

**THE IMPACT OF PEER AND TEACHER CORRECTIONS TO THE
STUDENTS' PARAGRAPH WRITING IN DISCUSSION TEXT:
Experimental Research to the 1st Semester Students of Information
Technology Faculty at UNISBANK Semarang 2017/2018**



A THESIS

**In Partial Fulfilment of the Requirements
for Master Degree in Linguistics**

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**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
2018**

CERTIFICATION OF ORIGINALITY

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, March 20th, 2018



Sarah Sumponogati



**PROGRAM STUDI MAGISTER LINGUISTIK
PROGRAM PASCASARJANA UNIVERSITAS DIPONEGORO
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THE IMPACT OF PEER CORRECTION TO THE STUDENTS' PARAGRAPH WRITING IN DISCUSSION TEXT: Experimental Research to the 1st Semester Students of Information Technology Faculty at UNISBANK Semarang 2017/2018

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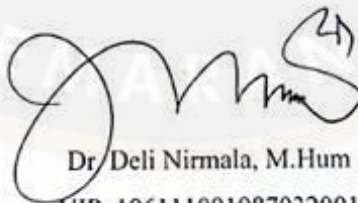
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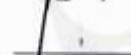
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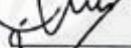
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Abstract

This study used experimental and control groups to distinguish between the use of peer correction and teacher correction in students' paragraph writing results from the initial tasks to its revision. There were 50 students as participants who were divided into two groups. The experimental group used peer correction to produce revision of written task while the control group used teacher correction for the final revision. The correction was based on five categories of analytic scorings such as content, organization, vocabulary, grammar, and mechanics. The data were collected by means of paragraph writing test. Findings showed that indirect teacher correction by circling errors and describing the type of error with correction codes was better than peer correction for producing accurate revisions. The result of the t-test of the comparative mean score between the pre-test and post-test was 0,00% while the t-test of comparative mean score between the use of peer and teacher correction was 20,1%. It indicates that the use of teacher correction can improve the students' paragraph writing. However, students apparently felt that they learnt more from peer correction rather than teacher correction since they were involved in taking part for the correction directly, and it could lessen the time-consuming job for the teacher on the first and the final draft.

Key words: *Peer Correction, Teacher Correction, Students' Paragraph Writing.*

CHAPTER I

INTRODUCTION

1.1 Background of the Study

There are four important elements in language competence: speaking, listening, reading, and writing. Both in the first and second language, all of those elements require accuracy to achieve the effectiveness and need a long effort in educating them. According to Brown (2004: 217), almost every aspect of everyday life for common people is completed orally. In teaching and learning activity of speaking in which a speaker has many possible expressions that can be used to emphasize what he/she intends to when the interlocutor does not catch the messages, the speaker can use intonation and stress in some parts of utterances to make the meaning clearer. Moreover, it is possible for the speaker to make a movement of the hands, arms, or head, in order to convey an idea or feeling and the listeners can get it even though the speaker does not really master the language, (Harmer, J., 1983) in Sarigul (2005: 2). However, things are not that easy like speaking when we move to the higher level of English skill namely writing. Writing activity has the same purpose as speaking, that is to communicate and express any idea to others. What makes it different is that in communicating through writing, we do not need gestures and intonation as everything is expressed through words or sentences.

Today, the ability of writing becomes important and has a prominent role in the global literate community (Brown, 2004: 218). At least at the basic levels, writing skill becomes one of the conditions that is necessary to get a job. That is why learning

English as a second language is not only important for those who studied in English Department but also for those majoring in non-English departments. For instance, in Unisbank, one of the universities in Semarang, an English subject is available in each faculty. One of the faculties is a faculty of Information Technology. All of the important elements in language competence are required in this subject and one that will be discussed in this study is the writing ability.

In teaching and learning EFL particularly in writing activity, teachers play a big role in monitoring the students' work. In writing, making such errors is a kind of common thing done by students. That is why a teacher is needed here to give correction towards the student's errors. One of the most important tasks for English teachers is providing written feedback in students' written work (Hyland, 1998; Hyland & Hyland, 2001), cited in Azizi, et.al (2014). However, there have been two competing beliefs about the effectiveness of corrective feedback in enhancing students' writing ability (Ganji, 2009). The first group has claimed that corrective feedback has no use in writing classes. Meanwhile, the other group believes that feedback is a necessary part of writing activity and it indeed improves the students' writing ability. From the first group, Truscott (1996), who focuses on grammar correction, stated that there is no use of corrective feedback in writing courses, even if it can, it had to be banished. Supported by other studies (Semke, 1984; Zame, 1985) cited in Ganji (2009), the results show that there was no convincing proof on studies that error correction could ever help to improve students' writing accuracy.

On the contrary, the opposing group against the first group believes that giving feedback is an important element in writing courses and it is stated by Ferris (1999). He pointed that Truscott's conclusion seemed immediate considering that the results were

not yet known. According to him, effective error correction could help some students and the teacher should continue providing feedback regarding the students' belief that it is something valuable. In response to Ferris's (1999) argument about the importance of giving feedback, Truscott (1999) started to pay attention on the technique and approach to error correction that seem to lead to a short-term improvement and long-term improvement. He also investigated whether students had good progress in recognizing particular types of errors in their writing tasks. Finally Truscott changed his perception about the effectiveness of feedback. He began to admit that feedback has positive role in enhancing students' writing ability. In most of classes, the teacher has a big role in providing correct form for the students. Furthermore, there is no doubt that all students would rather be corrected by their teachers inasmuch as the teacher is considered as the expert who masters the knowledge and as the source of information. Even so, there was another argument against corrective feedback. Walz (1982), cited in Ganji (2009), stated that giving the students the right answers directly does not last longer or it is only for short term memory because the students are not directly involved in the process of finding the errors and correcting their writings. Therefore, the correction can be done individually, in pairs, or in groups, depending on the number of students and the time provided. These days, self-correction and peer-correction are the methods used in a course which means that the learners are the active participants in correcting errors made by either themselves or their peers. Meanwhile, the teacher can be the guide that monitors the activity of language learning. Because of the students' involvement in the process of correcting errors actively, what they have learnt will eventually last long on their memory (Ganji, 2009).

Some observations have been done and it is noticed that students often find it difficult to recognize their own making errors but are more able to identify errors in sentences written by their friends (Bartlett, 1982). It is because when a student reads his/her own writing, he does not position himself as a reader who has no knowledge but as the author of the text or as the informant. The student tends to be sure that his composition does not have many errors. Because correcting students' errors is one of the main duties of a language teacher and it is a time consuming duty, the teacher remains has responsibility in correcting students' errors (Hajimohammadi, 2011). By applying self-correction and peer correction in a course, where students are actively involved in the process of correcting errors, the time consuming duty of teacher and the most responsive part of teacher's task will not that hard.

According to Hyland (1998), one of the most important tasks for language teacher is providing written feedback. Keh (1990) and Hedgcock and Letkowitz (1996) cited in Azizi *et al* (2014) stated that a teacher, when providing feedback to students, takes four main roles. The first role is as a reader or a respondent. She has to respond the content of the students' writing and may probably tell her agreement about the idea in the text. The second role is as a guide or a writing teacher who shows concern regarding certain points that may be a confusing or illogical idea in the text. The next role, as a grammarian, a teacher writes comments containing corrective feedback that refer to grammatical errors and connected to grammatical rules. Finally, the most important role is as an evaluator whose job is to give a judgement to the quality about how good or bad is the writing created by students. Furthermore, the students' writing must be graded based on their evaluation. (Arndt, 1992; Azizi *et al*, 2014).

As previously described, providing feedback and correcting errors on learners' performance are important aspects of teaching. The errors made by the students are repeatedly corrected and given feedback since the focus of the course is on accuracy. It has exactly been a usual practice for trainers to correct learners whenever they find errors. Errors are now viewed as reflections of a learners' step of inter language development (Akhter, 2007). It also indicates the natural progress of learning the second language. The presence of errors can be used to let learners know how well they have performed and thus it can motivate them to build a supportive classroom atmosphere. Nevertheless, as a teacher who has a duty in correcting students' performance, a teacher should also be aware that there are bad effects of over-correcting students. For example, students may lose motivation and they may be reluctant to revise their work as they feel that it is enough for them to know the correct answer from their teacher. Most students indeed like to have some of their errors corrected because it gives them important facts for improvement. Therefore, a lot of research has been conducted in this field, which has produced the result in some pros and cons among teachers and educators regarding how to correct errors.

To re-examine this belief, the researcher tried to conduct an experimental research considering the different rates of writing progress using one of the correction methods previously mentioned, namely peer-correction. To correct the students' writing tasks was exactly a significant part of writing process. In some practical issues, peer-correction is applied as the other way to alter the teacher-correction method and it will be appropriate to give opportunity to the students to be involved actively and directly in their own learning.

1.2 Statement of the Problem

Based on the description in the introduction above, the statement of the problem could be descriptively developed as follows:

1. What is the result of the teaching and learning process of paragraph writing performance by using peer correction from the initial task to its revision?
2. What is the result of the teaching and learning process of paragraph writing performance by using teacher's correction from the initial task to its revision?
3. What are the different results between the use of peer correction and teacher correction in students' writing performance?
4. How effective is the use of peer correction compared to teacher correction in students' writing performance?

1.3 Objectives of the Study

Based on the research questions mentioned, the objective of the study were:

1. To explore the result of the teaching and learning process of writing performance by using peer correction from the initial task to its revision.
2. To investigate the result of the teaching and learning process of writing performance by using teacher's correction from the initial task to its revision.
3. To analyze the different results between the use of peer correction and teacher correction in students' writing performance.
4. To evaluate how effective the use of peer correction is, compared to teacher correction in students' writing performance.

1.4 Scope of the Study

The object of this research were the students of Information Technology Faculty at Unisbank Semarang that would be examined their writing ability. They were then divided into two groups to get different treatment of the correction method (peer-correction and teacher correction). Peer correction was the experimental group and Teacher correction was the control group. Peer correction means the students are given opportunity to take part in correcting their friends' works. They have to identify errors that have been indicated by the teacher and after that, the teacher should give a chance for students to make correction. Furthermore, Teacher correction means the teacher correct all the students' work herself. This method is used when students are not able to correct themselves and are still lack in grammatical knowledge. This study focuses on how different treatment of giving feedback improve students' paragraph writing ability. In order to give marks on students' papers, the researcher who, in this research is the teacher, uses Chandler (2003)'s codes of giving feedback.

1.5 Significance of the Study

This study has several advantages both theoretically and practically. Theoretically, the researcher can make use of some theories related to technique of corrective feedback argued by some expert. Then, she can apply the technique of the correction in the teaching and learning activity. Not only can the researcher make use of the theories, she can also contribute some ideas based on the knowledge she gets about corrective feedback in teaching and learning activity. Practically, there are some benefits for the researcher as a student majoring in applied linguistic and a teacher. As a researcher in the field of applied linguistics, this thesis is hopefully useful for her future

studies and as a teacher, it will be helpful as a reference to the activity of teaching and learning. To the students majoring in applied linguistics, this thesis is expected to be useful as a reference for those who are willing to conduct such a research in the same field.

In addition to the theoretical and practical advantages mentioned, there are several significances particularly for the teacher and students involved as participants in this research. Students will eventually be able to recognize a certain criteria of errors by correcting their writing task that has been given mark by the teacher. Then, it reduces the number of errors in the written task that are often done repeatedly after examining and correcting them for several times. Next, students will be motivated to develop oral fluency practice during the discussion in pairs or in groups about the correction of errors in the written task. Last but not least, it helps to wean students from being dependency to be always corrected by their teacher.

1.6 Thesis Organization

This research is divided into five chapters. To get a tidy and arranged presentation, the researcher organized this thesis as follows:

Chapter I, is the introductory paragraph which consists of background of the study, statement of the problem, objectives of the study, scope of the study, significance of the study, and thesis organization.

Chapter II, is a review of related study which presents the previous studies, theoretical review, and the theoretical framework. The arrangement of this chapter is to support and direct the writer in analyzing the data. It covers some previous studies and

theories about writing skill, general types of correction method; self correction, peer correction, and teacher correction, teacher corrective feedback, and correction codes.

Chapter III, procedural in nature, is the Research Methodology. It contains research design, participants, testing instrument, validity and reliability, data collection method, and method of data analysis.

Chapter IV, is finding and discussion. It consists of the result of teaching and learning process of writing performance by using peer correction and teacher correction method, and the comparative result between the use of the two different method of correction.

Chapter V concludes the study. This chapter outlines the conclusion based on the findings and explanation presented in the chapter IV. Futhermore, it also presents suggestions that can support further research in the same field.

CHAPTER II

REVIEW OF RELATED LITERATURE

A number of different studies about pros and cons of grammar correction in writing test have been done and concluded that the earlier research findings did not present clear proof that teacher's written feedback could help students in improving their writing ability (Ferris, 1999; Maleki, 2013). However, it does not mean that written feedback is unnecessary and not useful at all. For students who are a bit low in understanding knowledge and not very smart, this kind of feedback is definitely helpful. This because they are unable to do self-correction and unable to present the correct form of the errors they have made. By crossing out the wrong words, inserting some missing words, and then writing the correct forms, the students will be able to revise their work by looking at the teacher's mark. However, Ellis (2009) claims that teacher's written correction does not give long-term learning. It means that this kind of feedback does not have a long-lasting effect on the students' memory because they are not involved directly in the process of correcting their errors (Ganji, 2009). That is why there is another way to correct students' writing task, a correction method which is used in this research, namely peer correction. In peer correction, students are actively involved in the process of correcting errors in the writing task by correcting peer's essay.

In this chapter, the researcher presents previous studies, theoretical review, and theoretical framework. The previous studies are to position the current study within the research community. The theoretical review is to explain some definition of terms related to teacher correction and peer correction. Lastly, the theoretical framework deals with all theories used in this study such as general types of correction, academic writing

process, steps of peer correction activity, analytic scoring for writing test, and correction codes to identify different types of errors.

2.1 Previous Studies

The researcher uses some previous studies to position this current study within the research community to see how much it contributes both theoretically and practically to the development of technique of corrective and giving feedback. The first previous study is performed by Journal Chandler (2003). In his research entitled “The Efficacy of Various Kinds of Error Feedback for Improvement in the Accuracy and Fluency of L2 Student Writing”, Chandler uses experimental and control group data to prove that students’ correction of grammatical and lexical errors in tasks reduces such error in writing during one semester without lowering quality. The study is to examine how error correction should be done. The question is, should a teacher become the one who corrects and marks the errors for students, or should the teacher only indicate the area of the errors? The measurement consists of some aspects such as changes in the accuracy from the initial writing to the revision, fluency, score, and students’ opinion about the four different kinds of teacher feedback. The findings of this study prove that both direct and indirect correction from the teacher are significant to describe the type of error. Surprisingly, the indirect correction by underlining the error is effective to reduce repeated errors. However, students apparently prefer direct correction by providing the correct form right on the area of errors because for them, it is a fast and easy way to make the accurate revisions. Self-correction on the other side, makes the students experience to learn more and get something more, compared to indirect correction by underlining errors which take less time for teacher in handling the drafts. Overall, the two methods are succeeded.

Secondly, a related study was conducted by Ferris (2004) on “The Grammar Correction Debate in L2 Writing: Where are we, and where do we go from here? (And what do we do in the meantime?)”. Describing the ways of error treatment approach in second language writing classes is the main thesis of this paper. Ferris found that there are some ways of giving feedback from direct correction to indirect correction and the teacher must choose depending on the students’ needs and the purpose of the writing task. Finally, the findings show that feedback given is not the one and only approach to minimize errors. Students must really understand and realise the role of written feedback, and have editing skills, so that they have chance to solve problem in revising the task.

Third, a study of error correction was conducted by Mahir Sarigul (2005), a teacher trainer at Maltepe University, Istanbul. The study entitled “Effective Mistake Correction in Writing and an Application: The Maltepe Project” examined the effective mistake correction as the most prominent thing to produce an accurate L2 writing by applying a self-correction technique. According to the writer, this kind of correction technique brings about big impact in learners’ writing process to be a good and professional learning and the learners will be able to make use of their skill confidently. The participants of the study were a group of students studying at English Prep Program of a foundation university. He arranged this research in the name of “Maltepe Project”. By using a self-correction technique in writing, the study aims to improve learners writing proficiency.

Fourth, a related study about correction and feedback is entitled “Giving Feedback and Correcting Errors in ESL Classroom, which was composed by Tahera Akhter (2007). It does not aim to find a way of error correction but to highlight some key areas

of definition and types of error and feedback, and attitude towards errors. This paper also deals with the implementation of the theories of oral correction of errors in the classroom. He emphasizes on three kinds of teaching method such as direct method, grammar-translation method, and communicative language teaching. Traditionally, teachers correct all students' error in the task given. However, language teaching recent trends suggest that teachers' role in students' errors may be helped by the students, which is divided into self-correction and peer correction. Therefore, teachers may have less 'time consuming' when their duty are helped by students.

Next, research related to my study is entitled "Teacher-correction, Peer-correction, an Self-correction: Their Impacts on Iranian Students' IELTS Essay Writing Performance". Conducted by Mansoor Ganji (2009), the study investigated the impact of three kinds of error correction namely teacher, peer, and self-correction on the Iranian advanced students' IELTS writing test. An eight-week treatment was done in which they got different types of feedback after taking a pre-test. The writer uses One-way ANOVA in analyzing the data and the results revealed that there was significant difference among the three groups' writing performance. Furthermore, it was suggested that Peer-correction was the best method of giving feedback to learners.

The next previous study is entitled "The Effectiveness of Correction Symbols as Feedback in Enhancing Self-Correction in Writing: The Case of First-Year Students, University of Constantine", written by Samia Maarek (2009). The study focuses on the use of correction symbol on enhancing students ability in self-correcting their writing task and it aims to find out whether making use of teacher's feedback using correction symbol is effective to improve students' ability in doing self-correction. The method of collecting data uses not only a kind of writing test but also questionnaire which is

particularly aimed at finding out students' knowledge about the skill, the teacher's feedback they like the most, and their sight about the activity of correcting errors made by themselves. Surprisingly, it was found that students would prefer to have their task corrected by the teacher rather than doing it themselves, as a temptation to enhance the ability of self-correction.

Similar to this research, another previous study entitled "Students' Reflection on Online Self-correction and Peer Review to improve Writing" created by Yu Fen Yang (2010) was conducted to have students' reflection on self-correction and peer review in writing to enhance the quality of their text in an online system. The difference is that the result of this study showed that students are much more active in correcting errors rather than the teacher. It is shown that self-correction and peer review enabled students to watch, evaluate, and arrange their writing process in the activity of text improvement. Students also claimed self-correction much helped them discover grammatical errors while peer review give chance for them to see their own writings from others perspective.

Those findings have been more convincing in other research entitled "Impact of Self-Correction on Extrovert and Introvert Students in EFL Writing Progress" conducted by Hajimohammadi (2011). The similar objective to the other research is to investigate the impact of self-correction method as the possibility to move from the traditional teacher-correction method. Furthermore, it specifically aims to evaluate the students' writing progress by looking at their personality characteristic which, in this study, is divided into extrovert and introvert students. Although the obtained results showed that there was no significant effect on students' writing progress in each personality behaviour, self-correction method was proven to be significantly effective at

0,5. The similar objective was also conducted by Musarokah (2011) in her thesis entitled “Group Correction of Students’ Written Assignments to Improve Students’ Academic Writing Ability. What makes it different from my study is the participants and the research design. Musarokah (2011) conducted an action research on students of IKIP PGRI from English Department while in my study, I chose my own students from non-English Department, faculty of technology information, and it is experimental research design. The results show that group correction activity can improve students’ academic writing ability significantly from pre-cycle test until the post-test.

Providing error feedback is absolutely teachers’ responsibility as professional instructor in teaching and learning activity. However, some students are reluctant to benefit the feedback that their teacher give and they often repeatedly produce the same errors in the next writing tasks. Therefore, Khan Rana and Perveen (2013) develop research about motivating students through self-correction which emphasizes on how students can be encouraged to enhance their written work by applying self-correction method using McDonough and Shaw’s (2003) “self correction” tools. By following the teacher’s instructions and steps, the use of self-correction method could improve the quality of linguistic competence of the students and what is more, the students were also able to acknowledge particular problems found in their writing assignment. In turn, they are motivated to change their work for revision until they reach better quality writing.

One more related previous study about corrective feedback is performed in Azizi, Behjat, and Sorahi’s (2014) paper “Effect of Metalinguistic Teacher Corrective Feedback on Writing Performance of Iranian EFL Learners”. The study is designed to find out to what extent the metalinguistic corrective feedback give contribution to Iranian EFL learners’ writing performance. It also compares how successful the two

types of metalinguistic feedback; those are description feedback and error codes feedback on learners' writing enhancement. ANOVA, a post-hoc Sheffe, and independent *t*-test were used to analyse the data and especially to determine which type of metalinguistic corrective feedback is more effective. The result of independent *t*-test in comparing the posttest of description feedback and codes feedback showed that description mode has contributed great effect in the improvement of Iranian EFL learners.

This study utilizes the same theory as the previous studies but it has different object to be analyzed. There are also some novelties which make this study different from the previous studies. First, the previous studies use participants from students of English Departments while this study uses participants from students of non-English Department, particularly students of Information Technology Faculty. Second, previous studies were not specific about what kind of genre text for the testing instrument while this study specifically used a discussion text with some reasons why this genre text is chosen. Next, there is a previous study which has the same topic about peer correction but it did not compare the method with teacher correction. The study only focused on the use of peer correction to improve students writing assignment and it was an action research. Last, the realization of my research work was based on RPS (Rencana Pembelajaran Semester) or semester plan. The teaching and learning activity refer to the existing semester plan and the researcher provides the semester plan as well as the lesson plan for each meeting in the appendix. All in all, it is much hoped that the result of this study would be better than the previous studies.

2.2 Theoretical Review

This part is arranged to explore and analyze the statement of the problems previously described. Therefore, the researcher should understand some terms related to this research. The definition of feedback, corrective feedback, the method of correction; teacher, peer, and self correction are formulated in the following theoretical review.

2.2.1 Feedback

One of the essential parts of education and training programme is feedback. Feedback helps learners to enhance their potential at different stages of learning, increase their awareness of strengths, weaknesses, and areas for improvement, and do something to improve performance.

2.2.2 Teacher Correction

One of the oldest definitions about error correction is defined by Chaudron (1977) as cited in Mendez (2012: 64); Ivančić (2016: 13), that suggests that teachers' reaction towards students require the improvement of the learners' utterance. Although providing correct answer done by teachers have been criticized a lot as something that is not real in learning, in some occasion the teacher must tell the students the right answer (Walz, 1982: 31). Hendrickson (1980), as cited in Walz (1982) claims that specific methods should be applied when the students are unable to understand indirect corrections. The most commonly used technique is underlining a word in order to attract student's attention to a hint near it. Sometimes misplaced words are found and it can be marked by giving bracket and put them in the proper order with an arrow (Walz, 1982: 31). The words that are more than needed and unnecessary are just crossed out. Furthermore, semantic errors like wrong choices of word should be corrected mostly in the direct manner by indicating the correct word. According to Hendrickson (1980), a direct correction is a method of giving feedback by telling the students where the error

is and indicating the exact answer. The use of correction codes can be applied by the teacher whenever possible to save time when rewriting the exact sentences.

