

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language becomes an important aspect in human life. It is how people communicate and interact with others. By language, people can share their experiences, their feelings, and their needs to each other by spoken or written.

English is an international language, which is used to communicate by many people in different countries. Many scientists define the meaning of language differently but generally it is stated that language as a mean of communication. It is also learned to informal course to pass the examination as necessary part for career progression while working for an organization or business with an international concept.

Teaching writing is focus on something such as language practice in expressing our feelings and may help the students to express their thought on paper. Writing encourages the students to focus on accurate language use because they think as they writing, it may well provoke language development as they resolve problems which the writing puts into their minds (Harmer, 2004:31). Writing also the most difficult language skill to be learned because writing needs hard thinking to procedure idea, think and words. The purpose of teaching English is to develop students' skill in writing English effectively. In teaching writing, the elements of language such as grammatical are needed in writing skill, especially in report text. Report text is one of the texts that shall be learned by students.

Report text is a kind of text which describes the way things are, with a reference to arrangement of natural, manmade and social phenomenon in our environment. It belongs to a genre which is called 'report text' or 'information report' and the information in report text can be about science, fields and technology. This text describes information about something in our environment. In other words, report text is one of the genres which provide factual information on a topic, clarifying and describing a natural and non-natural phenomenon of our world.

Based on the writer's experience when taking a Teaching Practice Program (*PPL/Praktek Pengenalan Lapangan*) in SMP SWASTA BETANIA Medan, the writer found that most of the students get low or do not understand in writing report text. It seems from their assignment's result was not satisfactory. The writer found the problem in the student's writing report text. The first one is many students were not able to formulate ideas from their mind into writing report text. Then, they can't write the purpose into target language well. The next causes this is due to lack of vocabulary, and were afraid to make some mistakes in grammar, and lack of insight and knowledge about the topic. The next causing teacher did not use the media or the other method even strategy to make students more understand about the topic.

There are some media or methods in teaching writing to solve the student's problems. Teachers can make writing enjoyable for students by using a variety of activities, approaches, methods, strategies and techniques. Based on the explanation above, the writer is interested in applying Peer Review Strategy in the classroom.

To support this study, there were some related research on the importance of peer review strategy. Peer Review is a way to get feedback from other. It is one of the several strategies applied to the writing process and it is the especially important; sharing what we have written with other our readers, to see if we have been successful with in conveying our intended meaning, Brown (2000:353). Peer review strategy applied in group. Working in group can be a productive and congenial part of writing process can increase the possibility that the student will looked problem from several perspective.

Table 1.1 The Data of Observation Problem

| No | Students' Initial Name | Total Score |
|-----------|-------------------------------|--------------------|
| 1 | ITN | 75 |
| 2 | ERK | 65 |
| 3 | ELT | 70 |
| 4 | FTA | 75 |
| 5 | RDA | 80 |
| 6 | ALJ | 50 |
| 7 | DNA | 65 |
| 8 | TNA | 65 |
| 9 | ICH | 70 |
| 10 | CTR | 75 |
| 11 | GST | 80 |
| 12 | RTH | 55 |
| 13 | VTA | 75 |
| 14 | ALA | 70 |
| 15 | NVL | 50 |
| 16 | SBN | 65 |
| 17 | SRN | 45 |
| 18 | PTI | 80 |
| 19 | ZNA | 50 |
| 20 | ELN | 75 |
| | TOTAL | 1,335 |

Based on the explanation above, the writer is very interested in carrying out a research entitled ;**“The Effect of Using Peer Review Strategy on the Students’ Achievement in Writing Report Text.”**

1.2 The Problem of The Study

Related on the background above, the study was intended to answer the following research question: “Does peer review strategy affect students’ achievement on writing report text?”

1.3 The Objective of The Study

In order to answer the question above, the objective of the study was to know whether or not peer review strategy students’ achievement on writing report text.

1.4 The Scope of The Study

There are many techniques which can be used in the teaching writing. From this case, the writer focuses on using Peer Review Strategy in teaching writing, especially in teaching report text. The subjects of the study consist of two classes, and they were divided into two groups: the experimental group and the control group.

1.5 The Significant of the Study

- I. Theoretically: this study is expected to enhance empirical support to the existing theories, literature, and scientific research findings of peer review strategy in teaching writing especially on report text.
- II. Practically: The findings may be useful for the following practice.

- a. For the writer: who are interested with the same topic can used as a reference.
- b. For the Students of English Department: to enrich their knowledge about peer review strategy on report text.
- c. For the English teachers: this research can be used by the English teachers as a reference to teach their students about peer review strategy on report text.

1.6 Hypotheses

Ha: There is a significant effect of Peer Review Strategy on writing report text.

