

**INTEGRATING SLOWLY APPLICATION AND PEER ASSESSMENT IN TEACHING
WRITING OF RECOUNT TEXT**

THESIS

Submitted in Partial Fulfilment of the Requirements for Gaining the Degree of Bachelor in
English Language Education Department



By:

Annisa Try Suprobowati

(1903046089)

EDUCATION AND TEACHER TRAINING FACULTY

UNIVERSITAS ISLAM NEGERI WALISONGO

SEMARANG

2023

THESIS STATEMENT

THESIS STATEMENT

I am the students with the following identity:

Name : Annisa Try Suprobowati
Student Number : 1903046089
Department : English Education Department
State that thesis entitled:

INTEGRATING SLOWLY APPLICATION AND PEER ASSESSMENT IN TEACHING WRITING OF RECOUNT TEXT

is my work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in this thesis are quoted or cited by the ethical standards.

Semarang, 6 June 2023



Annisa Try Suprobowati

1903046089

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fitk.walisongo.ac.id>

RATIFICATION

Thesis with following identify:

Title : Integrating Slowly Application and Peer Assessment in Teaching Writing of Recount Text
Name : Annisa Try Suprobowati
Student Number : 1903046089
Department : English Education Department

Had been ratified by the board of examiner of education and Teacher Training Faculty of Walisongo State Islamic University Semarang and can be received as one of any requirements for gaining the Bachelor Degree in English Education Department.

Semarang, 29th June 2023

THE BOARD OF EXAMINERS

Chairperson,

Dr. Hj. Siti Tarwiyah, M.Hum.
NIP.197211081996030003

Examiner I,

Sayyidatul Fadlilah, M.Pd.
NIP.198109082007102001

Secretary,

Dr. Hj. Siti Mariam, M.Pd.
NIP.196507271992032002

Examiner II,

Dra. Ma'rifatul Fadlilah, M.Ed
NIP.196208031989032003

Advisor,

Dr. Hj. Siti Mariam, M.Pd.
NIP.196507271992032002

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fitk.walisongo.ac.id>

ADVISOR NOTE

To:
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamualaikum Wr.Wb.

I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

Name : Annisa Try Suprobawati
Student Number : 1903046089
Department : English Education Department
Title : **Integrating Slowly Application and Peer Assessment in Teaching Writing of Recount Text**

I state that the thesis is ready to be submitted to the Educational and Teacher Training Faculty of Walisongo State Islamic University Semarang to be examined at Munaqsyah session.

Wassalamualaikum Wr.Wb

Semarang, 23 June 2023
Advisor,

Dr. Hi. Siti Mariam, M.Pd.
NIP. 196507271992032002

THESIS APPROVAL



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fitk.walisongo.ac.id>

THESIS APPROVAL

To:
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamualaikum Wr.Wb.

I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

Name : Annisa Try Suprobowati
Student Number : 1903046089
Department : English Education Department
Title : **Integrating Slowly Application and Peer Assessment in Teaching Writing of Recount Text**

I state that the thesis is ready to be submitted to the Educational and Teacher Training Faculty of Walisongo State Islamic University Semarang to be examined at Munaqosyah session.

Wassalamualaikum Wr.Wb

Semarang, 8 June 2023
Advisor,

Dr. Hj. Siti Mariam, M.Pd.
NIP. 196507271992032002

NILAI BIMBINGAN SKRIPSI



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fitk.walisongo.ac.id>

NILAI PEMBIMBING SKRIPSI

Hal: Nilai Bimbingan Skripsi

Kepada Yth.
Dekan Fakultas Ilmu
Tarbiyah dan Keguruan
UIN Walisongo Semarang

Assalamualaikum Wr.Wb.

Dengan hormat kami memberitahukan bahwa setelah kami selesai membimbing skripsi saudara:

Nama : Annisa Try Suprobowati
NIM : 1903046089
Jurusan : Pendidikan Bahasa Inggris
Judul : Integrating Slowly Application and Peer Assessment in Teaching Writing of Recount Text

Maka nilai bimbingan skripsinya adalah (...3.5)

Three point Five.

Catatan Khusus Pembimbing:

Dengan ini agar dapat digunakan sebagaimana mestinya.

Wassalamualaikum Wr.Wb

Semarang, 23 June 2023

Advisor,

Dr. Hj. Siti Mariam, M.Pd

NIP. 196507271992032002

ABSTRACT

Title : **Integrating Slowly Application and Peer Assessment in Teaching Writing of Recount Text**

Author : **Annisa Try Suprobowati**
Student's Number : **1903046089**

This research aims to explain the effectiveness of Slowly Application and Peer Assessment in teaching Recount text writing. This study used a quantitative method and a quasi-experimental research design (non-equivalent group design). The participants consisted of eighth-grade pupils from SMP Negeri 18 Semarang in the academic year 2022/2023. They were the VIII-G experimental class and the VIII-H control class. Each class consisted of 32 students selected using a technique of purposive sampling. The experimental class was taught with the Slowly application and Peer Assessment, whereas the control class was presented by the teacher or taught without the Slowly application and Peer Assessment. This research instrument was a written test, and the scoring rubric for writing was used to evaluate the students' writing on the pre-test and post-tests. The results indicate that the mean post-test score for the experimental group is 78.94, with a mean gain of 16, while the mean post-test score for the control group is 76.19, with a mean gain of 14.5. Moreover, statistical hypothesis testing using an independent sample t-test revealed that on the degree of significance 5% ($\alpha = 0.05$), $t_{observed}$ was 2.246 while t_{table} was 1.999, indicating that $t_{observed} > t_{table}$. Therefore, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected. The effect size of this study is 0.56, which indicates that it has a moderate impact. It can be concluded that the Slowly application and Peer Assessment significantly impacted teaching writing of recount texts.

Keywords: *Peer Assessment, Recount Text, Slowly Application, Teaching Writing*

DEDICATION

This thesis is dedicated to:

1. My beloved campus, Universitas Islam Negeri Walisongo Semarang, especially Education and Teacher Training faculty and English Education Department.
2. My respectable and beloved parents, Mr. Kodiran and Mrs. Waginah.
3. My beloved big brother and sister, Dedi Kuswanto, S.E. and Jamiyatun, S.Kom, M.I.Kom.
4. My best friends, Kartika Puspa Dewi and Salsabilla Inarotussofa who have helped and motivated me in finishing this thesis.
5. My bias idol, Chanyeol Park and Jaemin Na who gived me motivation, inspiration, mood maker to supported to me as a fan.
6. All participants who have taken the time to help me in finishing my research.
7. For those who cannot be mentioned one by one who have supported the researcher to finish this thesis

Love and respect are always for them. Thanks a billion, there is no word but praying may Allah multiply reward all your kindness.

MOTTO

شَهِدَ اللَّهُ أَنَّهُ لَا إِلَهَ إِلَّا هُوَ وَالْمَلَائِكَةُ وَأُولُو الْعِلْمِ قَائِمًا بِالْقِسْطِ لَا إِلَهَ إِلَّا هُوَ الْعَزِيزُ الْحَكِيمُ

“Allah ‘Himself’ is a Witness that there is no god ‘worthy of worship’ except Him—and so are the angels and people of knowledge. He is the Maintainer of justice. There is no god ‘worthy of worship’ except Him—the Almighty, All-Wise”¹

(QS. Ali’ Imran [3]: 18)

“Happiness is attained by three things: being patient when tested, being thankful when receiving a blessing, and being repentant upon sinning”²

(Ibn Al Qayyim)

¹ Ahadi, ‘Quran Surah Ali ‘Imran 18 (QS 3: 18) in Arabic and English Translation - Alquran English’ <<https://www.alquranenglish.com/quran-surah-ali-imran-18-qs-3-18-in-arabic-and-english-translation>> [accessed 6 July 2023].

² Al Fawaid. (2004), ‘A Collection of Wise Saying Imam Ibn Al Qayyim’ (Egypt: Umm Al-Qura).

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Beneficent the Merciful, Alhamdulillahirrobbil'alamiin, all praises have belonged to Allah SWT, The Most Gracious and Merciful. None of the best words to express my gratitude until this thesis could be finished. *Sholawat and Salaam* were always given to our beloved prophet Muhammad SAW whom we hope to give us *Syafa'at* in here after, *Aamiin*.

Alhamdulillah, finally the researcher has finished in writing this final project for the requirement for the degree of bachelor education in English Language Education Department of Walisongo State Islamic University (UIN) of Semarang. Therefore, the researcher would like to express the deepest gratitude to:

1. Dr. KH. Ahmad Ismail, M.Ag., M.Hum. as the Dean of Faculty of Education and Teacher Training of State Islamic University of Walisongo Semarang.
2. Dra. Nuna Mustikawati Dewi, M.Pd. as the Head of English Education Department and Lulut Widyaningrum, M.Pd. as the Secretary of English Education Department of Walisongo State Islamic University Semarang.
3. Dr. Hj. Siti Mariam, M.Pd. as the advisor who has been patient in guiding, giving advice and giving motivation during in arranging this thesis.
4. All lectures of English Education Department who have shared knowledge and provided learning facilities to the researcher during the study.
5. Thanks to headmaster of SMP Negeri 18 Semarang, Drs. Puryadi, M.Pd. who has permitted doing the research
6. Thanks to the English Teacher of SMP Negeri 18 Semarang, Budi Siswanto, S.Pd. who has been permitted to conduct research and provide guidance during the research.

The researcher realizes that the preparation of this thesis is far from perfect, may Allah SWT give a double reward to all those who have helped the author in completing the writing of this thesis. Therefore, the researcher hopes for suggestions and constructive criticism from readers. Finally, the researcher hopes that the purpose of making this thesis can be achieved as expected.

Semarang, 8 June 2023

The Researcher,



Annisa Try Suprobowati
1903046089

TABLE OF CONTENT

THESIS STATEMENT	i
RATIFICATION	ii
ADVISOR NOTE	iii
THESIS APPROVAL	iv
NILAI BIMBINGAN SKRIPSI	v
ABSTRACT	vi
DEDICATION	vii
MOTTO	viii
ACKNOWLEDGMENT	ix
TABLE OF CONTENT	x
LIST OF FIGURES	xii
LIST OF TABLES	xiii
LIST OF APPENDIXES	xiv
CHAPTER I	1
INTRODUCTION	1
A. Background of The Study	1
B. Research Question	4
C. Objective of the Study	4
D. Limitations of the Study.....	4
E. Significant of the Study	4
CHAPTER II	6
REVIEW OF RELATED LITERATURE	6
A. Writing.....	6
B. Peer Assessment.....	9
C. Recount Text.....	11
D. Slowly Application	12
E. Previous Study	20
F. Conceptual Framework.....	22
G. Theoretical Hypothesis.....	22
CHAPTER III	23
RESEARCH METHOD	23
A. Time and Place of the Research.....	23
B. Design of the Research	23

C. Population and Samples.....	24
D. Research Instrument.....	25
E. Technique of Collecting Data	26
F. Technique of Data Analysis.....	26
G. Statistical Hypothesis	27
CHAPTER IV.....	29
RESEARCH FINDING AND DISCUSSION.....	29
A. Research Finding	29
B. Discussion.....	36
CHAPTER V.....	38
CONCLUSION AND SUGGESTION	38
A. Conclusion	38
B. Suggestion.....	38
REFERENCES.....	40
APPENDIXES.....	44
CURRICULUM VITAE.....	81

LIST OF FIGURES

Figure 2.1 Home Interface of Slowly Application

Figure 2.2 Mail Interface of Slowly Application

Figure 2.3 Add Friends Interface of Slowly Application

Figure 2.4 Drafts Interface of Slowly Application

Figure 2.5 Profile Interface of Slowly Application

Figure 2.6 Example of Slowly Letter

LIST OF TABLES

Table 3.1 Pre-test and Post-test treatments

Table 3.2 Students worksheet

Table 4.1 The Score of Pre- and Post-Test of Experimental Class

Table 4.2 The Score of Pre- and Post-Test of Experimental Class

Table 4.3 Normality Test of Pre-Test in Control and Experimental Class

Table 4.4 Normality Test of Post-Test in Control and Experimental Class

Table 4.5 Homogeneity of Variances Test Result of Pre-Test

Table 4.6 Homogeneity of Variances Test Result of Post-Test

Table 4.7 The T-Test Result of Post-Test Scores

Table 4.8 Effect Size Test Result

LIST OF APPENDIXES

Appendix 1 Lesson Plan of Experimental Class

Appendix 2 Lesson Plan of Control Class

Appendix 3 Instrument of The Research

Appendix 4 The Scoring Rubric for Assessing Students' Writing Text

Appendix 5 Students' Worksheet

Appendix 6 The Use of Slowly Application on Students

Appendix 7 The Complete Score of Experimental Class

Appendix 8 The Complete Score of Control Class

Appendix 9 Table T

Appendix 10 Documentation

Appendix 11 Research Permit

Appendix 12 Letter of Research

CHAPTER I

INTRODUCTION

This chapter is discussing about the research's background, research question, objective of the research, limitation of the research and significance of the research.

A. Background of The Study

The world is now entering the 21st century, where the development of technology and the internet has advanced rapidly, and a lot of media and information have spread widely, one of which is in the world of education. Everyone has access to the internet, which provides them with several chances. In education, many internet tools, such as web browsing tools and learning management systems, allow teachers to submit assignments, teaching materials, and questions online. Used at different levels of education, it promotes communication between teachers and students and enables knowledge sharing³. Because of technological improvements, students' learning environments have become highly social, multimodal, and interactive⁴.

In Indonesian schools, it is hard to achieve 21st-century skills when the teacher implements a teacher-centered traditional teaching method. Then, the students are classified as generation Z students, so it is essential to implement the strategies of teaching that can be implemented alongside technology and the Internet. Because of the increasing demand for new adaptive learning methods, a generation reflecting today's youth in our society has entered higher education over the last decade.

Members of this generation (Generation Z) extensively use the Internet and social media, which are part of their daily lives and socialization. According to the characteristics of Generation Z, technology and the Internet play a crucial role in education. The convenience and interactivity of the Internet increase flexibility in terms of time and geography; E-learning has become a development trend in teaching and learning. Additionally, the development of various information technologies has made multimedia education content and communication possible, enabling access to educational content at all times and from anywhere.

The students and their teacher will need to collaborate in order to be successful in overcoming the challenges. In this particular issue, the researcher seeks to make use of various forms of media in order to help students improve their ability to write recounts.

³ Fang Huang, Timothy Teo, and Ronny Scherer. (2022), 'Investigating the Antecedents of University Students' Perceived Ease of Using the Internet for Learning', *Interactive Learning Environments*, 30.6, 1060–76 <<https://doi.org/10.1080/10494820.2019.1710540>>.

⁴ Hung chun Wang and Cheryl Wei yu Chen. (2020), 'Learning English from YouTubers: English L2 Learners' Self-Regulated Language Learning on YouTube', *Innovation in Language Learning and Teaching*, 14.4, 333–46 <<https://doi.org/10.1080/17501229.2019.1607356>>.

One of the abilities that a teacher ought to possess is the capacity to select and make use of appropriate forms of media in order to assist students in accomplishing their educational objectives.

A recount text recounts an event that has already happened. Recount textual content that retells past activities, usually in the order that occurred. This text's social characteristic of informing past experiences by recounting events in sequence⁵. Diaries, private letters, experiences, and incident reports are examples of recounts.

Many students believe they should be able to write fluently without having to work hard all the time. However, even now, students feel that generating well-written texts is challenging, despite their daily writing activity.

There are usually problems while we want to write, and one of them is too specific ideas in writing. The researchers found some things the students could have improved in writing. First, some students were confused about expressing and increasing their ideas in writing recount text because they lacked vocabulary. Second, some students needed help writing recount text based on generic structure. Third, some students needed clarification about applying lexical grammar, specifically using the simple past tense⁶.

This review study explores using the Slowly application for teaching writing, specifically recounting text and highlights their benefits and limitations. So, the researcher thinks about what they need to do to resolve the problem above, like giving the media to teach writing so the students follow the lesson more easily.

Slowly application is similar to pen pals in the digital era. Slowly is designed for individuals who long for genuine interactions, which are few in the modern age of instant texting. The mobile app recreates the experience of having pen pals in an old-fashioned way, with mailing times based on the distance between foreigners. Both are where any writing can be published online and accessed virtually by all people with the addition of pictures and audio.

Moreover, Slowly is utilized as a medium and an intervening element to make the learning process more attractive and exciting. Generation Z students are delighted and intrigued by the teaching style that utilizes Technology. The researcher also tells Slowly to confront the challenge of the Digital Revolution so that students may learn to write online. Furthermore, the researcher believes that using Slowly might provide students

⁵ Atikasari Husna and Akhmad Multazim. (2019), 'Students' Difficulties in Writing Recount Text At Inclusion Classes', *LET: Linguistics, Literature and English Teaching Journal*, 9.1, 52 <<https://doi.org/10.18592/let.v9i1.3077>>.

⁶ Tira Nur Fitria. (2020), 'Error Analysis Found in Students' Writing Composition in Simple Past Tense of Recount Text', *ENGLISH FRANCA : Academic Journal of English Language and Education*, 4.2, 141 <<https://doi.org/10.29240/ef.v4i2.1154>>.

with several benefits regarding mood, concentration, and focus. Integrating character-based education with Technology can improve morale and social-emotional integrity.

