

**IMPROVING THE TENTH GRADE STUDENTS' RECOUNT WRITING  
ACHIEVEMENT BY USING PEER RESPONSE TECHNIQUE AT  
SMA NEGERI 1 SIRAH PULAU PADANG**



**UNDERGRADUATE THESIS**

**This thesis accepted as one of the requirements to get the title of Sarjana  
Pendidikan (S.Pd)**

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Assalamualaikum, Wr.Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **“IMPROVING THE TENTH GRADE STUDENTS’ RECOUNT WRITING ACHIEVEMENT BY USING PEER RESPONSE TECHNIQUE AT SMA NEGERI SIRAH PULAU PADANG”**, di tulis oleh saudari Mike Tria Aprila (13250051) telah dapat diajukan dalam sidang munaqosyah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah terima kasih.

Wassalamualaikum Wr.Wb.

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## DEDICATION

This thesis is dedicated to :

- ◆ Allah SWT who has given me the blessings and mercies in every single day of my life.
- ◆ The prophet Muhammad SAW who always inspires and guides me into the right way to believe in Allah.
- ◆ My beloved Family. Heryanto (Father), Ismiani, S.Pd (Mother), Dona Puspita Sari, S.Pd (First Sister), Shinta Gustiara, S.T (Second Sister), Aim. Muhammad Yusuf (Younger brother), and My first nephew (Muhammad Sultan Habibi), always support me and give me a great love, pray, motivation and help. I know words will never enough to express how you both mean a lot to me. Thank you for your loving your daughter unconditionally, I Love you tremendously.
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- ◆ To you, Someone who name was written in Lauhul Mahfuz (Mr. Rlove) thank you for your prayer. Meeting you in the near future is one of my intentions to finish this study.

Motto :

Isn't joy that makes us unique ?

## STATEMENT PAGE

I hereby,

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State that

1. All the data, information, interpretation, and conclusion presented in this thesis, except for those indicated by the sources, are the result of my observation, process, and thought with the guidance of my advisor.
2. The thesis that I wrote is originally and has never been handed in another academic degree, neither at UIN Raden Fatah Palembang nor other universities

This statement is made truthfully and if one day there is evidanse of forgery in the above statement, I am wiling to accept the academi sanction of cancellation of my bachelor's degree that I have received through this thesis.

Palembang, Maret 2018

The Writer,



Mike Tria Aprila

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Palembang, January 2017

The writer,



Mike Tria Aprila



## ABSTRACT

The objectives of this study were to find out: (1) whether or not there is any significant improvement on the tenth grade students' recount writing achievement who are taught by using Peer Response before and after the treatment at SMA N 1 Sirah Pulau Padang and (2) whether or not there is any significant difference in the tenth grade students' recount writing achievement between those who are taught by using Peer Response Technique and those who are taught at SMA N 1 Sirah Pulau Padang. The sample of this study was taken by purposive sampling. So, the total number of the sample was 72 students. The sample were class X IPA 1 ( control group) which consisted of 36 and X IPA 2 (experimental group) which consisted of 36. In collecting the data the writer used test. The test was written test. The test was given twice to experimental and control group, as pretest posttest. To verify the hypothesis, the data pretest and posttest of the experimental and control groups were analysed used paired sample t-test and independent sample t-test in SPSS. The findings of this study showed that the p-output (0.014) was lower than 0.05 at significant 2-tailed and t-obtained (3.766) higher than t-table 1.9955 (with df=68). Therefore it could be stated that recount writing by using Peer Response Technique had a significant improvement on the students' recount writing achievement. Therefore the result of this study is expected to contribute something for the development of the process of English teaching and learning especially for the teaching of writing recount text.

*Keywords: Writing Achievement , Recount Text, Peer Response. Writing for English Language Learners Strategy.*

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## CHAPTER I

### INTRODUCTION

This chapter presents: (1) background; (2) problem of the study; (3) objectives of the study; and (4) significance of the study

#### 1.1 Background

English is used for communication around the world. According to Sharifian, “English as an international language refers to paradigm for thinking, research and thinking” (as cited in Saputra and Marzulina, 2017, p. 1). People used English for many activities, such as in politics, economy, science, education and culture. Clyne (2008) explain that English is used both in global sense for international communication between countries in a local sense as a language of wider communication within multilingual societies. Thus, English is a language that is used to communicate between societies in other countries.

English has four skills that must be learned by the students. They are listening, speaking, reading, and writing. The four skills are divided into receptive skill and productive skill. Harmer (2007) explains that:

People use language in term of four skills: reading, writing, speaking and listening. These are often divided into two types, receptive and productive skills. Receptive skills are a term used for reading and listening, skill where meaning is extracted from the discourse. Productive skills are the term for speaking and writing, skill where students actually have to produce language themselves (p. 265).

In summary, reading and listening is included as receptive skills and speaking and writing as productive skills.

In studying the four skills, writing one of the important language skills for the students to be learned beside listening, reading and speaking. According to Pasand and Hagi states “writing is one the most important skills in learning a foreign language the nature of which has become clearer nowadays which involves the development of an idea, the capture of mental representation of knowledge, and of experience with subject” (as cited in Saputra and Marzulina, 2017, p. 2). It means that, writing is also important to encourage students to focus on language use. Harmer (2004) states, “writing encourages students to focus on accurate language development as they resolve problems” (p. 31). It means that writing is an language skill in learning a foreign language to develop an idea in writing, experience and language use.

There are some reason that make students not interested in writing, but the most common reason is the students difficult to write a text. Richard and Renandya states “writing is the most difficulty is not only in generating and organizing ideas, but also in translating these ideas into readable text” (as cited in Herizal and Afriani, 2015, p. 26). So, most of students have difficulty in organizing the idea into written text. In addition, Dixon (2005) “writing is neglected and put at last in general English classes in Indonesia”. There are many reasons due to Dixon’s statement. First, the teachers often make writing exercises into homework with no clear purposes. As the result, the



teachers often left all the students' writing without checking them at all. Secondly, the textbooks that usually used at schools tend to provide fewer exercises in writing and if the exercises are likely forced to meet the students' need". (as cited in Astrid, 2017, p.7). It means that writing often problems to students because they have to write a good paragraph.

Based on the syllabus of the KTSP (*Kurikulum Tingkat Satuan Pendidikan*) or School-Based Curriculum, there are four types of writing in English subject for tenth graders: narrative, recount, procedure, and news item. However, this study will focus on recount text. According to Knap and Watkins (2005) recount is the simplest text type in the genre (p. 223). In addition, Warner states "recount text is important to discuss in class, particularly student's personal recounts so that they can understand and identify the different parts of this text type before they start to write their own" (as cited in Zurnailah, 2017, p. 36). Recount text is divided into three types, they are; personal recount, factual recount, and imaginative recount. Derewinka (1990) explain that:

Recount text consist of three types; first the personal recount functions to retell activities that the writer has been personally involved in (e.g. oral anecdote, diary entry) Second, the factual recount is the text that tells about recording of the particular incident (e.g. report of a science experiment, police report, news report, and historical recount). Third, the imaginative recount is taking on an imaginary role and giving details of events (e.g. a day in a life of a roman slave : How I invited....). (as cited in Purwati, 2017, p. 7)

It means that, the students at the tenth grade learning for types of writing text and this study the students learn recount text, such as personal, factual, and imaginative recount.

Based on the my informal interview with the teacher of English at SMA Negeri 1 Sirah Pulau Padang (*see Appendix A*), I found the same problem which is faced by the students at SMA Negeri 1 Sirah Pulau Padang. Firtsly, the students had difficulties when to translate English, with the result that they difficulty to developed the idea in writing process and the teacher have a problem difficulty to check the students' writing one by one, it make the teacher headache. Secondly, the result from interviewing the students showed that most of the students of SMA Negeri 1 Sirah Pulau Padang had less interest towards English. The students said that English was difficult and complicated subject. They also recognized that they had difficulties to developed their opinion and did not understand how to write English correctly in terms of grammar, punctuation, and vocabulary.

In solving the problem in learning English writing of SMA Negeri 1 Sirah Pulau Padang, Peer Response Technique will help them. I would apply Peer Response which was proposed by Al-Jamal "Peer response technique provides an opportunity for students to discuss and formulates ideas about the content of writing as well as to help each other in developing writing skills. It also makes students aware of their problem in writing through give-and takes the task of writing with peers with similar writing problems" (as cited in Fajri, 2015, p. 8). Through the peer response,

students can gain more effective comments from a collaborative learning process to incorporate the written commentary into their subsequent drafts. Murcia (2001) inform to defines peer response as, “The idea of having students read and/or listen to teach others’ papers for the purpose of providing feedback and input to each other as well as helping each other gain a sense of audience” (p.228).

In addition, Peer Response can increase the students confidence in sharing ideas without any doubt. Hansen and Liu, (2005) states Peer Response is the way of interaction between student to share or exchange information with each other. Peer response plays an important role in writing. Peer’s comments can lead to the meaningful source of information in the revising stage. Peer’s comments from revision can be used to develop vocabulary, organization and content of writing. According to Nelson and Murphy (1993) “Peer response technique can be implemented in pairs or in small group. In pairs, there are two students who are assigned by the two students themselves or by the teacher will give comment one to another to each written work. Similar to peer response which is implemented in pairs, peer response technique can also be implemented in small groups where each member of the group exchange their written work in order to ask for written comments” (as cited in Astrid, 2017, p. 11).

Peer response is one of the technique in teaching learning English in which is still rarely to apply. It is actually important to improve students’ capability in English, more in writing because it gives many benefits. Byland (2004) state that one of the

greatest benefits of peer response groups is the immediate presence of the real-world readers (p. 56-57). In brief, conducting peer responses in teaching writing needs more attention because this method is quite new for the students. Thus, the teachers should have more preparation first. The teacher should lead naturally by providing guidelines for the students to give responses for other's work. At the end of the class, the students are expected to revise and rewrite their writing as suggested by their friends.

Related to the previous related study conducted by Fajri in 2015 and Fatoni in 2014, they concerned about the used of Peer Response can improve recount writing. It was revealed that there was a significant improvement and significant difference in students' recount writing through the use of Peer Response Technique. Based on the problems above, the I interested in conducting a study entitle "***Improving the tenth grade students' recount writing achievement by using Peer Response Technique at SMA N 1 Pulau Padang***". This study is conducted in order to know whether or not Peer Response Tehnique effective to improve the students' recount writing achievement.

## **1.2 The Problems of the Study**

Based on the background above, the problems of the study are formulated into the following questions:

37. Was there any significant improvement on the tenth grade students' recount writing achievement who are taught by using Peer

Response before and after the treatment at SMA N 1 Sirah Pulau Padang?

2. Was there any significant difference in the tenth grade students' recount writing achievement between those who are taught by using Peer Response Technique and those who are taught at SMA N 1 Sirah Pulau Padang?

### **1.3 The Objectives of the Study**

The objectives of this study are as follow:

1. To find out weather or not there was any significant improvement on the tenth grade students' recount writing achievement who were taught by using Peer Response Technique before and after at SMA N 1 Sirah Pulau Padang
2. To find out weather or not there was any significant difference on the tenth grade students' recount writing achievement between those who were taught by using Peer Response Technique and those who were not at SMA N 1 Sirah Pulau Padang

### **1.4 Significance of the Study**

This study will hopefully be useful not only for the students who will be involved in this study, but also for the English, the writer herself, and the next reseacher. Firtsly, the writer expects that the students' will be able to improve their writing skill through Peer Response Technique. Secondly, this study can hopefully

give some advantages for the English teacher improving students' recount writing achievement, and assists students' in improving their recount writing achievement. Thirdly, this research result can be used as resources in developing techniques of teaching writing. Finally, this research result is also expected to help other reseachers in finding references for further research.

## CHAPTER II

### LITERATURE REVIEW

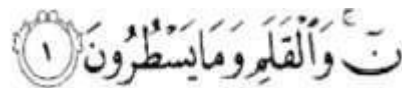
This chapter presents : (1) the concept of writing; (2) the concept of Recount Text; (3) the concept of Peer Response Technique; (4) importance of Peer Response; (5) the procedures of the Peer Response in Teaching Writing; (6) the advantages of Peer Response Technique; (7) teaching Recount Text Writing Through Peer Response Technique; (8) criteria for testing hypotheses; (9) research setting.

#### 2.1 The Concept of Writing

Writing is one of the four skills in English that should be mastered in learning English. According to Komang, Nyoman, and Ni Made (2013), “Writing is one of important skills that should be mastered by the students to be able to use English for communication in their daily life. Through writing, the students information for the reader. It indicates that writing is a tool to transfer ideas to the reader” (p. 2). So, writing skill can help students clarify their thought and it allows the language user to produce text.

Writing is considered as the productive skill since it allows the language user to produce texts. According to Lauder In studying the four English languages skills, writing skill is very important skill to be learn in learning a foreign language which includes the development of an idea, knowledge, and experience (as cited in Saputra and Marzulina, 2017, p. 2). Furthermore, writing is an activity of creating letters, words, sentences, or even other symbols on a surface and the act of forming the

graphic symbols such as letter and numbers. Writing is an activity that has been widely described in Qur'an. Writing is not only students' obligation at school, but also writing is a command of God that must be obeyed by humans. To support this statement, Allah says in the Qur'an surah Al-qalam: 1.



*“Nun. By the pen and what they inscribe”.*

In addition, according to Zamel explain that writing is a process of expressing ideas or thought in sequence in order to communicate with others in written form (as cited in Lestari and Holandyah, 2017, p.48). it means that writing is the productive skill in the written mode which is more complicated and seems to be the hardest of the skill, even for native speakers of a language. In addition Hamzah stated “writing is a process of expressing the idea into a written form, and it needs specialized skills that not every students can develop it naturally, it needs the teacher who is able to motivate and encourage the students to develop their writing skills, and they are expected to be able to develop their writing skills and make a good composition” (as cited in Imam, 2006, p. 106). As a result, writing as recording language meaning means a process of some words creating to become a sentence indeed a paragraph that has a meaning.

According to Harmer (2012), “writing is the most difficult subject in the school since the students have to produce a text by using English” (as cited in Herizal and Afriani, 2017, p.4). These written forms should be readable and comprehensible,



because the reader can get the intended meaning from the writer since writing is also the way to communicate or deliver a message to a reader for a purpose. In learning to write, the teacher needs to give special treatment in order to facilitate the student in the learning process. The teacher should give more attention to the students in the process of writing since writing can also be considered as discovering process. The guidance from the teacher is necessary as the student has to walk through several steps in the writing process.

Moreover, Yusuf (2015) teaching means to help and cause someone to know something or to do something (as cited in Yusuf, 2015, p. 149). It means that focus on the capability of teacher as an actor of learning process. Based on Harmer (2004), the four main elements in the writing process, they are planning, drafting, editing, and final draft (p.4). And the definition of each step and what the teacher can do in each step are presented below.

1. Planning

In learning and teaching of writing, this step can be used by the teacher to allow the students to brainstorm their ideas. The guidance of the teacher can be important component in this step.

2. Drafting

In this step, the teacher can guide thesis students to immediately write down their ideas on to the paper. The important thing is that the ideas of the students are written down on their paper without having to pay

attention on the correctness, grammar, the order, etc. Then the teacher can lead the students to review their draft on which they can add, reduce, or alter their ideas on the draft.

### 3. Editing (reflecting and revising)

The teacher in this step can have the students to look back on their draft. The students are to think back on their draft in order to make it better as a writing product. The students can also pay attention to the grammar. Besides that, the students can reorganize their draft to make it more readable and legible for the reader. Moreover, teacher can give some feedback and suggestion as the students need some others' review and opinion regarding their draft.

### 4. Final version

The final version of writing is different from the plan and the first drafts. It is because it has been through the editing, reflecting, and revising step which have turned it into the readily-served text. The writer now can deliver this final draft to the target reader.

Harmer (2004) states that the way the teacher gives feedback can enhance not only the students' confidence, but also the students' competence. Feedback can be used to boost the students' motivation. Moreover, the students can get advices regarding their work from this feedback. Besides that, the teacher can also use the

feedback to lead the students back to learning goals that are expected to be reached by the students.

### **2.1 The Concept of Recount Text**

In teaching writing there are some materials about genre or text that must be taught to students. Lee (2001, p. 4) defines there are eleven types of text; analytical exposition, explanation, spoof, recount, reports, news item, narrative, procedure, description, anecdote, hortatory exposition review. In this study, the writer focuses on writing a recount paragraph which is related to daily life activities. Based on KTSP 2006, recount text is a crucial part of genre or text in Senior High School's lessons, especially for tenth graders. They have recount text material in the second semester. The recount text itself consists of a topic sentence, supporting sentences and a concluding sentence.

According to Corbet and Strong (2011), recount is one of non-fiction text types because, since it focus on telling what happened, it has the same key ingredients as narrative and is thus comfortingly familiar. However, there is difference is analyzing the generic structure (p. 49). Recount text present the past experience in order of time or place; what happened on Sunday, then on Monday, then on Tuesday. In simple way, recount describes series of events in detail. It does not expose the struggle on how to make them happen. The event happened smoothly. It reveals the conflict among the participaants.

The schematic of recount text consist of three parts, namely orientation, event, and re-orientation (Seli, 2014, p. 12). The further explanation is as follows:

1. Orientation, a first paragraph that give background information about who, what, where, and when.
2. Event is series of paragraph that retell the events in the order in which they happened.
3. Re-orientation is concluding paragraph of all the events in the order in which they happened.

Saragi, Silalahi , and pardede (2014, p. 57) the language features usually found in a recount text:

1. Use of nouns and pronouns to identify people, animals or things involved: she, he, I, cat, dog, bag, and others.
2. Use of past action verbs to refer the events.
3. Use of past tense to located events in relation to speaker's and reseacher time.
4. Use conjunction and time connectives to sequence the event; fristly, then, second, after, next, finnaly, lastly and so on.
5. Use adverb and adverbial phrase to indicate place and time.
6. Use of adjectives to describe nouns.

**Table 1**  
Example of Recount Text

Orientation	Among the biggest sports events in the world are the Olympic Games. They began in Greece a long time ago. They were held every four years at the Olympia. At that time, only men participated in the games. Women could not even watch them in stadium.
Event 1	At the first Olympic Games there was only one event, a running race. Later games had more events; long jump, javelin throwing, boxing, and chariot racing. The only prize the winner received was a crown of leaves. But it was a great honor to win.
Event 2	When the Romans conquered Greece, they continued to hold the Olympic Games. But they started to give winners big prizes. Unfortunately, people began to cheat, so the Roman Emperor Theodosius stopped the games.
Event 3	In 1986 a Frenchman, Baron Piere de Courbetin, revived the Olympic Games. The games were held in Greece. They became the first modern Olympic Games. People from every country can participate, and each time the games are held in different country. At each new Olympic Games there is a special opening ceremony; the lighting of the Olympic torch. Runners carry the Olympic flame from Greece all the way to the host country for this purpose.
Re-orientation	Like the ancient games, the modern games take place every four years. About 30 sports are played. Today the winners receive medals as prizes instead of the old crown of leaves.

*Source: Let's Talk IX Grade for Junior High School, 2005*

## 2.2 The Concept of the Peer Response

### **2.2.1 Definition of Peer Response Technique**

Peer response is a viable technique among writing teachers in L2 writing classrooms. Through the peer response, students can gain more effective comments from a collaborative learning process to incorporate the written commentary into their subsequent drafts. According to Kitchakarn, Peer response is also called peer review, peer revision, or student feedback (p.71). Whereas it adopts a positive stance on the scaffolding of writing and plays a vital role in revising papers. Murcia (2001) defines “peer response as the idea of having students read and/or listen to teach others’ papers for the purpose of providing feedback and input to each other as well as helping each other gain a sense of audience” (p.228). It is a technique used in writing class. Students are assigned to write a composition or essay when they finish their writing work; and exchange their writing with their peers. Nelson and Murphy (1993), The peers read and make comments on the writing first draft so that those students can improve their own written work. It can be used either in the forms of pairs or small groups. It is a way of giving feedback to students. Based on Richards & Schmidt (2002) Feedback itself is defined as any comments or other information given to students in order to assist them on learning tasks or tests (p.199).

The role of feedback is to assist students to solve their problems in doing tasks/tests. Ferris (2003) argued that feedback from both teachers and peers may impact the revision process and writing quality, but possibly in different ways. Its importance is that students give comments to other students on their writing drafts so

that the students may get a role of audience and work toward improving their writing works. It is a pedagogical cooperative learning technique commonly associated with teaching of writing using the process strategy, in which students provide feedback on their friends' written drafts, receiving the comments to improve their own writing in return (Kitchakarn, 2009).

According to Liu and Hansen (2005), peer response is the way of interaction between students to share or exchange information with each other. Peer response plays an important role in writing. Peer's comments can lead to the meaningful source of information in the revising stage. Peer's comments from revision can be used to develop vocabulary, organization and content of writing. Writing teachers used the peer response to encourage students to revise their writings. The definitions above show that peer responses is a way of collaborative learning in which students respond to one another's work of writing. The responses can be a comment to help another students get a better development in writing process.

### **2.3.2 Importance of Peer Response**

Peer response, in Indonesia, is one of the new methods in teaching learning English in which is still rarely to apply. It is actually important to improve students' capability in English, more in writing because it gives many benefits. James (1981, p. 48-50) and Grimm (1986, p. 91-94) state that one of the greatest benefits of peer response groups is the immediate presence of the real-world readers (as cited in Reid, 1993, p.207). Researcher of both NES (New South Wales), writing have

demonstrated that, with carefully designed and implemented peer response groups, the concept of audience provided by peer response allows writers to think not just about readers as readers but also to actually read the text through the eyes of potential readers, trying to judge the meaning these readers would make. As a result, students begin to adopt the perspectives of their audiences and to comprehend their text.

Peer response technique also affords an opportunity for such interaction. Neubert and Mc. Nelis (1990) states that “peer response helps students focus on the task at hand as well as maintain a positive attitude toward critique process” (p.52). It means that peer response provides an opportunity for peers to develop criteria for evaluation and to practice evaluating their own written text. Based on the statement given, it can be concluded that peer response technique provides the students to face another real audience rather than only the instructor. Students also can see that peer response is a helpful activity as reviewer and as a means of learning. Peer response technique helps what writers and readers’ needs in expressing their purposes.

Kitchakarn (2009) also states that in the revising stage of the writing process, it requires various types of activities responding to students’ written work including peer feedback or peer response (p.75). According to Astrid, Rukmini, Sofwan, and Fitriati (2017), Some researchers have conducted studies related to the implementation of teacher feedback, peer feedback & teacher feedback that focused on students’ writing outcomes/ performance. Feedback from the readers plays an important role for improving writing. Any suggestions got from the readers can



reflect on the writers' performance, leading to writing improvement. Ferris (2003) adds that from these theoretical perspectives, a number of practical benefits of peer response for L2 writers have been suggested by various authors (p.70):

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

In addition, the researcher concluded that the peer response is a student-centered, active learning strategy that increases student engagement in the course. More benefits of peer response are listed below.

