 14	58	Very poor	70	fair to Poor	82	Good to average
15	S - 15	53	Very poor	58	Very poor	72	Good to average
16	S - 16	52	Very poor	62	fair to Poor	70	fair to Poor
17	S - 17	52	Very poor	62	fair to Poor	74	Good to average
18	S - 18	52	Very poor	60	Very poor	74	Good to average
19	S - 19	50	Very poor	58	Very poor	72	Good to average
20	S - 20	52	Very poor	60	Very poor	76	Good to average
21	S - 21	55	Very poor	66	fair to Poor	75	Good to average
22	S - 22	52	Very poor	56	Very poor	65	fair to Poor
23	S - 23	52	Very poor	60	Very poor	70	fair to Poor
24	S - 24	54	Very poor	63	fair to Poor	74	Good to average
25	S - 25	53	Very poor	61	fair to Poor	73	Good to average
26	S - 26	50	Very poor	56	Very poor	68	fair to Poor
27	S - 27	51	Very poor	60	Very poor	71	Good to average
28	S - 28	51	Very poor	62	fair to Poor	74	Good to average
29	S - 29	53	Very poor	58	Very poor	65	fair to Poor
30	S - 30	52	Very poor	62	fair to Poor	72	Good to average
31	S - 31	53	Very poor	60	Very poor	70	fair to Poor
32	S - 32	52	Very poor	62	fair to Poor	70	fair to Poor
33	S - 33	50	Very poor	63	fair to Poor	72	Good to average
34	S - 34	52	Very poor	65	fair to Poor	72	Good to average
35	S - 35	52	Very poor	62	fair to Poor	75	Good to average

The classification of the students' achievement in language use

A. Diagnostic Test

Classification	Frequency	Percentage
Excellent to Very good	-	-
Good to average	-	-
fair to Poor	-	-
Very poor	35	$\% = 35 / 35 \times 100 = 100\%$
Total	35	100%

B. Cycle 1

Classification	Frequency	Percentage
Excellent to Very good	-	-
Good to average	-	-
fair to Poor	18	$\% = 18 / 35 \times 100 = 51,43\%$
Very poor	17	$\% = 17 / 35 \times 100 = 48,57\%$
Total	35	100%

C. Cycle 2

Classification	Frequency	Percentage
Excellent to Very good	-	-
Good to average	23	$\% = 23 / 35 \times 100 = 65,71\%$
fair to Poor	12	$\% = 12 / 35 \times 100 = 34,29\%$
Very poor	-	-
Total	35	100%

**The students' writing score and classification
In Diagnostic test, Cycle I, and Cycle II**

No	Code Sample	D - Test	Classification	Cycle 1	Classification	Cycle 2	Classification
1	S - 1	50	Poor	57	Poor	63	Fair
2	S - 2	51,5	Poor	60	Fair	69	Fair
3	S - 3	52	Poor	61	Fair	71	Good
4	S - 4	50	Poor	62	Fair	73	Good
5	S - 5	50	Poor	61,6	Fair	74	Good
6	S - 6	53	Poor	62	Fair	75	Good
7	S - 7	52	Poor	59	Poor	70	Good
8	S - 8	55	Poor	65	Fair	76,5	Good
9	S - 9	51,5	Poor	63	Fair	72	Good
10	S - 10	50	Poor	57	Poor	69	Fair
11	S - 11	53	Poor	63	Fair	73	Good
12	S - 12	51	Poor	61,5	Fair	74,5	Good
13	S - 13	53	Poor	64,5	Fair	75	Good
14	S - 14	59	Poor	71	Good	83	Very good
15	S - 15	53,5	Poor	60	Fair	72	Good
16	S - 16	53,5	Poor	62	Fair	71	Good
17	S - 17	52	Poor	63	Fair	74,5	Good
18	S - 18	52	Poor	62	Fair	75	Good
19	S - 19	50,5	Poor	58	Poor	73,5	Fair
20	S - 20	52	Poor	60	Fair	76	Good
21	S - 21	55,5	Poor	67	Fair	75	Good
22	S - 22	52	Poor	57	Poor	66,5	Fair
23	S - 23	52	Poor	56	Poor	71	Good
24	S - 24	54,5	Poor	64	Fair	74,5	Good
25	S - 25	53	Poor	62	Fair	73	Good
26	S - 26	50	Poor	57	Poor	69	Fair
27	S - 27	51,5	Poor	60	Fair	72	Good
28	S - 28	51,5	Poor	62,5	Fair	74	Good
29	S - 29	53	Poor	58	Poor	65	Fair
30	S - 30	52,5	Poor	63	Fair	72	Good
31	S - 31	53	Poor	60,5	Fair	72	Good
32	S - 32	53	Poor	63,5	Fair	71	Fair
33	S - 33	50,5	Poor	63,5	Fair	72	Good
34	S - 34	53	Poor	65,5	Fair	73	Good
35	S - 35	53,5	Poor	65	Fair	75,5	Good