The researchers offer an example that shows the previous experience achieved through a person or an action that is repeated or usual. Adding pictures from their experiences can be used by students as their guide in developing recount text writing. Students will begin to write orientation, sequence of events, and re-orientation with a comment or attitude towards the event, which is to justify the value of the event in telling personal experiences. In addition, the teaching-learning for recount text writing did not apply the specific technique to inspire the students' learning achievement, especially in organizing the ideas.

There are opportunities to develop language-learning programs and technology curricula through Slowly Application⁷. Therefore, the researcher discovered how Slowly Application enhances the students' writing recount text, and he or she has high hopes that this approach will improve the students' capability in recount text writing behavior in a classroom action research, particularly in initiating and structuring the thoughts and practice. One method used is peer assessment. This approach allows students to evaluate each other results⁸. Teachers can also assess students' different writing sequentially, giving teachers insight into student progress while students practice their skills.

Because professional tasks and the workplace are becoming more complex, modern education increasingly emphasizes self-directed and collaborative learning. Peer assessment fits these new goals because self-directed learning requires learners to shape their learning processes actively, and collaborative learning requires joint effort in completing tasks. Students either evaluate or are evaluated by their peers in a peer assessment process⁹. Peer assessment can take many different forms in educational practice. The use of peer assessment in any aspect of education has increased. Students can form opinions about what constitutes high-quality work by evaluating their peers as a tool for learning¹⁰.

Peer Assessment may give teachers a more realistic perspective of individual performance in group work¹¹. Peer evaluation improves feedback because peers can use

⁷ Elizabeth M. Minei, Tanya Razuvaeva, and Denis Dyshko. (2021), 'Modern Day Digital Pen Pals: A Semester-Long Collaborative Online International Learning (COIL) Project', *Communication Teacher*, 35.4, 336–44 <<https://doi.org/10.1080/17404622.2021.1887906>>.

⁸ Richards, Jack C. and Schmidt, Richard W. (2002), *Longman Dictionary of Language Teaching and Applied Linguistics*, Pearson Education, 4th edn (London: Longman-Pearson Education), 390. <<https://doi.org/10.4324/9781315833835>>.

⁹ Maryam Alqassab and others. (2023), *A Systematic Review of Peer Assessment Design Elements*, *Educational Psychology Review* (Springer US), xxxv <<https://doi.org/10.1007/s10648-023-09723-7>>.

¹⁰ Keith Topping. (1998), 'Peer Assessment between Students in Colleges and Universities', *Review of Educational Research*, 68.3, 249–76 <<https://doi.org/10.3102/00346543068003249>>.

¹¹ Winnie Cheng and Martin Warren. (2000), 'Making a Difference: Using Peers to Assess Individual Students' Contributions to a Group Project', *Teaching in Higher Education*, 5.2, 243–55 <<https://doi.org/10.1080/135625100114885>>.

similar language that is more accessible and reduces negative feelings about the teacher's evaluation¹². When students compare their writing and receive feedback from peers and the teacher, they are more likely to have productive discussions such as sharing ideas, clarifying perspectives, asking questions, and thinking about options¹³. By using peer assessment, students can deepen their understanding of the criteria and develop the ability to judge others' work¹⁴.

Based on that assumption, the research interpreted in doing research entitled “Integrating Slowly Application and Peer Assessment in Teaching Writing of Recount Text.”

B. Research Question

Based on the background of the study above, the researcher plans to solve the problems using the Slowly application to improve the student's writing skills. The general question of this research are:

1. How is the effectiveness of using Slowly application and peer assessment to facilitate students writing skill of recount text

C. Objective of the Study

This research explains the effectiveness of using the Slowly application and peer assessment in writing recount text to facilitate students' writing of recount text.

D. Limitations of the Study

The researcher conducted the research focusing on using the Slowly application and peer assessment on Students' Writing Recount Text at the eighth grades students of SMP Negeri 18 Semarang academic year 2022/2023.

E. Significant of the Study

The researcher hopes this research will be helpful for the teachers, students, and the institution.

- a. For Teachers.

This research gives a new alternative solution to teaching writing skills of recount text using the Slowly application and Peer Assessment.

- b. For Students.

¹² Kit S. Double, Joshua A. McGrane, and Therese N. Hopfenbeck. (2020), 'The Impact of Peer Assessment on Academic Performance: A Meta-Analysis of Control Group Studies', *Educational Psychology Review*, 32.2, 481–509 <<https://doi.org/10.1007/s10648-019-09510-3>>.

¹³ Eleni Meletiadiou. (2021), 'Exploring the Impact of Peer Assessment on EFL Students' Writing Performance', *IAFOR Journal of Education*, 9.3, 77–95 <<https://doi.org/10.22492/ije.9.3.05>>.

¹⁴ Laura Ketonen, Pasi Nieminen, and Markus Hähkiöniemi. (2020), 'The Development of Secondary Students' Feedback Literacy: Peer Assessment as an Intervention', *Journal of Educational Research*, 113.6, 407–17 <<https://doi.org/10.1080/00220671.2020.1835794>>.

This research can assist them in more comprehension in analyzing and producing recount text using the Slowly application and Peer Assessment.

c. For the Institution.

This research can be beneficial in improving the teaching English quality, especially in writing subjects using the Slowly application and Peer Assessment.

d. For the Researcher

As long as this study is a final college project, the researcher hopes to provide the most excellent writing for all circles.

e. For the Next Researcher.

This research is to inform which strategy is more effective to use in students writing ability.

.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the literature review related to this research, previous research, conceptual framework and theoretical hypothesis.

A. Writing

1. Definition of Writing

Writing is one of the crucial components that students must be able to master. Writing and thinking are two recursively related subjects that influence each other. By writing, someone is trained in their thinking skills to convey a clear, understandable, coherent, and neat message. They should be able to turn abstract ideas in their head into the concrete and explainable concepts. There are several steps a person must take to produce quality writing¹⁵. Prewriting consists of selecting and narrowing the topic, planning or outlining, writing and revising drafts, editing, writing the final product, and publishing. Writing processes require identifying words (for example, in editing) and inferring the meaning of words (for example, in translating, composing and monitoring predictions, and assigning importance)¹⁶.

Experts provide explanations for several writing definitions. According to Wagner, writing is a means by which people make their thoughts visible. He adds that people use it to understand and communicate daily¹⁷. According to Jack Richards, writing is one indicator of good learning and a means of education. He also claims that writing makes the teacher and the learner more responsive because it can be seen directly¹⁸. Based on the definitions of writing, the researcher concludes that writing is an activity used to express ideas in written form by considering rules.

According to experts, several factors should be considered for effective and good writing. Hegde (1990) states that to be effective in writing. A writer must have a high standard of organization in the construction of ideas and thoughts, fidelity so that there is no ambiguity, good taste in organizing sentences, choosing vocabulary, and a high comprehension of grammatical procedures¹⁹.

¹⁵ Oshima, A., & Hogue, A. (1994), *Writing Academic English*, Longman, 4th edn, xxxvii, 345.

¹⁶ H. Lee Swanson and Virginia W. Berninger. (1996), 'Individual Differences in Children's Working Memory and Writing Skill', *Journal of Experimental Child Psychology*, 63.2, 358–85
<<https://doi.org/10.1006/jecp.1996.0054>>.

¹⁷ Wagner, Edith N. (2002), *Express Yourself: Writing Skill for High School*, Learning Express, LLC, 1st edn (New York), pp. 63. <<https://doi.org/10.23925/2176-2767.2022v75p284-310>>.

¹⁸ Camp, David John and Richards, Jack C. (1990), *The Language Teaching Matrix*, Cambridge University Press, 100. <<https://doi.org/10.2307/3587377>>.

¹⁹ Hedge, Tricia. (1990), *Writing*, 2nd edn (Oxford: Oxford University Press), 7.

Furthermore, coherence and cohesion are required for excellent and practical writing because they make a text easier to read. Coherence is the characteristic that differentiates writings from random collections of sentences. A reader is considered coherent if it has a good chance of developing a cohesive representation of the writing²⁰.

Additionally, if the writers want their writings to be coherent, they should make use of transition signals and consistent pronouns, and they should also ensure that the content is organized in a manner that makes sense. Cohesion is the approach that writers utilize, according to Harmer, to ensure that the text stays together by adopting some linguistic method. This is done through the usage of coherence. In addition, authors may employ lexical (word repetition and lexical set 'chains') and grammatical coherence (pronoun and possessive reference, tense agreement, article reference, ellipsis, linkers, and substitution) to assist readers in comprehending the information presented in the text²¹. We can create excellent and effective writing by applying the abovementioned aspects.

2. The Purpose of Writing

The three typical academic writing goals are analysis/synthesis, information, and persuasion. As Whitaker (2009) explained below, the purposes of writing:

1. Informative Purpose

The informative purpose of academic writing is to provide information to the readers and explain the topic. This kind of purpose, like the name, spoils the readers' minds. Texts about personal experiences are an example of this type.

2. Analytical Purpose

The analytical purpose of academic writing is to evaluate the explanation using the most comprehensive description that follows the writers' measurement. This goal includes writing an analysis paper and conducting a critical analysis.

3. Persuasive Purpose

Academic writing's explicit purpose is to prove the writer's point of view. This goal is intended to influence or change the readers' opinions on the issues, including advertisements, argumentative papers, and position papers²².

²⁰ Verspoor, Rene Dirven & Marjolijn. (2004), *Cognitive Exploration of Language and Linguistics: Cognitive Linguistics in Practice*, 2nd edn (Amsterdam: John Benjamins Publishing Company), 180.

²¹ Harmer, Jeremy. (1998), *How To Teach English* (Harlow: Pearson Education Limited), 22-25.

²² Whitaker, Anne. (2009), *Academic Writing Guide: A Step-by-Step Guide to Writing Academic Papers*, City of Settle University (Bratislava, Slovakia), 2.

3. The Process of Writing

A good writer would use many different writing processes to generate a write. According to Bullock (2006), there are six essential writing processes:

1. Generating Ideas and Text

The crucial stage that every writer must go through is idea generation, where the writer begins to decide the purpose of their writing, whether it is to describe an object, tell a story, or explain a specific topic with a distinct distinction between essays, academic journals, and even job applications in mind. Various strategies and ways to approach a subject creatively, including things like investigating the topic in general or posing relevant inquiries, can assist the writer in coming up with ideas.

2. Writing a Draft

Following the generation of ideas, the writer will create a draft. The artist usually does some free writing, notes, lists, sketches, or other informal writing. It could serve as a guide for the writer to avoid describing details that are irrelevant to the topic.

3. Considering Design Issues

After finishing the draft, the writer must analyze and double-check everything. To determine whether the writing is suitable for the subject based on the topic decided upon in the beginning to use as a basis for the subject matter. The simplest way to explore a draft is to view distinct patterns in various colors. The author can use color coding for each sentence, paragraph by paragraph.

4. Gathering and Reviewing Feedback

Currently, reviewing entails making changes to what has already been written. The review will occur at various levels, such as general scopes into more specific details. This method assists the writer in making better use of time and dealing with the broader aspects of writing. Even rewriting allows the author to review the argument to ensure it is appropriate for the writing. The writer will then always read carefully from the beginning to the end of the document. Another expectation is that the first paragraph introduces the subject matter, provides all necessary contextual information, and concludes satisfactorily in the last paragraph.

5. Editing and Proofreading

Editing is how a writer works on descriptions or paragraphs, terms, sentences, and punctuation to make the writing accurate, simple, efficient, and correct. Editing alerts the author to punctuation, grammatical, or spelling errors.

6. Summarizing Work

The final stage of the writing process is summarizing, ensuring the written message is clear and relevant to the subject matter. At this point, the writer should read carefully to ensure that every word and punctuation mark is correct²³.

B. Peer Assessment

1. Definition of Peer Assessment

Students are able to give one another feedback on their work and performance through a process called peer assessment²⁴. Portfolios, test performance, oral presentations, writing, and other skills can be assessed. When it comes to writing skills, students can use many types of learning strategies when writing. One of them is the socio-affective strategy. Socio-affective methods involve peer feedback or commonly referred to as peer feedback²⁵.

Peer review systems have become an inexpensive and scalable assessment mechanism. In these systems, peer review of assigned homework rather than a panel of pre-appointed assessment experts (the teacher). These peer review systems evaluate and help deepen students' understanding and facilitate mutual feedback²⁶. However, peer assessment systems' credibility directly affects peers in their assessments.

2. Peer Assessment Methods

Peer assessment encompasses three basic methods for determining a person's character level as judged by members of a well-defined group to which they belong. The three primary methods differ primarily in the fineness with which they are intended to discriminate among group members.

1. Peer Nomination

This method entails having each group member identify a certain number of group members as the greatest on a particular characteristic or performance dimension. Each group member is frequently requested to identify a certain number of individuals with the lowest rating on a given size. This method commonly necessitates that nominees be enumerated in decreasing order of

²³ Bullock, Richard. (2009), *The Norton Field Guide to Writing*, 2nd edn (New York: W. W. Norton & Company, Inc), 50-58.

²⁴ Keith J. Topping. (2009), 'Peer Assessment', *Theory into Practice*, 48.1, 20–27
<<https://doi.org/10.1080/00405840802577569>>.

²⁵ A. U. Barnwell, D., O'Malley, J. M., & Chamot. (1991), *Learning Strategies in Second Language Acquisition*, University of Cambridge, 1st edn (New York).

²⁶ Alireza A Namanloo, Julie Thorpe, and Amirali Salehi-Abari. (2022), 'Improving Peer Assessment with Graph Convolutional Networks', *ERIC Journal*, July, 325–32.

extremeness. When making nominations, group members must typically exclude themselves from consideration.

2. Peer Rating

This method entails having each group member rate each other on a predetermined performance or personal characteristics, using several different rating scales. Behaviorally anchored rating scales are currently the most highly regarded rating scales used in peer rating. The anchor for each interval in this scale is the description of an incident that exemplifies a particular level of the construct being rated.

3. Peer Ranking

This method for gathering peer evaluations involves asking each group member to rank the others on one or more criteria from best to worst. It is highly probable (if no ties are permitted) that ranking will be the most discriminatory of all peer assessment methods that each group member's average rank will differ from that of any other. When the goal is to distinguish all group members from one another, this method is the method of choice²⁷.

3. The Advantages of Peer Assessment

Having students assess their pair's work gives them several benefits, as Ji Chen (2019) states:

- a) Students can take more detail in the same aspects of their writing.
- b) Engaging students in the assessment process is widely recognized as critical to good self-regulation because it helps learners to notice errors and create solutions to overcome them.
- c) Students may improve their problem-solving skills.
- d) Students may improve in communication or questioning abilities.
- e) Facilitate the learners' self-efficacy, motivation, and learning behaviors.
- f) Practicing the convertible skills that are required for life-long learning²⁸.

4. The Disadvantages of Peer Assessment

Peer evaluation has some disadvantages in addition to its advantages, which are as follows:

- a) Peer pressure and friendship may impact student grade dependability.
- b) Students may give everyone the same grade.
- c) Students are permitted to cheat against a single group member.

²⁷ Jeffrey S. Kane and Edward E. Lawler. (1978), 'Methods of Peer Assessment', *Psychological Bulletin*, 85.3, 555–86 <<https://doi.org/10.1037/0033-2909.85.3.555>>.

²⁸ Chi Jen Lin. (2019), *An Online Peer Assessment Approach to Supporting Mind-Mapping Flipped Learning Activities for College English Writing Courses*, *Journal of Computers in Education* (Springer Berlin Heidelberg), vi <<https://doi.org/10.1007/s40692-019-00144-6>>.

- d) Students who lack experience evaluating one another can spend more time discussing the criteria, which may increase the teachers' workload²⁹.

C. Recount Text

1. Definition of Recount Text

Recount texts are the simplest type of text formally; narratives are sequential texts that concentrate rather than string together a series of events³⁰. In every story, no matter how simple, the reader needs direction. A story can only be complete with characters taking place in a specific time and place, although many postmodern narratives play with these conventions. According to Hyland (2003), the purpose of recount text is to retell past experiences from the original series by narrating the events³¹.

2. Generic Structure of Recount Text

Recount text has three generic structures: orientation, events, and reorientation.

- a) The orientation is designed to introduce the main context of the story (for example, characters, exact time, and place of the event)
- b) Events are where a series of events is explained in a more structured way according to contemporary history.
- c) A reorientation in which the writer presented his views and perspectives at the end of events.

3. Language Features of Recount Text

In recount texts, there are some language features such as:

- a) Specific nouns are personal pronouns (for example: Jake, Kina, His, Her)
- b) Past tense forms (for example: *I went to Jogja, Last week, and My friend*)
- c) Time connection and conjunction (for example: after, first, that)
- d) An action verb or verb is used to display events or activities (for example: live, visited, climbing).
- e) Adverbs and adverb phrases to show places, times, and characteristics (for example: across the alley, slowly)

4. Types of Recount Text

Recount text describes an event that occurred in the past. According to Barwick (1998), types of recount text are three, there are:

²⁹ CEI. (2021), 'Advantages and Disadvantages Self-Assessment and Peer-Assessment', *Center for Education Innovation* <<https://cei.hkust.edu.hk/learner-centered-course-design/learning-assessment/self-and-peer-assessment/advantages-and>> [accessed 14 March 2023].

