CHAPTER V

CONCLUSION

The thesis is concerned with the rhetorical moves that are used by the English Department undergraduate students of UNESA in writing their theses, especially in the result and discussion section. The purpose of this research is to reveal the typical rhetorical moves that might be used by the English department undergraduate students of UNESA in writing their result and discussion section of experimental research theses. This study shows that the difference of moves sequence is more likely influenced by the authors' preference in dealing with the information from the data and also by the author's written references such as previous thesis of the same major. At the same time, the result of the study shows that there are no linear rhetorical moves patterns emerging in the result section in terms of the moves sequence of the whole section. The moves did not completely follow the model of result section proposed by Paltridge & Starfield (2007). In addition, the result sections under study have cyclical structure mostly based on the stages of investigation in which some of it have relatively linear structure within the cycle. However, the linearity that emerged is limited to presentation of result and less commenting on result. In this case, the result section is in the level of describing the result rather than explaining the result.

To answer the second research questions, regarding the rhetorical moves of discussion section of theses, the result of this study shows that there are no linear rhetorical moves patterns that emerged in the discussion section. The moves did not follow the model from Dudley-Evans (1994). Moreover, the un-linearity of the discussion sections under study was also influenced by the fact that there are several moves proposed in the model that are absent such as the reference to previous research move, limitation move and suggestion move. However, unlike the previous researches which reported that the cycle structure is a dominant feature in the discussion section; result of this study was found that not all discussion sections under study also have cycle structure. There are only three discussion sections employed cycle structures and only one of them employed the key cycle mentioned by Dudley-Evans (1994) that might indicate that the undergraduate students are still unaware of the key cycle in the discussion section.

To answer the third research question, in reference to the lexical expressions used in writing the result section, result of this study revealed that the undergraduate students mostly used typical lexical expressions that are commonly used and found in the result section. The lexical expressions that were found are closely related to the communicative purpose of the moves, meaning that identification of the moves in the result sections relies heavily in the lexical expressions.

While in the discussion section as an answer to the fourth research question, the lexical expressions that were used are less obvious so that the moves are mostly identified through the comprehension of text. Therefore, it can be said that the undergraduate students of UNESA used less lexical expressions in writing their discussion sections.

This study has several limitations: First, this study focuses on finding out the rhetorical moves used by the English department undergraduate students of UNESA especially in experimental research thesis. Accordingly this study only investigates the moves and moves sequence to identify typical rhetorical moves used by the undergraduate students in writing their result and discussion section. Thus, this study unintentionally disregards the relations of the result and discussion section under study to answer its research questions. Moreover, as mentioned earlier in the discussion section, the subject samples only focus on experimental research which is included in quantitative research, accordingly, these research results cannot be used to generalize the rhetorical moves used by undergraduate students for their theses in qualitative study.

These findings can hopefully give insightful information for the academic writing instructor or teacher about the essential need of the students in academic writing especially when the students should compose result and discussion section of thesis. For example, the students should not include the formula in the result section. Hopefully it can also encourage the academic writing instructors or

academic writing teachers to give clear instructional strategies to overcome structural complexities among function and language usage in writing result and discussion section for the undergraduate students. Probably by giving more exercises on move identification for undergraduate students to improve their ability in writing result and discussion section. Moreover, it is also necessary for the academic writing instructor to encourage the students to understand the writing convention needed according to the discourse community

Additional investigation about the use of rhetorical moves by the English department undergraduate students in writing their theses of qualitative study will add the understanding about the undergraduate students' comprehension in writing their theses especially result and discussion section. Second, the investigation about the use of rhetorical moves by the English department from another university or institution is recommended in order to have the whole picture about the undergraduate students understanding about the rhetorical moves especially in result and discussion section of thesis. Another additional investigation about the rhetorical moves used by the undergraduate student based on different gender and different cultural background is also recommended. Moreover, regarding the lexical expression, aditional investigation should also deal with the language tense used in writing their theses.

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Appendix 1

Result 1

Title: "Teaching Writing 'News Item Text' To The Senior High School Students By Using Authentic News Videos"

Result Moves and Purposes categories	Existence																						Expression
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1 Presenting Meta-textual information																								
Previewing, linking, providing background information	▒																							1. This chapter discusses the finding data of research… *This chapter elaborates the following subtitles* : data presentation….
Referring back to methodology		▒																				▒		2. This study was *experimental study to find out* …; In this study, *the researcher took two clasess as the sample* … as *experimental group* consisting… and … as *control group* consisting…
		▒																				▒		22. If the t-value is lower or the same as…. *Null hypothesis is accepted* . However, if the t-value….
Pointing to location of tables, figures and graphs					▒				▒			▒			▒				▒					5. The *table above* informs the pre-test scores of experimental and control group
					▒				▒			▒			▒				▒					9. The *table above* informs the post -test scores of experimental and control group.
					▒				▒			▒			▒				▒					12. The *table above* informs…
					▒				▒			▒			▒				▒					15. The *table above* informs…
					▒				▒			▒			▒				▒					19. The *following is a table showing* the result of calculation of standard deviation…
2 Presenting result																								
Presenting result/findings						▒				▒			▒			▒						▒		6. The mean scores of experimental group…*It shows* the difference of pre-test scores… is not to far…It means that the students of both groups almost have the same ability in writing before the treatment.
						▒				▒			▒			▒						▒		10. The mean scores of experimental group is… *It shows that* the scores of both…increasing quite far from pre-test scores….., it also indicates that the experimental group performance is far better than the control group
						▒				▒			▒			▒						▒		13. From the calculation.. *It can be concluded* that the different means.. Was significant because…
						▒				▒			▒			▒						▒		16. From the calculation.. *It can be concluded* that the different means.. Was significant because…
						▒				▒			▒			▒						▒		21.From the calculation of the t-test….
						▒				▒			▒			▒						▒		23. *So, the null hypothesis* (Ho) stated… *is rejected* . Then, the alternative hypothesis… *is accepted.*
Presenting procedures			▒														▒							3. *Four meeting are needed to accomplish* the data collection…
			▒														▒							17. *Knowing the different means and significance* of… , the researcher then *tested the hypothesis* of the study to find out whether…
Restating hypothesis or research question																		▒						18. *There is no significant difference* between the students who are taught… and those who are not or ….
Stating what the data are and highlight data for reader's attention																								
Providing evidence : statistics, graphs, tables, figures				▒				▒			▒			▒						▒				4. *Table 1.1* The pre-test scores and means of experimental and control group
				▒				▒			▒			▒						▒				8. *Table 1.2* The post-test scores and means of experimental and control group
				▒				▒			▒			▒						▒				11. *Table 1.3* The result of pre-test and post-test calculation of experimental
				▒				▒			▒			▒						▒				14. *Table 1.4* The result of pre-test & post-test calculation control group
				▒				▒			▒			▒						▒				20. *Table 1.5* the calculation of standard deviation and t-value between experimental & control group

Title: "Teaching Writing 'News Item Text' To The Senior High School Students By Using Authentic News Videos"

Result Moves and Purposes categories	Existence																						Expression
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
3 Commenting on result																								
Beginning to interpret result and make claims																								7. The difference is just 0.92, *it means that* the students
Looking for meaning and significance; may point to contribution og fields																								
Making comparison with the previous studies																								
May comment on strength, limitations and generalizability																								

1 2 3 4 5

Notes
1 = first calculation
2 = second calculation
3 = third calculation
4 = fourth calculation
5 = hypothesis testing

CHAPTER IV

RESULT AND DISCUSSION

This chapter discusses the finding of data of the research entitled *Teaching Writing "News Item Text" to the Senior High School Students by Using Authentic News Videos*. This chapter elaborates the following subtitles: data presentation of the result, hypothesis testing and discussion to answer the research question. (1)

4.1 Result

This study was experimental study to find out the significant difference in achievement between the students who are taught news item text by using Authentic News Videos and those who are not. In this study the researcher took two classes as the samples, X-B as experimental group consisting 32 students and X-A as control group consisting 32 students. In the control group, when pre-test distributed there was two students who were absent; one student absent in the first treatment, and one student absent in the post-test. So, there were 28 students who were fulfilling all the tests and treatments in the control group. Four meetings are needed to accomplish the data collection in this research: pretest, treatment 1, treatment 2, and post-test. (2) (3)

4.1.1 The result score of pre-test scores and means of experimental and control group

Group	N	Scores	Mean
Experimental group	32	2209	69.03
Control group	28	1907	68.11

Table 1.1 The pre-test scores and means of experimental and control group (see appendix 7) (4)

The table above informs the pre-test scores of experimental and control group. The mean score of experimental group is 69.03 and control group is 68.11. It shows that the difference of pre-test scores between experimental and control group is not too far. The difference is just 0.92, it means that the students of both groups almost have the same ability in writing before the treatment. (5) (6) (7)

4.1.2 The result of post-test scores and means of experimental and control group

Group	N	Scores	Mean
Experimental group	32	2589	80.91
Control group	28	1954	69.79

Table 1.2 the post-test scores and means of experimental and control group (see appendix 8) (8)

The table above informs the post-test scores of experimental and control group. The mean score of experimental group is 80.91 and control group is 69.79. It shows that the scores of both groups, experimental and control, increasing quite far from the pre-test scores. But, it also indicates that the experimental group performance is far better than the control group. (9) (10)

Notes

1 (1.1) Meta-textual preparatory info
2 (1.2) Referring to Methodology
3 (2.2) Presenting procedures
4 (2.5) Providing evidence
5 (1.3) Pointing to location of tables
6 (2.1) Presenting result
7 (3.1) Interpreting result and claim
8 (2.5) Providing evidence
9 (1.3) Pointing to location of tables
10 (2.1) Presenting result

4.1.3 The finding of pre-test and post-test calculation of experimental group

Test	N	Mean	t-value	t-table
Pre test	32	69.03	13.65	2.042
Post test	32	80.91		

Table 1.3 the result of pre-test and post-test calculation of experimental (see appendix 9)

The table above informs the difference of pre-test and post-test scores of experimental group. It shows that the score increases 11.88 points or 17.21%. From the calculation (see appendix 9) it can be concluded that the different means score between the pre-test and post-test of the experimental group was significant because the t-test was higher than the t-value. From the distribution of t-table with degree of significance 0.05 and degree of freedom 31 it was found 2.042 and the t-score was 13.65.

4.1.4 The finding of pre-test and post-test calculation of control group

Test	N	Mean	t-value	t-table
Pre test	28	68.11	5.09	2.052
Post test	28	69.79		

Table 1.4 the result of pre-test & post-test calculation of control group (see appendix 10)

The table above informs the difference of pre-test and post-test scores of control group. It shows that the score increases 1.68 points or 2.47%. From the calculation (see appendix 10) it can be concluded that the different means score between the pre-test and post-test of the control group was significant because the t-test was higher than the t-value. From the distribution of t-table with degree of significance 0.05 and degree of freedom 27 it was found 2.052 and the t-score was 5.09.

4.2 Hypothesis Testing

Knowing the different means and the significance of difference means score between the pre-test and post-test of both groups, experimental and control, the researcher then tested the hypothesis of the study to find out whether H_0 stated "There is no significant difference in achievement between the students who are taught writing news item text by using Authentic News Video and those who are not" or H_1 stated "There is a significant difference in achievement between the students who are taught writing news item text by using Authentic News Video and those who are not" is accepted. The following is a table showing the result of calculation of standard deviation and t-value between experimental and control group:

4.2.1 The finding calculation of standard deviation (SD) and t-value

Group	N	Mean	SD	t-value	t-table
Experimental group	32	80.91	12.82	4.94	2.00
Control group	28	69.79	2.41		

Table 1.5 the calculation of standard deviation and t-value between experimental &control group (see appendix 11)

Notes

11 (2.5) Providing evidence
12 (1.3) Pointing to location of tables
13 (2.1) Presenting result
14 (2.5) Providing evidence
15 (1.3) Pointing to location of tables
16 (2.1) Presenting result
17 (2.2) Presenting procedures
18 (2.3) Restating Hypothesis
19 (1.3) Pointing to location of tables
20 (2.5) Providing evidence

From the calculation of the t-test (see appendix 11) the t-value from both groups was 4.94 and the distribution of t-table with degree of significance 0.05 and degree of freedom 58 was found 2.00. If the t-value is lower or the same as the t-table, the null hypothesis is accepted. However, if the t-value is higher than the t-table, the null hypothesis is rejected. The fact that t-value is higher than the t-table (4.94 > 2.00). So, the null hypothesis (H_0) stated "There is no significant difference in achievement between the students who are taught writing news item text by using Authentic News Video and those who are not" is rejected. Then, the alternative hypothesis (H_1) stated "There is a significant difference in achievement between the students who are taught writing news item text by using Authentic News Video and those who are not" is accepted.

21
22
23

Notes

21 (2.1) Presenting result
22 (1.2) Referring to Methodology
23 (2.1) Presenting result

Appendix 2

Result 2

Title: "The Use Of Chain Card Game as Media For Teaching Simple Past For The Eleventh Graders Of Senior High School"

Moves and Purposes categories	Existence																					Expression*
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1 Presenting Meta-textual																						
Previewing, linking, providing background information	▨		▨										▨									1. In this chapter, the data are presented and analyzed based on what the writer obtained…, data elaborated based on the research problem in
	▨		▨										▨									3. This study was conducted to find out whether….
	▨		▨										▨									13. Hypothesis thesting is aimed to find out whether the research hypothesis was accepted or rejected.
Referring back to methodology				▨										▨								4.The data here showed the result of calculation from the analysis of t-test formula…
				▨										▨								14. The writer used the *statistical computation* result to test the research hypothesis……
Pointing to location of tables, figures and graphs						▨										▨						6. The table below presents the pretest and posttest score of the experimental and control groups
						▨										▨						16. According to table above…..
2 Presenting result																						
Presenting result/findings								▨			▨						▨		▨		▨	8. The table shows that the mean of ….it means that the students' ability of the two groups are equals
								▨			▨						▨		▨		▨	11. The table shows that the mean of the …
								▨			▨						▨		▨		▨	17. … the calculation score of the pretest, the mean of… was….
								▨			▨						▨		▨		▨	19. from the calculation score of post test, it was found that.
								▨			▨						▨		▨		▨	21. The result of t-value was....
Presenting procedures		▨			▨					▨		▨						▨		▨		2. Before starting to teach…, the first step of activity was…. The next step was…, To teach … teacher was given twice a week….., Chain card game which is used to teach
		▨			▨					▨		▨						▨		▨		5. ….before the treatments, the writer gave pre test
		▨			▨					▨		▨						▨		▨		10. After the experimental groups carried out the pretest, the writer gave the treatments...
		▨			▨					▨		▨						▨		▨		12. After knowing the mean.... writer then calculated...
		▨			▨					▨		▨						▨		▨		18. After knowing the result...., after the treatment, posttest was given…
		▨			▨					▨		▨						▨		▨		20. Then, the result of the mean scores...

Title: "The Use Of Chain Card Game as Media For Teaching Simple Past For The Eleventh Graders Of Senior High School"

Moves and Purposes categories	Existence																					Expression*
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Restating hypothesis or research question																						
Stating what the data are and highlight data for reader's attention																						
Providing evidence : statistics, graphs,																						7. Table of pretest and postest scores;
tables, figures																						15. the table of t-value.
3 Commenting on result																						
Beginning to interpret result and make claims																						9. *It means that* the students ability of the two groups was equal.
Looking for meaning and significance; may point to contribution of fields																						
Making comparison with the previous studies																						
May comment on strength, limitations and generalizability																						
					1									2								

Notes

1 = calculation pretest and posttest

2 = opening of hypothesis and hypothesis testing

* Sic

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the data are presented and analyzed based on what the writer obtained from the experiment conducted at the eleventh graders of senior high school of SMA Negeri 4 Sidoarjo. The data is elaborated based on the research problem which is stated in chapter I. The research problem is whether the students' ability in constructing simple past tense improves when the use of chain card game is implemented.

This chapter is divided into two sections. The first section is the result of the study which the measurement is calculated through the result of pre-test and post-test in experimental group and control group. The second section is the discussion which analyzes the result of the study. 1

4.1 Result of the Study

Before starting to teach simple past tense in the class, the first step of activities was preparing the material that used in the class. The writer prepared the cards which are about 280 cards which consist of 48 noun cards, 96 verb cards (present verb and past verb), 64 to be and auxiliary cards, and 32 adverb of time cards and 24 preposition cards.

The next step was selecting the book to be used as material source. The teacher suggested seeing the book she used as the material sources. The book was a book published by Diknas. Although the book was used as the main sources, the other books also used. 2

To teach simple past in the class, the teacher was given twice a week in each class; every Wednesday and Friday for the experimental group and every Thursday and Saturday for the control group. It is about 90 minutes long. In the experimental class, the cards are always played about 30 minutes. 2

Chain card game which is used to teach simple past tense, with good preparation will make the students enjoy and interested in the subject being taught. This study was conducted to find out whether there is a significant difference in terms of simple past tense mastery between the students who are taught using chain card game and those who are not taught without using chain card game. 3

The data here showed the result of calculation from the analysis of t-test formula and the data are taken from the pre-test and post-test of the experimental and control groups. 4

Notes

1 (1.1) Meta-textual preparatory info
2 (2.2) Presenting procedures
3 (1.1) Meta-textual preparatory info
4 (1.2) Referring to Methodology

4.1.1 Result of the Pretest and Posttest Scores

To know the ability of the experimental and control groups before the treatments, the writer gave pre-test. Then the data obtained from the two groups were analyzed by calculating the pre-test scores and the mean of pre-test scores of both groups. The table below presents the pretest and the post test score of the experimental and control groups.

Table of Pretest and Posttest Scores

Subject	PRETEST		POSTTEST	
	Experimental group	Control Group	Experimental group	Control Group
1	82	84	100	82
2	96	70	100	75
3	94	99	99	100
4	96	92	96	98
5	95	69	98	79
6	84	87	93	83
7	76	87	100	99
8	96	77	95	92
9	86	86	96	84
10	68	49	96	71
11	86	95	92	95
12	88	49	94	66
13	92	91	100	96
14	86	92	94	93
15	99	96	96	92
16	94	73	97	68
17	95	86	100	92
18	96	96	96	98
19	92	97	91	100
20	91	88	100	98
21	92	89	98	97
22	90	84	98	88
23	91	88	92	94
24	83	94	95	92
25	96	95	96	93
26	78	84	89	98
27	38	91	96	85
28	92	71	100	74
29	94	54	95	52
30	93	90	98	98
31	96	94	97	97
	2785	2597	2987	2729
Mean	89,83870968	83,77419355	96,35483871	88,03225806

Notes

5 (2.2) Presenting procedures

6 (1.3) Pointing to location of tables

7 (2.5) Providing evidence

The table shows that the mean of pre-test scores of both groups were almost the same. The mean of pre-test scores of experimental group was 89,83 and controlled group was 83,77. There is no significant difference in the mean of the two groups. It means that the students' ability of the two groups was equal.

