THE EFFECTIVENESS OF PEER ASSESSMENT TO TEACH DESCRIPTIVE WRITING FOR HIGH AND LOW PROFICIENCY STUDENTS: THE CASE AT THE ENGLISH DEPARTMENT STUDENTS OF PANCASAKTI UNIVERSITY TEGAL IN THE ACADEMIC YEAR OF 2014/2015

THESIS

In Partial Fulfilment of the Requirements for Master Degree in Linguistics

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FACULTY OF HUMANITIES
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SEMARANG
2018

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CERTIFICATION OF ORIGINALITY

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"All growth depends upon activity. There is no development physically or intellectually without effort, and effort means work"

---Calvin Coolidge---

"When you rely on God, then the world will rely on you"

---Prof, Dr. Vincent Garszpers---

Dedicated to:

My daughter--- Dara Kenes Agfialuska

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Abstract

This experimental study attempts to investigate the effectiveness of peer assessment to teach writing descriptive essay in two levels of students (high and low writing proficiency level). 48 students out of 150 students at the third semester students of the English Department of Pancasakti University Tegal were taken as sample. They were grouped into control (n=24) and experimental class (n=24). Each group was categorized into two writing proficiency level, namely high and low levels. The methods of collecting the data were writing test, questionnaire, and classroom observation. The data were analyzed quantitatively and qualitatively. Two way ANNOVA was made use to analyze the quantitative data. The findings from quantitative data revealed that there was no significant difference between control and experimental class (p=0.856>0.05). Therefore, the Null hypothesis stating that peer assessment does not give more significant effect on students' writing performance than teacher's existing method is accepted. In addition, there was no interaction among peer assessment, students' level, and writing competence (p= 0.968>0.05) and peer assessment worked in high (M=84.7) and low (M=69.4) level of students. On the other hand, the qualitative findings from classroom observation showed that peer assessment was difficult for student to carry on; however, from questionnaire, students showed positive attitude towards peer assessment. Finally, the qualitative analysis from students' writing indicated that grammar was the most difficult aspect for students to master.

Keywords: *Descriptive Essay, Peer Assessment*

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Intisari

Penelitian ini bertujuan untuk mengetahui keefektifan *peer assessment* dalam pengajaran essai deskriptif pada dua level kemampuan siswa (yakni siswa berkemampuan tinggi dan rendah). Sebanyak 48 siswa dari 150 siswa progdi Bahasa Inggris Universitas Pancasakti Tegal menjadi sampel penelitian. Sampel kemudian dibagi menjadi dua kelas yakni kelas control (n=24) dan kelas eksperimen (n=24). Hasil dari analisis kuantitatif menunjukan bahwa tidak terdapat perbedaan signifikan dari kelas kontrol dan eksperimen. Oleh sebab itu, H_0 yang menyatakan bahwa *peer assessment* tidak berdampak signifikan terhadap kemampuan menulis siswa diterima. Kemudian, tidak terdapat interaksi antara metode dan tingkat kemampuan siswa dan *peer assessment* juga efektif untuk siswa berkemampuan rendah maupun tinggi. Sementara itu, hasil analisis kualitatif dari observasi kelas menunjukan bahwa siswa masih mengalami kesulitan untuk menerapkan *peer* assessment, namun hasil dari kuesioner menunjukan respon positif siswa terhadap pengunaan *peer assessment*. Terakhir, dari hasil kualitatif analisis tulisan siswa, didapat bahwa *grammar* menjadi masalah yang sering muncul pada tulisan siswa.

Kata Kunci: Essai Deskriptif, *Peer Asessment*

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CHAPTER I

INTRODUCTION

The underlining concept of this thesis is briefly introduced in this chapter. It covers the rationale overview comprising the background of the study, the scope of the study, the statement of the problem, the objective of the study, the significance of the study, the definition of key terms, and conceptual framework.

1.1 Background of the Study

Academic writing is a compulsory subject of the students in university level. Academic writing is crucial for students to socialize their thinking to the discourse of their subject and discipline (Pineteh, 2014:1). In addition, Whitaker (2009:2) asserted that academic writing provides an opportunity for students to scrutinize the part of the course that makes them interested in. Furthermore, Lea & Street (1998:157) confirmed that academic literacy practice, involving reading and writing within field of studies, are the process that students need to cover to learn new subjects and new areas of study. Ideally, students are able to construct many kinds of academic writings such as 'notes, report, project, essay, thesis or dissertation, and paper' (Baley, 2017). In fact, students, especially Indonesian EFL learners, fail to achieve a good standard of academic writing, particularly writing essay. There are some common factors causing the hurdle of writing.

One of the foremost is the influence of the students' native language to the target language (Ariyanti, 2016:263). Indonesian students, for instance,

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experience some great differences between *Bahasa Indonesia* and English, including its structure (Rahayu, 2015), and style; it, then, contributes to the writing obscurity. Indonesian students are nontechnical to the terms like tenses, modality and etc; as a result, their writing is, sometimes, not understandable. In addition, some experts agree that the style of writing of EFL or ESL learners is different from native language speaker (Hinds, 1990; Kaplan, 1996; Kubota, 1992; Kuntjara, 2005; Mauranen, 1993; Strevens, 1987 in Husin and Ariffin, 2012:148). Native English mostly use active voice rather than passive voice. Meanwhile, the Indonesian students do the opposite. Moreover, the attempt to translate some ideas from their native language context to the English context engages in the awkwardness of the meaning.

In addition, writing requires manifold competences such as language competence, socio-cultural competence, and cognitive competence (Barkaoi, 2007 and Maarof*et al*., 2011 in Ayachi, 2017:156). There are various elements of writing that the students need to master, i.e. mechanics, organization, language use, vocabulary, and content (Hartfiel*et al*., 1985; Jacobet al., 1981; Oshima & Houge, 2006, 2007; Smalley *et al*., 2001; Zemach & Rumisek, 2005 in Cahyono *et al*., 2016:22).Mastering five components is complex and is time consuming. It demands much time and energy as there are some activities the students need to do at the same time. As an illustration, they have to think the appropriate vocabulary, to compose good content and organization, to consider the appropriate punctuation, etcetera.

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The absence of students' motivation to write becomes another factor that contributes to the writing failure (Fareed *et al*., 2016:87). Motivation is central to the effective learning; Saranraj *et al*. (2016:10) argued that motivation supplies the learners energy to get their task accomplished, makes them stick to their learning goal, directs them to achieve their learning goal, keeps their focus, facilitates their learning, and creates their interest. In other words, well-motivated learners would attain in all area they learn. Therefore, students need to possess strong motivation in order to achieve their goals of writing. Unfortunately, the fear of creating mistakes and the stressful learning circumstances discourage them to write.

Furthermore, the absence of practice and feedback leads the students to a frustration (Dar *et al.*, 2014:50). Teachers agree that writing cannot be done at once; it goes through several processes (Brown, 2000). The more practice that the students do the more they get accustomed to writing. Meanwhile, feedback is defined as the information which an agent (teacher, peer, self, book, or experience) gives (Hattie and Timperley, 2007:81). The information can be in the form of correction, clarification, encouragement, alternative strategy, etc. From the definition, we know that feedback is useful for students' writing development.

Apart from the above facts, the writing approach applied by teacher determines successful academic writing. Although there has been transition of teaching writing from conventional approach, namely product approach, to process approach since 1970's (Silva, 1990; Reid, 1993 in Abas & Aziz, 2016:22a), teachers are liable to focus on the product approach (Ignatius, 1999;

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Latief: 1990; Sulistyaningsih 1997 in Abas & Aziz, 2016:22b). They concern on the final result of their student's writing rather than the process (Getnet, 1994 in Alfaki, 2015:44). Palpanadan *et al*., (2014:790) confirmed that due to its practicality, most teachers are likely to employ product approach rather than process approach. They further explain that this leads to writing pitfall.

However, focusing on the process approach is not enough. In accordance with the development of language teaching and language assessment which offers students opportunity to acknowledge their own strengths and weaknesses promotes new concept of learning. The trend is commonly called as alternative in assessment (Brown, 2004:279), namely peer assessment. Peer assessment is viewed as an authentic assessment since the activity of rating peer's communication effectiveness by others is involved in peer assessment (Underhill, 1987 in O'Malley *et al*., 1996:69). Many scholars (e.g. Dar *et* al., 2014; Ljubojevic, 2014; Landry *et* al., 2015; Sotoudehnama and Pilehvari, 2016; and Puegprom *et al*., 2011) have applied peer assessment as solution to some problems of writing such as lack of practice and absence of helpful feedback.

The idea of implementing peer assessment in higher education is in line with the statement of Falchikov (1986) and Bloxam and West (2014) in Mooney *et al*. (2016:2834a); they argued that peer assessment is important for students in learning, expanding their critical skills of thinking and bettering their understanding of assessment standard. Dealing with the importance of peer assessment, Kearney (2013) in Mooney *et al.*, (2016:2834b) suggests that teachers

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need to employ the assessment that captivates and entails students and that promotes important skill such as 'critical thinking and autonomous learners'.

Finally, this study is based on the rationale that it is necessary to improve the ability to write for the academic purpose as it is a compulsory major for students at university level, and it is to see how effective peer assessment as formative assessment applied in teaching writing for academic purpose.

1.2 Scope of the Study

Due to the limitation of the time and writer's knowledge, this study focuses on the effectiveness of peer assessment in teaching descriptive essay for the third semester students of the English Department of Pancasakti University Tegal in the Academic Year of 2014/2015).

1.3 Statement of the Problem

Regarding to the background of the study and the scope of the study, the problems are stated as follows:

1. Is teacher assessment effective to improve writing competence at high writing proficiency level of students in control class?
2. Is teacher assessment effective to improve writing competence at low writing proficiency level of students in control class?
3. Is peer assessment effective to improve writing competence at high writing proficiency level of students in experimental class?
4. Is peer assessment effective to improve writing competence at low writing proficiency level of students in experimental class?

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5. Is peer assessment more effective than teacher assessment in improving students' writing competence?
6. Is there any potential interaction between writing competence, peer assessment and students' writing proficiency level?
7. What is students' writing problem students mostly have?

1.4 Objective of the Study

In accordance with the statement of the problem, the objectives of the study are as follows:

1. To find out whether teacher assessment is effective to improve writing competence at high writing proficiency level of students in control class
2. To find out if teacher assessment effective to improve writing competence at low writing proficiency level of students in control class
3. To figure out if peer assessment effective to improve writing competence at high writing proficiency level of students in experimental class
4. To figure out whether peer assessment effective to improve writing competence at low writing proficiency level of students in experimental class
5. To investigate whether peer assessment is more effective than teacher assessment in improving students' writing competence
6. To investigate whether there is any potential interaction between writing competence, peer assessment and students' proficiency level
7. To know what students' writing problem students mostly have

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1.5 The Significance of the Study

By implementing peer assessment in teaching writing for the third semester students of the English Department of Pancasakti University Tegal, expectedly, this study gives meaningful contributions to the followings:

1. Theoretically, this study will beneficially contribute to the field of Teaching English as a Foreign Language (TEFL). In addition, it becomes precious literature for any educators who want to develop various numbers of teaching methods. Furthermore, this study can be the reference for any researchers who want to conduct further study in the same field.
2. Practically, the result of this study can be the major foundation for writing lecturers in UPS Tegal to decide the next treatment for their students; and the students may use the result as the reflection of their writing competence throughout the semester.

1.6 Definition of Key Terms

Here are some definitions of key terms related to this study:

1. Peer assessment in writing is a process to provide written feedback or comment from peer to peer; it aims to edit, revise or to change the grammar, content, organization, unity, coherence, etc. (Debero, 2014:6)
2. Descriptive Essay is paragraphs used to describe how thing or someone is; it is based on what we feel, see, hear, and taste from our sense. It provokes the readers to feel what they are reading (Savage and Meyer, 2005:33; Zemach and Yilmaz, 2005:25; and Faisal *et al*.2013: 242).

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1.7 Conceptual Framework

The study focuses on teaching writing particularly writing English for academic purpose. However, academic writing here covers only one essay, namely descriptive essay. The reason for choosing the topic is in accordance with the background of the study that writing is the hardest skill for students to master. Therefore, peer assessment is employed as a tool to solve students' writing problem. Peer assessment promotes new concept of learning in which assessment is used as a method of learning, rather a final judgment.

The ultimate objective of the study is to see whether peer assessment is effective to improve students' writing competence. To find the answer experimental research with factorial design is applied. The subjects of this study are two classes; one is as control class and the other one is as experimental class. Each class consists of 24 students. All students are in the third semester of the English Department of Pancasakti University Tegal in the academic year of 2014/2015. Peer assessment is given to the experimental class while the control class still carries out the teacher assessment. In the writing process, students go through several processes such as planning, first drafting, revising, second drafting, editing, and final drafting. In the stage of editing and revising, students are given a set of peer assessment; however, they initially involve in formulating the assessment categories.

In addition, to measure the effectiveness of peer assessment, test, observation and questionnaire are used as the instruments of the study. Test is carried out to figure out whether there is any progress in the students' writing

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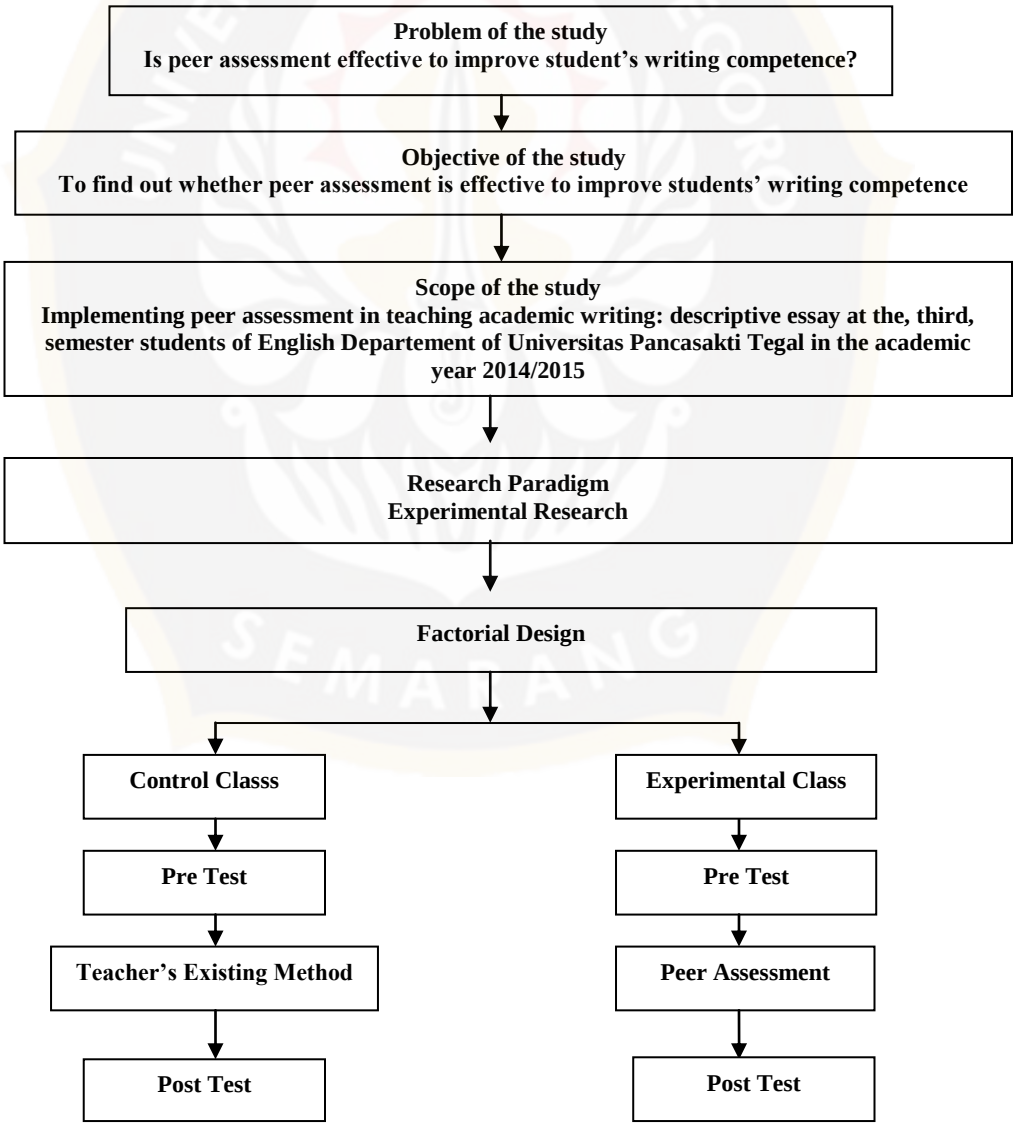
competence; to add, questionnaire is carried out to find out whether there is any progress in students' writing interest. Finally, observation is employed in order to make sure that the experiment runs as what has been planned.

The conceptual framework of the study is clearly seen from the figure below; there is systematic relationship among the problems, objectives, scope of the study, method, and procedure.

Figure 1.1

Conceptual Framework (Adapted from Schneider, 2005)



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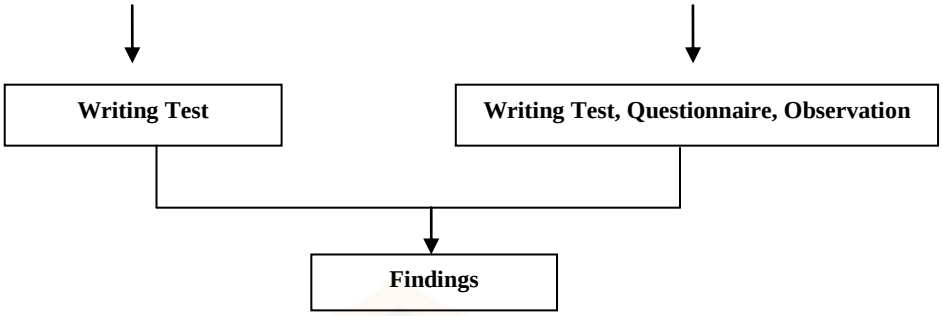

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CHAPTER II

REVIEW OF THE LITERATURE

The discussion in this chapter is divided into two parts, namely the previous study and the review of literature. The previous study consists of several researches that are relevant to the present study (the use of peer assessment in writing). The review of literature deals with some underlying theories of the present study, such as the theory of peer assessment, the theory of writing, and the implementation of peer assessment in teaching writing.

2.1 Previous Study

Many studies have been done in response to the claims of the benefit of peer assessment in teaching and learning. Researchers have investigated the use of peer assessment from various views; it benefits this present study as it gives insights of why this study is worth conducting. There are five previous studies presented in this section.

Ashraf *et* al. (2015) carried out research to 48 EFL Iranians who came from the same language proficiency. They, then divided the 48 students into two classes (n=24 control class and n=24 experiment class). There was something interesting from the study conducted by Ashraf *et al*. (2015). Mostly, researchers combined both self-assessment and peer assessment as the tool to improve the students' achievement as in Iraji *et al*. (2016). Ashraf *et al.* (2015), however, investigated which of the two was considered the most effective. The result

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surprisingly reveals that peer assessment was more effective to develop the students' autonomy and speaking skill than self-assessment. Nevertheless, they focused only in the two groups. Their final result does not answer at which level of students that peer assessment considered to be more effective.

Similar study was conducted by Faudi (2016). His subjects were 90 secondary students of MA Kuta Baro Aceh Besar. He aimed to examine whether there was a significant difference of the students' writing achievement using peer assessment. He divided the students into control and experimental classes. There is a significant improvement in the students' writing achievement. Hence, his study does not present a deeper analysis on the students' attitude towards peer assessment.

Likewise, Debero (2014) conducted a classroom action research in the same field to Ansho secondary and preparatory school. His study was to demonstrate peer assessment as a method to enhance the student's writing achievement, and to overcome the students' writing problem. From his study, he concluded that writing achievement of the students improves and the students shows positive response to peer assessment. Yet, because it is action research, thus, the final result cannot be generalized. It is valid only for the class he taught, as in Schwalbach (2003:9).

On the other hand, Landry *et al*. (2015) investigated 44 students (from different disciplines) of undergraduate level's perception towards peer assessment and students' ability in providing feedback. In written assignment, they compared the result to the teachers' grade and examined the consistency between the

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assessors. They came to their final finding that there wis no significant difference between the grade from the students and the teacher. In addition, students show positive attitude towards peer assessment. Both their ability to give feedback and their writing competence improve, but the consistency between the assessors is low. This was a good-designed research with 44 participants. However, the reliability of the research is questionable since the participants are the students from different disciplines who enroll across years. In the case of EFL learners, for instance, students majoring Math may have poor writing compared to students majoring English for Education. Thus, it is essential that the subject of the research is in one population.

Apart from the four previous studies above, contradictory findings were stated by Brammer and Rees (2007). They conducted an experimental study at a privates master's-level comprehensive university in the southern of United States. Their study intended to investigate the usefulness of peer review from the students' perspective. It was quite surprising that their final conclusion is that peer assessment is not very helpful. Some evidences confirm the valueless and the invalid review from the peers. For instance, students concern only small part of the writing such as grammar and vocabulary. In addition, most students distrust their peer, for the review from their peer worsens their writing. Still, it is worth conducting the further study aimed to overcome the valueless and invalid review from the peers.

In conclusion, the five previous studies explore peer assessment from different aspects. Four studies prove the efficacy of peer assessment to enhance

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students' writing ability. However, Ashraf *et* al. (2015),Faudi (2016), Debero (2014), and Landry *et al*. (2015), imply some weaknesses such as the needs for deeper analysis, the needs to conduct different research design in which its result can be generalized at every context, and the validity of the result from the subject of the study. Although Brammer and Rees (2007) proved that peer assessment did not 'really work' on students, it is essential to do another study to minimize the inhibited factors. Consequently, the present study is designed to fill the gaps of the analysis, research design, and the data. The research paradigm in the present study is experimental research with factorial design; however, to support the quantitative data, qualitative data is gained to find out the students' attitude towards peer assessment. Furthermore, the present study aims to investigate the problems that mostly occur in students' writing.

2.2 Theoretical Background

There are several theories underlying the present study. They are theory of peer assessment, theory of writing, and theory of peer assessment in writing.

2.2.1 Peer Assessment

The discussion of peer assessment consists of three sub points: definition of peer assessment, rationale of peer assessment, theory underlying peer assessment, peer assessment as formative assessment, the importance of peer assessment, problem of peer assessment, and the organization of peer assessment.

2.2.1.1 Definition of Peer Assessment

Peer assessment is literally defined as an activity in which student gives each other mark or grade (Liu, *et al*., 2006:280; Yung, 2012:24; Deakin-Crik*et*

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*al.*2005:3). However, Topping (1998:250) stated that peer assessment is a set of rules taken in the process of consideration and determination of a product/ performance's level, the value and the quality among learners in the same status. The interpretation of 'learners in the same status' can be learners who jointly study in the same field within the same year. Meanwhile, the term 'product or performance' is translated as behavior, portfolios, classroom discussion, and etc.

Wind and Jensen., (2017: 256) said that peer assessment is the involvement of the students to evaluate and to give feedback. In addition, peer assessment is not only a piece of assessment but it is also a learning method (Jones, 2005:19) as it changes the 'testing' to a culture enhancing learning (Frankland, 2007:64).

Meanwhile, Falchikov (2001, in Liu *et al*. 2006:280), used the terms 'peer feedback' and 'peer assessment' to avoid misunderstanding. Peer feedback refers to student-to-student sharing opinion about performance or standard. Peer assessment, on the other hand, is defined as the activity to give the peer grade of a work or performance based on the given criteria. In other words, peer feedback offers the students opportunity to give comments without formal grading, but peer assessment requires standard grading criteria. However, Danver (2016) argued that peer feedback is part of peer assessment after peer observation. Accordingly, Ying *et al.* (2014: 385) stated that the cores of peer assessment are both qualitative and quantitative feedback.

