

**THE USING OF PEER FEEDBACK TO IMPROVE
WRITING ABILITY THROUGH FACEBOOK AT
ENGLISH DEPARTEMENT STUDENTS AT STATE
INSTITUTE FOR ISLAMIC STUDIES SUNAN AMPEL
SURABAYA**

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Sarjana Pendidikan Islam (Spd.I) in teaching English**

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By :

FASYATUL LAILA
NIM: D05207034

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIAH
STATE INSTITUTE FOR ISLAMIC STUDIES SUNAN AMPEL
SURABAYA
2011**

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini saya:

Nama : Fasyatul Laila

NIM : D05207034

Fakultas/Jurusan : Tarbiyah/ Pendidikan Bahasa Inggris (PBI)

Judul Skripsi : THE USING OF PEER FEEDBACK TO IMPROVE WRITING
ABILITY THROUGH FACEBOOK AT ENGLISH DEPARTMENT
STUDENNTS AT STATE INSTITUTE FOR ISLAMIC STUDIES
SUNAN AMPEL SURABAYA\

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Surabaya, 18 Juli 2011-08-04

Saya yang menvatakan.

Fasyatul Laila

NIM. D05207034



APPROVAL SHEET

This thesis by FASYATUL LAILA entitled THE USING OF PEER FEEDBACK TO IMPROVE WRITING ABILITY THROUGH FACEBOOK AT ENGLISH DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES SUNAN AMPEL SURABAYA has been approval by the thesis advisors for further approval by the Board of Examiners.

Surabaya, 19th Juli 2011

Dean,



DR. H. Nur Hamim, M. Ag

196203121991031002

The Board of Examiner
Chair,

Dra. Irma Soraya, M.Pd

196709301993032004

Secretary,

Rizka Safriyani, M. Pd

198409142009122005

Examiner I,

Akh. Muzakki, Grad Dip SEA, M. Ag, M. Phil, Ph. D

197402091998031002

Examiner II,

Dra. Arbaiyyah Ys, MA

196405031991032002

ABSTRACT

Laila. Fasya. 2011. The Using Of Peer Feedback to Improve Writing Ability through Facebook at English Department's Students at State Institute For Islamic Studies Sunan Ampel Surabaya. A thesis: English Education Department, Faculty of Tarbiyah. State Institute for Islamic Studies Sunan Ampel Surabaya.

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Key Words: Peer Feedback, Writing Ability, Facebook, CAR

Some students found difficulties in learning functional text which show some kinds of text in English writing such as narrative, descriptive, recount, exposition and argumentative, such as lack of idea, lack of vocabulary, get error in grammar and diction, so the researcher using Peer Feedback to makes the students to improve their writing by getting comment from their peers. Then the researcher combines by using facebook as media to do all of the feedback process that as learning media to share their writing product and to get real audience.

This research was Classroom Action Research that was done in 2nd semester of 2010 class English Education Department of State Institute for Islamic studies Sunan Ampel Surabaya. The teacher implemented peer feedback in writing 1 class that focus on functional text and given pre test before treatment and post test after the treatment done. Then the researcher analyzed the data by using quantitave by using t test to indicate how effective the use of Peer Feedback through on Facebook is improving the students' writing ability in English and qualitative to describe the response of the students by answering the questionnaire.

From the result of the data shown that the t value less than t table with significance 0.05 it means that H null accepted and there were improvement between score of pre test and post test while the strategy implemented. And the last finding about the questionnaire showed that 75% students give positive responses in using peer feedback through on facebook.

In conclusion, the using of peer feedback through on facebook improves the writing ability of students in 2nd semester. The researcher expects this research useful for English teacher, students, and the reader who are interested in teaching writing.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Learning needs is a practice to make someone able in one field, especially to produce speaking and writing both of the skills needs to be practiced and need two ways communication to more communicative interaction. Learning writing needs to be practiced because we explore something in our brain into piece of paper and most of the students come to the class with limited writing skills based on previous research done by Mukhlisotin showed that a problem commonly arise in English Education Department of State Institute for Islamic Studies is the students found difficulties in learning narrative text such as lack of idea, lack of vocabulary, get error in grammar and diction¹, so that is why the researcher doing research in wider aspect of functional texts not only narrative text, but also descriptive, recount, exposition and argumentative text to improve the students writing ability and reduce the difficulties in writing English by using peer feedback through facebook. Moreover, the researcher choose English Education Department of State Institute for Islamic Sunan Ampel Surabaya to do something useful for the department by doing educational research to analyze the problem arise and improve the quality of learning process in small scale.

