

THE IMPLEMENTATION OF PEER REVIEW  
TECHNIQUE IN TEACHING WRITING OF  
RECOUNT TEXT

**THESIS**

Submitted in Partial Fulfillment of the Requirement for  
Gaining the Degree of Bachelor of Education in English  
Language Education



by  
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**Pengkol Semarang)** Is definitely my own work. I am completely responsible for the content of this thesis. Other researchers' opinion or findings included in the thesis are quoted or cited in accordance with ethical standards.

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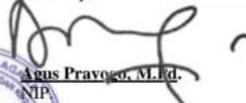
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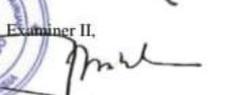
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*Assalamualaikum Wr. Wb.*

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*Wassalamu'alaikum wr. wb.*

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## ABSTRACT

**The Title:** THE IMPLEMENTATION OF PEER REVIEW TECHNIQUE IN TEACHING WRITING OF RECOUNT TEXT (A Study at MTs Husnul Khatimah 02 Pengkol Semarang)

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In learning English, writing is one of the important skills to be taught for students at junior high school. One of technique that can use in English classroom is peer review technique. Peer review technique is one of the good editing technique in writing process. Peer review is an interaction which involves students to share information, comment, critique to other. The purpose of this research is: to explain the implementation of peer review technique in teaching writing. This research used qualitative method which used descriptive qualitative to analyze the data. This research was conducted on eighth grade students and the English teacher of MTs Husnul Khatimah 02 Semarang. The findings in this study are show that the use of peer review techniques in this study is able to make students write recount text structurally. First, this technique enables students to compile recount text according to the structure and language elements in the recount text.. Second, students can learn how to give and get constructive comments and suggestions, so they can be active learner participation Third, increase students feeling and motivation.

**Keywords:** Peer Review Technique, Recount Text Teaching Writing.

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I do thank to Allah SWT who has given me His mercy, blessing, and the whole things to finish this research. *Shalawat* and *salaam* are always give to the Prophet Muhammad SAW who teach love, humanity and *akhlaqul kariimah* and brings us from the darkness to the brightness.

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Semarang, 14 November  
2020

The researcher,

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## **MOTTO**

Love for all, hatred for none

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# CHAPTER 1

## INTRODUCTION

### A. Background of the Research

Writing skill had to be given more attention than other skills. When someone wants to speak, he may ignore the grammar rules, whereas, when he wants to write, he must pay attention to the grammar rules, the organization, the diction, the mechanics, and etc.<sup>1</sup>

Writing is very important for English learners in addition to the other skills, it is essential for the students to develop their writing skills in English. Allah stated in Al-Qalam verse 1:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

“Nun, By the pen and the (Record) which (men) write,”<sup>2</sup>

From the verse above, we know that writing has an important role in human life. Writing is words in paragraphs, and also to obtain information for scientific purposes or just relaxation. Through writing, students can enlarge their point of view of their atmosphere and

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<sup>1</sup>Adrian Wallwork, *English for Writing Research Papers*, (New York: Springer Science+Business Media, LLC, 2011), p.3.

<sup>2</sup> ‘Abdullah Yusuf Ali, *The Holy Qur’an: Text and Translation*, (Kuala Lumpur: Islamic Book Trust, 2005), p. 722.

knowledge. They can also convey or write their ideas, imagination, and experiences into a paragraph and it can be explored to become histories.

In teaching learning process, students may still have problems in writing. There are many factors that influence someone's difficulties in writing, such as in mastering vocabulary to arrange the structure or grammar.<sup>3</sup>

According to J.B. Heaton (1975), Mirza (2011) stated that: in writing language components such as grammar, punctuation and word meaning is obviously appraised.<sup>4</sup> Writing skill is complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment.

In fact, many students find difficulties in writing, because they do not know how they can express their idea well. In this case a preliminary research has been conducted in MTs Husnul Khatimah 02 Pengkol Semarang to know the students' writing ability. The

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<sup>3</sup> Barli Bram, *Write Well Improving Writing Skill*, (Yogyakarta: Kanisius, 1995), p. 25.

<sup>4</sup> Mirza Rusdiana, *The Use of Peer Lesson Technique to Improve Students' Skill in a Writing Hortatory Exposition Text at Eleventh Grade Students of Mas Simbang Kulon Pekalongan in the Academic Year of 2010/2011*, Thesis, (Semarang: Walisongo State Institute for Islamic Studies, 2011 Unpublished), p.2.

result revealed that from 25 students there were 60% students of the regular eighth grade did not pass the minimum achievement criteria that the teacher expected.

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

To have good writing, the students should do it in some stages that are called the writing process. They are planning, drafting, editing/revising, and final version. To have good writing, students need to support and check their writing by their friend especially when their do mistakes. It is necessary for English teacher to make writing process more interesting and motivating the students, so that they can progress in writing. Brookhart says that good feedback gives students information they need so they can understand where they are in their learning and what to do next—the cognitive factor. Once they feel they understand what to do and why most

students develop a feeling that they have control over their own learning the motivational factor. 7 Consequently, good feedback helps students to know what should they do in the next writing and it is not judge students exactly it motivates students to produce better writing.

There are many techniques and also many strategies that can be used to improve students' writing ability. To improve students' writing ability, the English teacher must select and choose an interesting and motivating technique, so that the teaching learning process will run well.

According to Odom, et.al. (2009), they were conducted a research of peer review technique. They revealed that the technique helped students more creative and understandable on writing ability. Students also arranged a text coherently.

Peer review technique is adequate technique to help students correct their work when there was something wrong in their writing; this gives the student the opportunity to reflect on their mistakes and make improvements to their writing.

From the statement above, it can be assumed that using peer review technique can help students to increase their

writing ability especially recount text. Finally, based on the whole explanation, the researcher conducted a research with a title “The Implementation of Peer Review Technique in teaching writing of recount text”.

## **B. Research Question**

This thesis is guided through the following major question: How is the implementation of peer review technique in teaching writing of recount text at MTs Husnul Khatimah 02 Semarang in the academic year of 2019/2020?

## **C. Objective of the Research**

According to the research question, the objective of this research can be stated as follow: To explain the implementation of peer review technique in teaching writing of recount text at MTs Husnul Khatimah 02 Semarang in the academic year of 2019/2020.

## **D. Significances of the Research**

The researcher expected that this study would be able to give advantages as follows:

1. Theoretically

The study will enrich the technique of English teaching and learning.

2. Practically: the result of the study were expected to be as follows:

a. Teacher

The result of this research will give information for about her teaching performance in the class, and students' opinion about it. So that problems that students and teacher face in the teaching learning process can be minimized.

b. Students

This research is expected to improve student's social skill in doing task with their friends and improve their writing skills. Moreover, to give high motivation on learning English, so the teaching learning process will run successfully.

c. Readers

This research could give knowledge and the result of the study is expected to be a reference for the next researcher.

d. Researcher

The researcher got some knowledge in teaching learning, especially in teaching writing.

## CHAPTER II

### PEER REVIEW TECHNIQUE IN TEACHING WRITING OF RECOUNT TEXT

#### A. Theoretical Review

##### 1. General Concept of Writing

###### a. Definition of Writing

Writing is a combination of process and product.<sup>5</sup> The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. According to Hornby, “writing is making letters or other symbols (e.g. ideographs) on a surface, esp. with a pen or pencil on paper.”<sup>6</sup>

O’Malley and Pierce stated that: writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics.<sup>7</sup> So, it prosecutes students to formulate goals and plans

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<sup>5</sup>E-book: Ken Heyland, *Teaching and Researching Writing*, (Pearson: Longman, 2002), p. 20.

<sup>6</sup> E-book: A. S Hornby, *Oxford Advanced Learners’ Dictionary of Current English*, (New York: Oxford University Press, 1995), p. 1382

<sup>7</sup>E-book: J. Michael O’Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*, (Great Britain: Longman, 1996), p. 136.

for creating an organized structure in their compositions.

The writing process is learned by and large in an environment social criticism, social thinking, creative use of language, and repeated failure.<sup>8</sup> For writing was truly acceptable. To write well, the researcher has to know characteristics of good writing. There are some characteristics of good writing, they are:<sup>9</sup>

1) Coherence

A paragraph has to coherence when the supporting sentences are ordered according to principle. The sentences put in ordering so that the reader can understand the idea easily.

2) Cohesion

Another characteristic is cohesion. When a paragraph has cohesion, all the supporting the sentences connect to each other in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. For important cohesive devices are connectors, definite articles, personal pronoun and demonstrative pronoun.

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<sup>8</sup> E-book: Ken Heyland, *Teaching ...*, p. 34.