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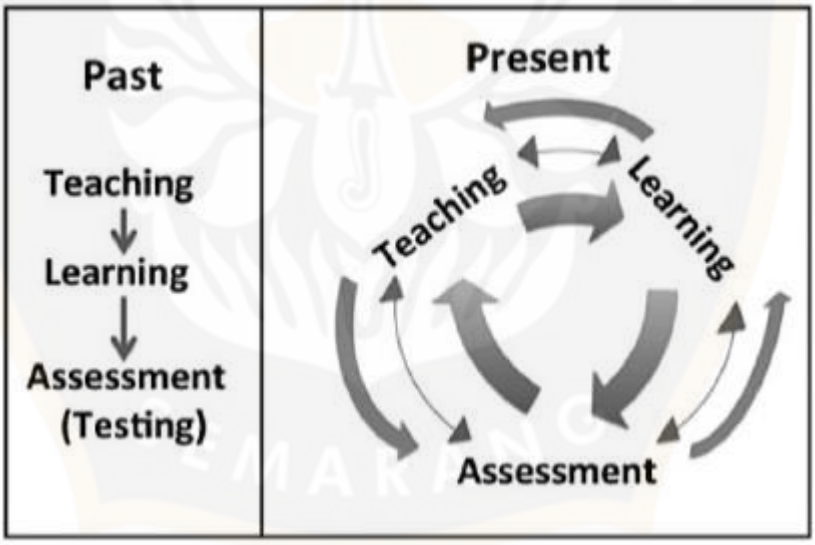
2.2.1.2 Rationale of Peer Assessment

The traditional assessment method, according to the educators, is no longer relevant to modern educational setting. Traditional method of assessment, namely pen-paper assessment (i.e. multiple choice), fails to assess the range of the students' intelligence (Gardner, 1983 in McDonald, 2016:2a). In addition, assessment is no longer a judgment either in the form grades or evaluation at the end of the course, rather it is penetrated in and strengthens a learning process (Perkins, ___ in McDonald, 2016:2b). The figure below clearly shows the distinction of traditional assessment to the present assessment.

Figure 2.1
Traditional Assessment and Present Assessment from Tay in Kelvin *et al*. (eds), (2016)



Students see traditional assessment as the end-course mark, they will surely forget what they get from learning. Boud (2000:151) asserted that 'assessment practices in higher education institutions tend not to equip students well for the process of the effective learning in a learning society'. Therefore, the

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demand to change the traditional assessment method to modern assessment method is undeniable (McDowel, 1995 in Karami and Rezaei, 2015:92). Peer assessment is one of the modern assessments, commonly called as alternative assessment (Karami and Rezai, 2015:92).

2.2.1.3 Theories Underpinning Peer Assessment

As peer assessment belongs to Peer Assisted Learning (PAL), 'reflective' becomes one of its characteristics. In addition, it points out on the understanding of the assessor about the nature of good quality work. Topping and Ehly (1998) described the theories underpinning Peer Assisted Learning (PAL) which answer how and why does PAL work. The theories include the Piagetian Development, the Vygotskian theory of social constructivism, the Rogoff theory of apprenticeship in thinking, and the theory of learning by teaching.

Piagetian Cognitive Development

Mc Donald (2016) described the cognitive development of Piaget. The children cognitive development passes through several stages they are sensory motor stage (0-2 years old), pre-operational stage (2-7 year old), concrete operational stage (7-12 years old), and formal operational stage (12-16 years old or more). However, without explaining the stage one by one, Mc.Donald associated the Piagetian Cognitive Development with the development of peer assessment introduced to students for forty five years.

At the beginning, students start with an egocentric manner. They would think that their view is the only-one-existing view. It is the most correct view and it is unarguable. At this point, accepting different view from their peer is difficult.

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After they are familiar with peer assessment, they grow their concept of thinking and decentering manner encounters. Hence, the presence of 'moral realism' may occur. Students will realize that their friends also have the distinct concept of what is right or wrong. As a result, students may defend their point of view although it is wrong. Later, they would become more objective and their emotion is manageable. They see their peers' feedback as good opportunity to improve their work rather than failure.

Vygotskian Theory of Social Constructivism

The theory persists on the importance of social interaction to develop the cognitive aspect of children. Vygotsky believed that the culture of children first come from the social interaction, later from individual.

He distinguished the two area of the children's development; they are what the children do with help and without help (Zone of Proximal Development, ZPD). It is highlighted that the ZPD achieves its maximum development if children involve in social interaction. In other words, children will do better to work collaboratively than to work alone. It is along with peer assessment in which focuses on the teamwork; by working with team, it is expected that students reach the maximum development of their cognitive.

Rogoff Theory of the Apprenticeship of Thinking

This theory is to answer how peer assessment and other PALs work. It includes the 'bridging procedures' which means transferring the responsibility from professional to novice. In the context of peer assessment, I personally believe that both assessor and assesse are like doing role play. The assessor is as the

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professional and the assesse is as the novice. The assessor and the assesse are interchangeable, and so is the role.

Learning by Teaching

Learning by teaching is a term used for peer tutoring. In peer assessment it is changed to be *learning by assessing* (Topping, 2010). The ability to intelligently question and evaluate performance or product belongs to the process of assessment. Peer assessment, in particular, requires the assessor to review, to summarize, to clarify, to give feedback, to diagnose the gap and to compare the gap to the ideal. This cognitive skill is effective to sharpen the understanding of the assessor.

2.2.1.3.1 Feedback

The main characteristic of peer assessment is the activity to give feedback among peers. Hattie and Timperley (2007) defined feedback as the manifestation of information given by the agent of education (e.g., teachers, students, staff, and etc.) dealing with aspects of certain performance or product. Feedback is designed to decrease the gap between current understanding and goal or criteria. The effective feedback compels three points such as goal, progress needed to achieve the goal, and activities made to make better progress.

Goal is associated as certain understanding or completion which aims to distinguish the quality of experience. Goal is strongly related to feedback; if the goal has bias definition, students will be unclear of the need to reduce the discrepancy of current and the intended learning. Conversely, it is difficult for students to grab the success learning when the feedback given is not relevant to

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the goal. After goal, some progress to reach the goal should be determined. Students and teacher collaboratively identify the criteria, the current performance including the success and failure. One of the methods to answer 'what progress made to reach the goal?' is test. At the end, the decision on 'what's next?' directs the students to go through several activities like to apply more strategies, to deepen their understanding, and to engage with more self-regulation.

Similarly, Wiliam (2011) categorized the effective feedback into three. An effective feedback focuses more on the next steps to be taken to make progress, rather than on judgment of students' performance (good/bad). An effective feedback is also targeted which means less feedback but focused is better than to much feedback but unfocused. In the end, an effective feedback should be relevant to the goal of learning.

2.2.1.3.1.1 Four Levels of Feedback

Feedback reflects in four levels: feedback about the task, feedback about processing the task, feedback about self-regulation, and feedback about self as a person. The four levels of feedback are certainly different from one another. Here are the descriptions of the four levels.

Feedback about the task is also termed as corrective feedback. This feedback, for instance, is to learn different information, to distinguish the correct and incorrect work, and to construct surface knowledge. Its feedback dimensions are on the neatness, the correctness, the behavior, and many more. The comment like 'I think this answer is rather incorrect' is the example of feedback about the task.

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Different from feedback about the task, feedback about processing the task acquires deeper knowledge. It involves the information of environmental relation, relation of the personal's perception, and environmental-personal's perception relation. For example, a peer may say 'Please edit the organization of your writing into good essay'.

Feedback about self-regulation, on the other hand, focuses on the interconnection among 'commitment, control, and confidence'. Its dimension is on controlling, directing, and regulating students' action to the goal of learning. For instance, teacher may say 'can you check whether your supporting sentences are relevant to the topic sentence?'

Finally, personal feedback (e.g., good boy, nice, excellent) is usually irrelevant to the goal of learning. However, its feedback used more often in the classroom situation compared to the other three. Personal feedback is not really effective as it provides less or even none information about which part the students need to work on.

2.2.1.3.2 Peer Assessment as Formative Assessment

Topping (2010:395) grouped the function of peer assessment into two: as formative and summative assessment. It's called as formative assessment when the assessment (judgment about performance or the product's quality or value) contributes to the improvement of the students' work through which the trial and error occur (Sadler, 1989:120a).

Conversely, peer assessment is considered summative assessment when it is used as a final judgment in the completion of a topic or a course; it's simply

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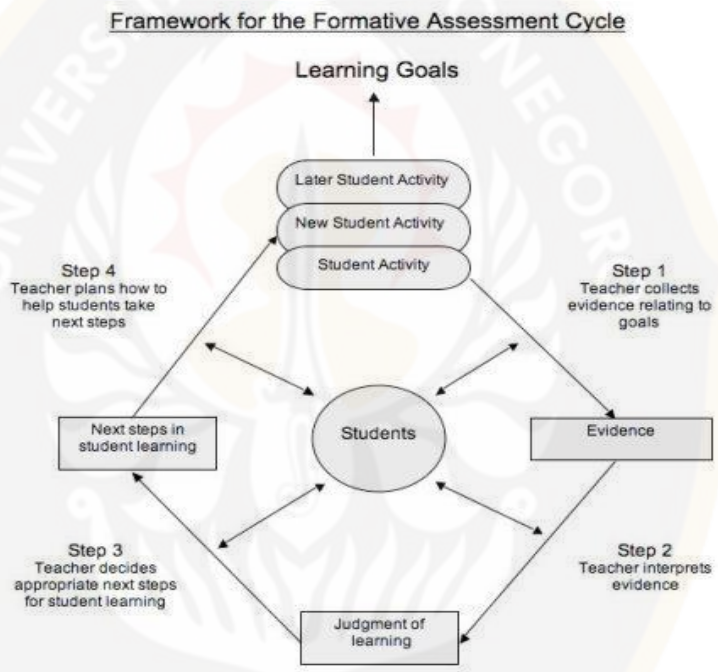
associated with grades and score (Sadler, 1989:120; Jones, 2005; Vickerman, 2009) which also contributes to the progression and the classification degree of the students (Orsmond, 2004:7). Still, peer assessment becomes one of the best manifestations of formative assessment (Noonan & Duncan, 2005 in Frankland, 2007:145a). This following figure explains how formative assessment works.

Figure 2.2
Whyne's Framework of Formative Assessment



Based on Figure 7.3 from *Teaching, Learning & Assessing Science 5-12* by Wynne Harlen

In Harlen (2005), formative assessment covers the four steps: collecting the evidence, interpretation of the evidence, deciding the next steps, deciding how to do the next steps. After the goal of learning is set, teacher would collect some evidences which relevant to the goal. The evidence is obtained from different ways, for instance, from observing, listening, and questioning. When evidences are gathered then teacher interprets them, the result of this process is called the

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judgment of learning. It is necessary to understand that the judgment of learning is not a label for students; rather, it is an important point to decide the next steps taken by the teacher and how to help them. The final product of the process formulated the new student activity. However, new activity will be the evidence of the students' progress; it can be collected for further decision and steps leading to the next activity.

Harlen (2005) further explains that although it is a step-from-step process, the reality may go differently. For instance, new activity and next activity may occur sometimes later when teacher encounters the same topic. Above all, the highlight of the framework is the students; the ultimate aim in formative assessment is the development of students' awareness of their own learning and what are their roles in the learning process. They should know what to achieve, and why; thus they can provide the information of what they already know. They may interpret them by comparing with the goal; thus, they can decide what and how the next steps are. In this case, students are not only the object of learning but they also contribute to the learning process.

Peer assessment, however, has the same core that is to promote the students' participation in the teaching and learning process as they encounter to the problem-solving skill scenario (Frankland, 2007b: 145). There are two reasons imposing the use of peer assessment (as formative assessment) from the viewpoints of the assesse and the assessor (Topping, 1998 in Panadero, 2016:248). First, the assesse possesses feedback directly from their peer on how to enhance

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his/her work. Second, by evaluating peer's work, the assessor owns awareness of the strength and the weaknesses of his/her work**.**

2.2.1.4 The Importance of Peer Assessment

It was Mc.Donald(2016) who traced the potential benefits of peer assessment. Peer assessment plays important role in improving motivation and learning, promoting learner's autonomy, developing the skill of long-life learning, engaging students with deeper learning, increasing learning experience, and preparing the level of maturity.

First, peer assessment benefits to improve motivation and learning. In term of motivation, peer assessment supports the students to learn. It leads them to a transition from the boring learning atmosphere into the interesting learning atmosphere. In addition, being continually assessed by their peer contributes as powerful motivation for students. Meanwhile, in term of learning, Bloxham and Boyd (2007) argued that the involvement of the students in assessment gives the chance for them to learn the essence of work quality in a certain context. Therefore, their judgment can be employed in the work. As it is believed that the students will master their field of study if they enlarge the opportunity to assess, the so-called, quality of the work. At this point mistakes are seen as opportunities rather than failures.

Second, peer assessment promotes the autonomy of the learner. It is based on the assumption that students' dependence on teacher is challenged by peer assessment; as the students work together with their peer which means they are responsible for their own learning (Ashraf and Mahdinezhad, 2015). Although

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scholars are still on debate in formulating the definition of autonomy, in its context of language learning, Everhard (___in Murphy and Everhard (eds.),2015) & Little (2011) elaborate the term autonomy as the ability of the students (acquired from the knowledge of how to make decision about the self) to regulate his or her own learning. The learning involves the activity to set the learning goal, to assess their own development, to know what effective and what is not for them, to identify the solving of their problem.

Third, peer assessment is essential to develop students' life-long learning skill. They are, for example, the skill of how to give feedback, the skill of how to self-evaluated, the skill of how to determine the viewpoint, and the skill of interpreting and negotiating (Bloxham and Boyd, 2007). The skills were covered in the process of peer assessment.

Fourth, students reach the deep learning with peer assessment. Shaw and Lawson (2015) stated that deeper learning, as opposed to surface learning which emphasizes on the knowledge improvement, focuses on the connection between knowledge and understanding. Students do not stop at the level of knowing but they go to the deeper level that is why and how something works. It provokes the critical thinking of the students.

Fifth, it is beneficial for gaining students' learning experience. The key term of peer assessment is giving feedback. By doing so, students directly get input from their peer. They can quickly connect the input to their work. In other words, students quickly make interpretation from the new information to what they already know. At this point, peer assessment is effective to increase their

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learning experience. In contrast to peer assessment, feedback (in traditional assessment) is given in too much elapsed time. It, then, raises another problem for students. Students are difficult to connect and to recall the new information from the teacher to what they already do.

Finally, peer assessment helps students to meet the certain level of maturity. Peer evaluation encourages students to respect their friend's opinion that may be different from theirs. Similarly, the same opinion may be presented differently. It enriches their insight on how to implement the same idea in various ways as it is impossible to have the same response in a given context. Therefore, peer assessment is considered as the means to prepare students for democratic society.

2.2.1.5 Problems in Peer Assessment

Despite its advantages, there are some problems or disadvantages of peer assessment. Parkes and Zimmaro (2018) contended the main problem in peer assessment that is whether reliable and meaningful feedback can be provided by peers. In addition, students might not accept their peer feedback when low score or negative comment is given to them. The effort of the students in peer assessment may vary, thus, the overview from teachers are needed. Harell (2013) added that students may feel irritated with peer assessment, for assessment should become the responsibility of teachers or educator. Uncomfortable feeling may also raises when students' work is evaluated by peers.

Furthermore, students might not be objective in assessing their classmate; they may over mark their friends work. Providing students with training and

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workshop, however, are time consuming especially when teacher has to prepare sheets and exemplar of assessment criteria.

At last, the issue of validity and reliability of peer assessment are open to debate. Cho *et al*. (2006) stressed that teachers and students may differently see the validity and reliability of peer assessment. Teachers perceive peer assessment as valid and reliable while students do not. The different perspective is due to the authority. Teachers, for instance, are able to grade all students' work while students can only assess their work or some work of their peers.

2.2.1.6 Organization of Peer Assessment

Topping (2010) explained how to organize the effective peer assessment. Basically, peer assessment deals with some activities such as giving feedback during the learning process, assisting student to plan learning, helping students to acknowledge their strength and weakness, helping students to formulate problem solving, and helping students to develop their professional and metacognitive skills.

The outlines of good organization of peer assessment are as follows;

1. Seek the initiative with other teacher rather than working alone
2. Communicate with all stakeholders about what to achieve, why it is important, what comes for the expectation, and finally what comes to an agreement. For example, does it aim to develop students cognitive or metacognitive? It is essential to discuss with students overtime and ask them for an agreement and advice.

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3. Engage the students in designing assessment criteria. Students need to be involved in such process as they will feel the ownership sense and their anxiety may disappear. This process, perhaps, raises some possibilities such as students' assessment criteria are similar to their teachers or teachers' draft of assessment criteria is totally changed. Students, whatsoever, must be involved in the creation of assessment criteria.
4. Classify and pair the students. Before starting peer assessment, teachers need to identify the ability of their students in order to easily match or pair them. Teacher can list the students, if they are from the same class, from the highest 'to the lowest. They, then pair the first to the second, or they can pair the fast to the slow student.
5. Supply the students with qualified training, workshop, and exhibition of peer assessment. The more practice students get the more successful is the peer assessment. Students can do 'the role play', one is as the assessor and one is as the assesse. One explains the purpose, the reason, and any stuff related to the assessment criteria. In this case, teacher's role is a guide, supervisor and coach.
6. Give the students clear notes or other scaffoldings as guidelines. This will help students to remember some important things dealing with the peer assessment they are about to conduct.
7. Write down the certain activities that the students do and the length of time. To decrease the confusion, it is crucial to arrange the 'run-down' of what students must do and how long the given activity will last. If one pair runs out

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the time, is it necessary to have extra peer assessment? How to make the students stick to the sequenced activities? Other considerations should be taken into account.

8. Be the supervisor and the coach not the 'big boss'. Teacher should remember that the focus of the activity is the student. Thus, be low profile and continue to give feedback to every pair in the classroom and make sure the activities run based on what is planned.
9. Compare and analyze the quality of students' peer feedback to the teacher's. Classify the students into high, middle, and low categories based on their feedback quality. Teachers need not to worry about the diversity of the feedback as the more diverse the feedback is the deeper the feedback. However, if it is far from expectation, teacher may consult to partner.
10. Examine peer feedback validity and reliability. Teacher needs to check the consistency between one feedback and other feedback or between students' feedback to teacher's feedback. If there is a gap, is it big gap? However, that teacher's feedback is more reliable is not always true. Sometimes, peer feedback leads to the more reliable assessment. Therefore, teacher should match the validity and reliability overtime.
11. Evaluate the result and give comments. The overall process should be evaluated. Teachers can announce the result of evaluation to the students. The next step is to give students review or feedback of what they already do, particularly the quality of peer feedback. Does it meet the reliability?

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Students' quality of feedback would never better if students are not given the information.

2.2.2 Writing

The theory of writing is divided into three like the nature of writing, writing for academic purpose, and writing essay.

2.2.2.1 The Definition of Writing

Boone in Houston (ed.) (2004) asserted the general definition of writing. Writing is graphically recorded language, as the area of writing is in linguistically script and the relation between graphical script and the represented linguistic elements. In addition, Lynch and Knight (2011) simply defined writing as the representation of language sounds and words by the written letter or symbols. However, Boone (1994) later defined writing as particular ideas communicated through manner via permanent and visible marks.

Meanwhile, Alamargot *et al.* (2001) elaborated writing as complex task which involves the implementation of several mental activities. When a writer begins to write he would go through several processes. A writer should have knowledge of what to write (e.g., the text goal, and the text social function). He also has to identify who the readers are and determine what may come to the readers' expectation. He, then, controls the topic in order to choose the most relevant ideas for the content of the text. The process does not stop until he checks the coherence of the text, clarifies the message, modifies the text, and speaks the ideas.

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2.2.2.2 Writing for Academic Purpose

Academic writing refers to a style of writing that involves the process of gathering and scrutinizing both information or knowledge from many different sources in which the final product of the process is the reliable perspective from the author (Pirls *et al*., 2011:69). Meanwhile, Sajid*et al.* (2015:175) choose the word 'scientific writing' as the synonym to the term academic writing. They, further, characterize the writing as a research practice which is usually conducted by researcher in higher level of education.

Another viewpoint implied that writing in academic world is different from the real world. We would write based on what the second hand do (critiques, explanations, ideas) rather than what we see, hear, smell in real world (Macgibbon. '__':3). Therefore, academic writing uses specific tone and style. This, of course, makes the writing sounds formal, technical, objective and complex (*Writing Tertiary*.__:18).

Balley (2017) described some purposes of academic writing. They are, for instance, as a report of a research, as an answer to writer's question, as a discussion on a common-interested-topic, and as an analysis on previous research.

Common types of academic writing are classified into six such as notes, report, project, essay, thesis or dissertation, and paper. A note is students' personal writing of some important points on a lesson or lecture. In addition, report is a description on survey, research, experiment which is done by students. Furthermore, project is a research done by either individual or group on the topic chosen by the students. Moreover, essay is the common writing task usually

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consists of 1000-5000 words and the topic is given by the teacher. Meanwhile, thesis or dissertation is a piece of writing that is longer (more than 20.000 words); it is normally written by students for higher degree. Finally, any academic essay, article, report, and presentation are generally called as paper.

2.2.2.2.1 Writing Essay

Soles (2009) marked out that academic essay is a piece of writing of a given topic taught in schools and college or university consisting of 500 to 5000 words. A good essay should encapsulate the standard of good academic writing that is to have clear beginning, middle, and end and to have ISCE: Intelligence, substance, clarity and energy. An essay is intelligent when the insightful ideas are presented and authorative source are cited; an essay is substantial when it develops the ideas in detail in order to clearly convey the message of the writer. An essay is clear when it sounds the clear grammar, organization, punctuation, sentence structure, and diction; and an essay is energetic when strong voice is used in natural and spirited way.

2.2.2.2.1.1 The Types of Essay

Essay is categorized into several types. They are, for example, descriptive essay, ‘for and against essay’, ‘compare and contrast essay’, the analytic essay, ‘the literary appreciation essay, report of an experiment, philosophies analysis, the polemical essay, and the classical essay (Jones and Jhonson, 1990). However, only six types of essay explained here: descriptive essay, the ‘for and against’essay, the compare and contrast essay, the analytic essay, and the literary appreciation essay.

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Descriptive Essay

Descriptive essay may seem as a simple essay. This essay has function to describe how thing or someone is; it is based on what we feel, see, hear, and taste from our sense (the use of sensory details). It provokes the readers to feel what they are reading (Savage and Mayer, 2005:33; Zemac*h at al.*, 2005:25; and Faisal *et al*., 2013: 242). Hercules (2015) stated that to describe means self-explanatory. The descriptive essay may be extremely dull to read; therefore, descriptive essay is avoided. However, Meyer (2009) in Suriyanti and Yaacob (2016:74) argued that the fundamental of all essays is in descriptive essay. Thus, it is crucial for students to master a descriptive essay at early stage.

Generally, descriptive essay needs no specific analysis; it is only to check your understanding of the topic you have studied. As an illustration, a writer wants to write about the role of selected committees in a parliament. In this case, you do not give your opinion about how good or bad the committee is; however, you just give your comprehensive description of the committee. You, probably, can start from the history of the selected committee, then how they are appointed, what their relation to the parliament is, what their responsibility are, and how they make report.

For and Against Essay (Argumentative Essay)

Argumentative essay is a set of strategies to convince the reader that your idea of an issue is right (Oshima *et al*.2006:142). Diaz (2002 in Chala *et al*., 2012:28) supplemented that the argumentative essay started with a controversial issues, and then the author builds up valid arguments relied on his or her belief to

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persuade and to convince the reader. Damer (2009) stated the five steps in writing argumentative essay such as (1) find a lot of information about the chosen topic, (2) take a stand of the chosen topic, (3) develop arguments to support your position, (4) present the counter argument (objection to your position), (5) give solution to the objection (refutation).

Compare and Contrast Essay

Compare and contrast essay is a piece of writing which compares the two items from its similarities and differences (Oshima and Houge, 2006). There are two ways of organizing compare and contrast essay: point-by-point organization and block organization. The concept of point-by-point organization is similar to the concept of pattern of logical division. When you want to compare between two jobs, for instance, the first thing to do is to make a list of some important factors. They may be the salary, the atmosphere of the workplace, the distance, and etc. The points of comparison become the subtopic in each body paragraph of the essay. The next step is to find the similarity or the difference between two jobs within each factor. Block organization, on the other hand, works by gathering the similarities in a block and the differences in other block. The similarity may come first, or vice versa.

The Analytic Essay

Analytical essay is a type of essay which gives you more space to get acquainted with, to make discrimination, to analyze, and finally to give your own judgment of the given topic. Suppose that you talk the same topic about the effectiveness of select committee in a parliament. At this point, to describe about

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the committee is not enough, and neither to against nor to compare. You, however, need to go to deeper analysis of what the committee has done to what has been intended.