The classification of the students' achievement in writing skill

A. Diagnostic Test

Classification	Frequency	Percentage
Excellent	-	-
Very good	-	-
Good	-	-
Fair	-	-
Poor	35	$\% = 35 / 35 \times 100 = 100 \%$
Total		100%

B. Cycle 1

Classification	Frequency	Percentage
Excellent	-	-
Very good	-	-
Good	1	$\% = 1 / 35 \times 100 = 2,86 \%$
Fair	27	$\% = 27 / 35 \times 100 = 77,14\%$
Poor	7	$\% = 7 / 35 \times 100 = 20 \%$
Total		100%

C. Cycle 2

Classification	Frequency	Percentage
Excellent	-	-
Very good	1	$\% = 1 / 35 \times 100 = 2,86 \%$
Good	26	$\% = 26 / 35 \times 100 = 74,28 \%$
Fair	8	$\% = 8 / 35 \times 100 = 22,86 \%$
Poor	-	-
Total		100%

OBSERVATION RESULT
THE RESULT OF OBSERVATION SHEET OF STUDENTS'
PARTICIPATION IN THE CYCLE I

Students' Activateness Each Meeting in Cycle I

No	Code Sample	Cycle I			
		I	II	III	IV
1	S - 1	1	2	2	3
2	S - 2	1	2	2	3
3	S - 3	2	2	2	2
4	S - 4	2	2	2	2
5	S - 5	1	2	2	2
6	S - 6	2	3	2	3
7	S - 7	2	3	2	3
8	S - 8	3	3	3	3
9	S - 9	1	1	2	2
10	S - 10	1	1	2	3
11	S - 11	2	2	2	2
12	S - 12	2	2	3	3
13	S - 13	1	2	2	2
14	S - 14	3	3	3	4
15	S - 15	2	1	2	2
16	S - 16	2	2	3	3
17	S - 17	1	1	2	2
18	S - 18	3	3	3	3
19	S - 19	1	2	2	2
20	S - 20	2	2	2	3
21	S - 21	4	3	3	4
22	S - 22	3	2	2	3
23	S - 23	2	2	2	3
24	S - 24	4	4	3	4
25	S - 25	1	2	2	3
26	S - 26	1	1	2	2
27	S - 27	1	1	2	2
28	S - 28	1	1	2	2
29	S - 29	1	2	2	2
30	S - 30	2	2	3	3
31	S - 31	2	2	2	3
32	S - 32	1	1	2	3
33	S - 33	2	2	2	2
34	S - 34	3	2	3	3
35	S - 35	1	1	2	2
Amount		64	69	79	93
Average		45,71	49,28	56,43	66,42

Note :

4 = Very Active

3 = Active

2 = Less Active

1 = No Active

$$P = \frac{F}{4 \times N} \times 100$$

Notation: P : Rate Percentage
 F : Frequency of the Correct Answer
 N : The Total Number of Students
4 : The max score