³⁰ Watkins, Peter Knapp and Megan. (2005), *Genre, Text, Grammar*, in *Technologies for Teaching and Assessing Writing*. (Sydney: University of New South Wales), 27.

³¹ Hyland, Ken. (2003), *Second Language Writing*, Cambridge University Press (New York), 20 <<https://doi.org/https://doi.org/10.1017/CBO9780511667251>>.

a) Personal Recount

It is a story-telling activity performed by a writer or speaker. It might be an oral narrative, a letter, or a diary.

b) Factual Recount

This document contains information on what occurred, such as a historical document, a scientific experiment, or a traffic report.

c) Imaginative Recount

This serves an imagined purpose by creating imaginary information and placing it in a realistic context³².

5. Writing Recount Text

Writing recount text is a skill that students have been doing since junior high school. Students may need help to write a perfect recount text at this early step. Students may feel unready to dive into the world of writing in a foreign language, but the curriculum expects them to understand it by the end of the day, or they will fail to meet the minimum standard for this subject.

Following the above, students need a technique to assist them in producing a good recount text. This application may be the answer for students to help them write recount text better.

D. Slowly Application

1. Definition of Slowly Application

Slowly application is the electronic pen pal application designed for those who crave meaningful conversations with people in the era of instant messaging to connect people all over the world in a manner that is both more leisurely and more effective, letter by letter³³. Matches are based on language and topics of common interest. Practice a speech and share thoughts about the same passion. By writing letters to their pen pals, they can reflect and discuss what they are to write. Brainstorming and forth between the students as they decide what to ask their pen pal or when replying to a letter, they read and decode to find out what their pen pal is trying to convey³⁴.

With the Slowly application, students can write letters to people who have the same hobbies and if their interests are the same. The most exciting feature of this app is the ability to send messages like in the old days (not digital).

³² Barwick, John. (1998), Targeting Text Recount, Procedure, Exposition, Upper Level., Sydney: Black Education, 4

³³ Kevin Wong, 'Slowly - Terhubung Ke Dunia!' <<https://slowly.app/id/>> [accessed 24 February 2023].

³⁴ Tami Chanthorn. (2019), 'Effects of University Pen Pals on the Literacy Development of Elementary School Students', *Capstone Projects and Master's Theses*, 570 <https://digitalcommons.csumb.edu/caps_thes_all/570/>.

Students will need a long time to send and receive messages depending on their distance from the recipient.

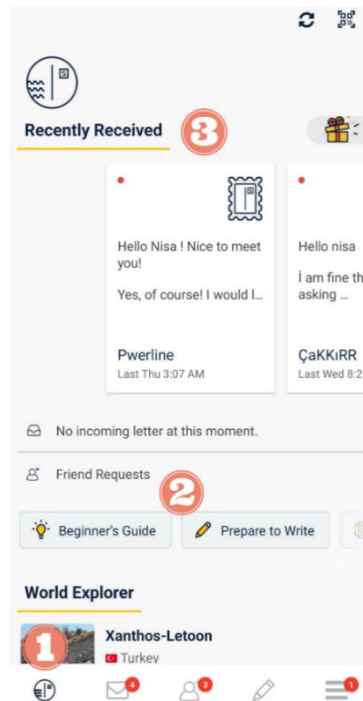
The Slowly application examined the potential of an online learning environment to provide student teachers with real-world communication experiences with students in settings where such opportunities are prohibitively expensive. Using Slowly application exchanges based on literacy materials and discussions will benefit students' literacy, vocabulary, reading, and writing skills³⁵.

2. Characteristic of Slowly Application

Slowly is a storytelling application that enables users to add pictures, text, and audio to make reading more enjoyable. Although these aspects are pretty similar to what a conventional, Slowly offers particular features that make students' writing activities more fun, according to the figures below:

Figure 2.1

Home Interface of Slowly Application



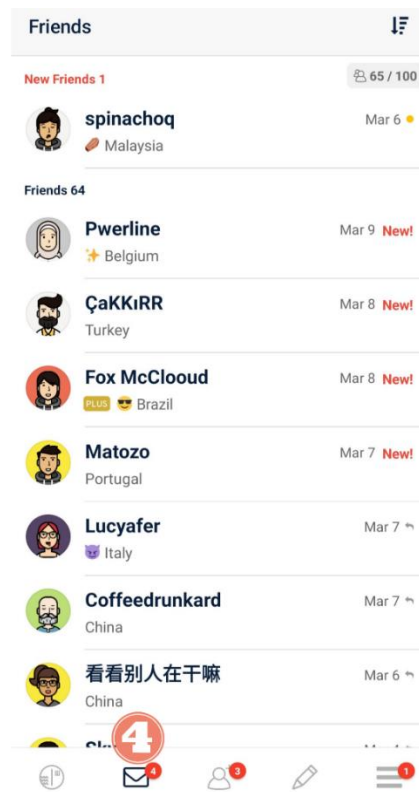
When the app is Slowly opened, it shows the home tab, as shown in figure 2.1 above. Section (1) is the home button. This menu is a window for exploring the world and the latest Slowly stories worldwide. Students can find stories from other users about their experiences using this application. Section (2) is "steps"

³⁵ William H. Teale and Linda B. Gambrell. (2007), 'Raising Urban Students' Literacy Achievement by Engaging in Authentic, Challenging Work', *The Reading Teacher*, 60.8, 728–39 <<https://doi.org/10.1598/rt.60.8.3>>.

used slowly for new users. Students can learn how to use and create unknown letters right here. Section (3) is "recently received" in that it is a reply to a previously sent letter. Students can find out whether their letter received a response or not and can reply after opening the letter.

Figure 2.2

Mail Interface of Slowly Application



There is a 'Mail' menu (4) where users can find letters that have previously been replied to or received "new friend requests" This this letter is arranged based on the date the letter was sent. Students can respond to letters freely to their heart's content.

Figure 2.3

Mail Interface of Slowly Application

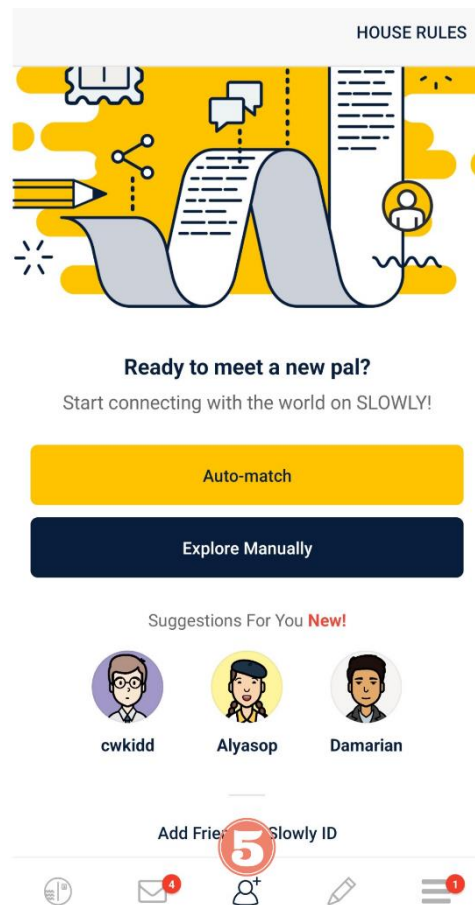


Figure 2.3 shows the Slowly friends explorer. Option (5) is for students to search for their friend's account by entering their user ID in it, or by using the "auto-match" feature based on the randomization system of the application on people around the world or "explore manual" by looking for matches between the recipient and the sender based on hobbies, country, language, and gender. Students can add many friends based on interests and language to make the conversation more exciting and fun.

Figure 2.4

Drafts Interface of Slowly Application

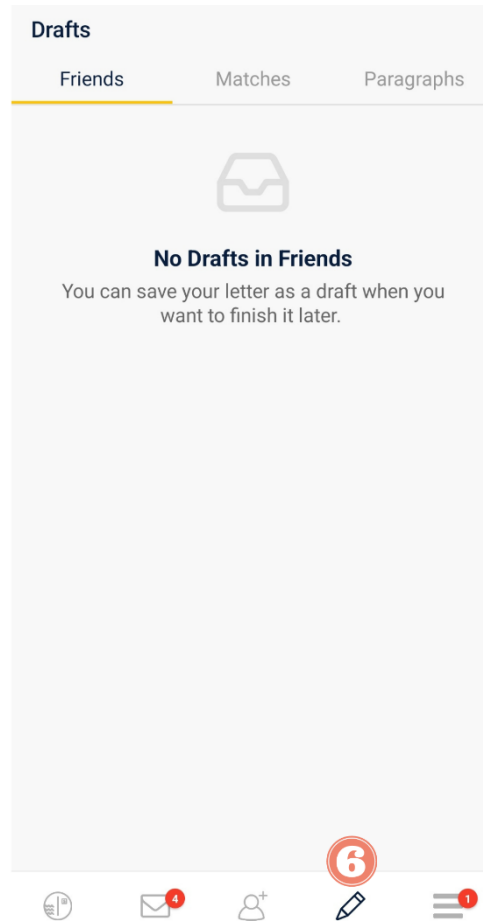


Figure 2.4 shows Slowly drafts. Option (6) is "drafts" Students can write a paragraph they will send to their pen pal later. Students can write anything in letters, such as a hobby, daily stories, travel stories, or other things. Students can write as much as possible without being restricted, and they can improve their writing skills in English.

Figure 2.5

Profile Interface of Slowly Application

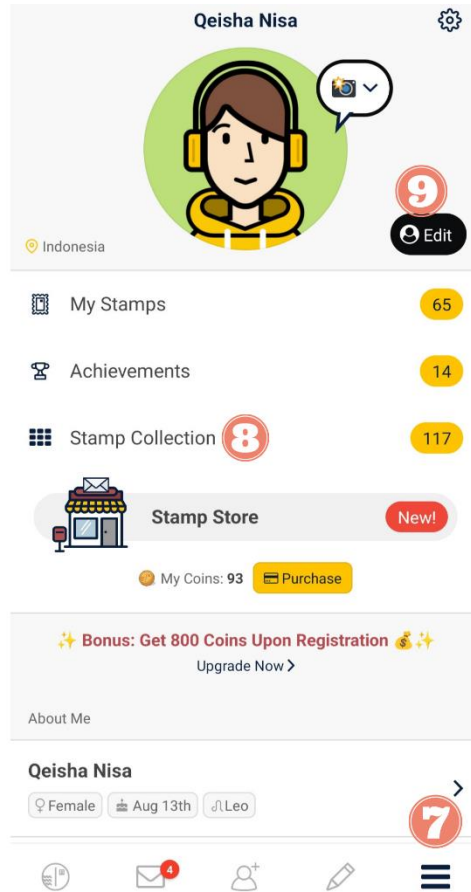


Figure 2.5 shows the Slowly profile menu. Students can enter their profile and username by tapping the button (7). Part (8) is the "stamp" that determines how many people we have communicated with by sending messages to them. There will appear to be postage stamps from various countries, awards as long as we write letters to other people, and "special" staples commemorating important days worldwide. (9) 'edit' tab. Students can edit their profile as attractive as possible by writing a bio, adding to the language skills mastered, exciting topics, writing preferences, and matching preferences.

Figure 2.6

Profile Interface of Slowly Application

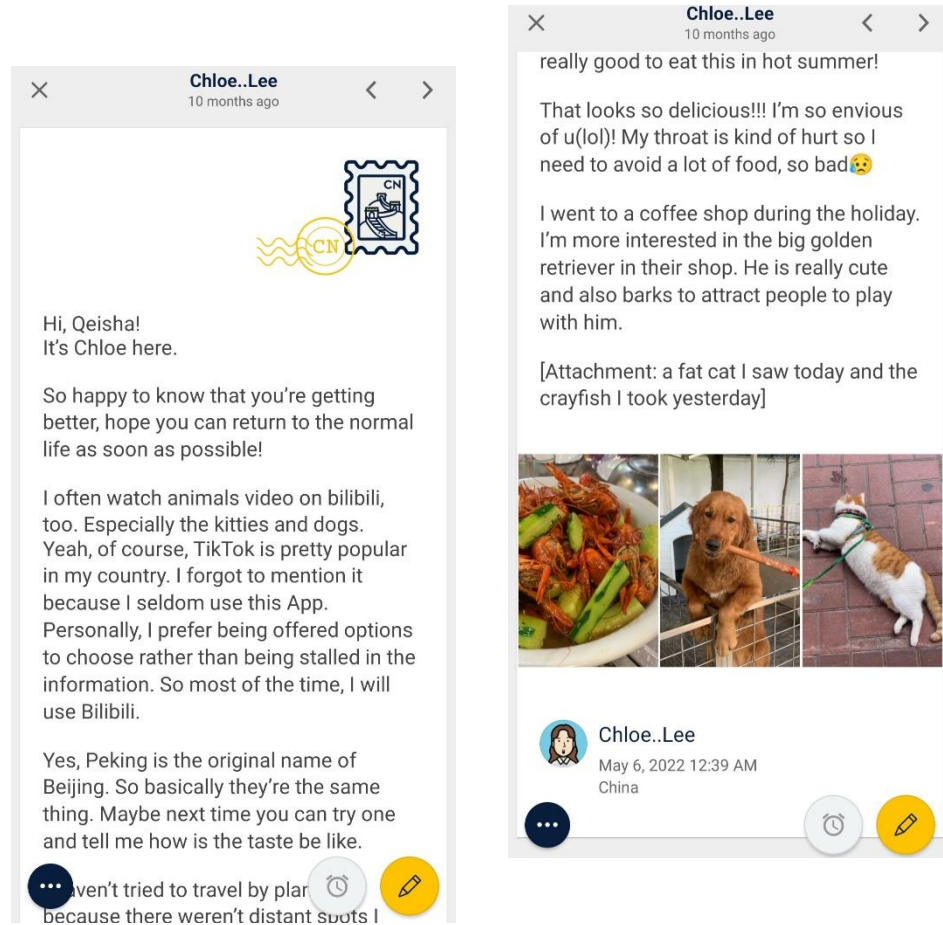


Figure 2.6 shows an example of a letter created using the Slowly Application. There the researcher can see that the sender came with a stamp from China. The sender also tells her story with pictures. So that later, students can find out that the sender has carried out the activity.

3. The Use of Slowly in Education

Slowly allows writers to write their stories, promote them and help them reach a broad and diverse audience with different backgrounds. Users will be actively involved in the whole process and can interact directly with the audience and share opinions. Although available in over 100 languages, 80% of the content are written in English. To help authors reach a wider audience, many Slowly users volunteered their time to translate the story, thereby improving their reading and vocabulary skills. In addition, this application can record voice with a local default suppression speaker. Furthermore, if the writer sends it to

the audience, they will reply and correct some mistakes in pronunciation after the letter is received.

Third, this application has image-sharing features, switching from attractive conversation illustrations³⁶. This discussion will give the audience a sense of how the scene happened. In this line, the audience will have more opportunities to get illustrations that match the images included to make the story more interesting.

Fourth, the author is upheld by internet-based word reference, allowing them to see new words' importance will save much time and help the user find the meaning of new vocabulary. To take advantage of the Slowly Application is very easy to access and use for various age levels. Users can write one letter to develop productive writing skills.

Another feature of Slowly is the ability to auto-match and collect stamps worldwide. Users can choose who will get their letter according to delivery time depending on geo-locations and distance between people who respond through letter writing. They will receive a stamp when their letter arrives³⁷. Getting a stamp is the same as traveling around the world for free because users can learn stories from them about conditions, culture, language, or other things³⁸.

Many studies have examined writing recount text and peer assessment using social media and applications. Still, each region has its characteristics related to the theme, both from the collaboration causes. For each part involved, the focus of the problem being studied is related to writing recount text and peer assessment using the Slowly application in a forum that previous researchers have not done much.

Meanwhile, this study focuses on how students can improve vocabulary and correct grammar in using English. Students can also introduce language and cultural attractions, which they will tell about in the Recount Text which will be written. Students can also develop their writing ideas by making sentences based on the generic structure in recount text orientation events and reorientation specifically and sequentially based on paragraph ideas into complete paragraphs. Using the Slowly application, students can also increase their communication and friendship with foreigners.

³⁶ Faiza Rizvi, 'Slowly: Writing Letters In Instant Messaging Age - StreetBuzz'
<<https://web.archive.org/web/20210802084658/https://www.streetbuzz.pk/slowly-writing-letters-app/>>
[accessed 3 March 2023].

³⁷ Jace, 'Slowly Is Chatting with Strangers Done Right. | by Slowly Team | Slowly Stories | Medium'
<<https://medium.com/slowlyapp/slowly-is-chatting-with-strangers-done-right-cd6200efa79b>> [accessed 3 March 2023].

³⁸ Kevin Wong, 'We're Bringing the Traditional Pen Friend Experience to Your Smartphone. - Slowly'
<<https://www.getslowly.com/en/blog/introducing-slowly/>> [accessed 3 March 2023].

Besides the many features of Slowly that help users create interesting stories, this application has several disadvantages. First, the part for receiving and sending messages is limited. Recipient and sender only get a limit of 100 people, so it will quickly fill up the mail storage. Second, this application requires a strong internet connection. If the internet signal strength is unstable, the home pages will not appear, so the application cannot be used. Third, only some receive the message sent. Some of the recipients of the letter will reject the received letter for several reasons, for example, busy, the user deactivated the account, or the letter is only read.