Ho: There is no significant effect of Peer Review Strategy on writing report text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

Related literature and explanation of the related materials is the presents a review of the chapter. The writer presents the discussion in some theories related to study in order to strength of the study.

In doing a research it is very important to clarify all terms that related to the study in order to have a clear perspective of the implementation in the field. The terms may function to give a limited concept which is specifically meant in a particular context. In this case, the writer is going to elaborate the terms, which are important for the purpose of this study.

2. 2Language

Language is a tool for communication in the world. It is important for social life. According to Kamarudin (2016:13) Language is used for many purposes, it can be for expressing feelings, asking questions, protesting, criticizing, making request, promising, thanking, insulting, apologizing, and say hello and goodbye. In other word people usually use language in their daily life for communicating with the others in order to inform, to express their ideas, and to build up their social relationship. In order to communicate successfully, human beings are supposed to obey to a certain mode of interaction.

In general language is a means of communication. A language what the members of a particular society speak. It cannot be separated from our life as human being who need language as a means of communication when interact with the others. The writer can conclude that language and communicate are two terminologies that cannot be separated from one another. When the term language appears, the term communication appears as well. This case can be analogous with human beings and air that always take a breath anytime.

Not only as a means of communication, language is also as a device to show oneself-identify. Via a language people can express their point of view/ understanding toward certain things, origin of one's nation, one's education even one's nature.

By using language, human beings can narrate and share their experience to others and tell some events in the pass and can study the important things from those events to be better in future by using language. Human produces language which uses to talk their experience everyday.

Barber Beal (2009:1) says that a human language is signalling system. The written language is secondary and derivative. In the history of each individual, speech or signing is learned before writing, and there is good reason for believing that the same was true in the history of the species. There are communities that have speech without witting, but we know of no human community which has a written language without a spoken or signed one.

Based on the explanation above, the writer concludes that language is a tool of human communication to express our personal reaction to the situation, and to simulate a response in someone else.

2.3 Writing

Writing is one of language skill which are important to have. Writing is one of language skill used by people to convey their messages. It also to express idea, feelings, thoughts, etc. writing is process of outing their ideas or thoughts in writing form. In writing, a writer needs the words and organizational structures that make the words convey the writers' idea or messages through development and coherence. In writing, some ideas are formed in sentences which are arranged in a good way and related to each so that the information can be received.

According to Harmer (2004:3) "writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities". It gives student time to think their ideas rather than having to come up with instant opinions. Students even consult dictionaries, grammar books and other reference material to help them in writing.

The process of refers to the act of gathering ideas and working them until they are represented in manner that is comprehensible to read. According to Susanto (2007:1) defines that writing as process of expressing ideas or thoughts in words should be done at leisure. How can we do something that we do not enjoy. Writing can be very enjoyable as long as we have the ideas and the means to achieve it.

Writing can be said as a process of an activity. The process writing means that putting thoughts and ideas in words. According to Harmer (2004:12) “writing process is a way of looking at what the people do when people compos written text.”

They are summarize that writing is a whole activity of the learners for formulating and organizing some ideas in right words from the learner to deliver and communicate what is the aims or purposes to the reader and present the ideas on a piece of paper.

2.3.1 The Process of Writing

The writing process is the series of sequential steps a writer or researcher follows to record experiences, observations, data, research and the process of writing should be known.

According to Harmer (2004:4), the process of writing has four main elements. They are:

1. Planning

Firstly, the writer has to consider the purpose of their writing not only the type of the text, but also the use of language, and the choosing of information to include. Secondly, the experience of writer think of audience that writes for, since this w will influence not only the shape of the writing, but also the choice of the language. Thirdly, the writer has to sequence the facts, ideas or arguments which have decided to include. They plan what they are going to write in the first draft. The students are writing for and content structure to sequences the facts, ideas or arguments.

2. Drafting

Drafting can refer to the first version of a piece of writing as a draft. The first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

Editing involves correcting errors in grammar, spelling and mechanics. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. It will help the author to make appropriate revisions.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process, but the writer is now ready to send the written text to its intended audience.

2.3.2 The Types of Writing

The types of writing task are different for learners with different ages, levels of competence and experiences. According to Brown (2004), the taxonomy of basic writing has four types of writing, arranged from the fundamental writing to the most complex one.

The first type is imitative writing. It includes fundamental and basic skills of writing, such as writing letters, words, punctuation and very brief sentences, to spell correctly and to perceive phoneme-grapheme correspondences in the English

spelling system. Form is the primary focus, while context and meaning are the secondary concern. The task of the writing type can be copying letters, matching phonetics symbols with the correct word, and completing missing words in listening cloze selection task .