The Literary Appreciation Essay

The aim of the literary appreciation essay is to give review of some literary piece of work. They can be poem, novel, and film. The review contains some appraisal or even critiques related to both intrinsic of extrinsic element of its work.

2.2.2.3 Writing Aspects

There are five components of writing according to Hamp-Lyon (1990) in Klimova (2011:391) which are commonly used for writing assessment criteria. The five components are content, organization, grammar, vocabulary, and mechanic.

Hall (1982) in Nik *et al.* (2010:55) advocated that a good content is the reflection of a good essay. Content is the knowledge of the writer about the subject, it is also a skill to develop a thesis statement with relevant details (Shehadeh, (2011) in Khatib *et al*., 2014: 205). The content of an essay may vary based on its purpose; descriptive essay, for instance, the purpose of its essay is to describe how thing or someone is. Therefore, the content should describe the topic chosen by the writer. On the other hand, argumentative essay should present a strong point of view from the writer with supporting evidences since its purpose is to convince the readers that something should or should not be the case (Oshima and Hougue, 2006:142).

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Organization is also called as structure; it refers to the procedure of arranging the dissimilar part of something (Hornby, 2010:1037). It involves some activities such as how to organize some ideas clearly, how to ascertain the coherence of among sentences and paragraphs, and how to ascertain the cohesive (Jacobs, *et al.*, 1981 in Palenkahu, __:5). The organization of a simple essay consists of three basic parts. The three parts are introductory paragraph, body paragraph, and concluding paragraph (Savage & Mayer, 2005). Introductory paragraph introduces the readers of the topic. It has a hook, the background information, and thesis statement.

Hook is a sentence to attract reader's attention. Then, the final sentence of introductory paragraph is called thesis statement which is also the main idea of the entire paragraph. Additionally, the body paragraph of an essay supports the idea in thesis statement. It consists of topic sentence and supporting sentences. Finally, the concluding paragraph summarized the ideas in the essay. Yet, concluding paragraph can be restatement of the main idea in the thesis statement. Below is the scheme of essay organization adapted from Staruch (2005:2).

Figure 2.3
The Scheme of Essay adapted from Strauch (2005:2)

Introductory Paragraph
Hook
Background information
Thesis statement
Body Paragraph
Topic Sentence
Supporting Sentences
Concluding Paragraph
Summary/restatement of thesis statement

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Meanwhile, grammar is defined as the way of arranging the words of a language in a certain pattern (W. Nelson Franchis, 1945 in Hartwell, 1985:109). The grammars used in descriptive essay are, for example, the use of adjective, the use of simile, and the use of prepositional phrase in descriptive writing (Savage and Meyer, 2005:38).

The fourth writing aspect is vocabulary. Diamond and Gutlohn (2006) in Ferreire (2007:11) suggested that vocabulary is the 'knowledge of words and their meaning'. Harmer (2004) prefers specific term to vocabulary; it is register. Register includes the process of selecting vocabularies that is suit to the writing topic. In addition, he contends that vocabulary is also the tone-the formal or the informal.

Finally, writing mechanic covers the format, the punctuation and spelling (Brown, 2004:245).The general format for essay considers some elements like information about the writer, the title, the space, the indentation, the margins, the fonts, and alignment (Zemach and Yilmaz, 2008). The punctuation includes the proper use of commas, periods, colons, semicolons, etc.

2.2.2.4 The Process of Writing

The approach of writing influences the way the writers produce a composition. Nunan (1989) described the distinction between two approaches. In the early approach, writing focuses on the end-product of the writing itself; the approach is commonly called as product approach. Teachers who employ the approach will see whether the end product is readable, has no grammatical error, has unity and coherence and so on. In general the classroom activities are to copy and to mimic

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the model text, identify some cues, and develop sentences and paragraphs from the various model texts.

Strategies in product approach are merely weak strategies (Flower 1985 in Boyle and Scanlon, 2009). The strategies comprise trial and error strategy, perfect draft strategy, words looking for ideas strategy, and waiting for inspiration strategy. In trial and error strategy, the ultimate aim is to look for the acceptable form; for example, students try to combine various words or phrases or sentences. Being busy combining the words or phrases or sentences inhibits their work; in addition, their composition is poor in content and ideas.

Similar to the trial and error strategy, perfect draft strategy requires the writers longer period of time to finish their composition. Students need to polish their first sentence or introductory paragraph before they work on the next sentence or body paragraph. Furthermore, words looking for ideas strategy provides the unreliable procedures as the writers use certain words (e.g., words transition: first, second, third) to gain many ideas. Even worse, waiting inspiration strategy leads to the writers' block since students need to wait for 'mood strike' to start writing. It is time consuming dealing with the writing deadline.

Process approach, on the other hand, points out the way the writers compose any piece of writing in various perspective; it goes through several stages such as planning, drafting, revising, editing, etc. The process approach is relevant to what-so-called as cognitive writing; it is best described in Hayes-Flower model.

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Figure 2.4
Writing Model of Hayes and Flower (1980) in Alamargot and Chanquoy (2012

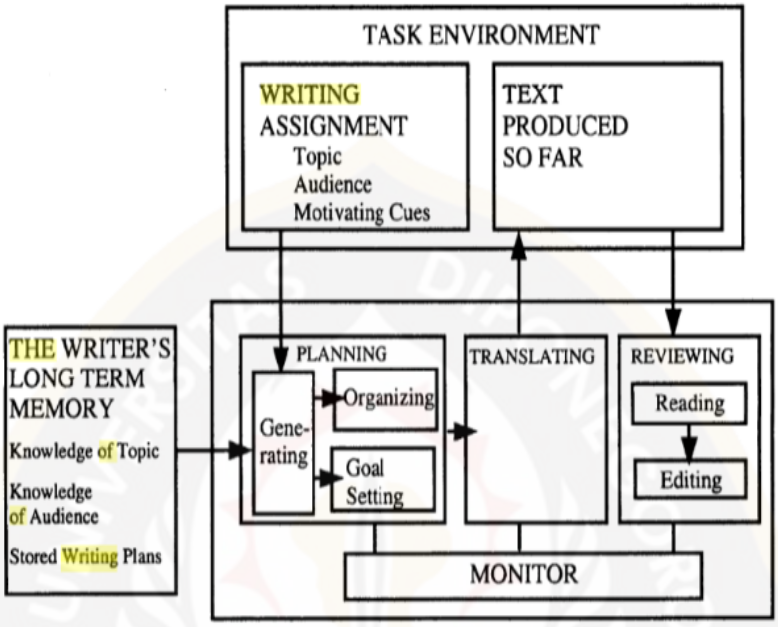

Figure 1: Hayes and Flower's model, adapted from Hayes and Flower (1980). Copyright © 1980 by Lawrence Erlbaum Associates. Adapted with permission.

Alamargot and Chanquoy (2012) elaborated the writing model of Hayes-Flower (1980). The model consists of three major dimensions: task environment, the long term memory of the writer and general process of writing. Task environmentis composed by some factors outside the writers that influence the writing. The components are, for instance, the writing instructions (e.g., the topic, the audience, and the motivating cues) and the text produced so far (it is for the reference for the writers to revise their future writing). The long term memory covers the knowledge of the topic, the knowledge of audience, and the knowledge of linguistics. At last, the writing process is divided into three stages: The

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planning process, the translating process, the reviewing process, and the management and control process.

The three processes have each distinct function. The planning process is to set the writing plan from long term memory and from the task environment. By defining the main topic and sub topic, the planning process guides the flow of the text. Translating process is controlled by the planning process. The process functions to recall the long term process, to develop the writing plan, and to organize it in the correct form. Finally, the reviewing process aims to maintain the three preceding processes. It is to check whether the written text is linguistically, semantically, and pragmatically correct and appropriate.

However, Hayes (1996) in Boyle and Scanlon (2009) then modified its model by giving more detailed focus. There are two major components in the model: The task environment and the individual environment. Task environment is the outside factor of the writers that influences writing. Social environment is one part of task environment; it includes the audience and the collaborator. When the writers start writing they consider who will read their writing. If they are teacher, writers tend to have more formal writing style and informal writing style if they are their friends. Peers also influence writers' writing. In turn, peers are influenced by what is written by the writers. Meanwhile, the individual environment is some factors within the writers influencing the writing. Memory becomes the core of individual environment.

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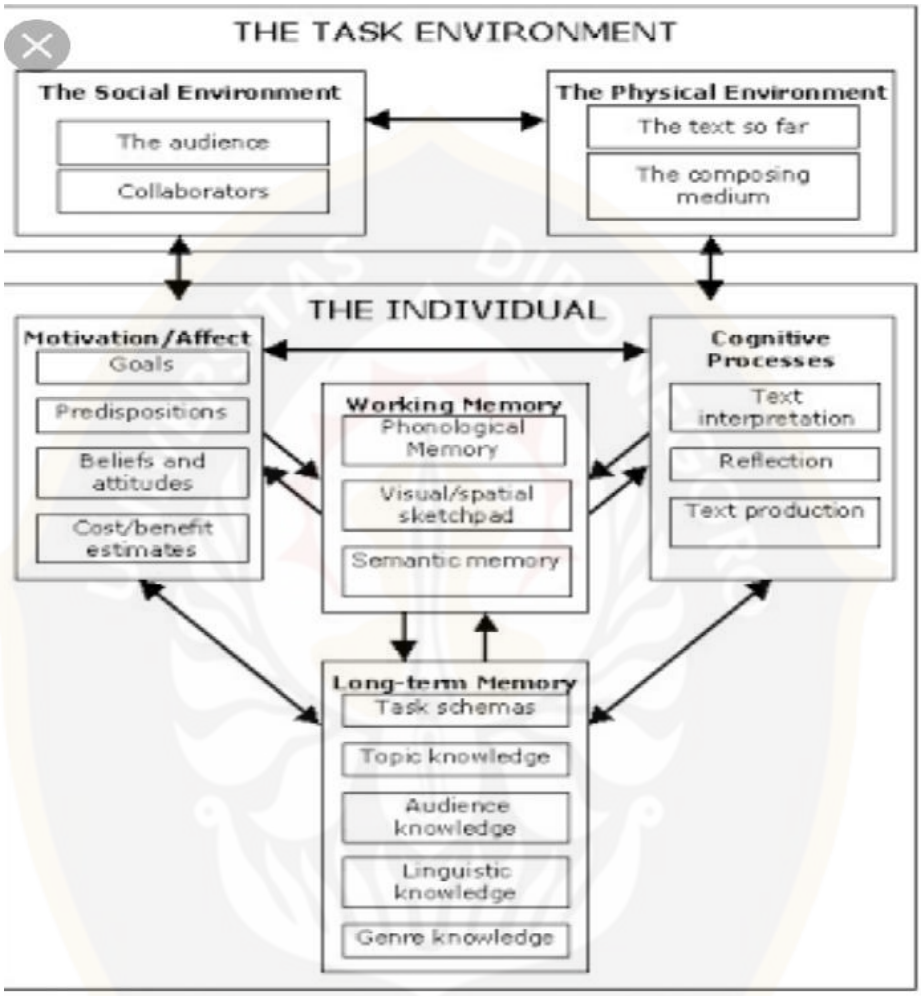
Figure 2.5
Modified Writing Model of Hayes-Flower (1996) in Boyle and Scanlon (2009)



2.2.3 Peer Assessment in Writing

It is possible for students to implement peer assessment to assess or evaluate each other's writing during the process of writing (Cramer 1982; Pearce 1983 in O'Malley and Pierce 1996:157). This method can minimize the teacher's burden to evaluate their student piece of writing.

However, students may feel uncomfortable to evaluate their peer's work. They may be afraid of hurting their friend's feeling. To overcome this, then it is

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essential to alert the awareness of the students whose writings are evaluated to be responsible to improve their writing. In addition, pair up the students and read their each other writing can also lessen the reluctance. Mainly, there are three questions, according to O'Malley and Pierce (1996:157), students need to respond such as (1) which part do you like best from the writing?, (2) is there a new idea can be added to the writing?, and (3) what change to improve the writing?.

In selecting writing criteria, students need to be familiar with each criterion; thus they will effectively plan their writing. There are some guidelines to engage the writing assessment and instruction in-depth. First is the choosing of appropriate prompt. Specific prompt that students are interested in can help the students to enjoy their writing. Teacher can offer the students to select the topic themselves or to choose the topic listed by their teacher. Second, select the appropriate rubric; the rubric chosen should be simple and unambiguous for students. Furthermore, students can also participate actively in choosing the writing criteria. The criteria may be different based on the type of writing. Finally, share the rubric to the students; they can use the rubric to evaluate their peer's writing.

Below is the peer assessment form used in this study adapted from O'Malley and Pierce (1996). The form is divided into two: evaluation form and editing form. Evaluation form is applied during the revising process and editing form is applied during editing process.

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Table 2.1
Adapted Peer Evaluation Form from O'Malley and Pierce (1996:158)

Peer Feedback

Essay Organization

Instruction: Look at your friend's writing, and decide whether your friend's writing has fulfilled the following criteria!

The essay organization			
Look at the whole essay	Yes	No	Why?
Does your friend's essay have three paragraphs: Introductory, body, and concluding paragraph?			
Look at your friend's introductory paragraph;	Yes	No	Why?
a. Does your friend's introductory paragraph have a good hook that attracts the reader's attention? c. Does your friend's introductory paragraph have good supporting sentences that support the topic sentence? d. Does your friend's supporting sentences provide the background? d. Does your friend's introductory paragraph have a good thesis statement that represents the whole ideas in the body paragraph? e. Does your friend's thesis statement tell why the object or the event of description is important to you?			
Look at your friend's body paragraphs	Yes	No	Why?
a. Does the topic sentence in each body reflect the thesis statement? b. Does the supporting sentences really support the topic sentence? c. Does the body paragraph give the detail description of the event or the object you are talking?			
Look at your friend's concluding paragraph	Yes	No	Why?
a. Does it really conclude the whole idea in his or her essay? If so, how does he or she conclude his or her idea b. Is there any new ideas in the concluding paragraph?			
Cool Comment			
Warm Comment			

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Table 2.2
The Editing form adapted from O'Malley and Pierce (1996:158)

No	Aspect	Yes	No	Show the sentence
1	Subject: Is there any subject in your friend's sentence?			
2	Subject Agreement: In your friends' sentences, does the verb agree with the subject?			
3	Pronoun: Does your friend's sentence use the correct pronoun?			
4	Spelling: Is there any missed-spelling in your friend's sentence?			
5	Capitalization: Does your friend use the correct capitalization?			
6	Punctuation: Is there any incorrect punctuation?			
7	Run-on sentence: Is there any run-on sentence in your friend's sentence?			
8	Tenses: Does your friend have consistent tenses?			
9	Word order: Does your friend have incorrect word order?			
10	Density: Does your friend's essay have good density?			
11	Type of Sentence: Does your friend use variation of sentence such as simple sentence, compound sentence, and complex sentence?			
12	Conjunction: Does your friend's sentence use the correct conjunction?			
No	**Writing Format**	**Yes**	**No**	**Show the sentence**
1	Indent: Is your friend's first sentence in paragraph indent?			
2	Space: Does your friend's essay use single space?			
3	Font Size: Does your friend's essay have 12 font sizes?			
4	Font: Does your friend's essay use Times New Roman?			
5	Margin: Does your friend's essay use justify?			
6	Does your friend essay put the title in the middle?			
Cool Comment				
Warm Comment				

The original feedback form and the editing form were revised into the two samples above; it is due to the ambiguity avoidance. By being separately designed, it is expected that students would be easy to understand each criteria and focus to the area they are assessing. Students do not only check 'yes' or 'no', but

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they also give their reason of why they said 'yes' or 'no'. It was to deepen their understanding of the area they are assessing. No difference from the feedback form, the editing form provides the students opportunity to learn grammar by showing the sentence.

2.3 Hypothesis

Gerber (2011) in Bulajic*et al.* (2012:171) defines hypothesis as the researcher earlier explanation of what he or she considers to be the outcome. There are two ultimate hypotheses proposed in this present study; they are as follows:

1. Null Hypothesis: Peer assessment is not more effective to improve students' writing competence than teacher assessment.
2. Alternative Hypothesis: Peer assessment is more effective to improve students' writing performance than teacher assessment.

2.4 Theoretical Framework

As alluded in chapter 1, writing is one of four English skills that is difficult to master. Writing requires cognitive process including text interpretation, reflection, and text production (Hayes-Flower, 1996 in Boyle and Scanlon, 2009). This cognitive process is achieved through writing processes such as first drafting, revising, editing, and final drafting (Hayes and Flower, 1980 in Alamargot and Chanquoy, 2012). It implies that writers are obliged to have adequate knowledge to judge their own writing.

However, it is assumed that teacher assessment is not enough to provide enough feedback for student's writing. Therefore in teaching writing, teachers

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need to deal with some learning methods or strategies that provide students opportunity to encounter with learning autonomy. Peer assessment is one of the best solutions as it promotes learners' autonomy. Students' dependence on teacher is challenged by peer assessment; as the students work together with their peer that means they are responsible for their own learning (Ashraf and Mahdinezhad, 2015).

Liu, *et al* (2006:280), Yung, (2012:24), and Deakin-Crik *et al.* (2005:3) simply defined peer assessment as an activity in which student gives each other mark or grade. Meanwhile, Topping (1998:250) stated that peer assessment is a set of rules taken in the process of consideration and determination of a product/ performance's level, the value and the quality among learners in the same status. The interpretation of 'learners in the same status' can be learners who jointly study in the same field within the same year. Meanwhile, the term 'product or performance' is translated as behavior, portfolios, classroom discussion, and etc.

Slightly different from Liu, *et al* (2006:280), Yung, (2012:24), and Deakin-Crik *et al.* (2005:3), Jensen *et al.*, (2017: 256) said that peer assessment is the involvement of the students to evaluate and to give feedback. In addition, peer assessment is not only a piece of assessment but it is also a learning method (Jones, 2005:19) as it changes the 'testing' to a culture enhancing learning (Frankland, 2007:64). This definition is relevant to the present study as the main activity involved is giving feedback about peer's writing in order to get two benefits as the assessor and the assesse. First, the assesse possesses feedback directly from their peer on how to enhance his/her work. Second, by evaluating

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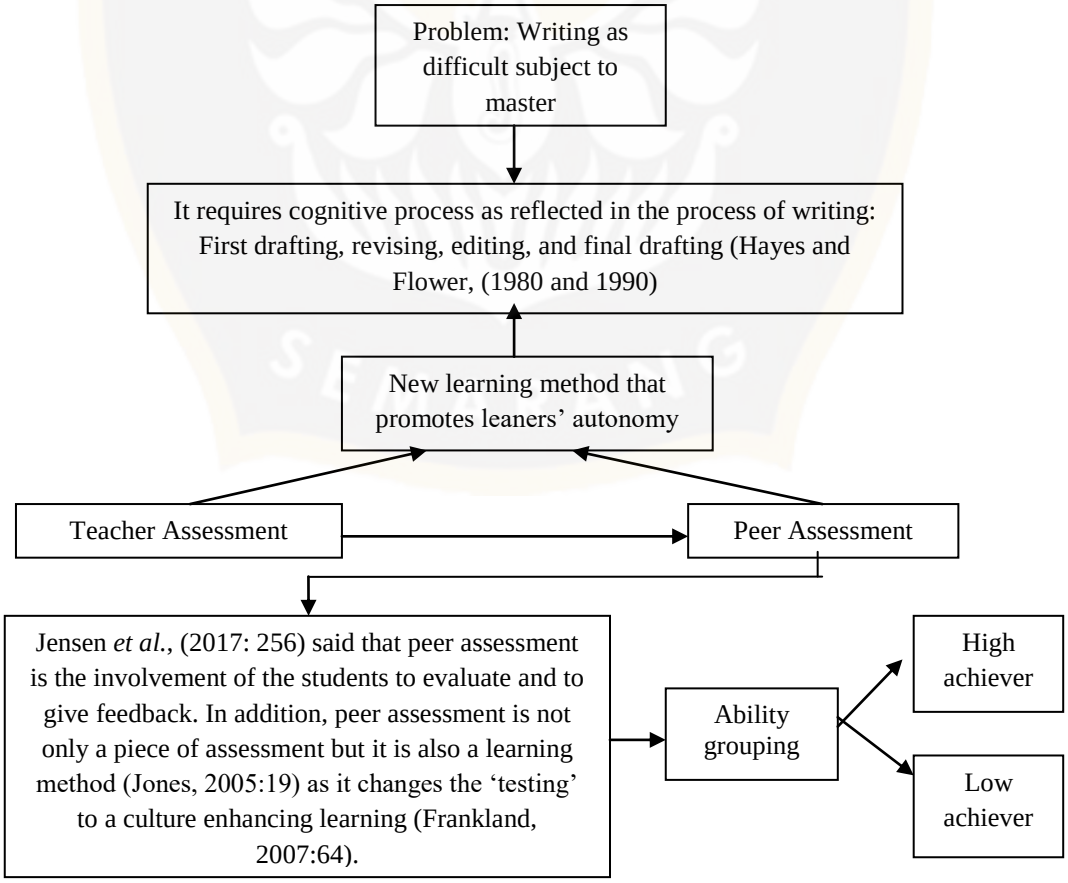
peer's work, the assessor owns awareness of the strength and the weaknesses of his/her work (Topping, 1998 in Panadero, 2016:248).

However, from the previous studies, the ability grouping effects on peer assessment have not been studied before. The term 'ability grouping', according to Ay and Bartan (2010), is a grouping system that requires students to assign to classes based on their language ability or achievement. This system is beneficial to improve the pace and the instruction level for high achievers and to provide low achievers repetition, review, and more individual attention. Considering the importance of ability grouping, this present study aims to investigate the effectiveness of peer assessment in two different writing proficiency achievers, namely high and low achiever. The theoretical framework of this present study is as illustrated as follow.



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CHAPTER III

RESEARCH METHOD

Chapter III marks out the methods covering research design, setting, population and sample, research procedure, technique of data collection, research instrument, technique of analyzing the data, and theoretical framework.

3.1 Research Design

The type of research in which controlled observation is used to test a theory, according to Verhoeven in Hornbergen and Corson (eds.) (1997), is commonly called as experimental research. Gay *et al*., (2009:251) added this type of research is the most well-organized research among all types of research in which it provides the real evidence dealing with the relation of cause and effect. Therefore, the result produced in experimental research can broadly be generalized.

Experimental research requires the researcher to manipulate one or more independent variable and to control the dependent variable. The character or treatment that can affect the dependent variable is known as independent variable while the affected variable is called dependent variable. The present study is to test the theory or hypothesis whether peer assessment (independent variable) affects students' writing achievement (dependent variable).

Cohen *et al.* (2011) mentioned ten procedures of conducting experimental research. They are identifying the objective, choosing variables that are relevant, determining the intervention levels, administering the environment and the

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condition of the experiment, selecting the design that is appropriate, conducting a pre-test, grouping the participants, carrying out the intervention, employing the post test, and analyzing the results.

According to Gay *et al.* (2009), the type of experimental research includes the comparison of two distinct approaches (A vs. B), the comparison of one with new approach to one with existing approach (A vs. No A), and the comparison of one single approach but in different amount (A lot of A vs. a little of A). The comparison used in the present study is A vs. No A. It is to compare teaching writing with teacher's existing method and with peer assessment.

The present study is not only designed to compare class with peer assessment to class with teacher assessment, but it is also designed to investigate potential interaction between peer assessment use and students' writing proficiency level (high and low writing proficiency level). Consequently, factorial design is applied; Lodico*et al*., (2010) refers factorial design to design with multiple independent variables. 2x2 factorial design used in the present study is shown in figure 3.2 and the detail research design is shown in figure 3.3.

Table 3.1
The 2x2 Factorial Design adapted from Lodico*et al*., (2010:306)

Group	High Aptitude Students	Low Aptitude Students
Group with teacher assessment	Group 1: high aptitude students who do not get peer assessment	Group 2: low aptitude students who do not get peer assessment
Group with peer assessment	Group 3: high aptitude students who get peer assessment	Group 4: low aptitude students who get peer assessment

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Table 3.2
Research Design of Implementing Peer Assessment in Teaching Academic Writing

Group	High Aptitude Students	Low Aptitude Students
Group with teacher assessment	O X_{1HA} O	O X_{1LA} O
Group with peer assessment	O X_{2HA} O	O X_{2LA} O

Symbols: O_ pretest or posttest; X_{1HA}_ high aptitude students who don't get peer assessment; X_{2HA}_ high aptitude students who get peer assessment; X_{1LA}_ low aptitude students who don't get peer assessment; X_{2LA}_ low aptitude students who get peer assessment.