E. Previous Study

There are several related studies regarding this research. Neni Triana conducted the first study, "Using Peer Evaluation to Improve Writing Ability Students of SMP Negeri 1 Rambah Hilir". It concerned peer assessment as a writing assessment ability³⁹. The quantitative research technique was used in this study. The total population is 40 students in the tenth grade.

This research aims to identify students' improvement of writing recount text abilities at SMP Negeri 1 Rambah Hilir through peer evaluation. The result of the study is that using Peer Evaluation can increase the students' abilities in writing a recount text. Besides that, this instructional method helps improve students' enthusiasm and motivation in writing.

This research title is quite similar to the one conducted by the researcher, which involves using peer assessment to students' ability to write recount text. The researcher's research differs from Neni Triana's in that the researcher used Slowly as the third and intervening variable. In addition to the peer assessment approach, the researcher wants to know whether Slowly influences the dependent variable, even though Slowly's effect is absent in the writer's research.

Second, the study by Nur Faiza Layla titled "The Effectiveness of Digital Comics (Dc) in The Teaching of Writing Recount Texts" This study results from aim is to evaluate effectiveness digital comics (DC) in the teaching of writing recount texts at the eighth-grade level of SMPN 2 Krian Sidoarjo⁴⁰.

The method used in this research is a mixed-method design; they are the quantitative and qualitative approaches. The total population is ten classes with 360 students in the eighth grade of SMPN 2 Krian Sidoarjo in the 2018/2019 school year.

³⁹ Neni Triana. (2022), 'The Use of Peer Evaluation to Improve Writing Ability Students of SMP Negeri 1 Rambah Hilir', *Acitya: Journal of Teaching and Education*, 4.1, 1–15
<<https://doi.org/https://doi.org/10.30650/ajte.v4i1.2283>>.

⁴⁰ F Nur. (2020), 'The Effectiveness of Digital Comics (DC) in the Teaching of Writing Recount Texts', *Journal of English Teaching and Learning, Language-Edu*, 1.1, 1–10
<<http://riset.unisma.ac.id/index.php/LANG/article/view/5326>>.

This research is similar to the author's research on using learning aid applications and quantitative methods for students' writing abilities. However, Nur Faiza did not apply peer assessment to assess students' writing abilities.

Third, a study conducted by Ida Yulianawati, "Self-Efficacy and Writing: A Case Study at A Senior High School in Indonesian EFL Setting" This study aimed to investigate the role of self-efficacy in students' recount text, especially in writing, as one of the most challenging skills in learning English⁴¹.

Three students from an Indramayu senior high school participate in this research project as participants. The information was gleaned from three types of data collection: a questionnaire, an interview, and a writing test. According to the results of this research, the participants' self-perceived mastery was the factor that contributed the most significantly to their writing ability. It is evident from the students' self-assessments of their confidence level and general sentiments regarding the elements that comprise successful writing.

This research states similarities with the writer's research in applying peer assessment to students' writing ability. However, in this study that used peer assessment of students' writing proficiency, the writer focused more on the students' ability to recount text.

Fourth, Ismi Baqiatus Sallamah, "Does Instagram as Learning Media Affect Students' Writing Skill on Recount Text?: An Experimental Research". This study examined whether Instagram as a learning media helps students write recount text and measured its impact before and after treatment⁴².

This quasi-experimental study included 35 students from two classes. Researchers sampled 10th graders from a Purbalingga private school.

The difference between this and the writer's research is using a different application rather than peer assessment. While the similarities are the same in using learning support applications and the same data collection method.

The last study is conducted by Abdul Khalim, "Implementing Peer Assessment to Improve the Writing Ability of the Second Year Students of SMP Negeri 44 Muaro Jambi". This research report is written to promote the use of peer assessment in EFL classrooms at the SMP level⁴³. The researcher designed a classroom action research

⁴¹ Ida Yulianawati. (2019), 'Self-Efficacy and Writing : A Case Study at A Senior High School in Indonesian EFL Setting', *Vision: Journal for Language and Foreign Language Learning*, 8.1, 79–101 <<http://dx.doi.org/10.21580/vjv8i13470%0ASelf-Efficacy>>.

⁴² Ismi Baqiatus Sallamah and Agus Husein As Sabiq. (2020), 'Does Instagram as Learning Media Affect Students' Writing Skill on Recount Text?: An Experimental Research', *REiLA : Journal of Research and Innovation in Language*, 2.3, 126–33 <<https://doi.org/10.31849/reila.v2i3.5501>>.

⁴³ Abdul Khalim. (2020), 'Implementing Peer Assessment to Improve the Writing Ability of the Second Year Students of SMP Negeri 44 Muaro Jambi', *Jurnal Ilmiah Universitas Batanghari Jambi*, 20.1, 86 <<https://doi.org/10.33087/jiubj.v20i1.859>>.

(CAR) study. It was continued by implementing the plan, observing, evaluating, or reflecting.

The study subjects were the second-year students of SMPN 44 Muaro Jambi of the second semester of the 2005/2006 academic year. The selected class was Class II Cempedak, which consisted of 23 students. This research uses a mixing method they are qualitative and quantitative methods.

This research shares similarities with the writer's research in applying peer assessment to students' writing ability. The difference with the study by researchers is that researchers use quantitative methods with quasi-experimental analysis.

F. Conceptual Framework

According to the explanation, learning a recount text demands a significant skill level. Thus, students may need help to organize or structure their ideas or be afraid to write because of poor grammatical comprehension. Teachers in certain schools cannot solve this kind of problem because they continue to use the traditional, teacher-centered method of instruction. The researcher then suggested the Peer Assessment Process as a technique that might provide the answer.

Slowly is used as an input variable and peer feedback to solve several issues. When the students participate in their evaluation, peer assessment can speed up the evaluation process. Because they know that their pair will evaluate their writing before the teacher gets involved, this assessment method can also help students overcome their fear of writing using Slowly as a medium can enjoy themselves.

G. Theoretical Hypothesis

Based on the thinking framework above, the theoretical hypothesis use in this research is described as follows:

1. Alternatives hypothesis (H_a): There is an effective of using Slowly Application and peer assessment on students' writing recount text ability.
2. Null Hypothesis (H_0): There is no effective of using the Slowly Application and peer assessment on students' writing recount text ability.

CHAPTER III

RESEARCH METHOD

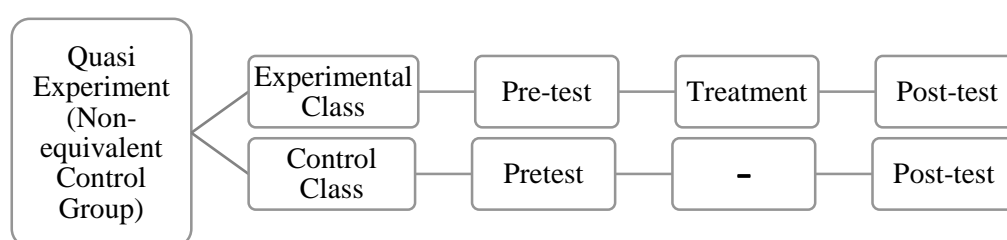
This chapter discusses the research setting, design of the research, population and sample, research instrument, technique of collecting data, technique of data analysis and statistical hypothesis.

A. Time and Place of the Research

This research was carried out at SMP Negeri 18 Semarang at Jl. Prof. Dr. Hamka, Ngaliyan, Kec. Ngaliyan, Kota Semarang. The data collection started from February up to March 2023.

B. Design of the Research

The researcher used a quantitative method in this research. Quantitative research frequently stresses quantification in data gathering and analysis⁴⁴. Furthermore, the research design is a quasi-experimental study. The quasi-experimental plan identifies a comparison of the outcomes of one group receiving a treatment that is the focus of evaluation to another group of clients who receive either nothing or an actual alternative treatment⁴⁵. The difference between the non-equivalent control group design and the pretest-posttest control group design is that the experimental group and the control group are not chosen at random in the non-equivalent control group design. In this design, the experimental group and the control group are compared, despite the fact that the groups are chosen and assigned in this design rather than being randomly assigned. The two groups were given a pre-test, followed by treatment, and then a post-test.



The researcher performed an experimental study using two sample groups, the control and experimental groups, to investigate the effect of Slowly application and peer assessment in writing recount text. Participants in the experimental group have been taught using the Slowly application and peer assessment. In contrast, the control group is students taught with a teacher's presentation or without the Slowly

⁴⁴ Alan Bryman. (2012), 'Bryman: Social Research Methods , 4', *Social Research Methods*, 1–24.

⁴⁵ Thyer, Bruce A. (2012), *Quasi-Experimental Research Designs, Etica e Politica* (New York: Oxford University Press), 199, xv.

application and peer assessment. The researcher used the pre-test and post-test treatment for two classes of samples. The design of the research is shown in Table 3.1⁴⁶:

Table 3.1
Pre-test and Post-test treatments

Sample	Pre-test	Treatment	Post-test
Experimental class	Pre-test	Treatment with slowly application and peer assessment	Post-test
Control class	Pre-test	Treatment without slowly application and peer assessment (teacher's presentation)	Post-test

C. Population and Samples

The population refers to a group of individuals or units that possess varying characteristics and are the subject of study, with the aim of generalizing research findings⁴⁷. The researcher used a method called purposive sampling, and the sample only included two groups. According to the purposes and objectives of the study, there may be certain individuals who hold essential and distinct perspectives regarding the ideas and topics, and these individuals ought to therefore be included in the sample⁴⁸. The researcher selected two eighth-grade classes consisting of 64 students with the same level of English skills; each class consists of 32 students.

In deciding the experimental and control classes, the researcher chose the class with low pre-test scores, which became the experimental class, which required more development, and the control class, which had better scores, became the control class. The Slowly application and peer assessment were provided to the experimental class in writing recount text. The control class was prepared with a teacher's presentation or without the Slowly application. From the previous statement, it could be assumed that instruments are essential in conducting research, and they support the research process.

⁴⁶ Creswell, J. W. (2012), *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th edn (Boston: MA: Pearson), 310
<<http://repository.unmas.ac.id/medias/journal/EBK-00121.pdf>>.

⁴⁷ Satishprakash Shukla. (2020), 'Concept of Population and Sample', *How to Write a Research Paper*, June, 1–6
<https://www.researchgate.net/publication/346426707_CONCEPT_OF_POPULATION_AND_SAMPLE>.

⁴⁸ Campbell S, Greenwood M, Prior S. (2020), 'Purposive Sampling: Complex or Simple? Research Case Examples', *Journal of Research in Nursing*, 25.8, 652–61 <<https://doi.org/10.1177/1744987120927206>>.

D. Research Instrument

An instrument refers to a device or tool utilized for the purpose of collecting data in a research investigation. In the same way, that tool is used to measure, observe, or record quantitative data⁴⁹. From the previous statement, the instrument was essential in conducting research and supported the research process. There are many types of instruments used in research; pre-test and post-test was a type of instrument used in this research.

Both the pretest and posttest involve retelling the same piece of material, but with a different focus. The pre-test assignment had students produce a recount narrative on a topic of their choosing; the post-test assignment had them reflect on their most formative experiences through writing. The table below details the research tool used in this study.

Table 3.2
Students Worksheet

WORKSHEET
Name:
Class:
Post-test writing of recount text
Instruction:
1) Write a recount text about your most memorable experience!
2) Write at least 2-3 sentences in each part of recount text's generic structure!
3) You will have 50 minutes to write the recount text.
4) The score will be based on organizational, the content, vocabulary, language use and mechanic.

In this study, the quality of the material is used. The researcher used an instrument designed to match the school's English syllabus. The author has also taken the validity from the school curriculum and textbook triangulation. The researcher aligned the instrument with the purpose of the junior high school English syllabus.

The researcher used the writing rating scale of the writing rubric to decide the evaluation or ranking that Arthur Hughes (2002) suggested in writing recount text

⁴⁹ Creswell, loc. cit. 293.

to measure the student's performance⁵⁰. Five measures use to test the students' writing output, creationism of content, organizational structure, vocabulary, language use, and mechanics. The detailed rubric was shown in the table below.

E. Technique of Collecting Data

There are two types of tests that the researcher used in this research. They are pre-test and post-test. First, a pre-test gives to both the control and the experimental class. It consists of 3-4 sentences for each part of the recount text about determining topics the students should make. The test measures students' writing recount text ability before the treatment.

Then, after giving the pre-test, the researcher provided the treatment to the experimental class for the following meetings in a row; meanwhile, the control class was taught without treatment. The experimental class students were asked to practice their writing recount text ability by making one and giving feedback on Slowly Application to their pair, which has been arranged before. The students can learn from their mistakes and revise their writing at the next meeting by giving feedback to their team.

Moreover, the steps of treatment given to the experimental class are explained as follows:

- 1) Students are asked individually in the previous meeting to make recount text on Slowly Application as their homework.
- 2) After explaining the material, the students are asked to read their pair's work.
- 3) The students use the Slowly Application feature "reply letters" to assess their pair's work based on the assessment instrument.
- 4) On the assessment using Slowly, the students use a number to indicate what point they assess as follows.
- 5) The students fix their work.
- 6) Those steps below are repeated, and then at the end of the meeting, the teacher gives several common errors made by the students that should be fixed in the next meeting.

F. Technique of Data Analysis

The writer used the SPSS application. Four analyses were tested to analyze the collected data, including the normality test, homogeneity test, hypothesis test, and effect size. The details of the three analyses are explained as follows:

1) Normality Test

⁵⁰ Hughes, Arthur. (2003), *Testing for Language Teachers*, 2nd edn (Cambridge: Cambridge University Press), 59.

The function of the normality test is to know whether or not the collected data in the pre-and post-test are normally distributed. The data is normally distributed when the test result is higher than 0.05 since the confidence interval is 95%.

2) Homogeneity Test

The function of the homogeneity of variances test is to determine whether the data in the pre-test and post-test come from homogenous variance. The two classes' data are considered homogenous if the test result is higher than 0.05 since the confidence interval is 95%.

3) Hypothesis Test

In this study, the null hypothesis or alternative hypothesis is either accepted or rejected using the hypothesis test to determine whether there is a difference between the two classes. The Hypothesis test is a result that can determine whether or not there is an impact of peer assessment through a Slowly Application on the writing of Recount text that students create. The null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted if the test result is lower than 0.05.

4) Effect Size

After the hypothesis test has been done, to know whether the effect size of the treatment effect is strong or weak, the effect size formula is used. Then, in this research, Cohen's effect size formula is adapted as follows⁵¹:

$$d = \frac{\text{mean of group 1} - \text{mean of group 2}}{\delta \text{ pooled}}$$

$$\delta \text{ pooled} = \frac{\text{Std Deviation 1} + \text{Std Deviation 2}}{2}$$

Cohen's d effect size criteria are used as the foundation in interpreting the result in order to know the significance level. The Cohen's d criteria are:

0-0.20 = Weak effect

0.21-0.50 = Modest effect

0.51-1.00 = Moderate effect

>1.00 = Strong effect

G. Statistical Hypothesis

The hypothesis of statistical measurement used in this research is described as follows:

⁵¹ Daniel Mujis. (2004), *Doing Quantitative Research in Education with SPSS*, Sage Publication (London), xxvii <<https://doi.org/10.7748/ns2013.06.27.43.59.s52>>.

H0: There is no effective (p-value $> \alpha = 0.05$ (5%)) of the peer assessment through Slowly Application on students' writing of recount text ability. It means that the alternative hypothesis (Ha) is rejected and the null hypothesis (H0) is accepted.

Ha: There is an effective (p-value $< \alpha = 0.05$ (5%)) of the peer assessment through Slowly Application on students' writing of recount text ability. It means that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the finding and discussion, which include data description and data analysis.

A. Research Finding

1. Data Description

This section describes the analysis and results of the pre-test and post-tests presented to the experimental and control groups. The analyzed data is applied to determine through experiments whether teaching using Slowly application and peer assessment on Students' Writing Recount Text at SMP Negeri 18 Semarang eighth-grade students in the academic year 2022/2023 is effective or not.

a. Data of Experimental Class

In this study, 32 students from VIII-G of SMP Negeri 18 Semarang have been taught using the Slowly application and peer assessment. The researcher delivered the pre-test before implementing the Slowly application to the students. Before delivering the treatment, the researcher pre-tested the student's ability to write narrative texts. After delivering treatment to all students, the post-test was given to determine the experimental class's data. The following results can be seen:

Table 4.1

The Score of Pre- and Post-Test of Experimental Class

Students	Students of Experimental Score		
	Pre-test	Post-test	Gained Score
1.	58	83	25
2.	78	80	2
3.	78	82	4
4.	68	75	7
5.	66	78	12
6.	87	90	3
7.	76	81	5
8.	82	85	3
9.	55	74	19
10.	50	78	28
11.	65	70	5
12.	66	75	9
13.	68	75	7
14.	74	78	4
15.	64	79	15
16.	58	68	10

17.	78	80	2
18.	68	75	7
19.	66	74	8
20.	82	90	8
21.	80	85	5
22.	52	78	26
23.	62	75	13
24.	72	78	6
25.	72	82	10
26.	55	75	20
27.	80	90	10
28.	78	82	4
29.	68	76	8
30.	55	75	20
31.	50	78	28
32.	75	82	7
SUM	2186	2526	340
MEAN	66,5	78,94	16

According to Table 4.1 above, it is possible to see the variation between the experimental class's pre-test and post-test scores. The experimental class VIII-G achieved a pre-test score of 2186 and the pre-test mean score of 66.5. The pre-test ranges from 50 to 87, with 50 being the lowest possible result. It indicates that many students are not familiar with understanding how to write recount texts.