1) Student authors:

- a. Refine their ideas as a result of the feedback they receive.
- b. Focus on writing as a process that emphasizes editing and revisions.
- c. Develop a better sense of audience.
- d. Improve their work before it's submitted for grading.
- e. Are motivated to produce high-quality work, since they know their peers will be critiquing it.

## 2) Student reviewers:

- a. Gain insights about their own work from reading other assignments.
- b. See other approaches to an assignment or perspectives of an issue.
- c. Become familiar with important aspects of the assignment as they use the rubric or criteria to perform the review.
- d. Improve their ability to read a paper critically.
- e. Strengthen their communication skills, especially in respect to critiquing and providing feedback.
- f. Gain knowledge of a wider variety of course topics. In brief, peer response technique gives many benefits for teaching learning of writing. Beside to make the students think as the real writers, it also makes the students think as the potential readers. The students can measure their capability in writing and describe the mental processes when they write.

### **2.3.3 The Peer Response in Teaching Writing**

The students are also aware of their problems in writing through talking with peers with similar problems. Benesch (1998) stated that membership in a peer response group entails three interrelated spheres of learning: the first is learning to write, the second is learning to respond to writing, and the third is learning to collaborate. Byland (2004) states that Peer Response, a prevalent activity in writing class can benefit students involved provided they understand the purpose of responding (p.56). One advantage of whole class-practice is that students, who have

often had little experience with responding to writing, can experience with responding to writing, can experiment with different types of response and then get immediate feedback on the effectiveness of their comments.

In brief, conducting peer responses in teaching writing needs more attention because this method is quite new for the students. Thus, the teachers should have more preparation first. The teacher should lead naturally by providing guidelines for the students to give responses for other's work. At the end of the class, the students are expected to revise and rewrite their writing as suggested by their friends.

Hansen and Liu (2005) state that, Peer Response is supported by several theoretical frameworks, including process writing, collaborative learning theory, Vygotsky's zone of proximal Development and interaction and second language acquisition (SLA) (p.31). According to Brufee (1984), It is also supported by collaborative learning theory, which holds that learning is a socially constructed activity that takes place through communication with peers. The definitions above show that peer responses is a way of collaborative learning in which students respond to one another's work of writing. The responses can be a comment to help another students get a better development in writing process.

#### **2.3.4 The Advantages of Peer Response**

The advantages of Peer Response also may attract the students' attention toward understanding about writing and increase their motivation by actively involving in learning (Guntar and Siregar, p.1). Peer Response and teacher feedback

can complement each other, with students at times being more adept at responding to a student's work as truly being in progress than the teachers who tend to judge the work as a finished product. A number of studies have been conducted on peer response in the language classroom. Peer response, a prevalent activity in writing classes, can benefit students involved provided they understand the purpose of responding (Byland, 2004, p. 56). The ways to teach peer writing and response, in any course and all size class, By providing students opportunities to write, and to work with their peers via writing, a teacher in any discipline gives students an opportunity to become active agents in their learning. Collaborative writing and peer responding helps to create the network of relationships that makes a class succeed. Byland (2004) states that Peer Response generally help improve students' ability to revise their own writing (p.56).

Dipardo and Freedman (1988) state that, this technique was chosen by the instructor for its oral component. She wanted the students to hear their own writing. In addition to the benefits of students hearing their work, oral interaction during peer response sessions is also a more efficient means of providing feedback in terms of the amount of time used. According to Hong (2006) "the process oriented approach to teaching English writing is generally characterized by a recursive procedure of prewriting, drafting, evaluating, and revising" (p.48). Another benefit of this technique is that speaking about writing gives students further opportunities for practice in the target language for negotiating meaning.

### **2.3 Teaching Recount Text Writing Through Peer Response Technique.**

There are three steps in applying peer response technique in the classroom as quoted in Hansen and Liu (2005, p. 32-38), as follows:

#### **1. Before peer response**

- a. Plan when peer response should be introduced in the writing process.
- b. Decide when to incorporate teacher's comments in the writing process.
- c. Discuss students' prior experience with peer response and group work.
- d. Create a comfortable environment for students to establish peer trust/ Select the mode of peer response process.
- e. Give the students enough time to become familiar with peer response procedures.
- f. Let students decide on grouping and group rules.
- g. Discuss strategies for turn-taking.
- h. Provide students with linguistic strategies
- i. Instruct students in how ask the right questions
- j. Set up a mock peer response activity.

#### **2. During Peer Response**

- a. Encourage students to negotiate meaning on the various peer comments.
- b. Monitor students and group progress

### **3. After Peer Response**

- a. Get students to list all of their comments on the piece of paper, and then indicate whether they will revise based on each comment and why.
- b. Link Peer Response to other classroom to other classroom activities.
- c. Re-group students in the Peer Response groups to read each other's final draft.
- d. Discuss the Peer Response activity.

Flash (2008) proposes a simple guide of implementing Peer Response in the writing class.

- 1) First step is writing the draft. The students are asked to write the draft and to distribute to their peer.
- 2) The second step is peer workshop. It means that the students give comments or critics to their peer's first draft with a guideline sheet (a sample).
- 3) The third step is revising. The students write the final draft from the draft based on the memo or comments from their peer. After the second reading the group members comment orally on the essay in form recount text referring to the notes they have taken. The author/reader listens to and writes down all comments, positive as well as negative.

- 4) The four steps, when the author revises the text, decisions can be made regarding which comments to act on and which comments to set aside. In this model it is important that during the oral feedback part of the process the author not converse with the other group members. Once all three listeners have reported orally to the author, it is then the next student's turn to present his or her writing for response. After the second reading the group members comment orally on the essay referring to the notes they have taken. The author/reader listens to and writes down all comments, positive as well as negative. Later, when the author revises the text, decisions can be made regarding which comments to act on and which comments to set aside. In this model it is important that during the oral feedback part of the process the author not converse with the other group members.
- 5) Fourth steps is the three listeners have reported orally to the author, it is then the next student's turn to present his or her writing for response.
- 6) For the last step is, the students have to give their suggestion to their friend's text. One thing that needs to be explained to the students is; they are responsible for giving constructive and positive comment to their friend's work. The students will not be focus on grammar, but the content of the paragraph and also about the placement of its generic structure. The students also will check punctuation, capitalization, and spelling in their friends writing task.

## 2.5 Previous Related Studies

There are four previous studies which are related to the writer's present study. The first entitled "The implementation of Peer Editing technique in improving recount writing achievement of the 10<sup>th</sup> graders of senior high school number 3 Prabumulih" by Fajri (2015). The purpose of this study researcher hopes that, this study will be a basis for the next studies and also to be more creative in order to stimulate and motivated the students in their English learning process, especially recount writing subject. The result of her study showed positive effect in which students' recount writing achievement of the 10<sup>th</sup> graders of senior high number 3 prabumulih.

The second study entitle "Improving Students' Writing Abilities through Peer Feedback Technique, A study at Seventh Grade students of SMP 1 MLATI" written by Mashadi (2014). The purpose of this study is to find out whether or not Peer Response strategy effective in writing ability. And result often the study is this strategy can improve students' writing ability. In the writer's study, the populations of this study eleventh grade students of SMP 1 MLATI.

The third entitled "Using Peer Response to Improve Writing Ability of Grade VIII Students at SMP 3 Berbah the Academic Year of 2013/2014" by Fatoni (2014). The perpose of this study reseacher is to know the improve of the writing ability using Peer Response Technique. The result of her study showed positive effect in which students' writing ability at the academic year 2013/2014, while the population of Fatoni's study is the VIII grade of SMP 3 Berbah.



The fourth entitled “Improving Students’ Skill in Writing Recount by Using Peer Review Technique” by Afriana (2014). The purpose of this study researcher is to know the effective of the teaching writing achievement on recount text. The result of his study showed positive effect in which students’ writing achievement on recount text at the eight grade students of SMP 4 Batang, while the population of Afriana’s study is the eight grade students of SMP 4 Batang.

#### **2.4 Hypotheses of the study**

The hypotheses of the study were as follows:

- 1)  $H_{a1}$  : There was a significant improvement on the tenth grade students’

recount technique writing who are taught by using Peer Response at the SMA N 1 Sirah Pulau Padang.

- $H_{o1}$ : There was no significant improvement on the tenth grade students’ recount

writing technique who are taught by using Peer Response at SMA N 1 Sirah Pulau Padang.

- 2)  $H_{a2}$  : There was a significant difference between the tenth grade students’

recount writing by using Peer Response Technique and those who are not at SMA N 1 Sirah Pulau Padang.

- $H_{o2}$  : There was no significant difference on the tenth grade students’ recount

writing between those who are taught by using Peer Response and those who are not at SMA N 1 Sirah Pulau Padang.

## 2.5 Criteria of the Testing Hypothesis

The criteria for testing hypothesis are formulated as follows:

1. If the p-outout (sig.2 tailed) is lower than 0,05, level and t-obtained is higher than t-table 2,0301 (with  $df = 35$ ), the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted.

If the p-ouput (sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table 2,0301 (with  $df = 35$ ), the null hypothesis ( $H_0$ ) is accepted, and the alternative hypothesis ( $H_a$ ) is rejected.

2. If the p-ouput (sig.2 tailed) is lower than 0.05 level and t-obtained is higher than t-table 1,9955 (with  $df = 68$ ), the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted.

If the p-output (sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table 1,9944 (with  $df = 70$ ), the null hypothesis ( $H_0$ ) is accepted, and the alternative hypothesis ( $H_a$ ) is rejected.

## 2.7 Research setting

This study was conducted SMA Negeri 1 Sirah Pulau Padang. It is located at jl. Raya Desa Bungin Tinggi, south sumatera, Ogan Komering Ilir. The accreditation on SMA N 1 Sirah Pulau Padang is A (Very Good) on November, 16<sup>th</sup> 2010. It has a good environment. SMA N 1 Sirah Pulau Padang is a conducive condition and suitable for studying. SMA N 1 Sirah Pulau Padang has many students. There are 567 students from X until XII grade. There are 227 students at tenth grade, 187

students at eleventh grade, and 149 students at twelfth grade. The total of teacher who teach at SMA N 1 Sirah Pulau Padang are 48 teacher 10 staffs.

**Table 2**

The total of teacher and staff of SMA N 1 Sirah Pulau Padang

No	Personal	Total
1	Civil servant	38
2	Honorer Teacher	10
3	Adminitration staff	10
<b>Total</b>		<b>58</b>

Source: SMA Negeri 1 Sirah Pulau Padang (2016/2017)

The building of this school is good enough; moreover, there are one Headmaster Room, fifteen Class Rooms, one Library, one Teacher Room, one Adminisration staff, one Computer Rooms, one Language Lab , Physics Lab, Biology Lab, one Mosque, one Conseling Room, and one Health Clinic, one canteen, fourtoilets.

**Table 3**

The total room in SMA Negeri 1 Sirah Pulau Padang

	Class Romm	Laboratory	Library	Total
<b>Total</b>	17	4	1	22

Source : SMA Negeri 1 Sirah Pulau Padang (2016/2017)

There some extraculicrular activities in this school. They are Art activity, religious activity and scout. SMA N 1 Sirah Pulau Padang has vision and mision. The vision of this school is preparing the students to be faith, good fearing and virtous person. The mision of this school are improving the learning activity optimal, doing active, creative and enjoyable learning process, developing the potential of the

students based on their talent and ability and the last mission is implanting the students to care with another and improving the spirit of all the school community. The structure organization of SMA N 1 Sirah Pulau Padang are the Headmaster of this school is Andi Askar and vice principle of this school is Aisyah, Deputy of curriculum is ACEP, Deputy of student is DWI JOKO ASMORO, Deputy of religion is KENEDI, and leader of laboratory is MELIWATY.

**Table 4**

The structure organization of SMA N 1 Sirah Pulau Padang

NAME	POSITION
Drs. Andi Aksar NIP : 196407211990021002 NUPTK : 5053742644200003	HEADMASTER
Aisyah S.Pd NIP : 196511032006042001 NUPTK : 1435743648300003	VICE PRINCIPLE
Acep, S.Pd NIP : 132173638 NUPTK : 2947749651200012	DEPUTY OF CURRICULUM
Dwi Joko Asmoro, M.Pd NIP : 197002141997031003 NUPTK : 6546748650200002	DEPUTY OF STUDENT
Kenedi, S.Ag NIP : 197302122007011004 NUPTK : 6544751653200002	DEPUTY OF RELIGION
Mely Wati S.Pd NIP : 196912262005012005 NUPTK : 4558747651300003	LEADER OF LABORATORY

Source : SMA Negeri 1 Sirah Pulau Padang (2016/2017)

## CHAPTER III

### METHODS AND PROCEDURES

This chapter presents : (1) research design; (2) variable of the study; (3) operational definition; (4) subject of the study; (5) data collction; (6) data instruments analysis; (7) research treatment; (8) data analysis; and (9) hypotheses testing.

#### 3.1. Research Design

This study will used a quasi-experimental research design. “Quasi-experimental designs are partly but not fully true experimental designs; they control some but not all of the sources of internal invalidity” (Tuckman, 1978, p. 136). The design in this study was used to find out the difference of students’ recount writing achievement after they were taught by using Peer Response Technique and the difference of students’ recount writing achievement who were taught by using Peer Response Technique and those who were not. Besides, Creswell claims, “The most frequently used designs in education are those where the researcher compares two or more groups” (2012, p. 309). Thus, in conducting the study, the writer used two groups (experimental group and control group). The experimental group was given the treatment by using Peer Response Technique and the control group was not having any treatment.

The Quasy-Experimental design of the study can be diagrammed as follow:

	Pretest	Treatment	Posttest
<b>EG</b>	<b>O<sub>1</sub></b>	<b>X</b>	<b>O<sub>2</sub></b>
<b>CG</b>	<b>O<sub>3</sub></b>	-	<b>O<sub>4</sub></b>

- - - - : Dash line indicates that the experimental and control group have not been equated by randomization.

- O1** : The pretest of the experimental group  
**O2** : The posttest of the experimental group  
**O3** : The pretest of the control group  
**O4** : The posttest of the control group  
**X** : Treatment for experimental group taught using Peer Response Technique.  
**-** : No treatment.  
**EG** : Experimental group.  
**CG** : Control group.

### **3.2 Variables of the Study**

According to Cohen, Manion, and Marrison (2007), a variable can be considered as a construct, operational construct or particular property in which the researcher is interested (p.504). There are two kinds of variable. They are independent variable and dependent variable. Creswell (2012), argues that dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable (p.115-116). An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. The independent variable in this study is Peer Response Technique and the dependent variable is the students' recount writing achievement.

### **3.3 Operational Definitions**

This study entitled “ Improving The Tenth Grade Students’ Recount Writing By Using Peer Response Technique at Sma Negeri 1 Sirah Pulau Padang. There are four terms which need to be explained further. They are *Peer Response Technique and Recount Writing Achievement*.

The term “Peer Response Technique” is a technique used in writing class. In this study refers to treatment that will be given by the writer to the students improving the recount writing achievement. By doing this technique, the students will be more conscious in writing a recount text.

The word “Recount Writing Achievement” means the outcome or result from the implementation of peer-editing technique in student’s recount text. From the posttt that given by the writer there will be an answer whether or not the student’s recount text writing achievement increases than previously.

### **3.4 Population and Sample**

According to Creswell (2012, p. 142), population is a group of individuals who have the same characteristic, if someone wants to investigate all of the elements in a research area, his research is population research. The population of this study is the tenth grade students of SMA N 1 SIRAH PULAU PADANG consisting of six classes. The total of the students are 216 students.

**Table 5**

The population of the study

<b>NO</b>	<b>CLASS</b>	<b>TOTAL STDENTS</b>
1	X IPA 1	36
2	X IPA2	36
3	X IPA.3	36
4	X.IPS 1	36
5	X IPS 2	36
6	X IPS 3	36
<b>TOTAL</b>		<b>216</b>

*source: SMA N 1 SIRAH PULAU PADANG in academic year 2016/2017)*

In accordance with Fraenkel, Wallen, and Hyun (2012), a sample in a research study is the group on which information is obtained. Sample is part of the number and characteristics of the population (p. 91). In doing this study, there were two classes as the experimental and the control group to get the sample of this study will be used convenience sampling. Based on Cohen, et. al (2007, p. 113-114), convenience sampling or as it is sometimes called accidental or opportunity sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time. The reason why this method will applied, because after the writer has an interview and discussed with one of the English teachers at SMA N 1 SIRAH PULAU PADANG, the writer was asked to use two classes as the sample for experimental group and control group. Then the teacher reconmmeended class X IPA



1 and class X IPA 2 since they had the same characteristics. The number of sample from two classes is seventy four students.

**Table 6**

The Sample of the Study

NO	GROUP CLASS	MALE	FEMALE	TOTAL
1	X. IPA 1 (Control Group)	14	22	36
2	X IPA 2 (Experimental Group)	11	25	36
<b>TOTAL</b>				<b>72</b>

*Source : SMA Negeri 1 Sirah Pulau Padang 2016/1017)*

To decide which of the classes belong to the experimental and control group, the result of the pretest will be compared. The class with the lower average score will be chosen of the experimental group.

### 3.5 Data Collection

#### 3.5.1 Test

According to Brown (2004) states that test is a method of measuring a person ability, knowledge, or performance in a given domain. The test which was given by the researcher to the experimental was writing test (*See Appendices B*). The purpose of the test was to measure students' writing achievement before and after the treatments in experimental group by using Peer Response Technique. The instruments which was used in pre-test and post-test was the same. The students were to required to write recount writing by choosing one of the topics that was given by the writer. The first time, it was given before teaching learning activities (pre-test) and the second time was given after teaching activities (post-test) in order to find out whether or not the

implementing of the recount writing achievement through Peer Response Technique significantly improved students achievement in writing skill.

The test had been administered twice as pre-test and posttest. Those tests was done in expectation to know whether or not there is a progress in student's writing text achievement by improving peer response technique. The instruction that had been told as: write a recount paragraph based on available themes contains of 100-150 words during 60 minutes. The students were asked to write the recount text as generic structure that had been explained by the teacher, and the events were written in two events. The score of pre-test and posttest had been analyzed by using T-test formula. There were two raters to check the student's recount text. Then, SPSS 23 version was used to process the data.

#### **3.5.1.1 Pre-test**

The Pre-test is done before the treatments, both of groups; experimental group and control group. It was used to know the students' recount writing achievement before research treatment in both group (control and experimental group). The test will used writing test form. The kind of text was recount and the duration 60 minutes was used.

#### **3.5.1.2 Post-test**

The Post-test is done after the treatment to both of group; experimental group and control group. It was used to know the effect after some treatment given in both

groups (control and experimental). The test is done in writing test form. The kind of text was recount and the duration 60 minutes was used.

### 3.5.1.3. Rubric of Recount Writing

**Table 7**  
**SCORING RUBRIC OF RECOUNT WRITING**

	<b>Partial 1 Point</b>	<b>Partial 2 Point</b>	<b>Partial 3 Point</b>	<b>Partial 4 Point</b>	<b>Partial 5 Point</b>
<b>STRUCTURE</b>					
<ul style="list-style-type: none"> <li>Use of Recount Text</li> <li>Sequences</li> </ul>	<ul style="list-style-type: none"> <li>ext is not structured</li> </ul>	<ul style="list-style-type: none"> <li>Minimal Evidenc of an orientation,sequence of events, orientation</li> <li>are not sequenced</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of an orientation,sequence of events and are orientation</li> <li>events mostly sequenced</li> </ul>	<ul style="list-style-type: none"> <li>Shows evidence of anorientation, sequence of events and areorientation</li> <li>events are sequenced chronological order</li> </ul>	<ul style="list-style-type: none"> <li>Sows clear evidence of anorientation, sequence of events and are orientation.</li> <li>events are sequenced in avery clear and chronological order</li> </ul>
<b>LANGUAGE</b>					
<ul style="list-style-type: none"> <li>Sequencing Language</li> <li>Tenses</li> </ul>	<ul style="list-style-type: none"> <li>No usage of sequencing language</li> <li>No use of correct tense</li> </ul>	<ul style="list-style-type: none"> <li>Little usage Of sequencing language</li> <li>Low frequency of correct tense</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of usage of sequencing language</li> <li>Correct tense mostly used</li> </ul>	<ul style="list-style-type: none"> <li>Good usage Of sequencing language</li> <li>Use of correct tense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent usage of sequencing language</li> <li>High frequency of correct tense</li> </ul>
<b>EDITING</b>	Work is not Edited	Little editing is evident	Editing is Evident	Text is edited	Text is well Edited

<b>SPELLING</b>	Most familiar words are spelt incorrectly	Some spelling errors of familiar words	Accuracy in spelling with most familiar words, some correct spelling with specialized	All familiar words are spelt correctly, most specialized words are spelt correctly	All words are spelt correctly
<b>PARAGRAPHS</b>	No evidence Of paragraphing	No evidence Of paragraphing	Some usage Of paragraphing, related to structure	Evidence of short paragraph for each main ideas	Evidence of short paragraphs with detail for each main idea

Source: <http://www.rcampus.com/rubricshowc.cfm?code=R4W486&sp=yes&>

### 3.6 Research Instruments Analyses

#### 3.6.1 Validity Test

Validity is carried out to measure whether the instrument for pre-test and post-test activities were valid or not. The term validity refers to the which an instrument measures what it claims to measure (Ary et al, 2010, p.225). In other words, validity refers to what should be measured from the test items given. Cohen et al., (2007, p. 133) revealed in test of language validity is an important key to effective research.

##### 1) Construct Validity

According to Brown (2004, p.25) states that construct validity is a major issue in validating large-scale standardized tests of proficiency. After constructing the instruments related to some aspect measured, then it is consulted to achieve some expert judgments from at least three validators to evaluate whether the components of the instrument are valid or not to be applied in research activities. There are some

characteristics of validators and raters, such as 1) teaching experience minimum five years, 2) lecturer of English and, 3) minimum 550 TOEFL score.