3.2 Research Subject

Individuals who participate in research, according to Mc.Millan (1996), refer to subject. In experimental research, the person who is given a treatment and his behavior is measured; for instance, can be called as subject. Meanwhile, population is defined as individuals, events or object that has certain criteria to which the researcher generalize the result of the research. The population of the present study is the third semester students of the English Department of Pancasakti University Tegal in the academic year 2014/2015. The reason of choosing the university is due to the easier access; it is located near the writer's address.

Sample is the population subgroup that a researcher is interested in (Kumar, 2011:177). Considering the sample is smaller than population; thus, there are only two classes used as sample; they are B and D class. B class is as experimentalclass while D class is as control class. Both B and D class consist of 24 students.

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3.3 Instrument of Data Collection

Research instrument is a tool for a researcher to obtain data that is relevant to the objective of the research (Wilkinson &Birmingham, 2003). There are many procedures of obtaining the data such as questionnaire, test, survey, classroom observation, interview and etc. (Zohrabi, 2013:254).

However, the data collected in the present study are not only obtained by a single instrument that is writing test, but it is also obtained from questionnaire, and observation. The explanations of each research instrument in the present study are as follow:

1. Test

   Test is a method to measure one's ability or performance or knowledge in a certain domain (Brown, 2004:3). Since the test is to measure writing achievement, performance test is applied. However, to lessen the reliability threat, students' writing will be judged by more than one rater (Hartoyo, 2011:30). The raters are the writer herself and other post graduate colleagues.

   In this study, the test is an instructional test that is to ask the students to write a descriptive essay. The topic is about things, person, or situation they love most. The reason of choosing descriptive essay writing test is due to the syllabus of the third semester writing subject in UPS Tegal in the academic year 2014/2015. Therefore, the test meets the content validity. Content validity is one character of good test that contains tasks based on the given lesson and represented the learning objective (Brown, 2004:33)

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2. Classroom Observation

Classroom observation is designed to support the quantitative result. Observation is a research tool preplanned purposefully to achieve the research objective (Zohrabi, 2013:257). In this study, the observer actively participates in the research. Zohrabi (2013) further explained the so-called method of observation has some weaknesses. As the observer is busy to participate in the activities, he or she may miss some important point from his or her participant. Therefore, it is essential for the participant observer to record every finding. The observation, according to Moleong (2014, in Rosdiana 2015:52), can be recorded in the field note.

3. Questionnaire

Ideally, an effective questionnaire provides a detail and accurate data to the researcher. Thus, it is essential to present unambiguous questions so that it can easily be transmitted and interpreted by the researcher (Wilkinson and Birmingham, 2003:8). Like other instruments, questionnaire must be validated and must fulfill the reliability (Rosdiana, 2015:51). The questionnaire in the present study; however, functions to know the attitude of students towards the use of peer assessment. It is to confirm the classroom observation done by the researcher. Therefore, the questionnaire is validated only by the researcher. The type of questionnaire in this study is simple closed question and simple open-ended question.

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3.4 Technique of Data Collection

In accordance to the research instrument, below are the elaborations of data collection techniques.

1. Administering Writing Test

   The pre-test and posttest are given to both control and experimental group to know their starting-point and to answer the research objective. The administered writing test belongs to responsive and extensive writing type test. It is the moves from the complexity of writing in the previous stage, namely controlled writing, to the more open-ended task. It includes the paragraph construction task (Brown, 2004:235).

2. Doing Observation

   Observation takes place during the teaching and learning process. The main point of observation lies in the activity of the students. Because the observer is also the researcher, it is important to make sure the activity stick on what has planned. Otherwise, if there is any riddle, it can be reflection for the observer to decide the next step to overcome the riddle. The observation is formally recorded in field note. It, however, can be informally gathered by chatting individually or in group.

3. Administering Questionnaire

   The questionnaire is distributed to the students in experimental group. It is to know their attitude towards the use of peer assessment. The questionnaires consist of six questions related to the use of peer assessment. The result, then, can support the result of the quantitative data obtained from the writing test.

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3.5 Technique of Data Analysis

The data in the present study is analyzed quantitatively and qualitatively. The data from questionnaire and observation are recorded, qualitatively analyzed, and interpreted. It consists of students' response towards peer assessment and observer's finding of some obstacles during teaching and learning process.

Conversely, the writing test result is quantitatively analyzed using The Statistical Package for The Social Science (SPSS) 16.0 version. To measure students' writing, the analytical scoring is used instead of holistic scoring; as it is also to analyze the part of which students are hard to master. Brown (2004:243) explained that analytic scoring provides more wash back for the writers to go to the next learning stage. There are five criteria of writing in analytic scoring comprising content, organization, grammar, vocabulary, and mechanic. The maximum score of content is 30, organization is 20, grammar is 25, vocabulary is 20 and mechanic is 5.The total score of the five components is the final score of students writing. The writing rubric in the present study is adapted from Hedgecock, J., & Letkowitz, N., 1992 as follow.

Table 3.3
Writing Scoring Rubric
Adapted from Hedgecock, J., &Letkowitz, (1992) in Nafiseh Hosseinpour and Reza Biria (2014: 2434)

Score Criteria	Interval	Description	
Content	27-30	Excellent to Very Good	Shows control over the clarity, descriptiveness, or personal voice. Ideas are well explained and supported
	22-26	Good to average	Begins to show attention in clarity descriptiveness, or personal voice. Ideas are explained and supported.
	17-21	Fair to poor	Rarely focus on clarity, descriptiveness, or

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			personal voice. Ideas need more explanation/ logic is simple
	13-16	Very poor	Lack of attention to clarity, descriptiveness or personal voice. Ideas are not explained or supported or illogical
Organization	18-20	Excellent to very good	can write clear and well-connected paragraphs with topic sentence and supporting sentence and transition
			always plan and self-edit
	14-17	Good to average	Can write multiple short paragraphs which are well organized with topic sentence and supporting sentence.
			it may have some errors and lack of transitions; often plan and self-edit
	10-13	Fair to poor	can write one paragraph or multiple short paragraph with topic sentence and supporting sentences;
			however, the ideas are not well structured and not well connected, rarely plan and self-edit
	7-9	Very poor	can write one paragraph with or without topic sentence; rarely self edit or plans
Grammar	22-25	Excellent to very good	accurate use of relativity complex structure; few errors in arrangement, number, tense, word order
			articles, pronouns, preposition
	18-21	Good to average	simple construction used effectively; some problems in use of complex construction; errors in arrangement
			number, tense, word order, articles, pronouns preposition
	11-17	Fair to poor	significant defects in use of complex construction, frequent errors in agreement, number, tense, negotiation,
			word order, articles, pronoun, preposition, fragment and deletion; lack of accuracy interferes with meaning
	5-10	Very poor	no mastery of simple sentence construction, text dominated by errors, does not communicate
			or not enough to rate
Vocabulary	18-20	Excellent to very good	appropriately uses high frequency and new words accurately, with no interference in meaning
	14-17	Good to average	appropriately uses high frequency and new words with little inference in meaning
	10-13	Fair to poor	uses familiar words and high frequency words with little difficulties. Occasionally use of new word

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	7-9	Very poor	uses high frequency words and familiar words with some difficulties. Does not use new words related to topic
Mechanic	5	Excellent to very good	makes almost no mistakes in punctuation, spelling or capitalization
	4	Good to average	makes a few mistakes in punctuation, spelling or capitalization that may interference with meaning.
			makes no spelling mistakes with high frequency words
	3	Fair to poor	makes some mistakes in punctuation, spelling or capitalization that sometimes interference with meaning
	2	Very poor	makes many mistakes in punctuation, spelling, or capitalization that interfere meaning

Student A, for instance, gets the perfect score of the five criteria. Then the calculation is as follow:

Score of Content+Score of organization+ Score of Grammar+Score of Vocabulary+Score of Mechanic= Students' score
30 +20+ 25+ 20+ 5=100.

In addition, to meet the reliability of the writing test, the present study uses intra-rater reliability. According to Brown (2004:32), the intra-rater reliability can be improved by applying several guidelines. They are, for instance, to make use of persistent scoring criteria, to check the consistency of the test at least twice by reading through it, and to read the test in different time to avoid fatigue.

3.6 Procedures

This study lasted in twelve meetings. The twelve meetings were divided into three stages of which consisted of four meetings. The first phase was to give the students in control and experimental class some knowledge of descriptive essay. However, before introducing the descriptive essay, students had preliminary test to categorize them into high and low achiever. Then it started from introducing

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descriptive essay organization to using specific language focus of descriptive essay. It did not mean that the students passively listen to the teacher's explanation, but they did several activities enhancing their understanding such as checking the coherence and cohesive, making different types of sentences, using adjective in sentences, checking the punctuation and spelling and etc. Finally, in the fourth day of the first phase was a pretest to know the starting-point of students in writing descriptive essay.

In the second phase, the students in control and experimental class began writing paragraph; it started from planning a paragraph, drafting paragraph, revising paragraph, editing paragraph, and final drafting. Teacher, then, gave the students in experimental class some training of peer assessment. High students were paired with low students. They did the role-play; high students were as the givers and low students were as the receiver and vice versa. They checked each other's work using criteria given by the teacher. It was training before facing the real peer assessment. Meanwhile, teacher gave students in control class some direct feedback and review of their paragraph.

Furthermore, teacher displayed the examples of good and bad quality of writing and the way to evaluate them. It was partitioned in two sessions; the first session was about the content and the organization of good and bad quality of writing, and the second session was about the grammar, the vocabulary, and the mechanic of good and bad quality of writing.

In the last phase, they were asked to write an essay as their first draft and they evaluated each other's descriptive essay using two different sheets of peer

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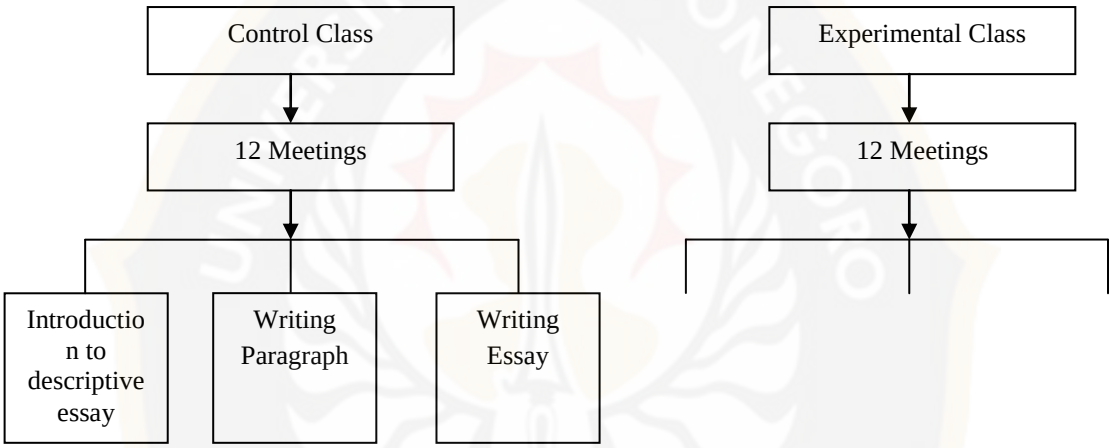
assessment criteria: one for revising, and one for editing. This time, however, the criteria were set by teacher and students to avoid missed-understanding. Finally, the posttests or the students' final drafts were collected and they were analyzed and compared to seek the answer in the statement of the problems. The procedures can be seen in figure 3.4

Figure 3.4
The Procedure of The Research



3.7 Triangulation

As explained in the previous discussion, the present study uses various, technique of data collection and technique of analyzing the data. This means to seek for alternate perspective to validate, extend, and challenge the findings from writing test. This concept is commonly called as triangulation. Cohen and Manion (1986) in Turner and Turner (__:1) described triangulation as an attempt to deeply explain the complexity and the richness of human behavior based on various standpoints.

Heale and Forbes (2013:98) further described several types of triangulation. They are, for instance, triangulation of research method and design,

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triangulation of the data, and triangulation of method and investigators within single phenomena study. Triangulation is beneficial to describe research using mixed method. Therefore, there are three possible outcomes of research with triangulation, such as (1) the result may be similar or converge, (2) the result may be complementary, and (3) the result may be contradicted to each other.

This study is made use of two kinds of data collection techniques (writing test, observation, and questionnaire) with two different research methodology (qualitative and quantitative).

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion of the research starting from the findings, and the discussion. In addition, the suggestion for further study is presented here.

5.1 Conclusion

The findings of the present study suggest that (1) Teacher's existing method does not significantly improve student' writing performance in control class, (2) Peer assessment significantly improved students' writing performance in experimental class, (3) Peer assessment does not give more significant affect to students' writing performance than teacher's existing method, (4) There is no potential interaction between peer assessment and students' level, (5) Peer assessment worked for high level of students and low level of students, (6) The writing problem students mostly had is grammar. From the result, it can be learned that peer assessment does not always contribute to the outstanding work such as in Kazmi*et* al. (2014); Ljubojevic, (2014); Landry *et* al. (2015); Sotoudehnama and Pilehvari, (2016); and Puegprom*et al*., (2011). This is caused by some factors such as the irritation of the high level students to feedback from the low peer, the invalid and valueless peer feedback, the lack of student knowledge of good writing and student demotivation, and the lack of training.

Precise feedback from the teacher is still needed by the students. Although peer assessment cannot replace the teacher's feedback, the students' attempt to bravely voice their ideas must be appreciated. By assessing their peer work, students can learn to be an autonomous learner. It activates their awareness that

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assessment is not only part of teacher's responsibility, but it is also theirs. Besides, working with peer gives the students rich insights that may change their viewpoint just like what the proverb say 'what you think true is not always true'.

In contrast, the findings from classroom observation and student's questionnaire showed students' positive attitude toward peer assessment. The majority of students enjoyed working together with their peers; they could freely share their opinion and ask for clarification.

5.2 Suggestion

As in the preceding explanation, writing requires complex skills; therefore, students need more time to master them. Twelve meeting may not be enough for them to study. Therefore, those who want to conduct the same research or those who want to apply peer assessment in their class should give more orientation and training before conducting the real peer assessment.

In addition, the present study does not cover the investigation of its effectiveness in students as receivers and students as givers. It is considered unfair that high level of students and low level of students are assessing each other's work. The reality proved the assumption that high level of students tend to be irritable to feedback from the low level of students. It may be seemingly sarcastic, but their reason cannot be underestimated. It is true that low level of students give valueless and invalid feedback which lead to the bad quality of writing. On the other hand, the low level of students is not confident to share their ideas to their high peer. Thus, to limit this possibility, then the groups of students can be classified into receiver and giver.

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Finally, it is important to compare the consistency of feedback given by students to feedback from the teacher. Therefore, it is not impossible for students to give valuable in valid feedback in the future work.

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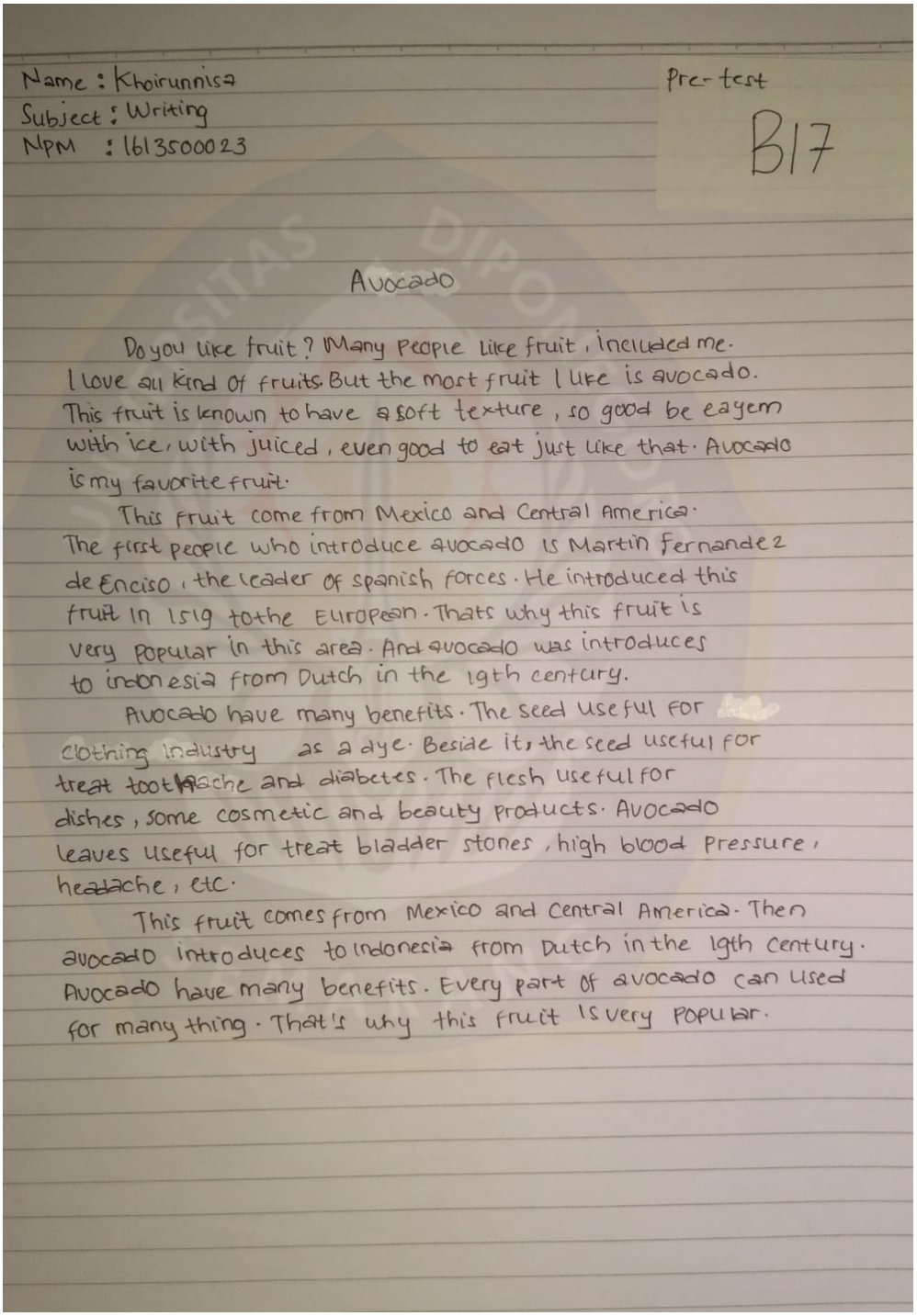
APPENDIX 1



Name : Khoirunnisa
Subject : Writing
NPM : 1613500023

Pre-test

B17

Avocado

Do you like fruit? Many people like fruit, included me. I love all kind of fruits. But the most fruit I like is avocado. This fruit is known to have a soft texture, so good be eaten with ice, with juiced, even good to eat just like that. Avocado is my favorite fruit.

This fruit come from Mexico and Central America. The first people who introduce avocado is Martin Fernandez de Enciso, the leader of spanish forces. He introduced this fruit in 1519 to the European. Thats why this fruit is very popular in this area. And avocado was introduces to indonesia from Dutch in the 19th century.

Avocado have many benefits. The seed useful for clothing industry as a dye. Beside it, the seed useful for treat toothache and diabetes. The flesh useful for dishes, some cosmetic and beauty products. Avocado leaves useful for treat bladder stones, high blood pressure, headache, etc.

This fruit comes from Mexico and Central America. Then avocado introduces to Indonesia from Dutch in the 19th century. Avocado have many benefits. Every part of avocado can used for many thing. That's why this fruit is very popular.

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APPENDIX 2

Draft 2

B17

Name : Khoirunnisa
Class : 3B/PBI
Subject : Writing
NPM : 1613500023

Avocado

Do you loves fruit? Everyone loves fruit because fruit have many benefits. There are many kinds of fruit such as apple, avocado, orange, strawberry, banana, watermelon, pineapple, etc. But, one of the most fruit people loves in this world is avocado.

Avocado come from Mexico and central America, it's widely cultivated in south America and central America now. The first people who introduce avocado is Martin Fernandez de Enciso, the leader of spanish force. He introduced this fruit in 1519 to the Europan. That's why avocado was very popular in this area.

The high of avocado's tree can reached up to 20 m with leaves along the 12-25 centimeters. Avocado's flowers are hidden with a yellowish green color and the size of the flowers is 5-10 millimeters. The large seed of avocado is 5 to 6.4 centimeters.

Avocado have many benefits such as seed of avocado can be useful for clothing industry as a dye. Beside it, the seed also useful for treat toothace and diabetes. And the flesh of avocado can be useful for dishes, some cosmetics and beauty products. Avocado's leaves useful for treat bladder stones, high blood pressure, headache, etc.

Avocado is the most fruit people loves in this world. It comes from Mexico and central America, it's widely cultivated in south America and central America now. The high of avocado's tree can reached up to 20 m with leaves along the 12-25 centimeters. Avocado have many benefits, we can use very part of avocado.

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APPENDIX 3

Post-test

B17

Avocado

Do you love fruit? Everyone loves fruit because fruit have many benefits. There are many kinds of fruits such as apple, avocado, orange, strawberry, banana, watermelon, pineapple. etc. However, one of the most fruit people love in this world is avocado.

Avocado comes from Mexico and Central America. It is widely cultivated in south America and central America. The first person who introduced this fruit was Martin Fernande de Enciso, the leader of Spanish force. He introduced this fruit in 1519 to the European. That is why avocado was very popular in this area.

The height of avocado tree can reach up to 20 meters with leaves along the 12-25 centimetres. Avocado flowers are hidden with a yeowish green color and the size of the flowers is 5010 centimetres. The large seed of avocado is 5 to 6.4 centimetres.

Avocado have many benefits. The seed of avocado can be useful for clothing industry as a dye. Besides, the seed is also useful for the cure of toothache and diabetes. Finally, the flesh of avocado can be useful for dishes, some cosmetic and beauty products. Avocado leaves are useful as the cure of bladder stones, high blod pressure, headache, etc.

In conclusion, avocado is fruit people love most in this world. It comes from Mexico and Central America. It is widely cultivated in South America and Central America. The height of avocado tree can reach up to 20 meters with leaves are along 12-25 cm. Avocado have many benefits, we can use every part of the avocado.

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APPENDIX 4

Name : Muh. Faisal Akbar
Classe : 3B

Pre-test

B19

Many traditional foods in Indonesia and it's very delicious taste foods. Example Rendang is the delicious food in the world. And Bakso is the famous food in the world, In fact president of the United States Barack Obama also know. However, I think the delicious, unique food is traditional food from pemalang, It's Nasi Grombyang.

Nasi Grombyang is a kind of mixed rice which is typical food of the peoples pemalang, Central Java. Nasi Grombyang recipe consists of rice, slices of buffalo meat and gravy sauce It's make Nasi Grombyang delicious food.

Nasi Grombyang is served in a small bowl and usually comes with buffalo sattay. Place of rice is covered with read cloth. Accompanied the lighting dim oil lamp (remang-remang). Buyers enjoy a meal with a small seat short and listen the music classic.

I like Nasi Grombyang. It's delicious food. And Nasi Grombyang is the unique food, that is served in a small bowl, accompained the lighting dim oil lamp. I hope I can eat Nasi Grombyang every week or everyday.

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APPENDIX 5

Name : Muh Faisal Akbar
Classe : 3 B

Draft 2

B19

Nasi Grombyang

If hearing this word "Grombyang!!" What is in your mind? Maybe you can say, it's pots, pans, plates, spoons or goods that are place in the kitchen fell, Grombyang!!. But if there is a food name Nasi Grombyang? What is in your mind? Your confused, feel strange haha. Yeah, Nasi Grombyang is a kind of a mix rice and Nasi Grombyang is traditional food from pemalang, central Java.

The name "Nasi Grombyang" comes from the shape of food presentation which is between the content and gravy sauce that looks a lot more (Javanese : grombyang - grombyang, meaning "wobbling"). It's not known exactly when this started specialties created. However, according to the narrative of the parents in pemalang. Nasi grombyang have been around since 1960's at the time Nasi Grombyang seller around the village.

Nasi Grombyang recipe consists of rice, slice of buffalo meat and sauce served in small bowl and comes with buffalo sate. It's delicious food: I dont really know the cooking spice. But I think the taste's dominate by turmeric, kencur and lemongrass. Buyers enjoy a meal with the lighting dim oil lamp and listen music classic.