<sup>9</sup> E-book: Ken Heyland, *Teaching ...*, p. 35.

### 3) Unity

The last characteristics good writing is unity. All the supporting sentences should relate to the topic sentences. A sentence has belongs in a paragraph. And each paragraph has to correlate with other sentences.

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

#### b. The Process of Writing

As an English student language, writing is the important skill to improve their language. Students can increase their vocabulary and improve grammatical through writing. Before writing, students have to know steps of writing, especially for beginners. Citing Donald Graves (1983),

Andrew P. Johnson stated that, there are five steps of writing:<sup>10</sup>

1) Prewriting

Students brainstorm to generate their ideas for writing. They can use clustering, brainstorming, etc. It can help students to develop word list for writing.

2) Drafting

Drafting is the students attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. It has purpose for students to focus on their ideas.

3) Revising

This is the heart of writing process. Here a piece is revised and reshaped many times. Students can share their writing to their

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<sup>10</sup> E-book: Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, (USA: The Rowman & Littlefield Publishing Group, Inc, 2008), p. 179.

friends. Each of friends makes suggestion to their friends for improvement.<sup>11</sup>

4) Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. The students work with teacher or peers to correct all their mistakes.

5) Publishing and Sharing

This is where student's writing is shared with an audience. Students publish their writing by making a copy in their neatest handwriting or using computer. They can publish their writing in their personal book, newspaper, etc.<sup>12</sup>

Writing requires a series of process and rules as well. From the definition above, I conclude that writing is a way to produce language by putting down words or ideas to some media through a series of process elaborating the idea, thinking process, and the

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180. <sup>11</sup> E-book: Andrew P. Johnson, *Teaching Reading ...*, p.

181. <sup>12</sup> E-book: Andrew P. Johnson, *Teaching Reading ...*, p.

writing rules in order to create a written composition.

c. The Elements of Writing

According to Stephen Wilbers, there are five elements of effective writing:<sup>13</sup>

1) Central Idea

This element of good writing involves focusing on clear, manageable idea, argument, or thesis around which to organize your material. It includes selecting subordinate ideas that support and reinforce your control idea.

Checkpoints:

- a) Purpose or central idea is sufficiently limited for meaningful discussion.
- b) Central idea is clearly stated, normally in the opening.
- c) All subordinate ideas relate clearly to the central idea.

2) Organization

This element of writing has to do with coherent arrangement of material. It involves

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<sup>13</sup> Stephen Wilbers, *Use Five Elements of Writing to Evaluate Your Effectiveness*, retrieved from [www.wilbers.com](http://www.wilbers.com), on January 1<sup>st</sup> 2020.

keeping the reader oriented to the central and subordinate ideas. Good organization is logical and sequential. It guides the reader between divisions of the material.

Checkpoints:

- a) Introduction orients the reader to the central idea and the line of reasoning.
- b) Material is arranged in a logical and coherent sequence; subordinate ideas are effectively identified.
- c) Transitions are clear and helpful.
- d) Conclusion or closing summarizes the argument, emphasizes the central idea, and leaves the reader with a sense of completion.

### 3) Supporting Material<sup>14</sup>

Explanations, examples, statistics, and quotations make the ideas and information presented meaningful and memorable for the reader. In exposition, the role of supporting material is to clarify; in argument, to persuade.

Checkpoints:

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<sup>14</sup> Stephen Wilbers, *Use Five Elements* ....

- a) Examples are relevant, specific, detailed, sufficient, and persuasive.
  - b) Quotations support the argument.
- 4) Expression, Word Choice, and Point of View
- Language is clear specific, accurate, and appropriate to the audience, purpose, and material. Variety in sentence and length creates emphasis.

Checkpoints:

- a) Word choice is clear, specific, accurate, unassuming, and free of clichés and misused jargon.
  - b) Sentences are free of wordiness and ambiguity.
- 5) Spelling, Grammar, and Punctuation<sup>15</sup>
- The element of good writing counts only when it's wrong. Fair or not, the reader will notice your spelling, grammar, or punctuation only when you make a mistake.

Checkpoints:

- a) Spelling, including technical terms and proper names, is correct.

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<sup>15</sup> Stephen Wilbers, *Use Five Elements* ....

- b) Correct words are use to convey the intended meaning.
- c) Generally accepted rules of grammar and syntax are followed, including pronoun/noun agreement, subject/verb agreement, appropriate verb tense, pronoun case, possessive forms, parallel construction, etc.
- d) Punctuation, particularly comma placement, reflects standard usage.
- e) Copy is free of mechanical errors and mistakes in proofreading.

One of the aim of writing is giving information and understanding to the other. Consequently, people have to know the elements of writing especially main idea from our product of writing .

#### d. Assessing Writing

Assessment designates four related processes: deciding what to measure, selecting or constructing appropriate measurement instruments,

administering the instruments, and collecting information.<sup>16</sup>

Assessment is an ongoing process that encompasses a much wider domain. When the students respond to a question, give comment or try out a new word or structure, the teacher will make assessment. It is on the students' performance.

Writing assessment must consider students' writing ability. It is not simple task for the teachers. It requires teachers to consider a complex array of variables, the teacher need to be clear about the objective and the criteria of assessment. There are some aspects that must be considered in writing, they are content, organization, vocabulary, language use, and mechanics.

Good assignments take time and planning.<sup>17</sup> They have measurable outcome objectives that are linked to broader goals and objectives defined by the course and by the series of courses in which writing instruction occurs. Educators generally differentiate goals and objects on the basisof specificity.

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<sup>16</sup> E-book: James D. Williams, *Preparing to Teach Writing*, (New York: Pearson Education. 2003), p. 297.

<sup>17</sup> E-book: Williams, *Preparing to Teach...*, p. 279.

Goals tend to be expressed in terms of mastery, whereas outcome objectives tend to be expressed in terms of performance or demonstrable skill. James (2003) found that there are some key features in outcomes statement for good writing assignment, they are:<sup>18</sup>

1) Rhetorical Knowledge

The first composition course should help students demonstrate arrange of rhetorical skills. They should be able to:

- a) Have a purpose when writing.
- b) Recognize that different audiences have different needs.
- c) Use writing conventions that are appropriate to a given situation and/or audience.
- d) Use a level of formality that is appropriate to the task. Recognize and use different genres.

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<sup>18</sup> E-book: Williams, *Preparing to Teach...*, p. 281-282.

## 2) Critical Thinking

Critical thinking is crucial for effective writing. The composition course should help students:<sup>19</sup>

- a) Use critical thinking to understand texts and to produce writing that addresses complex topics.
- b) Understand that writing assignments require a variety of tasks, including but not limited to collecting information using primary and secondary sources, analyzing those sources and determining whether they are appropriate to the assignment, and using the sources to support the claims of the paper.
- c) Use sources to support their own ideas and claims.

## 3) Writing as Process

Writing has same compositions that should be done by writing in order to get a good writing. The composition course should help students:

- a) Understand that revision is a central factor in effective writing.

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<sup>19</sup> E-book: Williams, *Preparing to Teach...*, p. 281.

- b) Develop strategies for writing, revising, and editing texts that are based on audience and purpose.
  - c) Recognize that writing is a social action that usually involves collaboration.
  - d) Develop the ability to analyze their writing critically and to implement effective strategies for revision.
  - e) Work collaboratively with others on writing tasks.
- 4) Writing Conventions

There are some characteristics of good writing. One of them is must know composition course of writing.

The composition course should help students:<sup>20</sup>

- a) Master the formats for writing in science, social science, and humanities.
- b) Master the most widely used documentation styles (APA, MLA, and scientific method).
- c) Have ample practice in using documentation in their writing.

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<sup>20</sup> E-book: Williams, *Preparing to Teach...*, p. 282.

- d) Master academic conventions related to surface features, including usage, punctuation, paragraphing, and organization.

Base on statement above, the researcher can conclude that writing is composition that include all of aspects that must be known to make a good writing.

e. Scoring Technique in Writing

To establish the validity of data, the writer used the scoring element of writing and used more than one element. The scoring techniques can be seen on table below:<sup>21</sup>

**Table 2.1**  
**Scoring Guidance and the Explanation of Criterion**

<b>Items Analysis</b>	<b>Score</b>	<b>Criterion of Scoring</b>
Content	18-20	<b>Excellent:</b> knowledgeable-substantive, etc.
	14-17	<b>Good:</b> some knowledgeable of subject-adequate range.
	10-13	<b>Fair:</b> limited knowledgeable of subject-little substance.

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<sup>21</sup> Burhan Nugyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: BPFY Yogyakarta, 2001), p. 307-308.