After the experimental groups carried out the pre-test, the writer gave the treatments. In this case, the experimental group was taught simple past tense by using chain card game. While the controlled one, was taught simple past tense without using chain card game. After applying the treatments, the post-test was administered.

The table shows that the mean of the post-test score of the experimental group was higher than the control one. The mean of post-test scores of the experimental group was 96,35, whereas the controlled group was 88,03. After knowing the mean of post-test scores of both groups, the writer then calculated the two mean of post-test by using t-test formula to know whether it was significant or not.

4.1.2 Hypothesis Testing

Hypothesis testing is aimed to find out whether the research hypothesis was accepted or rejected. The research hypothesis was there is a significance difference improvement between students who are taught by using chain card game and those who are taught without using chain card game. The writer used the statistical computation result to test the research hypothesis. The research hypothesis was accepted when the t-value was bigger than t-table. In the other hand, the research hypothesis was rejected if the t-value was smaller than t-table and it meant that null hypothesis was accepted.

The table of t-value

	Mean of Pretest	Mean of Posttest
Experimental Class	89,84	96,35
Control Class	83,81	88,03
T-value	2,34	6,07

Notes

8 (2.1) Presenting result
9 (3.1) Interpreting result and claim
10 (2.2) Presenting procedures
11 (2.1) Presenting result
12 (2.2) Presenting procedures
13 (1.1) Meta-textual preparatory info
14 (1.2) Referring to Methodology
15 (2.5) Providing evidence

According to the table above, the calculation score of the pretest, the mean of the experimental group was found 89,84 while the mean of control group was 83,81. Then, the value of two observed was calculated and the result was 2,34. To determine the statistical significance of it, the table of consulted by checking at the table critical value at 0,05 level of significance with 60 d.f (degree of freedom) and the result was 2,00. After knowing the result, the treatment was given to the experimental group.

After the treatment, the posttest was given to both groups. The result of posttest was used to check if there were significance difference in mastering simple past tense between the students who were taught using chain card game and those who were not taught in that way. From the calculation score of posttest, it was found that the mean for experimental group was 96,35 while the mean of control group was 88,03 (see appendix 4)

Then the result of the mean scores of each group was used to calculate t-value by using t-table formula as stated in chapter III. The result of t-value was 6,07, then to determine the statistical of it, the table of t consulted by checking at the critical value a 0,05 level of significance with 60 d.f (degree of freedom) and the result was 2,00. It showed that the value of t observed (6,07) was greater than the value at the critical table. Therefore, it could be said there was a significant different between the scores of the pretest and posttest at the experimental group. The significant difference between the scores of the pretest and posttest at the experimental group showed that the students of the group made a significant progress at their posttest.

Notes

16 (1.3) Pointing to location of tables
17 (2.1) Presenting result
18 (2.2) Presenting procedures
19 (2.1) Presenting result
20 (2.2) Presenting procedures
21 (2.1) Presenting result

Appendix 3

Result 3

Title: "The effectiveness of teachers' coded feedback on senior high school students' writing ability in recount text"

Moves and Purposes categories	Existence																																								Expression*
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
1 Presenting Meta-textual																																									
Previewing, linking, providing background																																									1. This chapter deals with the answer of the problems stated on the chapter I ....
Referring back to methodology																																									19. If the t-value is lower or the same …
																																									22. The reseacher use questionnairre
Pointing to location of tables, figures and graphs																																									4. The table above informs the pre test score…
																																									8. the table above informs the post-test score..
																																									11. the table above informs the difference of...
																																									14. the table above informs the difference of .....
																																									16. The following is a table showing the result of calculation..
																																									24. These responses clearly showed in the table below
																																									28. In the figure 4.1 it covers the first to the second question
																																									31. In the figure 4.2 it covers the third question
																																									34. In the figure 4.3 it covers the fourth question
																																									37. In the figure 4.4 it covers the fifth and seventh question.
2 Presenting result																																									
Presenting result/findings																																									5. The mean score of exeprimental group is.... It shows that the different.... It means that the students of both groups almost have the same ability in writing before the treatment
																																									9. The mean score of experimental group is.... It shows..... But it also indicates.....
																																									12. It shows that the score increase ... It can be concluded....From the distribution .... it was found....
																																									15. It shows that the score increase ... It can be concluded....From the distribution .... it was found...
																																									18. From the calculation of the t-test....
																																									20. So the null hypotesis stated.... is rejected
Presenting result/findings																																									26. From the analysis of the questioner it could be seen that..., From the second question the reseacher got.... From the third question the reseacher got.... From the fourth question the reseacher got.... From the fifth and seventh question the reseacher got.... From the sixth, eighth, ninth, and tenth question the reseacher got....
																																									29. It shows that ......
																																									32. It shows that .....
																																									35. It shows that .....
																																									38. It shows that .....
																																									40. These responses are based on the question....
Presenting procedures																																									2. To analyze the data ...... Firstly presented ...... Secondly the writer calculated ....;

Title: "The effectiveness of teachers' coded feedback on senior high school students' writing ability in recount text"

Moves and Purposes categories	Existence	Expression*
		23. The researcher gave the students' ten question.....
Restating hypothesis or research question		21. In order to answer the second researched question, that is "what are the students' responses to the use of coded feedback in mastering writing ability
Stating what the data are and highlight data for reader's attention		
Providing evidence : statistics, graphs, tables,		3. Table 1.1 The pre-test scores and means of experimental and control group (see appendix 5)
		7. Table 1.2 The post-test scores and means of experimental and control group (see appendix 6)
		10. Table 1.3 The result of pre-test and post-test calculation of experimental (see appendix 7)
		13. Table1.4 The result of pre-test & post-test calculation of control group (see apendix 8)
		17. Table 1.5 The calculation of standard deviation ad t-value between experimental and control group (see appendix 9)
		25. Table 4.2 Students' responses
		27. Fig. 4.1 Students' responses 1
		30. Fig. 4.2 Students' responses 2
		33. Table 4.3 Students' responses 3
		36. Fig. 4.4 Students' responses 4
		39. Fig. 4.5 Students' responses 5
3 Commenting on result		
Beginning to interpret result and make claims		6. The difference is just 0.24, *it means that* the students of both group almost have the same ability...
Looking for meaning and significance; may point to contribution og fields		
Making comparison with the previous studies		
May comment on strength, limitations and generalizability		

1 2 3 4 5 6 7 8 9 10 11 12

Notes
1 = Score of pretest
2 = Score of post test
3 = Finding of experimental group
4 = finding of control group
6 = hypothesis testing
6 = opening of questionnaire
7 - 12 = result from each items of questionnaire
* Sic

CHAPTER IV

RESULT AND DISCUSSION

This chapter deals with the answers of the problems stated on the chapter I, They are: (1) Is there any improvement on the students' writing ability that is taught by using coded feedback approaches?, and (2) What are the students' responses to the use of coded feedback in mastering writing ability ?. To answer those questions, the researcher would like to find out the result of students' tests after use of the coded feedback and students' response in the use of coded feedback in improving writing skill.

4.1 Result

4.1.1 Coded Feedback in Teaching Writing

After collect the score of experimental and control group, the researcher process the data to find out whether the treatment applied in this study could really improve the English writing ability or not. To analyze the data, the researcher firstly presented the result of post-test of experimental and control group. Secondly the writer calculated the mean of each group. Then the writer calculated the mean and standard deviation score between two group in order to get the t-value of each experimental and control group.

4.1.1.1 The result score of pre-test scores and means of experimental and control group

Group	N	Scores	Mean
Experimental group	38	2670	70.26
Control group	36	2521	70.02

Table 1.1 The pre-test scores and means of experimental and control group (see appendix 5)

The table above informs the pre-test score of experimental and control group. The mean score of experimental group is 70.26. and control group is 70.02. it shows that the difference of pre-test scores between experimental and control group is not too far. The difference is just 0.24, it means that the students of both groups almost have the same ability in writing before the treatment.

4.1.1.2 The result of post-test scores and means of experimental and control group

Group	N	Scores	Mean
Experimental group	38	3064	80.63
Control group	36	2595	72.08

Table 1.2 the post-test scores and means of experimental and control group (see appendix 6)

The table above informs the post-test scores of experimental and control group. The mean score of experimental group is 80.63 and control group is 72.08. it shows that the scores of both group, experimental and control, increasing quite far from the pre-test scores. But, it also indicates that the experimental group performance is far better than the control group.

4.1.1.3 The finding of pre-test and post-test calculation of experimental group

Test	N	Mean	t-value	t-table
Pre test	38	70.26	19.56	2.042
Post test	38	80.63		

Table 1.3 the result of pre-test and post-test calculation of experimental (see appendix 7)

The table above informs the difference of pre-test and post-test score of experimental group. It shows that the score increases 10.37 or 14.75%. from

Notes

1 (1.1) Meta-textual preparatory info
2 (2.2) Presenting procedures
3 (2.5) Providing evidence
4 (1.3) Pointing to location of tables
5 (2.1) Presenting result
6 (3.1) Interpreting result and claim
7 (2.5) Providing evidence
8 (1.3) Pointing to location of tables
9 (2.1) Presenting result
10 (2.5) Providing evidence
11 (1.3) Pointing to location of tables
12

the calculation (see appendix 7) it can be concluded that thr different means score between the pre-test and post-test of the experimental group was significant because the t-test was higher than t-value. From the distribution of t-table with degree of significance 0.05 and degree of freedom 37, it was found 2.042 and the t-score was 10.37.

4.1.1.4 The finding of pre-test and post-test calculation of control group

Test	N	Mean	t-value	t-table
Pre test	36	70.02	4.95	2.042
Post test	36	72.08		

Table 1.4 the result of pre-test & post-test calculation of control group (see appendix 8)

The table above informs the difference of pre-test and post-test scores of control group. It shows that the score increase 2.06 or 2.94%. From the calculation (see appendix 8) it can be concluded that the different means score between the pre-test and post-test of the control group was significant because the t-test was higher than the t-value. From the distribution of t-table with degree of significant 0.05 and degree of freedom 35, it was found 2.042 and the t-score was 4.95.

4.1.2 Hypothesis Testing

The following is a table showing the result of calculation of standard deviation and t-value between experimental and control group:

Group	N	Mean	SD	t-value	t-table
Experimental group	38	80.63	10.85	5.00	2.00
Control group	36	72.08	2.95		

Table 1.5 the calculation of standard deviation and t-value between experimental &control group (see appendix 9)

From the calculation of the t-test (see appendix 9) the t-value from both groups was 5.00 and the distribution of t-table with degree of significance 0.05 and degree of freedom 72 was found 2.00. if the t-value is lower or the same as the t-table, the null hypothesis is accepted. However, if the t-value is higher than the t-table, the null hypothesis is rejected. In this study, researcher found that the t-value is higher than t-table (5.00 > 2.00). So, the null hypothesis (*Ho*) stated "There is no significant difference in students' score of writing ability between the students who are taught by using coded feedback and those who are not" is rejected.

4.1.3 Students' Response

In order to answer the second research question, that is "What are the students' responses to the use of coded feedback in mastering writing ability?". The researcher used questionnaire. The researcher gave the students' ten questions of multiple choices. Each question has four choices. These responses clearly showed in the table below.

Notes

12 (2.1) Presenting result
13 (2.5) Providing evidence
14 (1.3) Pointing to location of table
15 (2.1) Presenting result
16 (1.3) Pointing to location of table
17 (2.5) Providing evidence
18 (2.1) Presenting result
19 (1.2) Referring to Methodology
20 (2.1) Presenting result
21 (2.3) Restating Hypothesis
22 (1.2) Referring to Methodology
23 (2.2) Presenting procedures
24 (1.3) Pointing to location of table

Table 4.2

Students' Responses

No	Option A		Option B		Option C		Option D		Total	
	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%
1	12	32	18	47	6	16	2	5	38	100
2	7	18	12	32	14	37	5	13	38	100
3	0	0	8	21	30	79	0	0	38	100
4	0	0	15	40	13	34	10	26	38	100
5	0	0	31	82	7	18	0	0	38	100
6	19	50	19	50	0	0	0	0	38	100
7	0	0	0	0	14	37	24	63	38	100
8	26	68	12	32	0	0	0	0	38	100
9	30	79	8	21	0	0	0	0	38	100
10	26	68	12	32	0	0	0	0	38	100

25

From the analysis of the questionnaire it could be seen that 47% students liked English. And 32 % of them very like. But 15% said that they did not too like English and 5 % did not like English.

From the second question, the researcher got 32 % students liked writing and 18 % of them very like, but 37 % students did not too like writing and 13 % of them did not like writing.

From the third question, the researcher got more than half of students or 79% students responded that the teacher sometimes gave them writing only 21% students responded that the teacher often gave them writing.

26

From the forth question, the researcher got 34 % students were less knowing what feedback is, but 40 % of them knew what feedback is and 26 % students did not know what feedback is.

From the fifth and seventh question, the researcher got more than half of the students or 82 % students responded that the teacher often gave feedback in English lesson, but 63 % students responded that the teacher never gave them feedback in writing lesson. The teacher only asked students to write composition then gave the students' composition score without giving feedback.

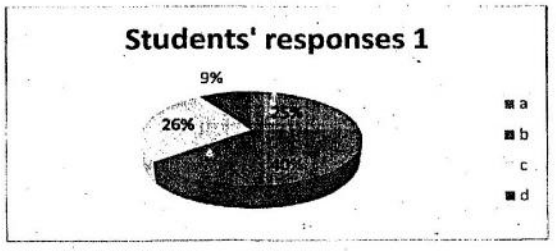
26

From the sixth, eighth, ninth and tenth question, the researcher got half of students or 50% students responded that feedback was important and more than half of students or 68 % students responded that feedback was needed to be implementation in English lesson. And 79 % of the students were very helped by coded feedback to improve their writing.

It is generally summarized the students' responses into five parts as like in the indicator of the questionnaire:

a) Question 1 and 2 deal with the students' interest in English lesson.
b) Questions 3 deals with writing in English lesson.
c) Question 4 deal with the students' knowledge about feedback.
d) Questions 5 and 6 deal with the implementation of feedback.
e) Questions 7 until 10 deal with the importance of feedback in teaching English.

26



27

Figure 4.1 Students' responses 1

Notes
25 (2.5) Providing evidence
26 (2.1) Presenting result
27 (2.5) Providing evidence

In the figure 4.1, it covers the first to the second questions. The main point was asking the students interests in experimental class toward the English lesson and the students' interest in writing lesson. It shows that 25% students responses were very interest, 40% were quite interesting, 26% students were less interesting and 9% did not interesting.

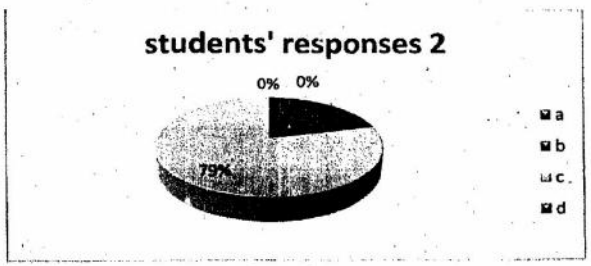


Figure 4.2 Students' responses 2

In the figure 4.2, it covers the third questions. It deals with the intensity of writing in English lesson. It shows that 21% students responses were often and 79 % were sometimes getting writing in English lesson.

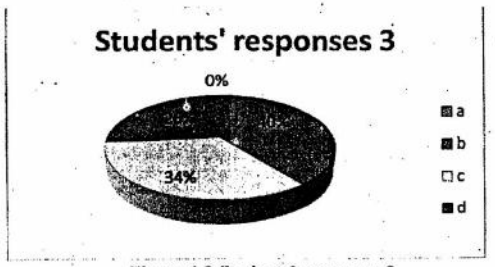


Figure 4.3 Students' responses 3

In the figure 4.3, it covers the fourth questions. It deals with students' knowledge about feedback. It shows that 40% students knew what feedback is, 34 % students were less knowing what feedback is and 26 % students did not know what feedback is.

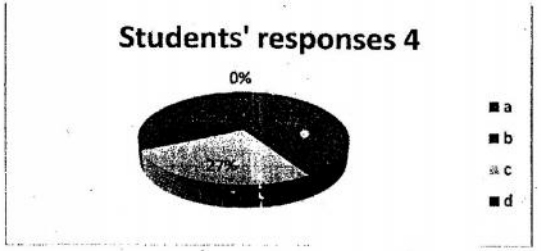
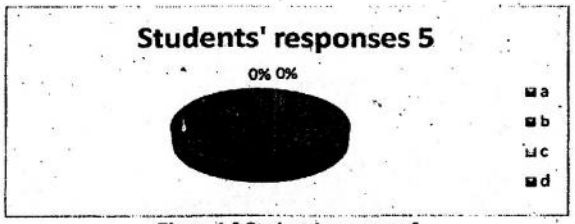


Figure 4.4 Students' responses 4

In the figure 4.4, it covers the fifth and seventh questions. It deals with the implementation of feedback in the English lesson especially in writing. It shows 41% students responded that the teacher often give them feedback in teaching English, 27% students responded sometimes and 32% students responded never getting feedback in writing lesson.

Notes

28 (1.3) Pointing to location of tables
29 (2.1) Presenting result
30 (2.5) Providing evidence
31 (1.3) Pointing to location of tables
32 (2.1) Presenting result
33 (2.5) Providing evidence
34 (1.3) Pointing to location of tables
35 (2.1) Presenting result
36 (2.5) Providing evidence
37 (1.3) Pointing to location of tables
38 (2.1) Presenting result



39

Figure 4.5 Students' responses 5

There were 66% students' responses, coded-feedback was very helpful and it was very important to use in teaching writing and 34 % responses were helpful enough. These responses are based on the questions sixth, eighth to tenth which involved the use of coded feedback to improve students' writing ability.