Secondly, Brown proposes what he calls intensive or controlled writing. It includes the skills in producing appropriate vocabulary within a context, collocations and idiom, and correct grammatical features up to the length of a sentence as important things in determining correctness and appropriateness. However, it still focusses on form. The real examples of this writing type are ordering words into a correct sentence, short-answer completion task, and changing the tenses in a paragraph.

The next category is responsive writing. A responsive writing task requires learners to perform at limited discourse level, connecting sentences into paragraph and creating a logically connected sequences of two or three paragraph. Beside focusing on discourse convention, this type of writing also focuses on form at the discourse level, with a strong emphasis on context and meaning.

The last type is extensive writing. Extensive writing implies successful management of all the process and strategies of writing for all purposes, up to the length of an essay, a term of paper, a major research project report, or even a thesis. Its writers should be able to organize and develop ideas logically using supporting details to support ideas, demonstrating syntactic and lexical variety.

Focus on grammatical form is limited

2.3.3 Teaching Writing

Teaching writing is a big challenge for teachers. Teachers should know how to improve achievement the student in writing.

Teachers not only give the material to student but also need to guide the students to explore and develop an imaginative and creativity student in writing. Teachers also give a freedom to the students to express ideas. According to Harmer (2004:11) “teaching writing is students’ attention was directed to the “what” rather than “how” of text construction.” According to Siahaan (2008:213) “the teachers in teaching writing are suggested to seek information about teaching strategies in order to improve students’ knowledge about the existing teaching strategy and develop the ability to select and apply the suitable strategy for students’ classroom activities.” The writer concludes that teaching writing includes the how the strategy that used by the teacher to teach the materials to the students.

In the previous discussion, it is stated that process takes an utmost point in developing students’ writing skill. Writing cannot be done perfectly without having mistakes through the process. Famous writers should also pass a writing process before they are able to publish their work. Making drafts, writing the content, revising the content and finalizing the result of writing surely take long time. Second language writing then should be taught continually with patience in a long period. There is no exact time whether the teaching writing would stop after few years or it must be continued in the next few years. Regarded as a process, teaching writing requires lots exercises and practices to get a result. The

students who learn to write need time to adjust themselves to get into the writing. On the other hand, a teacher who is responsible to the teaching learning process has to be able to give a chance to the students to develop their writing skill.

Before writing, students learn a lot through the process of reading and listening. The complexity level of writing in second language is totally different from writing in the first language. According to Silva in Hyland (2003), writing in second language tends to be tenser, more difficult, and less effective than writing in the first language. Every student has a different proficiency level in requiring a second language whereas students' proficiency will affect the process of writing. The better second language proficiency they have, the better writing performance would be resulted.

As a consequence, teacher as the central part in teaching learning process must develop a set of steps to assist students in second language writing. Teacher, therefore, has to facilitate the students through a variety of interactions in writing and writing instruction as well.

2.4 Types of Genre

According Knapp and Watkins (2005:22) "genre as a textual category is theorized as an abstraction or classification of real-life, everyday texts (registers)." According to Hyland (2009:15) "genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations." The function of text type is as the frame of reference so that the text can be made effectively by choosing and arranging text elements.

In genre, the text type will be explained in rhetorical structure and communicative purpose of each the text type. The using of language also will be explained into sentence patterns. It would make a difference between one text type and the others. According to Pardiyono (2007:14), there are two components of genre in text type. First, text elements are rhetorically structured. And the second, the information or meanings is realized in the appropriate grammatical patterns. The writer concludes that genre is a form of the texts which has a full meaning.

According to Gerot and Wignell (1994:190), texts are divided into thirteen types of genre, there are:

a. Report

Report text is to describe the way things in around environment are described and report genre usually tells the natural and not natural social phenomena. Social function pf report text is to describe the way things are, with reference to arrange of natural and social phenomenon in our environment. The generic structure of report text is are general classification and description.

b. News Item

News item is a text that is used to inform the daily and real factual happenings in human life and Social function of news item is to inform the readers, listeners or viewers about events of the day which are considered newsworthy or importance.

c. Analytical exposition

Analytical exposition is a part of exposition in general. This genre will often involve the writer comparing opposite points of view and concluding with an arguments and conclusive argument. Social function of analytical exposition is to persuade the reader or listener that something in the case and the purpose of analytical exposition is to persuade the reader and listener that there is something had certainly need to get attention from reader and listener.

d. Anecdote

Anecdote is a text that used to share amusing incident with others. Anecdote can include an extensive range of story and tales. Social function of anecdote is to share with others an account of unusual or amusing incident.