Cycle I

The first meeting

$$P = \frac{F}{N} \times 100 = \frac{64}{140} \times 100 = 45,71\%$$

The second meeting

$$P = \frac{F}{N} \times 100 = \frac{69}{140} \times 100 = 49,28\%$$

The third meeting

$$P = \frac{F}{N} \times 100 = \frac{79}{140} \times 100 = 56,43\%$$

The fourth meeting

$$P = \frac{F}{N} \times 100 = \frac{93}{140} \times 100 = 66,42\%$$

OBSERVATION RESULT
THE RESULT OF OBSERVATION SHEET OF STUDENTS'
PARTICIPATION IN THE CYCLE II

Students' Activateness Each Meeting in Cycle II

No	Code Sample	Cycle I			
		I	II	III	IV
1	S - 1	2	2	3	3
2	S - 2	2	2	3	3
3	S - 3	2	2	3	3
4	S - 4	2	2	3	3
5	S - 5	2	3	4	4
6	S - 6	3	3	3	4
7	S - 7	3	4	4	4
8	S - 8	3	4	4	4
9	S - 9	1	1	2	3
10	S - 10	3	3	3	4
11	S - 11	2	2	3	3
12	S - 12	3	3	4	4
13	S - 13	2	2	2	3
14	S - 14	4	4	4	4
15	S - 15	2	2	2	2
16	S - 16	3	3	4	4
17	S - 17	1	1	2	2
18	S - 18	2	2	3	3
19	S - 19	2	3	3	3
20	S - 20	2	2	2	2
21	S - 21	4	4	4	4
22	S - 22	2	2	3	3
23	S - 23	3	3	3	3
24	S - 24	4	4	4	4
25	S - 25	2	2	2	3
26	S - 26	2	3	3	3
27	S - 27	2	2	2	3
28	S - 28	2	3	3	3
29	S - 29	2	3	3	3
30	S - 30	3	3	3	3
31	S - 31	3	3	3	4
32	S - 32	3	3	3	4
33	S - 33	1	1	2	2
34	S - 34	3	3	3	4
35	S - 35	1	2	2	2
Amount		83	91	104	111
Average		59,28	65	74,28	79,28

Note :

4 = Very Active

3 = Active

2 = Less Active

1 = No Active

$$P = \frac{F}{4 \times N} \times 100$$

Notation: P : Rate Percentage

F : Frequency of the Correct Answer

N : The Total Number of Students

4 : The max score

Cycle II

The first meeting

$$P = \frac{F}{N} \times 100 = \frac{83}{140} \times 100 = 59,28\%$$

The second meeting

$$P = \frac{F}{N} \times 100 = \frac{91}{140} \times 100 = 65\%$$

The third meeting

$$P = \frac{F}{N} \times 100 = \frac{104}{140} \times 100 = 74,28\%$$

The fourth meeting

$$P = \frac{F}{N} \times 100 = \frac{111}{140} \times 100 = 79,28\%$$

**LEMBAR PENGAMATAN
BELAJAR MENGAJAR GURU**

Nama sekolah : SMP Negeri 2 Sukamaju Kabupaten Luwu Utara
 Tahun ajaran : 2012/2013
 Kelas/semester : VIII-C / II
 Pokok bahasan : Recount Text
 Mata pelajaran : Bahasa Inggris
 Aspek : Writing
 Siklus : II

N o	Kegiatan	Skor			
		4	3	2	1
	* Awal				
1	Memberi salam				
2	Mengabsen siswa				
3	Apersepsi				
4	Teknik membuka pelajaran				
	* Inti				
5	Penjelasan mengenai writing				
6	Metode membimbing siswa dalam writing				
7	Pengarahan kepada siswa dalam setiap kegiatan pembelajaran				
8	Penguasaan kelas				
9	Suara				
10	Pemberian pertanyaan				
11	Kemampuan melakukan evaluasi				
	* Akhir				
15	Memberi kesempatan siswa Bertanya				
16	Menyimpulkan materi				
17	Menutup pelajaran				

Keterangan:

4 : sangat baik 2 : cukup

3 : baik 1 : kurang

LEMBAR OBSERVASI AKTIVITAS BELAJAR SISWA

Nama sekolah : SMP Negeri 2 Sukamaju Kabupaten Luwu Utara
 Tahun ajaran : 2012/2013
 Kelas/semester : VIII-C / II
 Pokok bahasan : Recount Text
 Mata pelajaran : Bahasa Inggris
 Aspek : Writing
 Siklus : I