¹ Mukhlisotin, The implementation of Peer Feedback to Improve Writing Ability in Narrative text in MAN Lamongan, Surabaya: 2010, Un publish S1 thesis, IAIN Sunan Ampel surabaya

Before going to the next point, the researcher shows some previous researches to practice writing in some ways which increase the writing ability of the students. First, Mei Ting & Yuan Qian stated that the students incorporated a substantial part of the peer feedback in their revisions; most of students which were surface-level revisions and peer-review activities could induce self-correction among students and cultivate independent critical readers and writers.² The previous research shows that the most important thing in peer feedback is the students able to show their works in progress through the editing and drafting process, these are guiding them to do the next writing by getting comment from their peers.

Second, according to Bosch stated that facebook has potentials application for teaching and learning; it has been argued that current generation of youth and may be resistant to traditional method for teaching and learning.³ Moreover, based on the multiple choice questionnaire on April, 4th 2011, the students always use internet for supporting their learning by using computer or private computer, mobile phone and one of their habits while access the internet use facebook, most of them use it. They used to update status, give comment, chatting, posting photo, sending message, etc. Based on the previous researches above, the researcher assumes that facebook is applicable and most of student in State Institute for Islamic Studies Sunan Ampel access this site also. As the researcher experience and small interview with the

² Mei Ting & Yuan Qian, "A Case Study of Peer Feedback in a Chinese EFL Writing Classroom", *Chinese Journal Applied Linguistic (Bimonthly)*, Vol.3 No.4, August 2010, p. 1-2

³ Tanja E. Bosch, "Using online social networking for teaching and learning", vol 32, *Communicatio*, November, 19th 2009, 187-188, DOAJ (Online)

Facebook friends and students' of PPL in SMAN 1 Sidoarjo, draws conclusions that learning using Facebook is fun, the teacher that used this media to teach writing English have many advantages such as Clean Layout, choose the Network, record the whole of the writing activities without deleted, easy to access, can re-read, takes few times, can create Group that has good features.

From all of the advantages of facebook, the important one of use it as media peer feedback writing activities for the students be able to share their writing product and to get real audience in order to read and give comment their product. These are no exaggeration to say that facebook is very applicable as learning media which has some excess for helping students to express their ideas in writing by discussing and sharing with related online community, and share their work in notes-one of featured in facebook- with commented by another respondent (facebooker), and more than those all of this online activity easily access from personal mobile phone. From these ways students will able to practice communicating in English with their friends and native speakers in writing English.

So, based on two previous researches above The researcher has inspiration to do the research about how to improve the students' writing ability in English Department's students of State Institute for Islamic Studies Sunan Ampel Surabaya using peer feed back through on the facebook as a media to do the writing activities. The researcher believes that using peer feedback in funtional text through on facebook is one of the ways to improve the writing ability of the students in English education department of state institute for Islamic studies Sunan Ampel Surabaya

because use this ways make students practice in becoming critical readers and at the same time helping them toward becoming more self reliant-writer.

B. Statement of the Problem

Based on the problem that is stated in previous subchapter, statement of problem in this study is implementation

1. How are the students' writing abilities in arranging functional texts when peer feedback on Facebook is used?
2. How is the using of peer feedback on facebook as media for learning functional text to improve the ability of student?
3. What are the students' responses toward the use of peer feedback to write functional text on facebook?

C. Objective of the Study

The objectives of this study are:

1. To know the students' abilities in writing functional text when peer feedback through Facebook used
2. To know the using of peer feedback through Facebook as media to teach writing functional text that can improve the ability of student?
3. To know the students' responses while using peer feedback through Facebook in the process of writing functional text

D. Significance of the Study

The study is expected to give significant for:

1. This research is useful for English teachers as new progress to teach writing functional text by using social network technology.
2. For the students, it becomes creative and interest way to learn writing material and able to increase their ability.
3. And for the readers, could know the application of using facebook as media to teach English writing text.

E. Scope and Limitation of the Study

1. The objects of this research are an English teacher and the English Education Department's students in State Institute for Islamic Studies Sunan Ampel Surabaya especially in 2nd semester.
2. This research focus on the influence of using peer feedback through facebook in English Department's students of State Institute for Islamic Studies Sunan Ampel Surabaya. The limitation is in peer feedback of teaching writing functional texts (descriptive, narrative, recount, expository, argumentative) and it is about the influence of using this strategy in writing and applies by English teacher.
3. Many social networks (Friendster, my space, etc) in the internet but the writer focus Facebook as one of the famous social networks in Indonesia.