	7-9	<b>Very poor:</b> does not show knowledgeable of subject-non substantive.
Organization	18-20	<b>Excellent:</b> fluent expression-ideas clearly stated.
	14-17	<b>Good:</b> somewhat choppy-loosely organized but main ideas stand out.
	10-13	<b>Fair:</b> not fluent-ideas confused or disconnect.
	7-9	<b>Very poor:</b> does not communicate-no organization.
Vocabulary	18-20	<b>Excellent:</b> sophisticated range-effective word/idiom choice and usage.
	14-17	<b>Good:</b> adequate range-occasional of word/idiom form, choice, usage, but meaning is not obscured.
	10-13	<b>Fair:</b> limited range-frequent errors of word/idiom form, choice, usage.
	7-9	<b>Very poor:</b> essentially translation-little knowledge of English vocabulary.
Grammar	18-20	<b>Excellent:</b> effective complex grammar

	14-17	construction. <b>Good:</b> effective but simple constructive in grammar.
	10-13	<b>Fair:</b> a major problem is simple/complex construction in grammar.
	7-9	<b>Very poor:</b> virtually no mastery of sentence construction rules.
Spelling	18-20	<b>Excellent:</b> demonstrate mastery of construction.
	14-17	<b>Good:</b> occasional errors of spelling, punctuation, capitalization.
	10-13	<b>Fair:</b> frequent errors of spelling, punctuation, and capitalization.
	7-9	<b>Very poor:</b> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.
Total of Score	1-100	

f. Technique in Teaching Writing

As we know that strategy in teaching writing have some aspects. It has same important for us. Some of them are:<sup>22</sup>

1) Contextual Teaching and Learning

In this strategy, the teaching learning process does not transfer the knowledge from the teacher to the students by memorizing a number of concepts but it facilities the students to touch the real life of their daily life.

2) Collaborative Learning

Collaborative learning is a learning strategy where the students learn together in the group. One communicates the idea to the other in the group. They share their experience to their friend relates to the material.

3) Thematic learning

Thematic Learning is an integrated model of learning that uses thematic approach involved several lessons to give meaningful experience for the students. The thematic

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<sup>22</sup> Munjizatul Milah, *The Implementation of Problem Based Learning to Improve Writing Skill in Discussion Text*, Thesis, (Semarang: Walisongo State Islamic University, 2015), p. 20.

concept is that the teacher and the students are together to choose a theme in the learning process.

From the definition above, it can be inferred that a good text is text that relates with strategies of writing in order to make easy when we want to write.

g. Teaching Writing for Junior High School

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.<sup>23</sup> Teaching English for Junior High School encompasses the four language skills. They are taught in explicit manner; therefore it cannot separate them from one another because they are related to each other.

Students in this transition – period are change of physical, intellectual, emotional and social. Studies show that brain growth slows down during these years, so cognitive skills of learners may expand at a slower rate; however, refinement of these skills can certainly be reinforced.

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<sup>23</sup> E-book: J. B. Heaton, *Writing English Languages Test*, (New York: Longman, Inc., 1990), p. 135.

So, to teach students at Junior High School, teacher's role is needed to motivate students in teaching learning process while students in transition period. They have some characteristics; they are:<sup>24</sup>

- 1) Curious and willing to learn things they consider useful.
- 2) Focused on themselves and how they are perceived by their peers.
- 3) Beginning to think critically.
- 4) Enjoy solving "real-life" problems and they would be much happier if such problems didn't exist.
- 5) Resists adult authority and asserts independence.
- 6) They have great capacity to learn, have a great potential for creativity and passionate commitment to things, which interest them.

Base on explanation above, teaching writing in junior high school need more skill. In order the students can enjoy and happy in teaching writing.

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<sup>24</sup> Munjizatul Milah, *The Implementation...*, p. 17.

## **2. Teaching Writing**

Writing as process of expressing ideas or thought in word at our leisure. As good teachers, they should help their students to improve their writings' ability because most of them feel difficult in writing. So, the teacher must have some varieties strategies to teach writing in order students interest on the materials.

There are four reasons to teach writing to students as foreign language. The first is reinforcement: some students acquire language by means of oral or pure aural, but the majority of students acquire language indirectly or through body language. Students often find it useful to write sentences using new language shortly after they have studied. Second is language development: students improve their writing mainly through writing itself. Students arrange sentences based on what they think. third is learning styles, where the majority of students' write based on what they see and hear. By writing, they have much time to think things and to produce language in slower way. Writing is the most important part of the student learning process. It can also be a quite reflective activity instead of the rush

and brother of interpersonal face-to-face communication. Fourth is writing as a skill: writing is as important as speaking, listening and reading. Students need to know how to replay to advertisements and increasingly, how to write using electronic media. They need to know some of writing' convention such as punctuation, paragraph construction, and, etc.<sup>25</sup>

Good writing in any language is that acceptable the meaning by reader. It involves knowledge the convention of written discourse in culture as well as the ability to choose the precise word that convey meaning. To write an interesting text, the writer must consider how to arrange a good paragraph. In teaching learning writing teacher need competences to take accurate measure in creating learning environment in order to motivate and provoke student skill in writing text.

As good teachers, we must be able to teach writing skills. Because writing skills are the most difficult skills in learning English, teachers must be more detailed in understanding students about the steps of writing.

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<sup>25</sup> Jeremy Harmer , *How to Teach Writing*,p.79

### 3. Recount Text

#### a. The Definition of Recount Text

Recount text is a text that contains retelling events that happened in the past. A recount text usually uses the past tense and past continuous tense in its content and it is a sequence of events told.

From the definition above, the researcher concluded that recount text is a story that tells us about something interesting that has a purpose to amuse and entertain the reader or viewers.

#### b. Types of Recount Text

There are several types of recount text:

- 1) Personal recount: Personal recount retells that the writer's own experience. The examples of personal recount are diary journal, and personal letter.
- 2) Factual recount: Reports an event by using factual information. The examples of factual recount are historical recount, biographical and autobiographical recounts.

- 3) Imaginative recount: Imaginative recount mixes factual knowledge with imaginary stories.
- 4) Procedural recount: Procedural recount records the steps in an investigation or experiment.
- 5) Literary recount: Literary recount retells a series of events for the purpose of entertaining.<sup>26</sup>

c. Generic Structure of recount text

The generic structure of recount text are follows:

- 1) Orientation: provides the setting and produces participants. It provides information about who, where, and when.
- 2) Event: tell that happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and / or evaluative remarks, which are interspersed throughout the record of event.
- 3) Re-orientation: optional- closure of events. It is rounds of these sequence of events.

d. Language feature of recount text

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<sup>26</sup> Ken Hyland, Genre and Second language Writing( The United State of America : The University of michigan Press,2004) p. 29

The common of grammatical features of recount text are:

- 6) Focus on the individual participant
- 7) Use of material (action) processes.
- 8) Use of past tense
- 9) Focus on a temporal sequence
- 10) Circumstances of time and place

e. Model of recount Text

Orientation: Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

Event: After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues

and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

Re-orientation: We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

The students have to know the language feature and generic structure of recount text in order they can compose a good writing in recount text

#### **4. Peer review technique**

##### **a. Definition of peer review technique**

Peer review technique is one of important activity in writing process. According to Raimes, peer review technique is one of techniques in responding to students writing.<sup>27</sup> In general, peer review technique involves students' interaction in learning process. Liu and Hansen

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<sup>27</sup> Ann Raimes, *Technique in Teaching Writing*. (New York: Oxford University Press, 1983), p. 139

also stated that peer review is an interaction which involves students to exchange information. In addition, the students have a roles and responsibilities in commenting on and critiquing each other's writing in both written and oral formats in the process of writing.<sup>28</sup> It means that peer review is an activity to increase students' interaction to exchanging information, reviewing and critiquing each other's writing in the process of writing.

According to Bartels, peer review is also referred to as peer editing, peer response, peer evaluation, and peer feedback, in which students read each other's writing and provide feedback to the researcher. Peer review is an activity in process of students' writing to responding to each other's writing.<sup>29</sup> So, peer review is not only reviewing others' writing, but also editing, evaluating, and giving feedback to each other's writing. It can be said that by using

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<sup>28</sup> J. Liu and J. Hansen, *Guiding Principles for Effective Peer Response*. (ELT Journal: Oxford University Press, 2005), p. 31

<sup>29</sup> Nat Bartels, *Written Peer Response in L2 Writing*. (English Teaching Forum: Germany, 2003), p. 34

peer review technique the students can increase their ability to be more active in writing process.