## 2) Content Validity

Hughes (1989, p.22) states that a test is said to have content validity if its content constitutes a representative sample of the language skill, structure, etc. With which it is meant to be concerned. A content validity is very important since it is an accurate measure of what it is supposed to measure. The specification for the test was formulated based on the curriculum or syllabus of English for tenth graders of Senior High School in order to know if the contents of the test item given were appropriate to the students. Test of specification table is showed in table

**Table 8**  
Test of Specification

Objective	Topic	Indicator	Type of Test	Number of Item	Total Number
1. To measure the students' writing achievement in recount text containing one of the topics below. The aspects needed to be considered are: content, organization, vocabulary, language use, and mechanic.	1. My last holiday	<ul style="list-style-type: none"> <li>Using past sentence in expressing events happened in the past</li> </ul>	Writing Test	1	1
	2 My childhood experience	<ul style="list-style-type: none"> <li>Using chronological order of time and place</li> </ul>			
	3 My unforgettable experience	<ul style="list-style-type: none"> <li>Producing a recount text</li> </ul>			

### **3.6.2 Reliability Test**

Reliability test calculated whether research instrument used for pre-test and post-test activities was reliable or not. Reliability refers to the consistency they are for each individual from one administration of an instrument to another and from one set of item to another ( Fraenkel et al., 2012, p. 154). To estimate in term of instruction, topic, time allocation, content, and rubric.

To estimate the realibility of the test, inter-rater reliability was applied. Brown (2004, p.20) states that inter-rater reliability occurs when two or more score yields inconcistent scores of the same test, possibly for lack of attention to scoring criteria, experience, inattention, or even preconceived biases.

There are five evaluated items: instruct, topics, time allocation, content, and rubric. Then, the result, from each rater was calculated to get the mean score. The result showed the intructions, topic and content were very appropriate, and time allocation and rubric were appropriate.

Further, the reliability of writing test was obtained. It was measured from the result of three experts judgment. The result showed that the writing test with aspects of instruction, aspects of cognitive achievement test coverage, aspects of language were appropriate. All in all, the writing test was reliable.

### **3.7 Research Treatment**

I taught recount writing to the experimental group. In conducting the study, the experimental group will be given treatment by using Peer Response Technique for

12 meeting. The meeting are including pre-test and post-test. The time allocations for each meeting 2 x 45 minutes. I divides the procedure in teaching the experimental group into three stage:

**a. Pre-Activities**

1. Teacher greets the students
2. Teacher and students recite prayer before the lesson
3. Teacher checks students' attendance
4. Teacher prepares students physically and mentally to follow the lesson well.
5. Teacher motivates students contextually in accordance with the advantages and application of material in daily life
6. Teacher starts the lesson by reviewing the previous lesson
7. Teacher explains the learning objectives in this chapter, and what the students will do achieve these goals

**b. Whilst-Activities**

1. Teacher explains about recount text in detail
2. Teacher presents the students about Peer Response (what is Peer Response? What will students do in this activity? what are the expectations by doing this activity?)
3. Students individually write list of sentence about a Peer Response frame by frame

4. Teacher divide students in small group (consist of two to three students)
5. Teacher give the theme in every group
6. Students with partner discuss which order is correct for the pictures
7. Student make the paragraph recount text will the generic structure with group

### c. Post-Activities

1. Teacher ask the group to present their opinion about the problem in Peer Response that they have learned, discuss it together and give feedback to the whole class
2. Teacher and students conclude the result of today's topic
3. Teacher give some motivational word and encourage the students to practice writing English as much as possible
4. Teacher closes the class.

**Table 9**

### Teaching Material for Research Treatments

No	Meeting	Time Allocation	Activity	Resources	Date
1	1 <sup>st</sup> Meeting	1x 60 Minutes		Pre-Test	Oct 28 <sup>th</sup> 2017
2	2 <sup>nd</sup> Meeting	1x60 Minutes	Generic structure, Language Features, Example Introduction of Peer Response	<a href="http://www.bbc.co.uk/bitesize/ks2/english/writing/recounts/">http://www.bbc.co.uk/bitesize/ks2/english/writing/recounts/</a> <a href="https://learnenglish.britishcouncil.org/en/writing-">https://learnenglish.britishcouncil.org/en/writing-</a>	Oct 30 <sup>th</sup> 2017



			Technique	<u>purpose/event- recounts-structure</u>	
3	3 <sup>rd</sup> Meeting	1x60 Minutes	Factual recount:Biograp hical Recount : Talking about Important Person in the World	<a href="http://www.manythings.org/voa/people/">http://www.manythings.org/voa/people/</a>	Oct 31 <sup>th</sup> 2017
4	4 <sup>th</sup> Meeting	1 x 60 Minutes	Factual Recount: Biographical Recount: Talking about an Idol	<i>Bahasa Inggris: Buku Siswa Kelas X / Kementerian Pendidikan dan Kebudayaan 2014 BSE: Developing English Competencies for Senior High School (SMA/MA) / Departemen Pendidikan Nasional 2008</i>	Nop 4 <sup>th</sup> 2017
5	5 <sup>th</sup> Meeting	1x60 Minutes	Factual Recount Biographical Recount: Talking about a famous person	Bahasa Inggris: Buku Siswa Kelas X / Kementerian Pendidikan dan Kebudayaan 2014 <a href="http://www.historytoday.com/richard-cavendish/curies-discover-radium">http://www.historytoday.com/richard-cavendish/curies-discover-radium</a>	Nop 7 <sup>th</sup> 2017
6	6 <sup>th</sup> Meeting	1x60 Minutes	Factual Recount: Historical Event: History of Palembang	<a href="http://www.britannica.com/place/Palembang">http://www.britannica.com/place/Palembang</a>	Nop 11 <sup>th</sup> 2017
7	7 <sup>th</sup> Meeting	1x60 Minutes	Personal Recount: Keeping A Diary	Bahasa Inggris: Buku Siswa Kelas X / Kementerian Pendidikan dan Kebudayaan 2014	Nop 14 <sup>st</sup> 2017

8	8 <sup>th</sup> Meeting	1x60 Minutes	Personal Recount: Unforgettable Experience	<i>Interlanguage: English for Senior High School Students X</i>	Nop 16 <sup>st</sup> 2017
9	9 <sup>th</sup> Meeting	1x60 Minutes	Personal Recount: Wonderful Holiday	<i>BSE: Developing English Competencies for Senior High School (SMA/MA) / Departemen Pendidikan Nasional 2008</i>	Nop 18 <sup>st</sup> 2017
10	10 <sup>th</sup> Meeting	1x60 Minutes	Personal Recount: My Childhood Experience	<i>Interlanguage: English for Senior High School Students X</i>	Nop 21 <sup>st</sup> 2017
11	11 <sup>st</sup> Meeting	1x 60 Minutes	Procedural Recount: My friends' Science Project	<a href="http://estijatenglishlesson.blogspot.co.id/2014/02/a-procedural-recount-text.html">http://estijatenglishlesson.blogspot.co.id/2014/02/a-procedural-recount-text.html</a> <a href="http://www.stjohnpaul2.catholic.edu.au/SiteData/206/UserFiles/PublicationLinks/Procedural-Recount-Scaffold.doc">http://www.stjohnpaul2.catholic.edu.au/SiteData/206/UserFiles/PublicationLinks/Procedural-Recount-Scaffold.doc</a>	Nop 23 <sup>th</sup> 2017
12	12 <sup>th</sup> Meeting	1x60 Minutes		Post-Test	Nop 27 <sup>th</sup> 2017

### 3.8 Data Analyses

The writer will analyze the data from the test, pretest and posttest between two groups, experimental and control groups. To analyze the data, the writer used t-test. It was run by SPSS version 23 software. There are two kinds of how to do t-test. They are paired sample and independent sample. The paired sample measured whether or not there is any significant difference on the eleventh grade students'

writing ability before and after the treatment. Meanwhile, the independent sample measured whether or not there is any significant difference on the tenth grade students' writing ability that are taught by using peer response model and those who are not.

### 2.8.1 Instrument Analyses

The data from students' writing test (pretest-posttest) was analyzed by three raters. The raters were Beni Wijaya, M.Pd (Lecturer of Sriwijaya and UIN RF University), Eka Sartika, M.Pd (Lecturer of UIN RF University, and Aisyah Syahab, M.Pd (Lecturer of Sriwijaya and UIN RF University). They were analyzed the data by using rubric for writing recount from recount assessment for year 3/4 built saraaylett. There are five aspects of writing scoring system: structure (1-5), language (1-5), editing (1-5), spelling (1-5), and paragraphs (1-5). The rubric score is converted into the following classification the formula:

$$= \frac{\text{Rubric score obtained} \times \text{Maximum classification score}}{\text{Maximum rubric score}}$$

After all the score was gained, the writer counted the mean from both of raters. Then, it was converted into the following grading system.

**Table 10**

Classification of Student's Score

No	The Range of Score	Category
1	86-100	Excellent
2	75-85	Good

3	56-74	Fair
4	<55	Poor

*Source: SMA Negeri 1 Sirah Pulau Padang in academic year 2017/2018*

After collecting data to know the result of the students writing. The writer asked expert judgments to analyzed and done the scoring based on the rubric. The data were analyzed by using t-test. It was run SPSS version 23. There were two types of t-test, paired and independent sample t-test to answer the research problem. The paired sample t-test measured wether or not there was significant improvement on the tenth grade students' recount writing achievement before and after the treatment. Meanwhile, the independent sample t-test measured wether or not there were significant difference on the tenth grade students' recount writing achievement who were taught by using Peer Response Technique and those who were not.

### **3.8.2 Data Description**

Before the data is analyzed, distribution of the data is used to see the distribution of frequency the data and descriptive statistics. The procedure in distribution of the data is described as follow:

#### **3.8.2.1 Distributions of Frequency Data**

In distributions of frequency data, the students' score, frequency, percentage is achieved. The distributions of frequency data are obtained from students' pretest-posttest scores in experimental group.

### **3.8.2.2 Descriptive Statistics**

In descriptive statistics, number of sample, the score of minimal, maximal, mean, and standard deviation are analyzed. Descriptive statistics are obtained from students' pretest and posttest scores in experimental group.

### **2.8.2 Prerequisite Analyses**

Before analyzing the data, pre-requisite analysis will be done to see whether the data obtain are normal and homogenous. The procedures in pre-requisite analysis as follow:

#### **3.8.2.1 Normality Test**

Normality test is used to measure whether the obtained data is normal or not. According to Flynn (2003, p. 17) states that a value less than 0.05 indicate that the data are non-normal. In measuring normality test, the writer wills use *1-Sample Kolmogorov Smirnov* in SPSS program. The normality test is used to measure students pretest and posttest scores in experimental group. Then, the result analysis in measuring the normality test of the students pretest scores in experimental group.

#### **3.8.3.2 Homogeneity Test**

Homogeneity test is used to measure whether the obtained data are homogenous or not. According to Flynn (2003, p. 18), the data can be categorized homogenous whenever it is higher than 0.05. The homogeneity test is used to measure students' pretest and posttest scores in the experimental group. In measuring homogeneity test, *Levene Statistics* in SPSS program software will be used.

## 2.9 T-test testing

In measuring significant improvement and significant and difference on students' recount writing text by using Peer Response Technique, as follow:

- a. In measuring significant improvement, paired sample t-test is used for testing the students' pre-test to post-test scores in recount writing text by using Peer Response Technique in experimental groups. Significant improvement is found whenever the p-output is lower than 0.05 and t-obtained is higher than t-table 2,0301 (with df= 35)
- b. In measuring significant difference, independent sample t-test is used for testing the students' post-test scores in writing recount text in control and experimental groups. A significant is higher than t-table 1,9955 (with df=68).

## **CHAPTER IV**

### **FINDINGS AND INTERPRETATION**

This chapter presents: (1) findings and (2) interpretation.

#### **4.1 Findings**

The findings of this research cover: (1) data descriptions; (2) prerequisite analysis; and (3) result of hypothesis testing.

##### **4.1.1 Data Descriptions**

In data descriptions, two analyses were conducted. They were distributions of frequency data and descriptive statistics.

###### **4.1.1.1 Distributions of Frequency Data**

In the distribution of data frequency, score, frequency, and percentage were analyzed. The scores were acquired from: (a) pretest scores of recount writing achievement in experimental group, (b) posttest scores recount writing achievement in experimental group and control group. (See appendix J)

###### **(a). Students' Pretest Scores in Control Group**

In distribution of data frequency the interval score, frequency and percentage were presented. The result of the pretest scores in control group is described in table 9 below:

**Table 11**

Frequency Data of Students' Pretest Scores in Control Group

Pretest Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20,00	1	2,8	2,8	2,8
	27,00	1	2,8	2,8	5,6
	28,00	1	2,8	2,8	8,3
	30,00	1	2,8	2,8	11,1
	31,00	4	11,1	11,1	22,2
	33,00	1	2,8	2,8	25,0
	35,00	3	8,3	8,3	33,3
	36,00	1	2,8	2,8	36,1
	37,00	1	2,8	2,8	38,9
	39,00	2	5,6	5,6	44,4
	40,00	4	11,1	11,1	55,6
	41,00	2	5,6	5,6	61,1
	43,00	1	2,8	2,8	63,9
	44,00	2	5,6	5,6	69,4
	48,00	1	2,8	2,8	72,2
	52,00	1	2,8	2,8	75,0
	53,00	3	8,3	8,3	83,3
	55,00	1	2,8	2,8	86,1
	56,00	2	5,6	5,6	91,7
	57,00	1	2,8	2,8	94,4
60,00	1	2,8	2,8	97,2	
68,00	1	2,8	2,8	100,0	
Total		36	100,0	100,0	

Based on the table above, it was found that there were one student (2.8%) got 20, one student(2.8%)got27, one student (2.8%)got 28, one student(2.8%) got 30, four students (11.1%) got 31, one students (2.8%) got 33, three student (8.3%) got 35 , one student (2.8%) got 36, one student (2.8%) got 37, two students (5.6%) got 39, four student (11.1%) got 40two students (5.6%) got 41, one student (2.8%) got 43, two students (5.6%) got 44, one student (2.8%) got 48, one student (2.8%) got 52, three students (8.3%) got 53, one student (2.8%) got 55, two students (5.6%) got 56, one student (2.8%) 57, one student (2.8%) got 60 and one student (2.8%) got 68.



Furthermore, there were 4 categories of students' writing achievement score. The classification writing achievement of the students' pretest score in control group can be seen from the following table below:

**Table 12**

The Classification of Writing Achievement Categories Students' Pretest Score in Control Group

<b>The Range of Score</b>	<b>Number of Students</b>	<b>Percentage</b>	<b>Writing Achievement Categories</b>
85-100	0	0%	Excellent
75-84	0	0%	Good
56-74	5	13.8%	Fair
<55	31	86.1%	Poor
<b>Total</b>	<b>36</b>	<b>100%</b>	

Based on the table above, it was found that the total number of sample was 36 students. There were five student (13.8%) who are in fair category and thirteen students (86.1%) who are in poor category.

**(b) Students' Posttest Scores in Control Group**

In distribution of data frequency, the result of the posttest scores in control group is described in table 11 below:

**Table 13**  
Frequency Data of Students' Posttest Scores in Control Group

	Posttest Control			
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24,00	1	2,8	2,8
	36,00	1	2,8	5,6
	37,00	5	13,9	19,4
	38,00	1	2,8	22,2
	39,00	1	2,8	25,0
	40,00	3	8,3	33,3
	42,00	1	2,8	36,1
	43,00	1	2,8	38,9
	44,00	1	2,8	41,7
	45,00	5	13,9	55,6
	46,00	1	2,8	58,3
	47,00	1	2,8	61,1
	48,00	1	2,8	63,9
	49,00	3	8,3	72,2
	51,00	1	2,8	75,0
	52,00	1	2,8	77,8
	55,00	1	2,8	80,6
	59,00	1	2,8	83,3
	60,00	2	5,6	88,9
	61,00	1	2,8	91,7
	62,00	1	2,8	94,4
	63,00	1	2,8	97,2
	69,00	1	2,8	100,0
Total	36	100,0	100,0	

Based on the table above, it was found that there were one student (2.8%) got 24, one student (2.8%) got 36, five students (13.9%) got 37, one student (2.8%) got 38, three students (8.3%) got 40, one student(2.8%) got 42, one student (2.8%) got 43, one student (2.8%) got 44, five students (13.9%) got 45, one student (2.8%) got 46,one student (2.8%) got 47, one student (2.8%) get 48, three students (8.3%) get 49, one student (2.8%) get 51, one student (2.8%) get 52, one student (2.8%) get 55, one

student (2.8%) got 59, two students (5.6%) got 60, two students (5.6) got 61, one student (2.8%) got 62, one student (2.8%) got 63 and one student (2.8%) got 69.

Furthermore, there were 4 categories of students' writing achievement score. The classification of writing achievement of the students' posttest score in control group can be seen from the following table below:

**Table 14**

The Classification of Recount Writing Achievement Categories Students' Posttest Score in Control Group

The Range of Score	Number of Students	Percentage	Writing Achievement Categories
85-100	0	0%	Excellent
75-84	0	0%	Good
56-74	8	22.2%	Fair
<55	28	77.7%	Poor
<b>Total</b>	<b>36</b>	<b>100%</b>	

Based on the table above, it was found that the total number of sample was 36 students. There were eight students (22.2%) in fair category and twenty eight (77.7%) in poor category.

### (c). Students' Pretest Scores in Experimental Group

In distribution of data frequency, the result of the pretest scores in experimental group is described in table 15 below:

**Table 15**

Frequency Data of Students' Pretest Scores in Experimental Group

		PretestEXP			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20,00	1	2,8	2,8	2,8
	21,00	1	2,8	2,8	5,6
	22,00	1	2,8	2,8	8,3
	23,00	3	8,3	8,3	16,7
	24,00	4	11,1	11,1	27,8
	28,00	1	2,8	2,8	30,6
	31,00	2	5,6	5,6	36,1
	32,00	1	2,8	2,8	38,9
	33,00	1	2,8	2,8	41,7
	35,00	1	2,8	2,8	44,4
	37,00	2	5,6	5,6	50,0
	38,00	1	2,8	2,8	52,8
	40,00	1	2,8	2,8	55,6
	41,00	1	2,8	2,8	58,3
	43,00	2	5,6	5,6	63,9
	44,00	2	5,6	5,6	69,4
	45,00	1	2,8	2,8	72,2
	46,00	1	2,8	2,8	75,0
	47,00	1	2,8	2,8	77,8
	49,00	1	2,8	2,8	80,6
50,00	1	2,8	2,8	83,3	
51,00	1	2,8	2,8	86,1	
52,00	1	2,8	2,8	88,9	
57,00	1	2,8	2,8	91,7	
60,00	1	2,8	2,8	94,4	
61,00	1	2,8	2,8	97,2	
63,00	1	2,8	2,8	100,0	
Total		36	100,0	100,0	

Based on the table above, it was found that there were one student (2.8%) got 20, one student (2.8%) got 21, one student (2.8%) got 22, three students (8.3%) got 23, four students (11.1%) got 24, one students (2.8%) got 28, two student (5.6%) got 31, one student (2.8%) got 32, one student (2.8%) got 33, one student (2.8%) got 35, two students (5.6%) got 37, one student (2.8%) got 38, one student (2.8%) got 40, one student (2.8%) got 41, two students (5.6%) got 43, two students (5.6%) got 44,

one student (2.8%) got 45, one student (2.8%) got 46, one student (2.8%) got 47, one student (2.8%) got 49, one student (2.8%) got 50, one student (2.8%) got 51, one student (2.8%) got 52, one student (2.8%) got 57, one student (2.8%) got 60, one student (2.8%) got 61 and, one student (2.8%) got 63.

Furthermore, there were 4 categories of students' writing achievement score. The classification of writing achievement of the students' pretest score in experimental group can be seen from the following table below:

**Table 16**

The Classification of Recount Writing Achievement Categories Students' Pretest Score in Experimental Group

<b>The Range of Score</b>	<b>Number of Students</b>	<b>Percentage</b>	<b>Writing Achievement Categories</b>
85-100	0	0%	Excellent
75-84	0	0%	Good
56-74	4	11.1%	Fair
<55	32	88.8%	Poor
<b>Total</b>	<b>36</b>	<b>100%</b>	

Based on the table above, it was found that the total number of sample was 36 students. There were four students (11.1%) in fair category and thirty two students (88.8%) who are in poor category.

#### **(d) Students' Posttest Scores in Experimental Group**

In distribution of data frequency, the result of the posttest scores in experimental group is described in table 17 below:

**Table 17**  
Frequency Data of Students' Posttest Scores in Experimental Group

PosttestExperimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28,00	1	2,8	2,8	2,8
	29,00	1	2,8	2,8	5,6
	37,00	1	2,8	2,8	8,3
	44,00	1	2,8	2,8	11,1
	45,00	1	2,8	2,8	13,9
	49,00	1	2,8	2,8	16,7
	53,00	2	5,6	5,6	22,2
	55,00	4	11,1	11,1	33,3
	56,00	1	2,8	2,8	36,1
	60,00	3	8,3	8,3	44,4
	61,00	3	8,3	8,3	52,8
	62,00	1	2,8	2,8	55,6
	63,00	2	5,6	5,6	61,1
	65,00	4	11,1	11,1	72,2
	68,00	1	2,8	2,8	75,0
	71,00	1	2,8	2,8	77,8
	73,00	2	5,6	5,6	83,3
	75,00	1	2,8	2,8	86,1
	77,00	3	8,3	8,3	94,4
	79,00	1	2,8	2,8	97,2
80,00	1	2,8	2,8	100,0	
Total		36	100,0	100,0	

Based on the table above, it was found that there were one student (2.8%) got 28, one student (2.8%) got 29, one student (2.8%) got 37, one student (2.8%) got 44, one student (2.8%) got 45, one student (2.8%) got 49, two students (5.6%) got 53, four students (11.1%) got 55, one student (2.8%) got 56, three students (8.3%) got 60, three students (8.3%) got 61, one student (2.8%) got 62, two students (5.6%) got 63, four students (11.1%) got 65, one student (2.8%) got 68, one student (2.8%) got 71, two student (5.6%) got 73, one student (2.8%) got 75, three students (8.3) got 77, one student (2.8%) got 79 and, one student (2.8%) got 80. Furthermore, there were 4 categories of students' writing achievement score. The classification of writing

achievement of the students' posttest score in experimental group can be seen from the following table below:

**Table 18**

**The Classification of Writing Achievement Categories Students' Posttest Score in Experimental Group**

<b>The Range of Score</b>	<b>Number of Students</b>	<b>Percentage</b>	<b>Writing Achievement Categories</b>
85-100	0	0%	Excellent
75-84	6	16.6%	Good
56-74	18	50%	Fair
<55	12	33.3%	Poor
<b>Total</b>	<b>36</b>	<b>100%</b>	

Based on the table above, it was found that the total number of sample was 36 students. There were sixth students (16.6%) in good category, eighty students (50%) in fair category, and twelve students (33.3%) who are in poor category.

#### **4.1.1.2 Descriptive Statistics**

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean scores, standard deviation were analyzed. The score were acquired from; (1) pretest scores in control, (2) posttest scores in control group, (c) pretest scores in experimental group, and (4) posttest in experimental group (see appendix L).