NO	ASPEK YANG DIAMATI	SKOR			
		1	2	3	4
I	Pra pembelajaran				
1	Siswa menempati tempat duduknya masing-masing				
2	Kesiapan menerima pelajaran				
II	Kegiatan Awal Pembelajaran				
1	Mampu menjelaskan kembali isi materi terdahulu				
2	Mendengarkan secara seksama ketika dijelaskan tujuan pembelajaran yang hendak dicapai				
III	Kegiatan Inti Pembelajaran				
A	Penjelasan Materi Pembelajaran				
1	Memperhatikan dengan serius ketika dijelaskan materi pelajaran				
2	Aktif bertanya saat proses penjelasan materi				
3	Adanya interaksi positif diantara siswa				
4	Siswa memiliki pemahaman yang sama tentang materi pelajaran yang dijelaskan				
B	Pendekatan Strategi/Pembelajaran				
1	Siswa terlibat aktif dalam kegiatan pembelajaran				
2	Siswa memberikan pendapatnya ketika diberi kesempatan				
3	Aktif mencatat berbagai penjelasan yang di berikan				
4	Siswa termotivasi dalam mengikuti proses pembelajaran				
5	Siswa dalam mengikuti proses pembelajaran dengan santai dan tidak penuh tekanan				
6	Siswa merasa senang ketika berbagai strategi pembelajaran dilakukan dalam pembelajaran				
C	Pemanfaatan Media Pembelajaran/Sumber Pembelajaran				
1	Adanya interaksi positif saat media pembelajaran disajikan				
2	Ketertarikan siswa terhadap materi yang disajikan meningkat saat media pembelajaran disajikan				
3	Siswa semakin jelas dan konkrit saat penjelasan materi yang disajikan dengan media pembelajaran				

D	Penilaian proses dan hasil belajar				
1	Siswa merasa terbimbing				
2	Mampu menjawab pertanyaan-pertanyaan guru dengan benar				
E	Penggunaan bahasa				
1	Penjelasan dapat dengan mudah dimengerti oleh siswa				
2	Siswa tidak menemui kesulitan dalam pemahaman ketika dijelaskan materi pelajaran				
IV	Kegiatan Penutup				
1	Siswa secara aktif memberi rangkuman				
2	Siswa membuat rangkuman hasil pembelajaran secara runtuh				

Keterangan:

4 : sangat baik

2 : cukup

3 : baik

1 : kurang



LEMBAR OBSERVASI AKTIVITAS BELAJAR SISWA

Nama sekolah : SMP NEGERI 2 SUKAMAJU KABUPATEN LUWU UTARA
 Tahun ajaran : 2012/2013
 Kelas/semester: VIII-C / II
 Pokok bahasan: Recount Text
 Mata pelajaran : Bahasa Inggris
 Aspek : Writing
 Siklus : 2

NO	ASPEK YANG DIAMATI	SKOR			
		1	2	3	4
I	Pra pembelajaran				
1	Siswa menempati tempat duduk nya masing-masing				
2	Kesiapan menerima pelajaran				
II	Kegiatan Awal Pembelajaran				
1	Mampu menjelaskan kembali isi materi terdahulu				
2	Mendengarkan secara seksama ketika dijelaskan tujuan pembelajaran yang hendak dicapai				
III	Kegiatan Inti Pembelajaran				
A	Penjelasan Materi Pembelajaran				
1	Memperhatikan dengan serius ketika dijelaskan materi pelajaran				
2	Aktif bertanya saat proses penjelasan materi				
3	Adanya interaksi positif diantara siswa				
4	Siswa memiliki pemahaman yang sama tentang materi pelajaran yang dijelaskan				
B	Pendekatan Strategi/Pembelajaran				
1	Siswa terlibat aktif dalam kegiatan pembelajaran				
2	Siswa memberikan pendapatnya ketika diberi kesempatan				
3	Aktif mencatat berbagai penjelasan yang di berikan				
4	Siswa termotivasi dalam mengikuti proses pembelajaran				
5	Siswa dalam mengikuti proses pembelajaran dengan santai dan tidak penuh tekanan				
6	Siswa merasa senang ketika berbagai strategi pembelajaran dilakukan dalam pembelajaran				
C	Pemanfaatan Media Pembelajaran/Sumber Pembelajaran				
1	Adanya interaksi positif saat media pembelajaran disajikan				
2	Ketertarikan siswa terhadap materi yang disajikan meningkat saat media pembelajaran disajikan				
3	Siswa semakin jelas dan konkrit saat penjelasan materi yang disajikan dengan media pembelajaran				
D	Penilaian proses dan hasil belajar				
1	Siswa merasa terbimbing				

2	Mampu menjawab pertanyaan-pertanyaan guru dengan benar				
E	Penggunaan bahasa				
1	Penjelasan dapat dengan mudah dimengerti oleh siswa				
2	Siswa tidak menemui kesulitan dalam pemahaman ketika dijelaskan materi pelajaran				
F	Kegiatan Penutup				
1	Siswa secara aktif memberi rangkuman				
2	Siswa membuat rangkuman hasil pembelajaran secara runtuh				