F. Definition of Key Term

- a. **Peer Feedback:** in this research, peer feedback is a technique which used by researcher for students (participants) to read, to correct and to revise each

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review and related literature. It covers nine major sections. They are the nature of writing, the process of writing, the elements of writing, strategy of effective writing, the kind of functional text in English writing, the basic of feedback, the nature of feedback, kind of peer feedback, online peer feedback in language learning, interactive textual exchange in online peer feedback, facebook in the classroom, and the last but not the least is previous related studies which become additional references.

A. The Nature of Writing

Writing is one of four basics skills in learning English. It is transferring process from thought and mind into piece of paper to share feelings, thoughts, opinions, joy, anger, criticism, or thank with someone else.⁴ However, writing is not as simple as jotting down what we think and finish to write without considering many essential elements related to it because writing is not just numbers of vocabularies arranged without any specific organization, language use and mechanical patterns.

⁴ H.D. Brown, *Teaching by Principle: an Interactive Approach to Language Pedagogy* (New York: Addison-Wesley Longman, 2001) p.336

Moreover, some people feel blocked to express their intended meaning in written form. Many of them prefer expressing ideas in spoken language to deliver it in the written form since in writing the writer needs to choose precise words in order that the intended meaning can be expressed properly. The text should be able to represent all the intended meaning because the writer is not presently in front of the reader to explain if there is misunderstanding. Therefore, the words used should be surely chosen and presentable⁵. Thus, the choice of diction, organization of text, and the mechanical patterns should be considered in writing texts.

In the classroom, learning writing do to accomplish two critical tasks; First, writing enable student to think about, to process, to grow ideas about the topic we are teaching them in science, math, social studies, personal finance, English, the art, health. Writing about course content boosts the understanding of student in middle school, junior school, or High school, writing enables them to gain proficiency in a critically important skill: Writing it self - which is obviously a key communication tool. Most of writing teacher wants their students to write well, so it's worthwhile to practice writing in daily activity. ⁶

Moreover, writing is the whole of the relevant activity and we should create the context as we write.⁷ And the person we are addressing is not present, that is why there can be no interaction between writer and reader. Although we

⁵ N. Yangrifki, *Using Narrative Scaffold to improve students' EFL Writing Ability* (Malang: Unpublish Thesis, Department of English, Faculty of Letter, State University of Malang)

⁶ Larry Lewin, *Paving the way in Reading and Writing*(London : Jossey-Bass Awiley Imprint,1999)p.117

⁷ Donn Byrne, *Teaching Writing Skills* (England: Longman,1979) p.3

may try to anticipate reaction and build them into the text, we have to sustain the whole process of communication on our own and try to stay in contact with our reader through words alone.

To conclude, prior for having a good writing, the researcher should consider some essential elements of writing such as the language use, organization and mechanical pattern. Besides, the purpose of writing and reader should be identified in order to that the writer can recognize what kind of text will be written and the way of expressing the ideas.

B. The process of writing

Writing is a step.⁸ When somebody tries to write, she does several steps started from her willingness to write until his writing product is ready to be read by others. If someone want her writing product is readable, understandable and well organized, she can not avoid one of the steps in writing process named pre writing, Composing, checking, the content and organization, revising and proof reading.

Based on McWother and McComb stated that everyone who wants her writing is good should be follow some steps as technique in writing involving Planning, Organizing ideas, writing, revising, rewriting, and finally reading the materials and correcting errors whose are five steps work to producing effective writing.⁹

1. Prewriting

⁸ Dony Brimm, *Teaching Writing Skill*.....p.1

⁹ Kathleen Mc Worther and Candalene McCombs, *Write to Read and Read to Write* (New York: California Education Foundation. 1981)p.15

Pre writing is the first step in producing a piece of writing and it will also help the students to establish the train of thought and to prepare you to continue with the other steps in writing process. During this stages, the students plan and organize stage consist of a series decision about why to write, what to write about, which aspect of the topic to focus on, who the audience will be end which approach to take.¹⁰

After getting the idea to write, students should plan and organize it well. They can create the outline that contains some consideration about purpose, audience, point of view and format

2. Composing/Writing

Composing is the process of expressing ideas in an organized, understandable form. This is the second stage after pre writing that can call writing. The students develop their topic on paper or a computer by keeping and following their outline which has been created during pre writing. They start with the rough draft, where they are free to write without any fear in grammar and writing rules since they can correct it later.