e. Recount

Recount is retelling of an event or an experience in the past. Recount text is usually factual and imaginative. The purpose of recount is to inform or entertain about the past activity to the listener or reader. The generic structures of recount are orientation, events, and reorientation. Social function of recount is to retells events for the purpose of informing and entertaining.

f. Narrative

Narrative is a text that used to entertain and amuse in different way. There are many types of Narrative. They can be factual, imaginary or both. Social function of Narrative is to amuse, entertain and deal with actual or vicarious experience in different ways: Narrative deals with problematic

events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

g. Procedure

Procedure text is a text that is designed to describe how something of actions and steps. Procedure tells that users how to do something. Procedure text is the text which tells about the process in making or doing something. Social function of procedure is to describe how something is accomplished through a sequence of actions or steps.

h. Descriptive

Descriptive is a text that used to describe the object or person or idea so that reader and listener can see the object or person, or idea by his/her eyes physically. Social function of descriptive is to describe a particular person, place or thing. Descriptive genre can also be defined the way how things, smell, taste and sound.

i. Hortatory exposition

Exposition is used to present to present a logical argument from point of the view. Social function of hortatory exposition is to persuade the reader or listener that something should or should not be the case.

j. Explanation

Explanation is often found in science, geography, and history text book. Genre of explanation is a explaining a process formation and also explanation genre is to explain the process involved in the formation or work.

Social function of explanation is to explain the processes involved in the information or workings of natural or socio cultural phenomena.

k. Discussion

Discussion is a text which presents a problematic discourse. This problem will be discussed from different of view. The kind of text commonly found in philosophical historic and social text. Social function of discussion is to present (at least) two points of view about an issue.

l. Review

Review is a text which provides the viewer to criticize, evaluate a book in particular Social function of review is to critique an art work or event for a public audience.

m. Spoof

Spoof is text which tells factual story that happened in the past time with unpredictable and funny ending. Spoof has generic structure as any others text, those are orientation, events, and twist. Social function of spoof is to retell an event with a humorous twist.

2.5 Report Text

According to Linda (1994:196) Report is a text which describe the way thing are, with reference to a range of natural, manmade and social phenomenon in our environment. The subject are about the phenomena of the world wheter living things i.e. plants, animal or non living thing i.e phones, cars, volcanoes, and oceans. An information report usually content fact about the subject, a description

and information on its aspects or features like appearance (part of components), qualities(shape, color, and behaviour habits, how to reproduce, what to eat if it is living things)

Then Mark Anderson and Kathy Anderson (1997) defined that information report is a piece of text that tells information about a subject. It usually contains facts about a subject. It usually contains fact about the subject, a description and information on its parts, behaviour and qualities.

Mark Anderson and Kathy Anderson (1997) defined the steps of constructing information report the text structure/generic structure of information report and the language features used in information report is as follows:

2.5.1. Generic Structure

a General Classification

General opening statement that introduces the subject of the report, it can include a short description and definition.

b Description

A series of paragraphs to describe the subject. Each new paragraph describes one feature of the subject and begins with a topic sentence, followed by detail sentences.

c A conclusion that summarizes the information and signals the end of the report (optional/not always). It just makes the text clear in the end of the text and makes the reader comprehend the text they tell about. In general, the generic structure in a report text just explains general classification and description.

2.5.2 The Grammatical Feature

- a Use timeless present tense
- b Use action verb(climb, eat, erupt) clasifying (is, has, belong to),
- c Use description language (color, shape, size, function, habit, behaviour)
- d Use use language of defining (are called) clasifying(belongs to),
comparing and contrasting(are similar to, are stronger than, like)
- e Use technical term

2.6 Types of Writing Strategy

A strategy is a generalized plan for a certain material that includes the structures, the goal of instructiion and an outline of planned activities to implement the strategy, (Kaur:2009).

Student who are taught with a strategy are more highly motivated that those who are not. This can lead to a more effective learning. The reason why it is important is that a teaching strategy includes: what are involved actively in learning, how much the student are responsible for learning and how learning is assessed. There are types of strategy:

1. Think Pair Share Strategy

Think Pair Share strategy is one of the active cooperative learning strategies where they are used to activate the students' previous knowledge of the position of education or to work reaction about mathematical problem. Involve a three step cooperative structure. During the first step imdividuals think silently (or even write) about question posed by the instructor. Individuals pair up during the second step and exchange

thoughts. In the third step. The pairs share their responses with other pairs to the entire class.

2. Three-step Interview

With student in group, each member of the group chooses another member to be a partner. During the first step individuals work with their partners asking clarifying questions related to the subject matter being taught (these questions will likely be provided by the instructor). During the second step partners reverse the roles. For the final step, members share their partner response with the group.