2.2.3 Peer Correction

Peer correction refers to some different terms such as peer feedback, peer review, peer response, peer editing, and peer evaluation (Liu and Hansen, 2000: 1). It is defined as the use of learners as sources of information for each other and they take responsibilities and roles after being trained by the teacher in commenting on and criticizing peer's work both oral and written in the process of writing (Liu and Hansen, 2002: 1, as cited in Bijami et al, 2013: 93). Vygotsky's (1978) sociocultural theory also explains the idea of peer feedback. In his theory, he emphasizes that learning is not an individual activity but refers to a cognitive activity which identically changes the focus on learning from individual to the interaction in a social context. As a result, peer review is great for students' improvement on learning since it allows students to enhance knowledge through sharing and interaction (Liu et al., 2001; Bijami et al., 2013: 93).

According to Wakabayashi (2013), learners are involved in evaluation of peer correction for the purpose of exchanging help for revision. By using peer feedback, students can make revision for their work by reading other's drafts and they can enhance awareness of what makes writing good. Furthermore, students can eventually become independent writers (Maarof et al., 2011; Bijami et al, 2013: 94).

2.2.4 Self-Correction

Self-correction can successfully be done if a learner realises that his/her utterance is incorrect and then corrects it (Mendez and Cruz, 2012). In other words, by applying

self-correction in the classroom, students are definitely involved and take part in the entire process of SLA. Therefore, the teacher should encourage the students for doing self-correction, guide, control, and provide some indirect statements (Kayum, 2015: 128; Ivančić, 2016: 13). Kayum (2015) elaborates the belief that the teacher's advice help the students to successfully correct errors they made, and eventually the students will memorize it and become more aware to prevent the occurrence of the same errors. (Ivančić, 2016: 13)

2.3 Theoretical Framework

A successful analysis of data collected and correction of an error must be obtained in this present study. To achieve it, the first thing to do is to understand some definitions of feedback, error correction and what should be dealt with as an error in Second Language Acquisition. More importantly, the nature of writing is also described before discussing the theories about corrective feedback.

2.3.1 Writing as one of Basic Skills in English

It is generally known that writing is one of the most important skills in learning ESL. It is essentially needed by language learners for both their academic qualification and their professional life later on. Writing is not only related to an activity in a classroom but also deals with many purposes. The real examples in the real life are among other things: writing a formal letter to a manager, supervisor, or adviser; an informal letter to a family or relative; writing an application letter to get a job, writing a poem or a story, and many others. There is no doubt that writing is the most difficult skill among others as the difficulties exist not only in organizing text but also changing the ideas into readable and reasonable text. Writing in L2 needs to pay attention

carefully to higher level skill of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on (Richards and Renandya, 2009: 303). Seow (1993) describe the process approach to teaching writing, which contains four basic stages: planning, drafting, revising, and editing. There are also three other stages that could be inserted after drafting stage such as responding, evaluating, and post-writing. Each stage has roles in the classroom activities that support writing skills. For instance, at the planning stage, teachers can help students create ideas through activities such as brainstorming, clustering, and simple free writing.

Writing L2 exactly needs language proficiency, techniques, and skills compared to writing in native language (L2) (Ellis, 2009). Hedge (1998) states that effective writing requires plenty of elements including a high quality of enhancement in organizing ideas and the accuracy to avoid ambiguous meaning. Furthermore, it also needs to put as much emphasis on the use grammatical devices, and choose the right vocabulary, sentence structures, and grammatical patterns to produce an appropriate composition that suitable with the subject matter. Other factors that contribute to the English writing skill are enough vocabulary mastery, motivation, and time allocation given to the classroom writing activity.

2.3.2 Academic Writing Process

There is no writing without a process. Some important aspects should be learnt in order to create a good and acceptable piece of writing. Some experts like Oshima and Hogue (1999) and Meyers (2005) propose different views on the stages of academic writing process. First, Oshima and Hogue (1999: 13-14) offers three stages of academic writing process. Those are pre-writing, outlining, and writing and revising text. On the

other view, Meyers (2005: 3-12) proposes some more stages than the previous expert. Those stages Those are described in the following explanation.

1) Exploring idea

In this stage, students must discover any ideas freely before starting to write. There are three questions that should be asked in this stage. First, the subject they are going to write, the purpose (to amuse, to inform, to describe, to persuade, etc.), and the audience (who will be the reader).

2) Pre-writing

Pre-writing means writing any ideas on a piece of paper or in a computer without concerning grammar, choice of word, spelling, and punctuation (Meyers, 2005: 6). There are three technique of pre-writing that can be used: brainstorming, clustering, and freewriting. Other definition of free-writing is proposed by Blanchard and Root (2003). They stated that pre-writing means writing a topic before creating the first draft. The definition of the three technique of pre-writing are descriptively explained as follows:

a) Brainstorming

It is a technique of listing thoughts as they come to our mind (Meyers, 2005) and the purpose is to list as many ideas as they can. The lists are not organised neatly but can be in the form of words, phrases, sentences, or questions.

b) Clustering

The pupose of clustering is almost similar to brainstorming, that is to list many ideas that come to our mind. The difference is, it is like a visual way of connecting ideas by using circles and lines (Blanchard and Root, 2003). The

main subject is written, placed, and circled in the middle of the paper. Then, we writesome ideas that related to the subject around the circled subject. So it would be like branches and we could add some more branches after the related idea circled.

c) Freewriting

Freewriting means to write about a certain subject just like speaking so that the ideas could be obtained fast. Grammar, sentence structure, spelling, and logic are not very concerned.

3) Organizing

In this step, there are some processes that should be done. They are selecting, subtracting, adding ideas, and outlining. Before returning to the pre-writing, we have to think of the objective of the writing and who will be the reader.

After that, underline the best ideas in the brainstorming list, rewrite the lists, and put in the related ideas together. Add some more ideas which come to our mind. Remove the unnecessary parts which are not related to the subject. These procedure can also be done in clustering and free-writing.

4) Writing a first draft

The next step is composing a first essay or draft. In this step, we elaborate the ideas that have been chosen to paragraph. According to Blanchard and Root (2003) there are some steps that should be done in composing a first essay. First, it should be started with a topic sentence which contains the main idea. Secondly, it is added with several sentences to support the main idea. Then, we have to arrange the

supporting sentences. Use some transition signal words to connect one idea to another.

5) Doing the revision

Making revision is the important step in composing first draft or essay because it deals with the final writing that have been corrected. The revision should at least changing, ommiting, and adding something in the text. The change and addition can be in a form of words, phrases, and sentences.

6) Producing the final copy

To produce the final copy of writing, there are two steps to be done, namely editing and proofreading. The focus of this step is located in grammar, verb forms, choice of words, spelling, and punctuation. In addition, a dictionary and other references are needed here to support the aspect of writing. In proofreading, the final revision must be examined carefully. The paper should be read slowly and checked whether there are still some errors made during the editing. This stage is appropriate to create the final revision.

Based on the description of academic writing processes peviously presented, Meyer's (2005) idea can be an appropriate way in producing writing. Therefore, the researcher used Meyer's suggested technique of writing processes for the activity of teaching and learning so that it could be applied by the students in composing written task.

2.3.3 Discussion Text

One of the genre text types taught in a high school is discussion text, or known as an argumentative essay or a for-and-against essay. It is commonly known that discussion text is a text which presents pros and cons on a certain issue. So, there are

some supporting arguments as well as against arguments. The purpose is to present different opinions on a particular issue or topic like for and against, positive and negative, good and bad, and benefits and drawbacks (<https://englishadmin.com/2012/07/what-is-discussion.html>). In a discussion text, the writer does not force his/her opinion about the stated issue. Instead, she gives a balanced point of view so that both the writer and readers have clear statements and make the best decision.

The followings are generic structure of discussion text.

1. **Statement of issue.** In this opening paragraph, an issue which is going to be discussed is presented. It contains some general points about the subject that everyone can agree with.
2. **List of supporting points.** It presents several points that support the presented issue.
3. **List of contrastive points.** It presents other points which disagree to the supporting points.
4. **Recommendation.** It contains a short summary of the essay. The writer can also give her personal opinion and recommendation.

Moreover, there are language features of discussion text as follows:

1. The use of simple present tense and passive voice.
2. The use of thinking verbs such as feel, hope, think, believe, etc.
3. The use of additive, contrastive, and causal connection (transitional words) such as furthermore, similarly, however, on the other hand, therefore, etc.
4. The use of modalities such as must, should, could, may, etc.

5. The use of variety of adjectives and adverbial of manner such as hopefully, awfully, deliberately, etc.

In this study, the researcher chose discussion text as the testing instrument for some certain reasons. First, the language features which include the use of simple present tense, passive voice, transitional words, adjectives and adverbs had been all taught in the first term. Those main parts are necessary for making such an essay. Secondly, the social function of such a text is to present arguments related to a certain issue and it is suitable for students in college level to express their critical opinion against the critical issue or topic.

2.3.4 Steps of Peer Correction Activity

Below are the procedure applied in group correction proposed by D'Rourke (1991: 36-42).

1) Writing Assignment

The teacher gives the students a task to make a piece of writing. The type of the text that should be done is decided by the teacher. D'Rourke suggests that the minimum standard of the text is about 100 words.

2) Organizing the Groups

In this step, the teacher arranges the class into several groups which will work together in the correction of the essay done by other students in one group. Each group should contain four or five students. The group may be larger (more than four members) for certain reasons.

3) Distribution of texts

After collecting the students' tasks, the teacher redistribute them to the students in each group. The writing should be finished in the class, the correction stage could be done in the next lesson. Each written task must be handed by the student who is not the owner of that task.

4) The correction of errors

All of the groups are given time to read peer's essay which is probably indicated with some errors. Students should correct the errors and then write the correction codes and the right forms in the area of the errors.

5) Discussion of errors made by peer

Students discuss the errors made by other students. However, it does not mean that the teacher's role in this phase become passive. The teacher remains active in monitoring students' activity especially for those who experience difficulties in correcting works.

6) Post Peer Correction

The tasks containing peer's correction are exchanged to the owner and then each student revise their essay by examining the error marks, and finding out the right form of the word, phrase, or sentences.

7) Reinforcement quiz technique

After doing the group correction for three or four weeks, the teacher gives a small quiz as a further action connected with the activity of peer correction. First, the class is divided into two groups. Then, the teacher presents a piece of writing in a slide containing some error types mostly occurred in students' essay. The rule of this quiz is that the students must raise their hand if they could find the error in the text. Also they have to guess the correct form. If the answer is correct, the group

will gain point. This quiz is beneficial for students to drill their ability in identifying errors in sentences..

The procedures suggested by D'Rourke (1991) were implemented by the researcher in this study as a technique of teaching writing. Nevertheless, there are some stages that were not applied similarly in this research. For instance, in the stage four, the correction of errors, the teacher asked students to focus on the content/ideas, organization, vocabulary, grammar, and mechanics.

2.3.5 Scoring Methods for Paragraph Writing

Brown (2004) proposed three major approaches to scoring writing performance that are commonly used by the creator of a test at responsive and extensive level of writing (Brown, 2004: 241), namely holistic, primary trait, and analytical score. In the first approach, the scoring is given to an essay assignment that represents as a whole assessment. Meanwhile, the primary trait scoring is the variation of holistic scoring in which the achievement of the main purpose of an essay is the only thing to be measured. Finally, the most effective scoring method, an analytical scoring divides a student's written work down into some subcategories such as organization, grammar, punctuation, etc., and each of the categories has its rate.

The following table is a scoring profile proposed by Jacobs, et al (1981), in Weigle (2002).

No	Categories	Score	Criteria	Comments
1.	Content	30-27	- EXCELLENT TO VERY GOOD	- Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
		26-22	- GOOD TO AVERAGE	- Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic.
		21-17	- FAIR TO POOR	

		16-13	- VERY POOR	<ul style="list-style-type: none"> - Limited knowledge of subject, little substance, inadequate development of topic. - Does not show knowledge of subject, non-substantive, not enough to evaluate.
2.	Organization	20-18	- EXCELLENT TO VERY GOOD	<ul style="list-style-type: none"> - Fluent expression, ideas clearly stated, well-organized, logical sequencing, cohesive.
		17-14	- GOOD TO AVERAGE	<ul style="list-style-type: none"> - Somewhat choppy, loosely organized but main ideas stand out, logical but incomplete sequencing.
		13-10	- FAIR TO POOR	<ul style="list-style-type: none"> - Non-fluent, ideas confused, lacks logical sequencing.
		9-7	- VERY POOR	<ul style="list-style-type: none"> - Does not communicate, no organization.
3.	Vocabulary	20-18	- EXCELLENT TO VERY GOOD	<ul style="list-style-type: none"> - Sophisticated range, effective word choice, word form mastery.
		17-14	- GOOD TO AVERAGE	<ul style="list-style-type: none"> - Adequate range, occasional errors of word but meaning not obscured.
		13-10	- FAIR TO POOR	<ul style="list-style-type: none"> - Limited range, frequent errors of word, meaning confused.
		9-7	- VERY POOR	<ul style="list-style-type: none"> - Essentially translation, little knowledge of vocabulary, not enough to evaluate.
4.	Language use	25-22	- EXCELLENT TO VERY GOOD	<ul style="list-style-type: none"> - Effective complex construction, few errors of agreement, tense, word order, articles, pronouns, preposition.
		21-18	- GOOD TO AVERAGE	<ul style="list-style-type: none"> - Simple construction, minor problems in complex construction, several errors of agreement, tense, word order, articles, pronouns, preposition.
		17-11	- FAIR TO POOR	<ul style="list-style-type: none"> - Major problems in simple/ complex construction, frequent errors of agreement, tense, word order, articles, pronouns, preposition, meaning confused.
		10-5	- VERY POOR	<ul style="list-style-type: none"> - Virtually no mastery of sentence construction rules, does not communicate.
5.	Mechanics	5	- EXCELLENT TO VERY GOOD	<ul style="list-style-type: none"> - Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization.
		4	- GOOD TO AVERAGE	<ul style="list-style-type: none"> - Occasional errors of spelling, punctuation, capitalization but meaning not obscured.
		3	- FAIR TO POOR	<ul style="list-style-type: none"> - Frequent errors of spelling, punctuation, capitalization, poor handwriting, meaning confused.
		2	- VERY POOR	<ul style="list-style-type: none"> - No mastery of conventions, dominated of errors of spelling, punctuation, capitalization, not enough to evaluate.

Tabel 1: Scoring Rubrics

Scores in those five major elements will help the students to pay more attention to areas that needs improvement. Practically, it requires more time for teachers to give details in each category to reach a final score, but ultimately, by using this scoring, students will receive more information related to their writing.

In addition to the results of the mean score, they are then put into the level of mastery scale based on the following category:

Level of Mastery Scale	Predicate
80-100	Excellent
66-79	Good
56-65	Fair
40-55	Poor
30-39	Fail

Tabel 2: Level of Mastery proposed by Arikunto, 2002

According to the mastery scale, the results are measured to see if the proficiency in the paragraph writing of the first semester student of the Information Technology Faculty of UNISBANK Semarang in academi year 2017-2018 was excellent, good, fair, poor, or fail. Furthermore, it could be assumed that the ability of students' paragraph writing are improved slightly. This scoring occured from the writing test before and after the treatment of corrective feedback.

2.3.6 General Types of Correction

According to Edge (1989), cited in Pavlu (2007) there are three basic types of correction in terms of the person that becomes the evaluator. Everytime a student makes errors, the necessary statement occured is how we correct the errors. Basically, Edge (1989) divides three types namely self-correction, peer-correction, and teacher-correction.

2.3.6.1 Self-correction

This type of correction is seen as the best way of correcting errors since students mostly do not mind to correct their own work. It is less stressful for them that they do not have to be embarrassed by the teacher or other students. However, teachers also have responsibility to indicate whether there is something incorrect in the students' perception. After that, the teacher should give a chance for students to make check it one more time. In some cases, Edge recommends self-correction where small errors occurred. (Edge, 1989).

2.3.6.2 Peer-correction

Peer correction means a teacher asks the students to do the correction of other students' work when they do not manage to correct themselves. When the teacher finds an error made by students in their work, she asks the students to correct the works. However this method of correcting errors has both benefits and drawbacks. First, the most important benefit is that there will be more than one student involved in the process of correction since the others will also listen and think about the revision. Secondly, the teacher is able to have much information about her students' knowledge. Moreover, this also encourages students to establish cooperation to each other. Last but not least, this causes students' ability to make themselves remember that they should change the way they write if there are errors, and thus they are aware about their role as not only as correctors but also one who are corrected by the other friends. On the other hand, this technique also has some drawbacks. First, the teacher has to encourage and support all the students to get involved in correcting works. In some cases, it cannot be avoidable that students may feel embarrassed to be corrected by their classmates. Furthermore, some genius students will sometimes have something in mind or they will

be suspicious that the teacher does not very master for this job since the teacher does not correct students herself but with the help of the students. (Edge, 1989)

2.3.6.3 Teacher correction

Teacher correction means the teacher correct all the students' work herself. This traditional teacher correction is used when no students are able to correct themselves or peer's work. However, the teacher can also give a clue to the students about what errors they make and show the correct form. (Edge, 1989)

Harmer (1994) suggests that teacher correction is strongly recommended when there are many students who make repeatedly similar errors that show that they are still lack in grammatical knowledge. Therefore, explaining the material again is the best thing to do by the teacher.

2.3.7 Teacher Corrective Feedback and Its Types

Among the various kinds of teachers' feedback, it is quite likely that students prefer written response because it has a great influence to improve their writing ability. There are actually two general types of teacher feedback namely written and oral, and both of them have great effects on students' future writing development. In addition, the type of teacher feedback will affect the students' writing process, feedback, and revisions on writing (Hedgcock and Lefkowitz, 1996; Lockhardt and Ng, 1995). Therefore, teachers should pay more attention to the needs of the students when deciding what kind of corrective feedback and how to give it (Hyland, 1998; Hyland & Hyland, 2006). In addition, teachers should persuade the students to think, study, evaluate, and find out why the feedback is given. After that, students must think of how to apply the feedback to their next writing. In order to keep the feedback effective is by

using revisions and a kind of checklist mark in order to help students improve self-correction and self-revision strategy (Ashwell, 2000; Hyland, 1998; Hyland & Hyland, 2001).

The following table explains some types of corrective feedback adopted from Ellis (2009: 98-99) which is commonly used by teacher. Moreover, there are related studies conducted in these fields.

Table 3. Types of written corrective feedback

No.	Type of CF	Description	Studies
1.	Direct CF	Teachers provide the correct form to the students.	Lalande (1982), Robb et al.(1986), Sheen (2007)
2.	Indirect CF	The teacher indicate that there is error but does not give the correction	
a.	Indicating & showing the error.	Teachers underline and point the omission in students' text.	Ferris and Roberts (2001), Chandler (2003)
b.	Indicating only	This takes the indication form in the margin where an error have taken place in a line of the text.	Robb et al. (1986)
3.	Metalinguistic CF	The teacher provides some kinds of metalinguistic sign as a nature of the error.	
a.	Use of error codes	Teacher writes codes in the margin (e.g. prep=preposition, art=article)	Lalande (1982), Ferris and Roberts (2001), Chandler (2003), Ferris (2006), Robb et al. (1986).
b.	Brief grammatical description	Taeacher counts errors in text and writes grammatical description for each error at the bottom of the text.	Sheen (2007)
4.	The focus of the feedback	It concerns whether the teacher tries to correct all students' errors or selects one or two certain types of errors to correct.	
a.	Unfocused CF	Extensive	
b.	Focused CF	Intensive	Chandler (2003), Ferris (2006), Sheen (2007).
5.	Electronic feedback	The teacher indicates an error and provides a hyperlink to the collected file.	Milton (2006)
6.	Reformulation	It involves a native speaker to make the students' work seems like native speaker's but keep the content of the original text..	Sachs and Polio (2007), Cohen (1989)

In this study, the researcher uses combination of corrective feedback type. For minor errors like paragraph, capitalization, punctuation, and spelling, articles, and deletion she uses indirect correction by circling right on the area of errors. For major errors like structure, word order, agreement, tenses, voice, and others, she uses direct

correction by providing the correct forms of the errors. Furthermore, the researcher uses some error codes to indicate what type of errors the students made and to help them identify what to correct.

2.3.8 Correction Codes

Correction codes refer to the indication of types and locations of students' errors through the use of correction codes, just like those proposed by Chandler (2003: 275-276). According to Byrne (1988), applying correction codes is generally by underlining the errors and using some kinds of codes to make the students focus on the errors they have made (Byrne, 1998: 125). However, as a teacher, I myself prefer to correct them by circling the error rather than underlining them because it is clearer and able to catch students' attention on the mark. The following table shows some different kinds of correction codes suggested by Chandler (2003: 275).

Table 4: Error codes by Chandler (2003)

No	Error Type	Sentence	Codes
1.	Paragraph	Not indenting with each new speaker.	Indent
2.	Sentence structure	I suggest you to go with me.	Struc.
3.	Meaning unclear	I planned how to divide my cabins in a good way.	Mean
4.	Awkward	He is the brother of her.	Struc.
5.	Idiom	She asked me to lay the table.	Idm.
6.	Fragment	Because I di not want to go.	Frag.
7.	Run-on	She told me about it, I answered her question, she left.	Run
8.	Punctuation	I wanted her to come; because she knew the way	Punc
9.	Capitalization	She said Love was very Important.	Cap
10.	Delete	She told to me her answer.	Del
11.	Insert	He is listening music.	>
12.	Word order	I and my sister came.	W.O

13.	Wrong word	He is becoming to mature.	W.W
14.	Repetition	She is a famous and well-known singer.	Rep
15.	Wrong form	It has stopped to rain.	Form
16.	Agreement	She have to do it.	AGR
17.	Verb-tense	If I know, I would tell you.	Tens
18.	Voice	When it be happens, we will know.	Act/Pas
19.	Plural	Two woman came.	Num
20.	Article	We saw dog. A dog was named Fido. I like the education.	Art
21.	Pronoun	She is a friend of myself.	Pro
22.	Spelling	Receive Spell	

Chandler's type error codes provide a sentence example in each type in order to avoid confusion in identifying errors directly to the learner's making sentence. Therefore, the researcher prefers to use it as a reference to do the study.

CHAPTER III

RESEARCH METHOD

This chapter provides the data analysis and the research method applied in this thesis. The research method includes research design, participants, testing instruments, validity and reliability, method of data collection, and method of data analysis.