3. Checking the content and organization

After you have produced your finish draft, you need to reread your writing to determine if you have include sufficient and appropriate detail to support your ideas. Also you need to check the order in

¹⁰ Alice Oshima and Ann Hoggue, *Writing Academic English 3rd edition* (New York: Addison Wesley Longman. 1999) p.

which you express your ideas to be certain that the relationship of the ideas is clear and easy to understand. The teacher and peer correction take important role in this stage.

4. Revising

Writer constantly revise, or change what they have written. The students correct and improve their first draft-looking at content. Language accuracy, organization, style, etc. they often revise as they write as well as afterwards. In revising stage the students make whatever change they feel are necessary

5. Proof Reading

Proofreading is the last step in the writing process, so it should be the easiest proof reading in the final step in which you make sure your writing is grammatically correct and free of errors. In proof reading, students give attention to mechanic such as spelling, pronunciation and grammar.

From the explanation, we can see that revising stage is important and by using peer feedback technique, the students are able to improve their writing performance by giving positive comments and feedback so the students can revise their writing.

C. The elements of writing

Heaton stated that the writing skills are complex and difficult to teach¹¹, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgment elements. The skills necessary for a good writing are:

a. Organization

Criteria to score the students' writing ability depend on how well, logic, fluent, and cohesive they organize the text.

b. Content

Criteria to score the students' writing ability depend on whether the information is relevant with the topic, whether the text is understandable, then whether there are several main point discussed and some sufficient supporting detail to illustrate, define, compare and contrast factual information.

c. Vocabulary

Criteria to score the students' writing ability depend on effective and appropriate word/idiom choice and usage, word from mastery, logic expression of ideas, and the variety of arrangement and inter relationship the words.

d. Language use

Criteria of score students' writing ability depend on how well they use the correct grammar.

¹¹ Heaton, *Writing English Language Test* (New York: educational. Ltd. 1991)

e. **Mechanic**

Criteria the score's of the students writing ability depend on how well they use the right spelling, punctuation, capitalization, and paragraphing.

To be a good writer, we should follow the elements of writing above, because all of them are a unity in producing writing that can not dispartate each other to get good writing product.

D. Strategy of Effective writing

The writing revolution that began in the early 1970s and continues today altered writing instruction from a grammar-based approach problem solving approach. the traditional "skill and drill" has been and still is being replaced by imitating what the writer do: they invent a process to enable them to transfer their thought from mind onto paper to share with reader while readily admitting that composing text to communicate their idea is though sledding. The processes invent in common the ability to facilitate overcoming obstacles in that transfer. Traditionally, the sequence has labeled:

- a. Prewriting
- b. Rough Drafting
- c. Rewriting
- d. Publishing.¹²

¹² Larry Lewin, *Paving the way in Reading and Writing*(London : Jossey-Bass Awiley Imprint,1999) p.121

To ensure student process in writing, guiding them in how to prepare, how to first dare, how to go back and repair, how to effectively share.

1. Prepare Strategy

Prepare is critical step in the process of composing text. If preparation is lacking, the first draft will suffer. As Writer must prevent this from what will happen. We need to help students “front-end load” enough ideas or opinion or feeling about the topic that they have a place to begin.

Preparation strategies for writing that we can teach student include:

- a. How to recognize a reason for writing
- b. How to tap prior knowledge(from the course content)
- c. How to brainstorm idea
- d. How to tentatively organize those ideas
- e. How to be aware of a specific audience and to address that audience for a purpose
- f. How to use particular form and structure
- g. How the writing will be assessed.

That trick is to help students feel motivated, inspired, energized to write about it. ¹³ That is why has a purpose to write rather than an

¹³ Ibid. pages 122

external compulsion to regurgitate what the teachers have “inflicted” on the student.

2. First Dare Strategy

The first dare truly is a dare because now, at this stage in the writing process, it is show time. After the writer has taken the time to prepare, the curtain rises and it's necessary to put that preparation into play by attempting to write out the information in meaningful, coherent, and interesting manner.

