THE EFFECTIVENESS OF PEER REVIEW FOR TEACHING DESCRIPTIVE WRITING AT THE 10thGRADE OF SMA NEGERI 13 LUWU TIMUR

A Thesis

Submitted to the English Language Education Study Program Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo Fulfillment of Requirement for S.Pd Degree In English Education

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2. **Fadhliyah Rahmah Muin, S.Pd., M.Pd**

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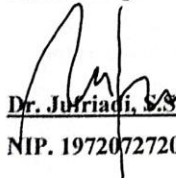
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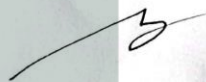|	
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بِسْـــــــــــــمِاللهِالرَّحْمَنِالرَّحِيْمِ

Alhamdulillah Rabbil' Alaamiin, the researcher, shows her highest praise and thanks to the almighty God, Allah SubhanahuWaTa'ala, for the blessing, mercy, and health in composing the thesis. Shalawat and Salam upon to Prophet Muhammad ShallallahuAlaihiWasallam, who had delivered the truth to the human beings in general and Muslims in particular. This thesis entitled "The Effectiveness of Peer Review For Teaching Descriptive Writing at the 10th Grade of SMA Negeri 13 Luwu Timur"was submitted to fulfilment of the requirement for the undergraduate degree of English Education Study Program at Education and Teacher Training Faculty, State Islamic institute of Palopo. Some people contributed advice, support, motivation, and valuable things while composing the thesis. However, the researcher would sincerely thank you:

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Palopo, 28 August 2023

The researcher,

Ria Mustika

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ABSTRACT

Ria, Mustika, 2023. "The Effectiveness of Peer Review for Teaching Descriptive Writing at the 10th Grade of SMA Negeri 13 Luwu Timur" A Thesis of the English Language Education Study Program, Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Jufriadi. (Consultant I) and Fadhliyah Rahma Muin. (Consultant 2).

This study aims to determine how peer assessment improves writing abilities for the 10th grade of SMA 13 Luwu Timur. It was implemented earlier than the experimental examination, which specializes in one-group pretest and post-check design. This study's population becomes thetenth grade of SMA 13 Luwu Timur. The study device used became a writing check (pretest and submit-test). The facts are analyzed with descriptive information and calculated using SPSS 22. The info analyzed through calculating the implied rating and matched pattern t-take revealed that college students' average rating within the post-check (55.08) was higher than the pretest (49.15). The t-count (3,118) is more significant than the t-table (2.179). This shows that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. It can be said that using peer review in learning can be recommended to improve students' writing skills.

Keywords: Descriptive Writing, Effectiveness, Peer Review

CHAPTER I

INTRODUCTION

A. Background

Writing is a process of revising, and successful writers know that revision is not only correcting errors or an activity confined to the very end of the writing process but also an activity in which the writers make changes throughout the composting process, adding, deleting, substituting, and rearranging materials in their texts to make the meaning clear to their readers.[1]Writing is one of the four skills in learning English. It is used to revealor express facts, feelings, and thoughts from the writers to the readers in writtenform. Writing is compared with the other three skills of language (listening,speaking, and reading). It is more difficult to be mastered even by a nativespeaker.

Writing can be found and needed in every field of study,which is why writing is very crucial for students. In mastering English, students must know or can apply the skills orally and in written forms because it will not be enough if the students only focus on oral communication. They also need to master writing. However, writing and conveying ideas so that others can understand what we write is not as easy as imagined. Writing ability is more difficult than managing three other language competences. This is because, in writing, there are several elements that must be considered so that the reader understands what is being conveyed.

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[1] Apsari, *"The Use Of Picture Servies Series in Teaching Writing Recount Text,"* Journal of English language Teaching in Indonesia 4, no. 3 2017 (2017) 51-56.

Expressing ideas and feelings in written form is a difficult task since the writer must arrange the letters into words, phrases, paragraphs, and texts in general. Writing is the most challenging skill to learn since it is an action that needs a process. Furthermore, the texts must be readable and understandable so that the reader receives the writer's intended message, ideas, or feelings. In writing, it is not only just expressing what is in our minds in written from, but also paying more attention to word choice, spelling, punctuation, and other details.

Writing has certain problems where the students find it difficult to choose the right word and use correct punctuation and spelling. Furthermore, they have to write the content that is related to the topic and make all the paragraphs coherence with each other. Students are unable to build the link between their ideas and facts, lack vocabulary, and the teacher frequently uses a monotonous strategy.[2]

Based on the researcher's preliminary observation in SMA 13 Luwu Timur, the researcher found thatstudents had difficulties in studying English, especially in writing several problems based on the students. The writing problem is caused by; (1) their lack of vocabulary so that they findit difficult to write their ideas into a written form, which can make them confused about how to transfer their ideas. They need much time to think about what they are writing and content that is related to the topic and make it coherent. The students also need to know many kinds of text in writing so they can read the text to gain new vocabulary and practice their writing skills;

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[2] Hidayatullah, M.S., & Handayani, A. E. "*The Effect of Learning English by Using Pictures Map Towards Students' Ability in Writing Descriptive Paragraphs at the Second Year of MTS Nurul Wahid Bukit Kapur Dumai (Doctoral Dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau)*" Journal 24, no. 5 2018 (2018): 26-30.

(2) the lack of interest of students in learning writing, learning to write does not bring an exciting atmosphere so that students feel bored when knowing essay.

The researcher assisted by peer review is atechnique wherestudents discuss their writing with each other and exchange their oral and/orwritten comments, usually based on the guidelines and /or task sheets given tothem. Teaching writing using Peer Review is extremely effectiveand helpful in improving students' writing in English. It gives some advantagesfor the students in writing because by using Peer Review, the students can get additional information from their peers besides the information from the teacher. The students also get the more specific comments from their peers.[3]

The researcher chose peer review because it is effective in teaching writing descriptive text because when the students review their peer writing result, they getmore information or comment from their peer. It can also make them realizesome mistakes of their peer writing result, and it is used to construct their better writing result. Based on the explanation above, the researcher conducted a study with the title "*The Effectiveness of Peer Review For Teaching Descriptive Writing at the 10th Grade of SMA Negeri 13 Luwu Timur*".

B. Research Question

Based on the background above, the researcher's formulation of the possible formulation of the problem:

"Does peer review improve the students' writing skill descriptions at the

10th grade SMA Negeri 13 Luwu Timur?"

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[3]Mehrdad Moloudi, 'Online And Face-To-Face Peer Review: Measures Of Implementation In Esl Writing Classes', *Asian Efl Journal*, 2011.

C.   Objective of the Research

Related to the question, the objective of the research is to find out whether or not the use of peer review is effective in the Writing descriptive of the 10th-grade students of SMA 13 Luwu Timur.

D.   Significant of the Research

There are two significances of the research they are theoretical significance and practical significance:

1.   Theoretical Significant

The research gives the solution to find out the appropriate method in teaching writing descriptive text.

2.   Practical Significant

a.   For Teachers

The results of this study are expected to motivate teachers to create interesting ones at times that produce active and creative students and provide understanding to students in the learning process of English who will have good writing skills.

b.   For Students

The results of this study are expected to help students foster interest in English learners by using photographs, one of which is to improve writing skills in writing text.

E. Scope of the Research

The scope of the research focuses on using the technique of peer review in the teaching writing of descriptive text in the 10th grade of SMAN 13 Luwu Timur.

F. Definition of the Terms

To get a general understanding of the aim of the title of this research, the researcher expected that:

1. Writing is the act or practice of literary or musical composition.

2. A descriptive text is an essay that describes an object with the aim that the reader feels as if he is seeing the object depicted for himself.[4]

3. Peer Review is a technique wherestudents discuss their writing with each other and exchange their oral and/orwritten comments, usually based on the guidelines and /or task sheets given tothem.

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[4] Permanasari, "*Kemampuan Menulis Teks Deskripsi Siswa Kelas VII SMP Negeri 1 Sumber Jaya Lampung Barat*," Jurnal Pesona 99, no. 4 (Januari 17, 2020).

CHAPTER II

LITERATUREREVIEW

A.   Previous Related Studies

There are several studies on the use of peer review to improve descriptive text writing. The researchers summarize the previous studies related to this research in this section.

Leny Setiyana's in her research entitled "*Effectiveness of Peer-reviewed Writing Form the Motivation of Class IX Students of SMPN 1 Sekampung Academic Year 2014/2015*". The method that was used in this research is an experimental study. The samples were two classes, namely the experimental class, which was taught using Peer Review and the control class, which was taught using Think Pair Share. Each class was divided into two groups, which consisted of students with high motivation and those with low motivation. Two instruments were questionnaires. The data were analyzed by using Multifactor Analysis of Variance ANOVA 2x2 and Tukey Test. Before conducting the ANOVA test, a pre-requisite test was conducted. Based on the data analysis, the findings of this research are: (1) the Peer Review technique is more effective than the Think Pair Share technique in teaching writing; (2) The students with high motivation have better writing skills than those having low motivation; and (3) There is an interaction between teaching this study implies that Peer Review technique is effective to teach writing for the ninth-grade students.[5]

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[5]Leni Setiyana, 'The Effectiveness Of Peer Review To Teach Writing At Ninth Grade Of Smp N 1 Sekampung Academic Year 2014/2015', *Teaching And Teacher Education*, 2015.

Table 2.1 The Differences and Similarities Between This Research and

Leny Setiana's.

Differences	Similarities
Previous research used two classes while this research used one class.	Both studies used experimental research methods.
The research sample used two techniques, peer review and think pair share, while the research used peer review.	Both stuies focused on writing.

Dewi Sartika and Nurfisi Arriyani,in their research entitled "*Enhancing Students Writing Skill To Write Descriptive Text Using Peer Review And Free Writing Techniques*", the main purpose of this study was to see whether the use of peer review and free writing techniques was effective in improving students' writing achievement in learning English as a Foreign Language. A non-randomized control-group pretest-posttest design was used. Out of the tenth graders SMA YPI Tunas Bangsa Palembang, 60 students were taken as the sample. The findings showed that the two techniques were effective in improving the students' writing achievement because the students were guided to check their friends' work and were encouraged to elaborate more ideas that they wanted to write freely.[6]

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[6]Sartika Dewi & Nurfisi Ariyani, 'Dewi & Nurfisi , '*Enhancing Students Writing Skill To Write Descriptive Text Using Peer Review And Free Writing Techniques*', (2006).

Table 2.2 The Differencess and Similarities Between This Research and

Dewi Sartika and Nurfisi Arriyani.

Differences	Similarities
Previous research used peer review techniwues, while this research uses peer review.	Both studies were to improve students' writing.
Data collection in previous research used pre-test and post-test, while this research used pre-test treatment and post-test.	Both show that the techniques used improve students'
Previous research used 60 students while this research used 13 students.	

Theresia Adventris Ndohna Ruru and Teguh Sulistiyo's research entitled "*Peer Review in Writing Activities: outcomes and Perceptions of EFL Students*' This study aims to investigate the effect of peer review on students' writing ability and the students' perceptions toward the use of peer review techniques in writing class. This is experimental research involving 62 EFL students of eighth graders at a Junior High School in Malang, Indonesia. The data were obtained by conducting writing (pre-test and post-test) and giving questionnaires. The data were analyzed by using quantitative descriptive statistics. The findings show that the students in the experimental group who were taught by using the peer review technique got better achievement in writing ability than the students in the control group who

were taught by using the self-assessment strategy. The use of the peer review technique in writing class makes the class less anxious and more enjoyable. The students are enthusiastic, so the class becomes more student-centered. The students are able to interact with each other in giving comments and suggestions to reduce mistakes in terms of global and local issues to make better subsequent writing products. In addition, the result of the questionnaire shows that the students have positive attitudes toward the use of peer review techniques in writing class.[7]

Table 2.3 The Differences and Simililarities Between This Research and Theresia Adventris Ndohna Ruru and Teguh Sulistiyo's.

Differences	Simililarities
Previous research was carried out in lower secondary schools, while this research was carried out in upper secondary schools.	This research both uses peer review techniques.
Data collection in previous research used a pre-test and post-test, while this research used a treatment pre-test and post-test.	Improve students' writing skills.

Hilda Eriya Sani,in her research entitled "*The Influence Of Using Peer Review Technique Toward Students Recount Text Writing Ability At The Second*

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[7]Ruru Ndohna Theresia Adventris & Sulistiyo Teguh, "Journal Of Research On English And Language Learning", Journal Of Research On English And Language Learning, (2020).