3.1 Research Design

This research is a quasi-experimental design that is similar to experimental design unless the participants are not randomly selected for the study (Hatch and Farhady, 1981), Ganji (2009: 139). It means that this research involves selecting groups, experimental and control groups and the participants have the same chance of being assigned to the comparison group. The important part of a quasi-experimental study is the use of pretesting to establish group equivalence (Ross and Morrison, 2001). There were two variables in this research. First, the dependent variable, was the writing proficiency which was measured through essay writing test. While the independent variable was the method of giving feedback or correction technique: teacher correction and peer correction. Descriptive data were collected for the writing pre-test and post-test. Finally, the T-Test were adopted to find out whether there were any difference among the beginning writing performance and the writing performance after the correction.

3.2 Participants

There were 50 students of Information Technology faculty involved as the participants of this study. First of all, a pre-test of writing was given to all students, then

the 50 students who are probably at the same level of writing were divided into two groups of 25 students each. The English classes were held two times a week with 90 minutes for each meeting and they both were taught by the same teacher which, in this study is the researcher herself.

3.3 Testing Instruments

There were two compulsory tests that should be done in the writing test, namely Pre-test and Post-test.

3.3.1 Pre-test

In the pre-test, students were given five essay topics on a quite general subject and they had to choose one of the topics to write a for-and-against essay. They were given 90 minutes to write the essay in 150 to 200 words. This task was assigned to test the paragraph writing ability of each student and to make sure that they were at the same level of writing proficiency.

3.3.2 Post-test

While in the post-test, students were given five essay topics which was similar to the pre-test. However, they had to choose one of the topics that was different from the previous selected topic. For example, if they chose topic 1 for pre-test, then they must not choose topic 1 for the post-test but the other topic like topic 2, 3, or 4. Then, they had to write the for-and-against essay. The minimum word limit was 150 words in which the time allotment to spend was 90 minutes. They were assessed on their ability to produce an essay related to the problem or topic given, by presenting and justifying opinion, comparing and contrasting evidence and ideas, and evaluating arguments.

3.4 Validity and Reliability

Before assigning the pre-test to the students, the researcher gave a Try-out to the different students from another class, who were not selected as the participants of this study. The Try-out given to them was similar to the pre-test in order to get validity of the testing instruments. Furthermore, the validity was obtained by the expert judgement (see Appendix 7). It means that the instruments have been checked and commented by the experts and was accurately measured what the researcher was attempting to measure. After all, the Try-out was done to see whether the writing test was compatible to the students on their level. Below describes the reliability in measuring procedures to produce the same result on repeated test.

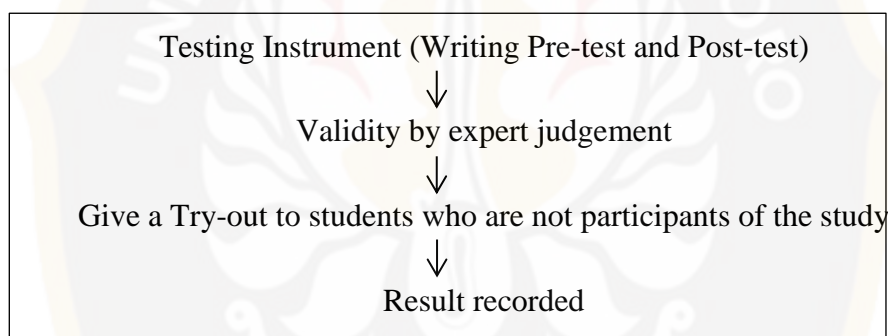


Figure 1: Reliability on measuring test

3.5 Data Collection

After the pre-test was given and the results were recorded, the treatment which was planned to last for 5 weeks started. At the beginning, all students were informed about the approach to teaching and correcting writing. A list of error codes that the teacher used for giving feedback were explained through examples in order to avoid confusion in the future. All of the basic points of essay writing were taught first in the

class, then, the students were given a task to write an essay each week of the treatment at home and they had to bring it to the class for correction. After that, they would be asked to read again and rewrite their papers and submit it to the teacher next week, otherwise their next papers would not be corrected. In group A, Teacher-correction group, the teacher gave feedback and mentioned the correct forms in the paper and the students themselves must rewrite their essays with remarks. In group B, the peer-correction group, all students were divided into group of four or five. Each group must have a leader who were seen as the smartest student in the group. The correction was done by exchanging their work to their friend at the same group, that is why it is called peer correction. The error codes used in this research were taken from a comprehensive lists proposed by Chandler (2003: 295). The following table shows the technique of data collection from the experimental (peer correction) and the control group (teacher correction)

Methods of data gathering	
Peer correction	Teacher correction
Pre-test	Pre-test
Result recorded	Result recorded
Treatment (The teacher explain about correction symbol and peer correction)	Treatment (the teacher explain about correction symbol)
Post-test (with different topic of essay)	Post-test (with different topic of essay)
Students submit the essay	Students submit the first draft
Result recorded	Result recorded
Teacher divide the class into a group of 5	Teacher hand in the essay
Each group correct peer's essay (circling or underlining the errors, and giving error codes)	Students get errors circled by the teacher
Students return peer's essay	Students correct errors on the essay
Students rewrite their essay in correct form	Students rewrite the essay
Students submit the essay	Students submit the essay
Result recorded	Result recorded

Teacher hand in the essay	Teacher hand in the essay
Teacher ask Ss to correct peer's essay once again in the same way.	Ss get errors circled and get the correct form from the teacher
Ss rewrite with the correct form	Ss rewrite with the correct form
Ss submit the final draft	Ss submit the final draft
Result recorded	Result recorded

Table 5: Data collection procedures

3.6 Data Analysis

In order to give score in each student's writing, the researcher used a rating scale or scoring rubric for the correction. The table of scoring rubrics has been presented in the previous chapter, in the scoring system.

The process of scoring students' assignments does not end in giving score in each category. After obtaining the individual score, the researcher had to find out the mean of all scoring by inputting the data into PASW (Predictive Analytics Software, or another name of SPSS (Statistical Analysis Software)). Descriptive statistics and t-test were used to find out the mean score of each group and the comparative mean score between the two groups.

The researcher did not mean to examine the role of corrective feedback method on complete structures but it was to help learner to focus entirely only on the tenses and some main parts needed in making such an essay. Therefore, the researcher used list of error codes to make it easier in correcting students' writing and for students in correcting peer's writing. The list of codes was described in the previous chapter.

The means and standard deviation of scores on the experimental (peer correction group) and control (teacher correction group) were compared by using paired sample t-test to make sure if there was significant difference in students' paragraph writing after being treated using the method of corrective feedback: peer correction and teacher

correction. Furthermore, the post-test was given to both groups in order to analyze whether there was significant difference in the result of the teaching and learning process of paragraph writing between the experimental group and control group. The data were analyzed using the independent sample t-test.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion. First, the findings were analyzed based on students' paragraph writing result on pre-test, post-test before and after the treatment, and comparison results between the use of peer correction and teacher correction in students' paragraph writing performance. Then, the researcher also presents the benefits and the drawbacks of the two methods of correction to show how effective is the application of the method of correction to improve students' paragraph writing ability.

1. Findings

The findings of this research consist of the result of the pre-test, the result of the post-test of experimental group in order to answer research question number one, the result of the post-test of control group to answer the research question number two, and the comparative mean score between experimental and control group to answer research question number three.

1.1 The Result of the Pre-test

Pre-test was given before correction methods for students' paragraph writing was explained. It was a week after the teacher explained the material. This was arranged to study the students' writing proficiency before applying the treatment in the teaching and learning process. Furthermore, it was also done to make sure that all students in this study were at the same level of writing proficiency. In the pre-test, the students were asked to write a For and Against Essay in 90 minutes.

After obtaining the data, the researcher analyzed it. The first thing to do was scoring the students' essay by using Jacobs, et al's (1981) analytic scoring based on the content, organization, vocabulary, grammar, and mechanics. Then, the researcher found out the mean of all scores and it can be seen in the following descriptive data.

Pre-Test Score		N	Mean	Std. Deviation	Std. Error Mean
1. Experimental,	1,00	25	67,0400	6,69253	1,33851
2. Control	2,00	25	66,6000	4,95816	,99163

Table 6: Mean Scores of the Pretest of experimental and control group

Based on the table 6, the mean score of the pre-test of the experimental group was 67,0400 and the control group was 66,6000. Then, they were analyzed using Levene's test for equality of variances.

		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
Pre-Test Score	Equal variances assumed	,387	,537	,264	48	,793	,44000	1,66581	-2,90934	3,78934
	Equal variances not assumed			,264	44,246	,793	,44000	1,66581	-2,91670	3,79670

Table 7: Comparative mean scores between Pre-test experimental and control group

From the above table , it could be seen that the result is 0,793 or 79,3% and is greater than 0,05 or 5%. It could be assumed that there was no significant different between the experimental and the control groups. Furthermore, it also means that all students from the two groups were at the same level of paragraph writing ability.

The result of pre-test indicated that the mean was 67 for the experimental group and 66 for the control group. There were only 9 of 50 students (see appendix 1 and 2) who gained score more than 70. The rest got score under 70. It is strongly assumed that students still experienced difficulties in producing an essay in the area of content, organization, vocabulary, grammar, and mechanics.

The mean score was then matched to the level of mastery scale and it is found that the score 66 and 67 are on the range of 66-69. It means that the predicate is fair to good. To conclude, the paragraph writing ability of the 1st semester students of technology information faculty at Stikubank university in the academic year 2017-2018 in the pre-test was good.

1.2 The Result of the Post-test

Post-Test was given after the researcher explained the technique of corrective feedback by providing some kinds of correction codes to the students. This was done to make sure that students know the type of errors they have often made in their writing. For the students in experimental group that applied peer correction, this was also useful since they had to correct peer's writing. So, they would know what to correct and how to give a mark and the right form to the peer's writing.

In addition, the correction codes was useful for those who came from the control group. They would know the type of errors they have often done in writing and then, they have to find out the correct form if there is no correct form yet given by the teacher.

A For-and-Against/Discussion text essay was given and tested to the students as the post-test. The post-test would produce two drafts. First, the essay before the

treatment of correction in which the students had to write a for-and-against essay about the given topic. Second, the essay after the treatment of correction in which the students must rewrite the essay that have been marked the errors by the peer or the teacher.

1.2.1 The Result of Paragraph Writing Using Peer Correction

Before showing the result of the final mean score of the test, the researcher would like to explain the teaching and learning procedures which implemented peer correction in the paragraph writing from the initial task to its revision.

A. Opening:

- 1) The teacher calls the role, asked students' condition, and checked the attendant list.
- 2) The teacher reminded the students of the last material given, a for-and-against essay/discussion text.
- 3) The teacher told the students that that day's activity would be a peer correction for the tasks in groups.

B. The Main Activities:

- 1) The teacher divided the students into group of five. There were 25 students in one class, so there were five groups formed.
- 2) The teacher distributed students' writing assignments among the groups.
- 3) The teacher explained the rules of peer correction.
- 4) The teacher asked the students to correct all the errors found in peer's writing that they corrected.
- 5) The teacher monitored the groups during the correction activity.
- 6) Sometimes the teacher helped the students who were confused about giving marks or deciding which errors to correct.

7) The teacher instructed the students to submit the essay they have corrected.

8) The teacher gave the essays back to the students.

C. Closure:

1. The teacher persuaded the students to conclude the activity of peer correction.
2. The teacher instructed the students to make revision of their essay that had been corrected by their friend, at home.
3. The teacher dismissed the class.

In the next meeting, the students submitted their essay revision to the teacher. The first drafts or the initial assignments before being revised were included in the submission. After collecting all the data, the researcher started to study the students' corrections of their peers' essay. In studying the way the students correct the work, it was found that most of the students used indirect correction by circling the wrong forms

The rest was underlining or crossing right on them. Then, they sometimes add the the correct form above the errors.

Furthermore, when correcting peer's essay, the students apparently examined only on some parts like grammar, vocabulary, capitalization, spelling, and punctuation. They often ignored the other two part, organization and content. Consequently, there were some students that corrected the essay incorrectly. However, there was still one group that did the correction completely like what the teacher asked. This group focused on the whole components: content, organization, vocabulary, grammar, and mechanics. That was how the students correct peer's writing in the correction activity.

Finally, the researcher collected all the students' assignments that have been corrected using peer correction method by the students and then input them into SPSS

to find out the mean score of the students' writing before the treatment and after the treatment.

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Before Treatment	72,5200	25	4,77947	,95589
After Treatment	79,7200	25	4,86073	,97215

Table 8: Comparative mean score between the results of students' paragraph writing before and after the treatment of peer correction method

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Before Treatment - After Treatment	-7,20000	1,73205	,34641	-7,91496	-6,48504	-20,785	24	,000

Table 9: The Result of students' paragraph writing using peer correction

The tables above provided the information that the mean score of the test before the treatment was 72,5200 and after the treatment was 79,7200. The deviation of the scores was 7,20000. Then, the t-test result was 0,00 or less than 0,05 or 5% which indicated that there was significant difference between the score of paragraph writing test before the treatment and after the treatment. In addition, the second output illustrated the correlation between post-test scores before and after the treatment. In this case, the treatment applied in the process of teaching and learning was Peer Correction. It can be seen than the correlation between the post-test scores before the treatment and

the post-test scores after the treatment was 0,00 or 0% < 5%. Therefore, it was assumed that the application of peer correction technique can influence the improvement of students' paragraph writing significantly.

The mean score was then input to the mastery scale and it was found that the mean score of 79,7200 is on the range of 70-79, so it means that the predicate is good. In other words, the students' paragraph writing ability for the experimental group after the treatment was good.

1.2.2 The Result of Students' Paragraph Writing Using Teacher Correction

The students who got teacher's correction in the process of paragraph writing improvement are those who came from the control group. So, they were different students from the previous group. Before showing the result of the final mean score of the test, the researcher would like to explain the teaching and learning procedures which used teacher correction in the paragraph writing from the initial task to its revision.

A. Opening:

- 1) The teacher calls the roles and chitchat
- 2) The teacher reminded the students of the last material given, a for-and-against essay/discussion text.
- 3) The teacher told them that they were going to write a for-and-against essay as she had explained in the previous meeting.

B. Instructional procedures:

- 1) The teacher distributed a piece of paper for each student.
- 2) The teacher asked them to write a for-and-against essay in 150-200 words with the time duration of 90 minutes.

- 3) During the writing activity, the teacher sometimes walked around the class to see the students' work and sometimes to respond them when they asked something they did not understand.
- 4) After the time was up, The teacher asked the students to submit the essay.

C. Closing:

The teacher dismissed the class and reminded the students that the next meeting they have to make revision for that day's writing assignments.

After collecting the assignments and bringing them at home, the teacher or the researcher started doing the correction. There are some steps the teacher done in correcting students' essay. First, the teacher read and circled the wrong form or the errors occurred in the essay. Then, the teacher gave the error code right on the circled area. After that, she gave the correct form only in certain areas especially the area that had the worst form or structure. Finally, the teacher scored the essay in five categories that consist of content, organization, vocabulary, grammar, and mechanics. Then, she counted the scores in each students' essay.

The next meeting, the teacher had done with the correction. Since the control group implemented a teacher correction, the teacher did the correction of all the essays by herself by giving marks on the errors and providing the correct forms. Therefore, the revision must be done in the class with the following procedures.

A. Opening:

- 1) The teacher calls the role and chitchat.

- 2) The teacher reminded the students of the last material given, a for-and-against essay/discussion text.
- 3) The teacher told them that they were going to revise their essay in the class within 60 minutes.

B. The Main Activities:

- 1) The teacher distributed students' essay that had been marked the errors by the teacher.
- 2) The teacher asked them to rewrite the essay with the correct forms.
- 3) During the writing activity, the teacher checked the students' work by walking around the class to monitor the students and to help them when they asked something they did not understand.
- 4) The teacher made sure that the students could understand the errors that they often repeated in writing essay. She also asked them whether the marks and the correction codes given were clear enough for them.
- 5) After the time was up, The teacher asked the students to submit their revision together with the first draft.

C. Closing:

- 1) The teacher, together with the students, concluded the activity that day, including asked whether the direct correction from the teacher helped them in revising the esay and composing better composition for the future tasks.
- 2) The teacher dismissed the class.

Finally, the researcher collected all the students' assignments that have been corrected by the teacher and then input them into SPSS to find out the mean score of the

students' writing before the treatment and after the treatment. The result can be seen in the following tables.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before the Treatment	72,4400	25	3,02875	,60575
	After the Treatment	81,2800	25	3,55340	,71068

Table 10 : The comparative mean between the result of the students' paragraph writing before and after the teacher's correction

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before the Treatment - After the Treatment	-8,84000	2,01412	,40282	-9,67139	-8,00861	-21,945	24	,000

Table 11: The Result of students' paragraph writing using teacher correction

Based on the tables above, the mean score of the test before the treatment was 72,4400 and after the treatment was 81,2800. The deviation of the scores was 8,84000, which was obviously higher than the deviation of the mean score from the experimental group. Then, the t-test result was 0,00 or less than 0,05 or 5% which indicated that there was significant difference between the score of paragraph writing test before the treatment and after the treatment. In addition, the second output illustrated the correlation between post-test scores before and after the treatment. In this case, the treatment applied in the process of teaching and learning was Teacher Correction. It can be seen that the correlation between the post-test scores before the treatment and the post-test scores after the treatment was 0,00 or 0% < 5%. Therefore, it was assumed that

the application of teaching correction could influence the improvement of students' paragraph writing significantly.

After comparing the mean scores between the students' writing before and after the treatment of peer correction and teacher correction method, it was found that both groups have a significant improvement after being explained the technique of correction and the correction codes to recognize the types of errors to correct. Surprisingly, the control group got higher average score than experimental group. It means that teacher correction had better impact for students' paragraph writing improvement. In addition, the researcher needed to compare the average scores of the final post-test or final draft of both groups. She wanted to know whether there was significant difference between the result of final draft that applied peer correction and those who used teacher correction in the revision. The comparison of the mean scores between final post-test of experimental and control group would be explained in the following sub title and tables.

1.3 The Different Result between the Final Post-test of the Experimental and Control Group

The following tables presents the comparison of the mean scores between final post-test of experimental and control group. By looking at the results, it was obviously seen which group that had the higher mean score for the final draft.

		N	Mean	Std. Deviation	Std. Error Mean
1. Experimental,					
2. Control					
Post-Test Score	1,00	25	79,7200	4,86073	,97215
	2,00	25	81,2800	3,55340	,71068

Table 12: Comparative mean scores between Final Post-test of experimental and control group

Based on the table above, the mean score of the post-test of the experimental group was 79,7200 and the control group was 81,2800. Then, they were analyzed using Levene's test for equality of variances to state if there was significant difference between the two groups.

		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
Post-Test Score	Equal variances assumed	1,633	,207	-1,295	48	,201	-1,56000	1,20421	-3,98124	,86124
	Equal variances not assumed			-1,295	43,953	,202	-1,56000	1,20421	-3,98701	,86701

Table 13: Levene's test for equality of variances between Final Post-test of experimental and control group

From the above table, it could be seen that the result is 0,201 or 20,1% and is greater than 0,05 or 5%. Therefore, it could be assumed that there was no significant different between the experimental and the control groups in their post-test. It means that both methods of correction bring about great impact on students' paragraph writing improvement. It is seen from the mean scores of the final draft presented in the tables above.

2. Discussion

Based on the results presented in the previous parts of this chapter, there are several findings that can be concluded in this study. First, it was discovered that the the average score of pre-test of the experimental group (67,04) was higher than of the control group

(66,60) but not significant. Surprisingly, the mean score of the final post-test of the experimental group (79,72) was significantly lower than of the control group (81,28). So, it could be assumed that the teacher correction method had brought about greater improvement to the students' paragraph writing ability compared to the peer correction. This assumption was based on some weaknesses that occurred during the peer correction activity. Some factors were considered the weaknesses in the peer correction activity in the class.

First, in correcting their peer's writing, the students apparently examined carefully on some particular elements of writing such as grammar, spelling, punctuation, deletion, capitalization and choice of words. Whereas, there are two more elements that have big role in a successful paragraph writing. Those are content and organization. Contents are examined on the development of ideas, topics, and material. While in examining the organization of writing, students must look carefully at the coherence of introduction, body, conclusion, appropriate title and the use of transitional expression to connect one sentence to another.

Secondly, in correcting their peer's writing, most of students did not use the correction codes which were already explained before the post-test was assigned. For example a code of '*WW*' or *wrong word* for errors in the choice of words, '*punc*' for errors in punctuation, and '*del*' for deletion.

Thirdly, some students often forgot that peer correction refers to cooperative learning which means that they have to discuss the work with their friends. As a result, they often correct a friend's essay individually although most of them are actually active learners. However, there was still one group that had good cooperation and do the

correction together. This cooperative group discusses the errors in the essay together with the other member of the group..

The next problem deals with the result of the peer correction in the students' essay. Some students were not satisfied with the correction because it was considered invalid. For example, in a student's writing, there were some errors in the use of verb forms. His peer was supposed to give a mark by circling the errors, gave codes and the right forms if necessary. However, some peers were apparently still wrong in giving the correct forms or appropriate forms. Invalid corrections are unavoidable since not all students master the knowledge. Sometimes they still need help from the teacher to correct peer's essay.

Considering this problems, the researcher did some action or gave a certain treatment to the students as follows. First, the researcher provided a list of components of writing that should be learnt by students in order to produce a better essay. Not only did the researcher provide the list, she also explained each part as well as the examples in sentences. Secondly, the researcher provided a list of correcting codes together with the sentence example in each type and she explained the use of them. This was useful to make the students not only marked the errors that they found but also pinpoint exactly what category the errors were included.

Thirdly, the researcher did the monitoring more often than usual in order to minimize the wrong correction. If necessary, the researcher checked the students' activity one by one entirely by walking around the class during the activity.

Finally, to succeed in controlling the students' problems in writing an essay with a good organization, content, grammar, and mechanics, the researcher displayed some students' essays and then discussed the errors made and explained the correct forms.

What the researcher did were useful to make the students pay more attention to the errors that should be corrected and focused on the errors that were often made. Moreover, to avoid students' embarrassment when their works were displayed, the teacher covered the students' name so that there were only essays displayed.

2.1 Scoring Categories and Correcting Codes

The correction of the tasks was based on five categories of analytic scorings proposed by Jacob (1982), Weigle (2002). There are content, organization, vocabulary, grammar, and mechanics with different rate on each category. While the correcting codes to identify the types of errors were taken from Chandler's (2003) error codes and from Azar's guide for correcting compositions, as cited in Brock and Walters (1992: 123). It consists of singular-plural, word form, word choice, verb tense or subject-verb agreement, insert or omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, unclear meaning, and run-on sentence. The researcher also added verb voice (active or passive), awkward, repetition, and need for new paragraph in order to cover all the errors the students made.

The followings are the examples of error types made by the students in experimental group adopting Chandler's (2003) correcting codes.