40

Notes

39 (2.5) Providing evidence

40 (2.1) Presenting result

Appendix 4

Result 4

Title: "The Influence of Course Review Horay In Teaching Reading Comprehension of Narative Text To The Second Grade of SMPN 2 Ploso Jombang"

Moves and Purposes categories	Existence																														Expression*
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
1 Presenting Meta-textual																																	
Previewing, linking, providing background information	■				■						■													■							■		1. In this chapter, the researcher would like to present ....
	■				■						■													■							■		5. The purpose was to find…
	■				■						■													■							■		11. The purpose of the calculation was....
	■				■						■													■							■		24. The purpose was to know whether there was significant or not…
	■				■						■													■							■		31. As Bartz (1976:248) said....
Referring back to methodology		■																		■													2. …the data was calculated by using statistical formula.
		■																		■													20. ...., the researcher calculated post test score of.... by using statistical formula...
Pointing to location of tables, figures and graphs				■		■						■					■				■				■							4. ... It can be seen in appendix 5.... It can be seen in appendix 6... It can be seen in appendix 7... It can be seen in appendix 8... It can be seen in appendix 9
				■		■						■					■				■				■							6. The result of calculation ..... Were present in the table below
				■		■						■					■				■				■							12. The score and calculation can be seen in appendix 7. The result of calculation ....were present in the table below.
				■		■						■					■				■				■							17. The result of post test scores and means...were presented in the table below.
				■		■						■					■				■				■							21. Statistical formula and the calculation can be seen in appendix 8. The result was on the table 4.1.4.
				■		■						■					■				■				■							25. The calculation both of two groups can be seen in appendix 9
2 Presenting result																																	
Presenting result/findings								■						■					■			■				■			■				8. From the result above, pretest score and post test score of experimental group increased. From satistical calculation showed that t-value was ....
								■						■					■			■				■			■				15. Between pretest scores and posttest scores of control group increased ...calculated with statistical formula and it showed that ..
								■						■					■			■				■			■				19. The table and diagram above showed that scores of....., it meant that the scores of experimental group was higher than control group.
								■						■					■			■				■			■				22. The table showed that the t-value was 10,298 with the level of significant .001.....
								■						■					■			■				■			■				27. ....the deviation square of experimental group was...the result of t-value was..
								■						■					■			■				■			■				30. The result of t-test calculating was.....The result showed that the difference between...
								■						■					■			■				■			■				32 …It meant that the null hypothesis….is rejected and alternative hypothesis… is accepted.
Presenting procedures			■						■						■								■						■				3 The data were gotten from pretest and post test scores… Before the data were calculated…experimental and control group were devided in 4 tables.
			■						■						■								■						■				10. The researcher also calculated the scores of …
Presenting procedure			■						■						■								■						■				16, Post test was done .... Data was gotten from post test score
			■						■						■								■						■				23. The researcher calculated pretest and post test of experimental and control group.
			■						■						■								■						■				29.The researcher used t-test formula to calculated pretest and posttest scores …then compared the result…
Restating hypothesis or research question																												■					28. In this study the researcher answered the research question stated that does…There are two hypothesis, null hypothesis states....and alternative hypothesis states....
Stating what the data are and highlight data for reader's attention																																	
Providing evidence : statistics, graphs, tables, figures							■					■					■									■							7. Table 4.1.1.1 Pretest and posttest score of the experimental group
							■					■					■									■							13. Table 4.1.1.2 Table pretest and posttest scores of the control group
							■					■					■									■							18. Table 4.1.1.3 Table posttest of experimental and control group
							■					■					■									■							26. Table 4.1.1.4 Table pretest and posttest of both experimental and control group.

Title: "The Influence of Course Review Horay In Teaching Reading Comprehension of Narative Text To The Second Grade of SMPN 2 Ploso Jombang"

Moves and Purposes categories	Existence																														Expression*
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
3 Commenting on result																																	
Beginning to interpret result and make claims																																	9..... It meant that, students' scores of experimental group increased after the treatment was given.
																																	15. ...It meant that students' scores of control group didn't increase after they were thaught as usual.
Looking for meaning and significance; may point to contribution og fields																																	
Making comparison with the previous studies																																	
May comment on strength, limitations and generalizability																																	
					1					2						3							4					5				

Notes
1 = calculation for exeprimental group
2 = calculation for control group
3 = post test for experimental and control group
4 = pre and post test for experimantal and control group
5 = hypothesis testing
* Sic

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher would like to present the result of the test and the implementation of the experiment which conducted at the second grade students of SMPN 2 Ploso. The result of the data were gotten from pretest and posttest score of experimental and control group then the data was calculated by using statistical formula. Data analysis, hypothesis and discussion will be presented.

4.1 Result

There were two groups in this research, experimental and control group. Experimental group was VIIIB and VIIIA as control group and both of the class were 36 students. When pretest and posttest was held, one of the students of control group was absent so only 35 students of control group were held in pretest and post test. No one were absent in experimental group when pretest and post test were done so there were 36 Students of experimental group were held in pretest and posttest

In this study the researcher got the data from pretest and posttest score of experimental and control group, the data was calculated by using statistical formula in order to know whether there is significant difference between students who were taught by using course review horay and students who weren't taught by using course review horay.

4.1.1 Analyzing the data

The data were gotten from pretest and posttest scores of experimental and control group. Before the data were calculated, pretest and posttest scores of experimental and control group were divided in 4 tables. Score of pretest and posttest from experimental and control group were put in the table, it can be seen in appendix 5. Pretest and posttest score of experimental group were put in the table, it can be seen in appendix 6. Pretest and posttest score of control group were put in the table, it can be seen in appendix 7. Posttest score of experimental and control group were put in the table, it can be seen in appendix 8 and the last Pretest and Posttest scores of both Experimental and Control Group were put in the table, it can be seen in appendix 9.

4.1.1.1 pretest and posttest score of experimental group

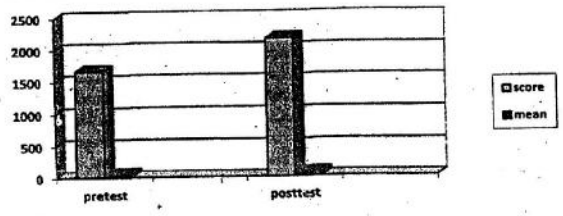
The data of pre test and posttest scores of experimental group were calculated, it can be seen in appendix 6. The purpose was to find whether there was an increase in the scores between pretest and posttest scores of experimental group. The result of calculation pretest score and posttest scores of the experimental group were present in the table below

Notes

1 (1.1) Meta-textual preparatory info
2 (1.2) Referring to Methodology
3 (2.2) Presenting procedures
4 (1.3) Pointing to location of tables
5 (1.1) Meta-textual preparatory info
6 (1.3) Pointing to location of tables

4.1.1.1 pretest and posttest score of the experimental group

Group	N	Scores (pretest)	mean	Scores (posttest)	mean	t-value	t-table
Experimental	36	1661	46.14	2159.5	61.79	10.72	.418



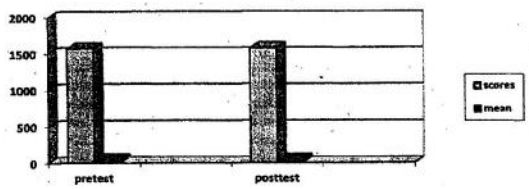
From the result above, between pretest scores and posttest scores of experimental group increased. From Statistical calculation showed that t-value was 10.72 while 36 degree of freedom of 0.001 level of significance was .418. So the result of t-value of experimental group was significant because t-value was higher than t-table. It meant that, students' scores of experimental group increased after the treatment was given.

4.1.1.2 Pretest and posttest score of control group

The researcher also calculated the scores of pretest and post test of control group so the data the data was gotten. The purpose of the calculation was to find whether there was an increase in scores between pretest and posttest of control group. The scores and the calculation can be seen in appendix 7. The result of calculation pretest score and posttest scores of the experimental group were present in the table below

4.1.1.2 table Pretest and posttest scores of the control group

Group	N	scores (pretest)	Mean	Scores (posttest)	mean	t-value	t-table
Control	35	1568	44.8	1571.5	44.9	0.09	.418

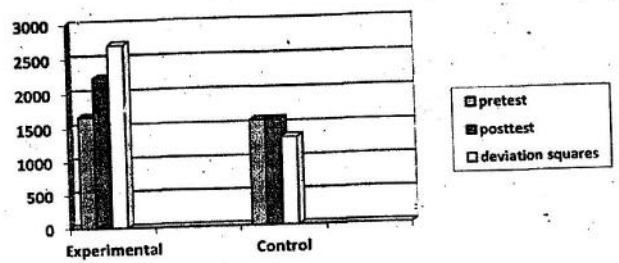


Between Pretest scores and posttest scores of control group increased. It can be seen from table and diagram above. Scores of pretest and posttest was calculated with statistical formula and it showed that t-value was 0.09 while 35 degree of freedom of 0.1 level of significance was .418. So the result of t-value of control group was not significant because t value was lower than t-table. It meant that students' score of control group didn't increase after they were taught as usual.

Notes

7 (2.5) Providing evidence
8 (2.1) Presenting result
9 (3.1) Interpreting result and claim
10 (2.2) Presenting procedures
11 (1.1) Meta-textual preparatory info
12 (1.3) Pointing to location of tables
13 (2.5) Providing evidence
14 (2.1) Presenting result
15 (3.1) Interpreting result and claim

Control	35	1568	1571.5				



Based on the table above, the deviation squares of experimental group was 2698.06 while control group was 1310.45. The result of t-value was 8.18 with the level of significance of .001 and 69 degree of freedom where the t-table was 3.435. It meant that the t-value was higher than t table so there was significant difference between the students who are taught by using course review horay (experimental group) and who are not taught by using course review horay (control group) it meant that there is correlation between the two variables in the population from which the sample was drawn.

4.1.2 Hypothesis Testing

In this study the researcher answered the research question stated that Does course review horay influence in reading comprehension of the students in SMPN 2 Ploso?. There are two hypotheses, null hypothesis states there aren't significant influence in scores in their reading tests between students who learn reading comprehension by using course review horay and alternative hypothesis states there are significant influence in scores in their reading tests between students who learn reading comprehension by using course review horay.

The researcher used t-test formula to calculated pretest and posttest scores of experimental and control group then compared the result of t-test calculation with the level of .001 level significance and the degrees of freedom in t-table. The result of t-test calculating was 8.18 is higher than t-table on the level of significance of .001 with degree of freedom of 69 is 3.435.

The result showed that the difference between the experimental and the control group was significant As Bartz (1976:248) said that t values which must be equal or exceeded for these usual significance levels in terms of degrees of freedom. It meant that the null hypothesis which states that there isn't significant influence in scores in their reading tests between students who learn reading comprehension by using course review horay are rejected and alternative hypothesis states that there is significant influence in scores in their reading tests between students who learn reading comprehension by using course review horay is accepted

Notes

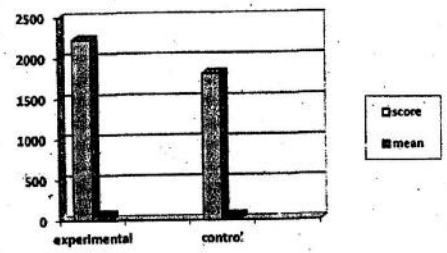
27 (2.1) Presenting result
28 (2.3) Restating Hypothesis
29 (2.2) Presenting procedures
30 (2.1) Presenting result
31 (1.1) Meta-textual preparatory info
32 (2.1) Presenting result

4.1.1.3 Posttest scores of experimental and Control group

Posttest was done after students of experimental group were given course review horay treatment while the students of control group weren't given the treatment then the data was gotten from posttest scores, the result of posttest scores and means of the experimental and control groups were presented in the table below

4.1.1.3 table posttest scores of the experimental and control group

Group	N	Scores (posttest)	Mean	t- value	t- table (.001)
Experimental	36	2224.5	61.79	10.298	3.435
Control	35	1571	44.9		



The table and diagram above showed that scores of 36 students of experimental group were 2224.5 while scores of 35 students of control group were 1571, it meant that the scores of experimental group was higher than control group. The mean of 36 students of experimental group were 61.79 while mean of 35 students of control group were 44.9, it meant that mean of experimental group was higher than control group.

Then, to know whether there was significant difference between the post test of experimental and control group, the researcher calculated posttest scores of experimental and control group by using statistical formula and the calculation can be seen in appendix 8. The result was on the table 4.1.4. The table showed that the t-value was 10.298 with the level of significance of .001 and 69 degree of freedom where the t-table was 3.435. So the differences of pretest and posttest scores between experimental and control group was significant, because the t-value was 10.298 higher than t table was 3.435. It meant that, there was significant difference of t-test was found in experimental and control group.

4.1.1.4 Pretest and Posttest of Both Experimental and Control Group

The researcher calculated pretest and posttest of experimental and control group. The purpose was to know whether there was significant or not between experimental and control group. The calculation both of two groups can be seen in appendix 9

4.1.14 Table pretest and posttest of both experimental and control group

Group	N	Pretest	posttest	Deviation Squares		t-value	t-table
				$\sum x^2$	$\sum y^2$		
Experimental	36	1661	2224.5	2698.06	1310.45	8.18	3.435

Notes

16 (2.2) Presenting procedures
17 (1.3) Pointing to location of tables
18 (2.5) Providing evidence
19 (2.1) Presenting result
20 (1.2) Referring to Methodology
21 (1.3) Pointing to location of tables
22 (2.1) Presenting result
23 (2.2) Presenting procedures
24 (1.1) Meta-textual preparatory info
25 (1.3) Pointing to location of tables
26 (2.5) Providing evidence

Appendix 5

Result 5

Title: "The Effectiveness of Using Time Token to Improve Speaking Descriptive Text to The Tenth Grade Students of SMA Negeri 1 Taman"

Moves and Purposes categories	Existence																														Expression *
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
1 Presenting Meta-textual																																	
Previewing, linking, providing background information	▒																																1. The purpose of the experimental research was to find out the whether Time Token technique can improve…
Referring back to methodology			▒					▒		▒																▒							3. In order to determine students' speaking ability, a test was conducted.
			▒					▒		▒																▒							8. In order to know whether there is significant difference.... Calculate standard deviation.... By using t-test.....
			▒					▒		▒																▒							10. to know whether there is significant difference....was analyzed by using t-test formula
			▒					▒		▒																▒							26. Next to calculate t-test the researcher must determine the degrees of freedom by using formula.....
Pointing to location of tables, figures and graphs					▒							▒		▒			▒							▒									5. The result of calculation .... Were presented in the following table 4.1
					▒							▒		▒			▒							▒									12. This table 4.2 presented the result of calculation.
					▒							▒		▒			▒							▒									14. Based on the data in table 4.2 above
					▒							▒		▒			▒							▒									17. The scores and calculation could be seen in appendix 3, whereas the result was presented in the table 4.3 below
					▒							▒		▒			▒							▒									24. The result of calculation was presented in the table 4.4 below.
2 Presenting result																																	
Presenting result/findings							▒								▒				▒		▒							▒			▒		7. The table showed the mean of pretest score.... was ..., the mean post test score... was...., from the result of pre-test and post-test..... We can see that.....
							▒								▒				▒		▒							▒			▒		15. The standard deviation was higher than...., than from the t-test calculation... was....
							▒								▒				▒		▒							▒			▒		19. From the result above, there was increase...., from the calculation of t-test formula, it was found out that.....
							▒								▒				▒		▒							▒			▒		21. From the table above it showed that the score ....was increase
							▒								▒				▒		▒							▒			▒		28….. From the presentation above it could be seen that deviasion square..... was ... based on the calculation of t-test...
							▒								▒				▒		▒							▒			▒		31. From the calculation. The t-value is higher than t-table, it means the hypothesis is confirmed. It indicates that there is significant difference betwen....
Presenting procedures		▒		▒					▒		▒					▒				▒			▒										2. Reseacher took the data in SMAN 1 Taman, and its tenth grade students as the populations.....
		▒		▒					▒		▒					▒				▒			▒										4. This test was done in both groups of sample in the population….There were several steps to analyze the data . First the researcher put the scores of pre test and post test of
		▒		▒					▒		▒					▒				▒			▒										9. After researcher gave the pretest....., than the rsearcher calculated
		▒		▒					▒		▒					▒				▒			▒										11. Before it was done the standar deviation of two groups was calculated first
		▒		▒					▒		▒					▒				▒			▒										16, Next, the writer calculated the scores of.....
		▒		▒					▒		▒					▒				▒			▒										20. The writer also calculated th scores of pretest and post test of the control group. The data were collected from.....
Presenting procedures		▒		▒					▒		▒					▒				▒			▒										23. The difference between the pre-test and the post-test scores of the… was done by the researcher. She calculated and made a list of pretest and post test score....
Restating hypothesis or research question																														▒			30. In the previous chapter, the researcher to know taught by using time token in speaking descriptive text have higher achievement than taught whitout the technique
Stating what the data are and highlight data for reader's attention																						▒											22. Although, the scores of the pre-test and the post-test of the control group was increased, it was much lower than the experimental group.

Title: "The Effectiveness of Using Time Token to Improve Speaking Descriptive Text to The Tenth Grade Students of SMA Negeri 1 Taman"

Moves and Purposes categories	Existence																														Expression *
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
Providing evidence : statistics, graphs, tables, figures						▨							▨					▨							▨		▨					6. Table 4.1 The mean of the pre-test and post-test from both groups
						▨							▨					▨							▨		▨					13. Table 4.2 The result calculation of standard deviation (SD) and t-value
						▨							▨					▨							▨		▨					18. Table 4.3 The result of pre-test and post-test calculation from both groups
						▨							▨					▨							▨		▨					25. Table 4.4 The result calculation of deviation square and t-test
						▨							▨					▨							▨		▨					27. Degree of freedom (formula) = 66
3 Commenting on result																																	
Beginning to interpret result and make claims																																	
Looking for meaning and significance; may point to contribution og fields																																	
Making comparison with the previous studies																																	
May comment on strength, limitations and generalizability																													▨			▨	29. So it was clear that there was significant different betwen the students who are taught by using time token and those who are not taught by using time token. In other words, the treatments by using time token give significant influence to the students' scores of speaking descriptive text.
																													▨			▨	32. from the findings it can be seen concluded that the implementation of speaking descriptive text by using Time Token can improve the students' score of speaking descriptive text.
				1				2																					3				

Notes
1 = Score and mean of pre and post test
2 = calculation of significant different of pre and post test
3 = hypotesis testing
*Sic

CHAPTER IV

RESULTS AND DISCUSSIONS

In this chapter the researcher presented and analyzed the data. Dealing with analyzing the data, the researcher used t-test formula. The data were obtained from the test had been done previously.

4.1. Results

The purpose of this experimental research was to find out the whether Time Token technique can improve speaking ability in descriptive text or not. The researcher took the data in SMAN 1 TAMAN, and its tenth grade students as the populations. In order to determine the students' speaking ability, a test was conducted. The test was subjective one in creating a simple descriptive essay, as it was noted that the most direct way of measuring students' speaking abilities was to have them speak. This test was done in both of groups of sample in the population; experimental and control group. From the random sampling had been found that X5 class was the experimental group and X4 class was the control group.

The test it self was divided into two sections. They were pre-test and post-test. It was started with pre-test to get the students' scores that determine their speaking abilities in speaking descriptive before treatments whether they have the equal ability in speaking or not. This pre-test was done in both groups. The post-test was held to know the improvements of students' speaking abilities after the treatments applied. It was also done in both groups of students.

4.1.1. The Scores of The Experimental and Control Groups

The data gained from the experimental and control groups before and after the treatment. The different scores can be positive (increase) or negative. There were several steps to analyze the data. First, the researcher put the scores of the pre-test and post-test of experimental and control groups. The result of the calculation of the pre-test scores and the mean scores of the experimental and the control group were presented in the following table 4.1.

Table 4.1 The mean of the pre-test and post-test from both groups

Group	N	Pre-test	Post-test	SD
Experimental group	34	65	74,6	3,1
Control group	34	62	64,7	1,6

The table showed that the mean of the pre-test scores of the experimental group was 65 and the control group 62. It means that the students of the two groups had the difference ability before the treatments were given.