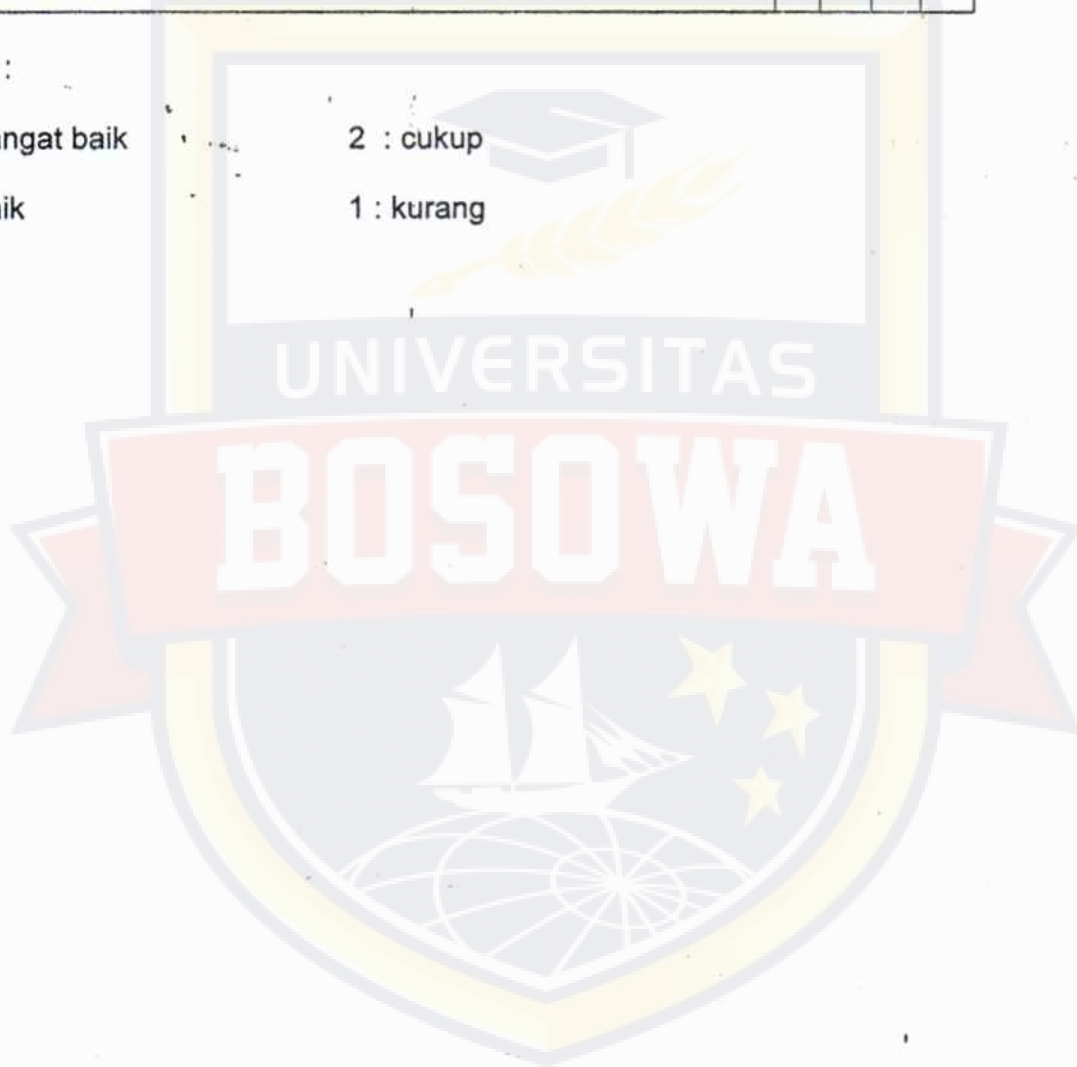
Keterangan :