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

b. Procedure of peer review technique

According to Hyland, peer response can take a number of different forms and occur at various stages in the writing process. Most typically it consists of assigning students to groups of two, three, or four who exchange completed first draft and give comments on each other's work before they revise them. In many peer group sessions students give their paper to another students for comment, although some teachers choose for each group member to present their writing in

front of the class so that each group can respond to the other group's writing.<sup>30</sup>

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

- 1) Introduce peer review in the class.
- 2) Students submit papers and they are distributed for review.
- 3) Assign students to groups of 3-4. Their Next, students read their own papers and answer questions posed by others and the teacher provides directions.
- 4) Students workshop papers. This face-to-face session is a good opportunity for writers to clarify confusing advice.
- 5) Students submit a final draft. The teacher can look for evidence of how the author incorporated the reviewers' comments by comparing the first and final draft.<sup>31</sup>

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

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<sup>30</sup> Ken Hyland, *Second Language Writing*, (Cambridge University Press: Cambridge, 2003), p.200

<sup>31</sup> Chris mcMorran, *Peer Review in Student Writing*. (BuzzEd, 2015), p. 1.

- 1) Students are given the procedure of peer review.

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

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

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

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

In this step, the students make comments and suggestions after reading their classmates' draft. The students focus on

aspects of organization, content, grammar, punctuation and spelling, and Style of quality expression.

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

From the explanation above, it can be concluded that peer review technique is one of the good editing technique in writing process. they have to be more creative and more critical by giving a constructive feedback to other peers and allow them to evaluate their organization, context, grammar, punctuation and spelling, and style.

c. The Advantages of peer review technique

Harmer said that peer review technique is a valuable element in the writing process. It has the advantage of encouraging students to work collaboratively, something which, in a group, we want to foster. It is also gets round the problem of students reacting too passively to teacher responses. Peer review technique, therefore, is less authoritarian than teacher review, and helps students

to view both colleagues and teachers as collaborators rather than evaluators.

It can be said that peer review technique can give benefits such as the students can learn how to give and get constructive comments and suggestions, so they can be active learner participation.<sup>32</sup> They will be more confidence when they submit their writing to their teacher because it has been improved by revising their first draft after exchanging one to each other with their classmates and get constructive feedbacks.

d. The disadvantages of peer review technique

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

- 1) Students unconvinced of comments' value.
- 2) Weakness of readers' knowledge.
- 3) Students may not use feedback in revision.

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<sup>32</sup> Ken Hyland, *second Language Writing*. (Cambridge: Cambridge University Press, 2003), p. 199

4) Students may prefer teacher's feedback<sup>33</sup>

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

## **E. Previous Research**

The researcher has some relevant previous research that support this research, they are:

1. A study by Sani which aims to know whether there is an influence of using Peer Review Technique towards students' recount text writing ability or not. The similarities both of these thesis is the researcher study about peer review technique and use recount text. The difference between these theses is the researcher use descriptive qualitative approach but the research uses experimental approach.<sup>34</sup>
2. A study by Kustati and Yuhardi which aims to investigate if there could be significant positive

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<sup>33</sup> Ken Hyland, *second Language Writing*. (Cambridge: CAmbridge University Press, 2003), p. 199

<sup>34</sup> Hilda Eriya Sani. *The Influence of Using Peer Review technique toward students' Recount text bility*(tarbiyah and teacher trining faculty raden intan state islamic university lampung: 2017

effect by using peer review technique in English. Based on previous studies, peer review was able to improve students' ability to write coherently. The difference this thesis is the researcher used descriptive qualitative study, However, this study uses experimental research. Another difference is the subject of this research, in which the research subject is students at a university in Padang, but the participants of the researcher are the eighth grade students of Junior high school.<sup>35</sup>

3. A study by Rianti which aims to finding out the implementation of peer review technique in an EFL writing class. study. The other similarities both of those research were used case study approach. The difference between these theses were participant of the research, which the participants were the students of EFL writing class. While this research was the student of junior high school.<sup>36</sup>

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<sup>35</sup> Martin Kustati and Yuhardi, *The Effect of The Peer-Review Technique on Students' writing Ability* (Studies in english language and education , 1(2), p.71-81, 2014)

<sup>36</sup> Wiwit riyanti, *The Implementation of Peer Review Technique in an EFL Writing Class*(Journal of English Education Program:2017)

4. A study by Odom, et. al. which aims to describe how the faculty of an undergraduate research course incorporated the active learning strategy of peer review into classroom activity. The similarities both of the research use peer review and the difference is participant of this research is student of the faculty and participant from the researcher is student from junior high school.<sup>37</sup>
5. A study by Harutnyunan & Poveda had similarity with this research was used peer review. The different both of those research was the participants of study, which the study conducted of pontifical catholic university of Ecuador while this research was student of junior high school.<sup>38</sup>

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<sup>37</sup> Sue odom, betty glenn,susan sanner, and kathleen A.S. cannella, *Group Peer Review as an Active Learning Strategy in a Research Course*(international Journal of Teaching and Learning in Higher Education: 2009, Volume 21, Number 1)

<sup>38</sup> Lilina Harutnan and Emilia Fernanda, students'perception on peer review in an EFL Classroom,Canadian Center of science and education:2018 volume 11,number 4

## CHAPTER III

### RESEARCH METHOD

This chapter presents and discusses some aspects of the research methods. This chapter explains about the research design, the research setting; including time and place of the study, the data and source of the data, research procedure, data collection technique, research instrument, and data analysis technique

#### A. Research Design

Research method is a scientific way to get the data with the certain objective and utility.<sup>39</sup> Research is systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, and (3) analysis and interpretation of data.<sup>40</sup>

In this research, the researcher used descriptive qualitative research. Descriptive qualitative research is a research that carried out with the main aim to given description about a condition objectively. According to Djama'an and Aan (2012) qualitative research is a

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<sup>39</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, RD)*, (Bandung: Alfabeta, 2010), p. 5.

<sup>40</sup> David Nunan, *Research Method in Language Learning*, (USA: Cambridge University, 1992), p. 3.

research approach that reveal certain social situations by describing the real correctly, the shape of the words based on techniques of collecting and analyzing relevant that the gain from the natural situation.<sup>41</sup>

## **B. Research Setting**

The research conducted in MTs Husnul Khatimah 02 Semarang on 17<sup>th</sup> until 29<sup>th</sup> February 2020. It is located at Pengkol village, Tembalang Semarang. The object of this research is the eighth grade students of MTs Husnul Khatimah in academic year of 2019/2020.

The time schedule of the research can be shown in the table below:

Time	Activities
17 <sup>th</sup> February 2020	Collecting Data
20 <sup>th</sup> February 2020	Collecting Data
24 <sup>th</sup> February 2020	Collecting Data
27 <sup>th</sup> February 2020	Collecting the Task of Recount Text
29 <sup>th</sup> February 2020	Interview Session

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<sup>41</sup> Djama'an Satori dan Aan Komariah, *Metodologi Penelitian Kualitatif*, (Bandung: ALFABETA CV, 2012), p. 25.

### **C. Focus of Research**

Qualitative research has some problem to be researched. Citing Spradley, Sugiyono (2010) stated that “A focused refers to a single cultural domain or a few related domains”.<sup>42</sup>

The object of this research is eighth grade of MTs Husnul Khatimah 02 Semarang that received Peer review by researcher on writing skill of recount text. And the focus of this research is VIII-B class.

### **D. Participants of the Research**

In this research, the source of data is the subject where data obtained. Observation and documentation are also will be used to collect the data. The sources of the data in this research are:

- 1) An English teacher of the eighth class
- 2) The students in VIII-B class

### **E. Data Collection Technique**

Data collection techniques are methods will be used by researchers to collect data. Techniques of data

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<sup>42</sup> Sugiyono, *Metode Penelitian...*, p. 286.

collection conducted by researchers in this research are as follows:<sup>43</sup>

1) Observation

Observation is observing an object. Observation as a data collection tool can be also performed spontaneously to a questionnaire that had been prepared beforehand.<sup>44</sup>

Observation method is how to collect data to go directly to the field to the object under study. Through these observations the authors in addition to the documentation also know the process and how to the actual field conditions.

Observation would be carried out in order to determine the work and duties of peer review technique in implementing in teaching writing of recount text at MTs Husnul Khatimah 02 Semarang. Observation conducted to find out data relating to implementating of the peer review technique.

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<sup>43</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek (Edisi Revisi V)*, (Jakarta: PT RINEKA CIPTA, 2006), p. 201-206.

<sup>44</sup> Suharsimi Arikunto, *Prosedur Penelitian ...*, p. 204.

## 2) Interview

One of the techniques of data collection through interviews, which is an activity undertaken to obtain information directly by revealing the questions to the respondents.<sup>45</sup> Meaningful face to face interview session which conducted orally.<sup>46</sup>

The researcher uses this technique with a purpose to ask about students' statement after in teaching learning process using peer review technique of recount text.