Although Nasi Grombyang isn't know exactly when this started specialties created. But the taste is good, unique presentation with served in a small bowl and comes with buffalo sate. And that adds to the uniqueness is buyers enjoy a meal with lighting dim oil lamp and listen music classic. Tasty and unique that makes Nasi Grombyang favored by many people. Although not know when this started.

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APPENDIX 6

Name : Muh Faisal Akbar
Class : 3B

Post-test

B/9

NASI GROMBYANG

If hearing this "Grombyang !!" What is in your mind ? Maybe you can say it is pots, pans, spoons or goods that are placed in the kitchen fell. But, if there is a food named Nasi Grombyang what is in your mind? You may be confused or feel strange. Nasi Grombyang is a kind of mixed rice and Nasi Grombyang is traditional food from Pemalang, Central Java.

The name nasi grombyang comes from the shape of food presentation which is between the content and gravy sauce that looks a lot more wiggle. Grombyang means wobbling in English. It is not known exactly when this name created. However, according to Pemalang people nasi grombyang has been found since 1960's. At that time nasi Grombyang seller sell this around the village.

Nasi Grombyang recipe consists of rice, slice of buffalo meat and sauce, served in a small bowl and comes with buffalo sate. It is delicious food : I do not really know the cooking spices, but I think the taste is dominated by turmeric, kencur and lemongrass. Buyers enjoy the meal the presence of dim oil lamp lighting and listen to music.

In conclusion, although nasi grombyang is not know exactly when this is started but the taste of nasi grombyang is good with it's unique presentation. It is served in a small bowl and comes with bufalo sate. In addition, buyers can enjoy it with the dim oil lamp lighting and listen to classical music. Tasty and unique that makes Nasi Grombyang favored by many people.

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APPENDIX 7

Pre-test

B6

Descriptive Essay

Indonesia has a many actrist. It's like when someone interviewing people for a news, it's called journalist. If on the tv, who has been report the situation or updating the weather and many things happen, it is called a reporter, but when the people make into antagonis or protagonist in the film, it's an celebrity. Due that, the most interesting entertainer is a singer.

The singer are identify with a music. The singers are haven't more value without a music. Music like a nomal and the singer is like a money. If there is a money without a nomnal. It is not common to use. That's similarity when the singer singing without a music, because we can listen the song but we didn't felt it. Accordingly, we need a music when we are singing.

Singing has a money benefits. Group singing is cheaper than therapy, healthier than drinking and certainly more fun than working out. It is the one thing in life where we feeling better is pretty much guaranteed. Singing can increase feelings of wellbeing and can make a stress reducer. When we are singing, we feel unstresssing because I feel refer the music of song. physically, singing exercises our lungs. It can improve our sleep moreover if its our favorite song.

Almost of people has a favorite song. Its dependsmon the singer, the meaning of the song, or kinds of music which we likes. Usually the people will be more interest with the song which have same we are feel. Even we will listen the song more time. It can make our mind fresh. for lover, they will collected favorite song's singer untill they memories all of the song.

I think music is very important for our life. Music can make we relax because of the song. We can get the inpiration from the music whatever we are feel. That's why music is good for health. Who is the singer or the song, if we loves music, we will proud what it. So, get a music for our life happiness.

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APPENDIX 8

Draft 2

B6

Do you know something which can make you are relax ?

It can affect our feeling and our life. Sometimes we feel sad, angry, tired and disappointed. This is about our feelings that can affect our emotional. The friends, games, comedy and music can reduce what we are feeling, but music is the best way for handle it. The music can be entertainer in our life. Some can life enjoy with the music.

Music has a many genres. Every genres has a different part. Genres of music is like rock, reggea, pop, new age, latin, jazz, indie-pop, hip-hop and etc. Music genres covers many of the most popular styles of music. It will be known by the music lovers.

Music can increase feelings of well being and can make a stress reducer. When we are listening a music, we feel unstressing because what we are feelings refer to the music. Even when we are happy. We can listen rock music or pop which has same feeling with as. Also when we are sad. We can listen a jazz music or melancholic. It is dipend on our feeling and our feworit music.

Music is very important for life. Music can make relax because there are many genres which has same part with our feeling. So that, music be able to muffle our emotional. Some of peppie loves a music because of that. Although we have been listen the music for the first time. We could loves the music at that time.

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APPENDIX 9

Post-test

B6

Music

Do you know something which can make you relax? It can affect our feeling and our life. Sometimes, we feel sad, angry, tired and dissapointed. This is about our feeling that can affect our emotional. The friends, games, Comedy and music can reduce what we are feeling, but music is the best way to handle it. Music can be entertainer in our life. So, we can enjoy whit the music.

Music has many genres. Every genres has different part. Genres of music is like rock, reggea, pop, new ager, latin, jazz, indi-pop, hip-hop and etc. Genre of music covers many of the most popular style of music. It will be known by the music lovers.

Music can increase feelings of wellbeing and can make a stress reducer. When we are listening to a music. We will feel unstressed. Even is when we are happy, we can listen to rock music or pop which has the same feeling with us. Also, when we are sad, we can listen to a jazz music or melancholic. It depends on our feeling and our favorite music.

Music is very important for life. Music can make relax because there are many genres which has same part with our feeling. So that, music be able to muffle our emotional. Some of people loves music for the first time. We can love the music at that time.

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APPENDIX 10

Assesse : Galung kautsar
Assessor : Intan Lutfiyah

Pre-test

B11

Tree

What will happen if the oksigen is does not exist in the earth ? Oksigen is very importan for human more over for all creature which living in the earth. Oksigen is treated by process fotosinteses plant. The process of photosynthesis occors in the leaves and tree is the creature which have feature of life kind the plant, strong stem and tree is one created the oksigen.

Tree have two genus, there is perfect tree and imperfect tree. Perfect tree is genus which have reproduction process inside the tree without any help and any media. While imperfect tree is genus which have reproduction process need help from the other, like bee, butterfly and other insect. Imperfect tree can't reproduction with self, that must need other tree with same of kind.

The function of tree is the prevent of disaster for example to prevent the flood, slide, dryness and other. Strong root and grow inside the soil it can prevent rain water eroted the soil because the roots of trees hold it. So disaster can prevent with the existance of the tree. Tree also give many benefit for human's life than tree stem that very strong and steady can use for make house, boat, table, chairs, cupboard and many more.

Currently, tree population is decrease in the earth. Many people cutting down trees in the forest for make new area. field of housing. They not care about the effect of decreasing the tree in the earth. Earth will be experience the global warming because the number of trees is very rare. It would certainly reduce the amount of oxygen supply on earth. It can causes many hole in the ozone layer because the main composition of the ozone layer is the oxygen.

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APPENDIX 11

Assesse : Galung Kautsar
Assessor : Intan Cutfiyah

Draft 2

B11

Tree

What will happen if the oxigent is doesn't exist in the earth? Oksigen is very important for human more than (even) for all creature in the earth. Oksigen is created by process fotosinteis plant, that happen in the leaf and tree is a creature which have feature of life. kind the plant, stringstem and it has leafs.

The funktion of tree is the prevent of disaster for example to prevent the flood, slide, dryness and another disaster cause the tree population is decrease. The string root and grow inside the earth it can conserve rain water and not covering the land. So the disaster can prevent with the existance of the tree. Tree also give many benefit for human's life than tree stam that very strong and steady can use for many tools that can help human's life for example to make house, boat, table, chairs, cup board and many more.

Tree have two genus, there are perfect tree and imperfect tree. Perfect tree is genus that have reproduction process inside the tree with out any help any media, while imperfect tree is genus that the reproduction process need help from the other like bee, butterfly and other insect and can't reproduction with self, that must need either tree with same of kind.

Currently, tree population is decrease in the earth. many people cut the tree for make new area for field and housing. They not care the effect of decreasing the tree in the earth. Earth will be experience global warming because of the amount of the tree decreasing and cause many hole in ozon layer, it can cause the sunlight directly irradiate the earth without filterilisation from the atmosphere.

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APPENDIX 12

Name : Galung Kautsar
Sentari Semibar
Class : 3B

Post-test

B11

Tree

What will happen if the oxygen doesnot exist on the earth ? Oxygen is very important for human and for every creature which living in the earth. Oxygen is created by process of photosynthesis. The process of photosynthesis occurs in the leaves of the tree. We can say tree can produce the oxygen. Not only oxygen, but tree can give some other benefit.

Tree have two genus such as perfect tree and imperfect tree. Perfect tree is genus which have independent reproduction process. The process is without any help from the other. While, the imperfect tree is genus which the reproduction process must need any help from the other such as butterfly, bee, a fly and other insect. So imperfect tree can not do reproduction process by it self. It needs another tree that same of kind.

The function of the tree is to prevent the disaster. For example to prevent the flood, slide and dryness. Strong root grow inside the soil can prevent rain water eroted the soil because the root of the tree hold it. Tree also give many benefit for human's life. Tree steem is very strong and steady can use for make house, boat, table chair, cupboard and many other (more).

Currently the population tree decrease on earth. Many people like to cut down trees in the forest for make new area field or housing. There is many people who do not care about the effect of the rare tree on the earth. Earth will experience the global warming, it would certainly reduce the oxygen supply on earth. It can cause many hole in the ozone layer because the composition of the ozone is the oxygen.

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APPENDIX 13

Pre-test

B16

Surabi

Do you know traditional pancake from Bandung ? It is surabi, Sometimes the people called serabi. It has white in the top and in the bottom is burn. It has. Soft textur and sauce Actually. Bandung has a lot of traditional food such as perkedel Bondon, Colenak, Awug, lemper, Surabi, and the others. However. I think the interesting traditional food is Surabi.

Surabi basic material only made from the mixture of rice flour, Coconut milk, and coconot sugar, It is cooking on the Small earthware trying pan on charcoal fire sometime pandan leaves is added into the batter mixture to add aroma and to make greenish color. During the cooking prosess. Sometimes toppings are added on the batter. It is make interesting to children.

At the moment, there are large variants of serabi and the toppings. Surabi have many colors, green, cocolate, yellow, white and the others. for the topping, It's use springkle of sugar, grated coconut flesh, springkles of coarsely ground penuts in the big city surabi using grated. cheddar cheese, chocolate, slices of frait such as jack fruit, Banana, and strawbery as toppings the sauce to accompany Serabi also varies, from traditional sweet kinca, to modern recipe using chocolate, strowbery or durian syirup.

Surabi has many changes from traditional to the modern, it is one of all the traditional food from Indonesia and surabi still exist until now. The best one is surabi from Bandung.

Content = 22
Organization = 16
Grammar = 12
focab = 13
mechanic = 3.

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APPENDIX 14

Surabi

Do you know traditional pancake from Bandung ? Many traditional cake Still exist until now, the surabi, Somtimes the people called this cake serabi or surabi Bandung has a lot of traditional cake such as perkedel bandon, Colenak, Awug, lemper, Surabi, and the others, However, the mast In ttrest ing traditional cake is Surabi

Surabi is made from simple material It (was) made from the mixture of rice flour, coconut milk and coconut sugar, It can made make on the small earth ware trying pan on charcoal fire, Some times pandan leaves (is) are added in to the batter mixture to add greenish color. During the cooking prosess. The topping are added on the batter. It (is) make interesting fist the Children.

At the moment, there are (large) variants of surabi and the toppings. Surabi has many colors such as green, chocolate, while, yellow, and the others for the toppings, it's used springle of sugar, grated coconut flesh, springles of coarely ground peanuts. In the big cities. Surabi using grated cheddar cheese, chocolate and slices of fruits like juch fruit, banana, and strawbery as toppings. The sauce can combinedand we can give the sauce to surabi It can made more delicioce. there are so many variant of sauce. It can be traditional sweet kinca or modern sauce such as chocolate. strawbery. and durian sauce

Surabi has been got many internation from traditional to be modern. It is one of many traditional cake from Bandung and surabi still exist until now the best one is Surabi from Bandung.

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APPENDIX 15

Post-test

B16

Surabi

Do you know traditional pancake from Bandung? actually Bandung has a lot of traditional cake such as poleebel bondon, colenak. awug, lemper, surabi, and the others. However, among those cake, the most interesting traditional cake is Surabi.

Surabi is made from simple material. It was made from the mixture of rice flour, coconut milk, and coconut sugar. It can be made on the small earthware frying pan on charcoal fire. Pandan leaves is added onto the batter mixture to make it green. During the cooking process, the topping are added on the batter. It makes interesting to the children.

At the moment there are many variants of surabi with different toppings. Surabi has many colors such as gree, chocolate, white, yellow, and the others. For the topping, it is used sugar sprinkle, grated coconut flesh, and springkle of coarely ground peanuts. In the big cities, surabi using cheddar cheese, chocolate, and slices. Of fruit like jack fruit, banana, and strawbery as topping. The sauce can be combined and we can give the sauce to surabi. It is more delicious. There are many kinds of sauce. It can be traditional sweet kinca or modern sauce such as chocolate, strawbery and durian sauce.

Surabi has been got many inovation from traditional to be modern. It is one of traditional cake from Bandung and surabi still exist until now. The best one is surabi from Bandung.

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APPENDIX 16

Pre - Test

B22

CAT

Do you have a pet ? Almost everyone have a pet for accompany them everyday. Currently there are many kind of pet. Such as dog. cat. rabbit, bird, fish, or snake But. one of the most favourite pet in the world is cat.

Cat become interesting because there are many stories about it. In ancient Egypt. cats were very secred animals. the Egyption thought cat is incarnation of goddess Bastet. European in the past always thought cat related with witch or magic. Several ancient religious belived cat is companions or guides for human in Japan. the maneki neko or cat's mannequin is a Symbol of good fortune. for moeslim people. cat is the most favourite pet of their prophet. Muhammad SAW.

Not only have many interesting story. there are also many race of cat such as persian, sphinx, anggora, manx, and etc. Both of them have different physical characteristic. persian race have long fur. but sphinx not have any fur then anggora race have superficial face while manx not have tail. Both of them Both of them are pure breed. while the other are the result of genetics mutation.

Cat have many behaviours and benefits. cat like purring. They are the only animal which can purring. They will purring when they feel happy. Satisfied and we fondle their fur. Cat love playing especially kitten. They can play with everything. around them Such as little doll, thread ball, plastic their own tail. and many more. Then cat can sleep everytime and everyone, cat sleep or save their energy. usually they sleep about 12 until 16 hours perday. But sometimes there is cat that can sleep until 20 hours in oneday. cat is shy animal They will hide play happily with him. Cat love hunting its like cat's function for the onwner. They can avoid his house from rats or decrease rats pupulation in his house Then seeing playing cat can amuse him because many cats do something like cute. funny. or silly act when playing. Beside it. fondle cat's fur can make him feel relax.

Actually cat's treatment is not diffcult. but its very important. The owner

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APPENDIX 17

Draft 2

B22

CAT

Do you know somthing that will always accompany you and make you happy? The answer is Pet. Almost everyone have a pet for accompany them everyday. Currently there are many kind of Pet; for example, dog, cat, rabbit, bird, fish, turtle or even snake. But the most favourite Pet in the world is cat.

Cat become interisting because there are many stories about it. In ancient Equpt, cat were very sacred animals. The Egyptain thought cat is incarnation of goddes Bastet. European in the past always thought cat related with with or magic, Several ancient religious belived cat companions or guides for human. In japan, the "Maneki neka" or cat mannequin is a Symbol of good fortune. for moeslim people, cat is the most favourite Pet of their prophet, Muhammad SAW.

Not only have many interisting story, cat also have many race. It divided to pure breed and the result of genetics mutation. The pure breed is persion, sphinx, anggora, manx Both of them have different physical characteristic. persian have long fur, but sphinx don't have any fur, then anggora have superficial face. while manx don't have tail.

Cat have many behaviours and benefits. cat likes purring. They are the only aminal which can purring. They will purring when they feel happy or satisfied because we fondle their fur. cat lover playing especially kitten. They can play with everything around them: for example, doll threed ball plastic, their own tail, and many more. Then cat can sleep everytime and everywhere. They sleep for save their energy. Usually they sleep about 12 until 16 hours perday, but sometimes there is a cat that can sleep until 20 hours perday. Beside it, cat loves hunting it's like cat's function focus. They can avoid rats or decrease rats population in our house. Then watching playing cat can amuse us, because cat will do something cute, funny, or silly act when play. Not only that, fondle cat's fur can make us feel relax.

Cat's treatment is not very difficuit, but it's very important. we combs

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APPENDIX 18

Post Test

B22

CAT

Do you know something that will always accompany you and make you happy ? The answer is pet . Almost everyone has their pet for accompany them everyday . Currently . there are many kinds of pet: for example: dog . cat . bird. fish . rabbit or even snake . But the most favorite per in the world is cat .

Cat become interesting because they have many interesting stories. In ancient Egypt, cat were very sacred animal . The Egyptian thought that cat is the incarnation of goddes. Bastet . European in the past always thought that cat relates with magic and witch . then several ancient religion believed that cat is companion or guide for human . in Japan . the ' maneki neko ' or cat manneqüin is a Symbol of good fortune . For muslim people . cat is the most favorite pet of their prophet . Muhammad SAW .

Not only do cat have many interesting stories . but also have many races . They are divided to pure breed and the result of genetic mutation The pure breed is persian . sphinx . anggora . and manx . They have different physical characteristic . persian have along and thick fur but sphinx do not have fur in ther body . Then anggora have superfical face . while manx do not any fur .

Cat have many behaviour and benefits . cat loves purring .. They are the only animal that can purr . The will pur when they feel happy or satisfied because we fondle their fur . cat love playing . especially the kitten They can play with everything : for exampel : doll . thread ball . plastic . their own tail . and many more . cat also sleep any where and anytime . The sleep to save their energy . They usually sleep until twenty hours in a day . Besides . cat love hunting . This becomes one of the benefit we get from cat they . avoid rats or decrease the population of rats in our house . Then to watch the cat playing can amuses us . They will do something cute or silly when they are playing . Not only that . to fondle their fur can make us feel relax .

Cat's treatment is not difficult . but it is very important . we must

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APPENDIX 19

Pre-test

B5

Smartphone

Do you want to have something which always help you everywhere and every time you need ? . Technology always develop to be better and have been using by most of people to help them to do something . There are several kinds of technology which is often used by peoples. Those are : Laptop , Personal computer , tablet , Smartphone ect. From those technology . the one is often used by most of peoples is Smartphones.

Smartphone has so many applications which have many variety in using . for example , if we want to chat someone , we can use Blackberry messenger, Line, we chat , WhatsApp , and so many others . Then, using Smartphone is easier to open social media than using another phone. Most of people use those applications to share their lives or just to keep contact with their friends.

Moreover . games are easily installed by smartphones . Some of childrens to teenagers really like playing games in smartphones . They can play games wherever they want. Because they can bring smartphones wherever they will go.

In another side, smartphones are able to make childrens to teenagers are lazy to study . they prefer sit or lay on the bed to play games or chat all day , even they have some tasks to do . That is caused they don't have time to study or just read a book . However their duty is study.

Smartphones which are used by most of peoples can help them to keep in touch with their friends and share their lives to another persons with the applications . Smartphones also have some games to be played by the users. In another hand . smartphones are able to cause students to be lazy to study. Because they pay too much attention to their smartphones.

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APPENDIX 20

Draft 2

B5

Smartphone

Do you want to have something which always help you every where and everytime you need ?. Technology always develop to be better and have been using by most of people to help them to do something. There are several kinds of technology which is often used by people. Those are : laptop, personal computer, tablet, smartphone ect. From those technology, the one is often used by most of people is smartphone.

Smartphone has so many applications which have many varieties in using. For example, if we want to chat someone, we can use Blackberry Messenger, line, Wechat, Whats App, and so many others. Then using smartphone is easier to open social media than using another cell phone. Most of people use those applications to share their lives or just to keep contact with their friends. Moreover, games are easily installed by smartphone. Some of children or teenagers really like playing games in smartphones. They can play where ever they are. Because smartphones are able to be brought wherever they want.

In the development of smartphone, it has some types which are interesting. begin from the expensive one is Iphone which uses ios as the operating system. This smartphones are made for high-end society. Because iphone always develop to be better and also more expensive. In the medium class are smartphone from Black berry which uses Blackberry Os and microsoft which uses windows phone Os. Both of them develop their product for mid-end society. The cheapest one is samsung which uses Android Os. Android is open source system from google-inc which can be developed by any corporation. So, many smartphones are producted by chinese corporation which are very cheap everyone can get it.

Smartphone which are used by most of people can help them to keep in touch with their friends and share their lives to another person with the application smartphone also have some games to be played by the users. Nowadays, smartphone has so many types, begin from the expensive one to the cheapest one. Such as ios, Black berry Os, windows phone Os, and the last is Android Os.

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APPENDIX 21

Smartphone

Do you want to have something which always helps you everywhere and every time you need? Technology has developed to be better and it has been used by most of people to help them to do something. There are several kinds of technology which are often used by people. They are laptop, personal computer, tablet, smart phone, etc. From those technology, the one is often used by most people is smart phone.

Smartphone has so many applications which have many varieties in using. For example, if we want to chat someone, we can use Black Berry Messenger, line, Wechat, WhatsApp, and so many others. Then, by using smart phone, it is easier to open social media than using another smartphone. Most of people use those applications to share their lives or just keep contact with their friends. Moreover, games are easily installed by smartphone. Some of children or teenagers really like playing game in smartphone. They can play wherever they are.

In the development of smartphones, smartphone has some types which are interesting. It begins with the most expensive one, iphone which uses iOS as the operating system. This smarphone is made for high social class because iphone always develops to better and it is more expensive. In the medium class, there is smart phone from Blackberry which uses Blackberry Os and Windows Phone Os. Both of them develop their product for middle social class. Finally, the cheapest one is Samsung which uses Android Os. Android is open source system from google. inc which can be developed by any corporation.

Smartphone which are used by most people can help them to keep in touch with their friends and share their lives to another person with the applications. Smartphone also have some games to be played by the users. Nowadays, smartphone has so many types, begin from the expensive one to the cheapest one, such as iOS, Blackberry Os, Windows Phone Os, and Android Os.

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APPENDIX 22

Pre-test

B24

Ruby.

Do you like cat? cat is very cute pet. it can make you laugh everyday. for me, the most special cat is my cat Ruby. I got it when I visited my grandfather house. At the first sight I immediately liked it because it looked so cute. It has white and brown fur with blue eyes and very broad ears. it also has very long fur and the fur moves when the wind is blowing. His body is fat and it make him look so cute.

Ruby is very Uniave. He really likes eat fish. He even can eat 3 fish at once. He loves play. When Ruby play his act always can make me laugh. He loves chasing anything which move fast. He always looked up just to watch out house lizard and hope it will fell down. sometimes he nuzzle to me when hungry or ask me to fondle his far

Ruby is very cute cat. I found it in my grandfather house Ruby is very fat and have many unique thing. He even can make me laugh when I said Ruby is the most special cat in my life.

content : 26
Organization : 17
grammar : 19
Vocab : 15
mechanic : 4

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APPENDIX 23

Draft 2

B24

Ruby.

Do you like cat ? cat is very cute pet. it can make you laugh in every day for me. Ruby is special cat when I was visited my grandfather's house, I got this cat. At the first of sight immediately liked because it looked so cute. it has ~~very long~~ white and rown fur wiht blue eyes and every board ears. it also has very long air and the fur moves when the whind is blowing. it's body is fat and it make it's look so cute. there are many kinds type of cat. such as angora, turkish, persia and peterbald.

Ruby is very unique. he really likes eat fish. he even can eat 4 fish at once. Despite I always give him milk. He loves play. when ruby play, his act always can make me laught. He loves chasing anything wich move fast. He always looked up just to watch out house and hope it will fell down sometimes; he nuzzle to m When hungry ask me to fondle hes far

Ruby is very cute cat. I found it in my grandfather's house ruby is very fat and have many unique things. He even can make me laugh when I sad. Ruby is the most special cat in my pet.

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APPENDIX 24

Name : Afidah Umamah
Class : 3B.

Post - test

B24

Ruby.

Do you like cat? cat is very cute pet. It can make you laugh every day. When I was visited my grandfather, I saw a cat. the cat was cute and like it immediately. it had white fur with blue eyes and board ears. I named it Ruby.