Semester of The Regular Eighth Grade of Mts Negeri 2 Bandar Lampung In 2016/2017 Academic Year,". The objective of this research was to know whether there is an influence of using the Peer Review Technique on students' recount text writing ability or not. The method of the research was a quasi-experimental design with the treatment held in three meetings, 2x40 minutes in each meeting. The population of this research was the regular eighth-grade students of Mts Negeri 2 Bandar Lampung. Cluster random sampling was used to take the sample. The experimental class consisted of 35 students, and the control class consisted of 37 students. Pre-test and post-test were used in collecting the data. The test instrument was a writing test. An Independent sample t-test was used to analyze the data. From this research, it is known that the peer review technique can influence the students' recount text writing ability. It can be concluded that there is a significant influence of using peer review techniques on students' recount text writing ability.[8]

Table 2.4 The Differences and Simililarities Between This Research and Hilda Eriya Sani.

Differences	Simililarities
Previoud research was carried out in junior high schools, while this research was carried out in upper secondary schools.	Both use peer review techniques.

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[8]Eriya Sani Hilda, *'The Influence Of Using Peer Review Technique Towards Students' Recount Text Writing Ability At The Second Semester Of The Regular Eighth Grade Of Mts Negeri 2 Bandar Lampung In 2016-2017*, Raden Intan State Islamic University Lampung, 2017.

Previous research used random classes, an experimental class of 35 students and a control class of 37 students, while previous research took only 1 experimental class, 13 students.	Improve students' writing skills.

Damarwulan Purna's in his research entitled "*The Impacts Of Peer Reviewing On Efl Writing Skills*" The research aims at (1) finding out whether the peer reviewing technique significantly improves the writing skill of the students in the second years of SMA Negeri 2 Luwu, (2) finding out aspects of writing that improve significantly by using peer reviewing on EFL writing skills. This research applied a quasi-experimental design to two groups. The experimental group applied the peer reviewing technique while the control group applied the reviewing technique. The subjects of this research were the students of second-year students of SMAN 2 LUWU. The findings showed that there was an improvement in students' writing ability after the treatment. The post-test results proved that the writing skills of the students of the experimental group (who used the peer-reviewing technique) improved more than the students' writing skills of the control group. Based on the result post-test of aspects of writing, the researcher found out the organization aspect was more significantly improved by the mean score of 4.550, and the vocabulary aspect was the mean score of 3.200.[9]

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[9]Darmawulan Purna *'The Impacts Of Peer Reviewing On Efl Writing Skills'*, State University Of Makassar, Indonesia., 2017.

Table 2.5 The Differences and Simililarities Between This Research and

Darmawulan Purna's.

Differences	Simililarities
Previous research used two methods experimental and control reviewing, while this research uses an experimental method.	Improve students' writing skills.

Based on the result of the research above, the researcher can conclude that there are many methods, techniques, or media to improve students' writing skills, one of which is by using peer-review techniques. This is also a technique that can be used in various schools. The similarities between researcher and previous researcher are the types of research methods, and learning techniques using peer review. The difference is that previous researchers used peer review writing to increase student motivation, to find out student perceptions, and to improve students' writing skills, while researchers focused on using peer review for the effectiveness of learning descriptive writing.

B. Theoretical Literature

1. The Concept of Writing

a. Definition of Writing

Writing is one of the skills that must be mastered in English skills besides speaking, listening, and reading. Writing is an important skill to learn since it is a productive skill that involves the use of symbols (alphabet, punctuation, and

spaces) to express ideas in the form of correct sentences in a paragraph.[10] Also, it is seen as a productive skill since it enables the language used to generate texts. Many experts define about writing. According to Homby, it is the action of producing letters, words, phrases, and other symbols on a surface. It means that writing is a written text that consists of words, symbols, phrases, etc, and it can be used to express or communicate the writer's idea or feeling to the reader.

Writing is a skill that must be taught and practised. Writing is an important aspect of learning a language since it allows you to practice your vocabulary, spelling, and sentence structure. Writing may be viewed as a process and product in modern English education that cannot be separated since they are intertwined.[11] The writing process helps the writers to strengthen their thoughts and feelings by placing them into a draft and then attempting to communicate those thoughts and feelings in the final version as a product.[12]

However, writing is more than just making letters or symbols, it is also about using them to convey ideas from the writer to the reader. In other words, the purpose of writing is to convey an idea and feeling from the writer to the reader in a readable and understandable written form. Therefore, writing is an exceedingly complicated cognitive activity in which the writer must show control over a variety of variables at the same time. The sentence structure, vocabulary, punctuation, spelling, and letter formation are all covered. Beyond the sentence, the

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[10] Alfaki, "*University Students' English Writing Problems: Diagnosis and Remedy*," International Journal of English Language Teaching 35, no. 3 2015(2015).

[11] Rahimah, "*An Analysis of Peer Feedback towards the Students Writing Skill at Mas Bustanul Ulum,*" A Thesis 23, no. 9 (2020).

[12] Mashadi, "*Improving Students' Writing Abilities Through Peer Feedback Technique at Class VII D of SMP Negeri 1 Mlati in the Academic Year of 2012/2023*," A Thesis (January 2, 2014).

writer must be able to arrange and combine material into paragraphs and writings that are cohesive and intelligible. [13]

b. Types of Writing

According to Feez (2002), creating texts includes making decisions about which words to use and how to put them together. There are numerous types of texts known as text types.

1) Descriptive Text

The descriptive text describes a particular person, place, or thing. Its purpose is to inform the reader about the subject by describing its characteristics without including personal opinions. Descriptive text is common in everyday life and almost similar to report text. The descriptive text focuses on specific things and features, whereas the report text deals with things in general. [14]

2) Procedure Text

Hyland (2002) stated that procedure text is a meaningful stretch of language in both oral and written form that serves a social purpose by describing how something is accomplished through a series of actions or steps. The goal is to give instructions on how to make something, do something, or get somewhere. [15]

3) Recount Text

Anderson (2003) defined recount text as "a piece of text that retells past events, usually in the order in which they occurred." It retells an event from the

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[13] Astuti, "*The Effectiveness or Peer Feedback to Improve the Writing Ability of the Tenth Grade Students of SMA Kanisius Harapan Tirtomoyo in the Academic Year of 2012/2013*," Journal Research 112, no.1 (April 8, 2013).

[14] Mardiah, "*Improving Students' Writing Descriptive Text Ability by Using Peer Feedback Technique at Ten Grade Students of Man Sipirok South Tapanuli*," A Thesis 43, no. 9 2017 (2017).

[15] K. Hyland: *Teaching and Researching Writing. London, Longman* 2002.

past as well as a series of past events or experiences. Its goal is to either inform or entertain the audience. A recount text is similar to a narrative that retells something that happened in the past.[16]

4) Report Text According to Mustafa and Sundayana (2006), the purpose of the report text is to describe how things relate to history, science, geography, natural resources, and man-made and environmental phenomena.[17]

c. Narrative Text

In general, narrative text is a story that can be in the form of fairy tales, myths, folk tales, animal stories, and so on. It is a text that tells a story and entertains the reader. The narrative text contains characters, places, and events. Character, location, and narrative issues are typically introduced at the start. In the Middle, problems reach a tipping point. The ending overcomes the problem. The language features of the narrative text focus on specific participants, the use of the past tense, the use of temporal conjunctions, material use (action) process and relational use, and mental processes.[18]

1) Generic Structure of the Narrative Text

According to Hartono (2005) and Faudi (2016), a narrative structure such as orientation, evaluation, complication, resolution, and reorientation.

a) Orientation is the opening of the story that informs the readers about where the story is taking place, who the characters are, and when the action takes place.

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[16] M. Anderson, *Text Type in English*. Macmillan Educational Autralia PTY LTD. 2003.

[17] Mustafa, and Sundayana, "Head of the Language Center of Indonesia," United States: University of Education, 2006 (2006).

[18]Muslimah, "*The Effect of Story Pyramid Strategy Toward Students' Writing Narrative Text*," Journal Research 29, no.2 (December 02, 2018).

b) Complication: the story is driven by a series of events, where we expect there will be some problems arise. That won't be entertaining if nothing surprising happens. As a result, this complication will affect the main character and will frequently bring something unexpected (temporarily) against them for them to attain their aims.[19]

c) Resolution is the solution to the problem. The end of the narrative text can be a sad or happy ending. This generic structure can guide the students in writing narrative text so the reader can understand the story.

d. The Component of Writing

According to Brown (2001), there are five components of writing. They are content, organization, vocabulary, language use and mechanics described as follows:

1) Content

There are at least two aspects that may be measured in relation to content: the points that are provided and formal signals delivered to the reader to guide them in properly understanding the topic.

2) Organization

Coherence, order of significance, general specific, specific to general, chronological order, and particular order pattern are all involved in the process of arranging information in writing.

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[19] Faundi, "*The Implementation of Peer Assessment Technique in Teaching Writing*," English Educational Journal 19, no. 7 2016 (2016): 402-414.

3) Vocabulary

Vocabulary is one of the linguistic characteristics concerned with the writing process. The writing process is the process where the writer constantly thinks about placing words into sentences and then sentences into paragraphs until they can generate a piece of writing.[20]

4) Language use

Language use in forms of writing entails correct use and grammar or structural considerations. Grammar is a fundamental aspect of writing. It supervises our utterances to ensure that they are correct and ordered. As a result, it has a significant impact on writing quality.

5) Mechanics

Writing mechanics is concerned with capitalization, spelling, and punctuation.

e. **The Writing Process**

The writing process is the activity of collecting ideas and dealing with students to convey them in a polished and intelligible manner to readers. Harmer (2004) classified writing into four stages: planning, drafting, editing (reflecting and rewriting), and final version.

1) Planning is the act of establishing a systematic process. The writer is required to create a concept in the first stage of the writing process. Harmer (2004) makes three key points: issues with planning and writing. First, authors evaluate the goal of writing since it influences a variety of factors such as the

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[20] Brown H. D. Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition. New York: Pearson Education, Inc. 2001.

type of text, language, and material contained in the writing. Second, authors must consider the audience since it influences various types of writing, as well as whether the language used is professional or casual. Lastly, the writers must examine the text's content structure. The activities listed below offer learning opportunities for students of this age. [21]

a) Brainstorming in groups: Members of the group share their thoughts on the wsubject. Here, spontaneity is essential. There is no correct or incorrect response. Students may begin by covering known ground before moving into more abstract or wild territory.

b) Clustering students create words in response to a stimulus provided by the teacher. To illustrate discernible clusters, the words are circled and then linked by lines. Clustering is a basic yet effective approach.

c) Writing on the fly,individual students freely and rapidly write down singular words and phrases on a topic in a restricted time, 1 or 2 minutes. Because of the time constraints, the writers' thoughts are racing, and they are thinking quickly. When group brainstorming is not feasible or when the personal character of a particular issue necessitates a different technique, rapid free writing is used.

d) WH questionsstudents create who, why, what, where, when, and how questions about the topic. More similar questions can be posed in response to

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[21] J. Harmer. How to Teach Writing. New York: Pearson Educational Limited Longman, 2004.

the responses to the first string of WH questions, and so on. This may continue endlessly.[22]

2) Drafting is the process of creating technical drawings. According to Harmer (2004), it refers to the initial version of an article. Before beginning the editing phase, the writer writes their ideas as they had intended in the initial post, taking into account the goal, audience, and content structure.

3) Editing is the most essential stage in the writing process. At this point, authors may enhance their writing development via contemplation and modify their manuscripts based on positive comments from professors and peers. The initial draught will be checked for mistakes and inconsistencies. The sentence was then recast properly.

4) The final version is the last step in the process of writing, at which the author has finalized the strategy to incorporate their thoughts into the final draught. Since it has been modified during the editing process, this work may differ from the early draft.

f. **The Technique of Teaching Writing**

There are four types of writing instructional techniques, according to Brown (2004):

1) Writing Imitation

The skill to spell correctly is included in this category. Students must master the essential, fundamental duties of writing letters, words, punctuation, and very short phrases. Elementary school children are examples of imitative writers. [23]

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[22] Lewis Marlin, "Giving Feedback in Language Classes. The University of Auckland; SEAMO Regional Language Centre 45, no.1 2022 (2022).

2) Writing Intensive (Controlled)

Most evaluation activities in this area are focused with a focus on form and are relatively firmly regulated by the text design. Students must create suitable vocabulary within a context, as well as collocation, idioms, and acceptable grammatical characteristics at the sentence level.

3) Writing Responsive

This stage necessitates students to perform a specific discourse level. It indicates that students must compose a linked series of two or three paragraphs. It focuses on the discourse conventions that will help the written content achieve its goals. It also places a premium on context and significance. This writing skill is often aimed at students in their senior year of high school.