## F. Data Analysis Technique

The next research step is the analysis of the data. Analysis is the sophistication of researchers in data processing system as an effort to find a systematic relationship between study books, notes field results, interviews, and other materials to gain a deep understanding of the implementation of peer review technique in teaching writing of recount text. However, qualitative data analysis can be carried out simultaneously with the process of data collection,

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<sup>45</sup> Suharsimi Arikunto, *Prosedur Penelitian ...*, p. 202.

<sup>46</sup> Suharsimi Arikunto, *Prosedur Penelitian ...*, p. 203.

data interpretation, and writing of the other narrative.<sup>47</sup> In this study, in conjunction with the data collection process has been performed the data analysis. The stages in the data useful analysis are:<sup>48</sup>

#### 1. Data Reduction

During the stages of data collection, the researcher used data collection, which aimed to select relevant data and meanings here in after presented. Reduction of the data in this study essentially simplified and organized the data systematically on.<sup>49</sup>

In this study, the data reductions applied by way of summarizing, and focus on the things that are important, and discarded data that are find to be important both from the observation, interview, and documentation obtained from research in MTs Husnul Khatima 02 Semarang.

#### 2. Data Display

The results presented in the form of reduction then display the data. This in its own qualitative

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<sup>47</sup>Haris Herdiansyah, *Metodologi Penelitian Kualitatif*, (Jakarta: Salemba Humanika), p. 161.

<sup>48</sup> Sugiyono, *Metode Penelitian...*, p. 337.

<sup>49</sup> Sugiyono, *Metode Penelitian...*, p. 338.

research data presentation should be done in the form of brief descriptions, charts, and relationships between categories, flowchart, and the like.

The activity of data display is important. The awkward mass of information that you would normally collect to provide the basis for analysis cannot to be easily understood when resented as extended text, even when coded, clustered, and summarized, etc.<sup>50</sup>

In this research activity will be carried out by making a display of data descriptions, or charts the data reduction results. By such reason, the researcher cannot more easily understand what is happening, and then from that further work is planned based on what is already understood.

### 3. Conclusion Drawing / Verification

The next step is to make inferences and or verification. Based on this model, it is deemed that there was an interactive relationship between the changes process major components of the analysis. According to Sugiyono (2010), the verification step in this research will be done by

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<sup>50</sup> Sugiyono, *Metode Penelitian...*, p. 341.

looking back at the data reduction and display so that the conclusion does not deviate from the data analyzed.<sup>51</sup>

In this research conclusion drawing / verification done by analyzing the findings in the field, then the conclusions drawn previously checked and searched valid facts to support the conclusion first. So the conclusion drawn by calculating the data, so the result more credible.

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<sup>51</sup> Sugiyono, *Metode Penelitian...*, p. 345.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents and discusses data based on the learning process. This chapter presents the finding of the classroom observation and interview. The researcher describes and analyzes the findings during research process conducted of 8<sup>th</sup> grades at MTs Husnul Khatimah 02, Semarang. The explanation covers the answer to the research questions proposed in chapter I. This chapter also provides the discussion of the finding.

#### **A. Research Finding**

##### **1. The Implementation of Peer Review by English Teacher on Teaching Writing of recount Text**

The research was conducted on class eighth grade B were 25 students who followed in the teaching learning process. The teaching learning process was continued on 90 minutes. The theme was “holiday”. In this activity, teacher began the teaching learning process by giving instruction to make a group consist of five students. After the students gathered with their group, teacher gives example of recount text to each

group (the text can be seen on appendix) and asked them to read the text. Then teacher stimulated students by giving some questions that related to the material. For example: What is genre used of the text? What are the generic structures of the text? Most of students could answer accurately. Then teacher continued the explanation of the recount material refers to the text, at that time teacher also explains them about peer review technique. After that, teacher gave instruction to each group to find object about holiday.

After 5 minutes, teacher asked each group mentioned the object they have found. Based on the object, teacher gave instruction to each group to tell the object and make into recount text in the paper of sheet. During the students made a recount text, teacher becomes a facilitator.

After they were finished their writing of recount text, teacher asked each group to exchange their task to another group. after each group gave the task, teacher asked to them to review the task. After 10 minutes, teacher asked to each group to return the task to the owner. Then, the owner revised their task base on their peer feed back.

After they were finished their revising the task, teacher asked each group to perform in front of the class, and teacher asked the other group to give question or opinion for the text that has been created by the group. After all of the groups presented their work, teacher reviewed the material has been taught.<sup>52</sup>

In each process definitely has problems happened, as well as in MTs Husnul Khatimah 02 Semarang with implementing peer review technique on teaching writing of recount text at the eighth grade. According to observation in teaching learning process (see on appendix), the problem faced are as follows:<sup>53</sup>

1) Students

Based on the observation above, the problem faced in implementing peer review technique are students were not brave enough to give question when they did not understand yet. During writing recount text about theme, students appeared puzzlement to explain the object. The main problems are students still felt difficult to mention their thought into English

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<sup>52</sup> Result of Observation in MTs Husnul Khatimah at Monday, February 24<sup>th</sup> 2020.

<sup>53</sup> Result of Observation in MTs Husnul Khatimah at Monday, February 24<sup>th</sup> 2020.

and make it into sentences of recount text. and also students still less of vocabulary. At last, the students could not explain the object maximally.

## 2) Teacher

Problem found during the teaching learning process was the lack of preparation on the implementation of peer review technique. Because teacher must explain clearly about peer review technique in order the students understand.

Based on students' response, students had not maximal yet in group working, because some of students felt working in group not helped them in created the recount text. It happened because they could not mention their thought into English. Besides, in the middle of the teacher explanation about recount text, teacher gave instruction to find the object about their holiday until the students felt difficult to remember their holiday. Students thought the time is less in making recount text because they use too much time to remember about their holiday.<sup>54</sup>

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<sup>54</sup> The Result of Students' Interview at Monday, February 24<sup>th</sup> 2020.



## **B. Discussion**

### **Analysis of Implementing Peer Review Technique on Teaching Writing of Recount Text at the Eighth Grade of MTs Husnul Khatimah 02 Semarang.**

Based on the observations in the implementing peer review technique, students could understand the recount material; generic structure, language features, and social function. Students were also able to analyze the recount text requested by the teacher correctly, which they can distinguish parts of the orientation, event and reorientation. After implementing of peer review technique, students were able to mention the parts contained in the object properly, because they could know the object directly not just imagine it.

Based on the observation above, the researcher knew that the technique took a long time in setting the students in the class. In the other hand, there are some students busy with their own group or their activity in teaching learning process. So, this technique requires more controlled from teacher and requires a lot of time.

Based on the result of observation by the researcher, it can be seen that there were some students whom more active than the other students in a pairs, and students who are shy to be a representative. Students also explain the object in simple sentences. The students only listened to their group were present their task of recount text. It would be better if the teacher gave reward to the group were active, so students motivated to give questions or opinion for the group were present their task of recount text.

Previous research on the implementing of peer review reported by Sani (2017), they stated that there is a significant influence of using peer review technique towards students' recount text writing ability. From the data analysis, it was found that the result of independent sample t-test was 0.001. This result is consulted to the score of the value significant generated Sig. (pvalue)  $< \alpha = 0.05$ . Therefore,  $H_0$  is rejected and  $H_a$  is accepted. In other words, from this research it is known that peer review technique can influence the students' recount text writing ability

Kustati and Yuhardi (2012) in their research proposed that that peer review technique gave a significant improvement effect on the students'

writing abilities. This study is expected to serve as (1) data for further developing peer review technique; (2) input for lecturers in writing to develop more effective and innovative learning; and (3) additional material for the development of critical and cooperative learning theories in teaching writing.

Another research investigated the influence of oral proficiency to the communication strategies is Rianti (2017). Based on the result of the study, it showed that peer-review technique can help the students to improve their EFL writing class. Besides that, the students can increase their critical thinking through peer-review technique. Finally, based on the results above, the writer suggested that English lecturer had to implement peer-review technique to improve students' critical thinking in writing.

Furthermore, based on those previous studies it can be concluded that peer review technique can be implemented for any situation of students. This technique is appropriate for students' writing skill. Because this technique make the students can arrange a text structurally and coherently.

### **C. Limitation of the Research**

The researcher realized that there were some hindrances and barriers in conducting this research. The hindrances and barriers which occurred were not caused by inability of the researcher but caused by the limitation of the research like time, and equipment of the research.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

In this chapter, the researcher would conclude this thesis from the previous chapters that have been discussed. The conclusion is:

Peer Review is a technique of cooperative learning, is designed to teach writing for junior high school . Based on research conducted by the researcher, the implementation of peer review technique makes students as center learning and stimulated the students to be more pay attention in their task and others'task.