3. Three-minute Review

Teacher stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

4. Numbered Heads Together

According to Kagan (2007), Numbered Head Together indirectly train the student to share information, listen carefully, and speak with the calculation, so that student become more productive in learning. A group for established. Each member is given members of 1,2,3, or 4. Questions are asked of the group. Groups work together to answer the questions. Teacher calls one a number (i.e2) and each two is asked to give their group's answer

5. Round Robin Brainstorming the class divided into small group (4 to 6)

with one person appointed as a recorder. A questions is posed and student are given time to think about possible responses. After the “think time.”

Members of the team share response with one another round robin style. The recorder writes down the answer of the group members. The person next to the recorder starts and each person in the group (in order) gives an answer until time called.

6. Partners

The class is divided into groups of four. In which student choose a partner. Each set of partner moves to opposite places in the room. Half of each team (partner set 1) is given an assignment to master and be able to teach the other half (partner set 2). Partners work to learn and can consult with other partners quiz and tutor teammates. Groups review how well they learned and taught, and how they might improve the process.

7. Individual Work Strategy

In the individual work the teacher provides for each student a task, then they will process and settle the task problem byself each student alone. The conditions for individual work is the students' motivation, self-control ability and differentiation. Student work at their own pace, they are confident about what they know and what they need to send more time on, they can use their preferred learning style and strategies

8. Small Group Strategy

According to Barker, Small Group Discussion (1987:159) there are three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group. Small Group Work, used both in and out of class, can be an important supplement to the lectures, helping student master concept and

apply them to situation calling for complex applications of critical thinking skill.

Based on explanation above i choose peer review strtegy is related to writing activity, beacuse in the last activity student produces a written text. Peer review strategy is one of uitablestrtegy to use in writing, expecially in writing report text. With using this strategy, teaching learning process ill be more interesting and make student to be active. Beacuse in this activity, student can improve their ability in writing through sharing their own work with their partner, and of course can improve student's ability in writing report text.

2.7 Peer Reviw Strategy

One of the great advantages of writing over skills is that, when you have written something you are not satisfied with you have a chance to revise it. The absolute necessity of revision can't be overemphasized. All good writers rethink, rearrange and rewrite large portion of their prose. Because they can revise, writers can start with incomplete ideas and awkward beginnings and develop them into polished and effective pieces of writing. They can experiment with their writing, knowing that nothing they put down has to be permanent. They can experiment with their writing, knowing that nothing they put down has to be permanent. Hairston (1986:2) states that to revise means to take a fresh look at a piece of writing you have created and consider what changes you may need to make it some closer saying what you want to say in the way you want to say it. Revision is an important process in writing. Hairston (1986:133)

states that how helpful it can be to get feedback from other student on your writing while it is still in progress. Talking to other about your writing often helps you generate fresh ideas and see possibilities for development that you might not have though by yourself. You can also get ideas for solving some of your own writing problems by helping others writers with theirs. So, working in group can be a productive and congenial part of your writing process.

In addition, harmer (2004:115) suggests that peer review has the advantages of encouraging student to work collaboratively, something which, in a group we want to foster. He also states that getting students to help each other in the editing process can be extremely usefull when handled in sensitive and evaluate their own writing better. Advocates of peer review and receiving feedback from a number of peers, student are exposed to a greater diversity of perspectives than just those of their tutor or lecturer. Indeed, the ability to ensure that student receive feedback from a number of different people is one of the main benefits of student peer review.

In a student-learning context, peer review is understood to mean the educational arrangement in which student consider or evaluate the value, quality or successs of work produced by their fellow student and provides each other with feedback (Van den Berg, 2006). Peer review comes in various forms and has broad application. For over three decades, it has been used to evaluate a wide range of student work including written assignment, oral presentation, artwork and architectural desings,

programming and code reviews, musical performances, as well as being used in various teamwork and capstone projects (Geringer,2001)¹. It may involve a component that includes grades peer assessment of student work graded assessment of the review, or a combination of both.

The goal of the peer review is to help writer compose the best possible final draft (<http://writing.caltech.edu/resources/peer-review-tips/html>. Accessed on april 2014). It should be no surprise, then that student find peer review valuable for many reasons. Good peer review, however, doesn't happen automatically. Teacher plays several roles in the process of peer review, as a resource, guide and audience. As a resource can help student become good peer reviewers by drawing on teacher's experience, teaching them what to look for and creating peer review opportunities in the classroom

(<http://www.mwp.hawaii.edu/resources/wm7.html>. accessed on april 25 2014). However, in order for it to be successful (expecially when first introduced), student will need guidance from their teacher so that they know what to look at when they read their classmate' work, in this case teacher plays as a guide, Harmer (2004:116). Teacher can also play as an audience when the student work discuss with their group.