No.	Error Type	Sentence	Codes
1.	Paragraph	Not indenting with each new paragraph.	Indent
2.	Sentence structure	So consider euthanasia is the way to end the suffering.	Struc.
3.	Meaning unclear	There is a law to not use the phone while driving because it has a lot of events .	Mean
4.	Awkward	In this modern era, mobile phone cannot escape from life.	Awk.
5.	Spelling	Some people desegree that.....	Spell.
6.	Run-on	Although it has a bad side, but using mobile phone in driving it also has good side, even	Run

		used to work.	
7.	Punctuation	Criminal acts caused various issues such as, economic, conflict, and...	Punc
8.	Capitalization	furthermore, corruptors also make the loss of a company.	Cap
9.	Delete	It helps for people with illness.	Del
10.	Insert	...is also required now to make money and help people (who) get lost.	>
11.	Word order	They get score zero in their exam.	W.O
12.	Word choice/wrong word	Playing mobile phone while driving can reduce our concentration.	W.W
13.	Repetition	...by executing criminals will the death penalty will violate inhuman and...	Rep
14.	Wrong form	It will allow students to perform better academically .	Form
15.	Agreement	Many schools apply strict rules for students who is cheating.	AGR
16.	Verb-tense	If I know, I would tell you.	Tens
17.	Voice	It helps for people with illness who do not heal .	Act/Pas
18.	Plural	There are some benefit of the law....	Num
19.	Article	Exam is seen as -- scary thing for some people.	Art

Table 14: Examples of error types taken from students' paragraph essay

Based on the table above, it could be seen that Chandler's correcting codes mostly focus on grammar. While in fact, the categories of scoring essays were not only on students' grammar but also on the content and organization. Therefore, the students from the experimental group did the correction only on grammar, vocabulary, and mechanics. The correction of content and organization were done by the teacher herself and the final score would be calculated by the teacher too. After picking up some examples of errors founded in the students' writing, the researcher would like to explain the category for each error including content and organization.

2.1.1 Content

According to Jacobs (1981), there are four scales for each category of scoring. The scales of content are: 30-27 for excellent to very good, 26-22 for good to average, 21-17 for fair to poor, and 16-13 for very poor. Based on the result of the pre-test, post-test 1, and post-test 2 from experimental group, the mean score of the content in the pre-test was 20,84 (see appendix 1). It means that students' ability in developing content of paragraph which is relevant to the topic was still in the criteria of fair to poor. According to some students when they were interviewed, they had difficulty in elaborating topic because they rarely practice writing (see appendix 24 about students' interview). Then, in the post-test 1, the mean score of the content was 22,12 (see appendix 2) and it is in the range of 26-22 which means good to average. The improvement happened after they were explained about some elements of writing including grammar. Finally, after getting the treatment of peer correction, the mean score of the content in the post-test 2 increased to be 23,36. It means that the method of peer correction could make the students develop topic into good paragraph with relevant subject. This opinion was based on the students' interview which can be seen on the appendix 24.

2.1.2 Organization

The mean score of the category of organization on the pre-test was 14,24 (see appendix 1) and it is in the range of 17-14 which means good to average. It could be assumed that students from the experimental group were able to organize logical main idea despite incomplete sequencing. Then, in the post-test 1, there was a little bit improvement of the mean score of the organization. The mean score was 14,96 and it

was not very different from the last mean score. Surprisingly, they have got 17,48 mean score on the post test 2. It means that the correction could improve their ability in stating ideas more clearly than of the previous essay.

2.1.3 Vocabulary

In scoring the use vocabularies in an essay, there are some aspects that should be examined. Some correcting codes included in the vocabulary are: meaning unclear, awkward, word choice, and wrong form. In the correction, both the students and the teacher did not count the number of errors for each aspect. Instead, they gave correcting codes in the area of errors and sometimes provide the correct form. In the pre-test, the mean score of vocabulary was 13,28 which was categorized as fair to poor. It means that they still often experienced frequent errors of word choice and meaning confused. In the post-test 1, it increased to become 14,40 and finally the mean score in the post-test 2 was 15,68. It indicates that correcting codes could make the students identify errors and then rewrite for the better composition. According to some students in the interview, correcting codes given by peers can somehow help them in using the appropriate words despite occasional errors of words but meaning not obscured.

The followings are the example of errors in students' writing which are categorized into vocabulary.

a) **Meaning Unclear**

Sometimes in writing a paragraph, there is a word that has unclear meaning. It is probably because some students often translate the sentence per word. As a result, there is one or more than one word that make the sentence has unclear meaning. For example:

➔ *“There is a law to not use the phone while driving because it has a lot of events.”*

The above sentence has an unclear meaning in one word “events”. How can it be unclear? The word “event” in general means anything that happens especially important or unusual (Cambridge Advanced Learner Dictionary). While the word “events” used in the sentence explained the act of using mobile phone while driving. The meaning of the sentence became unclear because the word “events” was not coherent with the previous words. It could be better if it is replaced by the other word like “risks”. So the sentence would be like “.....*because it has a lot of risks.*”

b) **Awkward**

Almost similar with the previous point, awkwardness in a sentence can make the sentence unclear. Awkward means difficult to deal with. The example of the sentence is:

➔ “*In this modern era, mobile phone cannot escape from life.*”

In that sentence, the researcher circled the word “escape” because it made the sentence sounded strange and awkward. The verb “escape” is generally used for person not things. For example: “*Everybody managed to escape from the fire*”. In that sentence, “escape” is the verb that refers to “everybody” which means people, and it is correct, without awkwardness.

However, the sentence taken from the students’ writing, “*mobile phone cannot escape from life.*”, sounded strange and awkward because mobile phone is a thing, not a person. And the verb “escape” is not appropriate for a thing. It would be better to replace it with another verb like “separate”. So, it should be like “*In this modern era, mobile phone cannot be separated from life.*”

c) Word Choice / Wrong Word

The choice of words in a writing needs to be done carefully in order to produce a good composition with the appropriate words. However, an error in the word choice is sometimes founded in some students' writing. Take a look at the sentence below.

→ “*Playing mobile phone while driving can reduce our concentration.*”

The word “reduce” as the verb in that sentence is not suitable with the context. It should be replaced with another choice of word. So, the researcher circled the wrong word and gave the code “WW” as wrong word. The correct form should be like “*Playing mobile phone while driving can ruin our concentration.*”

d) Wrong form

There are various kinds of word forms such as nouns, verbs, adjectives, and adverbs. Sometimes one word can have various forms. For example, from noun to adjective to adverb: success (N) – successful (adj) – successfully (adv); from verb to noun: delete (V) – deletion (N), from adjective to adverb: slow (adj) – slowly (adv). The example of error in wrong form was founded in the sentence below:

→ “*It will allow students to perform better academically.*”

In that sentence, the word “*academically*” was a wrong form. It is an adverb and it should be a noun because adverb explains verb. While the previous word is an adjective. Adjective should be followed by a noun. So, the correct form is “*academy*” and the complete sentence would be “*It will allow students to perform better academy.*”

2.1.4 Grammar

The correcting codes proposed by Chandler (2003) used in this research were mostly on grammar such as structure, word order, repetition, tenses, plural/singular, verb voice, and article. The mean score of grammar in the pre-test was 15,72 which was categorized as fair to poor. It means that there were still major problems simple or complex structure, frequent errors of agreement, tense, word order, plural/singular, verb voice, and articles. This problem was apparently still experienced by the students when doing post-test 1 since the mean score of grammar remained fair to poor, that was 17,52. However, after applying peer correction with correcting codes provided, there was an increase at the post-test 2. The mean score of grammar was finally categorized as good to average, that was 18,96. Below are some examples of errors in grammar found in students' writing.

a) Sentence Structure

Sentence structure is very important in a paragraph writing because it determines whether the sentence is grammatically correct. Sentence structure contains many rules such as tenses (simple present, present continuous, simple past, past continuous, present perfect, etc.), the use of conjunctions, relative pronoun, and many others that cannot be mentioned one by one. There are variety of expressions that can be acceptable to use to communicate orally but are not approved to use in a written communication especially a formal writing. That is why the grammatical structure of a sentence must be learnt by students in order to identify written language used in a formal written English. Moreover, students are expected to be able to apply and compose a good paragraph with the correct structure in each sentence. Examples of errors in structure are formulated below and there will be the explanation:

Incorrect: A pilot is a person flies an aircraft.

Correct: A pilot is a person who flies an aircraft.

The incorrect sentence above has an error in adjective clause pattern. the adjective clause pattern will always follow one of these two patterns:

Relative Pronoun or Adverb + Subject + Verb, and Relative Pronoun as Subject + Verb.

The previous example of sentence applies the second pattern of adjective clause to describe “a person”, so the correct form is “who flies”.

Below is the example of an error in sentence structure found in a students’ essay.

→ “*So consider euthanasia is the way to end the suffering.*”

If we look at that sentence, we know that there is something wrong and inappropriate in it. The word “consider” should be put after the main subject. So, it should be like this “So, euthanasia is considered the way to end the suffering.” That is the correct form of that error in sentence structure. The researcher gave the mark in the error by cycling the words “consider euthanasia” and then write the code “struc” right on the circle to show that it was wrong in the structure.

b) Run-on

The example of error in run-on type is in the below sentence.

→ “*Although it has a bad side, but using mobile phone in driving it also has good side, even used to work.*”

There should be only one conjunction in that sentence but there were two: “although” and “but”. So, the researcher circled the unnecessary conjunction. In addition, there was another word that must be deleted: the second “it”. It is unnecessary to repeat the same word in one sentence.

c) Delete

In this type of error, we have to delete the unnecessary word. For example in sentence “*It helps **for** people with illness*”, the preposition “for” is unnecessary because the verb “help” should not be followed by a preposition. It should be “*It helps people with illness.*” So, the researcher circled the word “word” and gave a code “del” for deletion.

d) Insert

An error in insertion means that they had to add something especially words to a sentence. Below is the example of a sentence which need an insertion.

“...*is also required now to make money and help people get lost.*”

That sentence need insertion between “people” and “get”. The correct form would be like “...*is also required now to make money and help people who get lost.*”

e) Word Order

Word order means the way the words are arranged into a right order. There are some rules related to word order such as *verb+object*, *place+time*, *adverb+verb*, and *adjective+noun* (Murphy, 2007: 218). For example:

- I **like my job** very much (*not* I like very much **my job**). (verb+object)
- You really shouldn't go **to bed so late**. (*not* **so late to bed**). (place+time)
- The concert **will probably be cancelled** (*not* **will be cancelled probably**).
(adverb+verb)
- There were so many **strict rules**. (*not* **rules strict**). (adjective+noun)

Example of error in word order is “They get score zero in their exam.” In that sentence, the underlined words should be “zero score”. That is the right order (*adjective+noun*)

f) Repetition

Repetition means that there is a same word repeated in one sentence. It is not good because it can probably make the sentence sounds odd and awkward. In all patterns, we have to avoid using words with the same meaning in a sentence event though they are different words. The example of repetition of words with the same meaning are described below.

Incorrect: They have sufficient enough money for their needs.

Correct: They have sufficient money for their needs.

Correct: They have enough money for their needs.

Explanation: the word *sufficient* and *enough* have the same meaning. So, we must choose one of the two words for one sentence. Another example:

Incorrect: They must not repeat that careless habit again in the future.

Correct: They must not repeat that careless habit in the future.

In addition, there is a type of repetition of noun by pronoun. An error occurs when a pronoun is used after the noun it refers to, and *that*. For example

Incorrect: My sister she found a store that imported food from Japan.

Correct: My sister found a store that imported food from Japan.

Below is the example taken from students' writing, in which there is a repetition of the same words.

➔ “...by executing criminals **will** the death penalty **will** violate inhuman and...”

There was a repetitive “will” in that sentence and it makes it grammatically incorrect. The researcher circled the first “will” because it was unnecessary and made

the sentence incorrect. Therefore, the correct form would be “...by executing criminals, the death penalty **will** violate inhuman and...”

g) Subject-Verb Agreement

In all patterns, there must be agreement of subject and verb (Sharpe, 2000: 286).

We have to use a verb that agrees with the subject instead of the modifier of the subject.

For example: His knowledge of languages and relations **aids** him in his work (*not aid* him in his work).

Below is the example of error in agreement found in students' writing.

→ “Many schools apply strict rules for students who is cheating.”

The underlined word has the wrong agreement because it is not suitable with the subject. The subject “students” is plural and the tense is simple present. So, the correct form must be “Many schools apply strict rules for students who **are** cheating.”

h) Verb Tense

According to Cambridge Advanced Learner's Dictionary, tense is any forms of a verb which show the time at which an action happened. For example, the present simple, present continuous, past simple, past continuous, present perfect, future tense, etc. The below sentence is a conditional sentence. Conditional sentence has three types in which each type has different tense.

→ “If I know, I would tell you.”

The writer meant to use conditional type two but the verb tense was not correct yet. It should be “If + Subject + Verb 2, Subject + would + Verb1.” Therefore, the correct form is “If I **knew**, I would tell you.”

i) Verb Voice (Active-Passive)

The form of a passive sentence is: Subject + be (is,am,are, was,were, has been/have been, etc.) + Past participle (Verb3). If we look at the sentence below, there will be a strange meaning in the form of a verb.

→ “*It helps for people with illness who **do not heal.***”

In that sentence, the last verb should be in the passive. So, the correct form is “*It helps people with illness who are not healed.*”

j) Plural/Singular

Plural and singular are based on the number of nouns. Singular is for one noun and for uncountable noun while plural is for more than one noun and is countable. The sentence below has an error in plural/singular noun.

→ “*There are some **benefit** of the law....*”

The determiner “some” has to be followed by plural nouns. However in that sentence, the noun ‘benefit’ is singular without ‘s’ and it should be added with ‘s’ becomes ‘benefits’. So, the correct form for this type of error is “*There are some benefits of the law....*”

k) Article

In grammar, article is divided into two types: definite and indefinite article. To define something general, we use article ‘a’ and ‘an’, while to define something that has been identified before, or is specific, we use article ‘the’. According to Lougheed (2000: 129), there are some more problems related to the use of articles. First, wrong article with generic count noun. An article should be followed by a count noun in the generic sense unless the noun is plural. So, we should remove the article if the noun is plural, or

change the article to *a* or *an* if the noun is a singular count noun. The example below is taken from Lougheed's (2000) "How to Prepare TOEIC Test 2nd Edition"

Incorrect: *Computer* processes information fast.

Correct: *A Computer* processes information fast.

Correct: *Computers* process information fast.

In the sentence above, computer is a count noun, so we should use *a* for the singular form (a computer) or just remove the article if it becomes plural (computers).

Secondly, a problem in article with generic uncountable noun. So, if the noun is non-count, we can just remove the article. For example:

Incorrect: *A software* processes information in some ways.

Correct: *Software* processes information in some ways.

Lastly, a problem with articles for the wrong form of *a* or *an*. The use of *a* or *an* depends on the initial sound of the noun. If the words begin with a vowel sound, we use *an*. If they begin with a consonant sound, we use *a*. However, some students still have a wrong perception that the use of *a* or *an* depends on the first letter of the noun, not the initial sound. So, it is important to emphasize them to pay attention to the beginning sound of the word after the article *a* or *an*. For example:

Incorrect: *The power company* sends us an utility bill every month.

Correct: *The power company* sends us a utility bill every month.

Although the word *utility* begins with vowel *u*, it is pronounced *y*, and it is a consonant sound.

The sentence below is the example of error about article because there should be an article added.

→ "*Exam is seen as scary thing for some people.*"

In that sentence, before the noun phrase ‘scary thing’, there should be an article added. Therefore, the correct form of that error is “*Exam is seen as a scary thing for some people.*”

2.1.5 Mechanics

The important parts included in the mechanics are paragraph, spelling, punctuation, and capitalization. Mechanics scoring has the smallest rate of all categories of scoring rubrics. It is only 2 to 5. The change of the mean score of mechanics was not very big since it is not as large as scoring grammar. The followings are the examples of mechanics errors found in the students’ writing.

a) Paragraph

In writing a new paragraph which connected with the previous paragraph in a text, some students sometimes forgot to give a space at the edge of the paragraph, whereas each new paragraph should be indented approximately one to two centimetres from the margin. Therefore, in order to pinpoint this kind of error, the researcher marked it by giving a symbol like this “====>” at the edge of the new sentence in the new paragraph.

b) Spelling

According to Cambridge Advanced Learner’s Dictionary, spelling is forming words with the correct letters. An error in spelling means that there is something wrong in a word’s letter. An incorrect letter in a word may change the meaning or even make it does not have a meaning. Example of error in spelling is:

→ “Some people desegree that....”

In that sentence, there is a misspelling in the word “desegree”. It should be “disagree”. So, the researcher circled the misspelling and add the code “spell”.

c) Punctuation

Punctuation marks are used in writing to separate words, phrases, and also sentences. They are also added to show whether a sentence is a statement, a question, a command, etc. Full stops, question marks, commas, semicolons, and brackets are some examples of type of punctuation marks (cited in Cambridge Advanced Learner’s Dictionary). Example of error in punctuation:

→ “Criminal acts caused various issues such as, economic, conflict, and...”

In that sentence, after the words “such as”, there should not be comma. So, the researcher circled it.

d) Capitalization

The use of capital letters is very important in a writing. For instance, in the beginning of sentence, name of cities, countries, regions, etc., abbreviation for some terms, and many others. In this study, the errors in capitalization were often founded in the beginning of sentence. For example:

→ “*furthermore, corruptors also make the loss of a company.*”

It was written in the beginning of a sentence but the first letter was not in capital. So, the researcher circled the letter “f” and give a code “cap” as capitalization.

2.2 The Benefits and Drawbacks of the Corrections

After spending weeks for testing the students by applying the method of peer correction and teacher correction, the researcher would like to present the benefits and the drawbacks obtained from the teaching and learning activity. The benefits and drawbacks were based on the result of students' interview about peer correction which was done after the last post-test. Some transcripts of the interview can be seen in appendix 23.

2.2.1 The Benefits of the Use of Peer Correction

Having passed the writing activity using peer correction, the researcher found some benefits in improving students' paragraph writing. According to some students, this method helps students to identify errors in their own work more easily and it can also help them to find out that something they have considered correct until then, can be proved to be incorrect.

Furthermore, it enhanced students' motivation in composing a better essay since some of students' essay would be displayed and they did not know whose essays were going to be chosen to be displayed and examined together in the classroom. The students' motivation increased slightly and it could be seen from the submission which was always right at the schedule.

Moreover, doing the correction immediately after the submission would provide more meaningful learning because the points learned were still new and fresh in the students' memory.

In addition, it gives longlasting effect to the students since they were involved directly in the process of correction. They would eventually memorize the correct forms of the errors they made, and likely to repeat it in the future composition.

Then, it helps the students from dependency on the teachers for correction. By putting more of the responsibility on students, they can develop their sense of self-sufficiency. Peer discussion activity is actually useful for students not only at the case of writing but also speaking because the activity force students to speak to others and it can drill them in the practice of speaking fluently. The ongoing discussion attempted to get the accepted opinion among the group.

Finally, for the teacher, it is a time-saving activity as she gets participation from the students in correcting the essays. She does not need to spend hours to scribble over them at home.

2.2.2 The Disadvantages of the Use of Peer Correction

Despite the benefits obtained from the peer correction, students also found some drawbacks from this method. First, the application of this method is a time-consuming activity at the classroom. Besides that, another weakness of the method is that some students did not correct peer' essay correctly but still wrongly. This is unavoidable because not all students master the grammatical knowledge. Some of them are still having limited knowledge and need the teacher's help. Moreover, some students corrected peer's essay in some elements of writing. Say there are five elements such as organization, content, vocabulary, grammar, and mechanics, but they just corrected the essay on the vocabulary, grammar, and mechanics.

Last but not least, as the researcher mentioned before, some students did not use the correction codes that should be used in correcting writing. For example *cap* for error in capital letters, *spell* for error in spelling, *punc* for error in punctuation, *art* for error in article, and others.

2.2.3 The Use of Teacher Correction

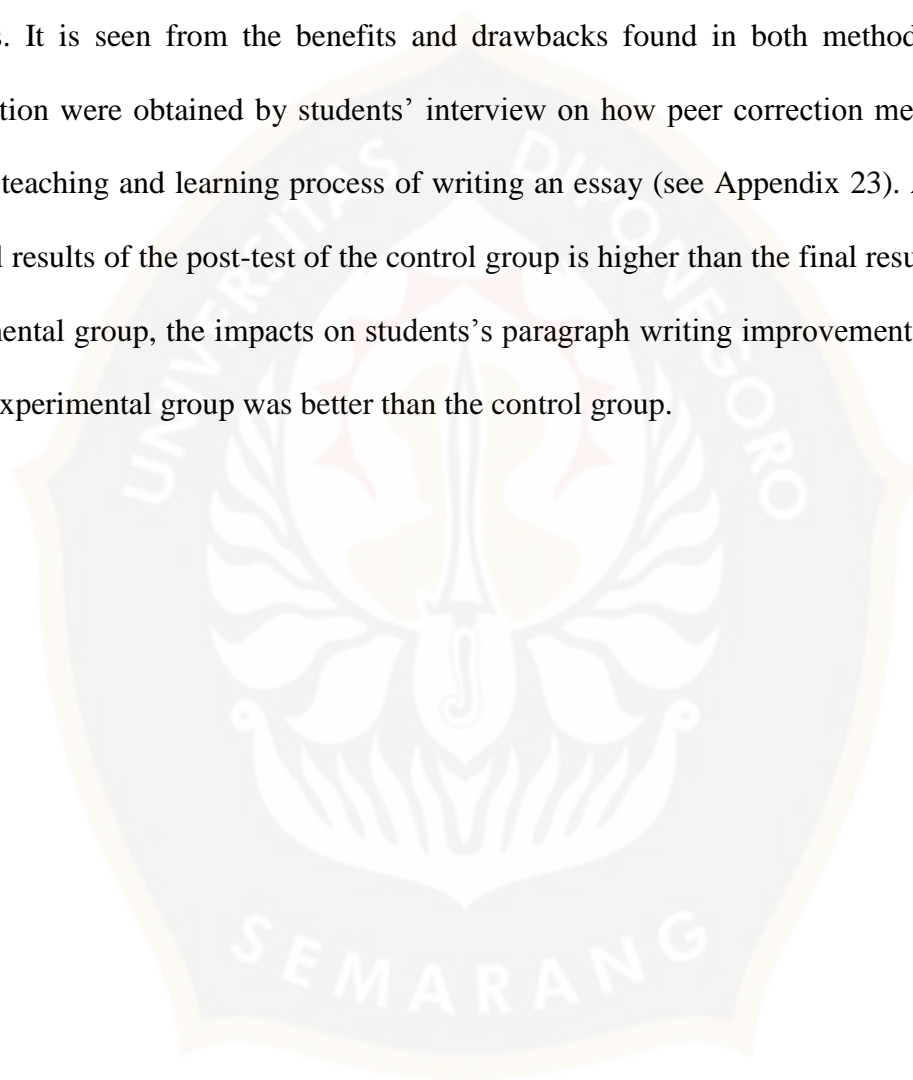
The other finding is, based on the comparative mean scores of the experimental and control group in the final drafts, it was discovered that indirect correction from the teacher was better than peer correction despite some weaknesses.