The implementation of peer review technique in the teaching of writing of recount text for second grade of MTS Husnul Khatimah 02 Semarang, are as follows; 1) Teacher asks students to make a group consist of 5 members. 2)Teacher gives paper to the students. 3)Teacher gives stimulation to students by some questions . 4)Teacher asks students to make conclusion based on the text. 5)Teacher introduces peer review technique in the class. 6) Teacher gives

instruction to each group to find object about holiday. 7) Teacher asks each group to write the first draft of text based on the object. 8) Teacher asks to conduct peer review in pairs, exchanging their first draft with another. 9) Teacher asks to deliver feedback on a peer review. 10) Teacher asks to return the first draft and guideline sheets to the owner. 11) Teacher asks to revise their text based on their peer feedback. 12) Each group presents their task in front of the class.

In addition, based on the observation, it can be concluded that the implementation of peer review technique used by English teacher in MTs Husnul Khatimah 02 Semarang is really useful for teaching writing, especially in recount text. Besides the students understand and analyze the recount text theoretically; generic structure, language features, and social function. Students are also able to make paragraph of recount text based on the personal experience. It can help students in describing objects easier. Students can make a recount text by using a personal experience. Mostly each student made about 1 up

to 4 sentences in each paragraph. The implementation of peer review technique also can help students in writing of recount text.

## **B. SUGGESTION**

According to the result of this research, the researcher would like to propose some suggestions as follow:

### **1. The teacher**

The implementation of peer review technique used by English teacher on learners writing of recount text run procedurally. The theme has been appropriate to the students' knowledge. Even though, the teacher should use other media that can make students easier in receiving the materials, such as video or picture. The teacher should also develop the technique in order to makes students more enthusiastic in teaching learning process.

### **2. The students**

Students should practice continuously to make good paragraph or arrange text. They should enrich vocabularies as supporting to arrange a good text. Students also can observe

their environment and write the result of observation into paragraph. The more student practice the more they will have good result.

### 3. The readers

After reading this thesis, the researcher hopes this thesis will be useful for the readers and as the reference to conduct a deeper research to solve every problem in English learning process in MTs Husnul Khatimah 02 Semarang, especially in teaching writing of recount text. Because the researcher realizes this thesis has not been perfect yet. Researcher hopes that this research could be a reference to implement peer review in the teaching writing or other skills in English.

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## APPENDIX I

### LESSON PLAN

School	: MTs Husnul Khatimah 02
Subject	: English
Class/Semester	: VIII/II
Theme	: Recount text
Skill focus	: Writing
Time Allotment	: 2X45 minutes

#### A. CORE COMPETENCE

1. Menghayati dan mengamalkan ajaran agama yang dianutnya .
2. Menghayati dan Mengamalkan perilaku (jujur, disiplin, tanggungjawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro- aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. BASIC COMPETENCE

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.9	Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari	3.9.1 Menentukan tujuan komunikatif teks 3.9.2 Mengidentifikasi

	<p>teks recount tentang pengalaman, kejadian dan peristiwa sederhana, sesuai dengan konteks penggunaan.</p>	<p>struktur teks</p> <p>3.9.3 Mengidentifikasi unsur kebahasaan teks</p>
4.14	<p>Menyusun teks recount lisan dan tulis tentang kegiatan, kejadian dan peristiwa, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang</p>	<p>4.14.1 Menyusun teks recount tentang pengalaman dengan struktur teks dan unsure kebahasaan yang benar.</p> <p>4.14.2 Menyampaikan teks recount secara lisan tentang pengalaman dengan struktur teks dan unsur kebahasaan yang</p>

	benar dan sesuai konteks.	benar.
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### C. LEARNING OUTCOME

1. The students are able to understand about language feature and generic structure of recount text.
2. The students are able to make recount text with their own word.

### D. LEARNING METHOD

1. Approach : Scientific approach
2. Method : Peer Review

### E. SOURCE, MEDIA, AND AIDS

1. Media : Power Point of recount text
2. Source : , Entika Fani Prastikawati and Siti Musarokah, Writing 3 (Handouts and Assignments), (Semarang : IKIP PGRI, 2010)
3. Aids : board marker, white board, LCD

## F. MATERIAL

### 1. Regular

#### Recount Text

- a. Definition of recount text is a kind of genre that has social function to amuse, entertain the reader.
- b. Social function of recount text is to amuse, to entertain, and to deal with actual or various experience in different ways.
- c. Generic structure of recount text are
  - 1) Orientation: provides the setting and produces participants. It provides information about who, where, and when.
  - 2) Sequence of Event: tell that happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and / or evaluative remarks, which are interspersed throughout the record of event.

3) Re-orientation: optional closure of events. It is rounded off these sequence of events.

d. Language features of recount text

1) Focus on the individual participant

2) Use of material (action) processes

3) Use of past tense

4) Use on a temporal sequence

5) Circumstances of time and place

e. Simple Past Tense indicates that an activity or situation began and ended at a particular time in the past

(+) S + V2 + O

(-) S + Did + Not + V1 + O

(?) Did + S + V1 + O?

Example:

(+) The tiger jumped into the water

(-) The tiger did not jump into the water

(+) Did the tiger jump into the water?

d. Example of recount text

<b>A trip to borobudur tample</b>	
Orientation	Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists
Squence of event	After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504

	<p>statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day</p>
Re-orientation	<p>. We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.</p>

## 2. Remedial

Generic structure of narrative text are

- Orientation : sets the scene and introduces the participants (in this paragraph the writer tells the audience who is in the story, when

it happening, where it is happening and what is going on)

Example:

Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

- Sequence of event : tell that happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and / or evaluative remarks, which are interspersed throughout the record of event

Example:

After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day

- Re-orientation : optional- closure of events. It is rounds off these sequence of events.

Example:

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government

### 3. Enrichment

Read the text carefully and retell this story!

#### Travel on the Plane for the First Time

When I was young, I did not really like traveling. I preferred playing games on the computer. I never traveled abroad on the plane until 1998. At that time, I was 21 years old.

My first trip was a 4-day trip to Taipei. Before I came to the airport, I did not know

how to check-in. All procedures were so new to me. I remembered I was so excited when the plane took off. I really enjoyed my trip at the time.

After that trip, I like traveling. I also traveled to Korea, France, Germany, Switzerland, Italy, an Austria.

### G. LEARNING ACTIVITIES

First meetin Activit y	Description	Duration
Pre Activit y	<ol style="list-style-type: none"> <li>1. Teacher greets the students</li> <li>2. Teacher guides the students' to pray together</li> <li>3. Teacher checks the students' attendence</li> <li>4. Teacher explains the purpose of learning, learning activities and the task that will be given</li> </ol>	10 minutes

	5. Teacher gives apperception by asking : what do you do during your last weekend?	
Main Activiti es	Observing : The students comprehend recount text on the slide	5 minutes
	Questioning : The students do question answer with teacher about recount text on the slide by teacher guide (please comprehend the text, then make two questions based on the texts)	15 minutes
	Exsploring : 1. The students observe recount text on the slide, then identify the social function of recount text. 2. The students identify the generic structure and language features that are	15 minutes

	<p>used in the recount text</p> <p>3. teacher explain material about recount text</p> <p>3. student do peer review technique</p> <p>1)Teacher asks students to make a group consist of 5 members</p> <p>2)Teacher gives example of recount text</p> <p>3)Teacher gives stimulation to students by some questions</p> <p>4)Teacher asks students to make conclusion based on the text</p> <p>5)Teacher introduces peer review technique in the class</p> <p>6)Teacher gives instruction to each group to find object about holiday.</p>	
--	--	--

	<p>Associating :</p> <ol style="list-style-type: none"> <li>1. Teacher asks each group to write the first draft of text based on the object.</li> <li>2. Teacher asks to conduct peer review in pairs, exchanging their first draft with another.</li> <li>3. Teacher asks to deliver feedback on a peer review.</li> <li>4. Teacher asks to return the first draft and guideline sheets to the owner</li> <li>5. Teacher asks to revise their text based on their peer feedback.</li> </ol>	<p>20 minutes</p>
--	--	-------------------

	<p>Communicating:</p> <ol style="list-style-type: none"> <li>1. .Every group demonstrates their result in front of the class</li> <li>2. Each group gets feedback from the teacher and the other groups based on their recount .</li> </ol>	15 minutes
Closing	<ol style="list-style-type: none"> <li>1. The teacher and students make reflection : <ul style="list-style-type: none"> <li>- what is the material that have been learned?</li> <li>- what is the material that have been understood?</li> <li>- what is the material that have not been understood?</li> </ul> </li> <li>2. The teacher and students conclude the function, generic structure, language feature of the recount text</li> <li>3. Teacher explains the</li> </ol>	10 minutes

	material and learning activities in the next meeting  4. The teacher closes the class by pray together	
--	--	--

- Remedial
  - a. The students identify the generic structure of text given by the teacher
  - b. The students share their task in front of the class
- Enrichment
  - a. The students identify language feature of the text

#### H. ASPECTS TO BE ASSESSED

No.	Aspects to be assessed	Score
1.	Content	30
2.	Organization	25
3.	Vocabulary	20

4.	Grammar	20
5.	Mechanic	5

## I. Scoring Rubric

### 1. Attitude

Catagories		Score
Responsible	Yes	1
	No	0
Team work	Yes	1
	No	0

### 2. Writing

Categories	Score	Criteria
Content	30-27	<b>Excelent to very good</b> :
	26-22	knowledgeable,substantivde, through development of thesis , relevant to assigned topic.