4) Extensive Writing

Extensive writing entails the successful administration of all writing processes and techniques for all purposes, such as an essay, a term paper, a thesis, and so on. The writers concentrate on attaining a goal, rationally arranging and expanding ideas, utilizing details to explain concepts, displaying syntactic and lexical variations, and so on. This level is often reserved for advanced students.

g. The Teachers' Role in Teaching Writing

In teaching writing, the teacher should be a facilitator and responder to the students. When the teacher is a facilitator, they guide the students to write while the responder should respond to the students.[24]

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[23] Muthoharoh, "*Using Feedback in Teaching Writing Descriptive Text*," English Studies Journal 11, no. 3 2018 (2018).

[24] K. Pratiwi, "*Students Difficulties in Writing English (A Study at The Third Semester Students of English Education Program at University of Bengkulu Academic Year 2011-2012*," Journal of Linguistics and Language Teaching 3, no. 2 (February 14, 2021).

2. The Concept of Descriptive Text

a. Definition of Descriptive Text

Haines stated that the description is an account that creates a vivid mental image. Accurately describing people, places, or objects is a useful life skill for Oshima and Hogue.[25] According to Zemach and Rumisek, the descriptive text explains how someone or something looks or feels and a process to explain how something is done[26]. The primary purpose of descriptive writing is to describe a person, place, or thing so that the picture is formed in the readers' mind, Hammoud.[27] In other words, the descriptive text deals with describing a certain thing based on someone's point of view.

According to the Abid choir, Fikri from Hegarty said that descriptive text became one of the texts to describe the object in detail so that the reader got records the item being mentioned approximately.[28] Based on the RegaDita Pratiwi, descriptive text was used to describe animals, people, and certain objects.15 In other words, descriptive text is the text that aims to provide detailed descriptions and information about the place or person to be explained.[29]

Furthermore, the generic structure of descriptive text consists of identification and description. Wardiman et al. specified the generic form of

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[25]A. And Houge. A Oshima, "Introduction to Academic Writing (Third Edition). New York: Pearson Education, Inc." 2007.

[26]L.A. Zemach, D.E. and Rumisek, "Academic Writing: From Paragraph to Essay. New York: Oxford: Macmillan Publisher Ltd" 2005.

[27]Y.M Hammoud, "Creative Writing. Riyadh: Zahrat Al-Sahraa International School" 2010.

[28]Choirul Fikri, The Effectiveness of Dictogloss Technique on Students' Writing of Descriptive Text (UIN Syarif Hidayatullah Jakarta 2016)

[29]Rega Dita Pratiwi, The Impact of Team Pair Solo Technique and Round Robin Technique on Students Ability in Writing Descriptive Text, Journal of English Language Teaching 2 (2013).

descriptive text into two parts. The first is the introduction, which is the part of a paragraph that introduces the character, and the second is the description, which is the part of a paragraph that introduces the character. This indicates that a descriptive text has two elements: one to identify a phenomenon (identification) and another (description) to portray parts, qualities, or characteristics. The students make a descriptive text based on details and rules of generic structure.[30]

To make an awesome descriptive textual content, the students need to recognize the parts of the descriptive textual content itself. First, the scholars should find popular information, and in 2D, the students have to discover particular info, as an example, the traits of the topic being discussed. Based on those parts of descriptive textual content, the students should be able to determine which one is the overall and precise information.

b. The Purpose of Descriptive

According to Dietsch, there are three general purposes of Description, namely:[31]

1) To create imagery, a mood, or an aura of a place.

2) To stimulate understanding and convince.

3) To urge the listener to action

c. Kinds of Descriptive

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[30]et al Wardiman, "Descriptive Text in Teaching English" (2010), Http//teachingenglish4all.wordpress.com/2010/06/28/descriptive-text/ .

[31]M Dietsch, Betty, "Reasoning and Writing Well: A Rhetoric, Research Guide, Reader, and Handbook. Ohio: Graw Hill Marion Technical College" (2006).

According to Luber stated, the descriptive has three parts kinds, namely:[32]

1) Description of a People

People are different, and writing descriptions of people isanother. Let's examine each:

a) Identification

Identity consists most effectively of positive, unique statistics(height, weight, age), visible characteristics (colour of hair, pores and skin, and eyes), and recognizable marks (scars, birthmarks).

b) Impression

Unlike identification, the impact may not perceive someone, but it does deliver a usual idea of someone. The writer has a preferred feeling about the situation. Even though the arrival is usually less complete than identification, it is able to be more powerful in shooting an individual's putting or distinctive tendencies.

c) Character Sketch

More complete descriptions of human beings are normally referred to as man or woman sketches; they may also be called profiles, literary pix, and biographical sketches. A character cartoon is sort of a type in preference to an individual, revealing the traits of the individuals of a group, consisting of campus jocks, cheerleaders, artwork students, religious fanatics, and television devotees.

d) Description of Place

Unlike a chronologically developed paragraph, there is no set pattern for

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[32]Juliant Luber, "Descriptive Text" (2016), http://juliantluber.blogspot.com/2014/04/descriptive-text.html.

arranging sentences in descriptive text. Therefore, it is unnecessary, to begin with one area and proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be structured, so the reader can imagine the scene being described. To make the paragraph more interesting, you can add the main idea that states an attitude or impression about the place. And then, the arrangement of the details in your description depends on your subject and purpose.

2) Description of Thing

To describe a thing, the writer must have a good imagination about the thing that will be described. Besides, to make our subjects as interesting to our readers as they are to us, use proper nouns and useful verbs.

a) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include several proper nouns, which, as we know, are the names of particular persons, places, and things.

b) Using Effective Verb

Effective verbs can add much to a piece of description. Writers use verbs to make reports more specific, accurate, and interesting.

d. Generic Structure of Descriptive Text

According to Gero and Wignell in Ummu Kalsum research, the generic structure and language features of descriptive text are as follows:[33]

1) The generic structure of a descriptive text

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[33]Ummu Kalsum, The Effectiveness of Using Picture in Teaching Writing of Descriptive Text at the Eighth Grade Students of MtsN Purworejo in the Academic Year of 2015/2016 (Purworejo: English Education Program. Universitas Muhammadiyah Purworejo, 2016.

a) Identification: identifies the phenomenon to be described.

b) Description: describes features in order of parts, qualities, and characteristics.

2) The language features of descriptive text

a) Use of simple present tense.

b) Frequent use of epithets and classifiers in nominal groups.

c) Use of linking verbs or relating verbs for the identification and showing qualities.

d) Use of attributive verbs to give a detailed description of the object's features.

e) Use action verbs related to the topic, especially when describing behaviours or personalities (for a person).

e. The Characteristics of Descriptive Text

Some characteristics of description text set it apart from other types of text. Ahmad Thommy divides the characteristics of description text into three major categories, which are as follows:[34]

1) The use of the simple present tense. This tense is used in almost every sentence. It means that descriptive text depicts the real subject or object from the writer's perspective. Its goal is to make the readers imagine the presence of something described.

2) The descriptive text frequently discusses a specific object. It means that no human participants are required for the reader. It concentrates its description on the topic being explained.

3) The descriptive text paints a vivid picture of a person, thing, or location. This

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[34]Ahmad Thommy, Writing Genre in English (Surakarta: Era Intermedia, 2008.

text typically employs an adjective phrase to depict the object at hand.

Based on the reason above. It is viable to conclude that descriptive text characteristics are simply gift disturbing. It describes human beings and some gadgets and makes use of the adjective word to visualize someone, an area, or a thing.

3. The Concept of Peer Review

a. The Definition of Peer Review

Peer review technique is one of the important activities in the writing process. According to Raimes, the peer review technique is one of the techniques for responding to students writing.[35] In general, the peer review technique involves students' interaction in the learning process. Liu and Hansen also stated that peer review is an interaction that involves students exchanging in formation. In addition, the students have a roles and responsibilities in commenting on and critiquing each other writing in both written and oral formats in the process of writing.[36] It means that peer review is an activity to increase students' interaction to exchanging information, commenting on and critiquing each other writing in the process of writing.

According to Bartels, peer review is also referred to as peer editing, peer response, peer evaluation, and peer feedback, in which students read each other's writing and provide feedback to the researcher. Peer review is an activity in the

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[35] Ann Raimes, "*Technique in Teaching Writing*". New York: Oxford University Press, 1983.
[36] J. Liu and J. Hansen, "*Guiding Principles for Effective Peer Response"*. ELT Journal: Oxford University Press, 2005.

process of students' writing to respond to each other writing[37]. So, peer review is not only reviewing other writing, but also editing, evaluating, and giving feedback on each other writing.

According to Hutton in, having students give feedback to one another on their papers can give the students get opportunities to develop their ability to give constructive feedback, they receive advice on their drafts. they have a broader audience for their work than just a single instructor, and they see different approaches other students have taken in responding to an assignment.[38]

It involves students as the main part of the teaching learning process. They have to be more creative and more critical by giving a constructive feedback to other peers and allowing them to evaluate their organization, context, grammar, punctuation and, spelling, and style.

b. Procedure of Using Peer Review Technique

According to Hyland, peer response can take a number of different forms and occur at various stages in the writing process. Most typically, it consists of assigning students to groups of two, three, or four who exchange completed first drafts and give comments on each other work before they revise them. In many peer group sessions, students give their papers to other students for comment, although some teachers prefer writers to bring copies for each other of the group to read so that they get a range of responses.[39]

McMorran states that the procedures of the peer review technique are as

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[37]Nat Bartels, "*Written Peer Response in L2 Writing*". English Teaching Forum: Germany, 2003.

[38]http://techtv.mit.edu.

[39]Ken Hyland, Opcit, p. 200.

follows:[40]

1) Introduce peer review in the class.

2) Students submit papers, and they are distributed for review.

3) Assign students to groups of 3-4. Their assignment for next weekis to read each other papers and answer questions. The teacher can use the guidelines.

4) Students workshop papers. This face-to-face session is a good opportunity for writers to clarify confusing advise.

5) Students submit a final draft. The teacher can look for evidence of how the author incorporated the reviewers' comments by comparing the first and final drafts.

6) Feedback.

c. Advantages of Using Peer Review Technique

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

It can be said that peer review techniques can give benefits such as the students can learn how to give and get constructive comments and suggestions, so they can be active learner participation.[41] They will be more confidence when they submit their writing to their teacher because it has been improved by revising their

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[40]Chris mcMorran, Peer Review in Student Writing. BuzzEd, 2015.
[41]Ken Hyland, second Language Writing. Cambridge: CAmbridge University Press, 2003.

first draft after exchanging one to each other with their classmates and getting constructive feedback.

d. Disadvantages of Using Peer Review Technique

According to Hyland, there are some disadvantages of using peer review techniques. They are as follows:[42]

1) Students are unconvinced of the comments' value.

2) Weakness of readers' knowledge.

3) Students may not use feedback in revision.

4) Students may prefer the teacher's feedback.

C. Conceptual Framework

Writing is one of the four English skills. This is one of the important elements in getting an idea contained in the brain because expressing an idea or Writing is a second way that inspiration can be expressed, in addition to speaking. But can also be expressed by writing. And writing is also one of the effective teaching techniques used to understand good wooding, punctuation, and so on. Many media can be used to improve descriptive writing skills, one of which is by using the peer review.[43]

The researcher used these methods to examine how well students wrote descriptive texts after receiving peer feedback. This method aims to determine whether teaching descriptive text writing to students through peer review can enhance and inspire students to become better writers. English will test students'

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[42]Ibid. p.199

[43] J. Harmer. How to Teach Writing. New York: Pearson Educational Limited Longman, 2004.

writing abilities and the learning process in the process of learning English as input or content; the researcher looked at students' responses, activities, and grades as they studied. Therefore, researchers understand and know whether it is successful in enhancing students' writing skills. Therefore, this study hopes that this technique can improve.