At the same time, the mean score and total score for the post-test were 78.94 and 2526, respectively. The post-test score ranges from 70 to 90, with 70 being the lowest result. The minimum score that can be earned is 2, and the maximum score that can be earned is 28. The outcome of the post-test mean score was superior to the pre-test mean score. In conclusion, the student's writing recount text improved after the introduction of the Slowly application.

b. Data of Control Class

Class VIII-H, the control group, also consisted of 32 students. Students were instructed either through the teacher's presentation or without the Slowly application. Like the experimental class, the researcher used the pre-test and post-test to collect data. The result is as follows:

Table 4.2
The Score of Pre- and Post-Test of Control Class

Students	Students of Control Score		
	Pre-test	Post-test	Gained Score
1.	68	76	12
2.	54	79	25

3.	65	74	25
4.	63	81	18
5.	70	75	5
6.	72	77	5
7.	50	74	24
8.	75	81	6
9.	78	80	2
10.	81	77	-4
11.	65	73	8
12.	68	83	15
13.	78	80	2
14.	72	72	0
15.	58	75	17
16.	60	85	25
17.	70	76	6
18.	80	75	-5
19.	55	75	20
20.	78	76	-2
21.	72	76	4
22.	68	80	12
23.	58	81	23
24.	72	80	8
25.	64	80	16
26.	80	72	-8
27.	58	64	6
28.	60	66	6
29.	62	75	13
30.	70	74	4
31.	72	73	1
32.	56	73	17
SUM	2152	2438	306
MEAN	62	76,19	14,5

Table 4.2 shows the pre-test scores of 32 eighth-grade students; the total score is 2152, and the mean score is 62. The minimum score on the pre-test is 50, and the maximum is 80. In addition, the total post-test score is 2438, and the mean post-test score is 76.19. The minimum score is 72, and the maximum is 85.

In conclusion, there is a distinction between the experimental and control class scores. The Slowly app improved the results of the experimental class compared to the control group. It means the student is getting higher marks when composing narrative pieces. Students in the control group performed poorly on assessments measuring their ability to write recount texts before and after the intervention. As a result, it was anticipated that students in the class that had yet to use the Slowly program would struggle more overall with developing their recount writing skills.

2. Data Analysis

In this part, a normality test, a homogeneity of variances test, a hypothesis test, and an effect size test is used to look at both groups' pre-test and post-test results. The normality and homogeneity of variances test should be performed immediately to ensure the data is normally distributed and homogeneous.

After passing these two tests, the data can be tested using the hypothesis and effect size tests to determine whether the treatment has a significant effect and how large that effect is. SPSS 26 is utilized for data analysis.

a. Normality test

The Normality Test Before calculating the t-test, the researcher calculated the normality test. Its purpose is to determine whether or not the data from the two classes are normally distributed. Using IBM Statistics SPSS 26, the Kolmogorov-Smirnov and Shapiro-Wilk tables determined the results of a normality test on the experimental and control groups' pre-test and post-test scores. The result is as follows:

Table 4.3
Normality Test of Pre-Test in Control and Experimental Class

CLASS		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statisti c	df	Sig.	Statisti c	df	Sig.
PRETEST	EXPERIMENT	.107	32	.200*	.957	32	.224
	CONTROL	.098	32	.200*	.964	32	.357

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According to the above normality data, the significant levels for the experimental test were 0.200 and 0.224, while the scores for the control were 0.200 and 0.357. It indicates that both classes' probability value (ρ) was as high ($>$) as the significance level of 5% ($\alpha = 0.05$). Thus, the experimental and control classes' pre-test data were normally distributed. In addition, the test results are presented in Table 4.4:

Table 4.4
Normality Test of Post-Test in Control and Experimental Class

Tests of Normality

CLASS		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statisti c	df	Sig.	Statisti c	df	Sig.
POSTTES T	EXPERIMEN T	.133	32	.163	.945	32	.105
	CONTROL	.117	32	.200*	.944	32	.098

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In addition, this test indicates that the post-test data for both classes are normally distributed. The test indicates that the significance of the data for the experimental class is 0.105, while the significance of the data for the control class is 0.098. Thus, the significances of both classes are higher than (>) 0.05.

b. Homogeneity of Variances Test

The homogeneity of variances test is used to determine whether or not the pre-test data for both classes are homogenous. When the significances of both classes are higher than (>) 0.05, it is determined that the data is homogenous. Table 4.5 displays the result of the test for homogeneity of variances:

Table 4.5
Homogeneity of Variances Test Result of Pre-Test

Test of Homogeneity of Variance

		Levene Statisti c	df1	df2	Sig.
PRETEST	Based on Mean	1.164	1	62	.285
	Based on Median	1.196	1	62	.278
	Based on Median and with adjusted df	1.196	1	59.62 7	.279
	Based on trimmed mean	1.208	1	62	.276

According to Table 4.5, the Levene Statistical Test revealed that the significance of the pre-test between the experimental and control groups was 0.285. Therefore, the pre-test data were homogeneous because they were higher than ($>$) 0.05.

Table 4.6
Homogeneity of Variances Test Result of Post-Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
POSTTES T	Based on Mean	1.003	1	62	.320
	Based on Median	.718	1	62	.400
	Based on Median and with adjusted df	.718	1	59.871	.400
	Based on trimmed mean	.906	1	62	.345

Furthermore, the result indicates that the significance of post-test data for both classes is 0.320. It indicates that the post-test results for both groups are homogenous.

c. Hypothesis Test

The hypothesis test analyzes the assessed and passed data to determine the efficacy of the Slowly application and peer assessment on students' ability to write recount texts. For calculating the t-test, the means of both classes are utilized.

Table 4.7
The T-Test Result of Post-Test Scores

Group Statistics

CLASS		N	Mean	Std. Deviation	Std. Error Mean
POSTTES T	EXPERIMENT	32	78.94	5.303	.938
	CONTROL	32	76.19	4.454	.787

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
POSTTEST	Equal variances assumed	1.003	.320	2.246	62	.028	2.750	1.224	.303	5.197
	Equal variances not assumed			2.246	60.201	.028	2.750	1.224	.301	5.199

The experimental class achieved a post-test score of 78.94, while the control class achieved 76.19. The T-test analysis of Table 4.7 reveals that the tvalue is 2.246 with the Sig. (2-tailed) of 0.028. The tvalue is then compared to the ttable to determine whether the Slowly application significantly impacts students' recount writing. The ttable is derived from the standard for data analysis. The ttable shows 1.999 with a degree of freedom (df) of 62 at the 0.05 significance level. The comparison reveals the tvalue $2.246 > ttable\ 1.999$ and the Sig. (2-tailed) the post-test score was $0.028 < 0.05$. Consequently, it indicates that H_0 has been rejected and H_a has been accepted. It demonstrates that the experimental class has a higher mean score than the control group.

The Slowly application significantly impacted the students' writing recount texts.

d. Effect Size Test

Effect size is the concluding analysis following the hypothesis test's confirmation of the post-test and score result. This test is used to determine the significance level of the effect of using the Slowly application, and peer assessment of students' writing abilities showed whether the effect is poor or strong. In addition, the test is conducted using Cohen's d-effect size calculation. The effect size test results are shown in Table 4.8:

Table 4.8
Effect Size Test Result

Statistic of Post-test	Experimental Class	Control Class
Mean of Post-test	78.94	76.19
Std. Deviation	5.303	4.454
Effect Size	0.56	

The calculation using Cohen's d formula is done by manual calculation:

$$d = \frac{\text{mean of group 1} - \text{mean of group 2}}{\hat{\sigma} \text{ Pooled}}$$

$$\hat{\sigma} \text{ Pooled} = \frac{\text{Std Deviation 1} + \text{Std Deviation 2}}{2}$$

$$= \hat{\sigma} \text{ Pooled} = \frac{5.303+4.454}{2} = 4.8785$$

$$= d = \frac{78.94-76.19}{4.8785} = 0.56 \text{ (Moderate Effect)}$$

Based on the results of the effect size test, it can be concluded that the Effect size level of this study is moderate, as the outcomes indicate a value of 0.56, indicating that Slowly application and peer assessment significantly impact students' writing recount texts.

B. Discussion

According to the data described in the previous part, there is a moderate difference between the experimental class, which is treated with Slowly application and peer assessment, and the control class, which is not. The mean pre-test scores of the experimental and control groups are 66.5 and 62 (Moderate effect). After treatment, the experimental and control classes' mean scores are 82.5 and 74.5, respectively. The data in Tables 4.1 and 4.2 represent the data from both courses. The mean score on the pre-tests for both courses indicates that students earned minimum scores for writing recount texts, with the experimental class earning smaller scores than the control group.

During the interventions, the experimental class gradually introduced application and peer assessment in an effort to boost students' ability to write recount texts. However, students in the control group were taught using the teacher's presentation or without Slowly. According to statistical analysis, the experimental class increased by 16, from 66.5 to 82.5. The increase for the control class was 14.5 points, from 62 to 74.5. It indicates that the experimental group had substantially higher point increases than the control group.

Based on the SPSS t-test calculation, it can be demonstrated that p (sig. (2-tailed)) $< \alpha$: $0.028 < 0.05$. This indicates that the null hypothesis (H_0) that Slowly application and peer assessment did not significantly affect eighth-grade students' writing recount text at SMPN 18 Semarang was accepted. Based on this study's data analysis, Slowly application and peer assessment can significantly impact how students write recount texts. It is because the students' average writing scores improved following treatment with Slowly and peer evaluation.

This finding supports the theory that peer assessment benefits students' ability to write recount texts. Peer assessment is beneficial because it can increase student engagement, emphasizing skills and learning, and excellence while establishing more explicit course frameworks, accountability, and enhancing feedback. However, peer assessment also improves students' writing comprehension. It permits more self-corrections, book checking, and instructor clarification requests, as students are encouraged to take responsibility for their assignments. Furthermore, the peer assessment method allows students to learn about writing in a novel way: by being evaluated by their peers. Peer assessment is also considered to assist students in reviewing their errors and language standard.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the researcher presents conclusions and suggestion for the following finding of the study.

A. Conclusion

Based on the previous chapter's research findings, the researcher concluded that teaching eighth-grade students at SMP Negeri 18 Semarang during the academic year 2022/2023 using the Slowly application and peer assessment to improve their ability to write recount texts is effective. After instituting the treatment using the Slowly application and peer evaluation, the post-test average score in the experimental class was 82.5, as shown by data with a statistical significance level of 5%. It was more significant than the average pre-test score of 66.5.

In addition, the data analysis revealed that 2-tailed sig $\rho < \alpha$, or $0.028 < 0.05$, was significant. It indicates that the null hypothesis (H_0) has been rejected in favor of the alternative hypothesis (H_a). Using a t-test on independent samples to test statistical hypotheses, it was found that, with a significance level of 5% ($\alpha = 0.05$), the tobserve 2.246, and the t table was 1.999, indicating that the t observe was more significant than the t table. Therefore, H_a was approved, while H_0 was rejected. Slowly application and peer assessment significantly impacted students' writing recount texts.

In conclusion, it is evident that Slowly application and peer assessment positively impact eighth-grade students' writing recount texts at SMP Negeri 18 Semarang.

B. Suggestion

This study showed that teaching students the ability to write recount texts using the Slowly application and peer assessment is effective. Therefore, the researcher suggests the following to teachers, students, and future researchers:

1. For Teacher

Teachers of English use the Slowly application and peer evaluation to improve students' comprehension of writing recount texts. The Slowly app is highly recommended for usage by English teachers due to its many helpful features that improve students' ability to create recount text, as students can learn more about improving their writing skills than using conventional methods.

2. For Students

Using the Slowly application and peer assessment has been demonstrated to be an effective technique for students who wish to improve their ability to write recount texts. This technique also helps students become more disciplined, proactive, creative, productive, critical, collaborative, communicative, and technologically savvy. Do not hesitate to provide a critical evaluation of your pair's writing, as doing so will enhance both their writing and your critical thinking. The expectation is that the students will refrain from second-guessing themselves to consult their teacher and will view writing as an enjoyable method to express their ideas so they can elaborate further. In addition, they can feel liberated and unburdened or fearful about asking teachers about their writing difficulties.

3. For Future Researchers

For future researchers who wish to conduct a study on Slowly application and peer assessment, it is essential to establish interactions with the research participants or students so that they will not hesitate to follow the researcher's instructions. Moreover, conducting a study using assessments and a questionnaire could be very beneficial. This application should be explored further through other writing exercises, not just for recounting texts. In addition, the author hopes this research serves as a helpful reference.

REFERENCES

- Alan Bryman. (2012), 'Bryman: Social Research Methods , 4', *Social Research Methods*, 1–24
- Alqassab, Maryam, Jan Willem Strijbos, Ernesto Panadero, Javier Fernández Ruiz, Matthijs Warrens, and Jessica To. (2023), A Systematic Review of Peer Assessment Design Elements, *Educational Psychology Review* (Springer US), xxxv <<https://doi.org/10.1007/s10648-023-09723-7>>
- Barnwell, D., O'Malley, J. M., & Chamot, A. U. (1991), Learning Strategies in Second Language Acquisition, *University of Cambridge*, 1st edn (New York)
- Barwick, John. (1998), 'Targeting Text Recount, Procedure, Exposition, Upper Level.', *Sydney: Black Education*, p. 4 <https://books.google.co.id/books?id=OXN_o_WhryoC&pg=PA4&hl=id&source=gbs_toc_r&cad=4#v=onepage&q&f=false> [accessed 14 March 2023]Camp, David John, and Jack C. Richards. (1990), The Language Teaching Matrix, *Cambridge University Press* <<https://doi.org/10.2307/3587377>>
- Bullock, Richard. (2009), The Norton Field Guide to Writing, 2nd edn (New York: W. W. Norton & Company, Inc)
- CEI. (2021), 'Advantages and Disadvantages Self-Assessment and Peer-Assessment', *Center for Education Innovation* <<https://cei.hkust.edu.hk/learner-centered-course-design/learning-assessment/self-and-peer-assessment/advantages-and>> [accessed 14 March 2023]
- Chanthorn, Tami. (2019), 'Effects of University Pen Pals on the Literacy Development of Elementary School Students', *Capstone Projects and Master's Theses*, 570 <https://digitalcommons.csumb.edu/caps_thes_all/570/>
- Cheng, Winnie, and Martin Warren. (2000), 'Making a Difference: Using Peers to Assess Individual Students' Contributions to a Group Project', *Teaching in Higher Education*, 5.2, 243–55 <<https://doi.org/10.1080/135625100114885>>
- Creswell, J. W. (2012), Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th edn (Boston: MA: Pearson) <<http://repository.unmas.ac.id/medias/journal/EBK-00121.pdf>>
- Danielle Bywaters, and Kim Walker Campbell Steve Melanie Greenwood Sarah Prior Toniele Shearer Kerrie Walkem Sarah Young. (2020), 'Purposeful Sampling: Complex or Simple? Research Case Examples', *Journal of Research in Nursing*, 25.8, 652–61 <<https://doi.org/10.1177/1744987120927206>>
- Double, Kit S., Joshua A. McGrane, and Therese N. Hopfenbeck. (2020), 'The Impact of Peer Assessment on Academic Performance: A Meta-Analysis of Control Group Studies', *Educational Psychology Review*, 32.2, 481–509 <<https://doi.org/10.1007/s10648-019-09510-3>>
- Fitria, Tira Nur. (2020), 'Error Analysis Found in Students' Writing Composition in Simple Past Tense of Recount Text', *ENGLISH FRANCA: Academic Journal of English Language and Education*, 4.2, 141 <<https://doi.org/10.29240/ef.v4i2.1154>>