Ruby is very unique, he really like to eat fish. He can even eat four fist at once Despite I always give him meal everyday. He loves to play very much. I always laugh when I see him playing. He love chasing anything which faster. He always look up just to watch out house and waiting things to fall down. sometimes, he nuzzle to me when he is hungry and ask me to fondle his hair.

Ruby is very cute cat. I found it in my grandfather's house. Ruby is very fat and has many unique things. He even makes me laugh when I was sad. Ruby is the most special pet in my life.

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APPENDIX 25

Pre-test

B3

A Beautiful Place

I think we all have a beautiful place in our mind. I have a wonderful place that made me happy a lot of times. But sometimes I think that I am the only person who likes this place and I'am asking my self if this place will be as beautiful as I thought when I will go back to visit it again. perhaps I made it beautiful in my mind.

This place is meaningful to me because it it part of the country I loved. Is part of the country where I grew up and is part of my childhood. This place is in the country named Indonesia, a small village piece of the Cintral Java, in a town named Tegal. I will explain my reason why I am loved with this place.

Pai is a beautiful place in my town. The location was not far from my house, only 15 minutes to get the place of my destination. There are many wonderful memories that I will never forget in my life. But unfortunately the beautiful beach polluted garbage by visitors who are not responsible. I really wan this mouth say'd to them that the sea was not trash! But I am still happy cause I found some place I could dreaming, I could lie in sand, and I could carry out anything I want.

I think that, these kinds of place are meaningful to people because they are natural and people can be there alone, away from their everyday life.
go there to be alone or to dream with my eyes opin admiring the blue sky or the sea. I liked to go there to lay down on the sand, listen to the wind and watch the leaves moving.

I go there with a reason or with no reason at all. I know that I had to be there to forget who I am, to breath and re-feed my self with hope. That was the only place I could to smiling, or sing, or cry. That place was part of me. The wind was part of my breath, the sea were part of my song, the sand were part of my party and the trees were my friends that I used to hug every time when I go there.

This place is near, near in time and shape, part of my childhood and my teenagers. It is beautiful and natural, is a quiet place in a world of noise and dirty air. This place is mybe beautiful just in my mind, but it is one of the few friends I had. I really hope that the government can be sinously to keep the beach from the garbage in this beach, for these are the places that can bring us happiness.

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APPNDIX 26

Draft 2

B3

A Beatiful Place

Do you have a beautiful place in your mind? i think all of you have a beautiful Place like me. I have a wonderful place that made me happy a lot of times. this place is meaningful to me because it is part of the country I loved. Is part of the country where I grew up and is part of my childhood. This place is in the country named INDONESIA, a small village place of the Central Java, in a town named Tegal. I would explain my reason why I am loved with this place, especially PAI.

First reason, PAI is a beautiful place in my town. The location was not far from my house, only 15 minutes to got the place of my distination. There are many wonderful memories that I would never forget in my life. But unfortunately the beautiful beach polluted garbage by visitors who are not responsible. I really want this mouth said to them that beach was not trash!

Second reason, I am still happy cause I found some place who have a good panorama, and have a tree shady in PAI, so in that place I could dreaming, I could lie in sand, and I could carry out anything I want.

Third reason, admission to the PAI is very cheap. If we used motorcycle, we just paid five thousand, but if we used our cars can be charged twenty thousand every car. But we can get in without having to paid if we walk and we dont bring any thing, like a bag, walk is what I normally do when I did not have money and I want to go there.

Last reason, in here we not only enjoy the beauty of the sea only but we can enjoy a variety of snacks or spiecial Tegal food. Which is not necessarily found outside TEGAL. like poreggol setan, tahu upri, otos, gimblong, and etc. so we can enjoy the meal by sitting off the coast with beautiful sea panorama and trees danced beautifully as guests of wind.

So, this place is near, near in time and space, part of my childhood and my teenagers. It is beautiful and natural, is a quiet place in a world of noise and air. This place is maybe beautiful just in my mind but it is one of the new friends I had. Cause in this place is a beatiful panorama, and admission is so cheap, so we can found good food. I really hope that the visitors could be surously to keep the beach from the garbage in this beach, for these are the places that can bring us happines.

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APPENDIX 27

Post-test

B3

A Beautiful Place

Do you have a beautiful place in your mind? I think all of you have beautiful place like me. I have wonderful place that makes me happy a lot of time. This place is meaningful to me because it is a part of my childhood. This place is in the regency called Tegal. I would explain my reason why I love this place. The place named PAI Tegal (pantai Alam Indah Tegal).

The first, PAI is a beautiful place in my town. The location was not far from my house. It is only 15 minutes to get to the destination. There are many wonderful memories that I would never forget in my life. But unfortunately that beautiful beach is polluted by garbage by visitors who are not responsible. I really want to scream that the beach is not trash.

Second, it has good panorama and have shady tree. So, in that place I could dream, lie on the sand, and carry out anything I want.

Third, the admission is cheap. If we use motorcycle we just pay five thousand, but if we used our cars can be charged twenty thousand each car. But we can get in without having pay if we walk and we do not bring anything like bag. Walk is what I normally do when I did not have money and I want to go there.

Last, in here we do not only enjoy the beauty of the sea but we can enjoy the variety of snacks or special food from Tegal such as ponggol setan, tahu aci, olos, and etc. So we can enjoy the meal by sitting off the coast with beautiful sea panorama and tress dances beautifully as gust wind.

So this place is near, it is a place of my childhood. It is beautiful and natural. It is quite place in the world. In this place, we can enjoy good food. I really hope that the visitors could sinously to keep the beach from the garbage, for this is place that can bring us happiness.

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APPENDIX 28

Pre-test

B10

Describe about Batik
You know about familiar cloth in Javanis ?
The called is Batik.

Batik, one of most cloth famous in Indonesia and batik from Javanis expecially in pekalongan, solo, and Yogyakarta - every terriotory have designs such as kawung, caplok, parang, etc. In Indonesia have modern and traditional batik. I think the modern batik most like the people expecially to young people and many young people wear of batik in habitual day.

Modern batik although having strong ties to traditional batik. modern batik still utilises canting and cap to create intricate design. The modern batik as know with a colour full and many new design so batik can trend from formaly until now the modern batik such as: can make arab style shirt (Gamis) with the other design and have purple colour, red colour, green colour and the people usually can used by the calm colour and the next can make formal shirt usually to used at meeting. to teach and modern batik made of canting and cap this process is familiar in cloth of batik because the made it's simple and the product is good.

Process of modern batik the first preparation choose the white cotton and design or pattern with pencil or anything and used wax to make style. and the last dyeing is a technical dyeing process. In Indonesia the familiar style of batik is write.

We are young like modern batik or traditional batik because it's my familiar cloth in Javanis. weire interest to wear in every moment formal or in formal. And batik one of cloth famous in my country expecially Indonesia brand many style good to young people.

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APPENDIX 29

Draft 2

B10

Do you know Familiar cloth in Java ?

Batik is one of most famous cloth in Indonesia and batik is come Java expesially from pekalongan, solo, Yogyakarta, etc. every territority has designs such as kawung, Caplok, parang, ett. and Indonesia has modern and traditional batik. I think in this periode many teenager like modern batik better than traditional batik.

Modern batik still uses canting and cap to create intricate design. The modern batik has a colourfull and many new designs so teenager interest to wear that cloth. the modern batik has style such as : Bamis with the other design and has many colours such as purple, red, green, colour etc. and people usually can be used calm colour and formal occassion such as at the meeting and teaching.

The procces of making batik uses canting and cap, this step is familiar expesially in batik because the procces it's simple and the produce is good. The first preparation in making modern batik is choose the white cotton and design or pattern with pencil and use wax to make design and the second procces

In Indonesia the familiar style of batik is lurik. Batik is one of clothes in Indonesia. From teenager, Adult, until old people like and interest to wear for any accassion or in every moment both formal and informal. We as young steers are happy.

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APPENDIX 30

Post-test

B10

Batik.

Do you know famous clothes in Java? It is Batik. Batik is on of most famous clothes in Indonesia. It comes from Java especially from pekalongan, Solo, and Jogjakarta. Batik has specific design based on each region such as kawung, caplok, parang, and many more. Indonesian has modern and traditional batik. However, nowadays many teenagers prefer modern to traditional batik.

Modern batik still uses canting and cap for the design. The modern batik has colorful and different and creative design. It make teenagers want to wear clothes. The modern batik has style such as gamis with other design. It has also many colors such as purple, red, green, etc. And people usually can use calm color in formal occassion such as at the meeting and teaching.

The process of making batik uses canting and cap. The steps is familiar especially in the process of making batik because the process is simple but the result is good. The first preparation in making modern batik is to choose white cotton. Then create a design with pencil. Then, use wax to make design. Finally, dry the wet batik.

In Indonesia, the familiar style of batik is lurik. Batik becomes one of favorite clothes in Indonesia, from teenager to old people like batik so much. They can wear batik in formal and informal occasion. We as teenager should be happy to wear batik.

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APPENDIX 31

TOTAL CONTROL AND EXPERIMENTAL CLASS

RATER 1								RATER 2							
CONTROL CLASS				EXPERIMENTAL CLASS				CONTROL CLASS				EXPERIMENTAL CLASS			
NO	STUDENTS' CODE	PRE TEST	POST TEST	NO	STUDENTS' CODE	PRE TEST	POST TEST	NO	STUDENTS' CODE	PRE TEST	POST TEST	NO	STUDENTS' CODE	PRE TEST	POST TEST
1	D1	88	90	1	B1	80	76	1	D1	83	89	1	B1	80	76
2	D2	77	82	2	B2	91	91	2	D2	74	82	2	B2	90	90
3	D3	71	67	3	B3	63	66	3	D3	70	69	3	B3	71	67
4	D4	57	64	4	B4	73	76	4	D4	68	67	4	B4	72	77
5	D5	66	63	5	B5	87	91	5	D5	55	64	5	B5	81	92
6	D6	69	76	6	B6	63	77	6	D6	59	76	6	B6	62	77
7	D7	79	85	7	B7	75	81	7	D7	77	85	7	B7	71	81
8	D8	63	66	8	B8	79	80	8	D8	62	67	8	B8	77	81
9	D9	81	80	9	B9	81	85	9	D9	79	81	9	B9	80	85
10	D10	82	79	10	B10	53	61	10	D10	85	82	10	B10	59	64
11	D11	79	80	11	B11	51	61	11	D11	75	80	11	B11	51	60
12	D12	73	78	12	B12	89	93	12	D12	72	77	12	B12	89	94
13	D13	78	79	13	B13	77	81	13	D13	74	79	13	B13	70	82
14	D14	65	52	14	B14	77	77	14	D14	70	63	14	B14	70	76
15	D15	65	75	15	B15	51	56	15	D15	64	72	15	B15	62	61
16	D16	75	73	16	B16	68	71	16	D16	70	72	16	B16	66	71
17	D17	76	83	17	B17	81	89	17	D17	75	81	17	B17	80	90
18	D18	76	76	18	B18	65	72	18	D18	75	71	18	B18	60	71
19	D19	53	47	19	B19	63	79	19	D19	68	49	19	B19	62	79
20	D20	81	84	20	B20	68	69	20	D20	80	84	20	B20	66	71
21	D21	82	81	21	B21	78	83	21	D21	80	79	21	B21	79	83
22	D22	85	86	22	B22	87	89	22	D22	86	85	22	B22	87	89
23	D23	84	86	23	B23	69	77	23	D23	84	84	23	B23	64	75
24	D24	81	85	24	B24	65	68	24	D24	80	82	24	B24	63	68
Average		74.41666667	75.70833333	Average		72.25	77.04166667	Avearge		73.54166667	75.83333333	Average		71.33333333	77.5

Rater I

Ekfindar Diliana, S.Pd

Rater II

Fiqih Kartika Murti, M.Pd
NIPY.1990.04.04.16.106

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APPENDIX 32

Draft 2 Experimental Class

Rater 1

Experiment Class																	
No	Student's Initial	Score						No	Student's Initial	Rater II Eperimental Class							
		Content	Organization	Grammar	Vocabulary	Mechanics	Total			Content	Organization	Grammar	Vocabulary	Mechanic	Total		
1	B1	21	14	19	15	4	73	1	B1	22	14	17	15	4	72		
2	B2	28	18	22	18	5	91	2	B2	28	20	22	18	5	93		
3	B3	16	14	17	13	4	64	3	B3	16	14	17	13	4	64		
4	B4	23	15	18	14	4	74	4	B4	21	15	18	13	4	71		
5	B5	28	19	22	17	5	91	5	B5	28	19	22	18	5	92		
6	B6	24	17	18	14	4	77	6	B6	22	17	17	14	4	74		
7	B7	26	17	20	15	3	81	7	B7	26	17	20	15	3	81		
8	B8	24	16	18	16	5	79	8	B8	23	15	18	16	5	77		
9	B9	26	17	20	16	4	83	9	B9	25	17	20	16	4	82		
10	B10	20	12	12	12	2	58	10	B10	18	12	10	12	2	54		
11	B11	21	12	11	13	2	59	11	B11	19	12	11	13	3	58		
12	B12	27	19	22	17	5	90	12	B12	27	19	22	17	5	90		
13	B13	25	16	20	15	5	81	13	B13	25	16	21	15	5	82		
14	B14	26	15	18	14	4	77	14	B14	25	15	16	13	4	73		
15	B15	16	11	10	11	3	51	15	B15	15	11	10	10	3	49		
16	B16	21	16	14	13	3	67	16	B16	19	16	14	13	3	65		
17	B17	28	18	20	17	5	88	17	B17	26	18	20	17	5	86		
18	B18	16	18	19	13	5	71	18	B18	14	18	18	13	5	68		
19	B19	22	17	21	14	5	79	19	B19	21	17	20	14	5	77		
20	B20	18	15	18	13	4	68	20	B20	18	14	15	13	4	64		
21	B21	27	17	19	14	4	81	21	B21	27	17	19	15	4	82		
22	B22	28	17	21	17	5	88	22	B22	28	17	20	18	5	88		
23	B23	16	19	21	17	4	77	23	B23	17	18	19	17	4	75		
24	B24	20	17	12	13	3	65	24	B24	21	16	12	12	3	64		
Average		547	386	432	351	97	75.54	Average		531	384	418	350	98	74.21		

Rater I

Ekfindar Diliana, S.Pd

Rater II

Ihda Rosdiana, M.Hum
NIPY.248623091990

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APPENDIX 33

STATEMENT OF RATER II

The undersigned below,

Full Name : Fiqih Kartika Murti, M.Pd

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Occupancy : Lecturer

Institution : STIKES Bahmada Slawi

Address : Jl. Cut Nyak Dien No.16 Ds. Kalisapu, Kec. Slawi, Kab Tegal

I hereby to state that I am truly the second rater of pretest and posttest of the research entitled 'Implementing Peer Assessment in Teaching Descriptive Essay: Experimental Research at the Third Semester Students of the English Department of Pancasakti University Tegal In the Academic Year 2014/2015', conducted by:

Name : Ekfindar Diliana

Student ID : 13020213410003

Institution : Diponegoro University

Tegal, 22nd of March 2018

METERAI TEMPEL

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000

Fiqih Kartika Murti, M.Pd

NIPY.1990.04.04.16.106

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APPENDIX 34

STATEMENT OF RATER II

The undersigned below,

Full Name : Ihda Rosdhiana, M.Hum

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Kab.Tegal

Occupancy : Lecturer

Institution : Universitas Pancaskti Tegal

Address : Jl. Halmahera KM 01, Mintaragen Tegal Timur, Jawa Tengah 52121

I hereby to state that I am truly the second rater of draft two of the research entitled 'Implementing Peer Assessment in Teaching Descriptive Essay: Experimental Research at the Third Semester Students of the English Department of Pancasakti University Tegal In the Academic Year 2014/2015', conducted by:

Name : Ekfindar Diliana

Student ID : 13020213410003

Institution : Diponegoro University

Tegal, 22nd of March 2018

Ihda Rosdhiana, M.Hum
NIPY.248623091990

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UNIVERSITAS PANCASAKTI TEGAL
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGDI : PPKN, PBSI & D, PBI, PEND. MATEMATIKA, BIMBINGAN DAN KONS
PEND. EKOP., DAN PEND. IPA (STATUS TERAKREDITASI)
SEKRETARIAT : JL. HALMAHERA KM. 1 TELP. (0283) 357122 TEGAL

SURAT KETERANGAN

No : 240/K/E/FKIP-UPS/III/2018

rtandatangan di bawah ini :

: Drs. Masfuad Edy Santoso, M.Pd
: 9653081963
: Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pancasakti Tegal

ini menerangkan bahwa :

: Ekfindar Diliana
Tgl Lahir : Brebes / 2 Juni 1988
: 1302021341003
Studi : S_2 Linguistik Universitas Diponegoro Semarang
nelitian : " Implementing Peer Assessment in Teaching Descriptive Essay : Experi-Mental Research at the Third Semester Students of the English Departement of Pancasakti University Tegal In the Academic Year 2014/2015 "

melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Universitas Pancasakti ta 10 September 2014 – 26 November 2014.

n surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Tegal, 22 Maret 2018
Dekan,

Drs. Masfuad Edy Santoso, M.Pd
NIPY 9653081963

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APPENDIX 34

B17

Assesse :
Assessor:

Peer Feedback
Essay Organization

instruction: Look at your friend's writing, and decide whether your friend's writing has fulfilled the following criteria!

The essay organization			
Look at your friend's ideas	Yes	No	Why?
Are your friend's ideas well-explained and logic?	✓		logic IS. cuman introductionya kurang logis. harusnya dijelasin kena avocado. Bukan hanya karena it's my favorite fruit
Does your friend show control over clarity?	✓		not bad si
Look at the whole essay	Yes	No	Why?
Does your friend's essay have three paragraphs: Introductory, body, and concluding paragraph?	✓		ada 4 paragraf 1 introduction. 2 body, 1 condision
Look at your friend's introductory paragraph;	Yes	No	Why?
a. Does your friend's introductory paragraph have a good hook that attracts the reader's attention?		✓	hooknya ndak menarik perhatian saya sebagai pembaca
b. Does your friend's introductory paragraph have a good topic sentence that introduces what the paragraph will be about?		✓	not really
c. Does your friend's introductory paragraph have good supporting sentences that support the topic sentence?		✓	not really
d. Does your friend's supporting sentences provide the background?	✓		iya juga si tapi masih kurang
d. Does your friend's introductory paragraph have a good thesis statement that represents the whole ideas in the body paragraph?	✓		tapi kurang greget
e. Does your friend's thesis statement tell why the object or the event of description is		✓	not really

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important to you?			
Look at your friend's body paragraphs	Yes	No	Why?
a. Does the topic sentence in each body reflect the thesis statement?	✓		Iya, 1st TS ttg sejarah avocado, 2nd TS tentang manfaat, dan 3rd ttg kesimpulan
b. Does the supporting sentences really support the topic sentence?	✓		Iya, tapi butuh banyak sentences lagi
c. Does the body paragraph give the detail description of the event or the object you are talking?	✓		Iya. tapi kenapa gak mendeskripsikan bentuk dan rasa buahnya.
Look at your friend's concluding paragraph	Yes	No	Why?
a. Does it really conclude the whole idea in his or her essay? If so, how does he or she conclude his or her idea	✓		Dengan summarize
b. Is there any new ideas in the concluding paragraph?		✓	
Cool Comment	Good job.		
Warm Comment			

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Assesse :
Assessor:

No	Aspect	Yes	No	Show the sentence
1	Subject: Is there any subject in your friend's sentence?	✓		Many People like fruit, included me
2	Subject Agreement: In your friends' sentences, does the verb agree with the subject?		✓	this fruit come/comes from mexice, is the most fruit people hol
3	Pronoun: Does your friend's sentence use the correct pronoun?		✓	
4	Spelling: Is there any missed-spelling in your friend's sentence?		✓	
5	Capitalization: Does your friend use the correct capitalization?	✓		
6	Punctuation: Is there any incorrect punctuation?		✓	
7	Run-on sentence: Is there any run-on sentence in your friend's sentence?		✓	
8	Tenses: Does your friend have consistent tenses?	✓		Pake s.present tapi pake s.Past untuk sejarah
9	Missing-Word: Is there any missing word in your friend's sentence?			
10	Word order: Does your friend have incorrect word order?		✓	
11	Density: Does your friend's essay have good density?	✓		
12	Type of Sentence: Does your friend use variation of sentence such as simple sentence, compound sentence, and complex sentence?	✓		Ada simple, compound, complex
13	Conjunction: Does your friend's sentence use the correct conjunction?			
No	**Writing Format**	**Yes**	**No**	**Show the sentence**
1	Indent: Is your friend's first sentence in each paragraph indent?	✓		
2	Does your friend essay put the title in the middle?	✓		
Cool Comment		good.		
Warm Comment				

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APPENDIX 35

~~B23~~ B19.

Assesse : M. Faizal Akbar
Assessor: Sri Hartaty

Peer Feedback
Essay Organization

Instruction: Look at your friend's writing, and decide whether your friend's writing has fulfilled the following criteria!

The essay organization			
Look at your friend's ideas	Yes	No	Why?
Are your friend's ideas well-explained and logic?		✓	Paragraf pertama kurang logis,
Does your friend show control over clarity?	✓		Cukup jelas si ...
Look at the whole essay	Yes	No	Why?
Does your friend's essay have three paragraphs: Introductory, body, and concluding paragraph?	✓		Ada 3 bagian paragraf
Look at your friend's introductory paragraph;	Yes	No	Why?
a. Does your friend's introductory paragraph have a good hook that attracts the reader's attention?		✓	Hooknya kurang mengena
b. Does your friend's introductory paragraph have a good topic sentence that introduces what the paragraph will be about?	✓		Iya sudah bagus
c. Does your friend's introductory paragraph have good supporting sentences that support the topic sentence?		✓	Bingung juga
d. Does your friend's supporting sentences provide the background?	✓		Tapi backgroundnya terlalu umum
d. Does your friend's introductory paragraph have a good thesis statement that represents the whole ideas in the body paragraph?		✓	Bagus ko
e. Does your friend's thesis statement tell why the object or the event of description is	✓		Iya ada tapi kurang memberi alasan kenapa topik ini sangat penting

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important to you?			
Look at your friend's body paragraphs	Yes	No	Why?
a. Does the topic sentence in each body reflect the thesis statement?	✓		Iya, karena menjelaskan tentang bahan nasi gromb~~ang~~, dan bagaimana penyajiannya.
b. Does the supporting sentences really support the topic sentence?	✓		Iya, tapi kurang begitu mendeskripsikan topic sentencenya alias kurang banyak
c. Does the body paragraph give the detail description of the event or the object you are talking?	✓		Iya, tapi kurang banyak contentnya
Look at your friend's concluding paragraph	Yes	No	Why?
a. Does it really conclude the whole idea in his or her essay? If so, how does he or she conclude his or her idea	✓		kayaknya sumarizing ya...
b. Is there any new ideas in the concluding paragraph?		✓	Gak ada, conclusionya sudah bagus
Cool Comment	Sudah lumayan bagus		
Warm Comment	–		

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Assesse : M. Faizal Akbar
Assessor: Sri Hartaty

No	Aspect	Yes	No	Show the sentence
1	Subject: Is there any subject in your friend's sentence?	✓		Nasi grombyang is a kind of ...
2	Subject Agreement: In your friends' sentences, does the verb agree with the subject?	✓		Buyers enjoy ...
3	Pronoun: Does your friend's sentence use the correct pronoun?	✓		Ya sudah benar
4	Spelling: Is there any missed-spelling in your friend's sentence?		✓	Sepertinya tidak ada
5	Capitalization: Does your friend use the correct capitalization?	✓		Sudah benar semua
6	Punctuation: Is there any incorrect punctuation?	✓		Sudah benar semua
7	Run-on sentence: Is there any run-on sentence in your friend's sentence?		✓	Gak ada
8	Tenses: Does your friend have consistent tenses?	✓		Tensesnya sudah bagus
9	Missing-Word: Is there any missing word in your friend's sentence?	✓		Ada : it's not know – harusnya known
10	Word order: Does your friend have incorrect word order?	✓		Correct semua
11	Density: Does your friend's essay have good density?	✓		Bagus densitinya
12	Type of Sentence: Does your friend use variation of sentence such as simple sentence, compound sentence, and compiex sentence?	✓		Variasinya bagus gak cuma simple sentence tapi compound sama complex ex: it's not known exactly when this started
13	Conjunction: Does your friend's sentence use the correct conjunction?		✓	Kata Ms. Fina 'And' sebaiknya jangan ditaruh didepan
No	**Writing Format**	**Yes**	**No**	**Show the sentence**
1	Indent: Is your friend's first sentence in each paragraph indent?	✓		
2	Does your friend essay put the title in the middle?	✓		
Cool Comment		Bagus rata-rata. I love it.		