In this research, the researcher conducted a research experiment on writing about descriptive text to find out the effect of using peer review on learning writing skills students.
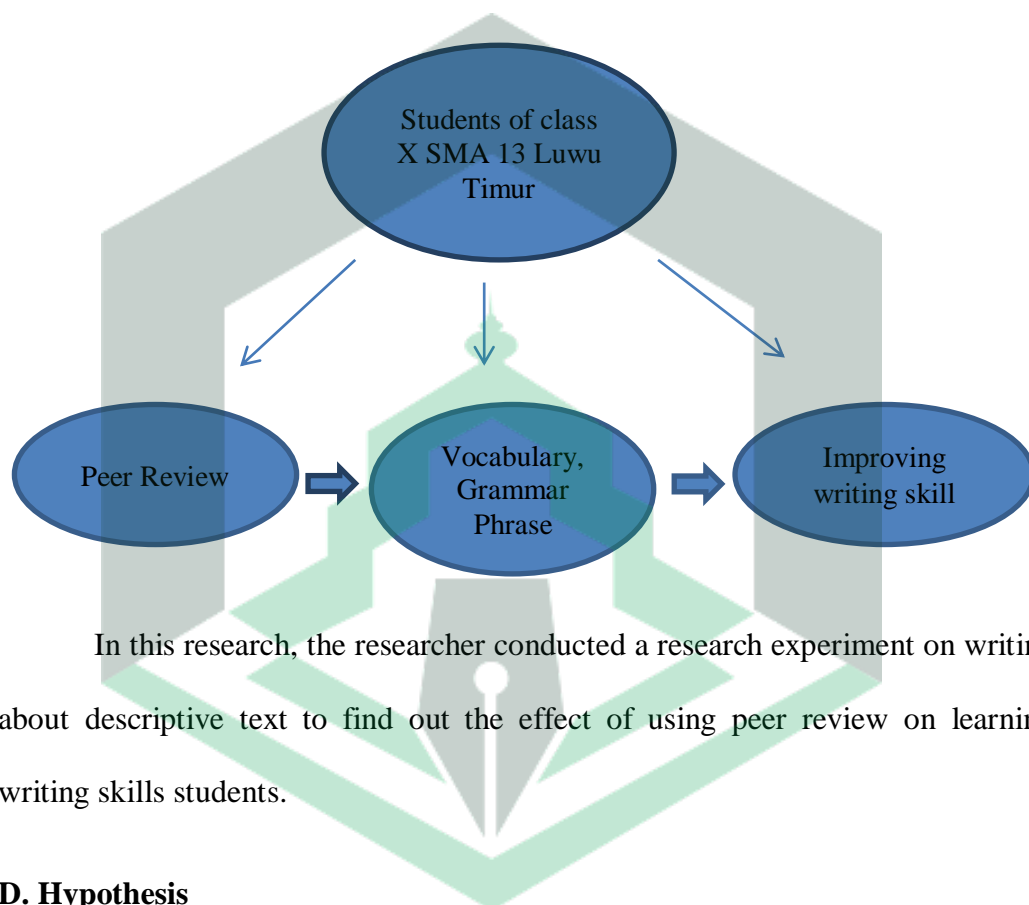
D. Hypothesis

The statistical hypothesis of this research is given as follows:

1. H_0: Peer Review cannot effectively improve the writing skills of class X students at SMAN 13 Luwu Timur.

2. H_a: Peer Review can effectively improve the writing skills of class X students at SMAN 13 Luwu Timur.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

In this research approach, the researcher applied pre-experimentalstudies. (pretest and submit-test) and treatment with non-magnificence assessment. The researcher carried out a pre-experimental design to research whether or not the usage of peer assessment affected the student's writing abilities. The students went through those steps in 3 tiers:(1) a Pretest, which was used to look at the pupil's understanding; (2) treatment, which was carried out to manual the student's effective writing talents;a post-take-a-look at, and which was implemented to find out the effect of peer review effective descriptive Writing. The design of the research can be described the following:

Table 3.1 Best and Kahn's experimental study design[44]

Experimental group	T_1	X_1	T_2

Note:

T1 = Pre-test

X_1 = Treatment

T2 = Post-test

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[44] *Best*, J.W. And *Kahn*, J.V. (2006) *Research In Education. 10th Edition*, Pearson Education Inc., Cape Town.

B. Time and Place of the Research

1. Time of the Research

   This research started from 24 July until 11 Agustus 2023

2. Place of the Research

   The research was conducted at SMA 13 Luwu Timur, which is located in Towuti.

C. Variable of the Research

   In this research, there are two variables, they are:

1. The dependent variable (Y)

   The established variable is the variable stricken by the unbiased variable, which means that this variable can exchange its price. This variable may be measured after the alternative variable adjustments it. The established variable is the use of peer assessment.

2. The independent variable (X)

   The variable that impacts the price of another variable is described as an unbiased variable. This variable can have an effect on the cost of any other variable, and because of this that, it controls the alternative variable. In this study, the impartial variable is students' descriptive pWriting.

D. Population and Sample

1.   Population

   The population in this research is tenth grade of SMA 13 Luwu Timur. The population of this research amounted to approximately 250 students. One class because the researcher used one class.

2.   Sample

The researcher adapted the total sampling techniques in this research, which means the sample of this research refers to the 10th IPS 2 grade students of SMA 13 Luwu Timur, which contains 28 students in a single class.

E. The Instrument of he Research

Writing test, within the shape of descriptive textual content, used as the research device earlier than and after treatment. The test aimed to collect information on the student's capabilities to put in writing descriptive Writing. Starting the remedy, the researcher gave a pretest to decide their beyond know-how in writing descriptive. After the remedy, put-up-checks were used to evaluate the pupil's capacity to write down a descriptive textual content.

F. Procedure for Collecting Data

1.   Pre-observation

Earlier than accomplishing the research, the studies region and populace were discovered at SMAN thirteen Luwu Timur.

2.   Giving Pre-test

offers the students a pretest of writing descriptive textual content by using subject matter to describe themselves. The students wrote a descriptive text based totally on the subject.

3.   Treatment

The researcher provided treatment after the pre-test. The treatment was executed for six meetings. Therefore, the researcher prepared several steps to encourage students' writing descriptive with Peer Review, and the steps were the

following.

a) The first meeting

1) Researchers give 30 minutes to write assignments "(*Write Descriptive Mosque*)".

2) After the students finished their work, the researcher exchanged their writing results with other students.

3) Both read for 3 minutes and one at a time.

4) Take turns to talk about your writing with your partner for 10 minutes following the peer review guide.

5) Researchers and students whose work is read by colleagues record peer comments, and suggestions, ask for help.

6) The researcher collects the first draft (descriptive writing students) and peer comments, and suggestions and asks for help.

b) The second meeting

1) Researchers give 30 minutes to write assignments "(*Write Descriptive Our Parents*)".

2) After the students finished their work, the researcher exchanged their writing results with other students.

3) Both read for 3 minutes and one at a time.

4) Take turns to talk about your writing with your partner for 10 minutes following the peer review guide.

5) Researchers and students whose work is read by colleagues record peer comments, and suggestions, and ask for help.

6) The researcher collects the first draft (descriptive writing students) and peer comments, and suggestions and asks for help.

c) The Third meeting

1) Researchers give 30 minutes to write assignments "(**Write Descriptive Our Idol**)".

2) After the students finished their work, the researcher exchanged their writing results with other students.

3) Both read for 3 minutes and one at a time.

4) Take turns to talk about your writing with your partner for 10 minutes following the peer review guide.

5) Researchers and students whose work is read by colleagues record peer comments, and suggestions, ask for help.

6) The researcher collects the first draft (descriptive writing students) and peer comments, and suggestions and asks for help.

d) The fourth meeting

1) Researchers give 30 minutes to write assignments "(**Write Descriptive School Or Class**)".

2) After the students finished their work, the researcher exchanged their writing results with other students.

3) Both read for 3 minutes and one at a time.

4) Take turns to talk about your writing with your partner for 10 minutes following the peer review guide.

5) Researchers and students whose work is read by colleagues record peer comments, and suggestions, ask for help.

6) The researcher collects the first draft (descriptive writing students) and peer comments, and suggestions and asks for help.

e) The fifth meeting

1) Researchers give 30 minutes to write assignments "(*Write Descriptive Your Home/House*)".

2) After the students finished their work, the researcher exchanged their writing results with other students.

3) Both read for 3 minutes and one at a time.

4) Take turns to talk about your writing with your partner for 10 minutes following the peer review guide.

5) Researchers and students whose work is read by colleagues record peer comments, and suggestions, ask for help.

6) The researcher collects the first draft (descriptive writing students) and peer comments, and suggestions and asks for help.

f) The six meeting

1) Researchers give 30 minutes to write assignments "(*Write Descriptive Your Friends*)".

2) After the students finished their work, the researcher exchanged their writing results with other students.

3) Both read for 3 minutes and one at a time.

4) Take turns to talk about your writing with your partner for 10 minutes following the peer review guide.

5) Researchers and students whose work is read by colleagues record peer comments and suggestions, ask for help.

6) The researcher collects the first draft (descriptive writing students) and peer comments, and suggestions and asks for help.

4. Giving Post-Test

This test will be known as the effectiveness of using photos in teaching writing descriptive text.In this post-test, the researcher gave a test with the theme of tourist attractions in Luwu Timur, and then students wrote descriptive texts based on peer review procedures.

G. Technique of Data Analysis

Steps to data analysis include:

1. Classifying the Score

The components from J.B. Heaton, the scales included in the objective score, are divided into five.[45]

a) *Content* refers to the idea represented or the substance of writing.

b) Keeping the content organized is the goal of *organization.*

c) Any terms that students use in their writing are referred to as *vocabulary.*

d) *Grammar* is made up of structural terms as well as syntactic patterns.

e) The use of a language' graphic convention is known as *mechanics.*

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[45] J. B Heaton, Writing English Language Test, Longman Inc., New York, vol. 18, 1999, http://doi.org/10.1016/0346-251x(90)90037-6.

Table 3.1 Scoring of Content

No	Score	Classification	Criteria
1	27-30	Excellent	Well-focused, comprehensive, and rich. Supplementary ideas do not take up too much space, and the central concept stands out.
2	15-26	Very Good	Maintain the emphasis even if the overall result isn't particularly engaging. Although assistance is an offer, it can be limited, prominent, insignificant, or broad.
3	12-14	Good	Less development, logical sequencing. Disjointed concepts, and a lack of purpose or theme are present.
4	9-11	Fair	Has limited knowledge, is not proficient, and does not communicate.
5	5-8	Poor	Without real structure,we can't evaluate it.

Table 3.2 Scoring of Organization

No	Score	Classification	Criteria
1	18-20	Excellent	Ideas are communicated, and expression is fluid. Logical sequencing suggests that the order presentation or structure is engaging and pushes the reader through the content. A strong ending, a strong beginning, and a clever detail arrangement
2	15-17	Very Good	The reader may easily understand what is said, but the organization overall may be ineffective because the main concept is not obvious or the incomplete sequence.
3	12-14	Good	The development is lacking in logical sequencing and fluency. Writing, ideas, and information are all lacking in direction.
4	9-11	Fair	Transition is shaky, and there is no communication, resulting in a hazy, incomplete, or perplexing relationship between concepts.
5	5-8	Poor	The sender is perplexed because there is little information and no organization.

Table 3.3 Scoring of Vocabulary

No	Score	Classification	Criteria
1	18-20	Excellent	Effective words, as well as their choice and application, are precise.
2	15-17	Very Good	The variety of idioms/words, the selection, and the errors make the overall message clear. Individual words may be inaccurate. Communication of language rarely captures the reader's attention.
3	12-14	Good	Difficulty in removing organizing words and jargon.
4	9-11	Fair	They used grammatical, idiomatic, and incorrect usage. Only the broadest, most repeated, and frequently used words suffice for the text. Many repeats and usually words suffice the text: are, were, was, is, and all weak verbs with a low number's views.
5	5-8	Poor	Almost every term used is incorrect, insufficient to assess, or inaccurate.

Table 3.4 Scoring of Grammar

No	Score	Classification	Criteria
1	23-25	Excellent	This effective, complicated structure contains problems with the tense, agreement, word, order/function pronouns, number, and prepositions problem.
2	20-22	Very Good	Structure complicated with numerous tenses, words, functions, pronouns, and prepositional errors, construction. Those are simple and effective, which is a minor issue, but the meaning is rarely cored.
3	16-19	Good	Hostile, agreement, tense, word, order/function, pronouns, prepositions, and fragment mistakes are common in basic construction.
4	9-15	Fair	Grammar mistakes rule supreme. Unable to comprehend and evaluate
5	5-8	Poor	Almost no command in the form of sentence norms.

Table 3.5 Scoring of Mechanics

No	Score	Classification	Criteria
1	5	Excellent	It's about mastering tradition, not spelling, grammar, capitalization, or paragraph length.
2	4	Very Good	Spelling, grammar, capitalization, and paragraphing errors are included.
3	3	Good	Spelling, punctuation, capitalization, ad paragraphing errors
4	2	Fair	Spelling, functions, capitalization, and paragraphing issues.
5	1	Poor	Unintelligible writing

2. Counting the student's pre-test and post-test score

$$\text{Score} = \frac{3c = 20 = 2G = 1{,}5v = 1{,}5M}{100}$$

3. Classifying the students' scores by H.Douglas Brown as follows.[46]

Table 3.6 Scoring Classification

No	Score	Classification
1	90-100	Excellent
2	80-89	Very Good
3	70-79	Good
4	60-69	Fair
5	≤ 60	Poor

4. Calculate the data's mean score, standard deviation, significant test, and standard value using the SPPS application in Windows 22.