- Harmer, Jeremy. (1998), *How To Teach English* (Harlow: Pearson Education Limited)
- Hedge, Tricia. (1990), *Writing*, 2nd edn (Oxford: Oxford University Press)
- Huang, Fang, Timothy Teo, and Ronny Scherer. (2022), ‘Investigating the Antecedents of University Students’ Perceived Ease of Using the Internet for Learning’, *Interactive Learning Environments*, 30.6, 1060–76 <<https://doi.org/10.1080/10494820.2019.1710540>>
- Hughes, Arthur. (2003), *Testing for Language Teachers*, 2nd edn (Cambridge: Cambridge University Press)
- Husna, Atikasari, and Akhmad Multazim. (2019), ‘Students’ Difficulties in Writing Recount Text At Inclusion Classes’, *LET: Linguistics, Literature and English Teaching Journal*, 9.1, 52 <<https://doi.org/10.18592/let.v9i1.3077>>
- Hyland, Ken. (2003), *Second Language Writing*, Cambridge University Press (New York) <<https://doi.org/https://doi.org/10.1017/CBO9780511667251>>
- Jace, ‘Slowly is Chatting with Strangers Done Right. | by Slowly Team | Slowly Stories | Medium’ <<https://medium.com/slowlyapp/slowly-is-chatting-with-strangers-done-right-cd6200efa79b>> [accessed 3 March 2023]
- Kane, Jeffrey S., and Edward E. Lawler. (1978), ‘Methods of Peer Assessment’, *Psychological Bulletin*, 85.3, 555–86 <<https://doi.org/10.1037/0033-2909.85.3.555>>
- Ketonen, Laura, Pasi Nieminen, and Markus Hähkiöniemi. (2020), ‘The Development of Secondary Students’ Feedback Literacy: Peer Assessment as an Intervention’, *Journal of Educational Research*, 113.6, 407–17 <<https://doi.org/10.1080/00220671.2020.1835794>>
- Khalim, Abdul. (2020), ‘Implementing Peer Assessment to Improve the Writing Ability of the Second Year Students of SMP Negeri 44 Muaro Jambi’, *Jurnal Ilmiah Universitas Batanghari Jambi*, 20.1, 86 <<https://doi.org/10.33087/jiubj.v20i1.859>>
- Lin, Chi Jen. (2019), An Online Peer Assessment Approach to Supporting Mind-Mapping Flipped Learning Activities for College English Writing Courses, *Journal of Computers in Education* (Springer Berlin Heidelberg), vi <<https://doi.org/10.1007/s40692-019-00144-6>>
- Meletiadou, Eleni. (2021), ‘Exploring the Impact of Peer Assessment on EFL Students’ Writing Performance’, *IAFOR Journal of Education*, 9.3, 77–95 <<https://doi.org/10.22492/ije.9.3.05>>
- M. Minei, Elizabeth, Tanya Razuvaeva, and Denis Dyshko. (2021), ‘Modern Day Digital Pen Pals: A Semester-Long Collaborative Online International Learning (COIL) Project’, *Communication Teacher*, 35.4, 336–44 <<https://doi.org/10.1080/17404622.2021.1887906>>
- Mujis, Daniel. (2004), *Doing Quantitative Research in Education with SPSS*, Sage Publication (London), XXVII <<https://doi.org/10.7748/ns2013.06.27.43.59.s52>>
- Namanloo, Alireza A, Julie Thorpe, and Amirali Salehi-Abari. (2022), ‘Improving Peer Assessment with Graph Convolutional Networks’, *ERIC Journal*, July, 325–32
- Nur, F. (2020), ‘The Effectiveness of Digital Comics (DC) in the Teaching of Writing Recount

- Texts', *Journal of English Teaching and Learning, Language-Edu*, 1.1, 1–10
<<http://riset.unisma.ac.id/index.php/LANG/article/view/5326>>
- Oshima, A., & Hogue, A. (1994), *Writing Academic English*, Longman, 4th edn, XXXVII
- Richards, Jack C., and Richard W. Schmidt. (2002), *Longman Dictionary of Language Teaching and Applied Linguistics*, Pearson Education, 4th edn (London: Longman-Pearson Education) <<https://doi.org/10.4324/9781315833835>>
- Rizvi, Faiza, 'Slowly: Writing Letters in Instant Messaging Age - StreetBuzz' <<https://web.archive.org/web/20210802084658/https://www.streetbuzz.pk/slowly-writing-letters-app/>> [accessed 3 March 2023]
- Sallamah, Ismi Baqiatus, and Agus Husein As Sabiq. (2020), 'Does Instagram as Learning Media Affect Students' Writing Skill on Recount Text?: An Experimental Research', *REiLA: Journal of Research and Innovation in Language*, 2.3, 126–33 <<https://doi.org/10.31849/reila.v2i3.5501>>
- Shukla, Satishprakash. (2020), 'Concept of Population and Sample', *How to Write a Research Paper*, June, 1–6
- Swanson, H. Lee, and Virginia W. Berninger. (1996), 'Individual Differences in Children's Working Memory and Writing Skill', *Journal of Experimental Child Psychology*, 63.2, 358–85 <<https://doi.org/10.1006/jecp.1996.0054>>
- Teale, William H., and Linda B. Gambrell. (2007), 'Raising Urban Students' Literacy Achievement by Engaging in Authentic, Challenging Work', *The Reading Teacher*, 60.8, 728–39 <<https://doi.org/10.1598/rt.60.8.3>>
- Thyer, Bruce A. (2012), *Quasi-Experimental Research Designs*, *Etica e Politica* (New York: Oxford University Press), xv
- Topping, Keith. (1998), 'Peer Assessment between Students in Colleges and Universities', *Review of Educational Research*, 68.3, 249–76 <<https://doi.org/10.3102/00346543068003249>>
- Topping, Keith J. (2009), 'Peer Assessment', *Theory into Practice*, 48.1, 20–27 <<https://doi.org/10.1080/00405840802577569>>
- Triana, Neni. (2022), 'The Use of Peer Evaluation to Improve Writing Ability Students of SMP Negeri 1 Rambah Hilir', *Acitya: Journal of Teaching and Education*, 4.1, 1–15 <<https://doi.org/https://doi.org/10.30650/ajte.v4i1.2283>>
- Verspoor, Rene Dirven & Marjolijn. (2004), *Cognitive Exploration of Language and Linguistics: Cognitive Linguistics in Practice*, 2nd edn (Amsterdam: John Benjamins Publishing Company)
- Wagner, Edith N. (2002), *Express Yourself: Writing Skill for High School*, Learning Express, LLC, 1st edn (New York) <<https://doi.org/10.23925/2176-2767.2022v75p284-310>>
- Wang, Hung chun, and Cheryl Wei yu Chen. (2020), 'Learning English from YouTubers: English L2 Learners' Self-Regulated Language Learning on YouTube', *Innovation in Language Learning and Teaching*, 14.4, 333–46 <<https://doi.org/10.1080/17501229.2019.1607356>>
- Watkins, Peter Knapp and Megan. (2005), 'Genre, Text, Grammar', in *Technologies for*

Teaching and Assessing Writing. (Sydney: University of New South Wales), p. 27

Whitaker, Anne. (2009), *Academic Writing Guide: A Step-by-Step Guide to Writing Academic Papers*, City of Settle University (Bratislava, Slovakia)

Wong, Kevin, 'Slowly - Terhubung Ke Dunia!' <<https://slowly.app/id/>> [accessed 24 February 2023]

Wong, Kevin, 'We're Bringing the Traditional Pen Friend Experience to Your Smartphone. - Slowly' <<https://www.getslowly.com/en/blog/introducing-slowly/>> [accessed 3 March 2023]

Yulianawati, Ida. (2019), 'Self-Efficacy and Writing : A Case Study at A Senior High School in Indonesian EFL Setting', *Vision: Journal for Language and Foreign Language Learning*, 8.1, 79–101 <<http://dx.doi.org/10.21580/vjv8i13470%0ASelf-Efficacy>>

APPENDIXES

APPENDIX 1

LESSON PLAN OF EXPERIMENTAL CLASS

School	: SMP NEGERI 18 SEMARANG
Subjects	: English
Class/Semester	: VIII/ Even
Main Material	: Personal Recount Text; Giving and asking for information related to past personal experiences
Time Allocation	: 8 x 45 Minutes

A. Core Competence

1. **CC1 and CC2:** Appreciate and live up to the teachings of the religion he adheres to and Appreciate and appreciate honest, disciplined, polite, confident, caring, and responsible behavior in interacting effectively following the development of children in the environment, family, school, community, and the surrounding natural environment, nation, state, and regional areas.
2. **CC3:** Understanding and applying factual, conceptual, procedural, and metacognitive knowledge at a superficial technical and specific level based on curiosity about science, technology, art, and culture with human, national, and state insights related to visible phenomena and events.
3. **CC4:** Demonstrate the skills of reasoning, processing, and presenting creatively, productively, critically, independently, collaboratively, and communicatively in concrete and abstract domains according to what is learned in school and other sources from the same theoretical point of view.

B. Basic Competency and Indicators

Basic Competency	Indicator
3.11 Comparing the social function, text structure, and linguistic elements of several oral and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use	3.11.1 Comparing the social functions of personal recount text
	3.11.2 Identifying the structure of personal recount text
	3.11.3 Determine the linguistic elements of personal recount text
	3.11.4 Identify the use of punctuation and spelling in personal recount text
	3.11.5 Identify main ideas and explanations of personal recount text

<p>4.11 Recount text</p> <p>4.11.1 Capturing meaning contextually related to social functions, text structure, and linguistic elements of spoken and written recount texts, very short and simple, related to personal experiences in the past (personal recount)</p> <p>4.11.2 Compose oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and linguistic elements, correctly and in context</p>	<p>4.11.1.1 Finding explicit and implied meanings related to personal recount text</p> <p>4.11.1.2 Complete the blank personal recount text</p> <p>4.11.2.1 Improving the use of punctuation and spelling of personal experience texts in the past (personal recount)</p> <p>4.11.2.2 Making a text of personal experiences in the past (personal recount)</p> <p>4.11.2.3 Telling personal experiences at the time past (personal recount)</p>
--	---

C. Learning Objectives

After following the learning process, students are expected to be able to:

1. Through discussion, and question and answer activities, groups of students can compare, identify and find the meaning of personal recount text related to social functions text structure correctly and in context.
2. Compare, identify, and find the meaning of personal recount text related to social functions and text structure correctly and according to context.
3. Through discussion, and question and answer activities, student groups can identify and perfect the correct and contextual use of punctuation and spelling of personal recount texts.
4. Through discussion, and question and answer activities, student groups can identify main ideas/explanators and compose and tell personal recount texts correctly and in context using the Slowly Application and Peer Assessment.

D. Learning Materials

a. Definition of Recount Text

Recount Text is a type of English text that retells events or experiences in the past. The purpose of Recount Text is to provide information or to entertain readers. In Recount Text there are no complications (Complications) as in Narrative Text.

b. The purpose of Recount Text

The communicative purpose of Recount Text as explained above is to report events, incidents or activities with the aim of reporting or entertaining, of course, without any conflict in the story.

c. Generic Structure of Recount Text

1. Orientation

Orientation or introduction, namely providing information about who, where, and when the event or activity occurred in the past.

2. Events

Events are records of events that occurred, which are usually presented in chronological order, such as "*In the first day, I And in the next day And In the last day ...*" . In the Events section, there are also usually personal comments about the events or incidents being told.

3. Reorientation

In the Reorientation section, there is a repetition of the introduction in the Orientation, a repetition that summarizes the series of events, events or activities being told.

d. Language Feature of Recount Text

There are several language features that friends might find when reading a Recount Text. The language features of the Recount Text are:

1. Using *Past Tense*. For example, *we went to zoo, I was happy, etc.*
2. Using *Conjunction* and *Time Connectives* to sort events or happenings. For example, *and, but, the, after that, etc.*
3. Using *Adverbs* and *Adverbial Phrase* to express place, time and manner. For example, *yesterday, at my house, slowly, etc.*
4. Using *Action Verbs*. For example, *went, slept, run, brought, etc.*

e. The Example of Recount Text

Below the author also includes an example of Recount Text and its translation to add to and make it easier for friends to understand the explanation of the Recount Text above.

GOING TO CERMIN BEACH

Orientation

A few months ago, I went to Cermin beach with my family. It is located in Serdang Bedagai district about 53 km from Medan city, North Sumatera. The trip there took about 1,5 hours. We left from Medan at 07.30 using a car and we arrived about 09.00 o'clock.

Event

As arrived there, my parents rented a hut to take a rest. I and my brother immediately ran towards the beach. It looked sunny day with the blue sky and I felt a gentle breeze. The waves there were suitable for swimming, but unfortunately I couldn't swim. I just played with white sand and built a sand castle. I didn't forget to take a selfie with the background of beautiful beach.

At noon, I began to feel hungry. I approached the rented hut. Apparently, my mother had prepared food for us. I felt happy to be able to vacation with family and enjoyed the beauty of nature created by God.

Re-orientation

Not felt, the day had begun in the evening. We hurried to go home. Before went to home, I bought some souvenirs there. Finally, we arrived at 6:00 PM because the trip was jammed.

E. Learning Methods

1. Approach : Scientific
2. Learning Model : Discovery learning
3. Method : Peer Assessment

F. Learning Media

a. Media

Handphone, Proyektor, and Laptop

b. Tool

Markers and Whiteboard

G. Learning Resource

- a. English Book
- b. <https://englishforsma.com/3631-2/>
- c. <https://englishforsma.com/early-one-morning-in-april-reading-practice-1recount/>
- d. <http://www.primaryresources.co.uk/english/englishD6.htm#recount>
- e. <https://www.tes.com/teaching-resource/recount-example-6332297#>

H. Learning Steps

First Meeting (2 x 45 Minutes)

Opening Activities	Time Allocation
<ol style="list-style-type: none"> 1. Pray before teaching and learning activities begin. 2. Checking student attendance (Attendance). 3. Apperception and Motivation. 4. Prepare tools that will be used in teaching and learning activities. 5. Verbally ask about things related to the pre-requisite material. 6. Explain the learning objectives or basic competencies to be achieved. 	10 minutes
Core Activities	Time Allocation
<u>Observing</u>	

<ol style="list-style-type: none"> 1. The students watch the teacher exposing recount text in some example 2. The teacher tells about the strategy that will be used in the class <p><u>Questioning</u></p> <p>With the guidance of the teacher, the student asks among the other things of the recount text.</p> <p><u>Exploring</u></p> <ol style="list-style-type: none"> 1. The students watch the example of recount text in a sheet of paper that has been analyzed at the last meeting. 2. The teacher explain how to use guided question technique in writing recount text through a sample text. <p><u>Associating</u></p> <p>The students try to answer some question that related to the topic of recount text that has been given by the teacher through guided question technique.</p> <p><u>Communicating</u></p> <ol style="list-style-type: none"> 1. The students start to write recount text in English while the teacher tells the indicator of writing and the generic structure of recount text. 2. The teacher asks the students to write a Recount Text by answering the question. 3. The teacher asks the students to collect their written work 	70 minutes
Closing Activities	Time Allocation
<ol style="list-style-type: none"> 1. The teacher gives assignments to students to make recount text about a memorable experience 2. The teacher asks about the difficulties experienced by students in the learning process 3. The teacher informs about the material to be studied at the next meeting 4. The teacher gives thanks to God Almighty and prays to close the lesson 	10 minutes

Second Meeting (2 x 45 Minutes)

Opening Activities	Time Allocation
---------------------------	------------------------

<ol style="list-style-type: none"> 1. Pray before teaching and learning activities begin. 2. Checking student attendance (Attendance). 3. Apperception and Motivation. 4. Prepare tools that will be used in teaching and learning activities. 5. Verbally ask about things related to the pre-requisite material. 6. Explain the learning objectives or basic competencies to be achieved. 	<p>10 minutes</p>
<p>Core Activities</p>	<p>Time Allocation</p>
<p><u>Observing</u></p> <ol style="list-style-type: none"> 1. The teacher reviews the previous material by asking students about the definition and social function of the recount text 2. The teacher asks students about the generic structure of the recount text 3. The teacher asks the students about the linguistic elements used in the recount text 4. Students explain the social function, text structure, and linguistic elements of the recount text 5. The teacher provides a re-explanation regarding the social function, text structure, and linguistic elements of the recount text <p><u>Questioning</u></p> <p>Students are given the opportunity to ask questions related to lessons that have not been understood</p> <p><u>Exploring</u></p> <ol style="list-style-type: none"> 1. Students are divided into pairs 2. The teacher asks students to analyze their friend's recount text which has been uploaded to Slowly in thread format. 3. <p><u>Associating</u></p> <ol style="list-style-type: none"> 1. Students are asked to associate recount text with their respective partners by focusing on social functions, structures, and linguistic elements 2. The teacher facilitates each student by approaching each student and asking about the progress of their work. <p><u>Communicating</u></p> <ol style="list-style-type: none"> 1. Each student provides feedback to each partner on their partner's work using the reply feature in the Slowly application. 	<p>70 minutes</p>

2. After getting feedback, students improve their writing. 3. The teacher asks students to compare their writing before and after receiving feedback	
Closing Activities	Time Allocation
1. Students and teachers conduct questions and answers about their impressions of using the Slowly application 2. Students and teachers carry out evaluations related to learning together. 3. The teacher conveys the lesson plan for the next meeting. 4. The teacher gives an appreciation for the hard work of students during the learning process.	10 minutes

Learning Steps Using Slowly Application Outside Class:

1. The teacher has given assignments at the end of the meeting.
2. Students write down their personal experiences (Recount text) and attach a photo in the attachment at the end of the writing based on a predetermined theme.
3. The duration of uploading text and photos on the day of assignment according to the specified time.
4. A description of the name and class is given at the end of the recount text in the caption column.
5. Each text will be sent to the teacher, two friends (via the previously added ID), and two people from outside Indonesia as a personal experience.

I. Learning Assessment

1. Question grid

Indicator	Technique	Form	Question	Number of Question	Core Competence
Students can write personal experiences in the past (<i>personal recount</i>)	Writing test	Essay	1	1	4.11.2.2

2. Instrument
Write a short story about memorable experience at least 2-3 paragraphs.
3. Assessment guide
The assessment uses the Holistic Assessment Writing Skills Rubric.