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APPENDIX 36

B6

Assesse : Farizatul Maulah
Assessor: Fidya ilma.

Peer Feedback
Essay Organization

Instruction: Look at your friend's writing, and decide whether your friend's writing has fulfilled the following criteria!

The essay organization			
Look at your friend's ideas	Yes	No	Why?
Are your friend's ideas well-explained and logic?	√		Ideas is good
Does your friend show control over clarity?	√		yes
Look at the whole essay	Yes	No	Why?
Does your friend's essay have three paragraphs: Introductory, body, and concluding paragraph?	√		5 paragraphs < 1- Intro, 3 body, 1 conclusion
Look at your friend's introductory paragraph;	Yes	No	Why?
a. Does your friend's introductory paragraph have a good hook that attracts the reader's attention?	√		gak ada hook
b. Does your friend's introductory paragraph have a good topic sentence that introduces what the paragraph will be about?	√		Bagus Semua.
c. Does your friend's introductory paragraph have good supporting sentences that support the topic sentence?	√		
d. Does your friend's supporting sentences provide the background?	√		
d. Does your friend's introductory paragraph have a good thesis statement that represents the whole ideas in the body paragraph?	√		
e. Does your friend's thesis statement tell why the object or the event of description is	√		

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important to you?			
Look at your friend's body paragraphs	Yes	No	Why?
a. Does the topic sentence in each body reflect the thesis statement? b. Does the supporting sentences really support the topic sentence? c. Does the body paragraph give the detail description of the event or the object you are talking?	✓ ✓ ✓		Bagus
Look at your friend's concluding paragraph	Yes	No	Why?
a. Does it really conclude the whole idea in his or her essay? If so, how does he or she conclude his or her idea b. Is there any new ideas in the concluding paragraph?	✓ ✓		Bagus
Cool Comment	Very good.		
Warm Comment			

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Assesse :
Assessor:

No	Aspect	Yes	No	Show the sentence
1	Subject: Is there any subject in your friend's sentence?	✓		It can affect our Feeling and our life
2	Subject Agreement: In your friends' sentences, does the verb agree with the subject?	✓		yes, Contoh: Sometimes, we Feel sad
3	Pronoun: Does your friend's sentence use the correct pronoun?	✓		
4	Spelling: Is there any missed-spelling in your friend's sentence?		✓	
5	Capitalization: Does your friend use the correct capitalization?	✓		
6	Punctuation: Is there any incorrect punctuation?		✓	
7	Run-on sentence: Is there any run-on sentence in your friend's sentence?		✓	
8	Tenses: Does your friend have consistent tenses?	✓		yes, Simple present
9	Missing-Word: Is there any missing word in your friend's sentence?		✓	
10	Word order: Does your friend have incorrect word order?		✓	
11	Density: Does your friend's essay have good density?			
12	Type of Sentence: Does your friend use variation of sentence such as simple sentence, compound sentence, and complex sentence?	✓		
13	Conjunction: Does your friend's sentence use the correct conjunction?	✓		... but Music is the best way
No	**Writing Format**	**Yes**	**No**	**Show the sentence**
1	Indent: Is your friend's first sentence in each paragraph indent?	✓		Tapi kurang ke dalam lagi alineanya
2	Does your friend essay put the title in the middle?		✓	Gax ada judul
Cool Comment		udah Bagus tapi gada judul		
Warm Comment				

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APPENDIX 37

B11

Assesse : Galung Kautsar
Assessor: Intan Lutfiyah

Peer Feedback
Essay Organization

Instruction: Look at your friend's writing, and decide whether your friend's writing has fulfilled the following criteria!

The essay organization			
Look at your friend's ideas	Yes	No	Why?
Are your friend's ideas well-explained and logic?	✓		Bagus si, tapi thesis statementnya gak jelas Ini menceritakan tbg pohon, terus fungsi pohon buat mencegah bencana alam dan membuat bangunan
Does your friend show control over clarity?		✓	Karena tulisan ga jelas jadi ga jelas juga isinya
Look at the whole essay	Yes	No	Why?
Does your friend's essay have three paragraphs: Introductory, body, and concluding paragraph?	✓		Iya. ada empat paragraf malahan
Look at your friend's introductory paragraph;	Yes	No	Why?
a. Does your friend's introductory paragraph have a good hook that attracts the reader's attention?	✓		Bagus hoknya, soalnya membikin penasaran gitu. gimana kalo oksigennya gak ada di bumi
b. Does your friend's introductory paragraph have a good topic sentence that introduces what the paragraph will be about?	✓		Iya bagus
c. Does your friend's introductory paragraph have good supporting sentences that support the topic sentence?	✓		
d. Does your friend's supporting sentences provide the background?	✓		Iya. nyediain informasi tapi kan fokusnya di "pohon" bukan oksigen tp seolah ini oksigen
d. Does your friend's introductory paragraph have a good thesis statement that represents the whole ideas in the body paragraph?		✓	thesis statementnya gak jelas
e. Does your friend's thesis statement tell why the object or the event of description is		✓	gak jelas juga

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important to you?			
Look at your friend's body paragraphs	Yes	No	Why?
a. Does the topic sentence in each body reflect the thesis statement?	✓		Tapi gimana kalo genus tree-nya ditaro di atas sebelum fungsi tree
b. Does the supporting sentences really support the topic sentence?	✓		tapi kalo bisa lebih jelas lagi supporting setencenya
c. Does the body paragraph give the detail description of the event or the object you are talking?	✓		Iya kalo menurutku.
Look at your friend's concluding paragraph	Yes	No	Why?
a. Does it really conclude the whole idea in his or her essay? If so, how does he or she conclude his or her idea		✓	Engga, soalnya banyak ide baru yg sebelumnya ngga ditulis di awal. Nitutnya ngasih saran tapi tetep kudu nyimpulin lsi.
b. Is there any new ideas in the concluding paragraph?	✓		Banyak ide baru
Cool Comment	Lumayan idenya		
Warm Comment	tulisanya jelek susah dibaca.		

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Assesse : Galung Kautsari
Assessor: Intan Lutfiyah

No	Aspect	Yes	No	Show the sentence
1	Subject: Is there any subject in your friend's sentence?	✓		Tree has two genus
2	Subject Agreement: In your friends' sentences, does the verb agree with the subject?	✓		Tapi ada satu yang gak tree has / have two
3	Pronoun: Does your friend's sentence use the correct pronoun?	✓	✓	
4	Spelling: Is there any missed-spelling in your friend's sentence?		✓	
5	Capitalization: Does your friend use the correct capitalization?		✓	
6	Punctuation: Is there any incorrect punctuation?		✓	
7	Run-on sentence: Is there any run-on sentence in your friend's sentence?	✓		The process of ... coalnya kalimat panjang tapi titiknya Jauh
8	Tenses: Does your friend have consistent tenses?	✓		semua pake simple present
9	Missing-Word: Is there any missing word in your friend's sentence?	✓		can use for make house . . . . harus pasti kayaknya ada (be) nya
10	Word order: Does your friend have incorrect word order?	✓		
11	Density: Does your friend's essay have good density?	✓		
12	Type of Sentence: Does your friend use variation of sentence such as simple sentence, compound sentence, and complex sentence?	✓		Ada simple, ada compound ada complex
13	Conjunction: Does your friend's sentence use the correct conjunction?		✓	Kayaknya malah jarang pake kata hubung
No	**Writing Format**	**Yes**	**No**	**Show the sentence**
1	Indent: Is your friend's first sentence in each paragraph indent?	✓		
2	Does your friend essay put the title in the middle?	✓		
Cool Comment		-		
Warm Comment		Banyak kurang		

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APPENDIX 38

B16

Assesse :
Assessor:

Peer Feedback
Essay Organization

Instruction: Look at your friend's writing, and decide whether your friend's writing has fulfilled the following criteria!

The essay organization			
Look at your friend's ideas	Yes	No	Why?
Are your friend's ideas well-explained and logic?	✓		I think yes, karena sudah urut ideanya di mulai dari thesis statement, sejarah hamburger dst
Does your friend show control over clarity?	✓		Ideanya jelas banget.
Look at the whole essay	Yes	No	Why?
Does your friend's essay have three paragraphs: Introductory, body, and concluding paragraph?	✓		Malah lebih dri tiga
Look at your friend's introductory paragraph;	Yes	No	Why?
a. Does your friend's introductory paragraph have a good hook that attracts the reader's attention?	✓		Sudah bagus semua
b. Does your friend's introductory paragraph have a good topic sentence that introduces what the paragraph will be about?	✓		
c. Does your friend's introductory paragraph have good supporting sentences that support the topic sentence?	✓		
d. Does your friend's supporting sentences provide the background?	✓		
d. Does your friend's introductory paragraph have a good thesis statement that represents the whole ideas in the body paragraph?	✓		
e. Does your friend's thesis statement tell why the object or the event of description is	✓		

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important to you?	✓		
Look at your friend's body paragraphs	Yes	No	Why?
a. Does the topic sentence in each body reflect the thesis statement? b. Does the supporting sentences really support the topic sentence? c. Does the body paragraph give the detail description of the event or the object you are talking?	✓ ✓ ✓		Good.
Look at your friend's concluding paragraph	Yes	No	Why?
a. Does it really conclude the whole idea in his or her essay? If so, how does he or she conclude his or her idea b. Is there any new ideas in the concluding paragraph?	✓ ✓		Saya rasa menyimpulkannya dengan restate ide yang ada di thesis statement Gak ada ide baru.
Cool Comment	Sudah bagus semua → Very Good.		
Warm Comment	Tulisannya kurang rapih untuk anak perempuan.		

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Assesse :
Assessor:

No	Aspect	Yes	No	Show the sentence
1	Subject: Is there any subject in your friend's sentence?	✓		Many People like fruit , included me
2	Subject Agreement: In your friends' sentences, does the verb agree with the subject?		✓	this fruit come / comes from mexice , is the most fruit people hou
3	Pronoun: Does your friend's sentence use the correct pronoun?		✓	
4	Spelling: Is there any missed-spelling in your friend's sentence?		✓	
5	Capitalization: Does your friend use the correct capitalization?	✓		
6	Punctuation: Is there any incorrect punctuation?		✓	
7	Run-on sentence: Is there any run-on sentence in your friend's sentence?		✓	
8	Tenses: Does your friend have consistent tenses?	✓		Pake s.present tapi pake s.Past untuk separah
9	Missing-Word: Is there any missing word in your friend's sentence?			
10	Word order: Does your friend have incorrect word order?		✓	
11	Density: Does your friend's essay have good density?	✓		
12	Type of Sentence: Does your friend use variation of sentence such as simple sentence, compound sentence, and complex sentence?	✓		Ada simple, compound , complex
13	Conjunction: Does your friend's sentence use the correct conjunction?			
No	**Writing Format**	**Yes**	**No**	**Show the sentence**
1	Indent: Is your friend's first sentence in each paragraph indent?	✓		
2	Does your friend essay put the title in the middle?	✓		
Cool Comment		good.		
Warm Comment				

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APPENDIX 39

B22

Assesse :
Assessor:

Peer Feedback
Essay Organization

Instruction: Look at your friend's writing, and decide whether your friend's writing has fulfilled the following criteria!

The essay organization			
Look at your friend's ideas	Yes	No	Why?
Are your friend's ideas well-explained and logic?	✓		yes, miladiya's ideas are well - explained and logic, mila mengenalkan kucing umum, mitos tentang kucing, jenis-jenis kucing, perilaku kucing dan manfaat me nya, kemudahan d merawat.
Does your friend show control over clarity?	✓		yes, Very Clear
Look at the whole essay	Yes	No	Why?
Does your friend's essay have three paragraphs: Introductory, body, and concluding paragraph?	✓		there are six paragraphs (1) introduction (2) 4 body and (2) 1 Conclusion
Look at your friend's introductory paragraph;	Yes	No	Why?
a. Does your friend's introductory paragraph have a good hook that attracts the reader's attention?	✓		iya ada, Do you have a pet? Tapi kataku datar banget
b. Does your friend's introductory paragraph have a good topic sentence that introduces what the paragraph will be about?	✓		iya, Ts introductory paragraphnya tentang pet secara umum dan kucing salah satunya.
c. Does your friend's introductory paragraph have good supporting sentences that support the topic sentence?	✓		iya ada tapi sedikit
d. Does your friend's supporting sentences provide the background?	✓		
d. Does your friend's introductory paragraph have a good thesis statement that represents the whole ideas in the body paragraph?	✓		thesis statementnya terlalu Umum
e. Does your friend's thesis statement tell why the object or the event of description is	✓		

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important to you?			
Look at your friend's body paragraphs	Yes	No	Why?
a. Does the topic sentence in each body reflect the thesis statement? b. Does the supporting sentences really support the topic sentence? c. Does the body paragraph give the detail description of the event or the object you are talking?	✓ ✓ ✓		TS body 1 tentang legenda kucing, TS body 2 tentang ras kucing TS body 3 tentang perilaku dan manfaat merawat kucing. TS 3 tentang kemudahan Iya Cukup menjelaskan TS nya Tapi gimana kalo paragraf 4 2 ide itu dipisah jadi 2 paragraf Yes
Look at your friend's concluding paragraph	Yes	No	Why?
a. Does it really conclude the whole idea in his or her essay? If so, how does he or she conclude his or her idea b. Is there any new ideas in the concluding paragraph?	✓ ✓		Iya, menyimpulkan keseluruhan ide gak ada
Cool Comment	Amazing Writing		
Warm Comment			

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Assesse :
Assessor:

No	Aspect	Yes	No	Show the sentence
1	Subject: Is there any subject in your friend's sentence?	✓		ex : Cat because interesting because there are ...
2	Subject Agreement: In your friends' sentences, does the verb agree with the subject?	✓		yes, ex : they are the only
3	Pronoun: Does your friend's sentence use the correct pronoun?	✓		yes, 'they' for "cat"
4	Spelling: Is there any missed-spelling in your friend's sentence?		✓	
5	Capitalization: Does your friend use the correct capitalization?	✓		ya, huruf besar u/ nama negara dan diikuti koma setelah dsb
6	Punctuation: Is there any incorrect punctuation?		✓	
7	Run-on sentence: Is there any run-on sentence in your friend's sentence?		✓	
8	Tenses: Does your friend have consistent tenses?	✓		? present
9	Missing-Word: Is there any missing word in your friend's sentence?		✓	
10	Word order: Does your friend have incorrect word order?		✓	
11	Density: Does your friend's essay have good density?	✓		good vocabulary
12	Type of Sentence: Does your friend use variation of sentence such as simple sentence, compound sentence, and complex sentence?	✓		Simple : cat is one of the most favorite pet in the world Compound: cats treatment is not very difficult but it's very imp complex : They have many race that devided to...
13	Conjunction: Does your friend's sentence use the correct conjunction?	✓		
No	**Writing Format**	**Yes**	**No**	**Show the sentence**
1	Indent: Is your friend's first sentence in each paragraph indent?	✓		kurang menjorok
2	Does your friend essay put the title in the middle?	✓		ya sudah
Cool Comment		Sudah bagus bgt		
Warm Comment				

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APPENDIX 40

B5

Assesse :
Assessor:

Peer Feedback
Essay Organization

Instruction: Look at your friend's writing, and decide whether your friend's writing has fulfilled the following criteria!

The essay organization			
Look at your friend's ideas	Yes	No	Why?
Are your friend's ideas well-explained and logic?	✓		Idenya sudah bagus, dimulai dari pengenalan alat teknologi, sampai mengerucut pada Smart-Phone. Terus menjelaskan aplikasi pada Smartphone, kemudahan yang dida
Does your friend show control over clarity?	✓		Sudah sangat jelas
Look at the whole essay	Yes	No	Why?
Does your friend's essay have three paragraphs: Introductory, body, and concluding paragraph?	✓		
Look at your friend's introductory paragraph;	Yes	No	Why?
a. Does your friend's introductory paragraph have a good hook that attracts the reader's attention?	✓		Tapi, kalo menurutku hook-nya kurang menarik perhatian.
b. Does your friend's introductory paragraph have a good topic sentence that introduces what the paragraph will be about?	✓		
c. Does your friend's introductory paragraph have good supporting sentences that support the topic sentence?	✓		
d. Does your friend's supporting sentences provide the background?	✓		
d. Does your friend's introductory paragraph have a good thesis statement that represents the whole ideas in the body paragraph?	✓		
e. Does your friend's thesis statement tell why the object or the event of description is	✓		

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important to you?			
Look at your friend's body paragraphs	Yes	No	Why?
a. Does the topic sentence in each body reflect the thesis statement? b. Does the supporting sentences really support the topic sentence? c. Does the body paragraph give the detail description of the event or the object you are talking?	✓ ✓ ✓		Ts yang pertama jelasin aplikasi di smartphone, yang ke dua nyelasin games, yang ketiga kemudahan dst.
Look at your friend's concluding paragraph	Yes	No	Why?
a. Does it really conclude the whole idea in his or her essay? If so, how does he or she conclude his or her idea b. Is there any new ideas in the concluding paragraph?	✓	✓	Dia pake sumarizing
Cool Comment	Tulisan rapih, ide bagus dan logis, powounya perfect		
Warm Comment			

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Assesse :
Assessor:

No	Aspect	Yes	No	Show the sentence
1	Subject: Is there any subject in your friend's sentence?	✓		Smartphone has so many applications...
2	Subject Agreement: In your friends' sentences, does the verb agree with the subject?	✓		If we want to...
3	Pronoun: Does your friend's sentence use the correct pronoun?	✓		sudah sesue
4	Spelling: Is there any missed-spelling in your friend's sentence?		✓	
5	Capitalization: Does your friend use the correct capitalization?	✓		
6	Punctuation: Is there any incorrect punctuation?			
7	Run-on sentence: Is there any run-on sentence in your friend's sentence?		✓	
8	Tenses: Does your friend have consistent tenses?	✓		
9	Missing-Word: Is there any missing word in your friend's sentence?		✓	
10	Word order: Does your friend have incorrect word order?	✓		
11	Density: Does your friend's essay have good density?	✓		densitinya padat dan berisi
12	Type of Sentence: Does your friend use variation of sentence such as simple sentence, compound sentence, and complex sentence?	✓		ada yang simple, compound, complex example : smartphone has so many application which .... (complex) Technology always develop to be better and have ... (compound)
13	Conjunction: Does your friend's sentence use the correct conjunction?	✓		penggunaannya sudah sesuai seperti If, which dst.
No	**Writing Format**	**Yes**	**No**	**Show the sentence**
1	Indent: Is your friend's first sentence in each paragraph indent?	✓		
2	Does your friend essay put the title in the middle?	✓		
Cool Comment		good job.		
Warm Comment				

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APPENDIX 41

B1

Assesse : Afidah Umamah
Assessor: Tri Sasongko

Peer Feedback
Essay Organization

Instruction: Look at your friend's writing, and decide whether your friend's writing has fulfilled the following criteria!

The essay organization			
Look at your friend's ideas	Yes	No	Why?
Are your friend's ideas well-explained and logic?	✓		Bagus, tapi lebih baik paragraf 1,2 disatukan
Does your friend show control over clarity?	✓		good, tapi kalimatnya sedikit jadi agak gak jelas
Look at the whole essay	Yes	No	Why?
Does your friend's essay have three paragraphs: Introductory, body, and concluding paragraph?	✓		ada 4 paragraf a) Introduction b) body ; body c) conclusion
Look at your friend's introductory paragraph;	Yes	No	Why?
a. Does your friend's introductory paragraph have a good hook that attracts the reader's attention?	✓		Siapa yang tak suka kucing.
b. Does your friend's introductory paragraph have a good topic sentence that introduces what the paragraph will be about?	✓		
c. Does your friend's introductory paragraph have good supporting sentences that support the topic sentence?	✓		sudah bagus semua.
d. Does your friend's supporting sentences provide the background?	✓		
d. Does your friend's introductory paragraph have a good thesis statement that represents the whole ideas in the body paragraph?	✓		
e. Does your friend's thesis statement tell why the object or the event of description is	✓		

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important to you?			
Look at your friend's body paragraphs	Yes	No	Why?
a. Does the topic sentence in each body reflect the thesis statement?	✓		Ya, karena menjelaskan tentang fisik 'ruby' dan tingkah / sifat n
b. Does the supporting sentences really support the topic sentence?	✓		sudah bagus, karena menjabarkan TS nya, contoh : Ruby is very unique — bisa makan 3 ikan sekaligus, suka mengeja apapun, dll.
c. Does the body paragraph give the detail description of the event or the object you are talking?	✓		Iya, lumayan tapi kurang banyak kata-katanya
Look at your friend's concluding paragraph	Yes	No	Why?
a. Does it really conclude the whole idea in his or her essay? If so, how does he or she conclude his or her idea	✓		Ini menyimpulkan ide dari keseluruhan isi
b. Is there any new ideas in the concluding paragraph?	✓		tidak ada
Cool Comment	Good		
Warm Comment			

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Assesse : Afidah Umamah
Assessor: Tri Sasongko

No	Aspect	Yes	No	Show the sentence
1	Subject: Is there any subject in your friend's sentence?	✓		Ada subject, contoh: cat is a very cute pet
2	Subject Agreement: In your friends' sentences, does the verb agree with the subject?	✓		Sudah cocok semua, contoh: Ruby is very unique. SVV
3	Pronoun: Does your friend's sentence use the correct pronoun?	✓		Ruby male, so using 'he'
4	Spelling: Is there any missed-spelling in your friend's sentence?		✓	
5	Capitalization: Does your friend use the correct capitalization?		✓	he setelah titik harusnya 'H'nya gede
6	Punctuation: Is there any incorrect punctuation?	✓		Kayaknya semua pake titik
7	Run-on sentence: Is there any run-on sentence in your friend's sentence?		✓	Gak liat, semua bagus
8	Tenses: Does your friend have consistent tenses?	✓		pake s. present
9	Missing-Word: Is there any missing word in your friend's sentence?		✓	tidak ada
10	Word order: Does your friend have incorrect word order?		✓	tidak ada
11	Density: Does your friend's essay have good density?		✓	~~tid~~
12	Type of Sentence: Does your friend use variation of sentence such as simple sentence, compound sentence, and complex sentence?		✓	simple : Ruby is very unique compound : It's body is fat and it can make me laugh Complex : Sometimes, he nuzzle to me when hungry
13	Conjunction: Does your friend's sentence use the correct conjunction?	✓		no problem to conjunction
No	**Writing Format**	**Yes**	**No**	**Show the sentence**
1	Indent: Is your friend's first sentence in each paragraph indent?	✓		yes, indent
2	Does your friend essay put the title in the middle?	✓		yes, it in middle
Cool Comment		Good		
Warm Comment				

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APPENDIX 42

B3

Assesse : Fadhila Lidya A
Assessor: Maya Verstian

Peer Feedback
Essay Organization

Instruction: Look at your friend's writing, and decide whether your friend's writing has fulfilled the following criteria!