##### **(1) Students' Pretest Scores in Control Group**

The result analysis of descriptive statistics of students' pretest in control group is described in Table 19 below:

**Table 19** : Descriptive Statistic on Students' Pretest Scores in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Control	36	20.00	68.00	41.7222	10.88803
Valid N (listwise)	36				

In descriptive statistics of students' pretest scores in control group, it showed that the total number of sample was 36 students. The minimum Pretest scores was 20.00, the maximum score was 68.00, the mean score was 41.7222 and the standard deviation was 10.88803.

## (2) Students' Posttest Scores in Control Group

The result analysis of descriptive statistics of students' posttest in control group is described in Table 20 below:

**Table 20: Descriptive Statistic on Students' Posttest Scores in Control Group**

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Control	36	24.00	69.00	46.5556	9.66125
ValidN (listwise)	36				

In descriptive statistics of students' posttest scores in control group, it showed that the total number of sample was 36 students. The minimum Posttest score was 24.00, the maximum score was 69.00, the mean score was 46.5556 and the standard deviation was 9.66125.



### (3) Students' Pretest Scores in Experimental Group

The result analysis of descriptive statistics of students' pretest in Experimental group is described in Table 19 below:

**Table 21**  
Descriptive Statistic on Students' Pretest Scores in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	36	20.00	63.00	37.9444	12.59919
Valid N (listwise)	36				

In descriptive statistics of students' pretest scores in Experimental group, it showed that the total number of sample was 36 students. The minimum Pretest scores was 20, the maximum score was 63.00, the mean score was 37.9444 and the standard deviation was 12.59919.

### (4) Students' Posttest Scores in Experimental Group

The result analysis of descriptive statistics of students' posttest in Experimental group is described in table 22 below:

**Table 22**  
Descriptive Statistic on Students' Posttest Scores in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Experiment	36	28.00	80.00	60.4167	12.90044
Valid N (listwise)	36				

In descriptive statistics of students' posttest scores in Experimental group, it showed that the total number of sample was 36 students. The minimum Posttest scores was 28.00, the maximum score was 80.00, the mean score was 60.4167 and the standard deviation was 12.90044.

#### 4.1.2 Prerequisite Analysis

In prerequisite analysis, there were two analyses conducted done. They were normality test and homogeneity test.

##### 4.1.2.1 Normality Test

In measuring normality test, *1 Sample Kolmogorov-Smirnov* was used. The normality test was used to measure students' pretest and posttest in control and experimental group(see appendix T).

#### (1) Students' Pretest Scores in Control and Experimental Groups

The computations of normality used the computation in SPSS 23. The result of analysis is figured out in Table 23 below:

**Table 23**

The Result of Normality Test of Students' Pretest in Control and Experimental Groups

No	Students' Pretest	N	Kolmogrov Smirnov	Sig.	Result
1	Control Group	36	0.138	0.083	Normal
2	Experimental Group	36	0.144	0.058	Normal

Based on the table above, the result showed that the significance value of the students' pretest in control group was 0.083, while the experimental group was 0.058.

therefore, it could be stated that the students' pretest score in experimental and control groups were considered normal since the result of the 1-sample kolmogronov smirnov were higher than 0.05.

## (2) Students' Posttest Scores in Control and Experimental Groups

The computations of normality used the computation in SPSS 23. The result of analysis is figured out in table 24 below:

**Table 24**

The Result of Normality Test of Students' Posttest in Control and Experimental Groups

No	Students' Posttest	N	Kolmogrov Smirnov	Sig.	Result
1	Control Group	36	0.122	0.192	Normal
2	Experimental Group	36	0.126	0.160	Normal

Based on the table above, the result showed that the significance value of the students' posttest in control group was 0.192, while the experimental group was 0.160. From the score, it could be stated that the students' posttest score in experimental and control groups were considered normal since the result of the 1-sample kolmogronov smirnov were higher than 0.05.

### 4.1.2.2 Homogeneity Test

In measuring homogeneity test Levene statistics was used. Levene statistics is a formula that is used to analyze the homogeneity of the data. The homogeneity test was used to measure students' pretest scores in experimental and control groups, and students' posttest scores in experimental and control groups.

### (1) Students' Pretest Scores in Control and Experimental Group

**Table 25**

Homogeneity Test of Students' Pretest Scores in Control and Experimental groups

No	Students' Pretest	N	Levene Statistics	Sig.	Result
1	Control Group	36	1.479	0.228	Homogenous
2	Experimental Group	36			

Based on table above, it was found that the p-output is 0.228. Therefore, it could be stated that the obtained score from students' pretest in experimental and control groups are homogenous, because it is higher than 0.05. (See appendix K)

### (2) Students' Posttest Scores in Control and Experimental Group

**Table 26**

Homogeneity Test of Students' Posttest Scores in Control and Experimental group

No	Students' Posttest	N	Levene Statistics	Sig.	Result
1	Control Group	36	1.426	0.236	Homogenous
2	Experimental Group	36			

Based on table above, it was found that the p-output was 0.236. Therefore, it could be stated that the obtained score from students' posttest in experimental and control groups are homogenous, because it is higher than 0.05.

#### 4.1.3 The Result of Hypotheses Testing

In this study, Paired sample t-test used to measure significant improvement on students' recount writing achievement score taught by using Peer Response Technique at SMA Negeri 1 Sirah Pulau Padang before and after treatment. Independent sample

t-test was used to measure a significant difference on students' recount writing achievement score taught by using Peer Response Technique and those who were not at SMA Negeri 1 Sirah Pulau Padang (see appendix L).

#### 4.1.3.1 Measuring Significant Improvement on Students' Writing Achievement in Experimental Group

In this study, paired sample t-test was used to measure the significant improvement on the tenth grade students' recount writing achievement taught by using Peer Response Technique by comparing the result of students' pretest and posttest scores. The result analysis of paired sample t-test is described in Table 27.

**Table 27**

Result Analysis of Measuring Significant Improvement from Students' Pretest to Posttest Scores in Experimental Group

Peer Response Technique	Paired Sample T-Test					Ho	Ha
	Test	Mean	T	Df	Sig. (2-tailed)		
	Pretest	37.9444	-7.966	35	0.000	Rejected	Accepted
	Posttest	60.4167					

Based on the table analysis, it was found that the p-output was 0.000 and t-value was 7.966 therefore, it could be stated that there was a significant improvement on students recount writing who are taught by using Peer Response Technique since the p-output was lower than 0.05 and the t-value was higher than t-table with  $df=35$  (2.0301). Thus, it can be concluded that the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted.

Moreover, it was found that t-value was negative (-7.966) which that the means score of pretest was lower than mean score of pretest was lower than mean score of posttest. Therefore, it could be said that the treatment by using Peer Response Technique could improve the students' score.

#### 4.1.3.2 Result Analysis of Independent Sample T-test from Students' Posttest

##### Scores in Control and Experimental Groups.

In this research, independent sample t-test was used to measure the significant difference on students' recount writing scores between those who are taught by using Peer Response Technique and those who were not at SMA Negeri 1 Sirah Pulau Padang. The analysis result of independent sample t-test was figured out in table 28 below.

**Table 28**

Result Analysis of Independent Sample T-test from Students' Posttest Scores in Control and Experimental Groups

Using Peer Response Technique and those who were taught by using teacher's method	Independent Sample t-Test					Ho	Ha
	Group	Mean	T	Df	Sig. (2-tailed)		
Control		46.5556	3.766	68	0.000	Rejected	Accepted
Experimental		60.4167					

Based on the table above, it was found that the p-output was 0.000 with df=68 (1.9955), and t-value= 3.766. The null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. Therefore, it could be stated that there was significant difference on the tenth grade students' recount writing achievement who are taught by using Peer Response Technique and those who were not a SMA Negeri 1

Sirah Pulau Padang since the p-output was lower than 0.05 and the t-value (3.766) was higher than t-table (1.9955).

#### **4.2 Interpretation**

Based on the findings which have been described in the previous section, it was found that there were two conclusions. First, there was significance improvement from students' pretest to posttest scores in experimental group taught by using Peer Response Technique, the benefit of the technique can be make the students to critical thinking to give the response about recount writing and the students can to interaction with each other to give feedback. The students divided to some groups and they make a recount writing with the theme already prepare by reseacher and than they do in group after that they essay change with other group and they correction their friends writing and give comments about it. Students more active in steps they write the essay in group because they exchange thoughts in making up stories in steps they so happy because they should liken the opinion so that the story is connected.

Second, there was significant difference between students' posttest score in control and experimental groups the differentiate both experimental and control group, in control group the students some have quite a few ways to compused but but they are not still free writing systems in writing, while in experimental group the students many still do not understand how to compused because they do not understand the meaning of the English language so that they face difficulty to compused. In terms make they different about an understanding of their writing habits

makes a difference. In doing the pretest the control group the students are more concocted and some of his essay is good although there are many structures that are wrong, while in experimental group students really do not understand what they want to write due to their limited time and understanding of writing and they find it difficult to determine the title of the given theme by researcher but in post test, the experimental group have started to understand how to write well so they can easily while writing and they have started to excel from the control group in terms of writing. The result indicated that Peer Response Technique could be used as good technique in teaching recount writing achievement.

Before the students were given the treatment, the students in experimental and control groups were given pretest. Then, students' pretest score in experimental and control groups were obtained. In doing the pretest the students felt confused and difficult to write a recount text. And the result could be seen in the table of students' pretest scores in control (table 9) and experimental groups (table 13). The result showed that X IPA 2 got lower than X IPA 1. It was proven by the mean score of pretest in X IPA 1 which was higher than X IPA 2. It could be assumed that experimental group was X IPA 2 and control group was X IPA 1. In this case, the experimental group needed treatment by using Peer Response Technique to get better than before.

During the treatment, there were 12 meetings including pretest and posttest in experimental group. In the first meeting, the researcher focused on the explaining



about recount text and then how to use Peer Response Technique. In the second and the third meeting, the students were still confused to use Peer Response Technique. They could not follow the procedure of Peer Response Technique easily, so the writer explain again about the procedure and discuss the generic structure recount text. In the fourth meeting, the students have begun to understand how to use Peer Response Technique, but they still get difficulty to developed their writing because they limitation in their vocabulary.

Besides, the students were also guided by Peer Response Technique. Peer Response Technique allowed the students to participate in brainstorming the idea and giving feedback each other confidently, students are given plenty of opportunities to brainstorming idea in pairs or groups to give feedback on ecah other's writing and proof read and edit for each other use peer response sheet. In the fifth to tenth meeting the students could adapt with this strategy,they could develop their writing better. They also to develop the generic structure of their recount text, and improve their mastery of grammar and vocabularies although still with the help of a dictionary.

Furthermore, by using Peer Response Technique the students felt enjoyable in writing a recount text since the writer paired up the students, they could interact with their friends, such as in checking the mistakes and giving suggestion about their writing each other. Each student, the *Writer* and *Reviewers* could give suggestions about their writing whether the ideas or information are not suitable or support in the paragraph, mistakes in grammar etc. Besides, the students felt more confident in doing their writing since they could help each other and allowed to share ideas and

information with their partner by using their first language. As Liu and Hansen (2005, p.32) state that Peer Response is effective to increase the proficiency and confidence of the writing class.

After conducting the treatment, both control and experimental groups were given posttest. It was found out that students' pretest and posttest score in experimental and control groups. Then, the data from both of groups in pretest and posttest were analyzed by SPSS version 23 software. In analyzing normality, 1-sample Kolmogorov-Smirnov were used. The result students' pretest and posttest score in experimental and control groups were categorized normal. To analyze the homogeneity, Levene statistic was used. From the result, it showed that students' pretest and posttest score in experimental and control group were homogenous. In conclusion, the data show that the abilities of the students were same.

Then, in analyzing hypothesis testing, paired sample t-test and independent sample t-test were used. The result of paired sample t-test showed that there was significant improvement between students' pretest and posttest in experimental and control group. The students of experimental group were taught by using Peer Response Technique, and the students of control group were not taught by using Peer Response Technique. Both of groups were taught recount writing achievement. It means that the students' recount writing achievement in experimental group was improved after they were taught by using Peer Response Technique.

Moreover, students' recount writing achievement in control group also got improvement but it was not as significant as the experimental group. Meanwhile, the

result of independent sample t-test, it was found that there was significant difference between the students' posttest score of experimental groups who were taught by using Peer Response Technique and the control group who were taught by using strategy that was used by the teacher of English at SMA Negeri 1 Sirah Pulau Padang. This result was consistent with many studies; some of them were conducted by Fatoni (2013) who found that Peer Response Technique gave positive effect to the tenth grade students in writing achievement in recount text.

Based on the data analysis, there were significant improvement and difference on students' recount writing achievement taught by using Peer Response Technique. The findings proved theories explaining some advantages of this technique could be accepted. Hansen and Liu (2005, p. 31) state that Peer Response can enhance intercultural communication and give students sense of group cohesion. Therefore, this technique is very effective for the students in writing achievement to make inference from students' existing knowledge and prior knowledge.

Finally, it was inferred that the implementation of Peer Response Technique showed significant improvement and significant difference on students' recount writing achievement at SMA Negeri 1 Sirah Pulau Padang. Peer Response Technique successfully motivated the students in learning recount writing achievement and made the students interested and active in learning English. It could be assumed that Peer Response Technique is effective to teach writing achievement to the students.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents: (a) conclusion; (b) suggestions; and (c) limitation of the study.

#### 5.1 Conclusions

Based on the findings and interpretation in the previous chapter, some conclusions can be drawn as follows: First, from the result of pretest to posttest in teaching recount writing by using Peer Response Technique, there was a significant improvement on tenth grade students' recount writing achievement at the tenth grade students of SMA Negeri 1 Sirah Pulau Padang. Second, it was found that there was a significant difference on the tenth grade students' recount writing achievement who were taught by using Peer Response Technique and those who were not at SMA Negeri 1 Sirah Pulau Padang.

#### 5.2. Suggestions

In relation to the study that has been conducted, the reseacher would like to offer some suggestion in order to develop the teaching and learning in EFL classroom. Some suggestions are offered to the Eglish teacher, students and reseacher.

The first, the teacher especially teacher at SMA Negeri 1 Sirah Pulau Padang should motivated the students and give positive response toward the teacher.

Therefore, Peer Response Technique can be used as alternative technique to motivated the students and improve their writing achievement.

The second is the for students especially for the tenth grade students at SMA N 1 Sirah Pulau Padang. It is suggested that they should be more confident in expressing their ideas, read more books to enlarge the knowlwdge. The students should also learn more about writing not only recount writing but also another text since Peer Response Technique can be implemented in various text.

The last is for the other reseacher. Hopefully, this research cab be useful as theoritical references for other reseachers who want to conduct similar studies with different variable and condition and focus on the aspects of writing achievement. The other reseachers can also considers the weaknesses of the findings of the study, so that they can conduct better reseach.

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## INTERVIEW TRANSCRIPTS

### Interview English Teacher 12 April 2017 Ruang Guru

#### R: Researcher ET: English Teacher

Setelah pelajaran selesai R meminta izin kepada ET untuk mengobrol sebentar menanyakan beberapa hal. ET mengiyakan dan mempersilahkan duduk di ruang guru.

- 38.** : Assalamualaikum, good morning mam maaf mengganggu waktunya sebentar, saya Mike Tria Aprila, saya mahasiswa UIN Raden Fatah Palembang (Universitas Islam Negeri Raden Fatah Palembang).
- ET** : Oh, iyo dkpp, selagi mam pacak bantu mam bantu mike, jadi apo yang nak ditanyo?
- 3.** : Gini mam, keadaan siswa sini sendiri gimana ya mam kalo lagi belajar bahasa inggris? Inikan bahasa asing bagi mereka ya mam?
- ET** : Iyo cak itulah mike kalo siswa didusun inikan kebanyakan ya belajar bahasa inggris nyo yo Cuma disekolah nilah, adolah sikok duonyo yang melok les bahasa inggris, jadi yo bagi mereka sulit untuk memahami kalimatnya.
- 3.** : Emm iya mam, jadi dalam proses belajar mam mengartikan kalimat yang dimaksud pada buku bahasa inggris itu sendiri ya mam?
- ET** : Iyo mam artikan kadang jugo mam Cuma sebutkan maksud dari perintahnyo be biar mereka paham kan apa yang dimaksud mike.
- (6)** : Oh, cak itu ya mam, oh iya mam untuk kelas X ini ada berapa kelas ya mam?
- ET** : Iyo inikan setiap penerimaan siswa baru meningkat mike siswanya jadi kalo sekarang itu ada 6 kelas untuk kelas X nya mike.
- 3.** : Oh, iya mam, terus untuk writing nya sendiri gimana Mam, ada kesulitan yang dialami, kayak problemnya gitu..
- ET** : Iyo kan emang kami fokuskan ke materi buat UN yo ke, yo reading samo speaking, jadi writing tu emang idak terlalu, trus writing itu juga kan memang yang paling susah dibanding yang lain. Kalo writing nyo ya sebetulnyo kan yang diajarkan itu simple yo ke, kan harus sesuai yang diujikan di UN kalo writing ya mengubah kata menjadi kalimat, kalimat menjadi paragraph, ya ada yang lah biso ngekoti tapi ada beberapa anak yang masih belum paham kan ke, agak lemah. Tapi secara umum yo cak vocabulary mereka itu, terus yang paling kelihatan ya biasa lah mas, grammar nya sering kebalik-balik cak itu ke.
- 5.** : Oh iya Mam, terus kalo koreksi yang biaso Mam berikan, biasanyo cakmano Mam.
- ET** : Yo cak tadi itu lah ke, kan kalo langsung satu persatu kan lamo yo trus susah jugo ribet jadinya tau dweklah ke yo ibuk-ibuk ni banyak igo gawe, jadi yo biarkan mereka jalan dulu lha pas terakhir Mam koreksi yang salah-salah cak itu, jadi yo emang dak pacak galonyo. (Terlihat guru lain memanggil ET)
- ET**: Sebentar yo ke,
- R**: Oh ya Mam. (beberapa saat kemudian)
- ET**: Itu disuruh kepala sekolah rapat, ada lagi ke ?
- R**: Mmm, mungkin ini dulu be Mam, makasih ya Mam atas waktunya, besok kalo mike mau kesini lagi untuk wawancara lagi mike sms lagi ya Mam, Assalamualaikum.
- ET**: Iyo ke ge sms be Mam, waallaikumsalam

## Interview Students

12 April 2017

### Teras Sekolah

#### R: Researcher S: Students

4. : Maaf Dek mengganggu waktunya sebentar boleh.. namo ayuk Mike Tria Aprila biso dipanggil mike dek yo
- S2 : Nak apo yuk mike ?
7. : Nak tanyo-tanyo sebentar boleh dak..
- S3: Oh, nanyo apo yuk yo
5. : Dakpapo kan..itu kalo nanyonyo tentang pelajaran bahasa Inggris, eh, jangan duduk dibawah, ayuk malah jadi dak enak ..
- S2: Dkpp yuk, lha dari pada nyamping cak ini
- S1: Iyo yuk santai be
- 2) : Yo sudah kalo cak itu udah ayuk jugo duduk di bawah yo
- S3: Halah.. yo baseng ayuklah mano lemaknyo yuk..haha
- 3) : Cak ini dek, ayuk nikan dari kampus UIN Raden Fatah Palembang
- S1: Apo yuk UIN?
2. : Universitas Islam Negeri dek
- S3: Oh, ayuk ni jurusan apo? Kuliah disano
- e. : Ayuk ngambek TARBIYAH (keguruan) jurusan Bahasa Inggris dek
- f. 1,2 : Ohh jurusan bahasa inggris
- 4) : Iyo dek, cak manolah menurut kalian pelajaran bahasa inggris tu dek yo? Lemak ap susah
- S2 : Ee, enak sih, eh tapi galak buat ngantuk yuk
- 7) : Ngapo buat ngantuk?
- S1 : jam nyo tu kak oleh belajarnya siang yuk, trus njelaske cak itu pulok yuk?
- S2 : Ngejelaskannya tu kadang dikit nian yuk, trus disuruh ngartike dewek bukak kamus pulok, kadang lupe bawak kamus yuk...
- 2) : Oh, jadi bosan kalo ngejelskan cak itu?
- 3) : Oh, pengennya ada permainan, cak kelompok yo..
- S2,3 : Yo cak itu yuk.
- R: Trus ini, menurut kalian tuh menulis tu susah dak sih, menulis dalam bahasa Inggris, iyo writing cak itu.
- S1: Yo lumayan sih,
- S2: Kadang susah yuk, kadang dak tau ini bahasa Inggrisnya apa cak itu yuk
- S3: Trus ada tambahan-tambahan itu cak itu pule, yang cak pakai "is" itu
- R: verb maksudnyo..
- S2,3 : Iyo cak itulah yuk , haha sorry yuk,
- R: Trus apo lagi?
- S2: Yo itu yuk, paling susah tu pokoknya dari Indonesia ke Inggris nyo tu lah yuk,
- S3: Iyo yuk, mumet nranslate ke nye yuk ditambah gurunya pule yuk ngajarnya cak itu?
- R: Ngapo gurunya dek?

**S3** : Yo kurang menyenangkan yuk mane ditambah pelajaran bahasa inggris pule yuk bahase aseng,

**3.** : Oh jadi pengen nyo dibuat kelompok cak itu dek yo biar menyenangkan?

**S3:** Iyo yuk, pas mood itu kadang kalo ada yang maju itu yuk, trus ada Ngelawak dikit-dikit yuk plesetan yuk.

**R:** Oh, oke oke.. eh, kan tadi katanyo susah ngartiin ke Inggris indonesia, kalian diwajibkan bawa kamus dak oleh gurunyo?

**S1,2,3** : Kadang yuk, kalo ingat..

**R:** Trus kalo menurut kalian beguno da sih kamusnyo tu..

**S2:** Yo beguno to yuk..

- : Oh, berarti kalo lupe bawe cak mano?

**S1** : Minjam kekelas yang ade pelajaran bahasa inggris juge yuk kadang kalo lagi ade, hehe

**c.** : Oh jadi izin keluar pinjam kamus cak itu jadi dek?

**S1,3** : Hahah iyo yuk

**R:** Oh, iyo tadek katanye pelajarannya buat bosen ngapo?

**S1:** Yahh olehnyo Cuma ngejelaske bentar trus latihan yuk, trus latihan nyo banyak pule yuk gek Mam nye pegi kekantor sampe jam pelajaran nye habis, gek kalo sduah gale kumpul kalu dak sudah PR yuk.