2.8 Conceptual Framework

Writing is used to express human's thought and feeling through combination of word to be sentences in a form of a paragraph. We know that there are some kind of genre in writing: one of them is report writing. Report writing is to describe the way things in around environment are

described and report genre usually tells the natural and not natural social phenomena.

In the theoretical framework, peer review strategy has the role teaching learning process especially in writing report paragraph. There are some procedure that should be applied in peer review strategy. The firstly, observe a picture. The second, the student's response to answer the question based on the picture. The third the student start writing a report paragraph. The fourth, the student review their friend's paragraph and then the student collect a information or comment ond use worksheet as the guidance. The fifth, the student revise their their reporting based on their friend's review. The finally, the student rewrite their own writing and collect their own writing after that stick it on paper plano/flipchart.

Peer review strategy gave student a bbig chance to be a better writer and a better reader. It can be a fascinating aadventure, to see what you have created through the eyes of others. By applying the steps of peer review strategy, it is assumed that the students can understand the lesson, enjoy the teaching learning process. Be motivated and get good achievement in writing especially report paragraph.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

There are two types of research namely qualitative research and quantitative research. In conducting this study, the writer uses a quantitative research. According to John W. Creswell (2008:1) Quantitative Research is a means for testing objectives theories by examining the relationship among variables. This research apply an experimental quantitative design. Experimental research design will use to establish cause and effect by manipulating an independent variable to see its effect on a dependent variable. It designs in which the writer manipulate at least one dependent variable and its effect on one independent

There are two variables in this study namely: peer review strategy as independent variable and writing achievement as dependent variable. In this research, there are two groups of student namely experimental group and control group. Both of those groups will be given pre test and post test. The experimental group will be taught by using peer review strategy while the control group will be teach by using conventional way.

3.2 Population and sample

3.2.1 Population

Population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. Arikunto, S.(2010:173)

“populasi adalah keseluruhan subjek, apabila seseorang ingin meneliti semua elemen

yang ada dalam wilayah penelitian, maka penelitiannya merupakan penelitian populasi”. (population is a set of all elements processing one or more

attributes of interest if someone want to observe all of the elements in the research area, so his research called population research). The population

of this study is eleventh grade students of SMK NEGERI5 MEDAN.

There are 4 classes of grade XI(TPM 1, TPM 2, TITL 1, TITL 2).

3.2.2 Sample

A sample is a group of individuals who represents the whole individuals in the population. Arikunto, S. (2006:38) The total number of the sample will be taken by using random sampling technique. There are two parallel classes namely TITL-2 and TPM-2. Each class consists of 30 students wherethereare 2 classes as sample. The experimental group are class TITL-2and the control group are classes TPM-2.

3.3 The Instrument of Collecting Data

In this study, the writer needs a test to collect the data. According to Arikunto (2010:192)*“tes adalah serentetan pertanyaan atau latihan serta alat lain yang digunakan*

untuk mengukur keterampilan, pengetahuan inteligensi, kemampuan, atau bakat yang dimiliki oleh individu atau kelompok” (test is a strings of question or practice that is used for measuring the skills, knowledge, ability in individual or group).

The test for collecting the data is designed in order to gain the result of the study. The type of the test is writing. Writing test is as the instrument used for collecting the data. The test item is procedure writing based on the knowledge of students. In the test, the writer instructs the students to write an procedure about report text. And the time for answering this test is 30 minutes.

3.4 The Procedures of Collecting Data

Quantitative data is collected through test which is administrates by the writer. In order to get the data in this study, three procedures are taken by the writer namely: pre-test, treatment (teaching presentation) and post-test.

1. Pre-test

The pre-test will be given to both groups (experimental group and control group) before conducting the treatment. The writer administrates the pre-test and give the writing test to students to get the students' level understanding in report text. This pre-test is useful to know how far students' knowledge toward the material namely report text that is taught..

2. Post-test

The writer administrates the post-test and gives the writing report text to know the result of the students after getting the material from the writer.

3. Treatment

Both the experimental class and control class are teach by using the same material of report text. the treatment will be conduct in experimental group only. The first cycle has four meetings and the second cycle has two meetings do there is six meetings in this research. In the experimental class, the writer uses

Peer Review Strategy as the learning method for the students in writing report text.

3.4.1 Teaching Practice in the Experimental Group;

The treatment is conduct after doing the pre-test. The teacher will teach the material report text by using Peer Review Strategy, as the learning method and following these procedures.