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[46] H. Douglas Brown, Language Assesment: Principles and Classroom Practice , (California: Longman, 2004),p.287

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Pre-test

The researcher displayed the students' total score, mean score, standard deviation, and rate of writing ability scores in the pre-test in this part. The researcher provided the data in tables and used SPSS 22 to determine the score. The researcher then displayed the pupils' full speaking skill pre-test results. Table 4.1 displays the results of the students' pre-test scores.

Table 4.1 The students' pre-test scores overall

No	Student	C	O	V	G	M	Scoring of Test
1	S1	11	11	10	15	3	50
2	S2	15	16	13	17	3	64
3	S3	12	10	12	16	2	52
4	S4	16	15	12	11	4	58
5	S5	12	11	13	10	2	38
6	S6	7	8	9	14	3	41
7	S7	9	11	13	17	3	42
8	S8	9	9	10	12	2	42
9	S9	6	6	8	10	3	33
10	S10	10	11	13	16	2	52
11	S11	15	15	16	10	2	58
12	S12	15	15	16	10	3	59
13	S13	14	12	11	2	2	50
Total		**Mean Score**					**49,15**

In this section, the researcher described the average score of students' speaking skills in content, organization, vocabulary, grammar, and mechanics.

Table 4.2 Descriptive Statistic of student's pre-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	13	33	64	49,15	9,335
Valid N (listwise)	13				

Table 4.2 shows the descriptive statistics of students' pre-test scores. It explains that the highest student score is 64, and the lowest is 33. It also stated that the mean score of the students' pre-test was 49,15, with a standard deviation of 9,335.

a. Content

Table 4.3 Students' frequency and percentage of content in the pre-test

Classification	Score	Pre-test	
		Frequency	Percentage (%)
Excellent	27-30	0	0
Very Good	15-26	4	30.7%
Good	12-14	3	23,3%
Fair	9-11	4	30,7%
Poor	5-8	2	15,3%
Total		**13**	**100%**

The table above shows the students' frequency and percentage of content in the pre-test before giving the treatment. Four students received the very good category with a percentage of 30,7%. Three students' got the Good category with a percentage of 23.3%, four students' got the Fair category with a percentage of 30.7%, and two students got the Poor category with a percentage of 15.3%.

b. Organization

Table 4.4 Students' frequency and percentage of organization in the pre-test

Classification	Score	Pre-test	
		Frequency	Percentage (%)
Excellent	18-20	0	
Very Good	15-17	4	30,7%
Good	12-14	1	7,7%
Fair	9-11	6	46,3%
Poor	5-8	2	15,3%
Total		**13**	**100%**

The table above represents the students' frequency and percentage of organization in the pre-test. These four students received the Very Good category with a percentage of 30.7%. One student got a Good category with a percentage of 7.7%, six students got a Fair category with a percentage of 46%, and two students got a Poor category with a percentage of 15.3%.

c. Vocabulary

Table 4.5 Students' frequency and percentage of vocabulary in the pre-test

Classification	Score	Pre-test	
		Frequency	Percentage (%)
Excellent	18-20	0	
Very Good	15-17	2	15,3%
Good	12-14	6	46,3%
Fair	9-11	4	30,7%
Poor	5-8	1	7,7%
Total		**13**	**100%**

The table above represents the students' frequency and percentage of vocabulary in the pre-test before giving the treatment. There were two students in got a Very Good category with a percentage of 15,3%, six students got a Good category with a percentage of 46%, four students got a

Fair category with a percentage of 30,7%, and one student got a Poor category with a percentage of 7,7%.

d. Grammar

Table 4.6 Students' frequency and percentage of grammar in the pre-test

Classification	Score	Pre-test	
		Frequency	Percentage (%)
Excellent	23-25	0	
Very Good	20-22	0	
Good	16-19	4	30,7%
Fair	9-15	9	69,3%
Poor	5-8	0	
Total		**13**	**100%**

The table above shows the result of students' frequency and percentage of grammar in the pre-test before giving the treatment. There were four students got a Good category with a percentage of a 30.7%, and nine students got a Fair category with a 69.3%.

e. Mechanic

Table 4.7 Students' frequency and percentage of mechanics in pre-test

Classification	Score	Pre-test	
		Frequency	Percentage (%)
Excellent	5	0	0
Very Good	4	1	7,7%
Good	3	6	46,3%
Fair	2	6	46,3%
Poor	1	0	
Total		**13**	**100%**

The table above illustrates the students' frequency and percentage of mechanics in the pre-test before giving the treatment. There is one student who got a Very Good category with a percentage of 7,7%, six students who

got a Good category with a percentage with of 46,3%, and six students who

got a Fair category with a 46,3%.

Table 4.8 Descriptive Statistics of Writing Aspects in Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Content	13	6	16	11,62	3,280
Organization	13	6	16	11,54	3,017
Vocabulary	13	8	16	12,00	2,415
Grammar	13	2	17	12,31	4,191
Mechanics	13	2	4	2,62	,650
Valid N (listwise)					

The table above shows the descriptive statistics for the pre-test in writing

aspects. The minimum content value is 6, the maximum value is 16, the mean is

11,62, and the standard deviation is 3,280. The organization shows that the

minimum value is 6, the maximum value being is 16, the mean score is 11,54, and

the standard deviation 3,017. The minimum vocabulary value is 8, the maximum

value is 16, the mean is 12,00, and the standard deviation is 2,415. The minimum

grammar value is 2, the maximum value is 17, the mean is 12,31, and the standard

deviation is 4,191. And the last mechanics revealed that the minimum value is 2,

the maximum value is 4, the mean is 2,62, and the standard deviation is 650.

2. Post-test

Table 4.9 The students' post-test scores overall

No	Student	C	O	V	G	M	Scoring of Test
1	S1	18	9	7	15	2	51
2	S2	16	14	18	14	4	66
3	S3	14	12	19	14	2	61
4	S4	19	18	14	11	3	65
5	S5	16	17	10	15	4	56

6	S6	5	8	9	10	2	34
7	S7	11	11	13	15	2	52
8	S8	14	12	16	12	3	57
9	S9	6	7	9	11	2	35
10	S10	19	14	8	15	2	58
11	S11	13	14	16	14	2	59
12	S12	15	15	13	14	3	60
13	S13	14	13	14	17	4	62
Total		**Mean Score**					**55,08**

The research results showed the average score since writing the successful students at several components: Content, Organization, Vocabulary, Grammar, and Mechanics. With a mean score of 55,08 after giving treatment.

Table 4.10 Descriptive Statistic of student's post-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PostTest Valid N (listwise)	13 13	34	66	55,08	10,112

Table 4.10 shows the descriptive statistics of students' post-test scores. It explains that the highest student score is 66, and the lowest is 34. It also stated that the mean score of the students' post-test was 55,08, with a standard deviation of 7.235.

a. Content

Table 4.11 Students' frequency and percentage of content in post-test

Classification	Score	Pre-test	
		Frequency	Percentage (%)
Excellent	27-30		
Very Good	15-26	6	46,3%
Good	12-14	4	30,7%
Fair	9-11	1	7,7%
Poor	5-8	2	15,3%
Total		**13**	**100%**

The table above shows the students' frequency and percentage of

content in the post-test after giving the treatment. Six students received the very good category with a percentage of 46,3%. Four students' got the Good category with a percentage of 30.7%, one student' got the Fair category with a percentage of 7.7%, and two students got the Poor category with a percentage of 15.3%.

b. Organization

Table 4.12 Students' frequency and percentage of organization in post-test

Classification	Score	Pre-test	
		Frequency	Percentage (%)
Excellent	18-20	1	7,6%
Very Good	15-17	2	15,3%
Good	12-14	6	46,3%
Fair	9-11	2	15,3%
Poor	5-8	2	15,3%
Total		**13**	**100%**

The table above represents the students' frequency and percentage of organization in the post-test. These one students received the Excellent category with a percentage of 7,6%%. Two students got a Very Good category with a percentage of 15,3%. Six students got a Fair category with a percentage of 46,3%, and two students got a Foor category with a percentage of 15,3%. And then two students got a Poor category with a percentage of 15.3%.

c. Vocabulary

Table 4.13 Students' frequency and percentage of vocabulary in post-test

Classification	Score	Pre-test	
		Frequency	Percentage (%)
Excellent	18-20	2	15,3%

Very Good	15-17	2	15,3%
Good	12-14	4	30,7%
Fair	9-11	2	15,3%
Poor	5-8	3	23,3%
Total		**13**	**100%**

The table above represents the students' frequency and percentage of vocabulary in the post-test after giving the treatment. There were two students who got an Excellent category with a percentage of 15,3%, two students got a Very Good category with a percentage of 15,3%, four students got a Good category with a percentage of 30,7%, two students got a Fair category with a percentage of 15,3%. And then three students got a Poor category with a percentage of 23.3%.

d. Grammar

Table 4.14 Students' frequency and percentage of grammar in post-test

Classification	Score	Pre-test	
		Frequency	Percentage (%)
Excellent	23-25	0	0%
Very Good	20-22	0	0%
Good	16-19	1	7,6%
Fair	9-15	12	92,4
Poor	5-8	0	0%
Total		**13**	**100%**

The table above shows the result of students' frequency and percentage of grammar in the post-test. There were one student who got a Good category with a percentage of a 7.6%, and twelve students who got a Fair category with a 92.4%.

e. Mechanic

Table 4.15 Students' frequency and percentage of mechanics in post-test

Classification	Score	Pre-test	
		Frequency	Percentage (%)
Excellent	5	0	%
Very Good	4	3	23,3%
Good	3	3	23,3%
Fair	2	7	53,8%
Poor	1	0	0%
Total		**13**	**100%**

The table above illustrates the students' frequency and percentage of mechanics in the post-test after giving the treatment. There are three students got a Very Good category with a percentage of 23,3%, three students got a Good category with a percentage with of 23,3%, and seven students got a Fair category with a 53,8%.

Table 4.16 Descriptive Statistics of Writing Aspects in Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Content	13	5	19	13,85	4,375
Organization	13	7	18	12,62	3,280
Vocabulary	13	7	19	12,77	3,898
Grammar	13	10	17	13,62	2,022
Mechanics	13	2	4	2,69	,855
Valid N (listwise)					

The table above shows the descriptive statistics for the pre-test in writing aspects. The minimum content value is 5, the maximum value is 19, the mean is 13,85, and the standard deviation is 4,35. The organization shows that the

minimum value is 7, the maximum value being is 18, the mean score is 12,62, and the standard deviation 3,280. The minimum vocabulary value is 7, the maximum value is 19, the mean is 12,77, and the standard deviation is 3,898. The minimum grammar value is 10, the maximum value is 17, the mean is 13,62, and the standard deviation is 2,022. And the last mechanics revealed that the minimum value is 2, the maximum value is 4, the mean is 2,69, and the standard deviation is 655.

3. The Comparison of Student's Scores in Pre-test and Post-test

Table 4.17 Comparison of Student's Pre-test andPost-test Results

No	Classification	Score	Pre-test		Pos-test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	Excellent	90-100	-	-	-	-
2	Very Good	80-89	-	-	-	-
3	Good	70-79	-	-	-	-
4	Fair	60-69	1	7,6%	5	38,4%
5	Poor	≤60	12	92,3%	8	61,5%
	Total		**13**	**100%**	**13**	**100%**

The table comparison of the pre-test and post-test results is shown in Table 4.17. One student received a Fair, with a percentage of 7.6%.twelve students got a Fair category, with a percentage of 92.3%. And in the post-test, five students got a Fair category, with a percentage of 38,4%, and eight students got a Poor category, with a percentage of 61,5%.

4. The Mean Score and Standard Deviation of the Pre-test and Post-test

Table 4.18 The Paired samples Statistic of Pre-test and Post-test
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	49.15	13	9.335	2.589
	Posttest	55.08	13	10.112	2.804

Table 4.18 displays the paired sample statistics for the pre-test and post-test. The student pre-test means the score was 49.15. the post-test mean score was 55.08, and the pre-test and post-test standard deviations were 9.335 and 10.112.

Table 4.19 The Paired Samples Correlations of Pre-test and Post-test
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	13	.755	.003

`

The correlation between the pre-test and post-test for paired samples is shown in Table 4.19. as can be seen, the value is 755.

Table 4.20 The Paired Samples Test of Pre-test and Post-test
Paired Samples Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	Pretest - Posttest	-5.923	6.849	1.900	-10.062	-1.784	-3.118	12	.009

Table 4.20 displays the results of the paired samples test for the pre-test and post-test. T_{est} = 3.118 and df (degree of freedom) = 12, according to the researcher. On the other hand, the t-table is 2,179, the df is is 12, and the significance level is 5%. The probability value was less than a=0.003 (a=0.001.<0.005), and the data above show that the t_{est} is greater than the t_{able}. The alternative hypothesis (Ha) was approved, while the null hypothesis (Ho) was rejected. It can be said that recommending students use of the peer review to increase their writing abilities.