**R:** Trus ?

**S2:** Yo sudah njelasin panjang lebar tapi aku nyo kadang masih dak ngerti yuk heheh Jadi galak yuk ngantuk.

**R:** lah kalau kan biso tanyo samo Mam nyo..

**S3:** Lah kalo nanyo tu malah disuruh tanyo kawannyo yang ngerti yuk.

**S2:** Jadi tu agak males nak nanyo yuk hehe

**S3:** Yo jadi nanyo yang ngerti be yuk

**R:** Oh iyo iyo, trus kalo kalian disuruh nulis itu cak mano, dijelaskan dulu apo cak mano cara mengarang tu dek yo?

**S1:** Ya kadang dijelaskan perintahnyo be yuk... kadang suare gurunye dak kedengouan yuk

**S2:** Kan biasane rame itu yuk.

**R:** Lah kalo ini, misal kalian habis nulis yo, lebih senang kalo langsung dikoreksi guru apa koreksi dewek apa sama temennyo ?

**S1:** YO sendiri aja yuk ,

**S3:** Soalnya kalo nanyo kawan yang lebih pinter tu kadang malah ribet dewe yuk...

**S2:** Tapi yo mending sih,

**R:** Oh, oke berarti misal nyo dibikin kelompok trus saling mengoreksi pekerjaan temannya itu lebih enak kali yo..

**S2,3** : Bisa jadi bisa jadi yuk, haha

**S1:** Soalnya yo belum pernah sih,

**R:** Oh, belum pernah yo, okelah gek dicubo yo. Oo, yo ni makasih yo, maaf dah ganggu waktunyo bentar,

**S1,2** : oke yuk, samo-samo yuk

**S3** : Eh, itu lah rapat yuk...

**b** : Oke sip, makasih yo

**S1,2,3** : sama-sama yuk.

## Appendix B

### WRITING TEST

Subject : English  
Test : Writing  
Grade : X  
Time Allocations : 60 minutes





## LESSON PLAN

SCHOOL	: SMA NEGERI 1 SIRAH PULAU PADANG
SUBJECT	: ENGLISH
CLASS/SEMESTER	: X / 1
MATERIAL	: RECOUNT TEXT
MEETING	: 1 <sup>st</sup> MEETING
TIME ALLOCATION	: 2 x 45
SKILL	: WRITING

### 39. Standard

#### Competence Writing

Expressing the meaning in the text of the essay in the form of report, **recount**, Narrative and procedure text in the context of everyday life.

### 40. Basic Competence

Revealing the meaning and steps of rethoric in the essay by using variety written language accurately, fluently and acceptable in the context of everyday life in the form of text: report, **recount**, Narrative and procedure text.

#### 4. Indicators objectives

At the end of learning, the students are able to :

Write good Recount Text

#### 5. Learning Strategy

Peer Response Technique

#### 6. Learning Material

##### (7) Definition Recount Text

Recount is a text which retells events or experience in the past.

##### (8) Purpose

To tell something that we often do in everyday life

To tell form thoughts, sad stories, history, and anything else.

##### (9) Generic Structure of Recount

1. Orientation : Introducing the participants, place and time
2. Events : Describing series of event that happened in the past
3. Re-orientation : It is optional. Stating personal comment of the writer to the story

##### d. Language Feature of Recount

1. Introducing personal participant : I, my group, etc
2. Using Chronological connection : then, first, etc
3. Using Lingking verb : was, were, saw, heard, etc
4. Using action verb : look, go, change, etc

5. Using structure

: Simple past tense

#### 4. Social Function

To retell events for the purpose of informing or entertaining

When writing recounts you should :

Focus on individual people e.g. use the words , I or we

Use words which indicates when e.g. after lunch, where the events took place e.g. in the shed.

Write in the past tense e.g. had, visited

Use action words e.g. helped, crutched

#### Examples of Recount Text

##### My Day

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

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

Finally, I waked the tree miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

(Taken from Ready to write, 2003)

Generic structure analysis :

#### 6. Orientation

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

#### 5. Events

On Saturday we saw the Three sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

#### 8. Re-orientation

In the afternoon we went home.

#### 6. Source and Teaching Media

Source of learning :

1. Look Ahead : An English Course for senior High School Students year X
    - a. Internet
- Teaching Media : Dictionary, English Book

#### 4) Language Focus

English Writing Achievement

. **Learning Activities**

**g. Pre Activities (10')**

The Teacher Greet the students

Teacher Checks the students' attendance list

Teacher gives students and motivation and asking some question related to the topic.

The teacher says and writes the learning objectives and shows her belief that ,the students can achieve the objectives.

**h. Whilst Activities (70')**

*Exploration :*

The teacher divides the students into pairs based on their English proficiency level, each pair consist of two students who are as the helper and the writer.

The teacher introduces and tells the students about the topic to learn.

The teacher explains the definition, generic structure, and some example of Recount Text to the students. The students are allowed to the ask some questions related to the recount writing.

The teacher explains the technique and procedure of Peer Response Technique.

The teacher gives time to consider the procedure.

*Elaboration :*

- 5) The teacher tells the about recount text by telling a story about experience.
- 6) The teacher ask the students to discuss with their each pair and understanding what the story about.
- 7) The teacher ask the students to write the recount text which the topic related to the experience that has been tell before by following the story the steps of Peer Response Technique

Draft

Peer Workshop

Revising

*Confirmation:*

The teacher asks the students to collect their writing.

The teacher gives the draft back to the students, then the students discuss and made any correction.

**c. Post Activities (10')**

The teacher asks the students wether they have difficulties or not during the learning process.

The teacher and students conclude the material together.

The teacher closes the class.

**4) Assesment**

Instrument form : Written Test

Instrument:

Choose one of the topic below:

My Last Holiday  
My Childhood Experience  
My Unforgettable Experience

- The text should contains : Orientation, Complication, and Resolutions
- Write down a recount text consisting of 100-150 words, based on the topic have choosen! Your recount text evaluated in terms of:
  - Structure : 1-5
  - Language : 1-5
  - Editing: 1-5
  - Spelling : 1-5
  - Paragraph : 1-5

4. You have 60 minutes to work on the text.

⌘ Criteria of scoring writing skill

(Rubric is retrieved

[http://www.rcampus.com/rubricshowc.cfm?code=R4W486&sp=yes&\)](http://www.rcampus.com/rubricshowc.cfm?code=R4W486&sp=yes&)

- 1. Structure : 1-5
- 2. Language : 1-5
- 3. Editing : 1-5
- 4. Spelling : 1-5
- 5. Pragraph : 1-5

Palembang,.....2017

English Teacher

Reseacher

Nela Seriyanti, S.Pd

Mike Tria Aprila

## LESSON PLAN

SCHOOL	: SMA NEGERI 1 SIRAH PULAU PADANG
SUBJECT	: ENGLISH
CLASS/SEMESTER	: X / 1
MATERIAL	: RECOUNT TEXT
MEETING	: 2 <sup>nd</sup> MEETING
TIME ALLOCATION	: 2 x 45
SKILL	: WRITING

### **b Standard**

#### **Competence Writing**

1. Expressing the meaning in the text of the essay in the form of report, **recount**, Narrative and procedure text in the context of everyday life.

### **c Basic Competence**

b. Revealing the meaning and steps of rethoric in the essay by using variety written language accurately, fluently and acceptable in the context of everyday life in the form of text: report, **recount**, Narrative and procedure text.

### **c. Indicators objectives**

At the end of learning, the students are able to :

1). Write good Recount Text

### **d. Learning Strategy**

Peer Response Technique

### **e. Learning Material**

The teacher gives the students recount text about generic structure, language feature, examples introductions of Peer Response Technique.

### **f. Source and Teaching Media**

Source of learning :

1. Look Ahead : An English Course for senior High School Students year X

2. Internet : <http://www.bbc.co.uk/bitesize/ks2/english/writing/recounts/>  
<https://learnenglish.britishcouncil.org/en/writing-purpose/event-recounts-structure>

Teaching Media : Dictionary, English Book

### **, Language Focus**

English Writing Achievement

#### **Learning Activities**

### **(c) Pre Activities (10')**

The Teacher Greet the students

Teacher Checks the students' attendance list

Teacher gives students and motivation and asking some question related to the topic.

The teacher says and writes the learning objectives and shows her belief that ,the students can achieve the objectives.

## **(2) Whilst Activities (70')**

*Exploration :*

The teacher divides the students into pairs based on their English proficiency level, each pair consist of two students who are as the helper and the writer.

The teacher introduces and tells the students about the topic to learn.

The teacher explains the definition, generic structure, and some example of Recount Text to the students. The students are allowed to the ask some questions related to the recount writing.

The teacher explains the technique and procedure of Peer Response Technique.

The teacher gives time to consider the procedure.

*Elaboration :*

- (3) The teacher tells the about recount text by telling a story about experience.
- (4) The teacher ask the students to discuss with their each pair and understanding what the story about.
- (5) The teacher ask the students to write the recount text which the topic related to the experience that has been tell before by following the story the steps of Peer Response Technique
  - 1). Draft
  - 2). Peer Workshop
  - 3). Revising

*Confirmation:*

The teacher asks the students to collect their writing.

The teacher gives the draft back to the students, then the students discuss and made any correction.

## **(5) Post Activities (10')**

The teacher asks the students wether they have difficulties or not during the learning process.

- 2 The teacher and students conclude the material together.  
The teacher closes the class.

## **J. Assesment**



Instrument form : Written Test



Criteria of scoring writing skill

(Rubric is retrieved

<http://www.rcampus.com/rubricshowc.cfm?code=R4W486&sp=yes&>)

1. Structure : 1-5
2. Language : 1-5



- 3. Editing : 1-5
- 4. Spelling : 1-5
- 5. Pragraph : 1-5

Palembang,.....2017

English Teacher

Reseacher

Nela Seriyanti, S.Pd

Mike Tria Aprila

## LESSON PLAN

SCHOOL	: SMA NEGERI 1 SIRAH PULAU PADANG
SUBJECT	: ENGLISH
CLASS/SEMESTER	: X / 1
MATERIAL	: RECOUNT TEXT
MEETING	: 3 <sup>rd</sup> MEETING
TIME ALLOCATION	: 2 x 45
SKILL	: WRITING

### (2) Standard

#### Competence Writing

Expressing the meaning in the text of the essay in the form of report, **recount**, Narrative and procedure text in the context of everyday life.

### (3) Basic Competence

Revealing the meaning and steps of rethoric in the essay by using variety written language accurately, fluently and acceptable in the context of everyday life in the form of text: report, **recount**, Narrative and procedure text.

### C. Indicators objectives

At the end of learning, the students are able to :

- 1). Write good Recount Text

### D. Learning Strategy

Peer Response Technique

### E. Learning Material

The teacher gives the students recount text about factual recount (Biographical Recount) talking about the importance person in the world.

### F. Source and Teaching Media

Source of learning :

1. Look Ahead : An English Course for senior High School Students year X
2. Internet : <http://www.bbc.co.uk/bitesize/ks2/english/writing/recounts/>  
<https://learnenglish.britishcouncil.org/en/writing-purpose/event-recounts-structure>

Teaching Media : Dictionary, English Book

### G. Language Focus

English Writing Achievement

#### 1. Learning Activities

#### a. Pre Activities (10')

1. The Teacher Greet the students

2. Teacher Checks the students' attendance list

3. Teacher gives students and motivation and asking some question related to the topic.
4. The teacher says and writes the learning objectives and shows her belief that ,the students can achieve the objectives.

**b. Whilst Activities (70')**

*Exploration :*

The teacher divides the students into pairs based on their English proficiency level, each pair consist of two students who are as the helper and the writer.

1. The teacher introduces and tells the students about the topic to learn.
2. The teacher explains the definition, generic structure, and some example of Recount Text to the students. The students are allowed to the ask some questions related to the recount writing.
3. The teacher explains the technique and procedure of Peer Response Technique.
4. The teacher gives time to consider the procedure.

*Elaboration :*

1. The teacher tells the about recount text by telling a story about experience.
2. The teacher ask the students to discuss with their each pair and understanding what the story about.
3. The teacher ask the students to write the recount text which the topic related to the experience that has been tell before by following the story the steps of Peer Response Technique
  - 1). Draft
  - 2). Peer Workshop
  - 3). Revising

*Confirmation:*

1. The teacher asks the students to collect their writing.
2. The teacher gives the draft back to the students, then the students discuss and made any correction.

**c. Post Activities (10')**

1. The teacher asks the students wether they have difficulties or not during the learning process.
2. The teacher and students conclude the material together.
3. The teacher closes the class.

**H. Assesment**

- ❖ Instrument from : Written Test
- ❖ Criteria of scoring writing skill

(Rubric is retrieved

<http://www.rcampus.com/rubricshowc.cfm?code=R4W486&sp=yes&>)

1. Structure : 1-5
2. Language : 1-5

- 3. Editing : 1-5
- 4. Spelling : 1-5
- 5. Pragraph : 1-5

Palembang,.....2017

English Teacher

Reseacher

Nela Seriyanti, S.Pd

Mike Tria Aprila

## LESSON PLAN

SCHOOL	: SMA NEGERI 1 SIRAH PULAU PADANG
SUBJECT	: ENGLISH
CLASS/SEMESTER	: X / 1
MATERIAL	: RECOUNT TEXT
MEETING	: 4 <sup>th</sup> MEETING
TIME ALLOCATION	: 2 x 45
SKILL	: WRITING

### A. Standard

#### Competence Writing

6. Expressing the meaning in the text of the essay in the form of report, **recount**, Narrative and procedure text in the context of everyday life.

### B. Basic Competence

6.2. Revealing the meaning and steps of rethoric in the essay by using variety written language accurately, fluently and acceptable in the context of everyday life in the form of text: report, **recount**, Narrative and procedure text.

### C. Indicators objectives

At the end of learning, the students are able to :

- 1). Write good Recount Text

### D. Learning Strategy

Peer Response Technique

### E. Learning Material

The teacher gives the students recount text about factual recount (Biographical Recount) Talking about an Idol.

### F. Source and Teaching Media

Source of learning :

1. Look Ahead : An English Course for senior High School  
Students year X
2. Internet : <http://www.bbc.co.uk/bitesize/ks2/english/writing/recounts/>

<https://learnenglish.britishcouncil.org/en/writing-purpose/event-recounts-structure>

Teaching Media : Dictionary, English Book

## **H. Language Focus**

English Writing Achievement

### **1. Learning Activities**

#### **a. Pre Activities (10')**

1. The Teacher Greet the students
2. Teacher Checks the students' attendance list
3. Teacher gives students and motivation and asking some question related to the topic.
4. The teacher says and writes the learning objectives and shows her belief that ,the students can achieve the objectives.

#### **b. Whilst Activities (70')**

*Exploration :*

The teacher divides the students into pairs based on their English proficiency level, each pair consist of two students who are as the helper and the writer.

1. The teacher introduces and tells the students about the topic to learn.
2. The teacher explains the definition, generic structure, and some example of Recount Text to the students. The students are allowed to the ask some questions related to the recount writing.
3. The teacher explains the technique and procedure of Peer Response Technique.
4. The teacher gives time to consider the procedure.

1. The teacher tells the about recount text by telling a story about experience.
2. The teacher ask the students to discuss with their each pair and understanding what the story about.
3. The teacher ask the students to write the recount text which the topic related to the experience that has been tell before by following the story the steps of Peer Response Technique

1). Draft

2). Peer Workshop

3). Revising

*Confirmation:*

1. The teacher asks the students to collect their writing.
2. The teacher gives the draft back to the students, then the students discuss and made any correction.

**c. Post Activities (10')**

1. The teacher asks the students wether they have difficulties or not during the learning process.
2. The teacher and students conclude the material together.
3. The teacher closes the class.

**I. Assesment**

❖ Instrument form : Written Test

❖ Criteria of scoring writing skill

(Rubric is retrieved

<http://www.rcampus.com/rubricshowc.cfm?code=R4W486&sp=yes&>)

- |              |       |
|--------------|-------|
| 1. Structure | : 1-5 |
| 2. Language  | : 1-5 |
| 3. Editing   | : 1-5 |
| 4. Spelling  | : 1-5 |
| 5. Pragraph  | : 1-5 |

Palembang,.....2017

English Teacher

Reseacher

Nela Seriyanti, S.Pd

Mike Tria Aprila





## LESSON PLAN

SCHOOL	: SMA NEGERI 1 SIRAH PULAU PADANG
SUBJECT	: ENGLISH
CLASS/SEMESTER	: X / 1
MATERIAL	: RECOUNT TEXT
MEETING	: 5 <sup>th</sup> MEETING
TIME ALLOCATION	: 2 x 45
SKILL	: WRITING

### A. Standard

#### Competence Writing

6. Expressing the meaning in the text of the essay in the form of report, **recount**, Narrative and procedure text in the context of everyday life.

### B. Basic Competence

6.2. Revealing the meaning and steps of rethoric in the essay by using variety written language accurately, fluently and acceptable in the context of everyday life in the form of text: report, **recount**, Narrative and procedure text.

### C. Indicators objectives

At the end of learning, the students are able to :

- 1). Write good Recount Text

### D. Learning Strategy

Peer Response Technique

### E. Learning Material

The teacher gives the students recount text about factual recount (Biographical Recount) talking about a famous person.

### F. Source and Teaching Media

Source of learning :

1. Look Ahead : An English Course for senior High School  
Students year X
2. Internet : <http://www.bbc.co.uk/bitesize/ks2/english/writing/recounts/>

<https://learnenglish.britishcouncil.org/en/writing-purpose/event-recounts-structure>

Teaching Media : Dictionary, English Book

## **G. Language Focus**

English Writing Achievement

### **1. Learning Activities**

#### **a. Pre Activities (10')**

5. The Teacher Greet the students
6. Teacher Checks the students' attendance list
7. Teacher gives students and motivation and asking some question related to the topic.
8. The teacher says and writes the learning objectives and shows her belief that ,the students can achieve the objectives.

#### **b. Whilst Activities (70')**

*Exploration :*

The teacher divides the students into pairs based on their English proficiency level, each pair consist of two students who are as the helper and the writer.

1. The teacher introduces and tells the students about the topic to learn.
2. The teacher explains the definition, generic structure, and some example of Recount Text to the students. The students are allowed to the ask some questions related to the recount writing.
3. The teacher explains the technique and procedure of Peer Response Technique.
4. The teacher gives time to consider the procedure.

1. The teacher tells the about recount text by telling a story about experience.
2. The teacher ask the students to discuss with their each pair and understanding what the story about.
3. The teacher ask the students to write the recount text which the topic related to the experience that has been tell before by following the story the steps of Peer Response Technique

1). Draft

2). Peer Workshop

3). Revising

*Confirmation:*

1. The teacher asks the students to collect their writing.
2. The teacher gives the draft back to the students, then the students discuss and made any correction.

**c. Post Activities (10')**

1. The teacher asks the students whether they have difficulties or not during the learning process.
2. The teacher and students conclude the material together.
3. The teacher closes the class.

**3. Assesment**

❖ Instrument form : Written Test

❖ Criteria of scoring writing skill

(Rubric is retrieved

- |              |       |
|--------------|-------|
| 1. Structure | : 1-5 |
| 2. Language  | : 1-5 |
| 3. Editing   | : 1-5 |
| 4. Spelling  | : 1-5 |
| 5. Pragraph  | : 1-5 |

Palembang,.....2017

English Teacher

Reseacher

Nela Seriyanti, S.Pd

Mike Tria Aprila



## LESSON PLAN

SCHOOL	: SMA NEGERI 1 SIRAH PULAU PADANG
SUBJECT	: ENGLISH
CLASS/SEMESTER	: X / 1
MATERIAL	: RECOUNT TEXT
MEETING	: 6 <sup>th</sup> MEETING
TIME ALLOCATION	: 2 x 45
SKILL	: WRITING

### A. Standard

#### Competence Writing

6. Expressing the meaning in the text of the essay in the form of report, **recount**, Narrative and procedure text in the context of everyday life.

### B. Basic Competence

6.2. Revealing the meaning and steps of rethoric in the essay by using variety written language accurately, fluently and acceptable in the context of everyday life in the form of text: report, **recount**, Narrative and procedure text.

### C. Indicators objectives

At the end of learning, the students are able to :

- 2) Write good Recount Text

### D. Learning Strategy

Peer Response Technique

### E. Learning Material

The teacher gives the students recount text about factual recount (Historical Events) History of Palembang.

### F. Source and Teaching Media

Source of learning :

1. Look Ahead : An English Course for senior High School Students  
year X
2. Internet : <http://www.bbc.co.uk/bitesize/ks2/english/writing/recounts/>

<https://learnenglish.britishcouncil.org/en/writing-purpose/event-recounts-structure>

Teaching Media : Dictionary, English Book

## **G. Language Focus**

English Writing Achievement

### **1. Learning Activities**

#### **a. Pre Activities (10')**

1. The Teacher Greet the students
2. Teacher Checks the students' attendance list
3. Teacher gives students and motivation and asking some question related to the topic.
4. The teacher says and writes the learning objectives and shows her belief that ,the students can achieve the objectives.

#### **b. Whilst Activities (70')**

*Exploration :*

The teacher divides the students into pairs based on their English proficiency level, each pair consist of two students who are as the helper and the writer.

1. The teacher introduces and tells the students about the topic to learn.
2. The teacher explains the definition, generic structure, and some example of Recount Text to the students. The students are allowed to the ask some questions related to the recount writing.
3. The teacher explains the technique and procedure of Peer Response Technique.
4. The teacher gives time to consider the procedure.

1. The teacher tells the about recount text by telling a story about experience.
2. The teacher ask the students to discuss with their each pair and understanding what the story about.
3. The teacher ask the students to write the recount text which the topic related to the experience that has been tell before by following the story the steps of Peer Response Technique

1). Draft

2). Peer Workshop

3). Revising

*Confirmation:*

1. The teacher asks the students to collect their writing.
2. The teacher gives the draft back to the students, then the students discuss and made any correction.

**c. Post Activities (10')**

1. The teacher asks the students whether they have difficulties or not during the learning process.
2. The teacher and students conclude the material together.
3. The teacher closes the class.

**H. Assesment**

- ❖ Instrument form : Written Test
- ❖ Criteria of scoring writing skill

(Rubric is retrieved

<http://www.rcampus.com/rubricshowc.cfm?code=R4W486&sp=yes&>)

- |              |       |
|--------------|-------|
| 1. Structure | : 1-5 |
| 2. Language  | : 1-5 |
| 3. Editing   | : 1-5 |
| 4. Spelling  | : 1-5 |
| 5. Pragraph  | : 1-5 |

Palembang,.....2017

English Teacher

Reseacher

Nela Seriyanti, S.Pd

Mike Tria Aprila





## LESSON PLAN

SCHOOL	: SMA NEGERI 1 SIRAH PULAU PADANG
SUBJECT	: ENGLISH
CLASS/SEMESTER	: X / 1
MATERIAL	: RECOUNT TEXT
MEETING	: 7 <sup>th</sup> MEETING
TIME ALLOCATION	: 2 x 45
SKILL	: WRITING

### A. Standard

#### Competence Writing

6. Expressing the meaning in the text of the essay in the form of report, **recount**, Narrative and procedure text in the context of everyday life.