Table 3.1 The Treatment for Experimental Group

| Teacher's Activities | Students' Activities |
|---|--|
| <p>I. Pre Test</p> <ol style="list-style-type: none"> 1. Teacher greets the student 2. The teacher give an opinion about the related topic 3. The teacher ask student to write a report paragraph reviews about report text. <p>II. Treatment The teacher will explain how to write descriptive paragraph by applying peer review by showing its procedure.</p> <ol style="list-style-type: none"> 1. The teacher explain the topic report paragraph 2. The teacher ask students to observe a picture 3. The teacher give some question report something 4. The teacher ask student to exchange their own writing with their friend's writing 5. The teacher ask students to return their friend's worksheet 6. The teacher ask the student to collect their own writing and stick it on paper plano/flipchart <p>III. Post Test</p> <ol style="list-style-type: none"> 1. Ask the students to write a report paragraph 2. After the time is out, collect the papers. 3. Checks the students' work to make correction. | <p>I. Pre Test</p> <ol style="list-style-type: none"> 1. The students give a response for the teacher's greeting. 2. The student listen to the teacher's explanation 3. The student write a report paragraph. <p>II. Treatment</p> <ol style="list-style-type: none"> 1. The student listen to the teacher's explanation 2. The student pay attention to the report text 3. The students observe the report text 4. The student responding the question 5. The student write a report paragraph 6. The student exchange their own writing with theirfriend's writing 7. The student get their worksheet and recheck it 8. The student rewrite their own writing 9. The student collecting their own writing and stick on paper <p>III. Post Test</p> <ol style="list-style-type: none"> 1. Student write a report paragraph based on the topic provided topic 2. Give their writing 3. Pay attention |

3.4.2. Teaching Practice in the Control Group

The teaching learning process that will be applied in the control class is without using Peer Review. The teaching procedure in control group can be seen as following:

Table 3.2 The Control Group

| Teachers' activities | Students' activities |
|--|--|
| 1. The teacher greets the students. 2. The teacher explains about the procedure text such as communicate purpose, rhetorical structure and grammatical pattern of report text. 3. The teacher asks the students write report text. | 1. The students give a response for the teacher's greeting. 2. The students listen to the teacher's explanation about report text. 3. The students write the procedure text. |

3.5 The Assessment of Writing

In order to evaluate the mastery of the students in writing skill, the teacher has to have a right concept of writing assessment to assess the writing work appropriately. There are five components in writing assessment according to Jacobs et al, scale (Weigle, 2002:116), namely:

3.1 Content

Content refers to the students' ability to write the ideas and information in the form of logical statement.

Table 3.3 Assessment of Content

| Points | Quality | Criteria |
|---------|------------------------|---|
| 27 – 30 | VERY GOOD TO EXCELLENT | Knowledge, substantive, through development of topic sentence, relevant to assign topic. |
| 22 – 26 | AVERAGE TO GOOD | Some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but lack detail. |
| 17-21 | FAIR TO POOR | Limited knowledge of subject, little substance, inadequate development of topic. |

| | | |
|---------|-----------|---|
| 13 – 16 | VERY POOR | Does not show the knowledge of subject, not substantive, no patient, or nor enough to evaluate. |
|---------|-----------|---|

3.2 Organization

Organization refers to the students' ability to write ideas and information in good logical order. The topic and the supporting sentences are clearly stated.

Table 3.4 Assessment of Organizaation

| Points | Quality | Criteria |
|---------|----------------------|--|
| 18 – 20 | VERY GOOD TO EXELENT | Ideas clearly state/ support, cohesive, time, sequence, spatial, particular to general to particular. |
| 14 – 17 | AVERAGE TO GOOD | Somewhat copy, loose organize but main ideas stand out, limit support, logical sequencing and development. |
| 10 – 13 | FAIR TO POOR | Non-fluent, ideas confuse or disconnect, lacks logical sequencing and development. |
| 7 – 9 | VERY POOR | Does not communicative, no organization, or not enough to evaluate. |

3.3 Vocabulary

Vocabulary refers state to the students' ability in using word or idiom to express ideas logically, and also refers to the ability to use the synonym, antonym, prefix, and suffix exactly.

Table 3.5 Assessment of Vocabulary

| Points | Quality | Criteria |
|---------|----------------------|--|
| 18 – 20 | VERY GOOD TO EXELENT | Effective words idioms choices and usage, word form mastery appropriate register. |
| 14 – 17 | AVERAGE TO GOOD | Adequate range, occasional errors of words/ idioms for, choices, usages, but meaning not obscured. |
| 10 – 13 | FAIR TO POOR | Limited range, frequent errors of words/ idioms form, choice, usage and meaning obscured. |
| 7 – 9 | VERY POOR | Essentially translation, little knowledge of English vocabulary, idioms and words |

| | | |
|--|--|--------------------------------|
| | | forms, not enough to evaluate. |
|--|--|--------------------------------|

3.4 Language Use

Language Use refers to the students' ability in writing sentences simple, complex or compound sentences correctly and logically. It also refers to the ability to use agreement in the sentences and some other words such as nouns, adjectives, verbs and time signal.