	21-17  16-14	<p><b>Good to average</b> : some knowledge of subject, adequate range,limited development of thesis, mostly relevant to topic, but laves detail.</p> <p><b>Fair to poor</b> : limited knowledge of subject, little substance, inadequate development of topic</p> <p><b>Very poor</b> : does not show knowledge of subject , non substantive, and pertinent.</p>
Organization	20-18  17-14  13-10	<p><b>Excelent to very good</b> : fluent expression, ideas clearly stated/ supported, succinct, well organization, logical squencing,cohesive.</p> <p><b>Good to average</b> : somewhat cobby,loosely organized but main</p>

	9-7	<p>ideas stand out, limited support, logical but incomplete sequencing</p> <p><b>Fair to poor</b> : non fluent, ideas confused or disconnected,lacks logical sequencing and development.</p> <p><b>Very poor</b> : does not communicate, no organization.</p>
Vocabulary	<p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p>	<p><b>Excelent to very good</b> : sophisticated range, effective word/ idiom choice and usage, word from mastery, appropriate register</p> <p><b>Good to average</b> : adequate range,occasioanal errors of word/ idiomform , choice, usage but meaning not obsequred.</p>

		<p><b>Fair to poor</b> : limited range, frequent errors of word/ idiom form, choice, usage meaning, confused or obscured.</p> <p><b>Very poor</b> : essentially translation, little knowledge of english vocabulary , idiom, word form.</p>
Language use / grammar	<p>25-22</p> <p>21-18</p> <p>17-11</p>	<p><b>Excelent to verygood</b> : effective complex, construction, view error of agrement,tense, number, word order/ funtion, articles, pronouns, prepositions</p> <p><b>Good to average</b> : effective but simple construction, minor problems in complex construction,several error of agreement, tense, number, word</p>

	10-5	<p>order/ function, articles, pronoun, preposition, but meaning seldom obscured.</p> <p><b>Fair to poor</b> : major problems in simple / complex construction, frequent error negation, agreement, tense, number, word order/ function, articles, pronouns, preposition, and fragment, run-ons, deletions, meaning confused or obscured.</p> <p><b>Very poor</b> : virtually no mastery of sentence construction rules, dominated by error, does not communicate.</p>
Mechanic	5  4	<p><b>Excelent to very good</b> :</p> <p>demonstrates mastery of conventions, view error of</p>

	3	<p>spelling, punctuation, capitalization, paragraphing.</p> <p><b>Good to average</b> : occasional error of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.</p>
	2	<p><b>Fair to poor</b> : frequent error of spelling punctuation, capitalization, paragraphing, poor handwriting, meaning confused</p> <p><b>Very poor</b> ; no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible.</p>

## Apendix 2

### List of Student's VIII B

NO	NAME	CODE
1	Abu Ilmi Nafi	B-01
2	Evi Nurjanah	B-02
3	Iga Sahawa	B-03
4	Ina Muntadzirotul Afiah	B-04
5	Khofi Lailatus Syifa	B-05
6	Khuri Nela Imaniah	B-06
7	Latief Ardiansyah	B-07
8	M. Saiful Akbar	B-08
9	Muhammad Abror Nawawi	B-09
10	Muhammad Ifanudin Efendi	B-10
11	Muhammad Khairul Arifin	B-11
12	Muhammad Setiawan	B-12
13	Nabila Izzatul Muna	B-13
14	Nanda Ayu Kristiya Ningrum	B-14
15	Nila Maharani	B15

16	Noval Arya Permana	B-16
17	Praja Dita Danu Wangsa	B-17
18	Raka Ardhana Hisbbullah	B-18
19	Riadhotul Islah	B-19
20	Rizal Malana Abdullah	B-20
21	Said Zaini	B-21
22	Saiful Anwar	B-22
23	Silfi Ratnasari	B-23
24	Vigar Divo Pratama	B-24
25	Nadila Triska Putri Patrisia	B-25

### **Apendix 3**

#### List of score of VIII B

NO	CODE	SCORE
1	B-01	70
2	B-02	45
3	B-03	60
4	B-04	50
5	B-05	65
6	B-06	65
7	B-07	70
8	B-08	60
9	B-09	70
10	B-10	65
11	B-11	65
12	B-12	65
13	B-13	60
14	B-14	75
15	B15	60
16	B-16	65
17	B-17	55

18	B-18	65
19	B-19	70
20	B-20	65
21	B-21	45
22	B-22	75
23	B-23	50
24	B-24	65
25	B-25	70

## Appendix 4

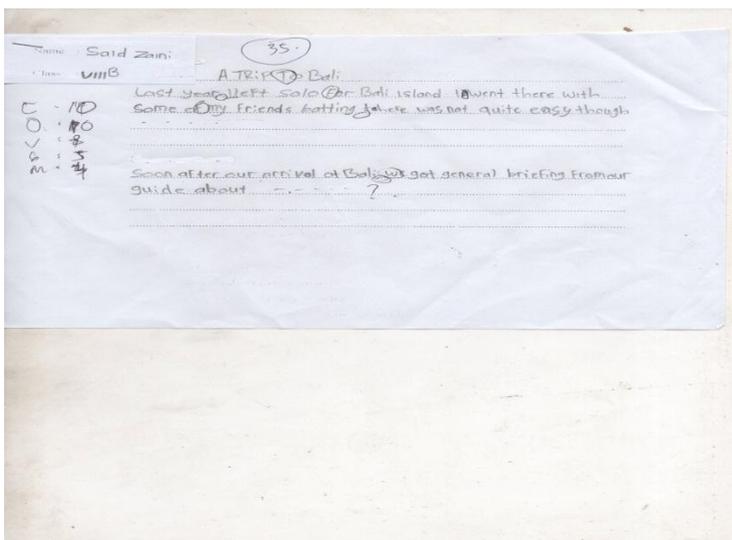
### The Result of Teaching Learning Process

No	Indicators	Fact		Note
		Yes	No	
1.	The students are enthusiastic in the teaching learning process	√		Students are enthusiastic in the teaching learning process.
2.	Students activeness in asking questions		√	Based on the observation, there were some students are participated by giving questions to the teacher.
3.	The students are enthusiastic in responding the teachers' questions	√		Most of the students are enthusiastic in responding the teachers' questions.
4.	The students are active in peer review technique.	√		Students are actively reviewed writing from other group with their group
5.	The students could work	√		Students could work well with

	together with their group discussion			other in their group discussion.
6.	The students are enthusiastic to give question or opinion to the group was performing		√	The students only listened to the group were present their task of recount text.

## Appendix 5

### Example of score of student VIII B



Name: Pragna datta jain 4/12  
Class: VIII B

C = 6 Yesterday, Neha's class had an excursion to garden.  
D = 9 They ~~shes~~ left the school at six when they brought  
V = 5 items by plastic bags and other cleaning materials.  
W = 10 They were very keen and anxious to protect their  
M = 2 body from the sun.  
C

C = 15  
O = 10  
V = 8  
E = 7  
M = 3

Orientation :

(Lia)

Name : NADIA

Class : VIII<sup>B</sup>

A Trip to Jabung

Last year, I went Semarang for Jabung Island I and Love

I'm A Trip to Jabung. I go there by motorcycle.  
We are very happy because we are together.