B. Discussion

The background of this research is that researchers found several problems that arose in class 10 SMA 13 Luwu Timur, namely, they lack vocabulary, so they find it difficult to write their ideas into a written form, which can make them confused about how to transfer their ideas. With these problems in writing ability, the researcher found an effective learning technique for students to improve their writing ability. Peer review is a (definition)

In the treatment of the first meeting, the researcher found students experienced difficulties in writing skills because most of them did not understand the information. Many of them still answer at random. At the second and third meetings, students still made the same mistake, namely, they were still confused. However, with continuous explanations from researchers, students are interested in trying. But from the fourth meeting until the last meeting, they tried to write well. In the post-test, students' writing ability increased. Writing ability improves: Students can understand what is written.

Based on the experimental class that analyzed students' writing abilities, there were differences in student test results after the treatment stage. It can be seen that the average score at the pre-test stage is 33, and increases to 34 scores at the post-test stage. Students achieved the highest score in the aspect of listening comprehension with the maximum score, and the average score was during the pre-test session. Meanwhile, in the post-test session, students obtained a maximum score of 66 and an average score of 55.08. In this case, students are not only able to understand information, but students also get more vocabulary from each of their writings

This research was conducted with several results. First, the positive impact of using new learning. This research is in line with the findings of previous research by Suriani Binti Bakar (2022), which states that with learning techniques, educators also more easily transfer information through the use of learning techniques.[47] Researchers in this study found suitable learning techniques to help students' writing skills. Second, according to Astuti (2018), the use of peer review improves students' writing skills.[48]Herawati (2019) states that the use of peer review improves students' writing skills.[49]

The novelty of this research is in the peer review section. The most important part of the peer is feedback, suggestions, and improvements that can make students aware of mistakes in writing. Peer review is a simple technique.

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[47]Suriani Binti Bakar, "The Effectiveness of Peer Review on Students' Skill in Writing Narrative Text at Tenth Grade of SMA Muhammadiyah 1 UNISMUH MAKASSAR," Research, Makassar (2022).

[48] Astuti, "The Effectiveness of Peer Review to Improve the Writing Ability of the Tenth Grade Students of SMA Kanisius Harapan Tirtomoyo in the Academic Year of 2017/2018" Educational Assessment 1. 2018

[49] Herawati, " The Use of Peer Review to Enhance Students' Ability to Write Descriptive Text". Journal of English Language Studies 1. 2019.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion that can be drawn is that the peer review technique is effective for teaching writing sentences to 10th-grade students of SMA 13 Luwu Timur.There is a significant influence on students' writing skills. This suggests that the used of peer review can help students improve their writing skills where they can share their writings. They can get information and new perspectives from the writing of their friends and can continue to learn and improve their writing skills in the future.

B. Suggestion

The researcher gives suggestions for this research result as follows:

1. For the teacher

The English teacher has to not forget the appropriate approach primarily based on the students' needs. Except, discovering the students' needs and lacks can be a beneficial guide for the teacher in serving a better lesson system. Using peer overview can be an opportunity approach for teaching writing competencies and motivating for kids to realize the facts correctly. This research investigates that scholars who take part in the use of peer overview become extra enthusiastic in writing classes. Furthermore, instructors can use peer review as a proposal for getting to know techniques with other kinds of speech in teaching.

2. For the students

Each student has an opportunity to perform an excellent performance. However, in some situations and conditions, the students often need a technique to help them understand the instruction, and the fundamental skill in order to achieve the learning goals. Therefore, the use of peer review in increase is expected to help the students to attain improvement in learning. In addition, the use of peer review is expected tobe an effective technique for students to find motivation in writing.

3. For other researchers

The researcher recommends to applya similar research study to help the students enhance their writing skills. The implementation of peer review is expected to be a reference or inspiration for the other research. Besides, the researcher hopes the other researchers can prepare the proper instrument for the other research. In addition, the researcher suggests to manage the time allotment properly during the treatment process. However, the researcher has expected the lesson process can facilitate each student to perform well.

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APPENDICESS

APPENDIX 1;

SURAT IZIN PENELITIAN

DAN

SURAT KETERANGAN SELESAI MENELITI
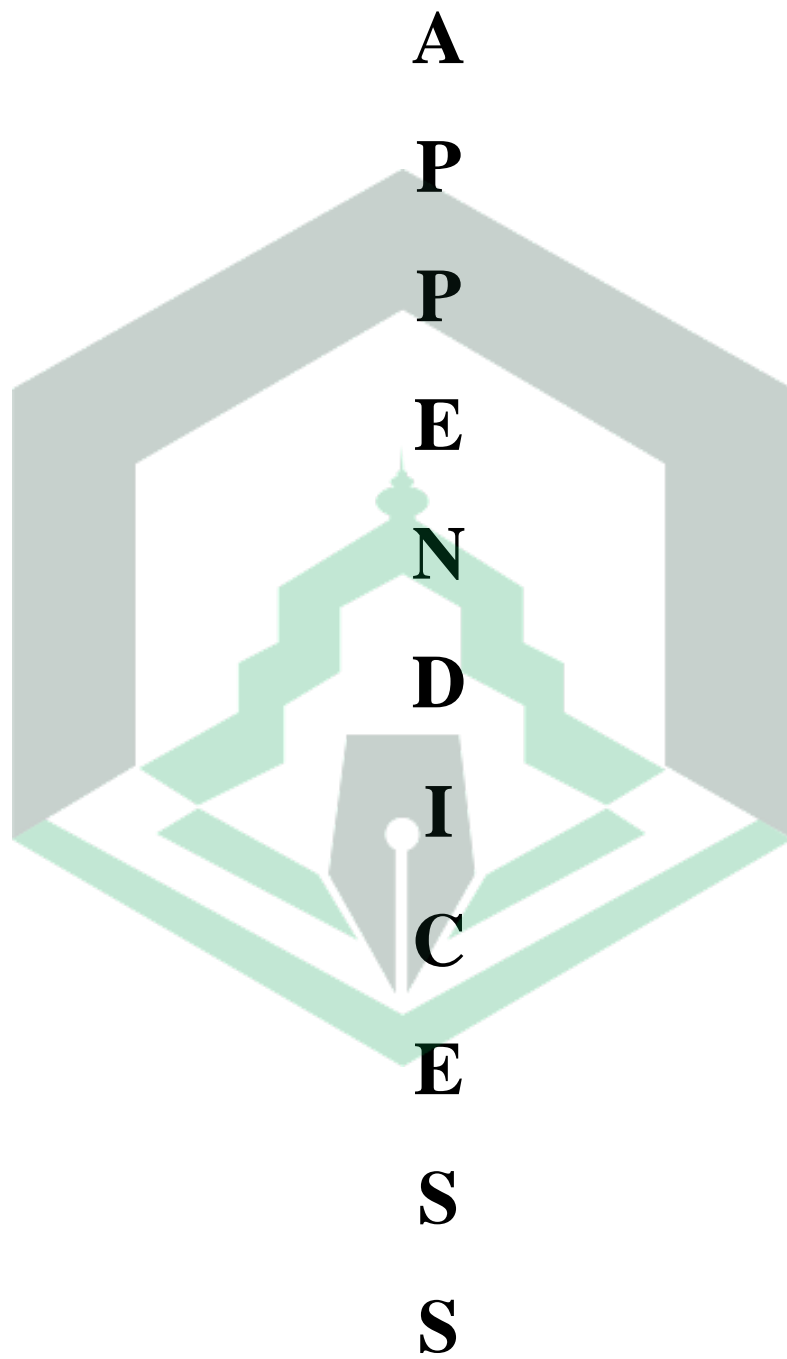
PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	:	**21907/S.01/PTSP/2023**	**Kepada Yth.**
Lampiran	:	-	Kepala Dinas Pendidikan Prov. Sulsel
Perihal	:	**Izin penelitian**	

di-
Tempat

Berdasarkan surat Dekan Fak. tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri palopo Nomor : 1339/IN.19/FTIK/HM.01/07/2023 tanggal 21 Juli 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	:	**RIA MUSTIKA**
Nomor Pokok	:	1902020092
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1)
Alamat	:	Jl. Agatis Palopo

Bermaksud untuk melakukan penelitian di daerah/kantor saudara , dengan judul :

" THE EFFECTIVENESS OF PEER REVIEW FOR TEACHING DESCRIPTIVE WRITING AT THE 10th GRADE OF SMA NEGERI 13 LUWU TIMUR "

Yang akan dilaksanakan dari : Tgl. *24 Juli s/d 24 Agustus 2023*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 24 Juli 2023

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
1. Dekan Fak. tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri palopo;
2. *Pertinggal.*

Nomor: 21907/S.01/PTSP/2023

KETENTUAN PEMEGANG IZIN PENELITIAN :

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 13 LUWU TIMUR
Alamat : UPT.SP1 Mahalona - Kec. Towuti - Kab. Luwu Timur - Sulsel - Kode Pos 92983 -NPSN:69909519

SURAT KETERANGAN PENELITIAN

NOMOR : 421.3/265 /UPT.SMAN13/LT/DISDIK/VIII/2023

Yang bertanda tangan dibawah ini Kepala UPT SMA Negeri 13 Luwu Timur, menerangkan bahwa :

Nama	: RIA MUSTIKA
NIM	: 1902020092
Tempat Tanggal Lahir	: Kampung Baru, 25 Mei 2000
Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
	(Institut Agama Islam Negeri Palopo)

Benar telah melakukan penelitian pada tanggal 24 Juli s/d 11 Agustus 2023 di SMA Negeri 13 Luwu Timur, dalam rangka Skripsi dengan Judul :

" THE EFFECTIVENESS OF PEER REVIEW FOR TEACHING DESCRIPTIVE WRITING AT THE 10th GRADE OF SMA NEGERI 13 LUWU TIMUR "

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Towuti, 2 Agustus 2023
Kepala SMA Negeri 13 Luwur Timur

M.Pd
Pangkat : Pembina Tk.I/IV.b
19790818 200604 1 006

APPENDIX 2;

SURAT VALIDASI INSTRUMENT

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S.S., M.Hum.

Jabatan/Pekerjaan : Lektor Kepala

Instansi Asal : Institut Agama Islam Negeri Palopo

Menyatakan bahwa soal *pre-test* and *post-test* dengan judul:

The Effectiveness of Peer Review For Teaching Descriptive Writing at the 10th Grade of SMA Negeri 13 Luwu Timur

dari mahasiswa:

Nama : Ria Mustika

Program Studi : Pendidikan Bahasa Inggris

NIM : 1902020092

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

....

....

....

....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo,

Validator,

Dr. Masruddin, S.S., M.Hum,
NIP 19800613 200501 1 005

*coret yang tidak perlu

APPENDIX 3;

LESSON PLAN

LESSON PLAN

(Writing)

Meeting 1

Education Units	SMA 13 LUWU TIMUR
Subject	English
Theme	Write Descriptive Mosque
Skill	Writing
Class/Semester	X/1
Time	60 Minutes
Day/Date	

Present : Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

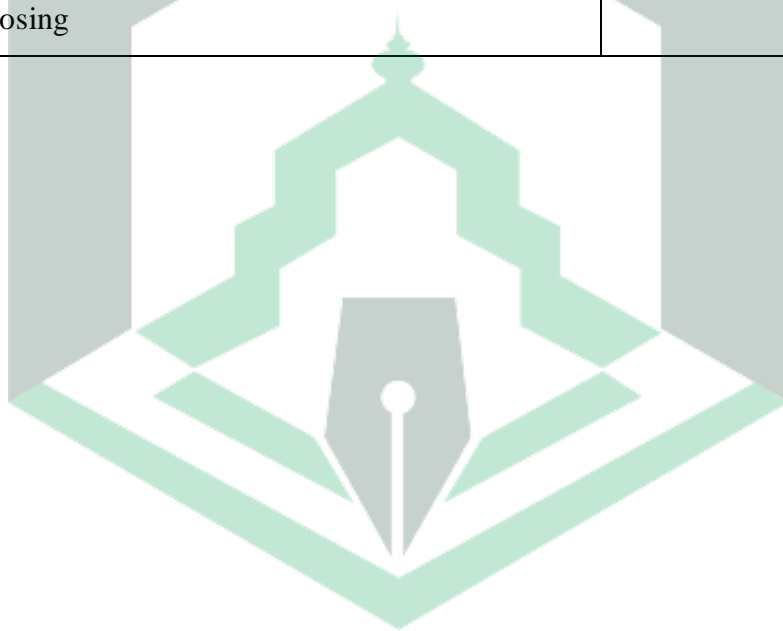| Present Activities	Interaction	Time
Greetings T : Assalamualaikum warahmatullahi wabarakatuh T : Good morning?, How are you today?, Attendance and Praying	T-SS	5 minutes
Grab attention T : Focus…Focus S : Everybody Smile	T-SS	5 minutes
Warm-up • Teacher tells the students how to do this activity. These are the rules: 1. The teacher gives an overview of the material to be studied **Lead in**	T-SS	10 minutes

Presentation		
• The teacher gives handouts to students • The teacher explains the use of the handouts given to students	T-SS	10 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S interaction is very important.