The mean post-test scores of experimental group was 74,6 and the control group was 64,7. From the result of pre-test and post-test scores of experimental group, we can see that the post-test score was higher than pre-test score, which is 9,6 points higher. The table above show the students overall score between pre-test and post-test that the mean of post-test score of the experimental group was higher than the control one. In order to know whether there is a significant

Notes

1 (1.1) Meta-textual preparatory info
2 (2.2) Presenting procedures
3 (1.2) Referring to Methodology
4 (2.2) Presenting procedures
5 (1.3) Pointing to location of tables
6 (2.5) Providing evidence
7 (2.1) Presenting result

difference between two groups, the researcher needs to calculate the standard deviation and the significance of the different means score by using of T-test between two groups.

4.2. The Calculation of t-test

After researcher gave the pre-test, treatments, and post-test, then the researcher calculated the difference means of pre-test and post-test score between experimental and control groups. To know whether the result difference was significant or not between both of groups, then the results was analyzed by using t-test formula. Before it was done, the standard deviation of the two groups was calculated first. This table 4.2 presented the result of the calculation.

Table 4.2 The result calculation of standard deviation (SD) and t—value

Group	N	Mean	SD	T-value	T-table
Experimental group	34	74,6	3,1	65,13	2.042
Control group	34	64,7	1,6		

Based on the data in the table 4.2 above, the standard deviation (SD) of the experimental group 3,1 was higher than control group 1,6. Then, from the result of the t-test calculation (appendix 8), the t-value was 65,13 with the level of significant of 5% and 66 degrees of freedom, while the t-table was 2,042. So, the t-value was higher than the t-table. It means that the differences of the post-test scores between experimental and control groups was significant.

Next, the writer calculated the scores of the pre-test and the post-test of the experimental group. The purpose was to find out whether or not there was an increase in the whole scores of the pre-test and the post-test in the experimental group. The scores and the calculation could be seen in appendix 3, whereas the result was presented in the table 4.3 bellow:

Table 4.3 The result of pre-test and post-test calculation from both groups

Group	Pre-Test	Post-Test	SD	T-value	T-table
Experimental	65	74,6	3,1	17,79	2,042
Control	62	64,7	1,67	5,64	2,042

From the result above, there was an increase in the whole scores of pre-test and post-test of experimental group. From the calculation of t-test formula, it was found out that t-value was 17,79 with 33 degree of freedom and 5% level of significance, while the t-table was 2,042. It means that the result of the pre-test and the post-test calculation of the experimental group were higher than t-table and the difference was significant.

The writer also calculated the scores of pre-test and the post-test of the control group. In this part, the purpose was to find out whether or not there was an increase in the whole scores of pre-test and post-test in the control group. The data were collected from the pre-test and post-test scores of the control group. The scores and the calculation could be seen in the appendix 5.

From the table above, it showed that the scores of the pre-test and post-test of control group was increased. the t-value was 5,64 with 33 degrees of freedom and 5% level of significant was 2,042 , so it means that the result of the pre-test and post-test calculation of control group was higher than t-table and the

Notes

8 (1.2) Referring to Methodology
9 (2.2) Presenting procedures
10 (1.2) Referring to Methodology
11 (2.2) Presenting procedures
12 (1.3) Pointing to location of tables
13 (2.5) Providing evidence
14 (1.3) Pointing to location of tables
15 (2.1) Presenting result
16 (2.2) Presenting procedures
17 (1.3) Pointing to location of tables
18 (2.5) Providing evidence
19 (2.1) Presenting result
20 (2.2) Presenting procedures
21 (2.1) Presenting result

difference was significant. Although the scores of the pre-test and post-test of control group was increased, it was much lower than the experimental group. 22

The difference between the pre-test and the post-test scores of the experimental and the control groups was done by the researcher. She calculated and made a list of pre-test and post-test scores difference between pre-test and post-test of both groups which could be seen in appendix 4 and 6. 23

Then, before calculating of the t-test, the writer calculated the deviation square of the experimental and the control groups (see appendix 8). The result of the calculation was presented in the table 4.4 bellow: 24

Table 4.4 The result calculation of deviation square and t-test 25

Subject	N	Deviation Square		T-value	T-table
		Experimental	Control		
Experimental group	34	224,74	-	14,14	2,000
Control group	34	-	79,71		

Next, to calculate t-test, the researcher must determine the degrees of freedom by using formula as follow: 26

Degree of Freedom = N1+N2-2
= 34+34-2
= 68-2
= 66 27

The data showed the sum of deviation of each group, the t-value, and the t-table. From the presentation above, it could be seen that the deviation square of the experimental group was 224,74 while the control group was 9,71. Based on the calculation of t-test, then t-value comparing with t-table distribution with the significant level of 5% and degree freedom 66 on the table was 2,000 and the result of t-value was 14,14 . 28

So, it was clear that there was significant difference between the students who are taught by using Time Token and those who are not taught by using Time Token. In another words, the treatments by using Time Token give significant influence to the students' scores of speaking descriptive text. In the previous chapter, the researcher to know taught by using Time Token in speaking descriptive text have higher achievement than taught without that technique. 29

4.3. Hypothesis Testing

It has been stated in the previous chapter that the purpose of this study is to know whether the students who were taught through Time Token had a significant different than those who are not. 30

From the calculation, the t-value is higher than t-table. It means that the hypothesis is confirmed. It indicates that there is significance different between the students who were taught by using Time Token and those who were not taught by using Time Token. From the findings, it can be seen concluded that the implementation of speaking descriptive text by using Time Token can improve the students' score of speaking descriptive text. 31 32

Notes

22 (2.2) Stating the data and highlight
23 (2.2) Presenting procedures
24 (1.3) Pointing to location of tables
25 (2.5) Providing evidence
26 (1.2) Referring to Methodology
27 (2.5) Providing evidence
28 (2.1) Presenting result
29 (3.4) Commening on strength or generalizability of result
30 (2.3) Restating Hypothesis
31 (2.1) Presenting result
32 (3.4) Commening on strength or generalizability of result

Appendix 6

Result 6

The Effectiveness of "Peer assissted writing activiy (PAWA) technique" in teaching writing narrative texts for tenth graders in SMAN 1 Babat - Lamongan

Moves and Purposes categories	Existence
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58
1 Presenting Meta-textual	
Previewing, linking, providing background information	
Referring back to methodology	
Pointing to location of tables, figures and graphs	

The Effectiveness of "Peer assissted writing activiy (PAWA) technique" in teaching writing narrative texts for tenth graders in SMAN 1 Babat - Lamongan

Moves and Purposes categories	Existence															Expression*
	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	
1 Presenting Meta-textual information																
Previewing, linking, providing background information									▨							1. In this chapter, the result of the study were analyzed and presented... The objective of this study was to investigate....
									▨							3. The objective of this study was to investigate the significance differencebetween studentswho taught writing narrative.... In terms of its cotent, organization vocabulary, language use and mechanics
									▨							15, The result of calculation of pre test and post test ..... Was explained as follows....
									▨							67, As stated in chapter I the aim of this study was to find out whether ....
Referring back to methodology					▨					▨						2. Dealing with analyzing the data, the researcher used t-test to calculate the siginificant difference between....
					▨					▨						7, The type of validity that was used in this studey was content validity. So the testt item was suited with the standard competency....
					▨					▨						14. If the t-value was higher than $t_{.05}$ it means....however, if the t-value lower than t.05 it means....
					▨					▨						24. In order to know whether the improvement .... The researcher used t-test
					▨					▨						35. In order to know whether the improvement of scores was significant or not. The researcher used t-test (in terms of content)
					▨					▨						42. In order to know whether the improvement of scores was significant or not. The researcher used t-test (in terms of organization)
					▨					▨						49. In order to know whether the improvement of scores was significant or not .... The researcher used t-test (in terms of vocabulary)
					▨					▨						56. In order to know whether the improvement .... The researcher used t-test (in terms of language use)
					▨					▨						63. . In order to know whether the improvement of scores was significant or not .... The researcher used t-test (in terms of mechanics)
					▨					▨						68. In this to test the hypotheses, the researcher used t-test formula
Pointing to location of tables, figures and graphs		▨									▨					5. The result of analyzing validity was presented in the following table
		▨									▨					10. The result of calculation was presented in following table
		▨									▨					17. The result of pre test of the experimental and the control groups was presented in the following table
		▨									▨					21. The result of pre test of the experimental and the control groups was presented in the following table
		▨									▨					27. The calculation was presented in the following table.
		▨									▨					32. In the following table, the result of pre test and post test of the...groups i n terms of content was presented.
		▨									▨					39.Then, the following table 4.7 was the result of pre test and post test...groups in terms of organization.
		▨									▨					46. In the following table, the result of....groups in terms of vocabulary was presented.
		▨									▨					53. The result of the pre test and...groups in tems of language use was presented in the following table.,
		▨									▨					60. The result of pre test...groups in terms of mechanics was presented in the following table.
		▨									▨					69. In order to know the result of the hypothesis analysis, see table 4.8 below.

The Effectiveness of "Peer assissted writing activiy (PAWA) technique" in teaching writing narrative texts for tenth graders in SMAN 1 Babat - Lamongan

Moves and Purposes categories	Existence																																																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
2 Presenting result																																																										
Presenting result/findings																																																										

The Effectiveness of "Peer assissted writing activiy (PAWA) technique" in teaching writing narrative texts for tenth graders in SMAN 1 Babat - Lamongan

Moves and Purposes categories	Existence															Expression*
	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	
2 Presenting result																
Presenting result/findings																8. So the test item was suited with the standard competency…Therefore the test item was considered as valid
																12. Based on the table above, the result of reliability of of inter raters was .91… it could be said that the inter raters was considered reliable…
																19.The table above shows that the mean of control groip was higher than… It means that
																23. Based on the table 4.4, the mean of experimental group was 75,87. It increased…it concluded that the scores of both group had improved.
																25. Based on the t-test calculation of posttest…It showed that the t-value was higher than…which means the difference was siginificant.
																29.The table above shows that the post test score of the experimental group was higher than…
																31. Based on the t-test calculation ….there was a siginificant difference between students'scores of the experimental and the control group. From the finding, it could be concluded that there was a significant difference between.....
																34. The table above shows that the mean of the posttest was higher than the one of the pretest…The researcher concluded that the scores of both groups had improved.
																36. ....This showed that the achievement of the control group in the spodt test was not significsnt.
																38. Based on the t-test calculation,.., there was a significant difference between students' scores of the experimental and the control groups, From the finding, it could be concluded that there was a significant difference between.....in terms of content.
																41.The table above shows that the mean of the posttest was higher than the one of the pretest…The reseracher concluded that the scores of both groups had improved.
																43. …This showed that the achievement of the control group in the posttest was not significant.
																45. Based on the t-test calculation,.., there was a significant difference between students' scores of the experimental and the control groups, From the finding, it could be concluded that there was a significant difference between.....in terms of organization
																48. The table above shows that the mean of the posttest was higher than the one of the pretest…The reseracher concluded that the scores of both groups had improved.
																50… which means that the difference of the pretest and the posttest score of te experimental groups was significant.. This showed that the achievement of the control group in the post test was not significant.
																52 .Based on the t-test calculation,.., there was a significant difference between students' scores of the experimental and the control groups, From the finding, it could be concluded that there was a significant difference between.....in terms of vocabulary
																55. The table above shows that the mean of the posttest was higher than the one of the pretest…The reseracher concluded that the scores of both groups had improved.
																57. … which means that there was significant difference of the pretest and the posttest score of te experimental groups was significant.. This showed that the achievement of the control group in the post test was not significant.

The Effectiveness of "Peer assissted writing activiy (PAWA) technique" in teaching writing narrative texts for tenth graders in SMAN 1 Babat - Lamongan

Moves and Purposes categories	Existence
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58
Presenting procedures	
Restating hypothesis or research question	
Stating what the data are and highlight data for reader's attention	

The Effectiveness of "Peer assissted writing activiy (PAWA) technique" in teaching writing narrative texts for tenth graders in SMAN 1 Babat - Lamongan

Moves and Purposes categories	Existence															Expression*
	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	
	▨			▨		▨		▨					▨		▨	59. Based on the t-test calculation,.., there was a significant difference between students' scores of the experimental and the control groups, From the finding, it could be concluded that there was a significant difference between.....in terms of of language use.
	▨			▨		▨		▨					▨		▨	62. The table above shows that the mean of the posttest was higher than the one of the pretest…The reseracher concluded that the scores of both groups had improved.
	▨			▨		▨		▨					▨		▨	64. … which means that the difference of the pretest and the posttest score of te experimental groups was not significant..... This showed that the achievement of the control group in the post test was not significant.
	▨			▨		▨		▨					▨		▨	66. Based on the t-test calculation,.., there was not a significant difference between students' scores of the experimental and the control groups, From the finding, it could be concluded that there was a significant difference between.....in terms of of mechanics
	▨			▨		▨		▨					▨		▨	71.Overall, the experimental group achieved higher scores in the posttest than the control group….This it was considered that the null hypothesis was rejected... It means that there was a siginifiacnt difference in terms of narrative text writing ability...
	▨			▨		▨		▨					▨		▨	73. …Thus it was considered that there was asiginifiacant difference between the students who were taught writing narrative texts by using "PAWA" techniques and …without… in terms of content. Therefore , the null hypothesis was rejected and the alternative hypothesis was confirm.....(continue with the organization, vocabulary , language use) ...in terms of mechanics. Therefore the null hypothesis was confirmed and the alternative hypothesis was rejected
Presenting procedures							▨									4. Therefore, the result presented .... Later base on result.... The result of pretest and post test were devided into.... It was done to fine ....
							▨									9. After analyzing validity...., the researcher analyzed the reliability...
							▨									13. After investigating the validity and the reliability, then the researcher investigated the effectiveness…. The researcher took the scores gained from.... After that, ...then the researcher calculated....
							▨									16. A pretest was conducted to... It was given for both ... Groups
							▨									20. After the treatment was done,.... The post test was administered ....
							▨									26. In addition in order to know the increasing score.... The researcher calculated significant difference between ....
							▨									30. Then, the researcher continued with calculated the t-value....
							▨									37. Then, the researcher continued with calculating the t-value....
							▨									44. Then, the researcher continued with calculating the t-value....
							▨									51. Then, the researcher continued with calculating the t-value....
							▨									58. Then, the researcher continued with calculating the t-value....
							▨									65. Then, the researcher continued with calculating the t-value....
Restating hypothesis or research question																
Stating what the data are and highlight data for reader's attention																
			▨									▨				6, Table 4,1 The result of Analyzing validity
			▨									▨				11, Table 4,2 The result of Computing Reliability
			▨									▨				18. Table 4.3 The result of the pretest of both groups

The Effectiveness of "Peer assissted writing activiy (PAWA) technique" in teaching writing narrative texts for tenth graders in SMAN 1 Babat - Lamongan

Moves and Purposes categories	Existence																																																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
Providing evidence : statistics, graphs, tables, figures																																																										
3 Commenting on result																																																										
Beginning to interpret result and make claims																																																										
Looking for meaning and significance; may point to contribution og fields																																																										
Making comparison with the previous studies																																																										
May comment on strength, limitations and generalizability																																																										

1 2 3 4 5 6 7 8 9 10

Notes:
1. Validity and realiability calculation
2.Introduction to the result prestest and postest
3. Result of prestet of experimental and control group
4. Result of posttest experimental and control group
5. Calculation of the significant difference
6. Calculation t-test
7. Result in term of content
8.Result in term of organization
9. Result in term of vocabulary
10. Result in term of language use
11. Result in term of mechanics
12. Hypothesis testing
* Sic

The Effectiveness of "Peer assissted writing activiy (PAWA) technique" in teaching writing narrative texts for tenth graders in SMAN 1 Babat - Lamongan

Moves and Purposes categories	Existence															Expression*
	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	
Providing evidence : statistics, graphs, tables, figures																22. Table 4.4 The Result of the posttest of both groups
																28. Table 4.5 The significant difference of the pretest and posttest
																33. Table 4.6 The signifiacant difference of the pretest and the posttest in terms of content
																40. Table 4.7 The significant difference of the pertest and the posttest in terms of organization
																47. Table 4.8 The significant difference of the pretest and the posttest in terms of vocabulary
																54. Table 4.9 The significant difference of the pretest and the posttest in terms of language use
																61. Table 4.10 The signifiacnt difference of the pretest and the posttest in terms of mechanics
																70. Table 4.11 The increasing scores of students' writing
3 Commenting on result																
Beginning to interpret result and make claims																
Looking for meaning and significance; may point to contribution og fields																
Making comparison with the previous studies																
May comment on strength, limitations and generalizability																72 Therefore, it was concluded that the use of "Peer Assisted Writing Activity Technique" was effective to improve the students' writing ability of narrative texts especially in terms of content, organization, vocabulary and language use..However, "PAWA Technique" cannot improve the students'writing ability in terms of mechanics.