Table 3.6 Assessment of Language Use

| Points | Quality | Criteria |
|---------|----------------------|---|
| 22 – 25 | VERY GOOD TO EXELENT | Effective complex, construction few errors of agreement tense, number, word order/function, articles, pronoun preposition. |
| 18 - 21 | AVERAGE TO GOOD | Simple construction minor problems in complex instructions several errors of agreement, tenses, number of words order/function, articles pronoun, preposition and meeting seldom obscure. |
| 11 – 17 | FAIR TO POOR | Major problem in simple complex construction frequent errors of negotiation, agreement, tense, number, and word order/function, articles pronoun, preposition and or fragments meaning confused or obscure. |
| 5 – 10 | VERY POOR | Essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate. |

3.5 Mechanics

Mechanics refers to the students' in using words appropriately; by using function correctly, paragraph, and the text can read used correctly.

Table 3.7 Assessment of Mechanics

| Points | Quality | Criteria |
|--------|----------------------|---|
| 5 | VERY GOOD TO EXELENT | Demonstrate mastery of convention, few errors of spelling punctuation, capitalization, writing sentences. |

| | | |
|---|-----------------|---|
| 4 | AVERAGE TO GOOD | Occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscure. |
| 3 | FAIR TO POOR | Frequent errors of spelling punctuation, capitalization, poor hand writing, meaning obscure or confuse. |
| 2 | VERY POOR | Nomastery convention, dominate by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate. |

3.6 The Technique of Data Analysis

This study will apply the quantitative data. The quantitative data is use to analyse the score of student. The step in analysing data, they are :

1. Scoring the pre-test and post- test for control group and experimental group, and find out the mean score for each group by using:

$$M = \frac{\sum x}{N}$$

Where :

M : Mean

X : total score

N : sum of students

2. Tabulating the data for control group and experimental group
3. Comparing the score by using t-test. A t-test is use in this research in order to prove the hypothesis that state “There is a significance effect on using Task-Based Learning Methodin teaching procedure text in writing skill”.

The formula of the test is :

$$t = \frac{Mx - My}{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}$$

Where :

Ma = mean of experimental group

Mb = mean of control group

da = standard deviation of experimental group's scores

db = standard deviation of control group's scores

Na = total number sample of experimental group

Nb = total number sample of control group

4. Concluding the finding

3.7 Validity and Reliability of the Text

There are two important in a research in text. There are validity and reliability. Validity simply means that a test or instrument is accurately measuring what it supposed to. Reliability is a measure of the stability or consistency of test scores. You can also think of it as the ability for a test or research finding to be repeatable.

3.7.1 Validity

According to Best and Kahn (2006:289), "validity is the quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. An instrument can be valid if it can measure what is supposed to be measured". It concerned with how well the test measured the subject matter and learning outcomes covered during the instruction period, to show that the test would be valid in terms of contents.

Arikunto (2010:211) state that "the validity is measure that shows the levels of validity or the validity of something". Validity refers to the test. A

test will be said is good if it valid and reliable. To ensure that the test is good, the validity should be established clearly with the points of the test. The test in this research will use writing test form.

Table 3.8 Content Validity

| Content | Kinds of Report Text | Test Item | Kinds of Test | Score |
|--------------|----------------------|-----------|---------------|------------|
| Report Text | Content | 1 | Report text | 30 |
| | Organization | 1 | Report text | 20 |
| | Verb | 1 | Report text | 20 |
| | Language Use | 1 | Report text | 25 |
| | Mechanics | 1 | Report text | 5 |
| Total | | | | 100 |

3.7.2 The Reliability of the Test

Brown (2004:20) states that “reliability is consistence and dependable. It means if the same test give to the same student or match students on two or different occasions, the test shall yield similar results.

To get the reliability of the test, the writer use Kuder Richardson 21 formula (KR^{21}) as the following:

$$(KR_{21}) = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KSD^2} \right)$$

Where:

KR_{21} =Reliability of the Text

K = Number of Items in the Test

M = Mean of the Test

SD^2 = Standard Deviation

According to Arikunto (2010:313), the categories of coefficient correlation is one of tools statistic that uses to compare the result of measurements from two variables which has different so that determine the levels of relationship between other variables. The categories of coefficient correlation are as the following:

0.00 – 0.20 = the reliability is very low

0.21 – 0.40 = the reliability is low

0.41 – 0.60 = the reliability is fair

0.61 – 0.80 = the reliability is high

0.81– above = the reliability is very high