For the teacher, it was such a time-consuming because the teacher herself had to check and correct the students' writing one by one in a current period of time. Even it could be a compulsion to finish the correction in one day if the deadline were getting closer. Compared to the peer correction, the time duration needed for teacher correction was obviously different and much more needed. If the peer correction were able to be finished in an hour, then the teacher correction could be more than one day and it was so tiring.

For the students, it was indeed that they liked to be corrected by their teacher as they got the correct form directly written on their essay. However, they were not involved in the process of correction and it is likely that the knowledge they got from the teacher's mark on the paper would not last longer. They just received their essay marked and sometimes without knowing why they were considered wrong. It is possible that they would repeat the errors they have ever done before in writing paragraph.

Finally, direct correction from the teacher would eventually make the students keep dependency on their teacher for correction.

In short, when we talk about the effectiveness, the use of peer correction in the process of teaching and learning is more effective than the direct correction from teachers. It is seen from the benefits and drawbacks found in both methods. Those information were obtained by students' interview on how peer correction method was used in teaching and learning process of writing an essay (see Appendix 23). Although the final results of the post-test of the control group is higher than the final results of the experimental group, the impacts on students's paragraph writing improvement obtained by the experimental group was better than the control group.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and the main suggestions. The conclusions refer to the analysis of the results of pre-test and post-test and the results of the test before and after the treatment. The suggestions deal with some recommendation addressed to teachers and students in teaching and learning process of paragraph writing or essay writing.

A. Conclusions

Based on the findings and discussion presented in the previous chapter, this study resulted in some conclusions.

First, the mean score of the pre-test of the experimental group (67,04) was higher than the control group (66,60) but not significant. It means that both groups were at the same level of paragraph writing ability. Surprisingly, the results of the post-test showed that the mean score of the control group (81,28) was higher than the mean score of the experimental group (79,72). It means that both peer correction and teacher correction method made the students ability in paragraph writing improved significantly.

Secondly, equipping and explaining students the list of writing components and the list of correction codes in teaching and learning process could enhance students' paragraph writing ability. This could be seen in the result of the post-test before and after the treatment.

In addition, it was discovered that both peer and teacher corrections were significantly improving the students' paragraph writing ability and reducing long-term

errors. Teacher correction was better for producing accurate revisions and students considered it the fast and easy way for them. However, based on the students' interview about advantages and disadvantages in both methods, students feel that they learnt more from peer correction and it took less time for the teacher on the first draft.

B. Suggestions

This study demonstrated that the method of teacher correction was a kind of waste of time and energy for the teacher. Based on the findings and conclusions of this study, the researcher would like to offer some suggestions. First, it is suggested that teachers employ the most effective method in their writing courses especially in order to improve students' writing proficiency and to make the students more active. Furthermore, by applying peer correction students could be trained to produce accurate revision because students in peer-correction group could eventually be aware in not only form but also meaning. Therefore, it encouraged them to produce meaningful texts.

The next suggestion is that it is much hope that this study does not end here but can be a beginning of future studies in the same research community. Moreover, to understand the type of feedback better, the teachers should examine more carefully their correction practice.

For further research, the researcher can explore deeper on how teacher and students' grammatical knowledge, experiences, attitudes, and motivation toward feedback. Finally, more research needs to be conducted to add teachers' understanding about what is going on during peer correction activity and what strategies that the teacher and the students use.

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APPENDICES

Appendix 1: Result of the Pre-Test

1. The Result of the Pre-Test in Experimental Group

No.	STUDENTS' NAME	NIM	C	O	V	G	M	TOTAL
1.	Irvan Julian Fahrutama	17.0153.0112	22	15	13	15	3	68
2.	Aulia Rahman Fahindra	17.0153.0114	21	15	12	15	3	64
3.	Afan Arga Samudra	17.0153.0117	26	17	16	20	4	83
4.	Riska Alvianita	17.0153.0118	19	13	11	12	3	58
5.	Ahmad Fuad Kahfi	17.0153.0122	19	13	11	12	3	58
6.	Indah Widhi Prastika	17.0153.0123	19	12	12	15	3	61
7.	Mohammad Faisal F.	17.0153.0124	23	17	15	16	4	75
8.	Yusril Amri E.	17.0153.0125	20	16	16	16	2	70
9.	Istna Maratul Khusna	17.0153.0126	21	14	13	17	3	68
10.	Ahmad Ari Susanto	17.0153.0127	20	14	13	15	3	65
11.	Fx. Bastanta Barus	17.0153.0130	18	13	13	18	3	65
12.	Alviani Setya Y.	17.0153.0131	19	13	14	18	3	67
13.	Riezal Cipta Rizki P.	17.0153.0132	21	13	12	17	3	66
14.	Muhammad Ghani H.	17.0153.0134	22	14	14	15	3	68
15.	Thony Khikmatullah	17.0153.0136	21	14	12	16	3	66
16.	Muhammad Hanif	17.0153.0140	22	14	14	17	3	70
17.	Galih Krismontoro	17.0153.0141	21	13	13	15	3	65
18.	Heru Yudia Setyo	17.0153.0142	20	13	12	14	2	61
19.	Latifia Nadila	17.0153.0144	19	12	12	15	3	61
20.	Agam Frastya	17.0153.0145	17	13	11	12	2	55
21.	Gusti Ari Prasetyo	17.0153.0146	21	14	13	15	3	66
22.	Jundi Abdurrobby	17.0153.0147	23	15	14	17	4	73
23.	Luhtfitasari	17.0153.0148	23	18	18	18	4	81
24.	Ivan Tri Wibowo	17.0153.0149	22	17	16	17	3	75
25.	Moch. Galuh Raga	17.0153.0200	22	14	12	16	3	67
	MEAN		20,84	14,24	13,28	15,72	3,04	67,04

2. The Result of the Pre-Test in Control Group

No.	STUDENTS' NAME	NIM	C	O	V	G	M	TOTAL
1.	Herlambang F.	17.0153.0154	18	14	14	16	3	65
2.	Fandhika Bayu Fitri	17.0153.0155	18	12	13	14	3	60
3.	Dimas Satria	17.0153.0157	17	13	13	15	2	60
4.	Aditya Wafda	17.0153.0156	22	14	13	15	3	67
5.	Ahmad Artyanto Saputra	17.0153.0159	18	12	12	15	2	59
6.	Muh. Nurmahmudin	17.0153.0161	22	15	15	17	4	73
7.	Anisa Dewi Pertiwi	17.0153.0162	23	15	14	18	4	74
8.	Ike Nurlaeli	17.0153.0163	23	14	14	16	3	70
9.	Titan Acta Fikriansyah	17.0153.0164	22	15	16	16	2	71
10.	Bayu Ismail Ariyanto	17.0153.0167	19	13	13	16	3	64
11.	Rizki Agung Mudyono	17.0153.0171	19	12	13	14	2	60
12.	Aisya Amara	17.0153.0173	22	15	15	16	3	71
13.	Muhammad Auva	17.0153.0174	19	13	13	16	3	64
14.	Riki Fajar Wahyu	17.0153.0175	22	16	16	16	3	73
15.	Ahmad Nurkholiq	17.0153.0176	22	14	13	16	3	68
16.	Mulya Kurnia Kasanova	17.0153.0177	20	13	13	15	3	64
17.	Agus Ariyanto	17.0153.0181	22	16	16	17	3	74
18.	Dwi Setyo Permadi	17.0153.0183	21	14	14	16	3	68
19.	Muhammad Reza P.	17.0153.0185	21	14	13	17	4	69
20.	Yoga Ryan Fatony	17.0153.0186	22	13	13	17	3	68
21.	Maolana Fatkhurrizqi	17.0153.0189	16	12	12	16	2	58
22.	Muammar Hamami	17.0153.0190	22	14	13	18	3	70
23.	Hendrik Sulistio	17.0153.0191	20	12	13	17	3	65
24.	Ahmad Kharis M.	17.0153.0194	22	14	14	16	3	69
25.	Riyo Tamara	17.0153.0198	20	11	13	15	3	61
	MEAN		20,48	13,6	13,64	16	2,92	66,60

Appendix 2: Result of the post-test of the experimental group

No.	STUDENTS' NAME	NIM	C	O	V	G	M	TOTAL
1.	Irvan Julian Fahrutama	17.0153.0112	22	14	14	18	4	72
2.	Aulia Rahman Fahindra	17.0153.0114	22	14	13	17	4	70
3.	Afan Arga Samudra	17.0153.0117	26	18	18	22	4	88
4.	Riska Alvianita	17.0153.0118	21	15	13	17	3	69
5.	Ahmad Fuad Kahfi	17.0153.0122	22	14	14	17	3	70
6.	Indah Widhi Prastika	17.0153.0123	21	14	13	17	4	69
7.	Mohammad Faisal F.	17.0153.0124	22	16	16	17	3	74
8.	Yusril Amri E.	17.0153.0125	22	14	14	15	2	67
9.	Istna Maratul Khusna	17.0153.0126	22	16	14	17	3	72
10.	Ahmad Ari Susanto	17.0153.0127	21	15	14	16	3	69
11.	Fx. Bastanta Barus	17.0153.0130	21	14	14	19	4	72
12.	Alviani Setya Y.	17.0153.0131	21	14	14	17	3	69
13.	Riezal Cipta Rizki P.	17.0153.0132	21	14	14	18	4	71
14.	Muhammad Ghani H.	17.0153.0134	22	16	16	19	4	77
15.	Thony Khikmatullah	17.0153.0136	22	15	14	18	4	73
16.	Muhammad Hanif	17.0153.0140	23	16	15	17	4	75
17.	Galih Krismontoro	17.0153.0141	21	13	13	17	4	68
18.	Heru Yudia Setyo	17.0153.0142	22	15	15	18	4	74
19.	Latifia Nadila	17.0153.0144	22	14	14	17	3	70
20.	Agam Frastya	17.0153.0145	22	14	14	15	2	67
21.	Gusti Ari Prasetyo	17.0153.0146	21	15	14	17	4	71
22.	Jundi Abdurrobbi	17.0153.0147	24	16	15	19	4	78
23.	Luhtfitasari	17.0153.0148	25	17	16	20	4	82
24.	Ivan Tri Wibowo	17.0153.0149	23	16	15	17	3	74
25.	Moch. Galuh Raga	17.0153.0200	22	15	14	17	4	72
	MEAN		22,12	14,96	14,4	17,52	3,52	72,52

Appendix 3: Result of the post-test of the control group

No.	STUDENTS' NAME	NIM	C	O	V	G	M	TOTAL
1.	Herlambang F.	17.0153.0154	22	14	14	15	3	68
2.	Fandhika Bayu Fitri	17.0153.0155	22	14	14	17	3	70
3.	Dimas Satria	17.0153.0157	22	14	14	17	3	70
4.	Aditya Wafda	17.0153.0156	22	16	14	17	3	72
5.	Ahmad Artyanto Saputra	17.0153.0159	22	14	14	15	2	67
6.	Muh. Nurmahmudin	17.0153.0161	22	16	14	17	3	72
7.	Anisa Dewi Pertiwi	17.0153.0162	24	17	16	18	3	78
8.	Ike Nurlaeli	17.0153.0163	25	16	16	17	3	77
9.	Titan Acta Fikriansyah	17.0153.0164	23	16	16	17	3	75
10.	Bayu Ismail Ariyanto	17.0153.0167	22	16	14	17	3	72
11.	Rizki Agung Mudyono	17.0153.0171	23	16	14	17	2	72
12.	Aisya Amara	17.0153.0173	23	14	14	17	3	71
13.	Muhammad Auva	17.0153.0174	22	14	14	17	3	70
14.	Riki Fajar Wahyu	17.0153.0175	23	16	14	17	3	73
15.	Ahmad Nurkholiq	17.0153.0176	23	16	16	18	3	76
16.	Mulya Kurnia Kasanova	17.0153.0177	23	16	14	17	3	73
17.	Agus Ariyanto	17.0153.0181	24	16	15	18	3	76
18.	Dwi Setyo Permadi	17.0153.0183	24	17	16	18	3	78
19.	Muhammad Reza P.	17.0153.0185	22	16	14	17	3	72
20.	Yoga Ryan Fatony	17.0153.0186	22	14	16	18	3	73
21.	Maolana Fatkhurriqzi	17.0153.0189	22	14	14	15	3	68
22.	Muammar Hamami	17.0153.0190	23	16	14	17	3	73
23.	Hendrik Sulistio	17.0153.0191	22	16	14	17	3	72
24.	Ahmad Kharis M.	17.0153.0194	23	16	16	17	2	74
25.	Riyo Tamara	17.0153.0198	22	14	14	16	3	69
	MEAN		22,68	15,36	14,6	16,92	2,88	72,44

**Appendix 4: Result of the post-test of the experimental group after the treatment
(peer-correction)**

No.	STUDENTS' NAME	NIM	C	O	V	G	M	TOTAL
1.	Irvan Julian Fahrutama	17.0153.0112	24	16	15	19	4	78
2.	Aulia Rahman Fahindra	17.0153.0114	23	16	15	19	4	77
3.	Afan Arga Samudra	17.0153.0117	27	20	18	22	5	92
4.	Riska Alvianita	17.0153.0118	22	16	15	18	4	75
5.	Ahmad Fuad Kahfi	17.0153.0122	23	17	15	19	4	78
6.	Indah Widhi Prastika	17.0153.0123	23	16	15	18	4	76
7.	Mohammad Faisal	17.0153.0124	24	17	15	19	4	79
8.	Yusril Amri E.	17.0153.0125	21	16	15	17	4	73
9.	Istna Maratul Khusna	17.0153.0126	23	17	15	19	4	78
10.	Ahmad Ari Susanto	17.0153.0127	23	16	15	18	4	76
11.	Fx. Bastanta Barus	17.0153.0130	23	18	16	19	4	80
12.	Alviani Setya Y.	17.0153.0131	23	16	15	19	4	77
13.	Riezal Cipta Rizki	17.0153.0132	23	16	15	19	4	77
14.	Muhammad Ghani	17.0153.0134	24	20	17	20	5	86
15.	Thony Khikmatullah	17.0153.0136	24	20	17	19	5	85
16.	Muhammad Hanif	17.0153.0140	23	18	16	19	4	80
17.	Galih Krismontoro	17.0153.0141	23	16	15	18	4	76
18.	Heru Yudia Setyo	17.0153.0142	23	18	16	19	4	80
19.	Latifia Nadila	17.0153.0144	23	17	15	19	4	78
20.	Agam Frastya	17.0153.0145	22	16	15	18	4	75
21.	Gusti Ari Prasetyo	17.0153.0146	23	17	15	19	4	78
22.	Jundi Abdurrobbi	17.0153.0147	24	21	17	20	5	87
23.	Luhtfitasari	17.0153.0148	26	20	18	21	5	90
24.	Ivan Tri Wibowo	17.0153.0149	24	20	17	18	5	84
25.	Moch. Galuh Raga	17.0153.0200	23	17	15	19	4	78
	MEAN		23,36	17,48	15,68	18,96	4,24	79,72

Appendix 5: Result of the post-test revision of the control group

No	STUDENTS' NAME	NIM	C	O	V	G	M	TOTAL
1.	Herlambang F.	17.0153.0154	23	17	15	19	4	78
2.	Fandhika Bayu Fitri	17.0153.0155	24	20	16	17	5	82
3.	Dimas Satria	17.0153.0157	23	18	16	19	4	80
4.	Aditya Wafda	17.0153.0156	23	18	17	19	4	81
5.	Ahmad Artyanto Saputra	17.0153.0159	23	16	15	18	4	76
6.	Muh. Nurmahmudin	17.0153.0161	24	20	16	17	5	82
7.	Anisa Dewi Pertiwi	17.0153.0162	24	21	17	20	5	87
8.	Ike Nurlaeli	17.0153.0163	24	21	17	20	5	87
9.	Titan Acta Fikriansyah	17.0153.0164	25	21	17	20	5	88
10.	Bayu Ismail Ariyanto	17.0153.0167	23	18	16	19	4	80
11.	Rizki Agung Mudyono	17.0153.0171	24	20	16	17	5	82
12.	Aisya Amara	17.0153.0173	24	20	17	19	5	85
13.	Muhammad Auva	17.0153.0174	23	17	15	19	4	78
14.	Riki Fajar Wahyu	17.0153.0175	24	20	16	17	5	82
15.	Ahmad Nurkholiq	17.0153.0176	23	20	17	19	5	84
16.	Mulya Kurnia Kasanova	17.0153.0177	23	18	16	19	4	80
17.	Agus Ariyanto	17.0153.0181	24	20	16	17	5	82
18.	Dwi Setyo Permadi	17.0153.0183	24	21	17	20	5	87
19.	Muhammad Reza P.	17.0153.0185	23	18	16	19	4	80
20.	Yoga Ryan Fatony	17.0153.0186	23	18	16	19	4	80
21.	Maolana Fatkhurizqi	17.0153.0189	22	16	15	18	4	75
22.	Muammar Hamami	17.0153.0190	23	18	16	18	4	79
23.	Hendrik Sulistio	17.0153.0191	22	19	16	19	4	79
24.	Ahmad Kharis M.	17.0153.0194	24	20	16	17	5	82
25.	Riyo Tamara	17.0153.0198	23	16	15	18	4	76
	MEAN		23,4	18,84	16,08	18,52	4,48	81,28

Appendix 6: Expert Judgement on the Testing Instrument of the Pre-Test

Write a for-and-against essay by following these steps:

1. Choose one of the topics suggested below.
 - a. Students cheating in a test or exam deserve a zero score
 - b. School uniforms are unnecessary.
 - c. The law on using mobile phones while driving must be strictly enforced.
 - d. Euthanasia should not be prohibited in our country.
 - e. Death penalty is an effective way to eliminate major crimes.
2. Write your essay using this organization below.
 - Paragraph 1 – Introduction
 - Make some general points that everyone can agree with.
 - Perhaps mention a historical fact or mention that an issue is controversial.
 - Paragraph 2 – Arguments for
 - Give two or three arguments for an issue.
 - If necessary, give examples or reasons to support an argument.
 - Paragraph 3 – Arguments against
 - Write a paragraph similar to paragraph 2 for arguments against.
 - Paragraph 4 – Conclusion
 - Give a short summary of the debate.
 - You can add your own opinion at the end.
3. Use a variety of linkers such as: first, furthermore, in addition, however, etc.
4. Use the passive
5. Include the variety of adjectives and adverbs
6. Write in 150-200 words
7. You have 90 minutes to finish your essay.

Expert Comment:

Add instruction: Write your essay following the hints below

Expert,



Dr. Katharina Rustipa, Mpd
NIDN. 0628086301

Appendix 7: Expert Judgement on the Testing Instrument of the Pre-Test

Write a for-and-against essay by following these ^{steps} steps:

1. Choose one of the topics suggested below.
 - a. Students cheating in a test or exam deserve a zero score
 - b. School uniforms are unnecessary.
 - c. The law on using mobile phones while driving must be strictly enforced.
 - d. Euthanasia should not be prohibited in our country.
 - e. Death penalty is an effective way to eliminate major crimes.
2. Write your essay using this organization below.

Paragraph 1 – Introduction

 - Make some general points that everyone can agree with.
 - Perhaps mention a historical fact or mention that an issue is controversial.

Paragraph 2 – Arguments for

 - Give two or three arguments for an issue.
 - If necessary, give examples or reasons to support an argument.

Paragraph 3 – Arguments against

 - Write a paragraph similar to paragraph 2 for arguments against.

Paragraph 4 – Conclusion

 - Give a short summary of the debate.
 - You can add your own opinion at the end.
3. Use a variety of linkers such as: first, furthermore, in addition, however, etc.
4. Use the passive
5. Include the variety of adjectives and adverbs
6. Write in 150-200 words
7. You have 90 minutes to finish your essay.

Expert Comment:

Revise as suggested

Expert,



Dr. Sugeng Purwanto, MA.
NIDN: 0619015901

Appendix 8: Expert Judgement on the Testing Instrument of the Post-Test

Write a for-and-against essay by following these steps:

1. Choose one of the topics suggested below.
 - a. Students cheating in a test or exam deserve a zero score
 - b. School uniforms are unnecessary.
 - c. The law on using mobile phones while driving must be strictly enforced.
 - d. Euthanasia should not be prohibited in our country.
 - e. Death penalty is an effective way to eliminate major crimes.

Note: choose one topic that different from your previous selected topic in the pre-test.

2. Write your essay using this organization below.

Paragraph 1 – Introduction

- Make some general points that everyone can agree with.
- Perhaps mention a historical fact or mention that an issue is controversial.

Paragraph 2 – Arguments for

- Give two or three arguments for an issue.
- If necessary, give examples or reasons to support an argument.

Paragraph 3 – Arguments against

- Write a paragraph similar to paragraph 2 for arguments against.

Paragraph 4 – Conclusion

- Give a short summary of the debate.
- You can add your own opinion at the end.

3. Use a variety of linkers such as: first, furthermore, in addition, however, etc.
4. Use the passive
5. Include the variety of adjectives and adverbs
6. Write in 150-200 words
7. You have 90 minutes to finish your essay.

Expert Comment:

Revisi on note : Correct the grammar.

Expert,



Dr. Katharina Rustipa, Mpd
NIDN. 0628086301

Appendix 9: Expert Judgement on the Testing Instrument of the Post-Test

Write a for-and-against essay by following ^{adopting} these steps:

1. Choose one of the topics suggested below.
 - a. Students cheating in a test or exam deserve a zero score
 - b. School uniforms are unnecessary.
 - c. The law on using mobile phones while driving must be strictly enforced.
 - d. Euthanasia should not be prohibited in our country.
 - e. Death penalty is an effective way to eliminate major crimes.

Note: choose one topic that different from your previous selected topic in the pre-test.
2. Write your essay using this organization below.

Paragraph 1 – Introduction

 - Make some general points that everyone can agree with.
 - Perhaps mention a historical fact or mention that an issue is controversial.

Paragraph 2 – Arguments for

 - Give two or three arguments for an issue.
 - If necessary, give examples or reasons to support an argument.

Paragraph 3 – Arguments against

 - Write a paragraph similar to paragraph 2 for arguments against.

Paragraph 4 – Conclusion

 - Give a short summary of the debate.
 - You can add your own opinion at the end.
3. Use a variety of linkers such as: first, furthermore, in addition, however, etc.
4. Use the passive
5. Include the variety of adjectives and adverbs
6. Write in 150-200 words
7. You have 90 minutes to finish your essay.

Expert Comment:

Revise as suggested. Quite good.