11 12

Notes:
1. Validity and realiability calculation
2.Introduction to the result prestest and postest
3. Result of prestet of experimental and control group
4. Result of posttest experimental and control group
5. Calculation of the significant difference
6. Calculation t-test
7. Result in term of content
8.Result in term of organization
9. Result in term of vocabulary
10. Result in term of language use
11. Result in term of mechanics
12. Hypothesis testing
* Sic

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the results of the study were analyzed and presented. 1

Dealing with analyzing the data, the researcher used t-test to calculate the significant different between two variables and presented the result of the calculation. 2

4.1 The Result

The objective of this study was to investigate the significant difference between the students who were taught writing narrative texts by using "Peer Assisted Writing Activity Technique" and those who were taught without using that technique in terms of its content, organization, vocabulary, language use and mechanics. 3

Therefore, the results presented were the results of the students' pretest and posttest of both experimental and control groups. Later, based on the results of the pretest and the posttest of both groups, the effectiveness of "Peer Assisted Writing Activity Technique" in the teaching of writing narrative texts to the tenth graders was examined. In this study, the results of the pretest and the posttest were divided into five areas which were the results of the pretest and the posttest in terms of content, in terms of organization, in terms of vocabulary, in terms of language use and in terms of mechanics. It was done to find a more specific result of the effectiveness of "Peer Assisted Writing Activity Technique" in each aspect of writing. 4

Before giving an English writing test for both experimental and control groups, the researcher investigated the validity of the test item. The result of analyzing validity was presented in the following table. 4 5

Table 4.1 The Result of Analyzing Validity

Test Item	Standard Competency	Basic Competency	Sub Basic Competency	Indicators	Validity
Write a short story about your most favorite fairy tales! You can choose the alternative titles which were given or you can decide by yourself.	Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk recount, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari.	Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *recount, narrative,* dan *procedure*	Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*	• Mengidentifikasi generic structure/langkah-langkah retorika dari teks *narrative.* • Mengidentifikasi ciri kebahasaan (language feature) yang terdapat dalam teks *narrative.* • Menghasilkan sebuah teks *narrative.*	Valid Valid Valid

6

The type of validity that was used in this study was content validity. So, 7

Notes

1 (1.1) Meta-textual preparatory info
2 (1.2) Referringg to Methodology
3 (1.1) Meta-textual preparatory info
4 (2.2) Presenting procedures
5 (1.3) Pointing to location of tables
6 (2.5) Providing evidence
7 (1.2) Referring to Methodology

the test item was suited with the standard competency. Based on the table above, the test item had been suited with the standard competency and the basic competency. Therefore, the test item was considered as valid. 8

After analyzing validity of the test item, the researcher analyzed the reliability. In this study, inter-rater reliability was used. The formula that was used 9

to compute inter-rater reliability was Pearson Product Moment (See Appendix 7). The result of the calculation was presented in the following table. 10

Table 4.2 The Result of Computing Reliability

	X (Rater 1)	Y (Rater 2)
Mean (M)	67.23	69.45
Standart Deviation (S)	7.54	6.54
Pearson Product Moment (r)	.91	
Explanation	Very High Reliability	

11

Based on the table above, the result of reliability of inter raters was .91. Based on the criteria (See Chapter 3), it could be said that the inter raters was considered as reliable with the criteria of "very high reliability". 12

After investigating the validity and the reliability, then the researcher investigated the effectiveness of "Peer Assisted Writing Activity Technique" applied in the writing classroom. As explained before, in order to find a more specific result, the researcher investigated the effectiveness of "Peer Assisted Writing Activity Technique" in the teaching of writing narrative texts in five aspects which were content, organization, vocabulary, language use and mechanics. The researcher took the scores gained from the pretest and posttest of both groups. After that, the researcher calculated the means of each, the standard deviation and the standard error. Then the researcher calculated the result using t-test and the result of each was compared with the t-table. If the t-value was higher than $t_{.05}$, it means that the result was significant. However, if the t-value was lower than $t_{.05}$, it means that the result was not significant. The result of the calculations of the pretest and posttest in terms of its content, organization, vocabulary, language use and mechanics was explained as follows. 13 14 15

4.1.1 The Result of Pretest of the Experimental and the Control Groups

A pretest was conducted to assess the students' writing ability before the experiment. It was given for both experimental and control groups. The result of the pretest of the experimental and the control groups was presented in the following table. 16 17

Notes

8 (2.1) Presenting result
9 (2.2) Presenting procedures
10 (1.3) Pointing to location of tables
11 (2.5) Providing evidence
12 (2.1) Presenting result
13 (2.2) Presenting procedures
14 (1.2) Referring to Methodology
15 (1.1) Meta-textual preparatory info
16 (2.2) Presenting procedures
17 (1.3) Pointing to location of tables

Table 4.3 The Result of the Pretest of Both Groups

Group	N	Mean	S	S_{D_2}	t-value	df	$t_{.05}$	Explanation
Experimental	31	67.63	7.14	1.84	-0.043	60	2.0003	Not significant
Control	31	67.71	7.10					

18

The table above shows that the mean of the control group was higher than the experimental group. It means that the achievement of the control group was higher than the experimental group. Though the difference was only 0.08.

In addition, the standard deviation of the control group was lower than the experimental group. The standard deviation of the experimental group was 7.14 while the control group was 7.10. So, it could be concluded that the scores of the experimental group were more heterogeneous than the control group.

Then, the researcher continued with calculating the t-value of the pretest scores. Based on the t-test calculation, the t-value was -0.043 while the t-table with the level of significance of .05 in 60 degree of freedom (df) was 2.0003. It showed that the t-value was lower than $t_{.05}$ which means that the difference was not significant. In conclusion, both experimental and control groups had equal capability of writing at the beginning of the study.

19

Notes

18 (2.5) Providing evidence
19 (2.1) Presenting result
20 (2.2) Presenting procedures
21 (1.3) Pointing to location of tables
22 (2.5) Providing evidence
23 (2.1) Presenting result
24 (1.2) Referring to Methodology

4.1.2 The Result of Posttest of the Experimental and the Control Groups

After the treatment was done, the researcher conducted a posttest. The posttest was administered for both experimental and control groups. It was used to assess the students' achievement after the end of experiment. The result of the posttest of the experimental and the control groups was presented in the following table.

20

21

Table 4.4 The Result of the Posttest of Both Groups

Group	N	Mean	S	S_{D_2}	t-value	df	$t_{.05}$	Explanation
Experimental	31	75.87	5.58	1.47	5.20	60	2.0003	Significant
Control	31	68.22	6.23					

22

Based on the table 4.4, the mean of the experimental group was 75.87. It increased 8.24 point, from 67.63 to 75.87. The mean of the control group only increased 0.51 point, from 67.71 to 68.22. It concluded that the scores of both groups had improved. However, the increasing mean of the experimental group was higher than the control group. Besides that, the standard deviation of the control group (6.23) was higher than the experimental group (5.58). It means that the scores of the control group were more heterogeneous than the experimental group.

23

In order to know whether the improvement of the scores was significant or not, the researcher used t-test.

24

Based on the t-test calculation of the posttest scores, the t-value was 5.20 while the t-table with the level of significance of .05 in 60 degree of freedom (df) was 2.0003. It showed that the t-value was higher than $t_{.05}$ which means that the difference was significant. [25]

In addition, in order to know the increasing scores from the pretest and the posttest of each group, the researcher calculated the significant difference between the scores gained from the pretest with the scores gained from the posttest of each group. The calculation was presented in the following table. [26] [27]

Table 4.5 The Significant Difference of the Pretest and the Posttest [28]

	Experimental Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
N	31	31	31	31
Mean	67.63	75.87	67.71	68.22
t-test → df: 30 $t_{.05}$ = 2.0423	4.90		1.9	
t-test → df: 60 $t_{.05}$ = 2.0003	4.83			
Explanation	Significant			

The table above shows that the post-test score of the experimental group was higher than the pre-test score. The t-value was 4.90 while the t-table with the level of significance of .05 in 30 degree of freedom (df) was 2.0423. It showed that the t-value was higher than $t_{.05}$ which means that the difference of the pre-test and post-test score of the experimental group was significant. In contrary, the t-value of the pre-test and the post-test score of the control group (1.9) was lower than the t-table. This showed that the achievement of the control group in the post-test was not significant. [29]

Then, the researcher continued with calculated the t-value of the post-test and the pre-test scores of the experimental and the control groups. Based on the t-test calculation, the t-value was 4.83 while the t-table with the level of significance of .05 in 60 degree of freedom (df) was 2.0003. It showed that the t-value was higher than $t_{.05}$ which means that there was a significant difference between students' scores of the experimental and the control groups. From the finding, it could be concluded that there was a significant difference between the students who were taught writing narrative texts by using "Peer Assisted Writing Activity Technique" and those who were taught without using "Peer Assisted Writing Activity Technique" [30] [31]

4.1.3 The Result of the Effectiveness of "Peer Assisted Writing Activity Technique" in Teaching Writing Narrative Texts in Terms of Content

In the following table, the result of the pretest and the posttest of the experimental and the control groups in terms of content was presented. [32]

Notes

25 (2.1) Presenting result
26 (2.2) Presenting procedures
27 (1.3) Pointing to location of tables
28 (2.5) Providing evidence
29 (2.1) Presenting result
30 (2.2) Presenting procedures
31 (2.1) Presenting result
32 (1.3) Pointing to location of tables

Table 4.6
The Significant Difference of the Pretest and the Posttest in Terms of Content

	Experimental Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
N	31	31	31	31
Mean	21.09	22.37	20.88	20.92
t-test → df: 30 $t_{.05} = 2.0423$	4.57		1.00	
t-test → df: 60 $t_{.05} = 2.0003$	4.77			
Explanation	Significant			

33

The table above shows that the mean of the posttest was higher than the one of the pretest. The mean of the experimental group increased 1.28 point while the mean of the control group only increased 0.04 point. The researcher 34

concluded that the scores of both groups had improved. In order to know whether the improvement of the scores was significant or not, the researcher used t-test. The t-value of the pretest and the posttest score of the experimental group was 4.57 while the t-table with the level of significance of .05 in 30 degree of freedom (df) was 2.0423. It showed that the t-value was higher than $t_{.05}$ which means that the difference of the pretest and the posttest score of the experimental group was significant. Then, the t-value of the pretest and the posttest score of the control group (1.00) was lower than the t-table. This showed that the achievement of the control group in the posttest was not significant. 35 36

Then, the researcher continued with calculating the t-value of the posttest and the pretest scores of the experimental and the control groups. 37

Based on the t-test calculation, the t-value was 4.77 while the t-table with the level of significance of .05 in 60 degree of freedom (df) was 2.0003 It showed that the t-value was higher than $t_{.05}$ which means that there was a significant difference between students' scores of the experimental and the control groups. From the finding, it could be concluded that there was a significant difference between the students who were taught writing narrative texts by using "Peer Assisted Writing Activity Technique" and those who were taught without using "Peer Assisted Writing Activity Technique" in terms of content. 38

4.1.4 The Result of the Effectiveness of "Peer Assisted Writing Activity Technique" in Teaching Writing Narrative Texts in Terms of Organization

Then the following table 4.7 was the result of the pretest and the posttest of the experimental and the control groups in terms of organization. 39

Notes

33 (2.5) Providing evidence
34 (2.1) Presenting result
35 (1.2) Referring to Methodology
36 (2.1) Presenting result
37 (2.2) Presenting procedures
38 (2.1) Presenting result
39 (1.3) Pointing to location of tables

Table 4.7 The Significant Difference of the Pretest and the Posttest in Terms of Organization

	Experimental Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
N	31	31	31	31
Mean	14.96	16.26	15.23	15.31
t-test >df: 30 $t_{.05}$ = 2.0423	4.20		1.80	
t-test >df: 60 $t_{.05}$ = 2.0003	4.13			
Explanation	Significant			

40

The table above shows that the mean of the posttest was higher than the one of the pretest. The mean of the experimental group increased 1.3 point while the mean of the control group only increased 0.08 point. The researcher concluded that the scores of both groups had improved. In order to know whether the improvement of the scores was significant or not, the researcher used t-test. The t-value of the pretest and the posttest score of the experimental group was 4.20 while the t-table with the level of significance of .05 in 30 degree of freedom (df) was 2.0423. It showed that the t-value was higher than $t_{.05}$ which means that the difference of the pretest and the posttest score of the experimental group was significant. Then, the t-value of the pretest and the posttest score of the control group (1.80) was lower than the t-table. This showed that the achievement of the control group in the posttest was not significant.

41

42

43

Then, the researcher continued with calculating the t-value of the posttest and the pretest scores of the experimental and the control groups. Based on the t-test calculation, the t-value was 4.13 while the t-table with the level of significance of .05 in 60 degree of freedom (df) was 2.0003. It showed that the t-value was higher than $t_{.05}$ which means that there was a significant difference between students' scores of the experimental and the control groups. From the finding, it could be concluded that there was a significant difference between the students who were taught writing narrative texts by using "Peer Assisted Writing Activity Technique" and those who were taught without using "Peer Assisted Writing Activity Technique" in terms of organization.

44

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4.1.5 The Result of the Effectiveness of "Peer Assisted Writing Activity Technique" in Teaching Writing Narrative Texts in Terms of Vocabulary

In the following table, the result of the pretest and the posttest of the experimental and the control groups in terms of vocabulary was presented.

46

Notes

40 (2.5) Providing evidence
41 (2.1) Presenting result
42 (1.2) Referring to Methodology
43 (2.1) Presenting result
44 (2.2) Presenting procedures
45 (2.1) Presenting result
46 (1.3) Pointing to location of tables

Table 4.8 The Significant Difference of the Pretest and the Posttest in Terms of Vocabulary

	Experimental Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
N	31	31	31	31
Mean	14.19	14.83	15.20	15.35
t-test →df: 30 $t_{.05}$ = 2.0423	3.70		1.15	
t-test →df: 60 $t_{.05}$ = 2.0003	4.40			
Explanation	Significant			

47

The table above shows that the mean of the posttest was higher than the one of the pretest. The mean of the experimental group increased 0.64 point while the mean of the control group only increased 0.15 point. The researcher concluded that the scores of both groups had improved. In order to know whether the improvement of the scores was significant or not, the researcher used t-test. The t-value of the pretest and the posttest score of the experimental group was 3.70 while the t-table with the level of significance of .05 in 30 degree of freedom (df) was 2.0423. It showed that the t-value was higher than $t_{.05}$ which means that the difference of the pretest and the posttest score of the experimental group was significant. Then, the t-value of the pretest and the posttest score of the control group (1.15) was lower than the t-table. This showed that the achievement of the control group in the posttest was not significant.

48 49 50

Then, the researcher continued with calculating the t-value of the posttest and the pretest scores of the experimental and the control groups. Based on the t-test calculation, the t-value was 4.40 while the t-table with the level of significance of .05 in 60 degree of freedom (df) was 2.0003. It showed that the t-value was higher than $t_{.05}$ which means that there was a significant difference between students' scores of the experimental and the control groups. From the finding, it could be concluded that there was a significant difference between the students who were taught writing narrative texts by using "Peer Assisted Writing Activity Technique" and those who were taught without using "Peer Assisted Writing Activity Technique" in terms of vocabulary.

51 52

4.1.6 The Result of the Effectiveness of "Peer Assisted Writing Activity Technique" in Teaching Writing Narrative Texts in Terms of Language Use

The result of the pretest and the posttest of the experimental and the control groups in terms of language use was presented in the following table.

53

Notes

47 (2.5) Providing evidence
48 (2.1) Presenting result
49 (1.2) Referring to Methodology
50 (2.1) Presenting result
51 (2.2) Presenting procedures
52 (2.1) Presenting result
53 (1.3) Pointing to location of tables

Table 4.9 The Significant Difference of the Pretest and the Posttest in Terms of Language Use

	Experimental Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
N	31	31	31	31
Mean	14.15	19.11	13.39	13.57
t-test → df: 30 $t_{.05} = 2.0423$	4.82		2.00	
t-test → df: 60 $t_{.05} = 2.0003$	4.88			
Explanation	Significant			

54

The table above shows that the mean of the posttest was higher than the one of the pretest. The mean of the experimental group increased 4.96 point while the mean of the control group only increased 0.18 point. The researcher concluded that the scores of both groups had improved. In order to know whether the improvement of the scores was significant or not, the researcher used t-test. The t-value of the pretest and the posttest score of the experimental group was 4.82 while the t-table with the level of significance of .05 in 30 degree of freedom (df) was 2.0423. It showed that the t-value was higher than $t_{.05}$ which means that the difference of the pretest and the posttest score of the experimental group was significant. Then, the t-value of the pretest and the posttest score of the control group (2.00) was lower than the t-table. This showed that the achievement of the control group in the posttest was not significant.

55 56 57

Then, the researcher continued with calculating the t-value of the posttest and the pretest scores of the experimental and the control groups. Based on the t-test calculation, the t-value was 4.88 while the t-table with the level of significance of .05 in 60 degree of freedom (df) was 2.0003. It showed that the t-value was higher than $t_{.05}$ which means that there was a significant difference between students' scores of the experimental and the control groups. From the finding, it could be concluded that there was a significant difference between the students who were taught writing narrative texts by using "Peer Assisted Writing Activity Technique" and those who were taught without using "Peer Assisted Writing Activity Technique" in terms of language use.

58 59

4.1.7 The Result of the Effectiveness of "Peer Assisted Writing Activity Technique" in Teaching Writing Narrative Texts in Terms of Mechanics

The result of the pretest and the posttest of the experimental and the control groups in terms of mechanics was presented in the following table.

60

Notes

54 (2.5) Providing evidence
55 (2.1) Presenting result
56 (1.2) Referring to Methodology
57 (2.1) Presenting result
58 (2.2) Presenting procedures
59 (2.1) Presenting result
60 (1.3) Pointing to location of table

Table 4.10 **The Significant Difference of the Pretest and the Posttest in Terms of Mechanics**

	Experimental Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
N	31	31	31	31
Mean	3.25	3.31	3.01	3.05
t-test >df: 30 $t_{.05}$ = 2.0423	1.50		2.00	
t-test >df: 60 $t_{.05}$ = 2.0003	1.00			
Explanation	Not Significant			

61

The table above shows that the mean of the posttest was higher than the one of the pretest. The mean of the experimental group increased 0.06 point while the mean of the control group only increased 0.04 point. The researcher concluded that the scores of both groups had improved. In order to know whether the improvement of the scores was significant or not, the researcher used t-test. The t-value of the pretest and the posttest score of the experimental group was 1.50 while the t-table with the level of significance of .05 in 30 degree of freedom (df) was 2.0423. It showed that the t-value was lower than $t_{.05}$ which means that the difference of the pretest and the posttest score of the experimental group was not significant. Then, the t-value of the pretest and the posttest score of the control group (2.00) was lower than the t-table. This showed that the achievement of the control group in the posttest was not significant.

62 63 64

Then, the researcher continued with calculating the t-value of the posttest and the pretest scores of the experimental and the control groups. Based on the t-test calculation, the t-value was 1.00 while the t-table with the level of significance of .05 in 60 degree of freedom (df) was 2.0003. It showed that the t-value was lower than $t_{.05}$ which means that there was not a significant difference between students' scores of the experimental and the control groups. From the finding, it could be concluded that there was not a significant difference between the students who were taught writing narrative texts by using "Peer Assisted Writing Activity Technique" and those who were taught without using "Peer Assisted Writing Activity Technique" in terms of mechanics.

65 66

4.2 Hypothesis Testing

As stated in chapter I, the aim of this study was to find out whether there was any significant difference between the students who were taught writing narrative texts by using "PAWA technique" and those who were taught without using "PAWA technique". There were two kinds of hypothesis in this study; null

67

Notes

61 (2.5) Providing evidence
62 (2.1) Presenting result
63 (1.2) Referring to Methodology
64 (2.1) Presenting result
65 (2.2) Presenting procedures
66 (2.1) Presenting result
67 (1.1) Meta-textual preparatory

hypothesis (Ho) and alternative hypothesis (Ha). In this case, to test the hypotheses, the researcher used t-test formula. If the result of the calculation found that the t-value was lower than the t-table, it means that the null hypothesis was confirmed and the alternative hypothesis was rejected. On the other hand, if the result of the calculation found that the t-value was higher than the t-table, it means that the null hypothesis was rejected and the alternative hypothesis was confirmed. In order to know the result of the hypothesis analysis, see table 4.8 below:

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Table 4.11 The Increasing Scores of Students' Writing

	Experimental Group	Control Group	t-value of Pretest and Posttest of Both Groups	Explanation
	t-value of Pretest and Posttest	t-value of Pretest and Posttest		
Content	4.57	1.00	4.77	Significant
Organization	4.20	1.80	4.13	Significant
Vocabulary	3.70	1.15	4.40	Significant
Language Use	4.82	2.00	4.88	Significant
Mechanics	1.50	1.20	1.00	Not Significant
Total Score	4.90	1.90	4.83	Significant

70

4.2.1 The Hypothesis of the Students' Writing Ability

Overall, the experimental group achieved higher scores in the posttest than the control group. The differece of both groups' scores were significant since the t-value (4.83) was higher than the t-table (2.0003). Thus, it was considered that the null hypothesis was rejected while the alternative hypothesis was confirmed. It means that there was a significant difference in terms of narrative texts writing ability between the students who were taught by using "PAWA Technique" and those who were taught without using "PAWA Technique". Therefore, it was concluded that the use of "Peer Assisted Writing Activity Technique" was effective to improve the students' writing ability of narrative texts especially in terms of content, organization,

71

72

Notes

68 (1.2) Referring to Methodology
69 (1.3) Pointing to location of table
70 (2.5) Providing evidence
71 (2.1) Presenting result
72 (3.4) Commening on strength or generalizability of result

"PAWA technique" in terms of organization. Therefore, the null hypothesis was rejected and the alternative hypothesis was confirmed.