4 : sangat baik

3 : baik

2 : cukup

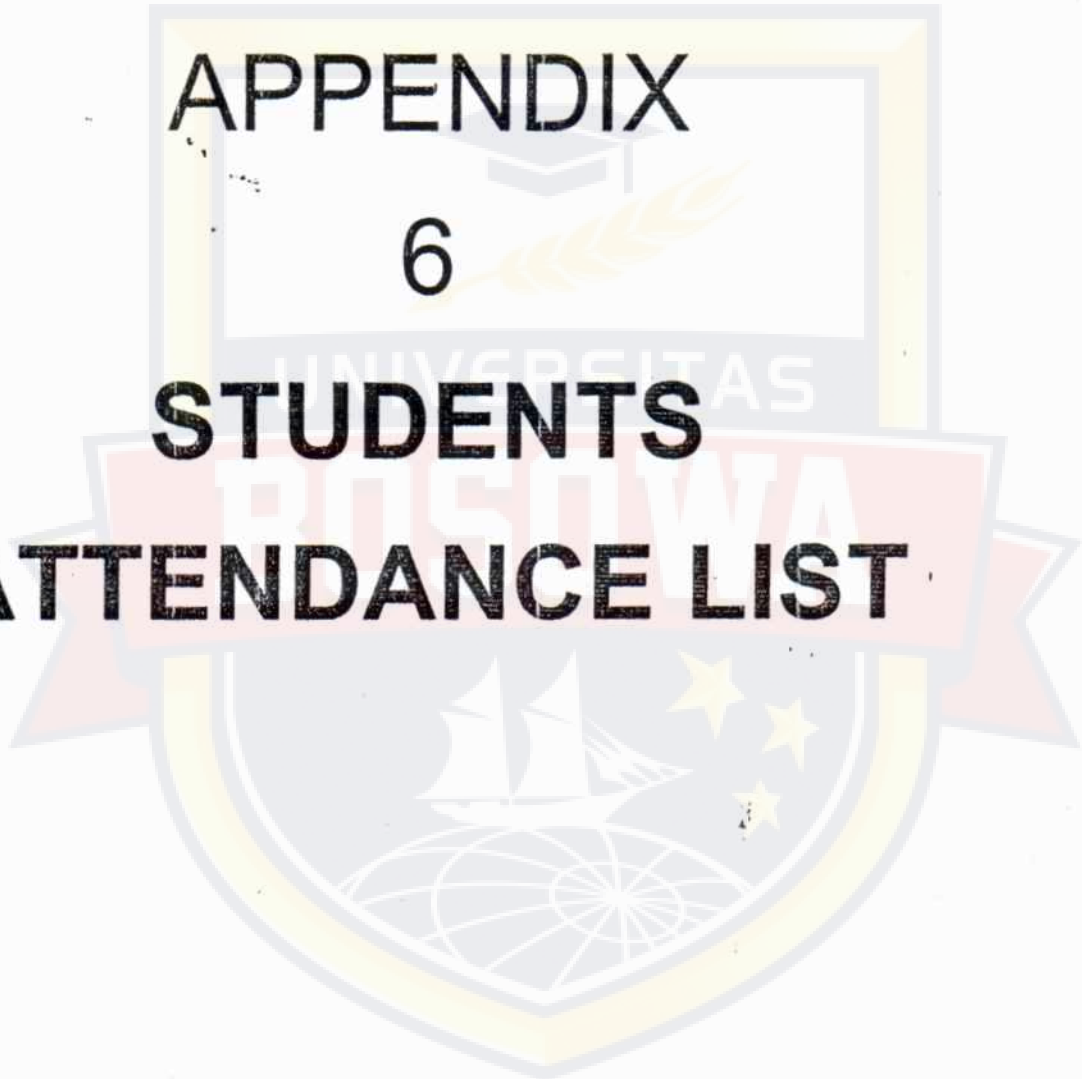
1 : kurang



APPENDIX

6

**STUDENTS
ATTENDANCE LIST**



RIWAYAT HIDUP

Penulis **RIANTO PARENTA**, lahir di Lewardi 17 Agustus 1992. Dia anak pertama dari 2 bersaudara, nama orang tuanya Akiawan P. dan Nurmi L. kemudian dia mulai sekolah di SDN 106 Lewandi dan tamat pada tahun 2003. Kemudian dia lanjut di SMP Negeri 3 Baebunta dan tamat SMP 2006. Kemudian lanjut di SMA Negeri 2 Walenrang satu setengah tahun lamanya. Dia pindah ke SMA Negeri 2 Baebunta, setelah dia tamat kemudian lanjut ke perguruan tinggi di Universitas "45" Makassar dan dia mengambil Program studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan.