Sequence of event :

trip to Jabung

Name :

Class :

Make a recount text and follow the instruction below :

buatlah teks recount dan ikuti instruksi di bawah ini

1. Write down your name
2. The paragraph is written in the simple past tense  
Paragrafnya ditulis dalam bentuk lampau yang sederhana
3. Look up your dictionary if you need  
Cari kamus anda jika anda membutuhkannya.
4. You can describe one of the topics below :  
anda dapat menjelaskan salah satu topik dibawah ini
  - Your holiday  
liburanmu
  - Your experience  
Pengalaman anda
  - Your unforgettable moment  
Momen yang tak terlupakan.
5. The minimum number of sentence is 10  
jumlah minimal kalimat adalah 10
6. Time allotment for writing is 30 minutes  
panjatan waktu untuk menulis adalah 30 menit.  
>>>>good luck>>>>

Orientation: → orrekastr  
↳ last holiday, I visited my brother in strong my brother stayed in (65)  
his house alone always visited him once a month  
his home was was in lembang which was not so far from  
Bandung city when I arrived there, I invited him to visit  
the famous places in Bandung city. my brother recommended  
so many interesting places, that made a list where I had  
to visit.

Sequence of event: →  
↳ one day I play basket ball with my friends in  
my school basket ball hal. it was rainy season.  
↳ it was cloudy at that time. before we played basket ball,  
we had been give some instructions by our coach  
after that I and my friends had to do warming-up  
coach asked us to run around the basket ball court.  
while we were running the rain fell, the coach  
then asked us to stop running not long after that.



## **Appendix 6**

### **Interview**

Researcher : Assalamu'alaikum pak.

Mr. Haidar : Wa'alaikumsalam mbak. Silahkan duduk mbak.

Researcher : Oh iya bu, terimakasih. Maaf bu, saya disini mau bertanya tentang mata pelajaran bahasa Inggris bu, bisa nggeh bu? Tadi saya sudah izin sama pak kepala sekolah.

Mr. Haidar : Bisa mbak.

Researcher : Begini bu, saya berencana untuk penelitian disini sebagai tugas akhir kuliah saya. Jadi saya mau tahu siswa itu masih kurang dalam *skill* apa ya bu?

Mr. Haidar : Siswa itu kebanyakan kurangnya di bagian *speaking* sama *writing* mbak, kan memang dua *skill* tersebut susah kalau tidak dibiasakan.

Researcher : Lalu proses pengajarannya selama ini seperti apa pak?

Mr. Haidar : Proses pengajarannya ya hampir sama dengan sekolah lain, dengan mencoba memusatkan pada keaktifan siswa.

Researcher : Apa dalam proses pembelajaran tersebut ibu memiliki tehnik sebagai variasi pembelajaran pak? Atau sekedar diskusi kelompok?

Mr. Haidar: Ada mbak, tehniknya itu pake *Peer Review* . Nanti Jenengan coba lihat tehniknya di internet.

Researcher : Iya pak. Apa ketika bapak menggunakan tehnik tersebut murid aktif pak selama proses pembelajaran?

Mr. Haidar : Oh iya mbak. Hampir semua siswa ya aktif mbak, mereka juga menyukainya, tapi kalau mengenai keaktifaan siswa itu bisa dilihat sendiri nanti mbak.

Researcher : Sebenarnya begini pak, saya rencananya nanti saya mau meneliti di sekolah ini. Tapi sebelumnya saya mau bertanya terlebih dahulu kepada bapak selaku pengampu mata pelajaran bahasa Inggris.

Mr. Haidar : Sebenarnya sih mbak saya setuju-setuju saja, cuman saya juga kan sudah menggunakan metode *Peer review* untuk teks untuk mengajar teks recount , jadi saya juga kasihan sama murid kalau harus mendapat tekhnik pembelajaran baru. Mungkin mbak nya bisa mencoba melakukan penelitian lainnya tapi masih tetap di sekolah ini.

Researcher : Kalau saya berganti untuk meneliti proses pengajaran bapak dengan *Peer Review* , apa pak Haidar keberatan? Nanti saya meneliti tentang bagaimana proses pembelajaran bapak, dan bagaimana respon dari siswa.

Mr. Haidar : Boleh mbak, monggo.

Researcher : Nanti penelitian saya berfokus pada pengaplikasian bapak dalam menggunakan *Peer Review* , apa ibu keberatan?

Mr. Haidar : Ndak mbak, silahkan.

Researcher : Saya juga kan belum tahu pak seperti apa tehnik *Peer Review* itu, jadi siapa tahu nanti bisa menambah referensi bagi saya untuk kedepannya.

Mr. Haidar : Oh iya mbak, gitu juga tidak apa-apa kok. Saya sih senang-senang saja.

Researcher : Iya pak , terimakasih untuk info dan kesediaannya.

Wassalamu'alaikum.

Mr. Haidar : Wa'alaikumussalam

## Appendix 7

### **Interview Guidelines for Students**

1. Bagaimana menurut kamu tentang teknik yang tadi diajarkan, apakah menyenangkan?
2. Apakah kamu lebih memahami materi ketika digunakan teknik tersebut?
3. Apakah teknik tersebut lebih menyenangkan ataukah membosankan?
4. Apakah menurut kamu teknik tersebut bisa membuat kamu lebih mudah dalam memahami susunan dari teks recount ?
5. Menurutmu, apa yang masih perlu dibenahi dari teknik tersebut?
6. Didalam teknik pembelajaran tersebut diharapkan siswa bisa menjadi lebih aktif. Menurut kamu, kamu lebih suka siswa yang aktif atau guru yang lebih aktif?

7. Dari proses pembelajaran dengan tehnik tadi kan ada beberapa tahap, mulai guru meminta kalian membaca teks, kemudian berkelompok, mereview punya teman, mendiskusikan untuk membuat teks recount , dan maju mempersentasikan hasil tulisan kalian, menurut kamu bagian mana yang paling susah? Kenapa?
8. Apakah kalian bisa bekerjasama dengan baik saat mengoreksi hasil dari kelompok lain ?
9. Menurut kalian, Apakah dengan menggunakan tehnik peer review kalian lebih meningkatkan pemahaman kalian tentang recount text?

## **Sample of Students' Interview**

### *Sample 1*

1. Iya menyenangkan.
2. Iya, saya memahami.
3. Menyenangkan sekali
4. Nggeh.
5. Siswa masih kurang serius dalam mendengarkan penjelasan dari guru karena kita ramai saat disuruh untuk keluar kelas.
6. Saya lebih suka dua duanya yang aktif, jadi tidak hanya gurunya, tetapi juga siswanya.
7. Pada tahap berdiskusi untuk menulis teks recount , karena harus menggambarkan secara detail. Karena kita gak tahu kalimat dalam bahasa Inggrisnya.
8. Iya.
9. Tidak, masih kurang kosa kata

## *Sample 2*

1. Iya menyenangkan, karena model pembelajaran yang telah diajarkan mudah dipahami.
2. Iya, saya memahami materi teks recount dengan metode tersebut.
3. Lebih menyenangkan, karena metodenya tidak membosankan sehingga mudah dipahami.
4. Ya.
5. Siswanya kurang mendengarkan.
6. Saya lebih nyaman kalau siswa dengan guru untuk lebih aktif.
7. Pada saat description, karena harus menggambarkan gambaran secara detail.
8. Ya, saya bisa bekerjasama dengan baik.
9. Ya, karena bisa tahu mana yang salah setelah itu dibenarkan

### *Sample 3*

1. Ya menyenangkan, karena tidak membosankan.
2. Ya, saya memahami materi itu.
3. Menyenangkan, karena pada materi recount kita bisa diskusi sama teman.
4. Ya.
5. Para murid harus memperhatikan.
6. Lebih suka para siswa yang aktif.
7. Ketika menggambarkan secara detail.
8. Ya, bisa bekerjasama dengan baik.
9. Tidak.

### *Sample 4*

1. Ya sangat menyenangkan, karena kita belajar tidak hanya belajar saja, tapi dapat bercanda tawa bersama.
2. Ya, saya memahami materi teks recount dengan metode tersebut.

3. Metode tersebut lebih menyenangkan karena saya dapat memahami.
4. Ya.
5. Menurut saya ada, murid tidak mendengarkan ataupun tidak memperhatikannya.
6. Saya lebih nyaman dengan proses pembelajaran siswa untuk lebih aktif dengan gurunya.
7. Saat merangkai kata, karena harus menggambarkan gambaran yang detail.
8. Ya, saya bisa bekerjasama untuk mengisi apa pertanyaan yang ditanyakan.
9. Ya, karena kita saling mengoreksi

Appendix 8  
Documentation





## CURRICULUM VITAE

Name : Nilna Rifda  
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### Educational Background:

#### A. Formal Education

1. Mi Miftahul Ulum Rowosari Semarang
2. MTs Khusnul Khatimah Rowosari Semarang
3. MA NU Banat Kudus

#### B. Non-formal Education

1. PPYUR banat Kudus
2. PTYQ Kudus
3. Ponpes Darul Falah B9 Semarang

Semarang, 14 December 2020

The researcher,

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