4.2.4 The Hypothesis of the Students' Writing Ability in Terms of Vocabulary

The students in the experimental and the control groups got higher scores after the treatment. The experimental group achieved higher scores in the posttest than the control group in terms of vocabulary. The different of both groups' scores were significant since the t-value in terms of vocabulary (4.40) was higher than the t-table (2.0003). Thus, it was considered that there was a significant difference between the students who were taught writing narrative texts by using "PAWA technique" and those who were taught without using "PAWA technique" in terms of vocabulary. Therefore, the null hypothesis was rejected and the alternative hypothesis was confirmed.

4.2.5 The Hypothesis of the Students' Writing Ability in Terms of Language Use

Both experimental and control groups got higher scores after the treatment. The experimental group achieved higher scores in the posttest than the control group in terms of language use. The different of both groups' scores were significant since the t-value in terms of language use (4.88) was higher than the t-table (2.0003). Thus, it was considered that there was a significant difference between the students who were taught writing narrative texts by using "PAWA technique" and those who were taught without using

73

vocabulary and language use. However, "PAWA Technique" cannot improve the students' writing ability in terms of mechanics.

4.2.2 The Hypothesis of the Students' Writing Ability in Terms of Content

The students in the experimental and the control groups got higher scores after the treatment. The experimental group achieved higher scores in the posttest than the control group in terms of content. The different of both groups' scores were significant since the t-value in terms of content (4.77) was higher than the t-table (2.0003). Thus, it was considered that there was a significant difference between the students who were taught writing narrative texts by using "PAWA technique" and those who were taught without using "PAWA technique" in terms of content. Therefore, the null hypothesis was rejected and the alternative hypothesis was confirmed.

73

4.2.3 The Hypothesis of the Students' Writing Ability in Terms of Organization

Both experimental and control groups got higher scores after the treatment. The experimental group achieved higher scores in the posttest than the control group in terms of organization. The different of both groups' scores were significant since the t-value in terms of organization (4.13) was higher than the t-table (2.0003). Thus, it was considered that there was a significant difference between the students who were taught writing narrative texts by using "PAWA technique" and those who were taught without using

"PAWA technique" in terms of language use. Therefore, the null hypothesis was rejected and the alternative hypothesis was confirmed.

4.2.6 The Hypothesis of the Students' Writing Ability in Terms of Mechanics

In terms of mechanics, the students' improvement in the post-test scores of both groups was almost the same. The table above shows the t-value in terms of mechanics (1.00) was lower than the t-table (2.0003). Thus, it was considered that there was not a significant difference between the students who were taught writing narrative texts by using "PAWA technique" and those who were taught without using "PAWA technique" in terms of mechanics. Therefore, the null hypothesis was confirmed and the alternative hypothesis was rejected. The terms of mechanics could not improve significantly might be caused by the carelessness of the students. They did not pay attention when the teacher was explaining about capitalization, punctuation, and paragraphing. They were not aware that mechanics is as important as the other aspects of writing.

73

Notes

73 (2.1) Presenting result

Appendix 7

Result 7

Title: "Peer Feedback To Improve the Junior High School Students' Grammar Mastery In a Composition"

Moves and Purposes categories	Existence																																			Expression*
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
1 Presenting Meta-textual																																					
Previewing, linking, providing background information	▨		▨																																		1. It deals with the answer of the result problem in chapter one, which finding out whether...This chapter is devided into two section. The first section..... The second section is...
	▨		▨																																		3.This study was conducted to VIIIB class… The sample was only 39 students.....
Referring back to methodology				▨					▨				▨		▨			▨						▨						▨								4. the data were analyzed by using the paired sample t-test procedure
				▨					▨				▨		▨			▨						▨						▨								9. There are four kinds of correlation betwen variables. first..... last....
				▨					▨				▨		▨			▨						▨						▨								13. However, there were some notes to be considered before deciding that the null hypothesis was accepted or rejected. Ho was rejected if the t-computation was more than t-table and the probability significance (pvalue) was less than 0.05.
				▨					▨				▨		▨			▨						▨						▨								15. ....the data was also presented in descriptive qualitative manner.
				▨					▨				▨		▨			▨						▨						▨								18. The group level was according to the criteria in the simplied and modified ESL profile
				▨					▨				▨		▨			▨						▨						▨								24. The average level group was....
				▨					▨				▨		▨			▨						▨						▨								30. The good level group belonged to the composition with....
Pointing to location of tables, figures and graphs					▨											▨									▨						▨							5. ...The table was presented below
					▨											▨									▨						▨							16 The group was shown in the table below.
					▨											▨									▨						▨							25. The average level group composition sample could be seen as follows
					▨											▨									▨						▨							31. The composition samples are as follows,.
2 Presenting result																																					
Presenting result/findings							▨			▨				▨							▨		▨				▨		▨				▨		▨		7. The data showed...it can be seen that...while the standard deviation....was…Another result of paired sampel t-test procedure was the table of paired samples correlation.
							▨			▨				▨							▨		▨				▨		▨				▨		▨		10. The computation showed that... And it was more 0,5
							▨			▨				▨							▨		▨				▨		▨				▨		▨		14. The computation showed that...was... It could be seen that the t-counting was..., it could be concluded that...
							▨			▨				▨							▨		▨				▨		▨				▨		▨		21. From this sample, it could be seen that...
							▨			▨				▨							▨		▨				▨		▨				▨		▨		23. ...this student made up his composition from translating Indonesian language to English...
							▨			▨				▨							▨		▨				▨		▨				▨		▨		27. A common mistake as ini any other composition was found here.... another gramatical mistake that was found in the composition was…
							▨			▨				▨							▨		▨				▨		▨				▨		▨		29. The student was better than previous one.
Presenting result/findings							▨			▨				▨							▨		▨				▨		▨				▨		▨		33. This composition was included to good level since...
							▨			▨				▨							▨		▨				▨		▨				▨		▨		35. ...the student had used the past tense appropriately
Presenting procedures		▨																▨																			2. The test was taken in two times pretest and post test….
		▨																▨																			19....the researcher typed the noun error type in ...., than she underlined the sentece to.....
Restating hypothesis or research question											▨																										12. Hypothesis testing was done to test the hypothesis. It was done to know whether the null hypotesis was accepted or not

Title: "Peer Feedback To Improve the Junior High School Students' Grammar Mastery In a Composition"

Moves and Purposes categories	Existence	Expression*
Stating what the data are and highlight data for reader's attention		
Providing evidence : statistics, graphs, tables, figures		6. Table 4.1 Descriptive Statistic Table
		8. Table 4.2 Paired samples correlation
		17. Table 4.3 Group of students's Grammar Table
		20. student's composition PLC1
		22. student's composition PLC2
		26. student's composition ALC1
		28. student's composition ALC2
		32. student's composition GLC1
		34. student's composition GLC2
3 Commenting on result		
Beginning to interpret result and make claims		11. It meant that there was a strong correlation betwen both variables..., it can said that the students' grammar scores in post test had been influenced by the implementation of peer feedback
Looking for meaning and significance; may point to contribution og fields		
Making comparison with the previous studies		
May comment on strength, limitations and generalizability		36. From this two composition .....could be concluded that the students had the error awareness..

1 2 3

Notes
1 = Statistical result of t-test
2 = Hypotesis testing
3 = Descrition result of students writing
* Sic

CHAPTER 4

RESULT AND DISCUSSION

This chapter deals with the result and discussion of data that have been obtained uring the research. It deals with the answer of the research problem in chapter 1, which finding out whether the implementation of peer feedback could improve the junior high chool students writing ability especially their grammar. To complete the research, the esearcher conducted pretest and posttest to measure the students writing ability before nd after the implementation of peer feedback. Then, the data were obtained from the tudents' recount composition during the pretest and posttest and focused on their rammar.

This chapter is divided into two sections. The first section is the result of the esearch which describes the data taken from pretest and posttest. It describes the tudents' composition of the two tests. The next section is the discussion which analyzes' he result of the research. This analysis aims to find out the significance of the use peer eedback in the students writing especially their grammar.

1

Notes

1 (1.1) Meta-textual preparatory info
2 (2.2) Presenting procedures
3 (1.1) Meta-textual preparatory info
4 (1.2) Referringg to Methodology
5 (1.3) Pointing to location of tables

.1 Result of the Study

.1.1 Descriptive Data

The test was taken in two times, the pretest and posttest. The pretest was onducted on the first meeting when the students had not got the peer feedback. The osttest was given after the students had been treated the peer feedback. The test was a ubjective test. The topic was the same, it was Lebaran day. And the time allotment for the students to finish it was 60 minutes both for the pretest and the posttest. 2

This study was conducted to VIII B class. The class consisted of 42 students. However, there were some students who were absent during the research. At least 3 students missed the last meeting of the first treatment and one student on the following treatment. Meanwhile on the last treatment, there were 2 students who were absent and 3 other students did not attend the posttest. Due to that, the sample was only 39 students. 3

In this study, the data were analyzed by using the paired sample t-test procedure. Paired sample t-test was used when the measuring was on the same group toward an influence of treatment (Trihendradi, 2004: 99). One of the results of the paired sample t-test procedure was the table of descriptive statistics. The table was presented below. 4 5

Table 4.1 Descriptive Statistic Table

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	2.56	39	1.294	.207
	posttest	4.97	39	2.045	.328

The data showed the mean score, standard deviation, and others. It can be seen that the mean score for the pretest was 2.56 and the mean score for the posttest was 4.97. While the standard deviation for the pretest was 1.294 and the standard deviation for the posttest was 2.045.

Another result of paired sample t-test procedure was the table of paired samples correlation.

Table 4.2 paired samples correlation

		N	Correlation	Sig.
Pair 1	pretest & posttest	39	.662	.000

The table showed the correlation between variables. There are four kinds of correlation between variables (Trihendradi, 2004: 100). First, if the coefficient correlation is 1 then it means that the correlation is perfect. If the coefficient correlation is more than 0.5, it means there is a strong correlation between variables. And if the coefficient correlation is less than 0.5 then there is a correlation but it is weak. Last, if the coefficient correlation is 0 then it means that there is no correlation between variables.

In other words, to determine that two variables are in significant correlation, their computation correlation must be more than 0.5 or equal to 1. The computation showed that the coefficient correlation was .662 and it was more than 0.5 It meant that there was a strong correlation between both variables. In addition, it can be said that the students' grammar scores in posttest had been influenced by the implementation of peer feedback.

4.1.2 Hypothesis Testing

Hypothesis testing was done to test the hypothesis. It was done to know whether the null hypothesis was accepted or not. In this research the null hypothesis was peer feedback could not improve the students' grammar mastery in a composition. However, there were some notes to be considered before deciding that the null hypothesis was accepted or rejected. Ho was rejected if the t computation was more than the t table and the probability significance (p value) was less than 0.05.

The computation (appendix 4) showed that the probability significance was 0,000 which was less than 0,05 and the t-computation was 9,811 with df = 38. If df = 38 then the t-table is about 2,021. It could be seen that the t-counting was more than the t-table, it could be concluded that Ho (peer feedback could not improve the students' grammar mastery) was rejected. Hence, the hypothesis alternative was used, which was the peer feedback could improve the students' grammar mastery.

4.1.3 Qualitative Description

To have a brief explanation, the data was also presented in descriptive qualitative manner. The students' compositions were grouped into three groups based on their grammar achievement in their composition; they were good, average and poor. The groups of grammar level were based on the ESL composition profile in grammar performance. The groups were shown in the table below:

Notes
6 (2.5) Providing evidence 7 (2.1) Presenting result 8 (2.5) Providing evidence
9 (1.2) Referring to Methodology 10 (2.1) Presenting result 11 (3.1) Interpreting result and claim
12 (2.3) Restating Hypothesis 13 (1.2) Referring to Methodology
14 (2.1) Presenting result 15 (1.2) Referring to Methodology 16 (1.3) Pointing to location of tables

Table 4.3 Group of Students' Grammar Table

No	Level	Pretest	Posttest
1	Good	-	7
2	Average	7	24
3	Poor	32	8
	Total	39	39

17

The grouped level was according to the criteria in the simplified and modified ESL profile. The poor level group was for the composition with its grammar that ranged from having a major problem in simple construction to no mastery of grammar. The 18

average level group belonged to the compositions that had only occasional errors of grammar and the sentence structure, while the good level group belonged to the compositions that used appropriate grammar and sentence structure.

The poor level range was from the major problem in simple construction to have no mastery of grammar. It meant that in this group the composition got several mistakes in a simple form and even the sentences were not using the rules of English sentence structure that made the sentences awkward, disconnected and did not communicate at all. This sample was taken from the pretest or before the students got the peer feedback yet. 18

Here the researcher only focused on the errors that were stated in the editing worksheet. They were the noun error type (the incorrect singular-plural form of a noun), the verb error type (the incorrect verb tense, verb form and the subject agreement) and the sentence structure error type (miss word order). To show each difference in the composition. the researcher typed the noun error type in italic and bold for the verb error type, then she underlined the sentence to mark the structure error type. 19

Lebaran

Orientation: Before day lebaran I and family go to lamongan for lebaran in there. Me in there only one day.
Event: Tomorrow morning **we ready** to sholat Idul fitri. Finished sholat Idul fitri we family go to family which in Surabaya. Finished in the Surabaya we **have fun**, me in there **buy** bird also cage bird. **I and family very fun**., because in there poison to meet family. 20
Re-orientation: That was a wonderful concert in that night. We **love** it and would see again in the next time.

PLC1

From this sample, it could be seen that most of his verbs were not in past tense. In fact the sentences were a straight translation from his mother tongue and ignored the rule of English sentence structure. He forgot to put the past form of "to be" in "I and family very fun" and it should be written "my family and I **were** very fun". His errors were not only on the use of past tense but also on the word order as seen in "I and family", "cage bird" which should be written as "my family and I" and "bird cage". 21

The same case was happened to this composition sample which was obtained from the posttest.

Lebaran

Orientation : 2 months ago, *I and family* in lebaran day **go** to Surabaya by car. We wore good blue costumes.
Events : **After go** to my grand ma. **we family go to garden animal.**
R-Orientaton : **After happy we retura home. We happy.** 22

PLC2

Notes

17 (2.5) Providing evidence
18 (1.2) Referring to Methodology
19 (2.2) Presenting procedures
20 (2.5) Providing evidence
21 (2.1) Presenting result
22 (2.5) Providing evidence

As the previous sample, this student made up his composition from translating Indonesian Language to English. It was obvious to see in paragraph two and three. "after go to my grand ma, we family go to garden animal" (p.2), which is in Indonesian Language meant "setelah pergi ke rumah nenek, kami sekeluarga pergi ke kebun binatang". And it should be written "after going to my grandmother, we went to the zoo". And in the last paragraph, he wrote "after happy we return home. We happy" instead of "after we were happy, we returned home. We were happy" or "we were happy then we were home". However in the second sample, the writer used the correct past verb form in his sentence "we **wore** good blue costumes" 23

The average level group was for the composition with occasional errors of grammar and sentence structure. Occasional error meant that the students still made some mistakes in their composition, including the use of past form verb, word order, verb agreement, and others. The average level group composition sample could be seen as follows: 24 25

Lebaran day

Orientation :
In lebaran day, I and my family went **to visited** my grandma in the village. We brought handphone, foods. and drinks. We wore nice costumes. We went at 10.00 o'clock a.m.
Event :
We finished at 10.30 a.m. We **gather** with my grandma after that, we went to my uncle's house. There we **have** lunch then we were back again to my grandma's house. At 13.00 p.m we **go** home. We finished at home at 13.30 p.m.
Re-orientation:
We loved it and I would see again in the next time.

ALC1 26

There were some mistakes found in ALC1 composition. A common mistake as in any other compositions was found here, that was; the grammatical error. There were some verbs that were not changed into the past verb from, such as "gather" in "we gather with my grand ma…", "have" as in "we have lunch…" and "go" in "we go home…". Another grammatical mistake that was found in the composition was the use of ***to*** followed by past form verb. It could be seen in the sentence "I and my family went to visited…" and the correct form was that after ***to*** was followed by infinitive or present verb form. Not only that, it was also found that the student forgot to put ***to be*** in one of her sentences and it could be seen in the sentence "we back again…". Besides a grammatical mistake, there was a miss word order "I and my family" which should be written "my family and I". 27

Another composition that was grouped into the average level was ALC2.

Lebaran

In the Lebaran day I and my family prayed in mosque. After that I and my family went to neighbor and *some family* in Surabaya. I went to Surabaya at 10.00. In Surabaya I cut one cow in my cousin's house. After that my mother made sate. Next we ate lunch together. Then **return**, we were happy and I will not forget it.