Practice Activities	**Interaction**	**Time**
Practice (Descriptive writing) 1. The teacher introduced herself 2. The teacher described the purpose of the teacher's turn in class 3. The teacher givesan assignment to write 4. After the student finished their work, the researcher exchanged their writing result with other students. 5. Both read for 3 minutes and one at a time. 6. Take turns to talk about your writing with your partner for 10 minutes following the peer review guide 7. The teacher and students whose work is ready by colleagues record peer comments and suggestions, ask for help 8. The teacher collects the first draft (Descriptive writing students) and peer comments, and suggestions, and asks for help.	T-SS	25 minutes

Produce : Production activities give the student the opportunity to use new

vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time

Produce
 	
The teacher will give an evaluation to the students
 	
   1. The teacher evaluates the students' answer
   2. The teacher asks about students' difficulties during the writing process
   3. The teacher concludes the lesson
 	
Conclusion
• Closing
	T-SS	5
		
		minutes

LESSON PLAN

(Writing)

Meeting 2

Education Units	SMA 13 LUWU TIMUR
Subject	**English**
Theme	**Write Descriptive Our Parents**
Skill	**Writing**
Class/Semester	**X/1**
Time	**60 Minutes**
Day/Date	

Present : Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

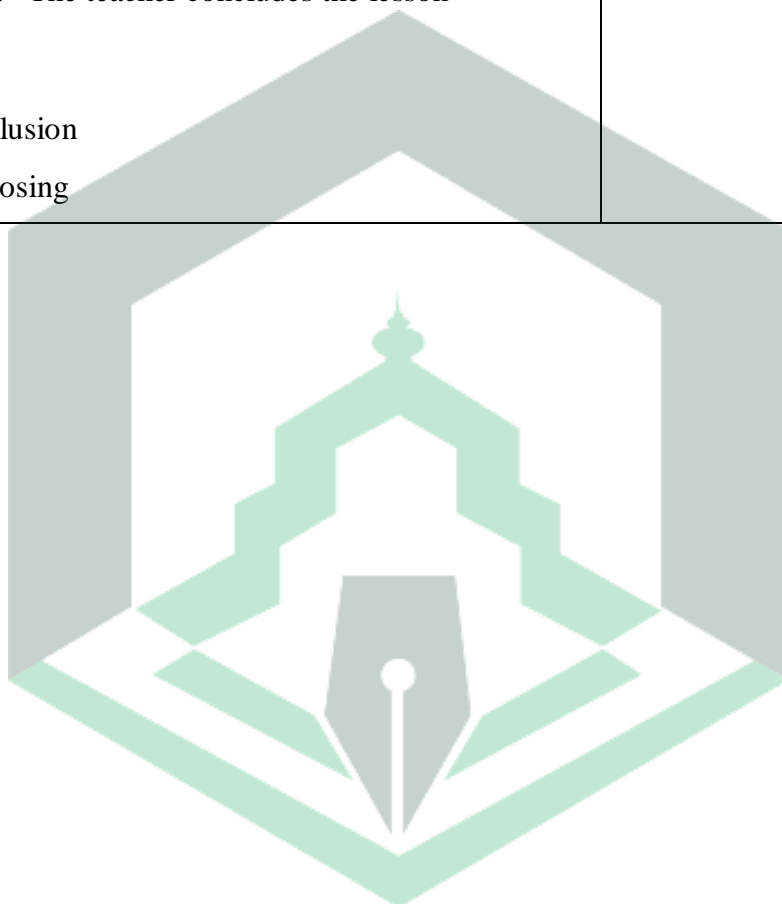| Present Activities	Interaction	Time
Greetings T : Assalamualaikum warahmatullahi wabarakatuh T : Good morning?, How are you today?, Attendance and Praying	T-SS	5 minutes
Grab attention T : Hello, Students. S : Hai..hai.hai My teacher	T-SS	5 minutes
Warm-up • Teacher tells the students how to do this activity. These are the rules: 1. The teacher gives an overview of the material to be studied	T-SS	10 minutes

Lead in		
Presentation • The teacher gives handouts to students • The teacher explains the use of the handouts given to students	T-SS	10 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S interaction is very important.

Practice Activities	**Interaction**	**Time**

Practice (Descriptive writing)
  1. The teacher givesan assignment to write
  2. After the student finished their work, the researcher exchanged their writing result with other students.
  3. Both read for 3 minutes and one at a time.
  4. Take turns to talk about your writing with your partner for 10 minutes following the peer review guide.
  5. The teacher and students whose work is ready by colleagues record peer comments and suggestions, ask for help.
  6. The teacher collects the first draft (Descriptive writing students) and peer comments, and suggestions, and asks for help.
	T-SS	25 minutes

Produce : Production activities give the student the opportunity to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time

Produce
 	
The teacher will give an evaluation to the students
    1. The teacher evaluates the students' answer
    2. The teacher asks about students' difficulties during the writing process
    3. The teacher concludes the lesson
 	
Conclusion
• Closing
	T-SS	5 minutes

LESSON PLAN

(Writing)

Meeting 3

Education Units	SMA 13 LUWU TIMUR
Subject	**English**
Theme	**Write Descriptive Text. Our Idol**
Skill	**Writing**
Class/Semester	**X/1**
Time	**60 Minutes**
Day/Date	

Present : Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

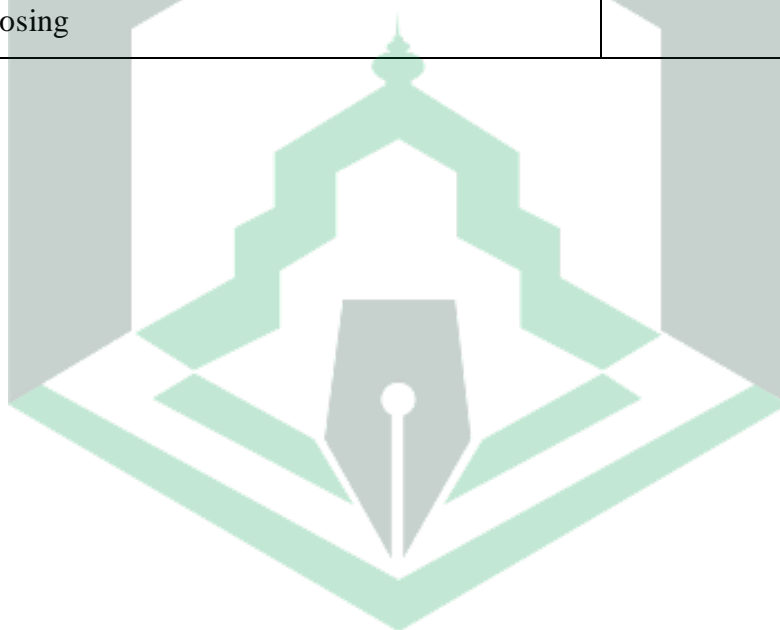| Present Activities	Interaction	Time
Greetings T : Assalamualaikum warahmatullahi wabarakatuh T : Good morning?, How are you today?, Attendance and Praying	T-SS	5 minutes
Grab attention T : Who are you? S : I'm a student'!!	T-SS	5 minutes
Warm-up - Teacher tells the students how to do this activity. These are the rules: - The teacher gives an overview of the material to be studied **Lead in**	T-SS	10 minutes

Presentation		
• The teacher gives handouts to students • The teacher explains the use of the handouts given to students	T-SS	10 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S interaction is very important.

Practice Activities	**Interaction**	**Time**

Practice (Descriptive writing)
 	
  1. The teacher givesan assignment to write
  2. After the student finished their work, the researcher exchanged their writing result with other students.
  3. Both read for 3 minutes and one at a time
  4. Take turns to talk about your writing with your partner for 10 minutes following the peer review guide.
  5. The teacher and students whose work is ready by colleagues record peer comments and suggestions, ask for help.
  6. The teacher collects the first draft (Descriptive writing students) and peer comments, and suggestions, and asks for help.
	T-SS	25 minutes

Produce : Production activities give the student the opportunity to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time

Produce
 	
The teacher will give an evaluation to the students
 	
  1. The teacher evaluates the students' answer
  2. The teacher asks about students' difficulties during the writing process
  3. The teacher concludes the lesson
 	
Conclusion
• Closing
	T-SS	5
		
		minutes

LESSON PLAN

(Writing)

Meeting 4

Education Units	SMA 13 LUWU TIMUR
Subject	**English**
Theme	**Write Descriptive Your School**
Skill	**Writing**
Class/Semester	**X/1**
Time	**60 Minutes**
Day/Date	

Present : Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings T : Assalamualaikum warahmatullahi wabarakatuh T : Good morning?, How are you today?, Attendance and Praying	T-SS	5 minutes
Grab attention T : Gays, Are You OK S : Yes….Ok Ok Ok	T-SS	5 minutes
Warm-up • Teacher tells the students how to do this activity. These are the rules: 1. The teacher gives an overview of the material to be studied	T-SS	10 minutes

Lead in		
Presentation • The teacher gives handouts to students • The teacher explains the use of the handouts given to students	T-SS	10 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S interaction is very important.

Practice Activities	**Interaction**	**Time**
Practice (Descriptive writing) 1. The teacher givesan assignment to write 2. After the student finished their work, the researcher exchanged their writing result with other students. 3. Both read for 3 minutes and one at a time. 4. Take turns to talk about your writing with your partner for 10 minutes following the peer review guide. 5. The teacher and students whose work is ready by colleagues record peer comments and suggestions, ask for help. 6. The teacher collects the first draft (Descriptive writing students) and peer comments, and suggestions, and asks for help.	T-SS	25 minutes

Produce : Production activities give the student the opportunity to use new

vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
Produce The teacher will give an evaluation to the students 1. The teacher evaluates the student's answer 2. The teacher asks about students' difficulties during the writing process 3. The teacher concludes the lesson Conclusion • Closing	T-SS	5 minutes

LESSON PLAN

(Writing)

Meeting 5

Education Units	SMA 13 LUWU TIMUR
Subject	English
Theme	Write Descriptive Your Home
Skill	Writing
Class/Semester	X/1
Time	60 Minutes
Day/Date	

Present : Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings T : Assalamualaikum warahmatullahi wabarakatuh T : Good morning?, How are you today?, Attendance and Praying	T-SS	5 minutes
Grab attention T : May I have your attention, please S : Yes….attention…attention….attention	T-SS	5 minutes
Warm-up • Teacher tells the students how to do this activity. These are the rules: 1. The teacher gives an overview of the material to be studied	T-SS	10 minutes

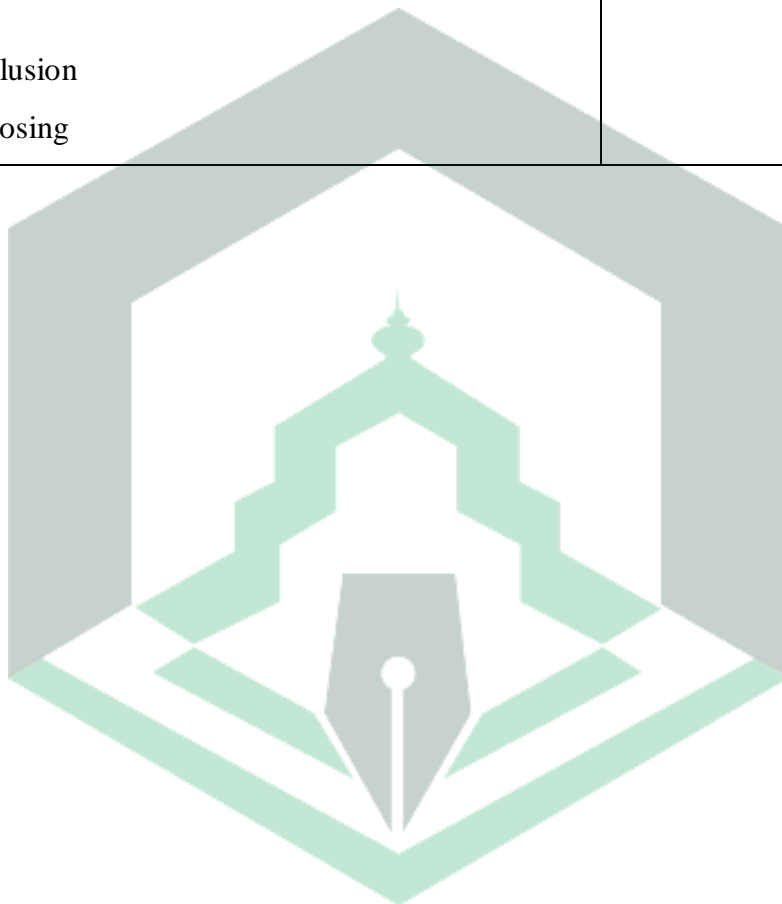|		
Lead in		
Presentation • The teacher gives handouts to students • The teacher explains the use of the handouts given to students	T-SS	10 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S interaction is very important.