### B. Basic Competence

6.2. Revealing the meaning and steps of rethoric in the essay by using variety written language accurately, fluently and acceptable in the context of everyday life in the form of text: report, **recount**, Narrative and procedure text.

### C. Indicators objectives

At the end of learning, the students are able to :

- 1). Write good Recount Text

### D. Learning Strategy

Peer Response Technique

### E. Learning Material

The teacher gives the students recount text about personal recount about keeping a diary.

### F. Source and Teaching Media

Source of learning :

1. Look Ahead : An English Course for senior High School  
Students year X
2. Internet : <http://www.bbc.co.uk/bitesize/ks2/english/writing/recounts/>

<https://learnenglish.britishcouncil.org/en/writing-purpose/event-recounts-structure>

Teaching Media : Dictionary, English Book

## **I. Language Focus**

English Writing Achievement

### **1. Learning Activities**

#### **a. Pre Activities (10')**

1. The Teacher Greet the students
2. Teacher Checks the students' attendance list
3. Teacher gives students and motivation and asking some question related to the topic.
4. The teacher says and writes the learning objectives and shows her belief that ,the students can achieve the objectives.

#### **b. Whilst Activities (70')**

*Exploration :*

The teacher divides the students into pairs based on their English proficiency level, each pair consist of two students who are as the helper and the writer.

1. The teacher introduces and tells the students about the topic to learn.
2. The teacher explains the definition, generic structure, and some example of Recount Text to the students. The students are allowed to the ask some questions related to the recount writing.
3. The teacher explains the technique and procedure of Peer Response Technique.
4. The teacher gives time to consider the procedure.

1. The teacher tells the about recount text by telling a story about experience.
2. The teacher ask the students to discuss with their each pair and understanding what the story about.
3. The teacher ask the students to write the recount text which the topic related to the experience that has been tell before by following the story the steps of Peer Response Technique

1). Draft

2). Peer Workshop

3). Revising

*Confirmation:*

1. The teacher asks the students to collect their writing.
2. The teacher gives the draft back to the students, then the students discuss and made any correction.

**c. Post Activities (10')**

1. The teacher asks the students wether they have difficulties or not during the learning process.
2. The teacher and students conclude the material together.
3. The teacher closes the class.

**H. Assesment**

❖ Instrument form : Written Test

❖ Criteria of scoring writing skill

(Rubric is retrieved

<http://www.rcampus.com/rubricshowc.cfm?code=R4W486&sp=yes&>)

- |              |       |
|--------------|-------|
| 1. Structure | : 1-5 |
| 2. Language  | : 1-5 |
| 3. Editing   | : 1-5 |
| 4. Spelling  | : 1-5 |
| 5. Pragraph  | : 1-5 |

Palembang,.....2017

English Teacher

Reseacher

Nela Seriyanti, S.Pd

Mike Tria Aprila



## LESSON PLAN

SCHOOL	: SMA NEGERI 1 SIRAH PULAU PADANG
SUBJECT	: ENGLISH
CLASS/SEMESTER	: X / 1
MATERIAL	: RECOUNT TEXT
MEETING	: 8 <sup>th</sup> MEETING
TIME ALLOCATION	: 2 x 45
SKILL	: WRITING

### A. Standard

#### Competence Writing

6. Expressing the meaning in the text of the essay in the form of report, **recount**, Narrative and procedure text in the context of everyday life.

### B. Basic Competence

6.2. Revealing the meaning and steps of rethoric in the essay by using variety written language accurately, fluently and acceptable in the context of everyday life in the form of text: report, **recount**, Narrative and procedure text.

### C. Indicators objectives

At the end of learning, the students are able to :

- 1). Write good Recount Text

### D. Learning Strategy

Peer Response Technique

### E. Learning Material

The teacher gives the students recount text about personal recount about unforgettable experience.

### F. Source and Teaching Media

Source of learning :

1. Look Ahead : An English Course for senior High School Students year X
2. Internet : <http://www.bbc.co.uk/bitesize/ks2/english/writing/recounts/>

<https://learnenglish.britishcouncil.org/en/writing-purpose/event-recounts-structure>

Teaching Media : Dictionary, English Book

## **G. Language Focus**

English Writing Achievement

### **1. Learning Activities**

#### **a. Pre Activities (10')**

1. The Teacher Greet the students
2. Teacher Checks the students' attendance list
3. Teacher gives students and motivation and asking some question related to the topic.
4. The teacher says and writes the learning objectives and shows her belief that ,the students can achieve the objectives.

#### **b. Whilst Activities (70')**

*Exploration :*

The teacher divides the students into pairs based on their English proficiency level, each pair consist of two students who are as the helper and the writer.

1. The teacher introduces and tells the students about the topic to learn.
2. The teacher explains the definition, generic structure, and some example of Recount Text to the students. The students are allowed to the ask some questions related to the recount writing.
3. The teacher explains the technique and procedure of Peer Response Technique.
4. The teacher gives time to consider the procedure.

1. The teacher tells the about recount text by telling a story about experience.
2. The teacher ask the students to discuss with their each pair and understanding what the story about.
3. The teacher ask the students to write the recount text which the topic related to the experience that has been tell before by following the story the steps of Peer Response Technique

1). Draft

2). Peer Workshop

3). Revising

*Confirmation:*

1. The teacher asks the students to collect their writing.
2. The teacher gives the draft back to the students, then the students discuss and made any correction.

**c. Post Activities (10')**

1. The teacher asks the students wether they have difficulties or not during the learning process.
2. The teacher and students conclude the material together.
3. The teacher closes the class.

**H. Assesment**

- ❖ Instrument from : Written Test
- ❖ Criteria of scoring writing skill

(Rubric is retrieved

<http://www.rcampus.com/rubricshowc.cfm?code=R4W486&sp=yes&>)

- |              |       |
|--------------|-------|
| 1. Structure | : 1-5 |
| 2. Language  | : 1-5 |
| 3. Editing   | : 1-5 |
| 4. Spelling  | : 1-5 |
| 5. Pragraph  | : 1-5 |

Palembang,.....2017

English Teacher

Reseacher

Nela Seriyanti, S.Pd

Mike Tria Aprila





## LESSON PLAN

SCHOOL	: SMA NEGERI 1 SIRAH PULAU PADANG
SUBJECT	: ENGLISH
CLASS/SEMESTER	: X / 1
MATERIAL	: RECOUNT TEXT
MEETING	: 9 <sup>th</sup> MEETING
TIME ALLOCATION	: 2 x 45
SKILL	: WRITING

### A. Standard

#### Competence Writing

6. Expressing the meaning in the text of the essay in the form of report, **recount**, Narrative and procedure text in the context of everyday life.

### B. Basic Competence

6.2. Revealing the meaning and steps of rethoric in the essay by using variety written language accurately, fluently and acceptable in the context of everyday life in the form of text: report, **recount**, Narrative and procedure text.

### C. Indicators objectives

At the end of learning, the students are able to :

- 1). Write good Recount Text

### D. Learning Strategy

Peer Response Technique

### E. Learning Material

The teacher gives the students recount text about personal experience about wonderful holiday.

### F. Source and Teaching Media

Source of learning :

1. Look Ahead : An English Course for senior High School Students year X
2. Internet : <http://www.bbc.co.uk/bitesize/ks2/english/writing/recounts/>

<https://learnenglish.britishcouncil.org/en/writing-purpose/event-recounts-structure>

Teaching Media : Dictionary, English Book

## **G. Language Focus**

English Writing Achievement

### **1. Learning Activities**

#### **a. Pre Activities (10')**

1. The Teacher Greet the students
2. Teacher Checks the students' attendance list
3. Teacher gives students and motivation and asking some question related to the topic.
4. The teacher says and writes the learning objectives and shows her belief that ,the students can achieve the objectives.

#### **b. Whilst Activities (70')**

*Exploration :*

The teacher divides the students into pairs based on their English proficiency level, each pair consist of two students who are as the helper and the writer.

1. The teacher introduces and tells the students about the topic to learn.
2. The teacher explains the definition, generic structure, and some example of Recount Text to the students. The students are allowed to the ask some questions related to the recount writing.
3. The teacher explains the technique and procedure of Peer Response Technique.
4. The teacher gives time to consider the procedure.

1. The teacher tells the about recount text by telling a story about experience.
2. The teacher ask the students to discuss with their each pair and understanding what the story about.
3. The teacher ask the students to write the recount text which the topic related to the experience that has been tell before by following the story the steps of Peer Response Technique

1). Draft

2). Peer Workshop

3). Revising

*Confirmation:*

1. The teacher asks the students to collect their writing.
2. The teacher gives the draft back to the students, then the students discuss and made any correction.

**c. Post Activities (10')**

1. The teacher asks the students whether they have difficulties or not during the learning process.
2. The teacher and students conclude the material together.
3. The teacher closes the class.

**H. Assesment**

- ❖ Instrument form : Written Test
- ❖ Criteria of scoring writing skill

(Rubric is retrieved

<http://www.rcampus.com/rubricshowc.cfm?code=R4W486&sp=yes&>)

- |              |       |
|--------------|-------|
| 1. Structure | : 1-5 |
| 2. Language  | : 1-5 |
| 3. Editing   | : 1-5 |
| 4. Spelling  | : 1-5 |
| 5. Pragraph  | : 1-5 |

Palembang,.....2017

English Teacher

Reseacher

Nela Seriyanti, S.Pd

Mike Tria Aprila



## LESSON PLAN

SCHOOL	: SMA NEGERI 1 SIRAH PULAU PADANG
SUBJECT	: ENGLISH
CLASS/SEMESTER	: X / 1
MATERIAL	: RECOUNT TEXT
MEETING	: 10 <sup>th</sup> MEETING
TIME ALLOCATION	: 2 x 45
SKILL	: WRITING

### A. Standard

#### Competence Writing

6. Expressing the meaning in the text of the essay in the form of report, **recount**, Narrative and procedure text in the context of everyday life.

### B. Basic Competence

6.2. Revealing the meaning and steps of rethoric in the essay by using variety written language accurately, fluently and acceptable in the context of everyday life in the form of text: report, **recount**, Narrative and procedure text.

### C. Indicators objectives

At the end of learning, the students are able to :

- 1). Write good Recount Text

### D. Learning Strategy

Peer Response Technique

### E. Learning Material

The teacher gives the students recount text about my childhood experience.

### F. Source and Teaching Media

Source of learning :

1. Look Ahead : An English Course for senior High School Students year X
2. Internet : <http://www.bbc.co.uk/bitesize/ks2/english/writing/recounts/>  
<https://learnenglish.britishcouncil.org/en/writing-purpose/event-recounts-structure>

## **G. Language Focus**

English Writing Achievement

### **1. Learning Activities**

#### **a. Pre Activities (10')**

1. The Teacher Greet the students
2. Teacher Checks the students' attendance list
3. Teacher gives students and motivation and asking some question related to the topic.
4. The teacher says and writes the learning objectives and shows her belief that ,the students can achieve the objectives.

#### **b. Whilst Activities (70')**

*Exploration :*

The teacher divides the students into pairs based on their English proficiency level, each pair consist of two students who are as the helper and the writer.

1. The teacher introduces and tells the students about the topic to learn.
2. The teacher explains the definition, generic structure, and some example of Recount Text to the students. The students are allowed to the ask some questions related to the recount writing.
3. The teacher explains the technique and procedure of Peer Response Technique.
4. The teacher gives time to consider the procedure.

1. The teacher tells the about recount text by telling a story about experience.
2. The teacher ask the students to discuss with their each pair and understanding what the story about.
3. The teacher ask the students to write the recount text which the topic related to the experience that has been tell before by following the story the steps of Peer Response Technique
  1. Draft
  2. Peer Workshop
  3. Revising

*Confirmation:*

3. The teacher asks the students to collect their writing.
4. The teacher gives the draft back to the students, then the students discuss and made any correction.

**c. Post Activities (10')**

1. The teacher asks the students whether they have difficulties or not during the learning process.
2. The teacher and students conclude the material together.
3. The teacher closes the class.

**H. Assesment**

- ❖ Instrument form : Written Test
- ❖ Criteria of scoring writing skill

(Rubric is retrieved

<http://www.rcampus.com/rubricshowc.cfm?code=R4W486&sp=yes&>)

- |              |       |
|--------------|-------|
| 1. Structure | : 1-5 |
| 2. Language  | : 1-5 |
| 3. Editing   | : 1-5 |
| 4. Spelling  | : 1-5 |
| 5. Pragraph  | : 1-5 |

Palembang,.....2017

English Teacher

Reseacher

Nela Seriyanti, S.Pd

Mike Tria Aprila



## LESSON PLAN

SCHOOL	: SMA NEGERI 1 SIRAH PULAU PADANG
SUBJECT	: ENGLISH
CLASS/SEMESTER	: X / 1
MATERIAL	: RECOUNT TEXT
MEETING	: 11 <sup>th</sup> MEETING
TIME ALLOCATION	: 2 x 45
SKILL	: WRITING

### A. Standard

#### Competence Writing

6. Expressing the meaning in the text of the essay in the form of report, **recount**, Narrative and procedure text in the context of everyday life.

### B. Basic Competence

6.2. Revealing the meaning and steps of rethoric in the essay by using variety written language accurately, fluently and acceptable in the context of everyday life in the form of text: report, **recount**, Narrative and procedure text.

### C. Indicators objectives

At the end of learning, the students are able to :

- 1). Write good Recount Text

### D. Learning Strategy

Peer Response Technique

### E. Learning Material

The teacher gives the students Procedural Recount: My friends' Science Project.

### F. Source and Teaching Media

Source of learning :

1. Look Ahead : An English Course for senior High School Students year X
2. Internet : <http://www.bbc.co.uk/bitesize/ks2/english/writing/recounts/>

<https://learnenglish.britishcouncil.org/en/writing-purpose/event-recounts-structure>

Teaching Media : Dictionary, English Book

## **G. Language Focus**

English Writing Achievement

### **1. Learning Activities**

#### **a. Pre Activities (10')**

1. The Teacher Greet the students
2. Teacher Checks the students' attendance list
3. Teacher gives students and motivation and asking some question related to the topic.
4. The teacher says and writes the learning objectives and shows her belief that ,the students can achieve the objectives.

#### **b. Whilst Activities (70')**

*Exploration :*

The teacher divides the students into pairs based on their English proficiency level, each pair consist of two students who are as the helper and the writer.

1. The teacher introduces and tells the students about the topic to learn.
2. The teacher explains the definition, generic structure, and some example of Recount Text to the students. The students are allowed to the ask some questions related to the recount writing.
3. The teacher explains the technique and procedure of Peer Response Technique.
4. The teacher gives time to consider the procedure.

1. The teacher tells the about recount text by telling a story about experience.
2. The teacher ask the students to discuss with their each pair and understanding what the story about.
3. The teacher ask the students to write the recount text which the topic related to the experience that has been tell before by following the story the steps of Peer Response Technique

1). Draft

2). Peer Workshop

3). Revising

*Confirmation:*

1. The teacher asks the students to collect their writing.
2. The teacher gives the draft back to the students, then the students discuss and made any correction.

**c. Post Activities (10')**

1. The teacher asks the students wether they have difficulties or not during the learning process.
2. The teacher and students conclude the material together.
3. The teacher closes the class.

**H. Assesment**

- ❖ Instrument form : Written Test
- ❖ Criteria of scoring writing skill

(Rubric is retrieved

[http://www.rcampus.com/rubricshowc.cfm?code=R4W486&sp=yes&\)](http://www.rcampus.com/rubricshowc.cfm?code=R4W486&sp=yes&)

1. Structure : 1-5
2. Language : 1-5
3. Editing : 1-5
4. Spelling : 1-5
5. Pragraph : 1-5

Palembang,.....2017

English Teacher

Reseacher

Nela Seriyanti, S.Pd

Mike Tria Aprila

## SILABUS PEMBELAJARAN

**Nama Sekolah** : SMA Negeri 1 Sirah Pulau Padang  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : X / 1

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca- paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
<b>Mendengarkan</b> 1 Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	1.1 Merespon makna yang terdapat dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah,	<i>Responding to initial greetings</i> - <i>very well, thank you and how are you.</i> - <i>I'm good/okay/alright</i> - <i>Very well. Thank you</i> - <i>Oh, pretty good</i> - <i>Not to bad, thanks</i> - <i>Fine, thanks.</i> - <i>Excellent</i>  <i>Closing/ leave taking</i> - <i>goodbye</i> - <i>bye bye, bye now, see you, take care</i> - <i>see you later..fine</i> - <i>see you ...soon</i> - <i>see you tonight..all right</i> - <i>good night</i>	<ul style="list-style-type: none"> <li>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>Percaya diri (keteguhan hati, optimis).</li> <li>Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal</li> <li>Mendiskusikan berbagai tindak tutur lain yang dapat digunakan dalam percakapan yang didengar secara berpasangan.</li> <li>Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>Merespon dengan benar terhadap tindak tutur: berkenalan, bertemu dan berpisah.</li> </ul>	Quiz  Ulangan  Tertulis Tugas	(14 x 45)  1 x 45'  2 x 45'  3 x 45'	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji								
	1.2 Merespon makna yang terdapat dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan	<p>Expressing happiness : formal</p> <ul style="list-style-type: none"> <li>▪ oh, I'm so happy.</li> <li>▪ I can't say how pleased I am.</li> <li>▪ I had a splendid time there.</li> <li>▪ What a marvelous place I, Ve ever seen.</li> <li>▪ It's an interesting experience.</li> <li>▪ It's an outstanding adventure.</li> <li>▪ It' a sensational trip.</li> </ul>	<ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>• Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>• Mendengarkan percakapan interpersonal / transaksional melalui tape secara individu.</li> <li>• Mendiskusikan tindak tutur yang digunakan dalam percakapan yang didengar secara berpasangan.</li> <li>• Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar</li> </ul>	Merespon berbagai tindak tutur dalam wacana lisan interpersonal/ transaksional: dalam berbagai acara secara senang dan bahagia.	<p>Quiz</p> <p>Ulangan</p> <p>tertulis</p> <p>Tugas</p>	<p>1 x 45</p> <p>2 x 45</p> <p>2 x 45</p>	<p>Developing English Competencies for Grade X Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD</p> <p>Player</p> <p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p> <p>Koran berbahasa Inggris</p> <p>Majalah</p> <p>Internet</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi								
<b>Mendengarkan</b> 2 Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari	2.1 Merespon makna secara akurat, lancar dan berterima dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dalam berbagai konteks kehidupan sehari-hari	<b>Making, accepting and declining an invitation;</b>  The tone of an invitation is always positive, in anticipation of a pleasurable occasion. Picture your guests smiling when they read your letter of invitation. Clever phrasing, poetry or a themed approach may be appropriate for an informal occasion, but you should express the details clearly. For tips visit to invite someone	<ul style="list-style-type: none"> <li>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>Percaya diri (keteguhan hati, optimis).</li> <li>Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi beberapa pengumuman lisan di tempat umum secara berkelompok.</li> <li>Mendengarkan pengumuman melalui tape secara klasikal.</li> <li>Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>Menjawab pertanyaan teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll).</li> <li>Melakukan teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll).</li> <li>Mempresentasi kan teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll).</li> </ul>	Tugas Quiz Ulangan tertulis	1 x 45 1 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape  Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
	2.2 Merespon makna dalam teks monolog	Teks monolog berbentuk procedure,	<ul style="list-style-type: none"> <li>Religius, jujur, toleransi,</li> </ul>	<ul style="list-style-type: none"> <li>Percaya diri (keteguhan</li> </ul>	<ul style="list-style-type: none"> <li>Mendengarkan cerita/petunjuk melakukan</li> </ul>	<ul style="list-style-type: none"> <li>Merespon teks monolog sederhana</li> </ul>	Quiz Ulangan	3 x 45 3 x 45	Developing English Competenc

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p>	<p>contohnya: How to Make Gudeg Jogja (Green Jack Fruit Sweet Stew)</p> <p>Ingredients: - 5 onions - 10 candlenuts - 10 garlic cloves - 4 bay Leaves - 1/2 lb. (250g) green jack fruit - 2-1/2 tsp. (12g) coriander seeds - 1-1/4 tsp. (6g) cumin - 1/4 cup (62ml) coconut sugar - 2 cups (500ml) coconut milk - 2 tsp. (30g) tamarind 41. 2 lb. (1kg) chicken (cut into small pieces with bone) 42. 5 cups (1.25l) water 43. 2 inches bruised galangal</p> <p>Instructions: 4. First, cut green jack fruit 1 inch thick. Wash and boil until tender. 5. Next, ground onions, candle nuts,</p>	<p>disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</p>	<p>hati, optimis).</p> <ul style="list-style-type: none"> <li>Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<p>sesuatu untuk menemukan berbagai informasi secara individu</p> <ul style="list-style-type: none"> <li>Mendiskusikan perbedaan penggunaan bahasa secara lisan dan tertulis secara berkelompok.</li> <li>Berdiskusi secara berkelompok untuk membuat sebuah cerita dan bercerita secara sambung menyambung.</li> </ul>	<p>berbentuk <i>recount</i>.</p> <ul style="list-style-type: none"> <li>Melakukan teks monolog sederhana berbentuk <i>recount</i></li> <li>Menjawab pertanyaan teks monolog sederhana berbentuk <i>procedure</i></li> <li>Melakukan teks monolog lisan berbentuk <i>procedure</i>.</li> <li>Mempresentasikan teks monolog lisan berbentuk <i>procedure</i></li> </ul>	<p>tertulis Tugas</p>	<p>2 x 45</p>	<p>ies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet</p>



Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca- paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sauté paste, bay leaves, and galangal until fragrant.</p> <p>7. Add the chicken pieces, stir fry until chicken changes colour.</p> <p>8. Then, pour 4 cups of water and coconut sugar, bring to a boil.</p> <p>9. Add the green jack fruit and simmer until the chicken and vegetables are tender.</p> <p>10. Finally, add coconut milk 5 minutes before it's done, bring back to a boil. Serve hot with ice.</p> <p>11. This dish is sweet and usually served with shrimp cracker</p> <p>(10) Procedure text can be explained as bellow: Social function : to describe how something is accomplished through</p> <p>a sequence of actions or steps. Generic structure: - Goal.</p>							