Expert,



Dr. Sugeng Purwanto, MA.
NIDN: 0619015901

Appendix 10: Testing Instrument on Pre-test

Write a for-and-against essay by adopting these steps:

1. Choose one of the topics suggested below.
 - a. Students cheating in a test or exam deserve a zero score
 - b. School uniforms are unnecessary.
 - c. The law on using mobile phones while driving must be strictly enforced.
 - d. Euthanasia should not be prohibited in our country.
 - e. Death penalty is an effective way to eliminate major crimes.
2. Write your essay following the hints below.

Paragraph 1 – Introduction

 - Make some general points that everyone can agree with.
 - Perhaps mention a historical fact or mention that an issue is controversial.

Paragraph 2 – Arguments for

 - Give two or three arguments for an issue.
 - If necessary, give examples or reasons to support an argument.

Paragraph 3 – Arguments against

 - Write a paragraph similar to paragraph 2 for arguments against.

Paragraph 4 – Conclusion

 - Give a short summary of the debate.
 - You can add your own opinion at the end.
3. Use a variety of linkers such as: first, furthermore, in addition, however, etc.
4. Use the passive
5. Include the variety of adjectives and adverbs
6. Write in 150-200 words
7. You have 60 minutes to finish your essay.

Appendix 11: Testing Instrument on Post-test

Write a for-and-against essay by adopting these steps:

1. Choose one of the topics suggested below.
 - a. Students cheating in a test or exam deserve a zero score
 - b. School uniforms are unnecessary.
 - c. The law on using mobile phones while driving must be strictly enforced.
 - d. Euthanasia should not be prohibited in our country.
 - e. Death penalty is an effective way to eliminate major crimes.

Note: choose one topic that is different from your previous selected topic in the pre-test.

2. Write your essay following the hints below.

Paragraph 1 – Introduction

- Make some general points that everyone can agree with.
- Perhaps mention a historical fact or mention that an issue is controversial.

Paragraph 2 – Arguments for

- Give two or three arguments for an issue.
- If necessary, give examples or reasons to support an argument.

Paragraph 3 – Arguments against

- Write a paragraph similar to paragraph 2 for arguments against.

Paragraph 4 – Conclusion

- Give a short summary of the debate.
 - You can add your own opinion at the end.
3. Use a variety of linkers such as: first, furthermore, in addition, however, etc.
 4. Use the passive
 5. Include the variety of adjectives and adverbs
 6. Write in 150-200 words
 7. You have 60 minutes to finish your essay.

Appendix 12: Semester Plan

RENCANA PEMBELAJARAN SEMESTER (RPS)

Identitas Mata Kuliah:

Program Studi : S1 Teknik Informatika
Mata Kuliah : *BAHASA INGGRIS*
Kode Mata Kuliah : U.17.01.53.1.08
Semester : I (Satu)
SKS : 4 (Empat)
Dosen Pengampu : Sarah Sumponogati, SS.

Deskripsi Mata Kuliah:

Mata kuliah *Bahasa Inggris*, khususnya Bahasa Inggris untuk Teknologi Informasi memaparkan pengetahuan tentang cara berkomunikasi, membaca, dan menulis dalam bahasa Inggris dengan memperhatikan aturan-aturan *grammar*. Ruang lingkup yang menjadi kajian mata kuliah ini meliputi (1) *introducing yourself dan describing job*, (2) *describing computer usage*, (3) *describing how technology has changed in your lifetime*, (4) *talking about websites*, (5) *a for-and-against essay about IT*. Mata kuliah ini menggabungkan empat aspek kemampuan seperti *listening, speaking, writing*, dan *reading* dalam kegiatan belajar mengajar guna menunjang kemampuan berbahasa Inggris mahasiswa di bidang teknologi informasi.

Capaian Pembelajaran Mata Kuliah:

Pada akhir semester mahasiswa akan mampu memaparkan bagaimana teknologi mengubah kehidupan, bagaimana komputer dan *gadget* akan mengubah masa depan, dan mengkomunikasikannya menggunakan bahasa Inggris yang baik dan benar. Mahasiswa juga akan mampu menulis esai argumentatif yang koheren, yang meliputi *elaborating idea on a given issue or topic, developing an argumentative paragraph*

disertai opini dan contohnya, penggunaan *transitional words* dan *conjunctions* pada kalimat dan paragraf, penggunaan *passive voice*, dan pemahaman terhadap elemen-elemen penulisan paragraf yang baik dan benar.

Mg Ke	Kemampuan Akhir yang Diharapkan	Bahan Kajian (Materi Ajar)	Bentuk/ Metode/ Model Pembelajaran	Kriteria Penilaian (indikator)	Waktu Belajar (menit)			Bobot Nilai
					Tatap Muka	Tugas Terstruktur	Tugas Mandiri	
1-2	Mahasiswa akan mampu memperkenalkan diri dalam bahasa Inggris, mendeskripsikan pekerjaan dalam dunia IT, dan mengenal <i>IT acronyms</i> . <i>Soft skill:</i> kerjasama	<i>Present Simple, Present Tense of "be", dan penggunaan alphabet.</i>	Ceramah, <i>small group discussion, question and answer.</i>	1) Kelancaran dalam berkomunikasi 2) Kelengkapan struktur teks memperkenalkan diri. 3) Ketepatan unsur kebahasaan, tata bahasa, kosa kata, ucapan, intonasi, dan ejaan. 4) Ketepatan mendefinisikan pekerjaan dalam dunia IT 5) Keaktifan berkontribusi dan berpartisipasi dlm diskusi (kerjasama)	200	240	240	15%
3-4	Mahasiswa akan mampu	<i>Comparatives, Superlatives, Present</i>	Ceramah, presentasi,	1) Ketepatan penjelasan 2) Kelengkapan konsep 3) Kelancaran dalam	200			15%

	menjelaskan <i>computer usage</i> dalam kehidupan sehari-hari,	<i>Continuous, Must, musn't, can, can't, don't have to.</i>	Cooperative learning: team-work and pair-work.	berkomunikasi 4) Keaktifan berkontribusi dan berpartisipasi dlm diskusi (kerjasama)				
5-7	Mahasiswa akan mampu memaparkan informasi tentang website, mampu mengembangkan website, serta mampu mendeskripsikan tentang <i>data storage</i> dan <i>devices</i> . <i>Soft skill:</i> kerjasama	<i>Question Words: which, what, how many. Asking people to do things: could you help me? Asking for and giving advice.</i>	Ceramah, cooperative learning: Team-Pair-Solo , praktik (latihan)	1) Ketepatan penjelasan 2) Kelengkapan konsep 3) Kelancaran dalam berkomunikasi 4) Keaktifan berkontribusi dan berpartisipasi dlm diskusi (kerjasama)	300			20%

8	UTS				100			10%
9	Mahasiswa akan mampu menyusun kalimat pasif dalam tenses yang berbeda-beda, serta mampu mengubah kalimat aktif menjadi pasif atau sebaliknya.	<i>Passive Voice</i>	Ceramah, <i>pair-work activity</i> .	<ol style="list-style-type: none"> 1) Ketepatan penjelasan 2) Kelengkapan konsep 3) Kelancaran dalam berkomunikasi 4) Keaktifan berkontribusi dan berpartisipasi dlm diskusi (kerjasama) 	100			5%
10-15	Mahasiswa akan mampu menulis paragraph argumentatif, mengidentifikasi <i>type of errors in paragraph</i> , membuat pembetulan dari koreksi guru maupun rekan.	<i>Argumentative paragraph, correcting codes</i>	Ceramah, Cooperative learning: Team-Pair-Solo, praktik (latihan)	<ol style="list-style-type: none"> 1) Kelengkapan bagian bagian paragraph argumentatif yang dibuat (title, introductory paragraph, arguments for, arguments against, conclusion), 2) <i>Content</i>, 3) <i>Organization</i>, 4) <i>Vocabulary</i>, 5) <i>Grammar</i>, 6) <i>Punctuation</i> 7) Keaktifan berkontribusi dan berpartisipasi dlm diskusi (kerjasama) 8) Remidi bagi mahasiswa yang belum kompeten. 	500			25%

	Soft skill: kerjasama, peer correction, individual work							
16	UAS			100			10%	
	Jumlah						100%	

Daftar Pustaka:

- New Success Upper Intermediate Students' Book
- Chandler, Jean. *The Efficacy of Various Kinds of Error Feedback for Improvement in the Accuracy and Fluency of L2 Student Writing*. Journal of Second Language Writing 12 (2003) 267-296.
- Oshima, Alice. Hogue, Ann. 2006. *Writing Academic English (4th edition)*. New York: Longman.
- Jordan, R.R., 2008. *Academic Writing Course, Study Skills in English*. Edinburgh: Pearson Educated Limited.
- Olejniczak, Maja. 2011. *English for Information Technology*. Edinburgh: Pearson Education Limited.

Appendix 13: Lesson Plan on Week 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Identitas Mata Kuliah:

Program Studi	: S1 Teknik Informatika
Mata Kuliah	: BAHASA INGGRIS
Kode Mata Kuliah	: U.17.01.53.1.08
Semester / Kelompok	: I (Satu) / C1 dan D1
SKS	: 4 (Empat)
Dosen Pengampu	: Sarah Sumponogati, SS.
Pertemuan ke	: 1
Alokasi waktu	: 2 x 100 menit (2 x tatap muka)

1. STANDAR KOMPETENSI

Membaca:

Memahami makna teks fungsional pendek dan teks tulis esei berbentuk *discussion* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Menulis:

Mengungkapkan makna dalam teks tulis monolog yang berbentuk *discussion* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

2. KOMPETENSI DASAR

Membaca:

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *discussion*

Menulis:

Mengungkapkan makna dan langkah retorika dalam teks monolog dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *discussion*

3. INDIKATOR PENCAPAIAN KOMPETENSI

- mengidentifikasi struktur organisasi teks dalam bentuk *discussion*
- mengidentifikasi ciri-ciri kebahasaan dalam teks *discussion*
- menggunakan kata penghubung yang tepat dalam kalimat dan paragraf
- menyusun paragraf pembuka dan penutup untuk teks *discussion*
- menyusun esei dalam bentuk *discussion* berdasarkan topik yang diberikan

4. TUJUAN PEMBELAJARAN

FIRST & SECOND PERIODS		
Activities	Description	Time Allocation
	<ul style="list-style-type: none"> • T explains the features of each paragraph in a discussion text. • T shows the organization of the text <p>C. Guided Practice</p> <ul style="list-style-type: none"> • Ss read the article on labour-saving devices on p. 74. • Ss identify the parts of the text (intro-argument for-argument against-conclusion). • Ss work in pairs, doing exercises 5 – 10 on p. 75. • Answers are discussed in open class. 	50'
Closure	Inform Ss they will learn more about discussion text the following meeting.	5'

10. Assessment
READING

Machines undoubtedly make our lives easier, but do they make them better? Although we're surrounded by labour-saving devices, there is considerable disagreement over whether they cause more problems than they solve.

The advantages of such devices are undeniable. To begin with, they save us valuable time. Whereas, people used to spend hours cutting grass and washing clothes, these days that time can be spent more productively. What is more, machines are often more effective than a person. A dishwasher for example, is not only quicker than washing up by hand; it is also safer. A final key argument relates to elderly people, who are able to do things they would otherwise find impossible.

Even so, labour-saving devices are not without their problems. We have inevitably become lazier as a result: is it really too hard to go to the TV to change channels? It could also be argued that we are losing important skills such as the ability to cook or sew. But perhaps the most powerful argument against labour-saving devices is that an easy life is less satisfying. Cleaning a car by hand can be hugely rewarding, which is more than can be said for a visit to the car wash.

All in all, however, I feel that the problems do not lie with the devices themselves, but rather with the people who overuse them. To my mind, as long as we use them sensibly, these devices can improve our lives significantly. We now have much more control over our time, and it is up to us to use that time wisely.

Question:

1. Look at the adjectives and adverbs in the text. What effect do they have on the arguments in the essay?
2. Find four examples of the passive. What effect does it have on the style of the essay?

3. How many arguments does the writer present in favor of and against the statement?
4. Which linker do we use to compare two different situations?
5. Which linker do we use to contrast two sides of the same situation?
6. Which linkers could we replace by *though*, *while*, and *even though*?

11. Scoring System

Keaktifan berkontribusi dan berpartisipasi dlm diskusi (kerjasama)

DIMENSI	Sangat Memuaskan (90-100)	Memuaskan (80-89)	Agak memuaskan (65-79)	Kurang Memuaskan (55-64)	SKOR
TINGKAT KEAKTIFAN PARTISIPASI DLM DISKUSI KELOMPOK	Sangat aktif berpartisipasi dalam diskusi kelompok	Aktif berpartisipasi dalam diskusi kelompok	Kurang aktif berpartisipasi dalam diskusi kelompok	Tidak aktif aktif berpartisipasi dalam diskusi kelompok	...

Prepared by

Sarah Sumponogati
English Teacher

Checked by

Agnes W., SE., S.Pd., M.Pd.
Head of English Department

Appendix 14: Lesson Plan of the Pre-test of experimental and control group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Identitas Mata Kuliah:

Program Studi	: S1 Teknik Informatika
Mata Kuliah	: BAHASA INGGRIS
Kode Mata Kuliah	: U.17.01.53.1.08
Semester / Kelompok	: I (Satu) / C1 dan D1
SKS	: 4 (Empat)
Dosen Pengampu	: Sarah Sumponogati, SS.
Pertemuan ke	: 2
Alokasi waktu	: 2 x 100 menit (2 x tatap muka)

A. Learning objectives

At the end of the meeting the students are expected to

- Write a for-and-against essay based on a given issue
- Compose an opening and closing paragraph in discussion text
- Submit the essay to the teacher at the end of the lesson.

B. Subject matter

Discussion Text/a for-and-against essay

C. Learning Resources

- Academic Writing Course Book pg. 80-81
- Jordan, R.R., 2008. *Academic Writing Course, Study Skills in English*. Edinburgh: Pearson Educated Limited.

D. Media/Tools

- LCD
- Laptop
- Students' worksheets

E. Learning Material

a) Marking stages in a discussion

In presenting your arguments, you can mark the order of the items or degrees of importance by certain words or phrases. Some examples are: *First, Firstly, First of all, The most important...., Secondly, Next, Then, After that, Finally, In conclusion,...*

b) Introducing your own point of view

Some examples are: *The first thing we have to consider,..; First of all, I should like to consider... ; It is a fact that... ; I believe that...*

c) Agreement

I strongly agree that... ;

d) Partial Agreement

...but... ; ...however,... ; ...on the other hand...

e) Disagreement

I disagree with X that...

F. Learning Stages

THIRD&FOURTH PERIODS		
Activities	Description	Time Allocation
Preliminary	<p>D. Opening:</p> <p>4) The teacher greeted the students, asked their condition, and checked the attendant list.</p> <p>5) The teacher reminded the students of the last material given, a for-and-against essay/discussion text.</p> <p>6) The teacher told them that they were going to write a for-and-against essay as she had explained in the previous meeting.</p>	10'
Instructional Procedure	<p>E. The Main Activities:</p> <p>5) The teacher distributed a piece of paper for each student.</p> <p>6) The teacher asked them to write a for-and-against essay in 150-200 words with the time duration of 90 minutes.</p> <p>7) During the writing activity, the teacher sometimes walked around the class to monitor the students and sometimes to help them when they asked something they did not understand.</p> <p>8) After the time was up, The teacher asked the students to submit their essay.</p> <p>F. Presentation of the Lesson</p> <ul style="list-style-type: none"> • T shows Ss (to remind them) the organization of a for-and-against essay. 	10' 75'
Closure	The teacher dismissed the class and reminded the students that the next meeting they have to make revision for that day's writing assignments.	5'

G. Assessment

Write a for-and-against essay by adopting these steps:

1. Choose one of the topics suggested below.
 - a. Students cheating in a test or exam deserve a zero score.
 - b. School uniforms are unnecessary.
 - c. The law on using mobile phones while driving must be strictly enforced.
 - d. Euthanasia should not be prohibited in our country.
 - e. Death penalty is an effective way to eliminate major crimes.

2. Write your essay using following the hints below.

Paragraph 1 – Introduction

- Make some general points that everyone can agree with.
- Perhaps mention a historical fact or mention that an issue is controversial.

Paragraph 2 – Arguments for

- Give two or three arguments for an issue.
- If necessary, give examples or reasons to support an argument.

Paragraph 3 – Arguments against

- Write a paragraph similar to paragraph 2 for arguments against.

Paragraph 4 – Conclusion

- Give a short summary of the debate.

H. Scoring System

Aspek	1	2	3	4
Bertanggung jawab	Tidak mengerjakan dan tidak mengumpulkan tugas tepat waktu; tidak menghargai teman/guru yang sedang berbicara; tidak meminta maaf atas kesalahan yang dilakukan.	Tidak mengerjakan dan mengumpulkan tugas tepat waktu; menghargai teman/guru yang sedang berbicara; tidak meminta maaf atas kesalahan yang dilakukan	Mengerjakan dan mengumpulkan tugas tepat waktu; menghargai teman/guru yang sedang berbicara; tidak meminta maaf atas kesalahan yang dilakukan	Mengerjakan dan mengumpulkan tugas tepat waktu; menghargai teman/guru yang sedang berbicara; meminta maaf atas kesalahan yang dilakukan
Jujur	Menyontek dalam mengerjakan tugas/ulangan; melakukan plagiasi dalam mengerjakan tugas	Menyontek dalam mengerjakan tugas/ulangan; tidak melakukan plagiasi dalam mengerjakan tugas	Jujur dalam mengerjakan tugas/ulangan; melakukan plagiasi dalam mengerjakan tugas	Jujur dalam mengerjakan tugas/ulangan; tidak melakukan plagiasi dalam mengerjakan tugas
Disiplin	Terlambat masuk kelas untuk mengikuti perkuliahan, tidak rapi	Terlambat masuk kelas untuk mengikuti perkuliahan, tidak rapi tetapi berpakaian sesuai aturan	Tepat waktu masuk kelas untuk mengikuti perkuliahan, rapi tetapi tidak mengenakan baju berkerah	Tepat waktu masuk kelas untuk mengikuti perkuliahan, rapi dan berpakaian sesuai dengan aturan

Prepared by

Checked by

Sarah Sumponogati
English Teacher

Agnes W., SE., S.Pd., M.Pd.
Head of English Department



Appendix 15 : Lesson Plan on Week 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Identitas Mata Kuliah:

Program Studi	: S1 Teknik Informatika
Mata Kuliah	: <i>BAHASA INGGRIS</i>
Kode Mata Kuliah	: U.17.01.53.1.08
Semester/Kelompok	: I (Satu) / C1 dan D1
SKS	: 4 (Empat)
Dosen Pengampu	: Sarah Sumponogati, SS.
Pertemuan ke	: 3, 4 , dan 5
Alokasi waktu	: 3 x 100 menit (3 x tatap muka)

1. STANDAR KOMPETENSI

Membaca:

Memahami makna teks fungsional pendek dan teks tulis esei berbentuk *discussion* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Menulis:

Mengungkapkan makna dalam teks tulis monolog yang berbentuk *discussion* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

2. KOMPETENSI DASAR

Membaca:

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *discussion*

Menulis:

Mengungkapkan makna dan langkah retorika dalam teks monolog dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *discussion*

3. INDIKATOR PENCAPAIAN KOMPETENSI

- mengidentifikasi struktur organisasi teks dalam bentuk *discussion*
- mengidentifikasi ciri-ciri kebahasaan dalam teks *discussion*
- menggunakan kata penghubung yang tepat dalam kalimat dan paragraf
- menyusun paragraf pembuka dan penutup untuk teks *discussion*
- menyusun esei dalam bentuk *discussion* berdasarkan topik yang diberikan

4. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran:

- Siswa dapat mengidentifikasi struktur organisasi teks dalam bentuk *discussion*
- Siswa dapat mengidentifikasi ciri-ciri kebahasaan dalam teks *discussion*
- Siswa dapat menggunakan kata penghubung yang tepat dalam kalimat dan paragraf
- Siswa dapat menyusun paragraf pembuka dan penutup untuk teks *discussion*
- Siswa dapat menyusun esei dalam bentuk *discussion* berdasarkan topik yang diberikan

5. Subject matter

Discussion Text/a for-and-against essay
Transitional Words

6. Learning Resources

- Carr, Jane Comyns (2012) *New Success Upper intermediate Students Book*. Longman: Pearson Education Limited
- Jordan, R.R. (2008) *Academic Writing Course*. Edinburgh: Pearson Education Limited
- Lucantoni, Peter (2008) *IGCSE English as a Second Language*. Cambridge: Cambridge University Press
- Phillips, Deborah (2001) *Longman Introductory Course for the TOEFL Test*. New York: Pearson Education
- <http://www.primaryresources.co.uk/english/englishD11.htm>
- <http://sacsnet.sacs.nsw.edu.au/library/Texttypes/ttdiscussion.htm>

7. Media/Tools

- LCD
- Laptop
- Students' worksheets

Learning Stages

No	Kegiatan Pembelajaran	Waktu
Pertemuan ke-3 (2x50 menit)		
1	<p>Opening</p> <ul style="list-style-type: none"> - Guru menyapkan siswa secara fisik dan psikis, yaitu memberi salam, memimpin doa dan memeriksa kelengkapan seragam. - Guru memotivasi siswa untuk mengikuti pembelajaran. - Guru menanyakan pengalaman pribadi/konsep yang diketahui peserta didik yang berkenaan dengan materi yang diajarkan. - Guru menyampaikan tujuan pembelajaran. - Guru menyampaikan cakupan materi pembelajaran. 	15'
2	<p>The Main Activities</p> <ul style="list-style-type: none"> - Guru menunjuk 3 siswa secara acak untuk menceritakan berita atau video yang telah dilihat. - Guru menunjukkan tiga kalimat dengan satu kata (penghubung) yang dihilangkan. - Siswa diminta menebak kata/frasa yang benar untuk mengisi titik-titik. - Guru menjelaskan kata penghubung yang penting dalam teks discussion. - Siswa membaca artikel tentang <i>labor-saving devices</i> pada buku teks halaman 74. - Siswa menjodohkan kata penghubung pada artikel dengan kata/frasa yang semakna dalam boks. 	25' 45'