ALC2 28

Notes

23 (2.1) Presenting result
24 (1.2) Referring to Methodology
25 (1.3) Pointing to location of tables
26 (2.5) Providing evidence
27 (2.1) Presenting result
28 (2.5) Providing evidence

The student's composition here was better than the previous one. The sentences were not interfered thoroughly with his mother tongue. What need to be considered here was that the student had used the term of language feature of recount text very well. He had used the past tense in his composition, but he still forgot to change a single word "return". Another mistake that remained in his composition was the incorrect word order as in "I and my family". It was also found a noun error type. He did not add s/es in "some family" as it was a plural phrase and should be written "some families". 29

Good level group belonged to the composition with the appropriate grammar and sentence structure in it. However, it was impossible to expect the students wrote the perfect sentence structure and grammar in their composition. Errors were still tolerated in here but only a few. Therefore. this level was filled up from the posttest composition only. Since at this moment, the students had applied the peer feedback in the treatment before. The composition samples are as follows: 30 31

My activity on lebaran day

Orientation:
Last month, my family and I went to visit my grandmother's house in village.
Event:
We went at 08.00 am. We went by car. We wore nice costumes. We finished at 08.30am. First, we met my grandmother's and my family at there. At 12.30 pm we ad lunch together. Then we prepared for home. At 13.00p.m we went home. We inished at 13.30 p.m. after that I took a nap.
te-orientation I was very happy and I **would went** there in the next time. 32 32

GLC1

Notes

29 (2.1) Presenting result
30 (1.2) Referring to Methodology
31 (1.3) Pointing to location of tables
32 (2.5) Providing evidence
33 (2.1) Presenting result
34 (2.5) Providing evidence
35 (2.1) Presenting result
36 (3.4) Commening on strength or generalizability of result

his composition was included to good level since the sentences were effective, he ised the language feature of recount text correctly but he seemed to overgeneralize nd thought that all verbs in it should be changed into the past verb form as in the ast sentence where he put "went" after would. 33

My activity on lebaran day

Orientation:
On lebaran day, my family and I went to masjid to pray. After that my family and I vent to my grand parents' house in Surabaya by motor cycle then ship.
Event:
After that my family and I arrived in my grand parents' house. My family and I hook hands with my grand parents. My mother and I helped my grand mother to prepare foods and drinks. A few minutes again we were back home because I **can't** ong time in my grand parents house.
Re-orientation:
I was happy so much **can** meet and together with my grandparents, but I was so ired. 34

GLC2

In this composition, the students had used the past tense appropriately. He used the past verb form correctly. The sentences were correctly ordered. And there were only a few mistakes in the composition. He missed to change the modal "can" and its negative form "can't". 35

From these two compositions which were gathered from the posttest could be concluded that the students had the error awareness. It could be seen from their compositions, and the table on page 48 which showed the reducing number of composition for posttest in poor level and the increasing number of both good and average level in posttest. 36

Appendix 8

Discussion 1

The Effectiveness of Teachers' Coded Feedback On Senior High School Students' Writing Ability In Recount Text

Moves and Purposes categories	Existence									Expression*
	1	2	3	4	5	6	7	8	9	
1 Background information										1. As stated in previous chapter, *the first purpose of this research is….*
										5. Feedback played important role in writing…, code feedback is a method in which teacher…., feedback writing is considered as…., error do not always bring negative effect in learning.....
2 Statement of result										2. *The result of post test showed* there were differences in the mean…*it indicated* there was significant different between….
										4. Based on the table above…..therefore, *the result of the calculation is…It proved there was significant difference in… after treatment*
										7. *From the result of questionnaire* that the researcher did, it found that….many students…and more than half of the students'…
										9. *From the result of the study* , the reseracher took three samples of students' exposition....
3 Finding										3. Thus, *coded feedback was a strategy* to improve students' writing ability, especially in SMAN 11 Surabaya
4 (Un)expected outcome										
5 Reference to previous research										
6 Explanation										
7 Claim										6. *It can be said that* coded feedback *was helpful* the students' writing better.
										8. So *coded feedback can became a good strategy* to improve the students' writing ability.
8 Limitation										
9 Recommendation										

Notes

* Sic

4.2 Discussion

As stated in previous chapter, the first purpose of this research is to find out whether the use of coded feedback can improve students' writing ability or not. The result of post-test showed there were differences in the mean values of experimental and control classes which the mean of experimental class was higher than control class. On the other hand, the analysis of t-test, alternative hypothesis (H_1) was accepted. It indicated there was significant different between the students in experimental and control classes. Thus, coded feedback was a strategy to improve students' writing ability, especially in SMAN 11 Surabaya.

The following is a table concluding the overall students scores both experimental and control group.

Subject	N	Deviation square		t-value	t-table
		Experimental	Control		
Experimental	74	388.85	-	12.93	2.00
Control		-	185.55		

Table 1.6 the students 'overall scores (see appendix 10)

Based on the table above, the deviation square of experimental group is 388.85, while the control group is 185.55. The researcher compared the result with t-table with level significance of 0.05 and the degree of freedom of 72. The table is 2.00. Therefore, the result of the calculation is higher than the t-table. It proved there was a significant difference in the students' writing ability of the experimental and that of the control group after the treatment.

Feedback played an importance role in writing. This activity which was a part of process of writing supported the students writing ability improvement. Coded feedback is a method in which teachers provide a coding scheme that indicates the types of student errors, such as noun ending and tense, etc. (Robb et al. in Hong, 2004).

Feedback in writing is considered as an important aspect to develop students' language awareness so that they can perform effectively in the writing classroom. What types of feedback should be given to students' writing?. In this study, the researcher used coded feedback. It was because the coded feedback had several advantages, those were; (1) it can guide learning and help the students solve problems by themselves (Lalande, 1982), (2) it prevented the students from the error fossilization (Bates, Lane and Lange in ria, 2009:38) and (3) it helps low proficiency learners perform better so that they will not be left behind by the high proficiency students (Kepner in Liu, 2008:65).

Errors do not always bring a negative effect in learning, in fact they bring the good effect. Errors show improvement, the students' improvement in learning the second language. Making errors means that the students are doing the

Notes

1 (1) Background information
2 (2) Statement of result
3 (3) Findings
4 (2) Statement of result
5 (1) Background information
6 (7) Claim

hypothesis testing. In other words, the students make mistakes in order to test out hypotheses about the L2 rule system (Ellis, 1985:173).

When the students made their errors, they were helped by the teacher's coded feedback. The feedback made students thinking more about their mistake and made them looking for the correct answer by themselves. It can be said that coded feedback was helpful the students' writing better. From the result of questioner that the researcher did, it found that many students did not like writing with a reason that writing was difficult subject and more than half of students responded that coded feedback was helpful them to improve their errors in writing. So, coded feedback can became a good strategy to improve the students' writing ability.

4.2.1 Students' Writing Advancement

From the result of the study, the researcher took three samples of students' compositions to discuss. The first student is Sony Marsetyo, the advancement of her post-test writing is not too far difference than her pre-test writing. In pre-test, he made few errors about tenses and mechanics. He belongs to smart student in his class so the score of pre-test and post-test was not too difference. (see appendix 14).

The second student is Nisa Kholif, the advancement of her post-test writing is quiet difference than her pre-test writing the content of her composition is quite easy to understand and long enough. The organization of her composition is well organized and the idea is clearly stated. The vocabulary that she chose is good although there are some occasional errors but still understandable. The language use of her composition is good; there are just several errors of tense. Then there are few errors of spelling and capitalization of her mechanics system (see appendix 15).

The third student is Novita Tristiani, the advancement of her post-test writing is far better than her pre-test writing. The content of her composition is knowledgeable. The organization of her composition is well organized and the idea is clearly stated. The vocabulary that she chose is good although there are some occasional errors but still understandable. The language use of her composition is not too good; there are many errors of tense. Then there are few errors of her mechanics system (see appendix 16).

Notes

6
7 (2) Statement of result
8 (7) Claim
9 (2) Statement of result

Appendix 9

Discussion 2

The Use Of Chain Card Game as Media For Teaching Simple Past For The Eleventh Graders Of Senior High School

Moves Categories	Existence			Expressions*
	1	2	3	
1 Background Information				1. *This study concerns on the grammar mastery especially simple past tense* ….It follows that the teaching of grammar offers the learner the mean for potentially limitless linguistic creativity (Thornburry, 1991:1)
2 Statement of Result				2. *Based on the whole statistical calculation* , where the t-value was greater than t-table, *it could be seen clearly that* research hypothesis was accepted and null hypothesis was rejected…. *It was because* games are highly motivating since they are amusing and at the same time chalenging. Furthermore, they employ meaningful and useful language in real contexts
3 Findings				
4 (Un)expected Outcome				
5 Reference to Previous Research				
6 Explanation				3. It was because…. There were several factors which influence the success of this research. The material given to the experimental group and control group was different.….In addition Lee (1995: 35) suggested 6 advantages using games: first, …..
7 Claim				
8 Limitation				
9 Recommendation				

Notes

* Sic

2 Discussion

This study concerns on the grammar mastery especially simple past tense
nce grammar describes the regularities in a language and knowledge of these
gularities provides the learners with the means to generate a potentially
normous number of original sentences. In addition it is a kind of "sentence-
aking machine". It follows that the teaching of grammar offers the learner the
ean for potentially limitless linguistic creativity (Thornburry, 1999:1). By
astering simple past tense the students are expected to be able to construct the
ntences then use them in making narrative text. 1

Based on the whole statistical calculation, where the t-value was greater
an t-table, it could be seen clearly that research hypothesis was accepted and
ull hypothesis was rejected. Indeed, there was a significant different in
onstructing simple past tense sentences between the students who were taught by
sing chain card game than the students who were not taught by using chain card
ame. It was because games are highly motivating since they are amusing and at
e same time challenging. Furthermore, they employ meaningful and useful
nguage in real contexts. They also encourage and increase cooperation (Erzos,
000:6). 2

There were several factors which influence the success of this research.
he material given to the experimental group and control group was different. In
is case, the experimental group used chain card game that create more relaxing
mosphere and make students motivated to learn simple past tense. While in
ntrol group the teacher used usual lesson which made students get bored during
e teaching learning activity. In addition Lee (1995:35) suggested 6 advantages
using games: first, games are welcome break from the usual routine of
guage class; second, they are motivating and challenging; third, Lee believed
t learning a language requires a great deal of effort that's why games help
dents to make and sustain the effort of learning; fourth, games provide
guage practice in the various skills; speaking, writing, listening and reading;
th, games encourage students to interact and communicate; sixth, games create
neaningful context for language use. 3

Notes

1 (1) Background information
2 (2) Statement of result
3 (6) Explanation

Appendix 10

Discussion 3

The Influence of Course Review Horay In Teaching Reading Comprehension of Narative Text To The Second Grade of SMPN 2 Ploso Jombang

Moves Categories	Existence					Expressions*
	1	2	3	4	5	
1 Background Information	▨					1. Before analysing data, the students of experimental group were given course review horay as a treatment and the students of control group were taught as usual…
2 Statement of Result		▨				2. Data were gotten from pretest and posttest scores of experimental and control group... For the experimental group, the mean of pre test score….,
3 Findings			▨			3. It meant that course review horay influence in reading comprehension of…so the use of course review horay is successful…
4 (Un)expected Outcome						
5 Reference to Previous Research						
6 Explanation					▨	5.Students cooperated with their group to find the true answer and wanted to be the winner....
7 Claim				▨		4. Coures review horay was success in increasing students' reading comprehension ability…
8 Limitation						
9 Recommendation						

Notes

* Sic

4.2 Discussion

Before analyzing the data, the students of experimental group were given course review horay as a treatment and the students of control group were taught as usual, without treatment. The treatment was conducted in the second, third and fourth meeting. 1

Lastly, the post test was held. The post test was given to both of the group, the test was similar with pre test and post test. There were 30 questions about narrative text and students were given 40 minutes to do the exercise.

Data were gotten from pretest and posttest scores of experimental and control group. For the experimental group, the mean of pre-test scores was 46.1 while the mean of post test scores was 61.8. The mean of pretest score to posttest score were increase, it was because the teacher teach reading narrative using course review horay. t-value was 10.72 while 36 degree of freedom of 0.01 level of significance was .418, it can be seen that t-value was higher than t-table (10.72 > .418). It meant that the difference scores between pretest and posttest of experimental group was significance. For the control group, the mean of pretest score was 44.8 and the mean of posttest score was 44.9. t-value was 0.09 while 35 degree of freedom of 0.001 level of significance was .418 so the t-value was lower than t-table (0.17 < .418). It means that the difference scores between pretest and posttest scores of control group was not significance. 2

The mean of posttest score of experimental was 61.79 and mean of posttest score of control group was 44.9. t-value was 10.298 while 69 degree of freedom of 0.001 level of significance was 3.435 so the t-value was higher than t-table (10.298 > 3.435) so the difference scores between pretest and posttest scores of control group was significance it meant that the students of experimental group who were thought using course review horay got high score than the students in control group who weren't taught using course review horay. 2

Notes

1 (1) Background information
2 (2) Statement of result

Analyzing the difference between pretest and posttest scores of experimental and control group, the result of t-value was 8.18 with the level of significance of .001 and 69 degree of freedom where the t-table was 3.435 so the t value was 8.18 > t-table was 3.435. It showed that there were significant differences between students who are taught by using course review horay and who aren't taught by using course review horay. It meant that course review horay influence in reading comprehension of the students in SMPN 2 Ploso. The null hypothesis states that there isn't significant influence in scores in their reading tests between students who learn reading comprehension by using course review horay is rejected and alternative hypothesis states that there is significant influence in scores in their reading tests between students who learn reading comprehension by using course review horay is accepted so the use of course review horay is successful in teaching reading comprehension. 3

Course review horay was success in increasing students' reading comprehension ability and made the students of experimental group that were taught by using course review horay got higher score than control group that weren't taught by using course review horay. Students cooperated with their group to find the true answer and wanted to be the winner by conveyed the true answer in diagonal, vertical or horizontal line and hampered the group who would make diagonal, vertical or horizontal line. As Nurhayani (2011) states that the advantages of course review horay are ; First, course review horay is interesting, second course review horay can make the students more cooperate and third, course review horay can encourage students to learn 4 5

Notes

3 (3) Findings
4 (7) Claim
5 (6) Explanation

Appendix 11

Discussion 4

Teaching Writing "News Item Text" To The Senior High School Students By Using Authentic News Videos

Discussion Moves Categories	Existence					Expressions *
	1	2	3	4	5	
1 Background Information						1. *This research took* five meetings to accomplish…
2 Statement of Result						2. The following are *comparative tables concluding the students treatments' scores* between experimental and control group
						5. The *following is a table concluding* the overall students scores both experimental and control group… (this move still continue with the description of result from three samples of students'writing under the title students' writing advancement)
3 Findings						4. The data from research showed that the students of experimental group were more motivated to write than the students of control group. They could get ideas easily by watching the video. If they could not get the idea….
4 (Un)expected Outcome						
5 Reference to Previous Research						3. … It can be *concluded that the statement* …. Has several advantages; first of all….. *(Stampleski, 1990:3-4) is true*
6 Explanation						
7 Claim						
8 Limitation						
9 Recommendation						

* Sic

4.3 Discussion

This research took five meetings to accomplish the try-out test, pre-test, treatment 1, treatment 2, and post-test. At the try-out test, students were asked to make a composition about "the second leg of final soccer game AFF between Indonesia and Malaysia". From this try-out test, it was known that time allocated 60 minutes to make a composition was enough. Then the scorer is reliable because from the calculation by using correlation XY it was known that the reliability was 0.81 (see appendix 2). So, it was decided to give 60 minutes in making a composition for the pre-test and post-test and one scorer in scoring the students' writing task. At the pre-test, students were asked to make a composition about "The second leg of final soccer game AFF between Indonesia and Malaysia". At treatment 1, students were asked to make a composition with the topic "English 'remier League about Tottenham Hotspurs" that the researcher has chosen. At reatment 2, students were asked to make a composition with the topic "MLS football – Thierry Henry is leaving European football to play in MLS". Then at the last meeting, that was post-test, students were asked to make a composition about "The second leg of final soccer game AFF between Indonesia and Malaysia" as same as at the pre-test. All of the instructions started from the pre-test until post-test were the same between the experimental and control group, what was different was just the treatment, the experimental group was taught by using Authentic News Video, while the control group was taught normally based from the textbook. After conducting the research and analyzing the data, the researcher has encountered several findings.

4.3.1 Students' Treatments Scores

The following are comparative tables concluding the students treatments' scores between experimental and control group:

Table 1.7 treatment 1 scores and means of experimental and control group

Group	N	Scores	Mean
Experimental group	32	2245	70.16
Control group	28	1871	66.82

Table 1.7 the students' treatment 1 scores
(see appendix 13)

The table above informs the treatment 1 scores of experimental and control group. The mean score of experimental group is 70.16 and control group is 66.82. It showed that the mean score of experimental group is higher than the mean score of control group. In the treatment 1, experimental group was taught by using authentic news video and control group was taught without authentic news video or any other media.

Notes

1 (1) Background information

2 (2) Statement of result

Table 1.8 treatment 2 scores and means of experimental and control group

Group	N	Scores	Mean
Experimental group	32	2292	71.63
Control group	28	1836	65.57

Table 1.8 the students' treatment 2 scores
(see appendix 14)

The table above informs the treatment 2 scores of experimental and control group. The mean score of experimental group is 71.63 and control group is 65.57. It showed that the mean score of experimental group is higher than the mean score of control group. Just like in the treatment 1, in the treatment 2, experimental group was taught by using authentic news video and control group was taught without authentic news video or any other media. 2

Based on table 1.7 and 1.8 it can be concluded that the statement "Authentic news video has several advantages; first of all, through motivation. Students would interest when they experience learning language in a real context through video. Next is that through communication. Many teachers have observed that by using a video in a classroom, students more encourage to communicate in a target language. Then another advantage of the use of video is through non-verbal aspects of communication. Students can freeze any moment of video to study in detail. And the last one is through cross cultural comparison. Students can observe the cultural behavior to avoid "alien community"" (Stempleski, 1990:3-4) is true. 3 The data from the research showed that the students of experimental group were more motivated to write than the students of control group. They could get ideas easily by watching the video. If they could not get the idea, they might ask the teacher to freeze any moment of video to study it in detail. 4

4.3.2 Students' Overall Scores

The following is a table concluding the overall students scores both experimental and control group:

Subject	N	Deviation square		t-value	t-table
		Experimental	Control		
Experimental	60	743.5	-	10.3	2.00
Control		-	84.11		

Table 1.6 the students' overall scores
(see appendix 12)

Based on the table above, the deviation square of experimental group is 743.5, while the control group is 84.11. Therefore the result of t-value is 10.3 (see appendix 12). The researcher compared the result with the t-table with the level of significance of 0.05 and the degree of freedom of 58. The t-table is 2.00. Therefore, the result of the calculation is higher than the t-table. It means that there was a significance difference in the students' writing ability of the experimental and that of the control group after the treatment. 5

Notes

2 (2) Statement of result
3 (5) Reference to previous studies
4 (3) Findings
5 (2) Statement of result

Students' Writing Advancement

From the result of the study, the researcher took three samples of students' compositions to discuss. The first student is Nabila Zunur Aini, the advancement of her post-test writing is far better than her pre-test writing. The content of her composition is knowledgeable and long enough. The organization of her composition is well organized and the idea is clearly stated. The vocabulary that she chose is effective. The language use of her composition is very good because there are few errors of tense. Then there are few errors of spelling and capitalization of her mechanics system (see appendix 16).

The second student is Nurul Aini, the content of her composition is quite easy to understand and long enough. The organization of her composition is well organized and the idea is clearly stated. The vocabulary that she chose is good although there are some occasional errors but still understandable. The language use of her composition is good; there are just several errors of tense. Then there are few errors of spelling and capitalization of her mechanics system (see appendix 17).

The third student is Widiana K.N, the content of her composition is knowledgeable and long enough. The organization of her composition is well organized and the idea is clearly stated. The vocabulary that she chose is good although there are some occasional errors but still understandable. The language use of her composition is good; there are just several errors of tense. Then there are few errors of spelling and capitalization of her mechanics system (see appendix 18).