-Materials (not

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		required for all procedural texts) - Steps (a series of steps oriented to achieving the goal)							
<b>Berbicara</b> 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.	3.1 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/	<i>Responding to initial greetings</i> - <i>very well, thank you and how are you.</i> - <i>I'm good/okay/alright</i> - <i>Very well. Thank you</i> - <i>Oh, pretty good</i> - <i>Not to bad,</i> <i>thanks</i> - <i>Fine, thanks.</i> - <i>Excellent</i>  <i>Closing/ leave taking</i> - <i>goodbye</i> - <i>bye bye, bye now, see you, take care</i> - <i>see you later..fine</i> - <i>see you ...soon</i> - <i>see you tonight..all right.</i> - <i>good night</i>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Bermain peran secara berpasangan • Melakukan tourist hunting dan merekam percakapannya*	• Melakukan berbagai tindak tutur dalam wacana lisan interpersonal / transaksional: berkenalan, bertemu dan berpisah.	Performans	4 x 45' 2 x 45'	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	tawaran/ undangan, menerima janji, dan membatalkan janji								
	3.2 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan	<p>Expressing happiness : formal</p> <ul style="list-style-type: none"> <li>▪ oh, I'm so happy.</li> <li>▪ I can't say how pleased I am.</li> <li>▪ I had a splendid time there.</li> <li>▪ What a marvelous place I, Ve ever seen.</li> <li>▪ It's an interesting experience.</li> <li>▪ It's an outstanding adventure.</li> <li>▪ It' a sensational trip.</li> </ul>	<ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>• Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>• Secara berpasangan menggunakan tindak tutur dan responnya.</li> <li>• Bermain peran secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/ transaksional: dalam berbagai acara secara senang dan bahagia.</li> </ul>	Tugas Performans	3 x 45 4 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	memberi instruksi								
<b>Berbicara</b> 4 Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> sederhana dalam konteks kehidupan sehari-hari	4.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan dalam berbagai konteks kehidupan sehari-hari	<b>Making, accepting and declining an invitation;</b>  The tone of an invitation is always positive, in anticipation of a pleasurable occasion. Picture your guests smiling when they read your letter of invitation. Clever phrasing, poetry or a themed approach may be appropriate for an informal occasion, but you should express the details clearly. For further tips visit to someone	<ul style="list-style-type: none"> <li>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>Percaya diri (keteguhan hati, optimis).</li> <li>Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>Membuat pengumuman lisan secara berpasangan dan menyampaikan nya di depan kelas.</li> </ul>	<ul style="list-style-type: none"> <li>Menjawab pertanyaan teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.</li> <li>Melakukan teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.</li> <li>Mempresentasikan teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.</li> <li>Melakukan teks lisan fungsional pendek berupa Pengumuman Kematian dengan tindak tutur:mengingat kejadian tertentu</li> <li>Melakukan teks</li> </ul>	Performans	2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
						monolog berbentuk recount			
	4.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount, narrative, dan procedure</i>	<p>Teks monolog berbentuk procedure, contohnya:</p> <p>How to Make Gudeg Jogja (Green Jack Fruit Sweet Stew)</p> <p>Ingredients:</p> <ul style="list-style-type: none"> <li>- 5 onions</li> <li>- 10 candlenuts</li> <li>- 10 garlic cloves</li> <li>- 4 bay Leaves</li> <li>- 1/2 lb. (250g) green jack fruit</li> <li>- 2-1/2 tsp. (12g) coriander seeds</li> <li>- 1-1/4 tsp. (6g) cumin</li> <li>- 1/4 cup (62ml) coconut sugar</li> <li>- 2 cups (500ml) coconut milk</li> <li>- 2 tsp. (30g) tamarind</li> <li>- 2 lb. (1kg) chicken (cut into small pieces with bone)</li> <li>- 5 cups (1.25l) water</li> <li>- 2 inches bruised galangal</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>- First, cut green</li> </ul>	<ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>• Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>• Mendengarkan cerita/petunjuk melakukan sesuatu untuk menemukan berbagai informasi secara individu</li> <li>• Mendiskusikan perbedaan penggunaan bahasa secara lisan dan tertulis secara berkelompok.</li> <li>• Berdiskusi secara berkelompok untuk membuat sebuah cerita dan bercerita secara sambung menyambung.</li> </ul>	<ul style="list-style-type: none"> <li>• Merespon teks monolog sederhana berbentuk recount.</li> <li>• Melakukan teks monolog sederhana berbentuk recount</li> <li>• Menjawab pertanyaan teks monolog sederhana berbentuk procedure</li> <li>• Melakukan teks monolog lisan berbentuk procedure.</li> <li>• Mempresentasikan teks monolog lisan berbentuk procedure</li> </ul>	<p>Quiz Ulangan</p> <p>tertulis</p> <p>Tugas</p>	<p>3 x 45</p> <p>3 x 45</p> <p>2 x 45</p>	<p>Developing English Competencies for Grade X Senior High School (SMA/MA) Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD Player</p> <p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p> <p>Koran berbahasa Inggris</p> <p>Majalah</p> <p>Internet</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca- paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>jack fruit 1 inch thick. Wash and boil until tender.</p> <p>5. Next, ground onions, candle nuts, sauté paste, bay leaves, and galangal until fragrant.</p> <p>6. Add the chicken pieces, stir fry until chicken changes colour.</p> <p>7. Then, pour 4 cups of water and coconut sugar, bring to a boil.</p> <p>8. Add the green jack fruit and simmer until the chicken and vegetables are tender.</p> <p>9. Finally, add coconut milk 5 minutes before it's done, bring back to a boil. Serve hot with ice.</p> <p>10. This dish is sweet and usually served with shrimp cracker</p> <p>7. Procedure text can be explained as bellow: Social function : to describe how something is accomplished through</p>							

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Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		sequence of actions or steps. Generic structure: - Goal. - Materials (not required for all procedural texts) - Steps (a series of steps oriented to achieving the goal)							
<b>Membaca</b> 5 Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.1 Merespon makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	<i>identify the structure of recount texts;</i> <b>Meeting a Star</b>  On Saturday morning at 9:30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar. Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Mengidentifikasi beberapa pengumuman tertulis di tempat umum secara berkelompok. • Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok	• Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar • Mengidentifikasi topik dari teks yang dibaca	Quiz Ulangan tertulis	2 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

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		<p>me something. I thought it was money. I said 'no' at first, but he really wanted me to have it, so I took it. I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D' Masive!</p> <p>Answer these following questions based on the text in</p> <ol style="list-style-type: none"> <li>6. Where was the writer?</li> <li>7. What was he doing?</li> <li>8. What did the man ask the writer?</li> <li>9. How was the man's character?</li> <li>10. Did the writer</li> </ol>							



Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>help the man?</p> <p>6. What did the writer decide to buy?</p> <p>7. What did he find in his wallet? Explain.</p> <p>8. How was he when he knew who the man was?</p>							
	<p>5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>recount, narrative, dan procedure</i></p>	<p>Teks tulis monolog/esei sederhana berbentuk <i>procedure</i>, contohnya ;</p> <p style="text-align: center;"><b>THE HOLE GAME</b></p> <p>Materials needed:</p> <p>Two players, one marble per person, a hole in ground, a line (distance) to start from.</p>	<ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>• Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>• Membaca nyaring bermakna teks <i>narrative</i> secara individu</li> <li>• Mendiskusikan berbagai aspek dari teks seperti isi dan struktur teks, secara berkelompok.</li> <li>• Berlatih menggunakan kalimat <i>past tense</i> untuk menyatakan peristiwa dan kalimat <i>imperative</i> untuk menyatakan petunjuk.</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi makna dalam teks <i>procedure</i></li> <li>• Mengidentifikasi langkah-langkah retorika dalam teks <i>procedure</i></li> <li>• Membaca nyaring teks <i>procedure</i></li> <li>• Menulis teks berbentuk <i>procedure</i>.</li> </ul>	<p>Quiz</p> <p>Ulangan tertulis</p> <p>Tugas</p>	<p>2 x 45</p> <p>2 x 45</p> <p>2 x 45</p>	<p>Developing English Competencies for Grade X Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD</p> <p>Player</p> <p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p> <p>Koran berbahasa Inggris</p> <p>Majalah</p> <p>Internet</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
<b>Menulis</b> 6 Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i> , <i>narrative</i> , dan <i>procedure</i> dalam konteks kehidupan sehari-hari	6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	<i>Arrange recount texts;</i>  <i>Answer the following questions.</i>  1. Do you have a diary? 2. What do people usually write in it? 3. What sort of advantages can people get from writing it? 4. Have you ever written your past experience in a diary? 5. If yes, what was it about?	<ul style="list-style-type: none"> <li>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>Percaya diri (keteguhan hati, optimis).</li> <li>Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>Membuat pengumuman tertulis secara berpasangan dan mempublikasikannya di kelas /sekolah</li> </ul>	<ul style="list-style-type: none"> <li>Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat</li> <li>Menulis gagasan utama</li> <li>Mengelaborasi gagasan utama</li> <li>Membuat draft, merevisi, menyunting</li> <li>Menghasilkan teks fungsional pendek</li> </ul>	Performans	2 x 45 2 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
	6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan	Teks tulis monolog/esei sederhana berbentuk <i>procedure</i> , contohnya ;  <b>THE HOLE GAME</b>	<ul style="list-style-type: none"> <li>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan,</li> </ul>	<ul style="list-style-type: none"> <li>Percaya diri (keteguhan hati, optimis).</li> <li>Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>Pengambil resiko (suka</li> </ul>	<ul style="list-style-type: none"> <li>Membuat <i>draft</i> teks <i>narrative</i>, <i>recount</i> atau <i>procedure</i> dengan melakukan <i>chain writing</i>.</li> <li>Melakukan koreksi teman sejawat untuk menyempurnak</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi makna dalam teks <i>procedure</i></li> <li>Mengidentifikasi langkah-langkah retorika dalam teks <i>procedure</i></li> <li>Membaca nyaring teks <i>procedure</i></li> </ul>	Tugas Performans	2 x 45 2 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>	Materials needed:  Two players, one marble per person, a hole in ground, a line (distance) to start from.	cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	an <i>draft</i> . • Menyempurnakan <i>draft</i> berdasarkan koreksi teman.	• Menulis teks berbentuk procedure.			Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

The Result of Pre-Test in control Group (X IPA 2)  
SMA Negeri 1 Sirah Pulau Padang

No	Name	Rater 1					Score (n x 4)	No	Name	Rater 2					Score (n x 4)	No	Name	Rater 3					Score (n x 4)
		Stc	Ing	Edt	S	P				Stc	Lng	Edt	S	P				Stc	Lng	Edt	S	P	
		1-5	1-5	1-5	1-5	1-5				1-5	1-5	1-5	1-5	1-5				1-5	1-5	1-5	1-5	1-5	
1	Student 1	3	2	3	2	3	48	1	Student 1	4	4	2	3	4	68	1	Student 1	5	3	3	4	3	72
2	Student 2	1	2	1	1	1	24	2	Student 2	2	3	2	2	2	44	2	Student 2	3	3	2	3	2	52
3	Student 3	2	2	1	2	1	32	3	Student 3	3	2	2	2	1	40	3	Student 3	1	1	1	2	1	20
4	Student 4	2	2	2	2	2	40	4	Student 4	4	4	4	4	4	80	4	Student 4	4	4	3	3	3	68
5	Student 5	2	2	2	2	2	40	5	Student 5	2	3	2	3	3	52	5	Student 5	3	4	3	4	3	68
6	Student 6	1	1	1	1	1	20	6	Student 6	2	2	1	2	1	32	6	Student 6	3	2	1	2	2	40
7	Student 7	3	2	2	2	3	48	7	Student 7	3	3	2	3	1	48	7	Student 7	1	1	1	2	1	24
8	Student 8	2	2	2	2	2	40	8	Student 8	3	2	2	2	1	40	8	Student 8	2	2	2	2	2	40
9	Student 9	1	1	1	1	2	24	9	Student 9	3	2	1	1	1	32	9	Student 9	2	2	1	2	2	36
10	Student 10	3	3	3	2	2	52	10	Student 10	2	1	1	1	1	24	10	Student 10	3	3	2	2	2	48
11	Student 11	1	1	1	1	2	24	11	Student 11	2	2	1	2	1	32	11	Student 11	2	2	2	2	1	36
12	Student 12	2	2	2	2	3	44	12	Student 12	2	3	1	2	1	36	12	Student 12	3	2	2	3	2	48
13	Student 13	1	1	1	1	2	24	13	Student 13	2	3	1	2	1	36	13	Student 13	1	1	1	1	1	20
14	Student 14	2	2	2	2	1	40	14	Student 14	2	3	1	1	2	36	14	Student 14	1	2	1	2	1	28
15	Student 15	3	2	2	2	3	48	15	Student 15	2	2	1	1	2	32	15	Student 15	2	1	1	3	2	36
16	Student 16	3	3	3	3	3	60	16	Student 16	3	3	2	3	3	56	16	Student 16	4	3	2	3	2	56
17	Student 17	3	2	2	3	3	52	17	Student 17	4	4	3	3	4	72	17	Student 17	4	4	3	3	4	72
18	Student 18	1	1	1	1	1	20	18	Student 18	4	4	4	4	1	68	18	Student 18	1	1	1	1	1	20
19	Student 19	3	2	2	3	3	52	19	Student 19	3	3	2	3	2	52	19	Student 19	5	4	4	4	3	80
20	Student 20	2	1	1	2	2	48	20	Student 20	3	3	1	3	1	44	20	Student 20	4	3	2	2	2	52
21	Student 21	2	2	1	1	2	32	21	Student 21	1	2	1	1	1	24	21	Student 21	3	2	2	3	2	48

22	Student 22	1	1	1	1	1	20	22	Student 22	1	1	1	1	1	20	
23	Student 23	3	2	2	2	3	48	23	Student 23	4	3	3	3	4	68	
24	Student 24	3	3	3	3	3	60	24	Student 24	3	3	1	2	1	40	
25	Student 25	3	3	3	2	2	52	25	Student 25	2	1	1	1	1	24	
26	Student 26	2	2	2	2	3	44	26	Student 26	3	2	2	2	1	40	
27	Student 27	2	1	1	1	1	24	27	Student 27	3	3	2	3	2	52	
28	Student 28	2	2	1	2	2	36	28	Student 28	1	1	1	1	1	20	
29	Student 29	2	3	2	3	3	52	29	Student 29	3	3	3	2	4	60	
30	Student 30	1	1	1	1	2	24	30	Student 30	3	3	2	2	3	52	
31	Student 31	3	2	2	2	3	48	31	Student 31	3	2	2	2	2	44	
32	Student 32	3	2	2	2	3	48	32	Student 32	1	1	1	1	1	20	
33	Student 33	4	4	4	4	4	80	33	Student 33	4	3	3	2	4	64	
34	Student 34	1	1	1	1	2	44	34	Student 34	2	2	1	1	1	28	
35	Student 35	3	2	1	1	2	36	35	Student 35	3	2	2	1	2	40	
36	Student 36	1	1	1	1	2	24	36	Student 36	4	3	3	2	2	56	





## FORMULIR

### KONSULTASI REVISI PROPOSAL SKRIPSI

Nama : Mike Tria Aprila  
NIM : 13250051  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Judul Skripsi : IMPROVING THE TENTH GRADE STUDENTS' RECOUNT WRITING ACHIEVEMENT BY USING PEER RESPONSE TECHNIQUE AT SMA NEGERI 1 SIRAH PULAU PADANG  
Penguji : Hj. Lenny Marzulina, M.Pd

No	Hari / Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
	5/9.17	Revisi	
	6/9.17	Acc	

Palembang, 7/9 2017  
Dosen Penguji

Hj. Lenny Marzulina, M.Pd  
19710131 20101 2001



FORMULIR

KONSULTASI REVISI PROPOSAL SKRIPSI

Nama : Mike Tria Aprila  
NIM : 13250051  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Judul Skripsi : IMPROVING THE TENTH GRADE STUDENTS' RECOUNT WRITING ACHIEVEMENT BY USING PEER RESPONSE TECHNIQUE AT SMA NEGERI 1 SIRAH PULAU PADANG  
Penguji : Janita Norena, M.Pd

No	Hari / Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
1.	Sep. 6 <sup>th</sup> , 2017	All aspects ! ok	

Palembang, 07 September 2017

Dosen Penguji

Janita Norena, M.Pd.





FORMULIR

KONSULTASI REVISI PROPOSAL SKRIPSI

Nama : Mike Tria Aprila  
NIM : 13250051  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Judul Skripsi : IMPROVING THE TENTH GRADE STUDENTS' RECOUNT WRITING ACHIEVEMENT BY USING PEER RESPONSE TECHNIQUE AT SMA NEGERI 1 SIRAH PULAU PADANG  
Penguji : M. Holandiyah, M.Pd

No	Hari / Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
	7/8-17	- Has one more problem - Data Analysis - Any suggest in your proposal.	
	22/9-17	ok	

Palembang, 2017

Dosen Penguji



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretariat: Jln. Prof. Dr. KH. Zainal Abidin Fikry Km. 3,5 Plg. 0815-4089-5072 / 0823-7523-1626

4/2018 /01	chapter <u>IV</u>	Revisi as suggest.	Al
5/2018 /01	chapter <u>IV</u>	ok	Al
6/2018 /01	chapter <u>V</u>	ok. Register For Muqasah	Al



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretariat: Jln. Prof. Dr. KH. Zainal Abidin Fikry Km. 3,5 Plg. 0815-4089-5072 / 0823-7523-1626

THESIS CONSULTATION CARD

Name : Mike Tria Aprila  
Student Number : 13250051  
Faculty : FITK / PBI  
Advisor 1 : M. HOLANDIYAH, M.Pd  
Thesis Title : **IMPROVING THE TENTH GRADE STUDENTS' RECOUNT WRITING ACHIEVEMENT BY USING PEER RESPONSE TECHNIQUE AT SMA NEGERI 1 SIRAH PULAU PADANG**

NO	DATE	ASPECT CONSULTED	COMMENT	SIGNATURE
	20/10-17	Chapter I	Revise !	AL
	21/10-17	Chapter I	ok	AL
	23/10-17	Chapter II	Revise !	AL
	24/10-17	Chapter II	ok	AL
	25/10-17	Chapter II	Revise !	AL
	26/10-17	Chapter III	ok	AL
	-	Do your research ASAP !		



## FORMULIR

### KONSULTASI REVISI PROPOSAL SKRIPSI

Nama : Mike Tria Aprila  
NIM : 13250051  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Judul Skripsi : IMPROVING THE TENTH GRADE STUDENTS' RECOUNT WRITING ACHIEVEMENT BY USING PEER RESPONSE TECHNIQUE AT SMA NEGERI 1 SIRAH PULAU PADANG.  
Penguji : Deta Desvitasari, M.Pd

No	Hari / Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
1.	Kamis / 08/09/2017	ACC	

Palembang, Sept 8, 2017

Dosen Penguji

Deta Desvitasari, M.Pd.

**FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Prof.KH. Zainal Abidin Fikri Km 3,5 30126 Palembang  
Telp : (0711)354668

**SERTIFIKAT**

Nomor : In.03/8.0/PP.00/ 422 /2014

Diberikan Kepada

**NAMA** : Mike Tria Aprila

**NIM** : 13250051

Dinyatakan Lulus Ujian Program Intensif Pembinaan dan Peningkatan Kemampuan Baca Tulis Al-Qur'an (BTA)

yang di selenggarakan oleh Fakultas Tarbiyah dan Keguruan

Sertifikat ini menjadi salah satu syarat untuk mengikuti Kuliah Kerja Nyata (KKN) dan Munaqosyah

Berdasarkan SK Rektor No : IN.03/1.1/Kp.07.6/266/2014

Mengetahui,

Dekan Fakultas Tarbiyah

UIN Raden Fatah Palembang



Dr.H.Kasinyo Harto, M.Ag  
NIP : 197109111997031004

Palembang,1 Maret 2015

Ketua Program BTA,

H. Mukmin, Lc., M.Pd.  
NIP : 197806232003121001



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

*Sekretariat: Jln. Prof. Dr. KH. Zainal Abidin Fikry Km. 3,5 Plg. 0815-4089-5072 / 0823-7523-1626*

**THESIS CONSULTATION CARD**

Name : Mike Tria Aprila  
Student Number : 13250051  
Faculty : FITK / PBI  
Advisor II : Winny Agutsria Riznanda, M.Pd  
Thesis Title : IMPROVING THE TENTH GRADE STUDENTS'  
RECOUNT WRITING BY USING PEER RESPONSE  
TECHNIQUE AT SMA NEGERI 1 SIRAH PULAU PADANG

NO	DATE	ASPECT CONSULTED	COMMENT	SIGNATURE
1.	Oct. 20 <sup>th</sup> , 2017	Chapter 1 Chapter 2 Chapter 3	ok ok ok Proceed to research	
2.	Jan. 9 <sup>th</sup> , 2018	Chapter 4 Findings Interpretations	Fix the grammatical mistakes Explain why and how! Review the benefits that appear in your research and elaborate!	
3.	Jan. 5 <sup>th</sup> , 2018	Chapter 4 Findings Interpretation Chapter 5 Conclusion Suggestion	ok ok Proceed to Comprehensive Exam ok For teachers: as an alternative technique for teaching recount writing	




KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretariat: Jln. Prof. Dr. KH. Zainal Abidin Fikry Km. 3,5 Plg. 0815-4089-5072 / 0823-7523-1626

4.	Jan. 10 <sup>th</sup> , 2018	All chapters References Abstract	ok ok ok Proceed to Munagojyah	
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**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI  
(UIN) RADEN FATAH  
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Prof. K. H. Zainal Abidin Fikry Kode Pos : 30126 Telp. 0711-354668, Palembang

**USUL JUDUL SKRIPSI**

Nama : Mike Tria Aprila  
NIM : 13250051  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi :

1. DEVELOPING STUDENTS' ABILITY IN WRITING ESSAY BY USING PEER RESPONSE MODEL AT ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 SIRAH PULAU PADANG.
2. USING CLUSTERING TECHNIQUE TO IMPROVE SPEAKING PERFORMANCE OF 10<sup>th</sup> GRADE OF SMP NEGERI 3 PALEMBANG.
3. THE IMPLEMENTATION OF PEER EDITING TECHNIQUE IN IMPROVING RECCUNT WRITING ACHIEVEMENT OF THE 10<sup>th</sup> GRADERS OF SENIOR HIGH SCHOOL NUMBER ONE SP.PADANG.
4. Judul yang disetujui : DEVELOPING STUDENTS' ABILITY IN WRITING ESSAY BY USING PEER RESPONSE MODEL AT ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 SIRAH PULAU PADANG.

Nomor Index : 1

Palembang, 30 Desember 2016  
Pembina Skripsi

Beni Wijaya, M.Pd./

Nova Lingga Pitaloka, M.Pd.