No	Kegiatan Pembelajaran	Waktu
	<ul style="list-style-type: none"> - Siswa mengidentifikasi paragraf yang menunjukkan <i>introduction, arguments for and arguments against</i> and the <i>conclusion</i>. - Siswa mengerjakan latihan tentang kata penghubung di halaman 75. - Guru dan siswa membahas jawaban dari latihan-latihan. 	
3	Closing <ul style="list-style-type: none"> - Guru mengevaluasi kegiatan pembelajaran. - Guru memberikan umpan balik dalam bentuk refleksi. - Guru mengingatkan kembali pentingnya penggunaan kata penghubung dalam teks <i>discussion</i>. 	5'
Pertemuan ke-4 (2x50 menit)		
1	Opening <ul style="list-style-type: none"> - Guru mengulang pelajaran sebelumnya tentang kata penghubung dengan menunjukkan 3 kata penghubung seperti <i>however, in addition</i> dan <i>whereas</i>. - Secara berpasangan siswa diminta membuat contoh kalimat dengan kata-kata tersebut. 	15'
2	The Main Activities <ul style="list-style-type: none"> - Disuguhkan teks <i>discussion</i>, siswa membaca teks tersebut dengan memperhatikan paragraf pendahuluan dan kesimpulan. - Disuguhkan video tentang reaksi selebriti tentang kritik Adele terhadap penyanyi lain*. - Guru dan siswa mendiskusikan reaksi para selebriti. - Siswa bekerja dalam kelompok kecil. - Guru memberikan masing-masing kelompok kertas kerja dengan diagram T. - Setiap siswa dalam kelompok menuliskan pendapat mereka dalam kolom negatif dan positif tentang pernyataan "Exploiting yourself sexually is not a good look. I don't find it encouraging". - Guru menayangkan kembali contoh pendahuluan dalam teks <i>discussion</i>. - Siswa menulis pendahuluan dari teks <i>discussion</i> berdasarkan topik/ pernyataan. - Siswa dalam kelompok bertukar pekerjaan dan membaca pendahuluan teman kelompok. 	25' 50'
3	Closing <ul style="list-style-type: none"> - Guru mengevaluasi kegiatan pembelajaran. - Guru memberikan umpan balik dalam bentuk refleksi. - Guru memberi tugas: mencari bacaan teks <i>discussion</i> dan mencatat permasalahan/topik yang dibahas dalam bacaan tersebut. 	10'
Pertemuan ke-5 (2x50 menit)		
1	Opening <ul style="list-style-type: none"> - Guru menyapkan siswa secara fisik dan psikis, yaitu memberi salam, memimpin doa dan memeriksa kelengkapan seragam. 	15'

No	Kegiatan Pembelajaran	Waktu
	<ul style="list-style-type: none"> - Guru memotivasi siswa untuk mengikuti pembelajaran. - Guru menanyakan pengalaman pribadi/konsep yang diketahui peserta didik yang berkenaan dengan materi yang diajarkan. - Guru menyampaikan tujuan pembelajaran. - Guru menyampaikan cakupan materi pembelajaran. 	
2	<p>The Main Activity</p> <ul style="list-style-type: none"> - Guru meminta siswa secara acak menyampaikan topik permasalahan dari teks yang dibaca di rumah. - Siswa diminta mengingat kembali struktur organisasi teks <i>discussion</i>. - Guru memberikan contoh kerangka penulisan teks <i>discussion</i>. - Siswa membaca perintah mengerjakan latihan 11 halaman 75. - Siswa membuat kerangka. - Siswa menulis esai berdasarkan topik yang ada dalam 200-250 kata. - Ss are reminded to recall the generic structure of a discussion text. - Ss are shown an example of writing an outline. - Siswa mengumpulkan pekerjaan mereka. 	<p>25'</p> <p>50'</p>
3	<p>Closing</p> <ul style="list-style-type: none"> - Guru mengevaluasi kegiatan pembelajaran. - Guru memberikan umpan balik dalam bentuk refleksi. - Guru menerima pekerjaan siswa yang dikumpulkan. - Guru memberi tugas: mempersiapkan <i>argumentative essay</i> dengan topik yang akan diberikan pada pertemuan berikut. 	10'

8. PENILAIAN HASIL BELAJAR

KOGNITIF

A. Read the email. Fill in each blank with the words in the box. Sometimes you may use the word more than once. Capitalize where necessary.

so	besides	in addition	that's why	first of all
----	---------	-------------	------------	--------------

Date: Tuesday, 21 July
 From: LMartinez@asia.edu
 To: SWong@asia.edu
 Subject: Saving wild animals

I'm a student who is taking your Ecology 1 class on Wednesdays. In your class, you always tell us that we have to save wild animals that are dying out – I think you call them

endangered animals. I understand your point, but I have a different opinion. Here's what I think.

(1) _____, I think it's natural that some animals die out. We don't have to worry about it because new kinds will come out later. Dinosaurs are a good example. They died out a long time ago; (2) _____ smaller animals could live and (3) _____ we human exist now. If dinosaurs were alive today, maybe humans wouldn't be! (4) _____, in a way, I'm glad dinosaurs died out.

(5) _____, there are too many kinds of animals on the Earth already. (6) _____, losing some of them won't hurt us. (7) _____, I think it's OK to lose harmful or dangerous animals such as wolves or coyotes.

(8) _____, I think it's not a good idea to try to save wild animals, even the endangered animals. We should just leave everything natural. What do you think, Professor Wong? I'm looking forward to hearing your answer next class.

B. Fill in each blank with one of the transition expressions from the box above each passage to make the passage cohesive. You should use each answer one time only.

For instance	Fortunately	Furthermore	However	In fact
---------------------	--------------------	--------------------	----------------	----------------

- I certainly thought he would do a good job. _____, he failed miserably.
- There are many ways to make a good impression on your boss. _____, one way is to come to work on time.
- You should always show up for work on time. _____, you should not leave work early.
- I can argue that you need to spend more time on this job. _____, you should spend several hours on it.
- He tried recently to get that job. _____, that job is now his.

Consequently	in addition	Indeed	interestingly	nevertheless
---------------------	--------------------	---------------	----------------------	---------------------

- Tickets are required for the concert; _____, anyone who wants to go to the concert must purchase a ticket.
- A sonata will be performed at the concert; _____, a concerto will be performed.
- One student does not like classical music; _____, her friends have talked her into going.
- There will be a guest performer at the concert; _____, the guest performer is someone quite famous.
- The audience truly appreciated the performance; _____, the audience thought the performance was wonderful.

as a result	for example	in conclusion	on the other hand	surprisingly
--------------------	--------------------	----------------------	--------------------------	---------------------

- One student studied really hard for the exam; _____, she failed the exam.
- A few students did quite well on the exam; the rest, _____, did quite poorly.
- There were a few high grades on the exam. One student, _____, had 99% correct.

14. Some students did not prepare for the exam;, they did not do so well.
15. The students who studied hard did well on the exam, and those who did not study hard did poorly;, one can say that the exam grades depended on preparation.

Question for essay writing:

Look at the essay question below. Make a list of arguments for and against the statement and decide whether you agree with it or not. Then write your essay in 200-250 words.

Essay question

‘In the virtual world, all friendships are superficial. We think we have more friends than before, but we no longer have any real friends.’ Write an essay giving arguments for and against this statement and also state your own opinion.

9. Rubrik Penilaian

Aspek	1	2	3	4
Bertanggung jawab	Tidak mengerjakan dan tidak mengumpulkan tugas tepat waktu; tidak menghargai teman/guru yang sedang berbicara; tidak meminta maaf atas kesalahan yang dilakukan.	Tidak mengerjakan dan mengumpulkan tugas tepat waktu; menghargai teman/guru yang sedang berbicara; tidak meminta maaf atas kesalahan yang dilakukan	Mengerjakan dan mengumpulkan tugas tepat waktu; menghargai teman/guru yang sedang berbicara; tidak meminta maaf atas kesalahan yang dilakukan	Mengerjakan dan mengumpulkan tugas tepat waktu; menghargai teman/guru yang sedang berbicara; meminta maaf atas kesalahan yang dilakukan
Jujur	Menyontek dalam mengerjakan tugas/ulangan; melakukan plagiasi dalam mengerjakan tugas	Menyontek dalam mengerjakan tugas/ulangan; tidak melakukan plagiasi dalam mengerjakan tugas	Jujur dalam mengerjakan tugas/ulangan; melakukan plagiasi dalam mengerjakan tugas	Jujur dalam mengerjakan tugas/ulangan; tidak melakukan plagiasi dalam mengerjakan tugas
Disiplin	Terlambat masuk kelas untuk mengikuti perkuliahan, tidak rapi	Terlambat masuk kelas untuk mengikuti perkuliahan, tidak rapi tetapi berpakaian sesuai aturan	Tepat waktu masuk kelas untuk mengikuti perkuliahan, rapi tetapi tidak mengenakan baju berkerah	Tepat waktu masuk kelas untuk mengikuti perkuliahan, rapi dan berpakaian sesuai dengan aturan

Prepared by

Checked by

Sarah Sumponogati
English Teacher

Agnes W., SE., S.Pd., M.Pd.
Head of English Department



Appendix 16: Lesson Plan on Week 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Identitas Mata Kuliah:

Program Studi	: S1 Teknik Informatika
Mata Kuliah	: <i>BAHASA INGGRIS</i>
Kode Mata Kuliah	: U.17.01.53.1.08
Semester/Kelompok	: I (Satu) / C1 dan D1
SKS	: 4 (Empat)
Dosen Pengampu	: Sarah Sumponogati, SS.
Pertemuan ke	: 6
Alokasi waktu	: 2 x 100 menit (2 x tatap muka)

A. Learning objectives

At the end of the meeting the students are expected to

- compose passive sentences from given pictures and clues in simple past tense
- compose passive or active sentences in other tenses such as present continuous, present perfect tense, and future tense.
- compose passive or active sentences using modal verbs such as must (must be), can (can be), should (should be), etc.
- Distinguish between active sentence and passive sentence
- Change an active sentence into passive sentence or vice versa.

B. Subject matter

Passive Voice

C. Learning Resources

- Grammar in Use Course Book Unit 26, page 93
- www.mes-english.com
- (<http://esl.about.com/library/grammar/blpassive.htm>)

D. Media/Tools

- LCD
- Laptop
- Power point
- Worksheets

E. Methods/Techniques

- Lecturing
- Pair-work activity
- Question & Answer

FIRST & SECOND PERIODS		
Activities	Description	Time Allocation
	<p>to raise their hand before answering).</p> <ul style="list-style-type: none"> • Reinforce correct answers. • Show Ss again two sentences from two pictures. • Elicit from Ss what kind of sentences they have made (expected answer: passive). • Highlight the verb form of passive in past simple. <p>C. Development of the Lesson</p> <ul style="list-style-type: none"> • Put Ss in pairs. • Tell Ss they will see several pictures showing what has happened. • Tell Ss they have to compose sentences as in the example using the clue. • Give two examples: one passive sentence and one active sentence. • Set time limit. • Ask Ss to swap answers. • Check answers in open class. • Highlight two forms of passives they have learned: past simple and present perfect. <p>D. Evaluation</p> <ul style="list-style-type: none"> • Ask students to change some passive sentences presented in the slide into active sentences. 	30'
Closure	Inform Ss they will learn more about passives the following meeting.	5'

H. Assessment

PENILAIAN HASIL BELAJAR (COGNITIVE ASPECT)

- A. Put the verbs into the correct passive form.
1. Look, this is a secret. Come into the garden where we (**not / overhear**).
 2. If you hadn't been so late for work, you (**not / sack**).
 3. This office is very inefficient. The phone (**never / answer**) promptly, no proper records (**keep**), and, worst of all, no reports (**write**) since I started.
 4. I was so worried about my garden while I was in hospital, but I have very good neighbours. When I got home, I could see that the vegetables (**water**) every day and the grass (**cut**) regularly.
 5. Can you come to the police station? The man who (**suspect**) of stealing your wallet (**arrest**) and (**question**) at the moment. The police hope he (**identify**), either by you or another witness.

B. Change the following sentences into the passive forms. Begin with the words in brackets. Do not use *by* unless it important to the meaning. No 1 has been done as an example.

1. The teacher has marked all the homework. (*All the homework*)
All the homework has been marked.
2. My boyfriend kept me waiting for half an hour. (*I*)
3. The students must pay all their own fees for this course. (*All the fees for the course*)
4. Do you suppose your brother could have written that email? (*Do you suppose that email*)
5. They use a computer to do that job nowadays. (*A computer*)
6. During the summer, the cafe was employing more waiters every week. (*During the summer, more waiters*)

I. Scoring System

Keaktifan berkontribusi dan berpartisipasi dlm diskusi (kerjasama)

DIMENSI	Sangat Memuaskan (90-100)	Memuaskan (80-89)	Agak memuaskan (65-79)	Kurang Memuaskan (55-64)	SKOR
TINGKAT KEAKTIFAN PARTISIPASI DLM DISKUSI KELOMPOK	Sangat aktif berpartisipasi dalam diskusi kelompok	Aktif berpartisipasi dalam diskusi kelompok	Kurang aktif berpartisipasi dalam diskusi kelompok	Tidak aktif aktif berpartisipasi dalam diskusi kelompok	...

Prepared by

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Checked by

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Head of English Department

Appendix 17: Lesson Plan on Week 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Identitas Mata Kuliah:

Program Studi	: S1 Teknik Informatika
Mata Kuliah	: <i>BAHASA INGGRIS</i>
Kode Mata Kuliah	: U.17.01.53.1.08
Semester/Kelompok	: I (Satu) / C1 dan D1
SKS	: 4 (Empat)
Dosen Pengampu	: Sarah Sumponogati, SS.
Pertemuan ke	: 7
Alokasi waktu	: 2 x 100 menit (2 x tatap muka)

A. Standar Kompetensi

Menulis:

Mengungkapkan makna dalam teks tulis monolog yang berbentuk *discussion* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

Menulis:

Mengungkap-kan makna dan langkah retorika da-lam teks mo-nolog dengan mengguna-kan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *discussion*

C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran:

- Siswa dapat mengidentifikasi struktur organisasi teks dalam bentuk *discussion*
- Siswa dapat mengidentifikasi ciri-ciri kebahasaan dalam teks *discussion*
- Siswa dapat menggunakan kata penghubung yang tepat dalam kalimat dan paragraf
- Siswa dapat menyusun paragraf pembuka dan penutup untuk teks *discussion*
- Siswa dapat menyusun esei dalam bentuk *discussion* berdasarkan topik yang diberikan

D. Learning objectives

At the end of the meeting the students are expected to

- Write an outline of a for-and-against essay
- Write a for-and-against essay based on a given issue
- Compose opening and closing paragraphs in discussion text
- Use appropriate transitional words in sentences and paragraphs
- Submit the essay to the teacher at the end of the lesson.

E. Subject matter

Discussion Text

Transitional Words

F. Learning Resources

- New Success Upper Intermediate Students' Book: Unit 8 p. 75
- Jordan, R.R. (2008) *Academic Writing Course*. Edinburgh: Pearson Education Limited

G. Media/Tools

- LCD
- Laptop
- Students' worksheets

H. Learning Material

a) Marking stages in a discussion

In presenting your arguments, you can mark the order of the items or degrees of importance by certain words or phrases. Some examples are: *First, Firstly, First of all, The most important...., Secondly, Next, Then, After that, Finally, In conclusion,...*

b) Introducing your own point of view

Some examples are: *The first thing we have to consider,..; First of all, I should like to consider... ; It is a fact that... ; I believe that...*

c) Agreement

I strongly agree that... ;

d) Partial Agreement

...but... ; ...however,... ; ...on the other hand...

e) Disagreement

I disagree with X that...

I. Learning Stages

THIRD&FOURTH PERIODS		
Activities	Description	Time Allocation
Preliminary	<ul style="list-style-type: none"> • Call the roll. • Chitchat. 	10'
Instructional Procedure	<p>A. Contextualization</p> <ul style="list-style-type: none"> • T reviews some linking words by asking them to complete sentences using a suitable linking word (shown in slides) 	5'
	<p>B. Presentation of the Lesson</p> <ul style="list-style-type: none"> • T shows Ss (to remind them) the organization of a discussion text. • T shows an example of a brief outline. 	5'
	<p>C. Guided Practice</p> <ul style="list-style-type: none"> • Ss work in pairs, discussing arguments for and 	75'

THIRD&FOURTH PERIODS		
Activities	Description	Time Allocation
	against the statement in. <ul style="list-style-type: none"> • Ss in pairs make an outline. • Ss write their essay individually. • Ss' work is submitted. 	
Closure	T inform Ss they will practice more on writing a for-and-against essay in the meeting.	5'

J. Testing Instrument

Write a for-and-against essay by adopting these steps:

8. Choose one of the topics suggested below.
 - f. Students cheating in a test or exam deserve a zero score.
 - g. School uniforms are unnecessary.
 - h. The law on using mobile phones while driving must be strictly enforced.
 - i. Euthanasia should not be prohibited in our country.
 - j. Death penalty is an effective way to eliminate major crimes.

Note: choose one topic that is different from your previous selected topic in the pre-test.

9. Write your essay following the hints below.

Paragraph 1 – Introduction

- Make some general points that everyone can agree with.
- Perhaps mention a historical fact or mention that an issue is controversial.

Paragraph 2 – Arguments for

- Give two or three arguments for an issue.
- If necessary, give examples or reasons to support an argument.

Paragraph 3 – Arguments against

- Write a paragraph similar to paragraph 2 for arguments against.

Paragraph 4 – Conclusion

- Give a short summary of the debate.

K. Scoring System

Aspek	1	2	3	4
Bertanggung jawab	Tidak mengerjakan dan tidak mengumpulkan tugas tepat waktu; tidak menghargai teman/guru yang sedang	Tidak mengerjakan dan mengumpulkan tugas tepat waktu; menghargai teman/guru yang sedang	Mengerjakan dan mengumpulkan tugas tepat waktu; menghargai teman/guru yang sedang berbicara; tidak	Mengerjakan dan mengumpulkan tugas tepat waktu; menghargai teman/guru yang sedang berbicara;

	berbicara; tidak meminta maaf atas kesalahan yang dilakukan.	berbicara; tidak meminta maaf atas kesalahan yang dilakukan	meminta maaf atas kesalahan yang dilakukan	meminta maaf atas kesalahan yang dilakukan
Jujur	Menyontek dalam mengerjakan tugas/ulangan; melakukan plagiasi dalam mengerjakan tugas	Menyontek dalam mengerjakan tugas/ulangan; tidak melakukan plagiasi dalam mengerjakan tugas	Jujur dalam mengerjakan tugas/ulangan; melakukan plagiasi dalam mengerjakan tugas	Jujur dalam mengerjakan tugas/ulangan; tidak melakukan plagiasi dalam mengerjakan tugas
Disiplin	Terlambat masuk kelas untuk mengikuti perkuliahan, tidak rapi	Terlambat masuk kelas untuk mengikuti perkuliahan, tidak rapi tetapi berpakaian sesuai aturan	Tepat waktu masuk kelas untuk mengikuti perkuliahan, rapi tetapi tidak mengenakan baju berkerah	Tepat waktu masuk kelas untuk mengikuti perkuliahan, rapi dan berpakaian sesuai dengan aturan

Prepared by

Checked by

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Head of English Department

Appendix 18: Lesson Plan on Week 6

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Identitas Mata Kuliah:

Program Studi : S1 Teknik Informatika
Mata Kuliah : *BAHASA INGGRIS*
Kode Mata Kuliah : U.17.01.53.1.08
Semester/Kelompok : I (Satu) / C1 dan D1
SKS : 4 (Empat)
Dosen Pengampu : Sarah Sumponogati, SS.
Pertemuan ke : 8
Alokasi waktu : 2 x 100 menit (2 x tatap muka)

A. Learning Objectives

At the end of the meeting the students are expected to

- Be able to identify some error types in a sentence
- Be able to identify some error types in a paragraph writing
- Be able to distinguish some different kinds of error.
- Be able to find out the correct form of the error.

B. Subject Matter

Correction Codes

C. Learning Resources

- Error correction codes proposed by Chandler (2003, p.275)
- *TOEFL ITP* Assessment Series Practice Test page 29-32

D. Media/Tools

- LCD
- Laptop
- Power point presentation

E. Methods/Technique

- Lecture
- Pair-work activity
- Discussion

F. Learning Material

No	Error Type	Sentence	Codes
1.	Paragraph	Not indenting with each new speaker.	Indent
2.	Sentence structure	I suggest you to go with me.	Struc.
3.	Meaning unclear	I planned how to divide my cabins in a good way.	Mean

4.	Awkward	He is the brother of her.	Struc.
5.	Idiom	She asked me to lay the table.	Idm.
6.	Fragment	Because I di not want to go.	Frag.
7.	Run-on	She told me about it, I answered her question, she left.	Run
8.	Punctuation	I wanted her to come; because she knew the way	Punc
9.	Capitalization	She said Love was very Important.	Cap
10.	Delete	She told to me her answer.	Del
11.	Insert	He is listening music.	>
12.	Word order	I and my sister came.	W.O
13.	Wrong word	He is becoming to mature.	W.W
14.	Repetition	She is a famous and well-known singer.	Rep
15.	Wrong form	It has stopped to rain.	Form
16.	Agreement	She have to do it.	AGR
17.	Verb-tense	If I know, I would tell you.	Tens
18.	Voice	When it be happens, we will know.	Act/P as
19.	Plural	Two woman came.	Num
20.	Article	We saw dog. A dog was named Fido. I like the education.	Art
21.	Pronoun	She is a friend of myself.	Pro
22.	Spelling	Receive Spell	

Table 1: Error Types proposed by Chandler (2003)

G. Learning Stages

THIRD&FOURTH PERIODS		
Activities	Description	Time Allocation
Preliminary	<ul style="list-style-type: none"> • Call the roll. • Chitchat. 	10'
Instructional Procedure	A. Contextualization <ul style="list-style-type: none"> • T reviews some linking words by asking them to complete sentences using a suitable linking word (shown in slides) 	10'
	B. Presentation of the Lesson <ul style="list-style-type: none"> • T shows Ss (to remind them) the correction codes of error types in writing. • T shows an example of error sentences from student's essay in the pre-test. 	15'
	C. Guided Practice <ul style="list-style-type: none"> • Ss work in pairs, discussing error types occurred in the text. • Ss were given some sentences containing some 	60'

THIRD&FOURTH PERIODS		
Activities	Description	Time Allocation
	grammatical errors. <ul style="list-style-type: none"> Ss in pairs identify the error types and try to guess the correct forms. 	
Closure	T inform Ss they are going to write a for-and-against essay again with the different topic the next meeting.	5'

H. Assessment

Direction: In the sentences below, each sentence has four underlined words or phrases. Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, write the correct form.

- Guppies are sometimes call rainbow fish because of the males' bright colors.
- Serving several term in Congress, Shirley Chisholm became an important United States politician.
- During a early periode in the settlement of the western United States, pioneers claimed parts of the wilderness by marking trees to establish a boundary.
- The principle on which the boat called a hydrofoil is designed is identifically to that demonstrated by an airplane wing moving through air.
- All digital computers use binary, or two-valued, digits instead than decimal, or ten-valued, digits to represent and store data.