Notes

5 (2) Statement of result

Appendix 12

Discussion 5

The Effectiveness of "Peer assissted writing activiy (PAWA) technique" in teaching writing narrative texts for tenth graders in SMAN 1 Babat - Lamongan

Discussion Moves Categories	Existence																			Expressions*
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
1 Background Information																				2. Therfore, *in order to prove the theory of the positive effect* of "Peer Assisted Writing Activity Technique" used… The researcher had conducted an experimental research…
																				4. *The treatment that is* "Peer Assisted Writing Activity Technique" to teach writing narrative texts *was given to the* experimental group….
2 Statement of Result																				3. Then, based on the t-test calculation...it showed that.. *It means that* there was not a significant difference on the students' writing ability between the experimental and the control group
																				5. Then based on the t-test calculation…. *It means that* there was a siginificant difference in the writing ability between the experimental and the control groups.
																				7. The t-value in terms of content, organization, vocabulary and language use was higher than t- 05... *It means that* there was a siginificant difference in the writing ability between the experimental and the control groups in terms of content, organization, vocabulary and language use.
																				10. *From the evaluation , the researcher found* that the organization of the students' pretest is still unorganized well…for the content of writing…meanwhile, the vocabulary used...
																				12. Besides, *another error* in the students' writing *was* overgeneralization….
																				14. Then for its mechanics, the students' writing still dominated by errors in paragraphing...
																				17. *By looking at the result of the post test of both experimental and control groups, those errors could be reduced….*
3 Findings																				
4 (Un)expected Outcome																				6. However, "PAWA Technique" *could not be able to improve all components of writing* . It was only able to improve students'writing ability in terms of content, organization, vocabulary and language use.

The Effectiveness of "Peer assissted writing activiy (PAWA) technique" in teaching writing narrative texts for tenth graders in SMAN 1 Babat - Lamongan

Discussion Moves Categories	Existence																			Expressions*
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
						▨									▨					15. Then, for its mechanics..... in this terms, *both experimental and control groups could not improve significantly.*
5 Reference to Previous Research	▨																			1. *Some research findings reported* that the use of "Peer Assissted Writing Activity Technique" in writing activity *contributed positively* toward students' achievement in writing….
6 Explanation									▨		▨		▨			▨			▨	9. The significant improvement of the experimental group was because the treatments that were given had impacted significantly to the students' ability in writing
									▨		▨		▨			▨			▨	11. This error *might be caused by* interference of their L1. In Indonesian language…
									▨		▨		▨			▨			▨	13. In this case, they combined the use of modals with verb in the form of past (V2).
									▨		▨		▨			▨			▨	16. .....c*ould not improve significantly. It might be caused by the carelessnes of the students...*
									▨		▨		▨			▨			▨	19. In this study, there were some factors that might influence the success of the study. The first was…. The second factor was… The third factor was…
7 Claim								▨										▨		8. However, "PAWA Technique" *was cconsidered* as the effective technique to improve writing ability not only in terms of language use, but also in terms of content, vocabulary and organization.
								▨										▨		18. So, from the finding, *it can be concluded that* the treatments which were given gave very great contribution to the students' writing ability.
8 Limitation																				
9 Recommendation																				

* Sic

4.3 Discussion

Some research findings reported that the use of "Peer Assisted Writing Activity Technique" in writing activity contributed positively toward the students' achievement in writing. It would increase the proficiency and confidence of the writers in his ESL class (Teo.1998.http://exchanges.state.gov/FORUM/vols/vol45/No.4/p18.htm). 1

Therefore, in order to prove the theory of the positive effect of "Peer Assisted Writing Activity Technique" used in the writing classroom, the researcher had conducted an experimental research related to the use of "Peer Assisted Writing Activity Technique". At the beginning of this study, the researcher did the pretest to both experimental and control groups. Then, based on the t-test calculation of the pretest scores, it showed that the t value was lower than $t_{.05}$ (See Appendix 12). It means that there was not a significant difference in the students' writing ability between the experimental and the control groups. 2 3

The treatment that is "Peer Assisted Writing Activity Technique" to teach writing narrative texts was given to the experimental group. Meanwhile, the control group was taught by using direct writing in which the researcher asked them to write directly at that time and collected the work to the researcher, then which was assessed. 4

Finally, at the end of this study, the researcher administered the posttest. The posttest was done in order to know the students writing ability after given the treatment whether there was an improvement or not. Then, based on the t-test calculation of the posttest scores, it showed that the t value was higher than $t_{.05}$ (See Appendix 12). It means that there was a significant difference in the writing ability between the experimental and the control groups. However, "PAWA Technique" could not be able to improve all components of writing. It was only able to improve students' writing ability in terms of content, organization, vocabulary and language use. The t value in terms of content, organization, vocabulary and language use were higher than $t_{.05}$ (See Table 4.11). It means that there was a significant difference in the writing ability between the experimental 5 6 7

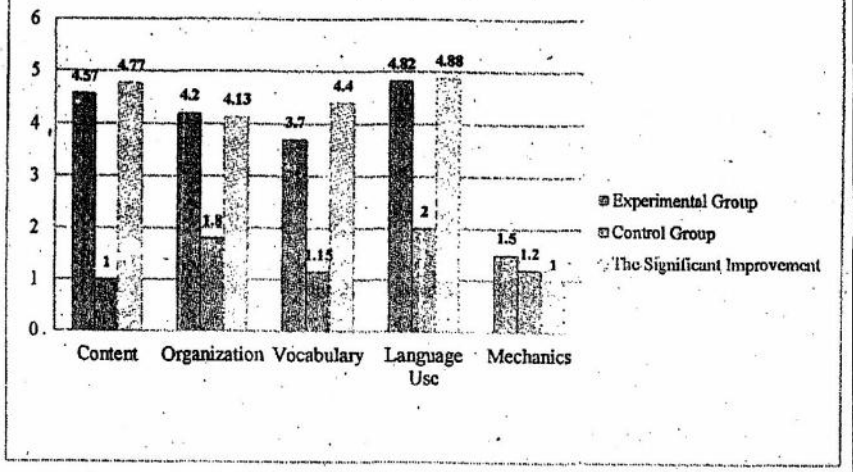
Notes

1 (5) Reference to previous studies
2 (1) Background information
3 (2) Statement of result
4 (1) Background informatic
5 (2) Statement of result
6 (4) (Un)expected result
7 (2) Statement of result

and the control groups in terms of content, organization, vocabulary and language use. On the other hand, the t value in terms of mechanics was lower than $t_{.05}$ (See Table 4.11). It means that there was not a significant difference in the writing ability between the experimental and the control groups in terms of mechanics.

The significant improvement between the four terms was presented in the following chart.

Chart 4.1
The Significant Improvement of Each Terms



The chart above shows that the terms which improved significantly than others was language use. However, "PAWA Technique" was considered as the effective technique to improve writing ability not only in terms of language use, but also in terms of content, vocabulary and organization

The significant improvement of the experimental group was because the treatments that were given had impacted significantly to the students' ability in writing. It was necessary to analyze how the treatments work so that it was effective to improve the students' ability in any components of writing. In the

Notes
8 (7) Claim
9 (6) Explanation

second meeting, the researcher introduced to the students how was "Peer Assisted Writing Activity Technique" looked like and how were the procedures of this technique. The researcher explained and modeled six steps first, then the treatments were started given to the students. The treatments were done three times. In applying "Peer Assisted Writing Activity Technique", the researcher divided the students into pairs which consisted of a more proficient student and a less proficient one. So, the less proficient student could collaborate and learn from the more proficient student.

Then, each pair decided the title for their composition which was suitable with the topic given by the researcher. They were able to choose the alternative titles given by the researcher or they decided by themselves. The students of the experimental group wrote a narrative after doing such a prewriting activity i.e. the activity of asking and answering several questions related to the topic of writing, and writing their draft. Then, the "Writer" read the writing aloud. If he/she read a word incorrectly, the "Helper" might provide a support if he/she was capable of doing so. The "Helper" and "Writer" looked at the draft together, and made some corrections for the mistakes. They inspected the draft more than once. 9

The latest step of PAWA technique was teacher's evaluation. After revising and editing the draft, they produced the final writing and they had an opportunity to receive comments and instructive feedbacks directly from the teacher. The "Writer" was then expected to review the corrections and feedbacks together as a pair. Therefore, because of feedbacks that were accepted, the "Writer" could improve their skill in writing.

From the evaluation, the researcher found that the organization of the students' pretest is still unorganized well and the events were not told in chronological order and even incomplete. It could be seen in the pretest of E4 (Appendix 3). Then, student E4 developed the organization of her writing better than before.

Next, for the content of writing, the students developed their writing relevant to the topic but the ideas that were presented still less of details and sometimes the meaning of the ideas was not clear because the main ideas did not stand out well, for example the pretest composition of E5 (Appendix 3). After got the treatments, students E5 developed her writing well and even more details than the previous one. She added more and detail information. Therefore, it could be seen that there was a big improvement in terms of content. 10

Meanwhile, the vocabulary used were rather ineffective, the choice of words sometimes did not have clear meaning, for example the pretest composition of E1 (Appendix 3). However, the choice of words in the posttest was good. The words were more understandable for the readers and the meaning were not obscuring.

Another general error that always be done by the students related to the language use. Most students of both groups often forgot to use the past form in composing their writing and still used the present form of verb (V1) in their sentences, for example the pretest composition of, E1, E4, E5 C4, C6 and C7 also the posttest of C4, C6, C7 (Appendix 3 and 4). This error might be caused by interference of their L1. In Indonesian language, there was no verb distinction 11

Notes

10 (2) Statement of result

11 (6) Explanation

which based on time speaking (i.e. present, past and future). Therefore, they accustomed to use the same verb in all time of speaking.

Besides, another error in the students' writing was overgeneralization. Several students over generalized the use of past form in another grammar use, such as modals. In this case, they combined the use of modals with verb in the form of past (V2). Whereas, the use of modals in the sentence should be followed by verb in the present form (V1). They also often wrote "tobe" then followed by verb. It can be seen in the pretest of E1 and C7 also the posttest of C4 (Appendix 3 and 4). Moreover, some students also over generalized the form of V2 by generalizing the form of all past verbs with "ed", for instance in the pretest of E5 (Appendix 3).

Then, for its mechanics, the students' writing were still dominated by errors in paragraphing, such as the pretest of E1 and the posttest of C4 (Appendix 3 and 4) and miss spelling, such as C6 in the pretest and also in the posttest (Appendix 4). In this terms, both experimental and control groups could not improve significantly. It might be caused by the carelessness of the students. They did not pay attention when the teacher was explaining about capitalization, punctuation and paragraphing. They were not aware that mechanics is as important as the other aspects of writing.

By looking at the result of the posttest of both experimental and control groups, those errors could be reduced. However, the experimental group's posttest was better than the control group's posttest. Furthermore, it could be seen that the experimental group improved more significantly than the control group. So, from the finding, it can be concluded that the treatments which were given gave very great contribution to the students' writing ability.

In this study, there were some factors that might influence the success of the study. The first was modeling the six steps of PAWA technique at the beginning of this study. It was done in the experimental group before they were given the treatments. It made the experimental group easy when they had to apply that technique.

The second factor was the social interaction built by the students. In this case, the students had known each other and felt comfortable working together. They had trusted each other.

The third factor was they were enthusiastic to get this technique in their classroom. Maybe their teacher never gave something new to them in learning how to write. As known by the researcher, the teacher always applied the direct writing technique to teach writing. So, the teacher asked the students to make a text that had been taught and submitted it to the teacher. And the teacher never gave feedbacks to the students' writing. Then, when they knew that they had a new way to learn how to write, they were enthusiastic and interested in. Besides that, the corrections from the pair and the feedback from the teacher helped the students to improve the writing ability significantly.

Notes

12 (2) Statement of result
13 (6) Explanation
14 (2) Statement of result
15 (4) (Un)expected result
16 (6) Explanation
17 (2) Statement of result
18 (7) Claim
19 (6) Explanation

Appendix 13

Discussion 6

The Effectiveness of Using Time Token to Improve Speaking Descriptive Text to The Tenth Grade Students of SMA Negeri 1 Taman

Discussion Moves Categories	Existence									Expressions*
	1	2	3	4	5	6	7	8	9	
1 Background Information										
2 Statement of Result										1. *The result of the researcher showed tha* t the students who are taught …achieved higher scores than …..
3 Findings										4. *From the result of this research, the researcher found* that the Time Token is the appropriate technique to teach speaking
										7. In this research, the improvement of the students' motivation can be seen from the students' participation….
4 (Un)expected Outcome										2. The mean scores in both of the control and experimental groups had no significance difference. It means that not all of the students' speaking aspect were improved..
5 Reference to Previous Research										
6 Explanation										3. Some of the speaking aspects which are improved are the students'confident…The grammatical aspect has no significant improvement
										6. Harmer states that motivation is critical factor in succesful learning (2000:40). It means that motivation is critical factor.... In this research, the improvement of the students' motovation can be seen from the students'participation in the speaking class.
										9. In this research there are many advantadges...There were a several factors which influence the success of the research.
7 Claim										5. This technique can improve the students' speaking ability.
										8. Time token is the one of the keys in the improvement of the students' speaking ability.
8 Limitation										
9 Recommendation										

Notes :

* Sic

4.4 Discussion

The result of the researcher showed that the students who were taught speaking descriptive text by using Time Token achieved higher scores than the students who were taught without using Time Token. The mean scores in both of the control and experimental groups had no significance difference. It means that not all of the students' speaking aspects were improved. Some of the speaking aspects which are improved are the students' confidence in delivering the speech, the students' motivation, and the students' pronunciation. The grammatical aspect has no significance improvement.

From the results of this research, the researcher found that Time Token is the appropriate technique to teach speaking. This technique can improve the students' speaking ability. Harmer states that motivation is critical factor in successful learning (2002:40). It means that motivation is very important in teaching and learning process. Building students' motivation is the main point because without motivation the students will fail to make necessary effort in teaching and learning process. In this research, the improvement of the students' motivation can be seen from the students' participation in the speaking class. The students also became more eager to speak in front of the class. When the Time Token technique was being implemented, the students become more enjoyable in the speaking activity.

Time Token is the one of the keys in the improvement of the students' speaking ability. In this research there are many advantages that the students got from the use of Time Token as a technique to teach speaking. The students more confident to describe the places orally in front of the class. This is the fact that the most of the classroom activities in Indonesia schools tends to focus and how to deliver the theories by the teacher. That is why the teacher has to add more time of class activities that place the students as the subjects, because learning by doing is more effective to practice students' ability (Reid, 1995:129).

There were a several factors which influence the success of the research. The technique of presenting the materials was used in the research could attract students' motivation which played the most important role in this research. Here, Time Token technique stimulates students to speak in the form of descriptive text which that takes a role play as its technique to present this technique. It course the condition class was fun and the students in good motivation so can join in speaking process without found a difficulties when they speak a descriptive text.

Notes

1 (2) Statement of result
2 (4) (Un)expected result
3 (6) Explanation
4 (3) Findings
5 (7) Claim
6 (6) Explanation
7 (3) Findings
8 (7) Claim
9 (6) Explanation

Appendix 14

Discussion 7

Peer Feedback To Improve the Junior High School Students' Grammar Mastery In a Composition

Moves and Purposes categories	Existence											Expression*
	1	2	3	4	5	6	7	8	9	10	11	
1 Background information												4. *Errors do not always* bring negative effect in learning, in fact they bring the good effects. Error shows… In other words, the *students make mistakes in order to test out hypothesis about the L2 rule system (Ellis, 1985:173)*
2 Statement of result												3. In doing the peer feedback, the students cooperate with their peer to identify errors in their composition.
												5. The students have already had their knowledge and when they get….they make a series hypothesis and test so…
												7. When the students made their errors, they were helped by the feedback from their peer. The identified error were analyzed by their peer….
3 Finding												9. Here, the students, *both the students-writer and his peer obtained the error awareness by doing feedback*
												11. *Another factor that made peer feedback succeed in improving the students' grammar mastery was its activity that involved students'peer in giving feedback.*
4 (Un)expected outcome												
5 Reference to previous research												6. When they are doing the hypothesis testing, they are doing developmental error (Hammer, 2007: 138)…..at any one stage of development and which is coninually reshaped as he or she aims towards full mastery (Hammer, 2007:138)
												8. And as the result, the feedbacks were remained for sometime in students' memory (Ellis, 1985:174)
												10. Finally, they both can do the independent self monitoring through their composition (Bates, Lane and Lange, 1983:14)
6 Explanation												2. It was because the peer feedback has several advantages, those were:….(Bates, Lane and Lange, 1993:10)….
7 Claim												1. Peer feedback played an important role in writing. This activity which was a part of process of writing supported the students writing ability improvement.
8 Limitation												
9 Recommendation												

Notes

* Sic

4.2 Discussion

Peer feedback played an importance role in writing. This activity which was a part of process of writing supported the students writing ability improvement. It was because the peer feedback had several advantages, those were; (1) it prevented the students from the error fossilization (Bates, Lane and Lange, 1993: 10), (2) it helped the students to overcome the errors that had already fossilized (Bates, Lane and Lange, 1993: 11), (3) it prevented students from repeating the same errors as their friends did (Seow, 2005: 314) and (4) it was not less important that it helped the students to socialize (Solihatin and Raharjo, 2007: 5). 1 2

In doing the peer feedback, the students cooperate with their peer to identify errors in their compositions. Errors do not always bring a negative effect in learning, in fact they bring the good effects. Errors show improvement, the students' improvement in learning the second language. Making errors means that the students are doing the hypothesis testing. In other words, the students make mistakes in order to test out hypotheses about the L2 rule system (Ellis, 1985: 173). 3 4

The student have already had their knowledge and when they get the recent information, in this case is making the correct sentence structure in a recount composition, they make a series of hypothesis and test so that the latest information was still remembered in their learning system. And this is just a way in a learning process, part of the natural process of language learning. When they are doing the hypothesis testing, they are doing the developmental errors (Harmer, 2007: 138). And both activities were a part of the students' interlanguage. It is "the version of the language which a learner has at any one stage of development and which is continually reshaped as he or she aims towards full mastery" (Harmer, 2007: 138). It means that those activities were a part of learning stage of any student in which his or her language try to find its form to have a full mastery. 5 6

When the students made their errors, they were helped by the feedback from their peer. The identified errors were analyzed by their peer, then their peer gives the students-writer the alternative answer for his errors. And as the result, the feedbacks were remained for sometime in students' memory (Ellis, 1985: 174). Here, the students, both the students-writer and his peer obtained the error awareness by doing feedback. Finally, they both can do the independent self monitoring through their composition (Bates, Lane and Lange, 1993: 14). 7 8 9 10

Another factor that made peer feedback succeed in improving the students' grammar mastery was its activity that involved students' peer in giving the feedback. Therefore the feedback given tended to be more informal (less threatening, less authoritarian, friendlier, more supportive) than teacher feedback and that motivated the students more. Since they were able to negotiate the comments, they might agree or otherwise disagree with the comments. 11

Notes

1 (7) Claim
2 (6) Explanation
3 (2) Statement of result
4 (1) Background information
5 (2) Statement of result
6 (5) Reference to previous studies
7 (2) Statement of result
8 (5) Reference to previous studies
9 (3) Findings
10 (5) Reference to previous studies
11 (3) Findings