UNIVERSITAS ISLAM NEGERI  
RADEN FATAH PALEMBANG  
LANGUAGE CENTRE  
JLN. PROF.ZAINAL ABIDIN FIKRI KM 3.5  
PALEMBANG Telp : 0711 354668 psw 147

## TOEFL PREDICTION SCORE

SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE
51	51	48	500

## TOEFL PREDICTION TEST

FULL NAME

MIKE TRIA APRILIA

SEX M / F	DATE OF BIRTH DD / MM / YY	TEST DATE DD / MM / YY
F	09 / 04 / 1995	31 / 10 / 2017

31102017



Drs. HERIZAL, MA  
TOEFL Tester

The person whose name appears above has taken the TOEFL PREDICTION TEST at UIN Raden Fatah Language Center.  
This score is valid for six months.

SURAT KETERANGAN PERUBAHAN JUDUL SKRIPSI

NOMOR : B-5613/Un.09/II.1/PP.009/8/2017

Berdasarkan Surat Keputusan Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang Nomor : B-004/Un.09/II.1/PP.009/1/2017, Tanggal 3 Januari 2017, poin ke 2 bahwa Dosen Pembimbing diberikan hak untuk merevisi judul Skripsi Mahasiswa/i. Maka bersama ini menerangkan bahwa :

Nama : Mike Tria Aprilia  
NIM : 13250051  
Fakultas : Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang  
Jurusan : Pendidikan Bahasa Inggris

Atas pertimbangan yang cukup mendasar, maka Skripsi saudara tersebut diadakan perubahan judul sebagai berikut :

Judul Lama : Developing students ability in writing essay by using peer response model at eleventh grade students of SMA Negeri 1 Sirih Pulau Padang.

Judul Baru : Improving the Tenth Grade Students' Recount Writing Achievement by Using Peer Response Technique at SMA Negeri 1 Sirih Pulau Padang.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Palembang, 29 Agustus 2017

A.n. Dekan  
Ketua Prodi PBI,



Lenny Marzulina, M.Pd

Nomor : B-5782/Un.09/II.I/PP.00.9/9/2017  
Lampiran :  
Perihal : Mohon Izin Penelitian Mahasiswa/i  
Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah  
Palembang.

Palembang, 7 September 2017

Kepada Yth,  
Kepala SMA Negeri 1 Sirah Pulau Padang  
di

OKI

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa kami :

Nama : Mike Tria Aprilia  
NIM : 13250051  
Prodi : Pendidikan Bahasa Inggris  
Alamat : Jl. Indrawati RT/RW : 035/05 Kel. Seberang Ulu Palembang.  
Judul Skripsi : Improving the Tenth Grade Students' Recount Writing Achievement by Using Peer Response Technique at SMA Negeri 1 Sirah Pulau Padang.

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i diucapkan terima kasih.

*Wassalamu'alaikum. W. Wb*



Dekan,

Prof. Dr. H. Kasinyo Harto, M. Ag.  
NIP. 19710911 199703 1 004



**PEMERINTAHAN PROVINSI SUMATERA SELATAN**  
**DINAS PENDIDIKAN**  
**SMA NEGERI 1 SIRAH PULAU PADANG**  
**Terakreditasi A No Sertifikat Ma.026911**

Alamat : Jalan Bungin Tinggi, Kec. Sirah Pulau Padang, Kab. OKI Kode Pos 30652

e-mail : [sman1sp.padang@yahoo.co.id](mailto:sman1sp.padang@yahoo.co.id) Website : [www.sman1sp.padang.com](http://www.sman1sp.padang.com)

NSS : 301 110 200 481

NPSN : 10600481

**SURAT KETERANGAN**

Nomor : 421 / 297 / SMAN.1.SPP / ADM / 2017

Saya yang bertanda tangan di bawah ini :

1. Nama : **Drs. ANDI ASKAR**
2. NIP : 19640721 199002 1 002
3. Pangkat/Gol : Pembina / IVa
4. Jabatan : Kepala Sekolah
5. Unit Kerja : SMA Negeri 1 Sirah Pulau Padang

Dengan ini menerangkan bahwa :

1. Nama : MIKE TRIA APRILA
2. NIM : 13250051
3. Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan
4. Program Studi : Pendidikan Bahasa Inggris
5. Universitas : Universitas Islam Negeri Raden Fatah Palembang

Memang benar nama tersebut di atas melaksanakan penelitian di SMA Negeri 1 Sirah Pulau Padang dari tanggal 28 Oktober s.d 27 November 2017, sehubungan dengan penyusunan skripsi dengan judul :

**“ IMPROVING THE TENTH GRADE STUDENTS RECOUNT WRITING ACHIEVEMENT BY USING PEER RESPONSE TECHNIQUE AT SMA NEGERI 1 SIRAH PULAU PADANG ”**

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.



Sirah Pulau Padang, 28 November 2017

Kepala Sekolah,

**Drs. ANDI ASKAR**

NIP. 19640721 199002 1 002



**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI (UIN)  
RADEN FATAH PALEMBANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.a

SURAT KEPUTUSAN DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
UIN RADEN FATAH PALEMBANG  
Nomor : B-004/Un.09/II.1/PP.009/1/2017

Tentang

PENUNJUKKAN PEMBIMBING SKRIPSI

DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

- Menimbang : 1. Bahwa untuk mengakhiri Program Sarjana bagi seorang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa/i tersebut dalam rangka penyelesaian skripsinya.  
2. Bahwa untuk lancarnya tugas-tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri.
- Mengingat : 1. Undang – Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional  
2. Undang – Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;  
3. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah Nomor 9 Tahun 2003 tentang Wewenang Pengekatan, Pemindahan dan pemberhentian Pegawai Negeri Sipil;  
5. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;  
6. Keputusan Menteri Agama RI Nomor 53 Tahun 2015 tentang ORTAKER UIN Raden Fatah;  
7. Peraturan Menteri Keuangan Nomor 53/FMK.02/2014 tentang Standar Biaya Masukan;  
8. DIPA Universitas Islam Negeri Raden Fatah Palembang Tahun 2016;  
9. Keputusan Rektor Universitas Islam Negeri Raden Fatah Nomor 669B Tahun 2014 tentang Standar Biaya Honorarium dilingkungan Universitas Islam Negeri Raden Fatah Palembang;  
10. Peraturan Presiden Nomor 129 Tahun 2014 tentang Alih Status IAIN menjadi Universitas Islam Negeri;

**MEMUTUSKAN**

- Menetapkan  
PERTAMA : Menunjuk Saudara 1. M. Holandiyah, M.Pd NIP. 19740507 201101 1 00  
2. Winny Agustria Riznanda, M.Pd NIK. 16050213311/BLU

Dosen Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing – masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan atas nama saudara :

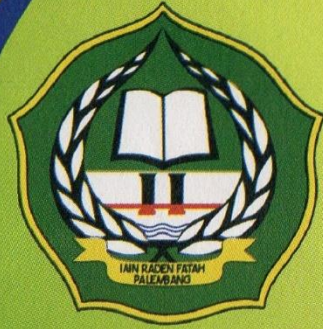
Nama : Mike Tria Aprilia  
NIM : 13250051  
Judul Skripsi : Developing students ability in writing essay by using peer response model at eleventh grade students of SMA Negeri 1 Siriah Pulau Padang.

- KEDUA : Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas.
- KETIGA : kepadanya diberikan honorarium sesuai dengan ketentuan yang berlaku masa bimbingan dan proses penyelesaian skripsi diupayakan minimal 6 (enam) bulan.
- KEEMPAT : Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas.

Palembang, 03 Januari 2017

Dekan





# SERTIFIKAT

“KETUPAT” KEGIATAN TA'ARUF PENDIDIKAN AKADEMIK

diberikan kepada :

**MIKETRIA APRILA**

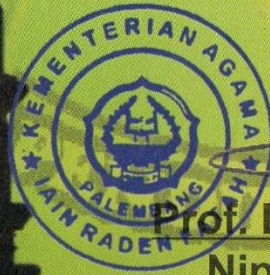
sebagai

**PESERTA**

Kegiatan OSPEK dalam membentuk karakter  
untuk melahirkan Mahasiswa yang  
Intelektual dan Religius  
Institut Agama Islam Negeri  
Raden Fatah Palembang

2013

Rektor



Prof. Dr. H. Aflatun M

Nip. 19571210198



INSTITUT AGAMA ISLAM NEGERI (IAIN)

RADEN FATAH PALEMBANG

Jl. Prof KH. Zainal Abidin Fikri Km. 3,5 Palembang



# KARTU MAHASISWA

N I M : 13250051

N A M A : MIKE TRIA APRILA



Rektor

PROF. DR. HAFLATUN MUCHTAR, M.  
Sc. (1970/1971) (1980) (1982)

*One Card for All Purposes*



UNIVERSITAS ISLAM NEGERI  
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

Dengan Nama  
KULIAH KERJA NYATA (KKNY)  
TEMATIK POSDAYA

*Sertifikat*

No : B-624 / Un.09/8.0/

Diberikan kepada

**Mike Tria**

Tempat / Tgl. Lahir : Penyandingan, 09 April 1999  
NIM : 13250051  
Fak / Prodi : Ilmu Tarbiyah & Keguruan

*Telah Melaksanakan Program Kuliah Kerja Nyata*

*Tematik Posdaya Berbasis Masyarakat*

*Dari Tanggal 7 Februari s/d*

Desa : Galang Tinggi  
Kecamatan : Banyuasin III  
Kabupaten : Banyuasin  
Provinsi : Sumatera Selatan  
Lulus dengan nilai : A

Kepadanya Diberikan Hak Sesuai Dengan Peraturan

Palembang, 21 April 2019  
Ketua



**Dr. Syefriyeni, M.Pd.**

NIP. 19720901 199703





# UNIVERSITAS ISLAM NEGERI (UIN) RADEN FATAH PALEMBANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Nomor : B-6137/Un.09/II.I/PP.00.9/9/2017  
Lampiran :  
Perihal : Mohon Izin Penelitian Mahasiswa/i  
Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah  
Palembang.

Palembang, 22 September 2017

Kepada Yth,  
Kepala Badan Kesbangpol Prov. Sumsel

di

Palembang

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa kami :

Nama : Mike Tria Aprilia  
NIM : 13250051  
Prodi : Pendidikan Bahasa Inggris  
Alamat : Jl. Indrawati RT/RW : 035/05 Kel. Seberang Ulu I  
Judul Skripsi : Improving the Tenth Grade Students' Recount Writing Achievement by Using Peer Response Technique SMA Negeri 1 Sirah Pulau Padang.

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i diucapkan terima kasih.

*Wassalamu'alaikum. W. Wb*



Dekan,

*[Signature]*  
Prof. Dr. H. Kasinyo Harto, M. A.  
NIP. 197109111997031004



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
REPUBLIK INDONESIA

# IJAZAH

**SEKOLAH MENENGAH ATAS**  
PROGRAM : ILMU PENGETAHUAN SOSIAL

TAHUN PELAJARAN 2012/2013

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas .....  
*Negeri 1 Kayuagung, Ogan Komering Ilir* ..... menerangkan bahwa:

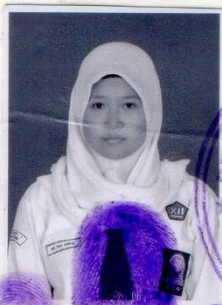
nama	:	<i>MIKE TRIA APRILA</i>
tempat dan tanggal lahir	:	<i>Penyandingan, 09 April 1995</i>
nama orang tua	:	<i>Heryanto</i>
nomor induk	:	<i>10536</i>
nomor peserta	:	<i>3.13.11.06.001.144.9</i>

## LULUS

dari satuan pendidikan berdasarkan hasil Ujian Nasional dan Ujian Sekolah serta telah memenuhi seluruh kriteria sesuai dengan peraturan perundang-undangan.

*Ogan Komering Ilir, 24 Mei* 2013

Kepala Sekolah,



*Anwar Sanusi, NW, S.Pd, M.Si*

NIP. *19650830 199003 1001*



DN-11 Ma 0012873



KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretariat: Jln. Prof. Dr. KH. Zainal Abidin Fikry Km. 3,5 Plg. 0815-4089-5072 / 0823-7523-1626

THESIS CONSULTATION CARD

Name : Mike Tria Aprilia  
Student Number : 13250051  
Faculty : FITK / PBI  
Advisor II : M. Holandiyah, M.Pd  
Thesis Title : IMPROVING THE TENTH GRADE STUDENTS' RECOUNT WRITING BY USING PEER RESPONSE TECHNIQUE AT SMA NEGERI 1 SIRAH PULAU PADANG

NO	DATE	ASPECT CONSULTED	COMMENT	SIGNATURE
	2/8-17	Proposal	Revise many thing!	
	3/8-17	Proposal	<ul style="list-style-type: none"><li>- Research setting</li><li>- Available Reliability rubrics</li><li>- Inter-rater Formula</li><li>- Hypothesis testing</li></ul>	
	9/8-17	Proposal	<ul style="list-style-type: none"><li>- Teacher's data</li><li>- Scoring unit rubric</li><li>- Inter-rater Formula</li><li>- Data analysis (Hypothesis testing)</li></ul>	
	11/8-17	Proposal	Revise as suggested.	

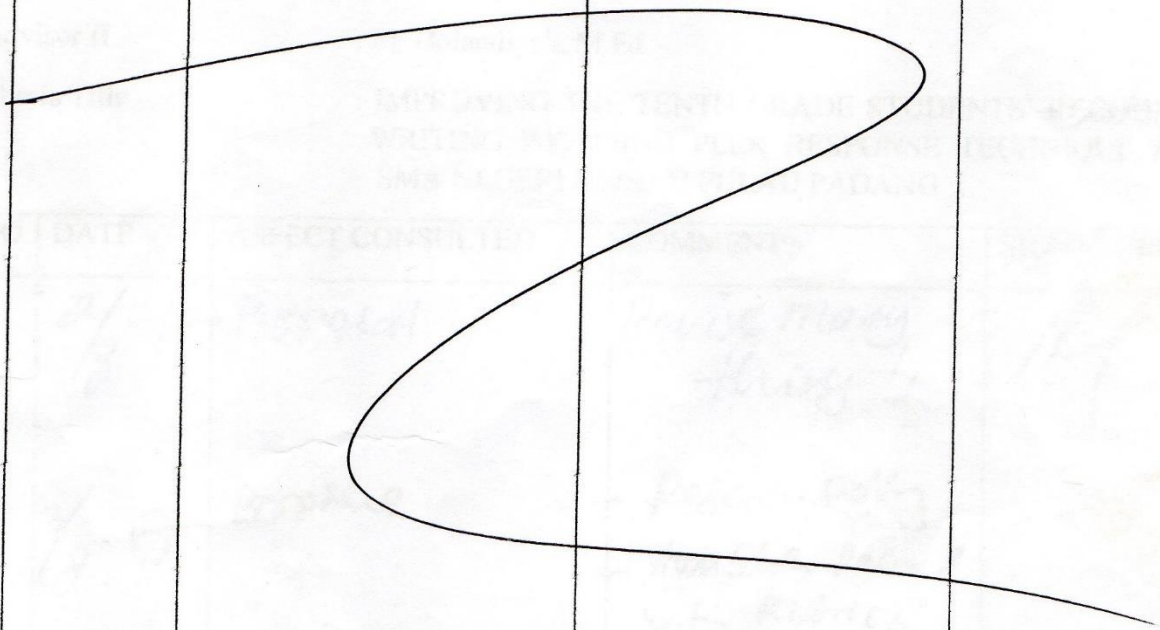



KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretariat: Jln. Prof. Dr. KH. Zainal Abidin Fikry Km. 3,5 Plg. 0815-4089-5072 / 0823-7523-1626

14/8-17	Proposal	ole.	AP
			

 14/8-17

Yolra pitrian.  
X-12A-1

## WRITING TEST

pre

Subject : English  
Test : Writing  
Grade : X  
Time Allocations : 60 minutes

### DIRECTION

1. Choose one of the topics below :
  - a. My last holiday
  - b. My Childhood Experience
  - c. My Unforgettable Experience
2. Write down a recount text consisting of 100-150 words, based on the topic you have chosen!

Your recount text will be evaluated in terms of :

- |                    |                    |
|--------------------|--------------------|
| a. Structure (1-5) | c. Editing (1-5)   |
| b. Language (1-5)  | d. Spelling (1-5)  |
|                    | e. Paragraph (1-5) |

~~the holiday to the island the problem~~  
~~one the day birthday~~

On Tuesday date 12 September is the day my birthday. I with my sister and friend the way to the island the gravel and it turns out they celebrated my birthday. I was very happy with a surprise that they give.

Wanda  
X IPA

## WRITING TEST

Subject : English  
M : Writing  
Date : X  
Time Allocations : 60 minutes

### DIRECTION

1. Choose one of the topics below :
  - a. My last holiday
  - b. My Childhood Experience
  - c. My Unforgettable Experience
2. Write down a recount text consisting of 100-150 words, based on the topic you have chosen!  
Your recount text will be evaluated in terms of :
  - a. Structure (1-5)
  - b. Language (1-5)
  - c. Editing (1-5)
  - d. Spelling (1-5)
  - e. Paragraph (1-5)

### Holiday to grandmother place

On Sunday, I go to grandmother place for the holidays.  
There I am very happy because my grandmother has a vast garden.

On the next day I went to the gardens with my grandmother to see the rice fields, fruit plants and vegetables.

My grandmother has a lot of fruit plants like mango, banana, and guava. And also in my grandmother a lot of vegetables such as chili, cucumber, basil, pare, and others.

There is a very nice and beautiful scenery. After that me and my grandmother pickings fruits and vegetables to under go home



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 UNIVERSITAS ISLAM NEGERI (UIN)  
 RADEN FATAH PALEMBANG  
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K.-H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353275 web site : www.radenfatah.ac.id

FORMULIR  
 KONSULTASI REVISI SKRIPSI

Nama : MIKE TRIA APRILA  
 NIM : 13250051  
 Jurusan : Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan  
 Judul : Improving the tenth grade students' recount writing achievement by using peer response technique at SMA N 1 Sirih Pulau Padang.  
 Penguji : Dr. Anisa Astrid, M.Pd

No	Hari / Tanggal	Masalah yang Dikonsultasikan	Tanda Tangan Penguji
		Coherence	[Signature]
		Coherence	[Signature]
		Coherence	[Signature]
		Coherence	[Signature]
		Coherence	[Signature]
		Coherence	[Signature]
		ACC	[Signature]

Palembang, .....  
 Dosen Penguji



KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI (UIN)  
RADEN FATAH PALEMBANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K.H. Zainal Abidin Fikry No. 1 Km. 3.5 Palembang 30126 Telp. : (0711) 353275 web site : www.radenfatah.ac.id

FORMULIR  
KONSULTASI REVISI SKRIPSI

Nama : Mike TRIA APRILA  
NIM : 13950051  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan  
Judul : Improving The tenth grade students' recount writing Achievement  
by using peer response technique at SMA N 1 PIRAH Pulau  
Padang.  
Penguji : Deta Desvitasari, M.Pd

No	Hari / Tanggal	Masalah yang Dikonsultasikan	Tanda Tangan Penguji
1.	Jum'at 9/02/2018	Rerise the whole thesis	
2.	Senin 12.02.2018	ok!	

Palembang, Feb 12, 2018  
Dosen Penguji  
  
Deta D. M.Pd.







KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretariat: Jln. Prof. Dr. KH. Zainal Abidin Fikry Km. 3,5 Plg. 0815-4089-5072 / 0823-7523-1626

THESIS CONSULTATION CARD

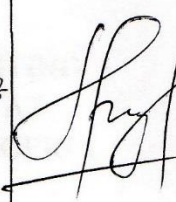
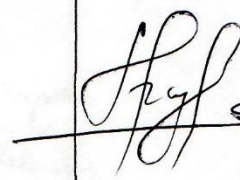
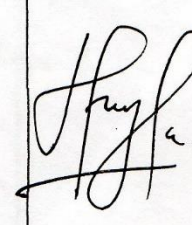
Name : Mike Tria Aprilia  
 Student Number : 13250051  
 Faculty : FITK / PBI  
 Advisor II : Winny Agutsria Riznanda, M.Pd  
 Thesis Title : DEVELOPING STUDENTS' ABILITY IN WRITING ESSAY BY USING PEER RESPONSE MODEL AT ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 SIRAH PULAU PADANG.

NO	DATE	ASPECT CONSULTED	COMMENT	SIGNATURE
1	May 10 <sup>th</sup> , 2017	Title  Background  Literature Review  Method	"Improving the tenth grade students' recount writing by using Peer Response Model at SMA Negeri 1 Sirah Pulau Padang."  Elaborate your ideas: Language → writing (the importance of writing, the problems of writing for EFL students) → Preliminary Study (Data, Observation, Interview) → Peer Response (Appropriateness of PR with the sample and the kind of text)  Peer Response Model or technique? Primary sources  Consider the inter-rater reliability Show me the instrument!	
2	July 13 <sup>th</sup> , 2017	Title Chapter 1	OK <ul style="list-style-type: none"> <li>Is Peer Response a technique, a strategy, or a model?</li> <li>Is PR appropriate for the tenth graders?</li> <li>Closing statements</li> </ul>	



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretariat: Jln. Prof. Dr. KH. Zainal Abidin Fikry Km. 3,5 Plg. 0815-4089-5072 / 0823-7523-1626

3	July 21 <sup>st</sup> , 2017	Literature Review  Research Method  Background Literature Review Research Method  References	<ul style="list-style-type: none"><li>• Give example of Recount text</li><li>• Provide the teaching steps</li><li>• Similarities and Differences with the previous studies</li><li>• Validity of the writing test</li></ul> <p>Elaborate more Write in order (Five tenses of Recount text)</p> <ul style="list-style-type: none"><li>• How to decide which group belong to which class</li><li>• Find the appropriate fabric</li></ul> <p>o/e</p>	
4	July 29 <sup>th</sup> , 2017	Background Literature Review Research Method References	<p>o/e o/e o/e o/e</p>	
5	Oct 20 <sup>th</sup> , 2017	Chapter 1 Chapter 2 Chapter 3	<p>o/e o/e o/e</p>	



FORMULIR

KONSULTASI REVISI PROPOSAL SKRIPSI

Nama : Mike Tria Aprila  
NIM : 13250051  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Judul Skripsi : IMPROVING THE TENTH GRADE STUDENTS' RECOUNT WRITING ACHIEVEMENT BY USING PEER RESPONSE TECHNIQUE AT SMA NEGERI 1 SIRAH PULAU PADANG  
Penguji : Nova Lingga Pitaloka, M.Pd

No	Hari / Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
1	07 September 2017	Acc	

Palembang, 7/9 2017

Dosen Penguji