Prepared by

Checked by

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Head of English Department

Appendix 19: Lesson Plan on Week 7 (Post-test Revision of the Control Group)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Identitas Mata Kuliah:

Program Studi	: S1 Teknik Informatika
Mata Kuliah	: BAHASA INGGRIS
Kode Mata Kuliah	: U.17.01.53.1.08
Semester/Kelompok	: I (Satu) / D1
SKS	: 4 (Empat)
Dosen Pengampu	: Sarah Sumponogati, SS.
Pertemuan ke	: 9
Alokasi waktu	: 2 x 50 menit (1 x tatap muka)

A. Standar Kompetensi

Menulis:

Mengungkapkan makna dalam teks tulis monolog yang berbentuk *discussion* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

Menulis:

Mengungkapkan makna dan langkah retorika dalam teks monolog dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *discussion*

C. Learning objectives

At the end of the meeting the students are expected to

- Be able to identify correction codes written by the teacher
- Be able to write the correct form of the errors
- Be able to rewrite their essay correctly based on the teacher's mark.
- Submit the revision of the essay to the teacher at the end of the lesson

D. Subject matter

- Discussion Text/a for-and-against essay
- Correction codes for error types

E. Learning Resources

- Correcting Codes Proposed by Chandler (2003)
- Chandler, Jean. *The Efficacy of Various Kinds of Error Feedback for Improvement in the Accuracy and Fluency of L2 Student Writing*. Journal of Second Language Writing 12 (2003) 267-296.

F. Method/Technique

- Peer Correction Activity

- Discussion

G. Media/Tools

- LCD
- Laptop
- Students' worksheets

H. Learning Material

No	Error Type	Sentence	Codes
1.	Paragraph	Not indenting with each new speaker.	Indent
2.	Sentence structure	I suggest you to go with me.	Struc.
3.	Meaning unclear	I planned how to divide my cabins in a good way.	Mean
4.	Awkward	He is the brother of her.	Struc.
5.	Idiom	She asked me to lay the table.	Idm.
6.	Fragment	Because I do not want to go.	Frag.
7.	Run-on	She told me about it, I answered her question, she left.	Run
8.	Punctuation	I wanted her to come; because she knew the way	Punc
9.	Capitalization	She said Love was very Important.	Cap
10.	Delete	She told to me her answer.	Del
11.	Insert	He is listening music.	>
12.	Word order	I and my sister came.	W.O
13.	Wrong word	He is becoming to mature.	W.W
14.	Repetition	She is a famous and well-known singer.	Rep
15.	Wrong form	It has stopped to rain.	Form
16.	Agreement	She have to do it.	AGR
17.	Verb-tense	If I know, I would tell you.	Tens
18.	Voice	When it be happens, we will know.	Act/P as
19.	Plural	Two woman came.	Num
20.	Article	We saw dog. A dog was named Fido. I like the education.	Art
21.	Pronoun	She is a friend of myself.	Pro
22.	Spelling	Receive Spell	

Table 1: Error Types proposed by Chandler (2003)

I. Learning Stages

THIRD&FOURTH PERIODS		
Activities	Description	Time Allocation

THIRD&FOURTH PERIODS		
Activities	Description	Time Allocation
Preliminary	<p>D. Opening:</p> <p>4) The teacher greeted the students, asked their condition, and checked the attendant list.</p> <p>5) The teacher reminded the students of the last material given, a for-and-against essay/discussion text.</p> <p>6) The teacher told them that they were going to revise their essay in the class within 60 minutes.</p>	10'
Instructional Procedure	<p>E. The Main Activities:</p> <p>6) The teacher distributed students' essay that had been marked the errors by the teacher.</p> <p>7) The teacher asked them to rewrite the essay with the correct forms.</p> <p>8) During the writing activity, the teacher sometimes walked around the class to monitor the students and to help them when they asked something they did not understand.</p> <p>9) The teacher asked the students whether they understood the errors that they often repeated in writing essay. She also asked them whether the marks and the correction codes given were clear enough for them.</p> <p>10) After the time was up, The teacher asked the students to submit their revision together with the first draft.</p> <p>F. Presentation of the Lesson</p> <ul style="list-style-type: none"> • T shows Ss (to remind them) the list of correction codes for error types in writing. 	70'
Closure	<p>G. Closing:</p> <p>3) The teacher, together with the students, concluded the activity that day, including asked whether the indirect correction from the teacher helped them in revising the esay and composing better composition for the future tasks.</p> <p>4) The teacher dismissed the class.</p>	10'

J. Target Value

Attitude/Behaviour/Work Habits

Students are observed to demonstrate discipline and active participation throughout the meeting.

K. Assessment

Instruction: Rewrite your essay based on the teacher's mark and give the appropriate and correct form of the errors.

Prepared by

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Appendix 20: Lesson Plan on Week 7 (Peer Correction Activity)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Identitas Mata Kuliah:

Program Studi : S1 Teknik Informatika
Mata Kuliah : BAHASA INGGRIS
Kode Mata Kuliah : U.17.01.53.1.08
Semester/Kelompok : I (Satu) / C1
SKS : 4 (Empat)
Dosen Pengampu : Sarah Sumponogati, SS.
Pertemuan ke : 9
Alokasi waktu : 2 x 50 menit (1 x tatap muka)

A. Learning objectives

At the end of the meeting the students are expected to

- Identify error types occurred in peer's essay
- Distinguish the types of errors occurred in peer's essay
- Give the correct forms in the peer's essay

B. Subject matter

- Discussion Text/a for-and-against essay
- Correction codes for error types

C. Learning Resources

- Correcting Codes Proposed by Chandler (2003)
- Chandler, Jean. *The Efficacy of Various Kinds of Error Feedback for Improvement in the Accuracy and Fluency of L2 Student Writing*. *Journal of Second Language Writing* 12 (2003) 267-296.

D. Method/Technique

- Peer Correction
- Discussion

E. Media

- LCD
- Laptop
- Students' worksheets

F. Learning Material

No	Error Type	Sentence	Codes
1.	Paragraph	Not indenting with each new speaker.	Indent
2.	Sentence structure	I suggest you to go with me.	Struc.

3.	Meaning unclear	I planned how to divide my cabins in a good way.	Mean
4.	Awkward	He is the brother of her.	Struc.
5.	Idiom	She asked me to lay the table.	Idm.
6.	Fragment	Because I di not want to go.	Frag.
7.	Run-on	She told me about it, I answered her question, she left.	Run
8.	Punctuation	I wanted her to come; because she knew the way	Punc
9.	Capitalization	She said Love was very Important.	Cap
10.	Delete	She told to me her answer.	Del
11.	Insert	He is listening music.	>
12.	Word order	I and my sister came.	W.O
13.	Wrong word	He is becoming to mature.	W.W
14.	Repetition	She is a famous and well-known singer.	Rep
15.	Wrong form	It has stopped to rain.	Form
16.	Agreement	She have to do it.	AGR
17.	Verb-tense	If I know, I would tell you.	Tens
18.	Voice	When it be happens, we will know.	Act/P as
19.	Plural	Two woman came.	Num
20.	Article	We saw dog. A dog was named Fido. I like the education.	Art
21.	Pronoun	She is a friend of myself.	Pro
22.	Spelling	Receive Spell	

Table 1: Error Types proposed by Chandler (2003)

G. Learning Stages

THIRD&FOURTH PERIODS		
Activities	Description	Time Allocation
Preliminary	D. Opening: 4) The teacher greeted the students, asked their condition, and checked the attendant list. 5) The teacher reminded the students of the last material given, a for-and-against essay/discussion text. 6) The teacher told them that they were going to do the correction for the assignment in groups as she said in the last meeting.	10'
Instructional Procedure	E. The Main Activities: 9) The teacher divided the students into group of five. There were 25 students in one class, so there were five groups formed. 10) The teacher distributed students' writing assignments among the groups. 11) The teacher explained the rules of peer correction. 12) The teacher asked the students to correct all the errors	10' 60'

THIRD&FOURTH PERIODS		
Activities	Description	Time Allocation
	<p>found in peer's writing that they corrected.</p> <p>13) The teacher monitored the groups during the correction activity.</p> <p>14) Sometimes the teacher helped the students who were confused about giving marks or deciding which errors to correct.</p> <p>15) The teacher asked the students to submit the writing assignment they have corrected.</p> <p>F. Presentation of the Lesson</p> <ul style="list-style-type: none"> T shows Ss (to remind them) the list of correction codes for error types in writing. 	10'
Closure	<p>G. Closing:</p> <p>4. The teacher, together with the students, made conclusions of that day's meeting.</p> <p>5. The teacher asked the students to revise their writing assignments that had been corrected by their friend, at home.</p> <p>6. The teacher dismissed the class.</p>	10'

H. Assessment

Instruction: Correct your friend's essay by underlining or circling the wrong form and then give the correcting codes right on it. You can add the correct form or simply give the codes.

I. Scoring Rubrics

No	Categories	Score	Criteria	Comments
1.	Content	30-27	- EXCELLENT TO VERY GOOD	- Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
		26-22	- GOOD TO AVERAGE	- Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic.
		21-17	- FAIR TO POOR	- Limited knowledge of subject, little substance, inadequate development of topic.
		16-13	- VERY POOR	- Does not show knowledge of subject, non-substantive, not enough to evaluate.
2.	Organization	20-18	- EXCELLENT TO VERY GOOD	- Fluent expression, ideas clearly stated, well-organized, logical sequencing, cohesive.
		17-14	- GOOD TO AVERAGE	- Somewhat choppy, loosely organized but main ideas stand out, logical but incomplete sequencing.
		13-10	- FAIR TO POOR	- Non-fluent, ideas confused, lacks logical sequencing.

		9-7	- VERY POOR	- Does not communicate, no organization.
3.	Vocabulary	20-18	- EXCELLENT TO VERY GOOD	- Sophisticated range, effective word choice, word form mastery.
		17-14	- GOOD TO AVERAGE	- Adequate range, occasional errors of word but meaning not obscured.
		13-10	- FAIR TO POOR	- Limited range, frequent errors of word, meaning confused.
		9-7	- VERY POOR	- Essentially translation, little knowledge of vocabulary, not enough to evaluate.
4.	Language use	25-22	- EXCELLENT TO VERY GOOD	- Effective complex construction, few errors of agreement, tense, word order, articles, pronouns, preposition.
		21-18	- GOOD TO AVERAGE	- Simple construction, minor problems in complex construction, several errors of agreement, tense, word order, articles, pronouns, preposition.
		17-11	- FAIR TO POOR	- Major problems in simple/ complex construction, frequent errors of agreement, tense, word order, articles, pronouns, preposition, meaning confused.
		10-5	- VERY POOR	- Virtually no mastery of sentence construction rules, does not communicate.
5.	Mechanics	5	- EXCELLENT TO VERY GOOD	- Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization.
		4	- GOOD TO AVERAGE	- Occasional errors of spelling, punctuation, capitalization but meaning not obscured.
		3	- FAIR TO POOR	- Frequent errors of spelling, punctuation, capitalization, poor handwriting, meaning confused.
		2	- VERY POOR	- No mastery of conventions, dominated of errors of spelling, punctuation, capitalization, not enough to evaluate.

Prepared by

Checked by

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Appendix 21: Example of students' paragraph writing in the Pre-Test

NIM : 17.01.53.0162
Nama : Anisa Dewi Pertiwi

Topic : Death penalty is an effective way to eliminate major crimes.
Title : Should ^{capital} major crime be punished with death penalty?

The death penalty is a verdict imposed on a person as the most severe form of punishment for his actions. Some countries have applied death penalty, for example in Saudi Arabia, United States, Pakistan and Iran. But in Indonesia, the application of death penalty is still weak. It is because of a reason that criminals will be ~~deterred~~ deterred by direction or guidance. Furthermore, (it is) probably caused by unfair trial. The court could be bribed so that the perpetrator is not sentenced to death. In another country, if any person commits a crime that is considered severe by law, such as corruption, rape and robbery. Consequently, the perpetrator will be sentenced to death.

The good side of applying the death penalty is that everyone will feel safe and no one dared to commit a crime for fear of death penalty. If ^{it is} applied, ^{(this penalty) it} maybe will be reduced the crime rate in this country. (are)

However, death penalty has a bad side too. Many people or courts usually difficult to determine who is right and who is wrong. Therefore, there will likely be accusations that will cause remorse.

In my opinion, the death penalty needs to be applied in Indonesia to provide a deterrent effect for the perpetrators of crimes that have been troubling the country.

C = 23
O = 15
V = 14
G = 18
M = 4 +
74

SEMARANG

GELATIK

Appendix 22: Example of students' paragraph writing in Post-test+revision from the experimental group

Nama : Afan Arga Samudra

UNIVERSITAS STIKUBANK FAKULTAS (Teknologi Informasi)	
No. Kursi :	
Mata Kuliah :	Bahasa Inggris
NIM / Kelompok :	17.01.53.017.01
Dosen :	
Ujian :	
Hari / Tanggal :	Selasa / 14 / 11 / 2017
Tanda Tangan :	

Should Cheating in Exams Deserve a Zero Score ?

Exam is seen as an important indicator to know whether the students have mastered all lessons materials or not. Now many students cheat on the exam. Cheating is one of the way to get good grades during the exam. But cheating can get a penalty like getting a zero score. In the case of cheating, some people agree ^{there} also disagree ^(add word).

Some people agree if cheating in exams deserve a zero score because cheating can make us stupid and it's forbidden in religion. ~~On~~ the other hand, cheating have many advantages such as getting good score, increasing confidence and courage in taking risks.

However, there are also disadvantages of cheating like depend on notes or others, loss of confidence ^{can} not be yourself, lazy to learn, get punished and ~~the~~ others. Cheating isn't good at all. It's bet to us to be honest in doing the exam.

In short, cheating has many disadvantages. So, the teacher must give a zero score to the students who cheated on the exam so they will be deterred.

C : 25

C : 12

V : 16

D : 20

m : $\frac{4}{23}$

corrected by Lutfitasari

Appendix 24: Transcript of the Interview about Peer Correction Method.

Student's name : Luthfitasari

Day/date : Monday, November 27th, 2017

1. Do you enjoy writing an essay so far?
Student: *Yes, I do.*
2. What do you think about the teaching and learning process in writing an essay?
Student: *I think it's good and I enjoy it.*
3. What difficulties do you find during the learning process of writing an essay?
Student: *The most difficult thing in writing an essay is to come up with ideas that I had never thought before.*
4. What are the causes of the difficulties in writing an essay?
Student: *This is because I rarely practice writing.*
5. What do you think about peer correction method in teaching and learning process?
Student: *I think this method is good for students because it can make students get used to write a better essay with good grammar. But on the other hand, it is difficult for those who don't really master grammar. It is possible that sometimes they don't know whether the grammar in an essay is correct or incorrect. As a result, the correction will be unsatisfied.*
6. Do you enjoy sharing with friends a draft of what you've written?
Student: *Yes, I do. It is similar to sharing our knowledge to each other.*
7. Can you get rid of most errors in grammar, spelling, punctuation, and so on in an essay?
Student: *Not really actually. But I've been trying to do my best when doing the correction to my friend's essay.*
8. Can you revise your writing after being corrected by your friend?
Student: *Yes, I can.*
9. In your opinion, what are the benefits and drawbacks of peer correction?
Student: *Some benefits that we get from this method are: it can strengthen our grammar by identifying grammar error in friend's writing. Therefore, we can improve our ability in writing. While the drawback of this method is that our limited knowledge in grammar and writing, the result of our corrections are sometimes unsatisfied.*

Transcript of the Interview about Peer Correction Method.

Student's name : Latifia Nadila

Day/date : Monday, November 27th, 2017

1. Do you enjoy writing an essay so far?
Student: *Yes, but just a bit.*
2. What do you think about the teaching and learning process in writing an essay?
Student: *I think it's good for students because it is needed and required for their future.*
3. What difficulties do you find during the learning process of writing an essay?
Student: *The most difficult thing in writing an essay is elaborating ideas with a certain topic. Also, I'm not confident with my grammar. Honestly, my grammar is not really good.*
4. What are the causes of the difficulties in writing an essay?
Student: *I think it's because I rarely write an essay.*
5. What do you think about peer correction method in teaching and learning process?
Student: *I think this method is good for students because it can improve their ability to write better essay. But sometimes it is difficult for me to do the correction because of my limited knowledge in grammar. I often worry that my correction is still wrong. Luckily, I was always helped by my teacher whenever I ask her.*
6. Do you enjoy sharing with friends a draft of what you've written?
Student: *Not really. Because sometimes it is embarrassing when my friends see my bad writing.*
7. Can you get rid of most errors in grammar, spelling, punctuation, and so on in an essay?
Student: *As you know, I have limited knowledge in grammar. So, I think I can only get rid of minor errors.*
8. Can you revise your writing after being corrected by your friend?
Student: *Yes, I can. Luckily, my essay was corrected by one of the smart students in the English class. So, the correcting codes she gave were understandable.*
9. In your opinion, what are the benefits and drawbacks of peer correction?
Student: *I think applying peer correction in a classroom can create a cooperative learning and it can make students to be active in the learning activity.*

Transcript of the Interview about Peer Correction Method.

Student's name : Afan Arga Samudra

Day/date : Tuesday, November 28th, 2017

1. Do you enjoy writing an essay so far?
Student: *Yes, I do. I always try to write a good essay whenever it is needed.*
2. What do you think about the teaching and learning process in writing an essay?
Student: *I think writing activity in the classroom is quite interesting.*
3. What difficulties do you find during the learning process of writing an essay?
Student: *The most difficult thing in writing an essay is to come up with ideas that I had never thought before. And also, it's sometimes difficult to create a good essay with a good content.*
4. What are the causes of the difficulties in writing an essay?
Student: *What makes it difficult is that I'm often confused to choose the appropriate words or vocabulary and I always worry that my grammar is not good enough.*
5. What do you think about peer correction method in teaching and learning process?
Student: *I think it's a good method to create a cooperative learning in a classroom.*
6. Do you enjoy sharing with friends a draft of what you've written?
Student: *Yes, I do.*
7. Can you get rid of most errors in grammar, spelling, punctuation, and so on in an essay?
Student: *Probably. Because I always tried to make use of the correcting codes the teacher gave, to correct my friend's essay.*
8. Can you revise your writing after being corrected by your friend?
Student: *Yes, of course. It's very helpful to be corrected by peer.*
9. In your opinion, what are the benefits and drawbacks of peer correction?
Student: *I think the advantages of this method is that it can strengthen our grammar by identifying grammar error in friend's writing. Therefore, we can improve our ability in writing.*
While the drawback of this method is that our limited knowledge in grammar and writing, the result of our corrections are sometimes unsatisfied.

Transcript of the Interview about Peer Correction Method.

Student's name : Ahmad Fuad Kahfi

Day/date : Tuesday, November 28th, 2017

1. Do you enjoy writing an essay so far?
Student: *No, I don't really like writing.*
2. What do you think about the teaching and learning process in writing an essay?
Student: *I think it's a bit boring because I'm not really able to write an essay.*
3. What difficulties do you find during the learning process of writing an essay?
Student: *There are many. First, to decide the best title that is suitable with the topic, then making a topic sentence for each paragraph, then elaborating ideas for each topic sentence, and the last is, about grammar.*
4. What are the causes of the difficulties in writing an essay?
Student: *I think it's because I rarely study English in my daily life.*
5. What do you think about peer correction method in teaching and learning process?
Student: *I think this method is good for students because it can make students get used to write a better essay with good grammar. But on the other hand, for those who have bad grammar like me, it can be dangerous for other friends whose essay is corrected by someone like me.*
6. Do you enjoy sharing with friends a draft of what you've written?
Student: *No, I don't share my bad writing. I just share it because my teacher asks me.*
7. Can you get rid of most errors in grammar, spelling, punctuation, and so on in an essay?
Student: *Not exactly. I always asks my teacher for help in identifying errors in grammar.*
8. Can you revise your writing after being corrected by your friend?
Student: *Yes, a bit.*
9. In your opinion, what are the benefits and drawbacks of peer correction?
Student: *Some benefits that we get from this method are: it can strengthen our grammar by identifying grammar error in friend's writing. Therefore, we can improve our ability in writing. While the drawback of this method is that sometimes the correction can be invalid because of the wrong correction from students who have low knowledge in grammar.*

Transcript of the Interview about Peer Correction Method.

Student's name : Muhammad Ghani

Day/date : Tuesday, November 28th, 2017

1. Do you enjoy writing an essay so far?
Student: *Yes, I do. I always try to write a good essay in English class.*
2. What do you think about the teaching and learning process in writing an essay?
Student: *I think writing activity in the classroom is quite interesting.*
3. What difficulties do you find during the learning process of writing an essay?
Student: *The most difficult thing in writing an essay is to decide appropriate title and elaborating ideas for each paragraph.*
4. What are the causes of the difficulties in writing an essay?
Student: *What makes it difficult is that I'm often confused to choose the appropriate words or vocabulary.*
5. What do you think about peer correction method in teaching and learning process?
Student: *I think it's a good method to create a cooperative learning in a classroom.*
6. Do you enjoy sharing with friends a draft of what you've written?
Student: *Yes, I do.*
7. Can you get rid of most errors in grammar, spelling, punctuation, and so on in an essay?
Student: *I'm not sure. But I always tried to make use of the correcting codes the teacher gave, to correct my friend's essay. So I can at least give error codes for them in the area of the errors.*
8. Can you revise your writing after being corrected by your friend?
Student: *Yes, I can. It's very helpful to be corrected by peer.*
9. In your opinion, what are the benefits and drawbacks of peer correction?
Student: *I personally think that this method can strengthen our grammar by identifying grammar error in friend's writing. Therefore, we can improve our ability in writing.*
While the drawback of this method is that it is time-consuming activity and sometimes our limited knowledge in grammar and writing could make the result of our corrections unsatisfied.

Transcript of the Interview about Peer Correction Method.

Student's name : Riska Alvianita

Day/date : Monday, November 27th, 2017

1. Do you enjoy writing an essay so far?
Student: *Yes, but not much.*
2. What do you think about the teaching and learning process in writing an essay?
Student: *I think writing activity in the classroom is quite interesting but sometimes is boring*
3. What difficulties do you find during the learning process of writing an essay?
Student: *The most difficult thing in writing an essay is to create a good topic sentence. And also, it's sometimes difficult to create a good essay with a good content.*
4. What are the causes of the difficulties in writing an essay?
Student: *What makes it difficult is that I'm often confused to choose the appropriate words or vocabulary and I always worry that my grammar is not good enough.*
5. What do you think about peer correction method in teaching and learning process?
Student: *I think it's a suitable method to make students active in learning in the classroom.*
6. Do you enjoy sharing with friends a draft of what you've written?
Student: *Yes, I do.*
7. Can you get rid of most errors in grammar, spelling, punctuation, and so on in an essay?
Student: *Probably. Because I always tried to make use of the correcting codes the teacher gave, to correct my friend's essay.*
8. Can you revise your writing after being corrected by your friend?
Student: *Yes, sure. The correcting codes given by my peer was clear enough for me. So, I could revise my essay easily.*
9. In your opinion, what are the benefits and drawbacks of peer correction?
Student: *I think applying peer correction in a classroom can create a cooperative learning and it can make students to be active in the learning activity. Moreover, students were able to identify some grammar errors and they will be able to compose better essay. However, this method needed long duration in the application and it makes the students somehow bored. After all, peer correction is actually useful and helpful to improve writing skill.*

Appendix 25: Teaching and Learning Activity



Appendix 26: Testing Activity (Writing Test)



Appendix 27: Peer Correction Activity