The essay organization			
Look at your friend's ideas	Yes	No	Why?
Are your friend's ideas well-explained and logic?		✓	Fadila mencoba utk membuat hook dg bercerita, namun jadi terlalu banyak cerita dan sedikit background. Kedua paragraf pertama merupakan introduction, body menceritakan tentang kenapa PAI-> alasan (1) PAI tempat zoli (2) Inpotang bisa meluang isi hati kemudian paragr terakhir adalah kesimpula
Does your friend show control over clarity?	✓		Cukup lumayan
Look at the whole essay	Yes	No	Why?
Does your friend's essay have three paragraphs: Introductory, body, and concluding paragraph?	✓		Esay { 2 Introduction, 2 body, 1 Conclusion
Look at your friend's introductory paragraph;	Yes	No	Why?
a. Does your friend's introductory paragraph have a good hook that attracts the reader's attention?		✓	Terlalu bertele-tele, Paragraf 2 ngomongin tentang kenapa suka PAI, tapi ko di ulangi di thesis Statement
b. Does your friend's introductory paragraph have a good topic sentence that introduces what the paragraph will be about?	✓	✓	Bingung
c. Does your friend's introductory paragraph have good supporting sentences that support the topic sentence?	?		Antara ya dan tidak
d. Does your friend's supporting sentences provide the background?			
d. Does your friend's introductory paragraph have a good thesis statement that represents the whole ideas in the body paragraph?	✓		Ada si tapi kurang runut.
e. Does your friend's thesis statement tell why the object or the event of description is	✓		

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important to you?			
Look at your friend's body paragraphs	Yes	No	Why?
a. Does the topic sentence in each body reflect the thesis statement?	✓		Iya, tapi tidak terlalu bagus, terutama TS pada paragraf 3 bisa diganti "People can do anything in PAI, include releasing stress, .. etc
b. Does the supporting sentences really support the topic sentence?		✓	Ho, ada kalimat yang tidak relevant dengan TS nya terutama paragraf 3.
c. Does the body paragraph give the detail description of the event or the object you are talking?	✓		Sebenarnya sudah bagus, banyak pakai simile tapi kurang jelas aja alurnya
Look at your friend's concluding paragraph	Yes	No	Why?
a. Does it really conclude the whole idea in his or her essay? If so, how does he or she conclude his or her idea		✓	Dia mencoba menyimpulkan tetapi bukan inti-intinya yg di simpulkan
b. Is there any new ideas in the concluding paragraph?		✓	Gak ada
Cool Comment	Lumayan		
Warm Comment	Ayok belajar lagi sama aku		

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Assesse :
Assessor:

No	Aspect	Yes	No	Show the sentence
1	Subject: Is there any subject in your friend's sentence?	✓		ya, example: (1) I think ...., (2) I would ....
2	Subject Agreement: In your friends' sentences, does the verb agree with the subject?	✓		ya, Contoh: I have a wonderful (S–V agree)
3	Pronoun: Does your friend's sentence use the correct pronoun?	✓		
4	Spelling: Is there any missed-spelling in your friend's sentence?		✓	T
5	Capitalization: Does your friend use the correct capitalization?		✓	(t)his place ....
6	Punctuation: Is there any incorrect punctuation?	✓		(1) special Tegal food (,) which is not .... (2) and my teenager (,) it is bec
7	Run-on sentence: Is there any run-on sentence in your friend's sentence?	✓		1st sentence in paragraph five
8	Tenses: Does your friend have consistent tenses?		✓	The location (was) not far = is
9	Missing-Word: Is there any missing word in your friend's sentence?	✓		so many in correct verb tense .... is part of the Country, if we (used) (use) our motor cycle we just (pa
10	Word order: Does your friend have incorrect word order?		✓	
11	Density: Does your friend's essay have good density?	✓		
12	Type of Sentence: Does your friend use variation of sentence such as simple sentence, compound sentence, and complex sentence?	✓		
13	Conjunction: Does your friend's sentence use the correct conjunction?		✓	(1) .... some places (who) (which/that)
No	**Writing Format**	**Yes**	**No**	**Show the sentence**
1	Indent: Is your friend's first sentence in each paragraph indent?	✓		But, lebih menjorok lagi ya
2	Does your friend essay put the title in the middle?	✓		
Cool Comment		not bad		
Warm Comment		Study hard		

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APPENDIX 43

B10

Assesse :
Assessor:

Peer Feedback
Essay Organization

Instruction: Look at your friend's writing, and decide whether your friend's writing has fulfilled the following criteria!

The essay organization			
Look at your friend's ideas	Yes	No	Why?
Are your friend's ideas well-explained and logic?		✓	Sebenarnya sudah tuangkan bagus, [illegible] memberi pengetahuan tentang Batik secara umum, dan perbedaan batik ke modern batik tapi kurang jelas bahasanya.
Does your friend show control over clarity?	✗	✓	mungkin bahasanya perlu diperjelas lagi
Look at the whole essay	Yes	No	Why?
Does your friend's essay have three paragraphs: Introductory, body, and concluding paragraph?	✓		ya ada 3 → 1 Introduction, 1 Body, 1 Conclusion
Look at your friend's introductory paragraph;	Yes	No	Why?
a. Does your friend's introductory paragraph have a good hook that attracts the reader's attention?	✓		o/a ada hookenya tapi dalam [illegible] menarik [illegible] sekali
b. Does your friend's introductory paragraph have a good topic sentence that introduces what the paragraph will be about?	✓		Ada tapi kurang jelas ide-nya: pertama nyebut batik terus motif terus tiba-tiba modern batik banyak di sukai
c. Does your friend's introductory paragraph have good supporting sentences that support the topic sentence?	✓		kurang banyak backgroundnya.
d. Does your friend's supporting sentences provide the background?	✓		Thesis statementnya kurang bagus, mungkin bisa diganti
d. Does your friend's introductory paragraph have a good thesis statement that represents the whole ideas in the body paragraph?	✓		Although there two kinds of batik – traditional and modern batik,
e. Does your friend's thesis statement tell why the object or the event of description is	✓		People especially young generation prefer modern batik. then the content is about why modern batik, mungkin bahan, warna, proses yang gak lama, dll.

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important to you?			
Look at your friend's body paragraphs	Yes	No	Why?
a. Does the topic sentence in each body reflect the thesis statement?	✓		Sebenarnya TS 1 dan TS 2 berkaitan sama thesis statementnya tapi bahasanya muter-muter
b. Does the supporting sentences really support the topic sentence?		✓	Supporting sentence-nya banyak yang gak nyambung sama TSnya.
c. Does the body paragraph give the detail description of the event or the object you are talking?		✓	karena gak nyambung jadi bingung bacanya.
Look at your friend's concluding paragraph	Yes	No	Why?
a. Does it really conclude the whole idea in his or her essay? If so, how does he or she conclude his or her idea		✓	kurang jelas
b. Is there any new ideas in the concluding paragraph?		✓	
Cool Comment	Lumayan		
Warm Comment	Tapi banyak kurang		

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Assesse :
Assessor:

No	Aspect	Yes	No	Show the sentence
1	Subject: Is there any subject in your friend's sentence?	✓		Ada subject
2	Subject Agreement: In your friends' sentences, does the verb agree with the subject?	✓		
3	Pronoun: Does your friend's sentence use the correct pronoun?	✓		
4	Spelling: Is there any missed-spelling in your friend's sentence?		✓	
5	Capitalization: Does your friend use the correct capitalization?	✓		
6	Punctuation: Is there any incorrect punctuation?		✓	
7	Run-on sentence: Is there any run-on sentence in your friend's sentence?	✓		
8	Tenses: Does your friend have consistent tenses?	✓		Tapi banyak salah, banyak harusnya aktif jadi pasif dst.
9	Missing-Word: Is there any missing word in your friend's sentence?	✓		Banyak sekali → so many teenager – interest to wear ...
10	Word order: Does your friend have incorrect word order?	✓		Banyak
11	Density: Does your friend's essay have good density?	✓		lumayan
12	Type of Sentence: Does your friend use variation of sentence such as simple sentence, compound sentence, and complex sentence?	✓		Tapi salah
13	Conjunction: Does your friend's sentence use the correct conjunction?	✓		
No	**Writing Format**	**Yes**	**No**	**Show the sentence**
1	Indent: Is your friend's first sentence in each paragraph indent?	✓		kurang ke dalam
2	Does your friend essay put the title in the middle?		✓	
Cool Comment				
Warm Comment		Banyak sekali kesalahan grammarnya kalo ditulis satu-satu kertas ga cukup.		

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APPENDIX 44

Questionnaire

Instruction: Please give a check (√), then you answer the question! You may explain your question both in Bahasa Indonesia and in English

1. Did you have a problem assessing your peer?
   (Apa kamu mendapat kesulitan dalam menilai pekerjaan temanmu?)
   - ✓ Yes
   - No

   If yes, what problems did you have?..... .....
2. How did you find revising and editting your peers work?
   (Apa yang kamu rasakan saat merevisi dan mengedit pekerjaan temanmu?
   - ✓ Difficult
   - About right
   - Easy
3. Is peer-assessment helpful for your writing?
   (Menurutmu *peer assessment* sangat membantu dalam tulisanmu?)
   - ✓ Yes
   - No

   If not, why?.....
4. From your peer feedback, can you identify areas that you need to develop in your writing?
   (Dari *feedback* temanmu, dapatkah kamu mengetahui aspek aspek yang kurang dan butuh dikembangkan dalam tulisanmu?)
   - ✓ Yes
   - No

   If not, why not?.....
5. Did working with your peers make you more comfortable than working with your teacher?
   (Apa kamu merasa lebih nyaman bekerja sama dengan temanmu daripada dengan gurumu?)
   - ✓ Yes
   - No

   If not, why not?.....
6. Does your peer actively involve in revising and editting your work?
   (Apakah temanmu berpartisipasi aktif dalam merevisi dan mengedit pekerjaanmu?)
   - ✓ Yes
   - No

   If not, why not?.....
7. Do you think you need to have more peer assessment for your future writing task?
   (Apa menurutmu kamu butuh melakukan peer assessment untuk tugas menulismu selanjutnya?)
   - ✓ Yes
   - No

   If not, why not?.....

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APPENDIX 45

Questionnaire

Instruction: Please give a check (V), then you answer the question! You may explain your question both in Bahasa Indonesia and in English

1. Did you have a problem assessing your peer?
   (Apa kamu mendapat kesulitan dalam menilai pekerjaan temanmu?)
   - Yes
   - No ✓

   If yes, what problems did you have?.....
2. How did you find revising and editting your peers work?
   (Apa yang kamu rasakan saat merevisi dan mengedit pekerjaan temanmu?
   - Difficult
   - About right ✓
   - Easy
3. Is peer-assessment helpful for your writing?
   (Menurutmu *peer assessment* sangat membantu dalam tulisanmu?)
   - Yes
   - No ✓

   karena partner saya kurang menguasai apa yang perlu diedit dan diperbaiki dalam draft 2 (writing eror)

   If not, why?.....
4. From your peer feedback, can you identify areas that you need to develop in your writing?
   (Dari *feedback* temanmu, dapatkah kamu mengetahui aspek aspek yang kurang dan butuh dikembangkan dalam tulisanmu?)
   - Yes ✓
   - No

   If not, why not?.....
5. Did working with your peers make you more comfortable than working with your teacher?
   (Apa kamu merasa lebih nyaman bekerja sama dengan temanmu daripada dengan gurumu?)
   - Yes
   - No ✓

   karena apabila dengan teman kemungkinan besar akan ada hal-hal kecil atau kesalahan-kesalahan kecil yang terlewatkan, bisa dengan alasan kurang teliti atau memang tidak mengetahui. Namun apabila dengan dosen/

   If not, why not?...guru.....hal....tersebut tidak akan terjadi.
6. Does your peer actively involve in revising and editting your work?
   (Apakah temanmu berpartisipasi aktif dalam merevisi dan mengedit pekerjaanmu?)
   - Yes
   - No ✓

   If not, why not?...karena dia kurang menguasai materi.
7. Do you think you need to have more peer assessment for your future writing task?
   (Apa menurutmu kamu butuh melakukan peer assessment untuk tugas menulismu selanjutnya?)
   - Yes
   - No ✓

   If not, why not?.....

   Karena partner saya kemarin kurang aktif, kurang menguasai materi dan kurang teliti.
   Saya mau melakukan peer assessment lagi apabila dengan partner yang berbeda yang bisa mengoreksi pekerjaan saya dan saling bertukar ilmu.

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APPENDIX 46

Questionnaire

Instruction: Please give a check (√), then you answer the question! You may explain your answer both in Bahasa Indonesia and in English

1. Did you have a problem assessing your peer?
   (Apa kamu mendapat kesulitan dalam menilai pekerjaan temanmu?)
   - Yes ✓
   - No
   If yes, what problems did you have?.....
2. How did you find revising and editting your peers work?
   (Apa yang kamu rasakan saat merevisi dan mengedit pekerjaan temanmu?
   - Difficult
   - About right ✓
   - Easy
3. Is peer-assessment helpful for your writing?
   (Menurutmu *peer assessment* sangat membantu dalam tulisanmu?)
   - Yes ✓
   - No
   If not, why?.....
4. From your peer feedback, can you identify areas that you need to develop in your writing?
   (Dari *feedback* temanmu, dapatkah kamu mengetahui aspek aspek yang kurang dan butuh dikembangkan dalam tulisanmu?)
   - Yes ✓
   - No
   If not, why not?.....
5. Did working with your peers make you more comfortable than working with your teacher?
   (Apa kamu merasa lebih nyaman bekerja sama dengan temanmu daripada dengan gurumu?)
   - Yes ✓
   - No
   If not, why not?.....
6. Does your peer actively involve in revising and editting your work?
   (Apakah temanmu berpartisipasi aktif dalam merevisi dan mengedit pekerjaanmu?)
   - Yes ✓
   - No
   If not, why not?.....
7. Do you think you need to have more peer assessment for your future writing task?
   (Apa menurutmu kamu butuh melakukan peer assessment untuk tugas menulismu selanjutnya?)
   - Yes ✓
   - No
   If not, why not?.....

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APPENDIX 47

Questionnaire

Instruction: Please give a check (√), then you answer the question! You may explain your question both in Bahasa Indonesia and in English

1. Did you have a problem assessing your peer?
   (Apa kamu mendapat kesulitan dalam menilai pekerjaan temanmu?)
   - ✓ Yes
   - No

   If yes, what problems did you have?.....
2. How did you find revising and editting your peers work?
   (Apa yang kamu rasakan saat merevisi dan mengedit pekerjaan temanmu?
   - Difficult
   - About right
   - Easy
3. Is peer-assessment helpful for your writing?
   (Menurutmu *peer assessment* sangat membantu dalam tulisanmu?)
   - ✓ Yes
   - No

   If not, why?.....
4. From your peer feedback, can you identify areas that you need to develop in your writing?
   (Dari *feedback* temanmu, dapatkah kamu mengetahui aspek aspek yang kurang dan butuh dikembangkan dalam tulisanmu?)
   - Yes
   - ✓ No

   If not, why not?.....
5. Did working with your peers make you more comfortable than working with your teacher?
   (Apa kamu merasa lebih nyaman bekerja sama dengan temanmu daripada dengan gurumu?)
   - Yes
   - ✓ No

   If not, why not? Because the ability of my teacher when teaching in english to us is better than my friend.
6. Does your peer actively involve in revising and editting your work?
   (Apakah temanmu berpartisipasi aktif dalam merevisi dan mengedit pekerjaanmu?)
   - ✓ Yes
   - No

   If not, why not?.....
7. Do you think you need to have more peer assessment for your future writing task?
   (Apa menurutmu kamu butuh melakukan peer assessment untuk tugas menulismu selanjutnya?)
   - ✓ Yes
   - No

   If not, why not?..... .....

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APPENDIX 48

Questionnaire

Instruction: Please give a check (√), then you answer the question! You may explain your question both in Bahasa Indonesia and in English

1. Did you have a problem assessing your peer?
   (Apa kamu mendapat kesulitan dalam menilai pekerjaan temanmu?)
   - Yes ✓
   - No

   If yes, what problems did you have?.....
2. How did you find revising and editting your peers work?
   (Apa yang kamu rasakan saat merevisi dan mengedit pekerjaan temanmu?
   - Difficult ✓
   - About right
   - Easy
3. Is peer-assessment helpful for your writing?
   (Menurutmu *peer assessment* sangat membantu dalam tulisanmu?)
   - Yes ✓
   - No

   If not, why?.....
4. From your peer feedback, can you identify areas that you need to develop in your writing?
   (Dari *feedback* temanmu, dapatkah kamu mengetahui aspek aspek yang kurang dan butuh dikembangkan dalam tulisanmu?)
   - Yes ✓
   - No

   If not, why not?.....
5. Did working with your peers make you more comfortable than working with your teacher?
   (Apa kamu merasa lebih nyaman bekerja sama dengan temanmu daripada dengan gurumu?)
   - Yes
   - No ✓

   If not, why not? lebih baik sama guru lebih detail
6. Does your peer actively involve in revising and editting your work?
   (Apakah temanmu berpartisipasi aktif dalam merevisi dan mengedit pekerjaanmu?)
   - Yes ✓
   - No

   If not, why not?.....
7. Do you think you need to have more peer assessment for your future writing task?
   (Apa menurutmu kamu butuh melakukan peer assessment untuk tugas menulismu selanjutnya?)
   - Yes ✓
   - No

   If not, why not?.....

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APPENDIX 49

Questionnaire

Instruction: Please give a check (V), then you answer the question! You may explain your question both in Bahasa Indonesia and in English

1. Did you have a problem assessing your peer?
   (Apa kamu mendapat kesulitan dalam menilai pekerjaan temanmu?)
   - Yes
   - ✓ No

   If yes, what problems did you have?.....
2. How did you find revising and editting your peers work?
   (Apa yang kamu rasakan saat merevisi dan mengedit pekerjaan temanmu?
   - Difficult
   - ✓ About right
   - Easy
3. Is peer-assessment helpful for your writing?
   (Menurutmu *peer assessment* sangat membantu dalam tulisanmu?)
   - ✓ Yes
   - No

   If not, why?.....
4. From your peer feedback, can you identify areas that you need to develop in your writing?
   (Dari *feedback* temanmu, dapatkah kamu mengetahui aspek aspek yang kurang dan butuh dikembangkan dalam tulisanmu?)
   - ✓ Yes
   - No

   If not, why not?.....
5. Did working with your peers make you more comfortable than working with your teacher?
   (Apa kamu merasa lebih nyaman bekerja sama dengan temanmu daripada dengan gurumu?)
   - Yes
   - ✓ No

   If not, why not? kalau untuk kenyamanan berkerjasama memang lebih enak dg teman sendiri, tapi lebih bagus berkerja sama dg guru akan sangat membantu sekali
6. Does your peer actively involve in revising and editting your work?
   (Apakah temanmu berpartisipasi aktif dalam merevisi dan mengedit pekerjaanmu?)
   - ✓ Yes
   - No

   If not, why not?.....
7. Do you think you need to have more peer assessment for your future writing task?
   (Apa menurutmu kamu butuh melakukan peer assessment untuk tugas menulismu selanjutnya?)
   - ✓ Yes
   - No

   If not, why not? Ya, ~~sepa~~ saya masih harus belajar lagi karena untuk lebih memudahkan lagi untuk tugas kuliah dan skripsi yang akan datang.

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APPENDIX 50

YAYASAN PENDIDIKAN PANCASAKTI TEGAL
UNIVERSITAS PANCASAKTI TEGAL
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGDI : PPKN, PBSI & D, PBI, PEND. MATEMATIKA, BIMBINGAN DAN KONSELING, PEND. EKOP., DAN PEND. IPA (STATUS TERAKREDITASI)
SEKRETARIAT : JL. HALMAHERA KM. 1 TELP. (0283) 357122 TEGAL

SURAT KETERANGAN
No : 240/K/E/FKIP-UPS/III/2018

Yang bertandatangan di bawah ini :

Nama : Drs. Masfuad Edy Santoso, M.Pd
NIPY : 9653081963
Jabatan : Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pancasakti Tegal

dengan ini menerangkan bahwa :

Nama : Ekfindar Diliana
Tempat /Tgl Lahir : Brebes / 2 Juni 1988
NIM : 1302021341003
Program Studi : S_2 Linguistik Universitas Diponegoro Semarang
Judul Penelitian : " Implementing Peer Assessment in Teaching Descriptive Essay : Experi-Mental Research at the Third Semester Students of the English Departement of Pancasakti University Tegal In the Academic Year 2014/2015 "

Pernah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Universitas Pancasakti Tegal pada 10 September 2014 – 26 November 2014.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Tegal, 22 Maret 2018
Dekan,

YAYASAN PENDIDIKAN UNIVERSITAS PANCASAKTI TEGAL FKIP

Drs. Masfuad Edy Santoso, M.Pd
NIPY 9653081963

APPENDIX 52

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
PANCASAKTI UNIVERSITY TEGAL

Course : WRITING 3
Code : **KPI319**
Credit : **2 SKS**
Semester : **1**

1. **Course Description:** The course is designed to provide basic theory and practice on genres of writing. Those genres involve: Procedure, Recount, Report, Anecdote, Descriptive, Explanation. Each genre of writing is discussed and analyzed based on the social functions, generic/schematic structures, significant lexico-grammatical features.

2. **Competence Standard:** Develop students' writing ability in genre based texts involving Procedure, Recount, Report, Anecdote, Descriptive, Explanation.

3. **Indicators**
   Have ability to write composition based on the genres and to analyze the social functions, generic/schematic structures, significant lexico-grammatical features.

4. **Learning Activities**
   a. Lecture and discussion
   b. Peer Collaboration
   c. Outlining, drafting, editing, revising and finalizing the draft.

5. **Evaluation:**

Evaluation will be based on the following components:

a. Class attendance and participation = 75% ≤
   (students with less than 75% attendance are not eligible to take the exams
b. Assignments = 20%
c. A midterm test = 30%
d. A final test = 50% +
   100%

Grading:

85.5 – 100 = A
70.5 – 85.4 = B
56.0 – 70.4 = C
40.0 – 55.9 = D
<40 = E

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6. Weekly Syllabus:

Weeks	Topics	Sources
1	Introduction to genre writing	Gerot, L. & P Wignell. 1995. Making Sense of Functional Grammar. NSW: Antipodean Educational Enterprises
2	Steps of writing and writing various topic sentence	Gerot, L. & P Wignell. 1995. Making Sense of Functional Grammar. NSW: Antipodean Educational Enterprises
3	Writing Procedure	Gerot, L. & P Wignell. 1995. Making Sense of Functional Grammar. NSW: Antipodean Educational Enterprises
4	Editing and Revising	Gerot, L. & P Wignell. 1995. Making Sense of Functional Grammar. NSW: Antipodean Educational Enterprises
5	Writing Recount	Gerot, L. & P Wignell. 1995. Making Sense of Functional Grammar. NSW: Antipodean Educational Enterprises
6	Editing and Revising the draft	Gerot, L. & P Wignell. 1995. Making Sense of Functional Grammar. NSW: Antipodean Educational Enterprises
7	Midterm test	
8	Writing Report	Gerot, L. & P Wignell. 1995. Making Sense of Functional Grammar. NSW: Antipodean Educational Enterprises
9	Writing Anecdote	Gerot, L. & P Wignell. 1995. Making Sense of Functional Grammar. NSW: Antipodean Educational Enterprises
10	Writing Descriptive	Gerot, L. & P Wignell. 1995. Making Sense of Functional Grammar. NSW: Antipodean Educational Enterprises

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11	Peer editing an assessment	Gerot, L. & P Wignell. 1995. Making Sense of Functional Grammar. NSW: Antipodean Educational Enterprises
12	Writing Explanation	Gerot, L. & P Wignell. 1995. Making Sense of Functional Grammar. NSW: Antipodean Educational Enterprises
13	Peer editing an assessment	Gerot, L. & P Wignell. 1995. Making Sense of Functional Grammar. NSW: Antipodean Educational Enterprises
14	Final test	

7. References

a. Main Source

Gerot, L. & P Wignell. 1995. Making Sense of Functional Grammar. NSW: Antipodean Educational Enterprises

b. Other Relevant Sources

Hump, Liz Lyons Ben Heasley. 1987. Study Writing. Cambridge:Cambridge University Press

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COURSE UNIT

Sessions	Topics	Basic Competencies	Learning activities	Evaluation and Assignments	Sources
1	Introduction to genre writing	Get general knowledge about Genre based-text	Lecturing	Individual project	
2	Steps of writing and writing various topic sentence	Have capability to write good topic sentence	Individual practice	Individual project	
3	Writing Procedure	Have capability to write procedure text the social function of the text	Individual practice	Individual project	
4	Editing and Revising	Get the knowledge how to write good text	Individual practice	Individual project	
5	Writing Recount	Have capability to write Recount text the social function of the text	Individual practice	Individual project	
6	Editing and Revising the draft	Get the knowledge how to write good text	Peer works	Peer assesment	
7	**Mid Semester Evaluation**				
8	Writing Report	Have capability to write Report text and the social function of the text	Individual practice	Individual project	
9	Writing Anecdote	Have capability to write Anecdote text the social function of the text	Individual practice	Individual project	
10	Writing Descriptive	Have capability to write Descriptive text the social function of the text	Individual practice	Individual project	
11	Peer editing an assessment	Get the knowledge how to write good text	Peer works	Peer assesment	
12	Writing Explanation	Have capability to write Explanation the social function of the text	Individual practice	Individual project	
13	Peer editing an assessment	Get the knowledge how to write good text	Peer works	Peer assessment	
14	**Final Semester Examination**				

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