Practice Activities	**Interaction**	**Time**
Practice (Descriptive writing) 1. The teacher givesan assignment to write 2. After the student finished their work, the researcher exchanged their writing result with other students. 3. Both read for 3 minutes and one at a time. 4. Take turns to talk about your writing with your partner for 10 minutes following the peer review guide 5. The teacher and students whose work is ready by colleagues record peer comments and suggestions, ask for help 6. The teacher collects the first draft (Descriptive writing students) and peer comments, and suggestions, and asks for help.	T-SS	25 minutes

Produce : Production activities give the student the opportunity to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	**Interaction**	**Time**

Produce
 	
The teacher will give an evaluation to the students
 	
    1. The teacher evaluates the student's answer
    2. The teacher asks about students' difficulties during the writing process
    3. The teacher concludes the lesson
 	
Conclusion
• Closing
	T-SS	5 minutes

LESSON PLAN

(Writing)

Meeting 6

Education Units	SMA 13 LUWU TIMUR
Subject	English
Theme	Write Descriptive Your Friends
Skill	Writing
Class/Semester	X/1
Time	60 Minutes
Day/Date	

Present : Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

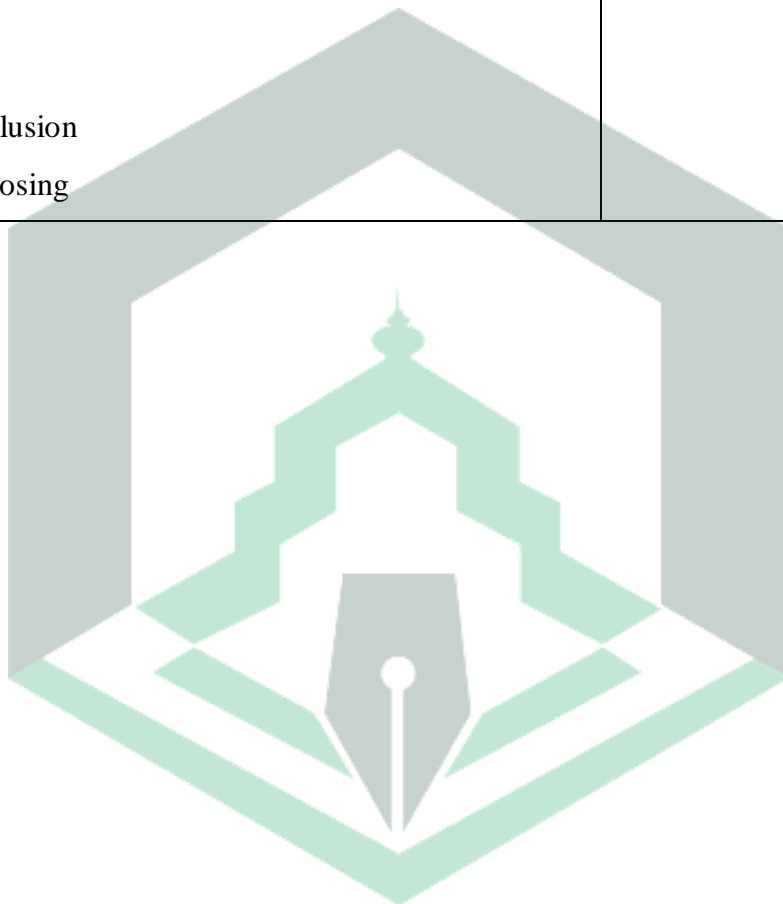| Present Activities	Interaction	Time
Greetings T : Assalamualaikum warahmatullahi wabarakatuh T : Good morning?, How are you today?, Attendance and Praying	T-SS	5 minutes
Grab attention T : Gays, look at this S : Yes….look….look…..lokkk	T-SS	5 minutes
Warm-up • Teacher tells the students how to do this activity. These are the rules: 1. The teacher gives an overview of the material to be studied **Lead in**	T-SS	10 minutes

Presentation		
• The teacher gives handouts to students • The teacher explains the use of the handouts given to students	T-SS	10 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S interaction is very important.

Practice Activities	**Interaction**	**Time**

Practice (Descriptive writing)
 	
  1. The teacher givesan assignment to write
 	
  2. After the student finished their work, the researcher exchanged their writing result with other students.
  3. Both read for 3 minutes and one at a time.
  4. Take turns to talk about your writing with your partner for 10 minutes following the peer review guide.
  5. The teacher and students whose work is ready by colleagues record peer comments and suggestions, ask for help.
  6. The teacher collects the first draft (Descriptive writing students) and peer comments, and suggestions, and asks for help.
	T-SS	25 minutes

Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
Produce The teacher will give an evaluation to the students <ol start="4"> - The teacher evaluates the students answer - The teacher asks about students' difficulties during the writing process - The teacher concludes the lesson Conclusion • Closing	T-SS	5 minutes

APPENDIX 4;

THE WORKSHEET OF PRE-TEST AND POST-TEST

PRE-TEST

PRE-TEST

Name : Aurel Monica

Class : X. B

Date :

WORKSHEET TEST OF DESCRIPTIVE TEST

Write descriptive text about "Beach" based on your knowledge about the story

- You have 30 minutes to write the story
- Scoring will be based content, vocabulary, and grammar of writing
- Amounts of words 100-150

Answer:

The beach is a geographical form consisting of sand and is a coastal area of the sea. Constal area as the boudary between the border and the sea border. The beach is an area that extends from the beach is an area that extends from the coastal area to for Inland.

PRE-TEST

Name : Khanza Putri Ramadhani

Class : X B

Date : 26 - 07 - 2023

WORKSHEET TEST OF DESCRIPTIVE TEST

Write descriptive text about **"Beach"** based on your knowledge about the story

- You have 30 minutes to write the story
- Scoring will be based content, vocabulary, and grammar of writing
- Amounts of words 100-150

Answer:

That Crazy little Sun of a beach sunset, Palm trees and Ocean breeza the legth of the Doastline is Measured around the entre coust which is a territorial area of a caunry.

GOOD LUCK

PRE-TEST

Name : ~~Rhisma~~ Laura Kirana

Class : XB

Date :

WORKSHEET TEST OF DESCRIPTIVE TEST

Write descriptive text about "Beach" based on your knowledge about the story

- You have 30 minutes to write the story
- Scoring will be based content, vocabulary, and grammar of writing
- Amounts of words 100-150

Answer:

→ I want to walk a long a tropical beach at sunset or ramble trough a ruined temple at sunrise

→ ~~Present~~ Parents should be able to take the family to the seaside without worrying about Potontial health risks

→ try as we may ~~to~~ one has been able to fully explain why whales and dolphins beach themselves in the hundreds each year.

GOOD LUCK

PRE-TEST

Name : Nur Fadillah

Class : X E

Date :

WORKSHEET TEST OF DESCRIPTIVE TEST

Write descriptive text about "**Beach**" based on your knowledge about
the story

- You have 30 minutes to write the story
- Scoring will be based content, vocabulary, and grammar of
  writing
- Amounts of words 100-150

Answer:

The beach is a grographical form
consting of sand and is a coastal area
of the sea. coastal area as the boundary
between the boder and the sea bordir.
The beach is an area that extends from
the beach is an area that exteds forom
the beach is an area that exteds from
the coastal area to for Inland

PRE-TEST

Name : ADAM

Class : X

Date : 26 Jul 2023

WORKSHEET TEST OF DESCRIPTIVE TEST

Write descriptive text about **"Beach"** based on your knowledge about the story

- You have 30 minutes to write the story
- Scoring will be based content, vocabulary, and grammar of writing
- Amounts of words 100-150

Answer: Beach has some specialities of Its own. Like white sand. Salty sea wather, some animals like crab and some trees like coconut treees. The cool is also the berder between the sea land. at the the sea are many marine animal sech as fish an whales.

GOOD LUCK

POST-TEST

POST-TEST

Name : Aurel Monica

Class : X. B

Date :

WORKSHEET TEST OF DESCRIPTIVE TEST

Write descriptive text about **"Mountain"** based on your knowledge about the story

- You have 30 minutes to write the story
- Scoring will be based content, vocabulary, and grammar of writing
- Amounts of words 100-150

Answer:

Rellt beautiful natural scenert in the mauntainous
area there is are there is are mautains high and big
and blue at the foot af the mountain there is af lawing
river the water on the mountain can be enjoyed
pristine natural beautiful with fresh and cool air

GOOD LUCK

POST-TEST

Name : Khanza putri Ramadhani

Class : X b

Date : 26 -07- 2023

WORKSHEET TEST OF DESCRIPTIVE TEST

Write descriptive text about "**Mountain**" based on your knowledge about the story

- You have 30 minutes to write the story
- Scoring will be based content, vocabulary, and grammar of writing
- Amounts of words 100-150

Answer:

In a way, the static, stone Mountain becomes a Moving mountain of Sun, Remember, a sea mounth tums into an island when it thir the surface.

GOOD LUCK

POST-TEST

Name : Laura Kirana

Class : XB

Date :

WORKSHEET TEST OF DESCRIPTIVE TEST

Write descriptive text about **"Mountain"** based on your knowledge about the story

- You have 30 minutes to write the story
- Scoring will be based content, vocabulary, and grammar of writing
- Amounts of words 100-150

Answer:

The earth's Crust that is higher then the area around it. Mountains usually have steep mountains differ from Plateaus in that they have a limited peak area, mountains

POST-TEST

Name : Nur fadillah

Class : X8

Date :

WORKSHEET TEST OF DESCRIPTIVE TEST

Write descriptive text about "**Mountain**" based on your knowledge about the story

- You have 30 minutes to write the story
- Scoring will be based content, vocabulary, and grammar of writing
- Amounts of words 100-150

Answer:

If a way the Patic, stone mountain becomes a Mouning mantan of Sand Rumember a Seamount tens into an island when it thes th surbace

GOOD LUCK

POST-TEST

Name : ADAM

Class : ×

Date :

WORKSHEET TEST OF DESCRIPTIVE TEST

Write descriptive text about "**Mountain**" based on your knowledge about the story

- You have 30 minutes to write the story
- Scoring will be based content, vocabulary, and grammar of writing
- Amounts of words 100-150

Answer: mountain is a unique place at this world. mountain was a land with high and big land. the mountain has a lot of story. like some lagend of mountain in Indonesia. Some people like to do hiking at mountain specialy at the highest montain it in th world, everest. at the fout of the montain there is a forest. mountain that have a very high altitude usually have snow. one of the mountain that has snow in indonesia is puncak jaya.

GOOD LUCK

APPENDIX 5;

DOCUMENTATION

The Pre-Observation

Pre-test

1st meeting : The material presented is writing and English peer review, and descriptive writing and do written questions

2nd meeting : The material presented is writing and English peer review, and descriptive writing and do written questions

3rd meeting : The material presented is writing and English peer review, and descriptive writing and do written questions

4th meeting : The material presented is writing and English peer review, and descriptive writing and do written questions

5th meeting : The material presented is writing and English peer review, and descriptive writing and do written questions

6th meeting : The material presented is writing and English peer review, and descriptive writing and do written questions

Post-test

CURRICULUM VITAE

RIA MUSTIKA she was born on May 25th2000 di Kampung Baru. Her fathers' name is H. Lacong and her mothers' name is Hj. Nasia. She has four brother and she has five sister, she is the last child in her family. She finished her study in Kindergarten (TK Hidayatullah) in 2006. Then she continued her study in elementary school (SDN 274 Pekaloa) and graduate in 2012. Afterwards, she continued her studies in Junior High School (Madrasah Tsanawiyah Towuti) and graduated in 2015. After that, she continued her studies in Senior High School (SMAN 3 Luwu Timur) and received their diplomas in 2018. of last, she enrolled in a study program offered by the English department of the State Islamic Institute of Palopo (IAIN PALOPO). She graduated from college in 2023. She wrote a thesis named "The Effectiveness Of Peer Review For Teaching Descriptive Writing At The 10th Grade of SMA Negeri 13 Luwu Timur" at the conclusion of her studies at IAIN Palopo.