J. Assessment Instrument

1. Attitude

- a. Assessment Techniques: Direct assessment by the teacher through observation
- b. Instrument Form: Assessment Sheet

c. Lattice:

No.	Basic Competence	Indicator	Instrument
1.	Demonstrate responsible behaviour, care, cooperation, and mutual respect, in carrying out functional communication.	Provide an assessment of students who are shown with an attitude of confidence and cooperation, and mutual respect	Attitude Assessment Appendix

d. Instrument :

Classroom Behavior Rubric

Criteria	4	3	2	1
Punctuality	Arrived late 10 time and more	Arrived late 7-10 times	Arrived late 4-6 times	Arrived late 1-3 times
Works Independently	Distracts others; talks to others instead of working; teacher must remind student about getting to work	Quiet, daydreaming; eventually may get to work on assignment	Works quietly on assignment, asking questions when necessary	Remains on task without reminders; works quietly and efficiently using notes and textbooks
Initiative	Has difficulty starting to work; doesn't ask for help; doesn't get caught up after absence; doesn't participate	Rarely participates; Starts work when reminded; seldom asks for help	Participates when asked; begins to work when assignment given; works hard most of the time	Volunteers to answer and ask questions; will help others; know what needs to be done and does it
Homework and work habits	7 or more assignments and/or	4 or 6 assignments and/or	3 or 4 assignments and/or homework not	1 or 2 assignments and/or homework not

	homework not complete	homework not complete	complete; answers are not always checked and corrected	complete; and answers have been checked and corrections are made
Teamwork	Interrupts, distracts, or disrupts others; difficult to work with	Does little to participate; lets others do the work	Cooperative, participates and follows the lead of others	Demonstrates cooperation, respect, and leadership

Note:

Maximum score = 20 point

Scoring:

Score: Gained Score X 4

Maximum Score

Value/Predicate:

4 = Very Good

3 = Good

2 = Enough

1-0 = Less

2. Knowledge

- Assessment Technique: Writing test
- Instrument: Essay
- Lattice:

Basic Competence	Indicator	Instrument
3.11. Comparing the social function, text structure, and linguistic elements of several oral and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according	<ol style="list-style-type: none"> The use of punctuation and spelling in personal recount text Identify main ideas and explanations of personal recount text 	<ol style="list-style-type: none"> Presented personal recount text students can use punctuation and spelling in personal recount text Personal recount text is provided, students can get main ideas and

to the context of their use		explanations of personal recount text
4.11.2. Compose oral and written recount texts, very short and simple, related to personal experiences in the past (<i>personal recount</i>), taking into account social functions, text structure, and linguistic elements, correctly and in context	Perfect the use of punctuation and spelling of texts from personal experiences in the past (<i>personal recount</i>)	Presented the text of personal experience in the past (<i>personal recount</i>), students can perfect the use of punctuation and spelling of the text

- d. Instrument: (attached)
- e. Assessment

KNOWLEDGE ASSESSMENT SHEET

No.	Name	Content	Organization	Vocabulary	Language Use	Mechanism	Total Score
1.							
2.							
3.							

Components of Writing	Level	Criteria
Content	30-27	Excellent to very good: they know what they're talking about, develop their point well, and stick to the topic.
	26-22	Good to average: generally pertinent to the issue at hand but needs finer detail; familiarity with the subject; acceptable breadth of knowledge; limited understanding of the topic.
	21-17	Fair to poor: limited knowledge of subject, little substance, insufficient for developing the topic.

	16-13	Very poor: does not demonstrate understanding of the material, lacks substance, is irrelevant, or is insufficient for assessment.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, concise, well-organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequence.
	12-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization, not enough to evaluate.
Vocabulary	20-18	Excellent to very good: sophisticated range, good use of words and idioms, command of word form, and the right pitch.
	17-14	Good to average: good range of words and idioms, but only a few mistakes in word choice, usage, or meaning.
	12-10	Fair to poor: limited vocabulary, frequent mistakes in word/idiom form, choice, and use, but meaning unclear or muddled.
	9-7	Very poor: essentially translation, not enough English vocabulary, idioms, or word form understanding, or not enough for evaluation.
Language Use	25-22	Excellent to very good: few mistakes in agreement, tense, number, word order and function, articles, verbs, and prepositions.
	21-18	Good to average: few errors in agreement, tense, number, word form and function, articles, pronouns, and prepositions, but the sense is rarely lost.
	17-11	Fair to poor: major problems with simple and complex constructions, common errors in negation, agreement, tense, number, word order/function, article, pronouns, preposition, an/or fragments,

		run-ons, deletions, and meanings that are unclear or confused.
	10-5	Very poor: almost no understanding of how sentences should be put together, lots of mistakes, doesn't say much or not enough to judge.
Mechanics	5	Excellent to very good: indicate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: several errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning unclear or obscured.
	2	Very poor: no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.

Semarang, 27 March 2023

English Teacher

Researcher



Budi Setiawan S. Pd.
197606202008011008



Annisa Try Suprobowati
1903046089

APPENDIX 2

LESSON PLAN OF CONTROL CLASS

School	: SMP NEGERI 18 SEMARANG
Subjects	: English
Class/Semester	: VIII/ Even
Main Material	: Personal Recount Text; Giving and asking for information related to past personal experiences
Time Allocation	: 8 x 45 Minutes

A. Core Competence

1. **CC1 and CC2:** Appreciate and live up to the teachings of the religion he adheres to and Appreciate and appreciate honest, disciplined, polite, confident, caring, and responsible behavior in interacting effectively following the development of children in the environment, family, school, community, and the surrounding natural environment, nation, state, and regional areas.
2. **CC3:** Understanding and applying factual, conceptual, procedural, and metacognitive knowledge at a superficial technical and specific level based on curiosity about science, technology, art, and culture with human, national, and state insights related to visible phenomena and events.
3. **CC4:** Demonstrate the skills of reasoning, processing, and presenting creatively, productively, critically, independently, collaboratively, and communicatively in concrete and abstract domains according to what is learned in school and other sources from the same theoretical point of view.

B. Basic Competency and Indicators

Basic Competency	Indicator
3.11 Comparing the social function, text structure, and linguistic elements of several oral and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use	3.11.6 Comparing the social functions of personal recount text
	3.11.7 Identifying the structure of personal recount text
	3.11.8 Determine the linguistic elements of personal recount text
	3.11.9 Identify the use of punctuation and spelling in personal recount text
	3.11.10 Identify main ideas and explanations of personal recount text

<p>4.12 Recount text</p> <p>4.12.1 Capturing meaning contextually related to social functions, text structure, and linguistic elements of spoken and written recount texts, very short and simple, related to personal experiences in the past (personal recount)</p> <p>4.12.2 Compose oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and linguistic elements, correctly and in context</p>	<p>4.11.1.3 Finding explicit and implied meanings related to personal recount text</p> <p>4.11.1.4 Complete the blank personal recount text</p> <p>4.11.2.4 Improving the use of punctuation and spelling of personal experience texts in the past (personal recount)</p> <p>4.11.2.5 Making a text of personal experiences in the past (personal recount)</p> <p>4.11.2.6 Telling personal experiences at the time past (personal recount)</p>
--	---

C. Learning Objectives

After following the learning process, students are expected to be able to:

1. Through discussion, question and answer activities, and groups, students can compare, identify and find the meaning of personal recount texts related to social functions and text structures correctly and in context.
2. Comparing, identifying, and finding the meaning of personal recount text related to social functions and text structure correctly and according to context.
3. Through discussion, and question and answer activities, student groups can identify and perfect the correct and contextual use of punctuation and spelling of personal recount texts.
4. Through discussion, and question and answer activities, groups of students can identify main ideas/explanators and compose and tell personal recount texts correctly and in context.

D. Learning Materials

a. Definition of Recount Text

Recount Text is a type of English text that retells events or experiences in the past. The purpose of Recount Text is to provide information or to entertain readers. In Recount Text there are no complications (Complications) as in Narrative Text.

b. The purpose of Recount Text

The communicative purpose of Recount Text as explained above is to report events, incidents or activities with the aim of reporting or entertaining, of course, without any conflict in the story.

c. Generic Structure of Recount Text

1. Orientation

Orientation or introduction, namely providing information about who, where, and when the event or activity occurred in the past.

2. Events

Events are records of events that occurred, which are usually presented in chronological order, such as "*In the first day, I And in the next day And In the last day ...*". In the Events section, there are also usually personal comments about the events or incidents being told.

3. Reorientation

In the Reorientation section, there is a repetition of the introduction in the Orientation, a repetition that summarizes the series of events, events or activities being told.

d. Language Feature of Recount Text

There are several language features that friends might find when reading a Recount Text. The language features of the Recount Text are:

1. Using *Past Tense*. For example, *we went to zoo, I was happy, etc.*
2. Using *Conjunction* and *Time Connectives* to sort events or happenings. For example, *and, but, the, after that, etc.*
3. Using *Adverbs* and *Adverbial Phrase* to express place, time and manner. For example, *yesterday, at my house, slowly, etc.*
4. Using *Action Verbs*. For example, *went, slept, run, brought, etc.*

e. The Example of Recount Text

Below the author also includes an example of Recount Text and its translation to add to and make it easier for friends to understand the explanation of the Recount Text above.

GOING TO CERMIN BEACH

Orientation

A few months ago, I went to Cermin beach with my family. It is located in Serdang Bedagai district about 53 km from Medan city, North Sumatera. The trip there took about 1,5 hours. We left from Medan at 07.30 using a car and we arrived about 09.00 o'clock.

Event

As arrived there, my parents rented a hut to take a rest. I and my brother immediately ran towards the beach. It looked sunny day with the blue sky and I felt a gentle breeze. The waves there were suitable for swimming, but unfortunately I couldn't swim. I just played with white sand and built a sand castle. I didn't forget to take a selfie with the background of beautiful beach.

At noon, I began to feel hungry. I approached the rented hut. Apparently, my mother had prepared food for us. I felt happy to be able to vacation with family and enjoyed the beauty of nature created by God.

Re-orientation

Not felt, the day had begun in the evening. We hurried to go home. Before went to home, I bought some souvenirs there. Finally, we arrived at 6:00 PM because the trip was jammed.

E. Learning Methods

- 1. Approach : Scientific
- 2. Learning Model : Discovery learning
- 3. Method : Peer Assessment

F. Learning Media

c. Media

Handphone, Proyektor, and Laptop

d. Tool

Markers and Whiteboard

G. Learning Resource

- a. English Book
- b. <https://englishforsma.com/3631-2/>
- c. <https://englishforsma.com/early-one-morning-in-april-reading-practice-1recount/>
- d. <http://www.primaryresources.co.uk/english/englishD6.htm#recount>
- e. <https://www.tes.com/teaching-resource/recount-example-6332297#>

H. Learning Steps

First Meeting (2 x 45 Minutes)

Opening Activities	Time Allocation
1. Pray before teaching and learning activities begin. 2. Checking student attendance (Attendance). 3. Apperception and Motivation. 4. Prepare tools that will be used in teaching and learning activities. 5. Verbally ask about things related to the pre-requisite material. 6. Explain the learning objectives or basic competencies to be achieved.	10 minutes
Core Activities	Time Allocation
<u>Observing</u>	

<ol style="list-style-type: none"> 1. Students watch the teacher exposing recount text in some example 2. The teacher tells about the strategy that will be used in the class <p><u>Questioning</u></p> <p>With the guidance of the teacher, the student asks among the other things of the recount text.</p> <p><u>Exploring</u></p> <ol style="list-style-type: none"> 1. Students watch the example of recount text in a sheet of paper that has been analyzed at the last meeting. 2. The teacher explain how to use guided question technique in writing recount text through a sample text. <p><u>Associating</u></p> <p>Students try to answer some question that related to the topic of recount text that has been given by the teacher through guided question technique.</p> <p><u>Communicating</u></p> <ol style="list-style-type: none"> 1. Students start to write recount text in English while the teacher tells the indicator of writing and the generic structure of recount text. 2. The teacher asks the students to write a Recount Text by answering the question. 3. The teacher asks the students to collect their written work 	70 minutes
Closing Activities	Time Allocation
<ol style="list-style-type: none"> 1. The teacher gives assignments to students to make recount text about a memorable experience 2. The teacher asks about the difficulties experienced by students in the learning process 3. The teacher informs about the material to be studied at the next meeting 4. The teacher gives thanks to God Almighty and prays to close the lesson 	10 minutes

Second Meeting (2 x 45 Minutes)

Opening Activities	Time Allocation
---------------------------	------------------------

<ol style="list-style-type: none"> 1. Pray before teaching and learning activities begin. 2. Checking student attendance (Attendance). 3. Apperception and Motivation. 4. Prepare tools that will be used in teaching and learning activities. 5. Verbally ask about things related to the pre-requisite material. 6. Explain the learning objectives or basic competencies to be achieved 	<p>10 minutes</p>
Core Activities	Time Allocation
<p><u>Observing</u></p> <ol style="list-style-type: none"> 1. The teacher reviews the previous material by asking students about the definition and social function of the recount text 2. The teacher asks students about the generic structure of the recount text 3. The teacher asks the students about the linguistic elements used in the recount text 4. Students explain the social function, text structure, and linguistic elements of the recount text 5. The teacher gives a re-explanation regarding the social function, text structure, and linguistic elements of the recount text <p><u>Questioning</u> Students are given the opportunity to ask questions related to lessons that have not been understood</p> <p><u>Exploring</u></p> <ol style="list-style-type: none"> 1. Students are divided into pairs 2. The teacher asks students to analyze their friend's recount text. <p><u>Associating</u></p> <ol style="list-style-type: none"> 1. Students in individualy are asked to discuss and try to make short and simple recount texts with memorable experience topics and have 2-3 sentences in each paragraph. 2. The teacher facilitates each student by approaching each student and asking about the progress of their work. <p><u>Communicating</u></p> <ol style="list-style-type: none"> 1. Student gives feedback to each partner on the results of 	<p>70 minutes</p>

their partner's work. 2. Students improve their writing after getting feedback. 3. The teacher asks students to compare their writing before and after receiving feedback	
Closing Activities	Time Allocation
1. Students and teachers ask questions about their impressions during learning 2. Students and teachers carry out evaluations related to learning together. 3. The teacher conveys the lesson plan for the next meeting. 4. The teacher gives thanks to God Almighty and prays to close the lesson	10 minutes

I. Learning Assessment

1. Question grid

Indicator	Technique	Form	Question	Number of Question	Core Competence
Students can write personal experiences in the past (<i>personal recount</i>)	Writing test	Essay	1	1	4.11.2.2

2. Instrument

Write a short story about memorable experience at least 2-3 paragraphs.

3. Assessment guide

The assessment uses the Holistic Assessment Writing Skills Rubric.

J. Assessment Instrument

1. Attitude

a. Assessment Techniques: Direct assessment by the teacher through observation

b. Instrument Form: Assessment Sheet

c. Lattice:

No.	Basic Competence	Indicator	Instrument
1.	Demonstrate responsible behaviour, care, cooperation, and mutual respect, in carrying out functional communication.	Provide an assessment of students who are shown with an attitude of confidence and	Attitude Assessment Appendix

		cooperation, and mutual respect	
--	--	---------------------------------	--

d. Instrument :

Classroom Behavior Rubric

Criteria	4	3	2	1
Punctuality	Arrived late 10 time and more	Arrived late 7-10 times	Arrived late 4-6 times	Arrived late 1-3 times
Works Independently	Distracts others; talks to others instead of working; teacher must remind student about getting to work	Quiet, daydreaming; eventually may get to work on assignment	Works quietly on assignment, asking questions when necessary	Remains on task without reminders; works quietly and efficiently using notes and textbooks
Initiative	Has difficulty starting to work; doesn't ask for help; doesn't get caught up after absence; doesn't participate	Rarely participates; Starts work when reminded; seldom asks for help	Participates when asked; begins to work when assignment given; works hard most of the time	Volunteers to answer and ask questions; will help others; know what needs to be done and does it
Homework and work habits	7 or more assignments and/or homework not complete	4 or 6 assignments and/or homework not complete	3 or 4 assignments and/or homework not complete; answers are not always checked and corrected	1 or 2 assignments and/or homework not complete; and answers have been checked and corrections are made
Teamwork	Interrupts, distracts, or	Does little to participate; lets	Cooperative, participates	Demonstrates cooperation,

	disrupts others; difficult to work with	others do the work	and follows the lead of others	respect, and leadership
--	---	-----------------------	-----------------------------------	----------------------------

Note:

Maximum score = 20 point

Scoring:

Score: $\frac{\text{Gained Score}}{\text{Maximum Score}} \times 4$

Value/Predicate:

4 = Very Good

3 = Good

2 = Enough

1-0 = Less

2. Knowledge

- a. Assessment Technique: Writing test
- b. Instrument: Essay
- c. Lattice:

Basic Competence	Indicator	Instrument
3.11. Comparing the social function, text structure, and linguistic elements of several oral and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use	3. The use of punctuation and spelling in personal recount text 4. Identify main ideas and explanations of personal recount text	3. Presented personal recount text students can use punctuation and spelling in personal recount text 4. Personal recount text is provided, students can get main ideas and explanations of personal recount text
4.11.2. Compose oral and written recount texts, very short and simple, related to personal	Perfect the use of punctuation and spelling of texts from personal experiences in the	Presented the text of personal experience in the past (<i>personal recount</i>), students can perfect the use of

experiences in the past (<i>personal recount</i>), taking into account social functions, text structure, and linguistic elements, correctly and in context	past (<i>personal recount</i>)	punctuation and spelling of the text
--	----------------------------------	--------------------------------------

- d. Instrument: (attached)
- e. Assessment

KNOWLEDGE ASSESSMENT SHEET

No.	Name	Content	Organization	Vocabulary	Language Use	Mechanism	Total Score
1.							
2.							
3.							

Components of Writing	Level	Criteria
Content	30-27	Excellent to very good: they know what they're talking about, develop their point well, and stick to the topic.
	26-22	Good to average: generally pertinent to the issue at hand but needs finer detail; familiarity with the subject; acceptable breadth of knowledge; limited understanding of the topic.
	21-17	Fair to poor: limited knowledge of subject, little substance, insufficient for developing the topic.
	16-13	Very poor: does not demonstrate understanding of the material, lacks substance, is irrelevant, or is insufficient for assessment.
	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, concise,

Organization		well-organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequence.
	12-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization, not enough to evaluate.
Vocabulary	20-18	Excellent to very good: sophisticated range, good use of words and idioms, command of word form, and the right pitch.
	17-14	Good to average: good range of words and idioms, but only a few mistakes in word choice, usage, or meaning.
	12-10	Fair to poor: limited vocabulary, frequent mistakes in word/idiom form, choice, and use, but meaning unclear or muddled.
	9-7	Very poor: essentially translation, not enough English vocabulary, idioms, or word form understanding, or not enough for evaluation.
Language Use	25-22	Excellent to very good: few mistakes in agreement, tense, number, word order and function, articles, verbs, and prepositions.
	21-18	Good to average: few errors in agreement, tense, number, word form and function, articles, pronouns, and prepositions, but the sense is rarely lost.
	17-11	Fair to poor: major problems with simple and complex constructions, common errors in negation, agreement, tense, number, word order/function, article, pronouns, preposition, an/or fragments, run-ons, deletions, and meanings that are unclear or confused.
	10-5	Very poor: almost no understanding of how sentences should be put together, lots of mistakes, doesn't say much or not enough to judge.

Mechanics	5	Excellent to very good: indicate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: several errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning unclear or obscured.
	2	Very poor: no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.

Semarang, 27 March 2023

English Teacher

Researcher




Budi Setiawan S. Pd.
197606202008011008

Annisa Try Suprobowati
1903046089

APPENDIX 3

INSTRUMENT OF THE RESEARCH

(This instrument used for pre-test and post-test)

A. GENERAL DESCRIPTION

The test measures the students' writing recount text ability. The content of the recount text is taught in the second year second semester in junior high school and is included in the writing skills learning at that time. Therefore, the purpose of the test is to determine whether or not the students understand the content that will be presented as follows:

1. Definition of recount text
2. The purpose of recount text
3. Kinds of recount text
4. The language features of recount text
5. The generic structure of recount text
6. How to make a good recount text by considering its content, organization, vocabulary, language use, and mechanics.

B. THE QUESTIONS

There will be a writing section in the test. Students will be asked to write recount text about determined topics.

C. THE ITEMS OF THE WRITING TEST

The writing test will be given to the experimental and control classes and conducted twice for each group. The instrument for writing tests for the experimental and the control groups are the same.

TEST INSTRUMENT (PRE-TEST)

WORKSHEET

Name:

Class:

Post-test writing of Recount text

Instruction:

- 1) Write a recount text about your most memorable experience!
- 2) Write at least 2-3 sentences in each part of recount text's generic structure!
- 3) You will have 50 minutes to write the recount text.
- 4) The score will be based on organizational, the content, vocabulary, language use and mechanic.

TEST INSTRUMENT (POST-TEST)

WORKSHEET

Name:

Class:

Pre-test Recount text writing

Instruction:

- 1) Write a Recount Text about your own story (free topic)
- 2) Write at least 2-3 sentences in each part of recount text's generic structure!
- 3) The text should be based on recount text's generic structure
- 4) You will have 50 minutes to write the essay.
- 5) The score will be based on organizational, the content, vocabulary, language use and mechanic.

APPENDIX 4

THE SCORING RUBRIC FOR ASSESSING STUDENTS' WRITING TEXT

Components of Writing	Level	Criteria
Content	30-27	Excellent to very good: they know what they're talking about, develop their point well, and stick to the topic.
	26-22	Good to average: generally pertinent to the issue at hand but needs finer detail; familiarity with the subject; acceptable breadth of knowledge; limited understanding of the topic.
	21-17	Fair to poor: limited knowledge of subject, little substance, insufficient for developing the topic.
	16-13	Very poor: does not demonstrate understanding of the material, lacks substance, is irrelevant, or is insufficient for assessment.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, concise, well-organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequence.
	12-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization, not enough to evaluate.
Vocabulary	20-18	Excellent to very good: sophisticated range, good use of words and idioms, command of word form, and the right pitch.
	17-14	Good to average: good range of words and idioms, but only a few mistakes in word choice, usage, or meaning.
	12-10	Fair to poor: limited vocabulary, frequent mistakes in word/idiom form, choice, and use, but meaning unclear or muddled.

	9-7	Very poor: essentially translation, not enough English vocabulary, idioms, or word form understanding, or not enough for evaluation.
Language Use	25-22	Excellent to very good: few mistakes in agreement, tense, number, word order and function, articles, verbs, and prepositions.
	21-18	Good to average: few errors in agreement, tense, number, word form and function, articles, pronouns, and prepositions, but the sense is rarely lost.
	17-11	Fair to poor: major problems with simple and complex constructions, common errors in negation, agreement, tense, number, word order/function, article, pronouns, preposition, an/or fragments, run-ons, deletions, and meanings that are unclear or confused.
	10-5	Very poor: almost no understanding of how sentences should be put together, lots of mistakes, doesn't say much or not enough to judge.
Mechanics	5	Excellent to very good: indicate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: several errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning unclear or obscured.
	2	Very poor: no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.

APPENDIX 5
STUDENTS' WORKSHEET

No. _____
Date: _____

Nama : Auliz Riffani P.
Kelas : 8H
No. Absen: 02

"Walk in the morning"

One morning to be precise on Saturday Morning. My friend and I went for a morning walk around the house. We go in the morning after pray prayer we walk around while enjoying the cool air in the morning

my friend and I went to the bridge near our house. There the sky looks very beautiful and the scenery around it is also beautiful. We went in the morning and at that time the road was not so crowded and not much activity was done by people.

My friend and I enjoyed the view and told stories about our activities. After enjoying the view time does not feel like it has passed. We're been there

long enough, From the sky is still dark until the sky is bright. After we left and returned to our respective homes.

13
10
14
15
2 +
54
Korektor : Ester

No. _____
Date: _____

Nama : Farhan Putra Alkon
Kelas : 8G
No Absen: 07

Training Center LTV

Last month, my friend and I, a scout team did center training at the Campa birawa, Karangsewang camp and simulations to take part in LTV at the Cibubur Camp, Jakarta.

We train with the women's team from Jepara called the aster team, we practice a lot of scouting and so on.

After 2 days of practicing at the camp we went home to school.


29
10
18
15
4
76
Korektor : Fanyet

APPENDIX 6

STUDENTS' USING SLOWLY APPLICATION

18:14 0.11 kb/s 55%

atika salsal
dalam 34 menit




Watching the SMP N 18 Semarang futsal event

On February 5, 2023 my friends and I will watch a futsal match, of course we support our junior high school, namely SMP 18.

During the SMP 18 match it was quite noon at 09.30 so my friends and I left quite tight, we gathered at SMP 18 so that it was easier. After all the assembly is complete, we order the gocar to be installed in place.


We finally headed to the place, namely at Kesatrian 1 Semarang High School, after walking down the road we arrived at the place. After that, we went down and entered the high school. When we entered, there were already a lot of supporters who had arrived. We immediately headed to the SMP 18 supporters' place. We waited for our turn to play. It didn't feel like SMP 18 was playing time. Here, we all really enjoyed the match. SMP 18 won until the end of the game. We are all very happy and proud, and there will be another competition next week.

Nama : Atika Salsal Bela
Kelas : 8G
No.Absen : 04



20:52 4G+ 33%

Malmalemal
dalam 35 menit




My First Podium

One and a half years ago, my roller skaters and I took part in a roller skating competition at the Mijen Circuit, Semarang. The name of the roller skating event is "Central Java Roller Sports Friendly Games 2021". The event held 2 branches of competition, namely skateboarding and rollerblading. In the roller skating branch, there are 3 competitions, namely classic slalom, speed slalom, and RX.

When we got there, we immediately warmed up together. After warming up we started to put on our roller skates and got ready to compete. Do not forget that we uphold sportsmanship by shaking hands after finishing the race.

I didn't think I could win all three points at the same time. I am very happy because this is my first podium. I became more enthusiastic about practicing to be better.



Malmalemal
8 Apr 2023 pukul 21.27
Indonesia

APPENDIX 7

THE COMPLETE SCORE OF EXPERIMENTAL CLASS

No.	Name	Pre-test Score	Post-Test Score	Gained Score
1.	Ahmad Fahri Akbar	58	83	25
2.	Aisyah Lintang Arsyah Kumalaningtyas	78	80	2
3.	Alicia Jessica Mirabel Gan	78	82	4
4.	Atika Salsal Bela	68	75	7
5.	Carissa Anindya Zerlina	66	78	12
6.	Fajar Rino Syah Putra	87	90	3
7.	Farhan Putra Alpon	76	81	5
8.	Fatihah Meutia Kanza	82	85	3
9.	Fayyed Hasanah Mumtaz	55	74	19
10.	Gosyenteo Maestro Teranno	50	78	28
11.	Hasna Nur Halimah	65	70	5
12.	Inas Shofa Syaharani	66	75	9
13.	Jonathan Staria Meilando	68	75	7
14.	Keisya Nadia Mulya	74	78	4
15.	Kezia Pranata	64	79	15
16.	Kylatazkie Sharleen Cannandita	58	68	10
17.	Lauhul Ridwan	78	80	2
18.	Lila Nanda Syafitri	68	75	7
19.	Lintang Putri Liawan	66	74	8
20.	Muhammad Asroru Maula	82	90	8
21.	Muhammad Rafi Zafran Nursasongko	80	85	5
22.	Muhammad Shaymond Knight Sujarwoko Putra	52	78	26
23.	Nabila Najla Nirwasita	62	75	13
24.	Naufal Fadhil Najib	72	78	6
25.	Naura Keisha Palupi	72	82	10
26.	Naysylla Angelina Geraldine	55	75	20
27.	Rayhan Naedi Firjatullah	80	90	10
28.	Rizky Aditama Manik	78	82	4
29.	Saskia Febri Puspitaningrum	68	76	8
30.	Sika Nurul Fayriah	55	75	20
31.	Syifaa Anna Ramadhani	50	78	28
32.	Yonathan Honey Amanta Eriawan	75	82	7

APPENDIX 8

THE COMPLETE SCORE OF CONTROL CLASS

No.	Name	Pre-test Score	Post-Test Score	Gained Score
1.	Alven Daniswara Budiarto	68	76	12
2.	Aulia Riffani Putri	54	79	25
3.	Barrel Wisnu Kencana	65	74	25
4.	Bisma Basya	63	81	18
5.	Bonaventura Alviando Adrian	70	75	5
6.	Deandra Mulya Almaqdis	72	77	5
7.	Deko Dwi Sulistya	50	74	24
8.	Eric Januar Ibrahim	75	81	6
9.	Ester Rindu Rukmana	78	80	2
10.	Filza Nabila Syifa	81	77	-4
11.	Galih Salman Alfarisi	65	73	8
12.	Kalistus Toni Wiryawan	68	83	15
13.	Khanza Manalika Narawestri	78	80	2
14.	Lu'lu' Arfania Nurshinta Achmad	72	72	0
15.	Maceda Reza Waluyo	58	75	17
16.	Malika Indira Nessa	60	85	25
17.	Meliana Trisna Putri	70	76	6
18.	Metha Bunga Aulya	80	75	-5
19.	Mokhammad Evan Aldani	55	75	20
20.	Muhammad Saddad Rafif	78	76	-2
21.	Naufatha Arafa	72	76	4
22.	Nazwa Putri Ananda Rossayu	68	80	12
23.	Nik'matul Aulia Diah	58	81	23
24.	Rafael Rossi Prasetya	72	80	8
25.	Raihan Sabiya Rafif	64	80	16
26.	Razitha Almaira Lakeysha	80	72	-8
27.	Reghita Faza Azzahra	58	64	6
28.	Shifa Cahya Rahmadia	60	66	6
29.	Tirta Aditya Rahmadan	62	75	13
30.	Yoffanisma Aurellia Putri	70	74	4
31.	Zaskia Astrid Prameswari	72	73	1
32.	Zohra Zayd	56	73	17

APPENDIX 9**TABLE T**

One Tail	0.05	0.025	0.01	0.005	0.0025	0.001	0.0005
Two Tails	0.1	0.05	0.02	0.01	0.005	0.002	0.001
df							
58	1.6715	2.0017	2.3924	2.6633	2.9184	3.2368	3.4663
59	1.6711	2.0010	2.3912	2.6618	2.9164	3.2342	3.4632
60	1.6706	2.0003	2.3901	2.6603	2.9146	3.2317	3.4602
61	1.6702	1.9996	2.3890	2.6589	2.9127	3.2293	3.4573
62	1.6698	1.9990	2.3880	2.6575	2.9110	3.2269	3.4545
63	1.6694	1.9983	2.3870	2.6561	2.9092	3.2247	3.4518
64	1.6690	1.9977	2.3860	2.6549	2.9076	3.2225	3.4491
65	1.6686	1.9971	2.3851	2.6536	2.9060	3.2204	3.4466
66	1.6683	1.9966	2.3842	2.6524	2.9045	3.2184	3.4441
67	1.6679	1.9960	2.3833	2.6512	2.9030	3.2164	3.4417
68	1.6676	1.9955	2.3824	2.6501	2.9015	3.2144	3.4395
69	1.6673	1.9950	2.3816	2.6490	2.9001	3.2126	3.4372
70	1.6669	1.9944	2.3808	2.6479	2.8987	3.2108	3.4350

APPENDIX 10
DOCUMENTATION



(Teacher delivers the learning material using lecturing)



(Student's do Pre-test)



(Student's using Slowly Application in the class while Teacher explaining about the Application)



(Student's do Post-test)

APPENDIX 11
RESEARCH PERMIT



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 943/Un.10.3/D1/TA.00.01/03/2023 Semarang, 27 Maret 2023

Lamp : -

Hal : Mohon Izin Riset
a.n. : Annisa Try Suprobowati
NIM : 1903046089

Yth.
Bpk. Kepala Sekolah
di SMP Negeri 16 Semarang

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Annisa Try Suprobowati
NIM : 1903046089
Alamat : Jl. Masjid Al-Hidayah RT 01/14 Adimulya, Wanareja
Judul skripsi : Integrating Slowly Application and Peer Assessment in Teaching Writing of Recount Text

Pembimbing :
1. Dr. Siti Mariam M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama hari/bulan, mulai tanggal 29 Maret 2023 sampai dengan tanggal 29 April 2023.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



an. Dekan,
Wakil Dekan Bidang Akademik

MAHFUD JUNAEDI

Tembusan :
Dekan FITK UIN Walisongo (sebagai laporan)

APPENDIX 12

LETTER OBSERVATION RESEARCH



**PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 18**

Jalan Purwoyoso I, Kel. Purwoyoso, Kec. Ngaliyan Telp. (024) 7603798 Semarang
Web : smpn18.semarangkota.go.id, Email : smp18smg@gmail.com

SURAT KETERANGAN

Nomor : B/345/423.4/VI/2023

Dasar: Surat dari Universitas Islam Negeri Walisongo Semarang, Nomor: 942/Un.10.3/D1/TA.00.01/03/2023, tanggal: 27 Maret 2023, Perihal: Permohonan Izin Observasi Pra Riset.

Dengan ini Kepala SMP Negeri 18 Semarang menerangkan bahwa :

Nama : Annisa Try Suprobowati
NIM : 1903046089
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan

Mahasiswa tersebut benar - benar telah melaksanakan observasi pra-riset di SMP Negeri 18 Semarang pada tanggal 28 Maret 2023 s.d. 13 April 2023 dengan judul skripsi "*Integrating Slowly Application and Peer Assessment in Teaching Writing of Recount Text*"

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Semarang, 16 Juni 2023

Kepala SMP Negeri 18 Semarang



Drs. Purvadi, M.Pd.

CURRICULUM VITAE

A. Personal Data

1. Name : Annisa Try Suprobowati
2. Born : Cilacap, 14 Agustus 2001
3. Students' Number : 1903046089
4. Major : English Education Department
5. Religion : Islam
6. Address : Jl. Masjid Al-Hidayah RT 01/14 Cikukun
7. E-mail : annisasuprobowati@gmail.com
8. Phone : 087719881521

B. Educational Background

1. SDN 05 Adimulya
2. MTsN Majenang
3. MAN Majenang
4. UIN Walisongo Semarang

Semarang, 23 June 2023

The Researcher



Annisa Try Suprobowati