To assist the student, we can give them these first draft dare strategies:

- a. Go for the flow, not perfection
- b. Keep instruction of that flow to a minimum by postponing attention to precise spelling, capitalization, and other mechanics.
- c. Make any quick fix-up that occur to you, but do not get hung up on perfection.
- d. Skip lines for ease of making any changes later.
- e. Consider writing only on one sides of the paper to ease of making any changes later.
- f. Keep your audience in purpose in mind; be considerate to them.
- g. Find your true voice to speak to your audience.
- h. Use your materials from the prepare phase to guide you but don't to collar you.

- i. Know what to do if writer's block sets in.¹⁴

That's quite a bit to handle at on time. Fortunately, the first dare is not the final say in the matter. The first dare is just that: a first try, the initial attempt, the opening bid. But there is nothing automatically permanent about first dare.

3. Repair Strategy

This stage is really hard to do. We all know how hard it is. But it will be useful to provide students with menu of repair strategies:

- a. Add new ideas to help the reader understand the message
- b. Remove unnecessary ideas that bore or sidetrack the reader.
- c. More information around to improve the organization.
- d. Tighten up meaning
- e. Smooth out the sentence flow
- f. Scrutinize the sound of writing(the voice or tone)
- g. Adjust convention to guide the reader along through the ideas
- h. Add visual to support the text.

And as teacher, should following these suggestions:

- a) Teacher should hold on to high but realistic expectation
- b) Student should be held accountable, but they should not be expected to fix up every possible area in need of improvement.

¹⁴ Ibid. pages 126

- c) Revision is developmental rather than stationary bar we set for student, meaning that even though these students are in a middle or high school, developmentally they can only handle making minor changes to draft, perhaps dealing with only one or two categories of possible changes at a time.¹⁵

4. Share Strategy

The share strategies stage basically means making a big deal out of the student's effort to work hard at writing. Sharing is the culmination, the conclusion, the payoff for preparing, first daring, and repairing.

Here some strategies for this final stage of writing process:

- a. Provide motivation for students writers to go through the hard work of the first three stages
- b. Lay out procedure and support for producing a finished, attractive, proud version.
- c. Extend the definition of publishing from the narrow "publish a booklet of students work" to include many option(sometimes simple and sometimes elaborate)
- d. Deliver the finished work to the intended audience.
- e. Turn the completion into a celebration of student achievement.¹⁶

¹⁵ Ibid. pages 129

¹⁶ Larry Lewin, *Paving the way in Reading and Writing*(London : Jossey-Bass Awiley Imprint,1999) p.125

E. The Kinds of Functional text in English Writing

1. Descriptive

Basically, the aim of a descriptive text is to give information to the readers by making them see, hear, feel, etc. what is described in the text¹⁷. A descriptive text focuses on the characteristic features of a person, an animal, or a particular thing. Descriptive texts often use neutral and objective language. The present tense is mostly used in descriptive texts. The past tense is also used to describe an object that does not exist anymore.

The structure of descriptive text is divided into two parts: Identification and description. The identification part is the part where writers of descriptive text identifies phenomenon to be described. The description part describes parts, qualities, and characteristics.

Description text focuses on specific participants. It normally uses simple present tense. The Function of descriptive text is: to describe a particular person, place or thing.

The Generic Structure:

- a. Identification : identifies phenomenon to be described.
- b. Description : describes parts, qualities, characters¹⁸.

¹⁷ Ahmad Dodi& Ahmad Sugeng effendi, *Developing English Competency for Senior High school Grade X*(Jakarta: Pusat Perbukuan, departemen Nasional, 2008) p.12

¹⁸ Ibid. p.12

2. Narrative

Narrative is a kind of text to retell the story that happens in the past. The purpose of the text is to entertain or to amuse the readers or listeners about the story.¹⁹

The Generic Structure of Narrative Text:

Orientation (the beginning of the story. It tells about the story setting and the time in which the story happens, and the main characters of the story, who were involved in the story, when and where)

Complication (a problem arises followed by other problems), It includes situations, activities, or events that lead to the climax or complication).

Resolution (the complication or problem is solved here. It shows the end of the story, usually a happy ending, and its solution to the problem.

Language Features of Narrative:

1. Using active verbs.
2. Using past tense.
3. Using conjunction.
4. Using the first person (I or We) or the third person (He, She, It, or They).
5. Using specific nouns.
6. Using adjective and adverbs

¹⁹ Ibid. p. 30

3. Recount

A recount text is a text that tells us about a part of experience. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that “rounds off” the sequence of events. In the text, you will find words and phrases used to start, connect a sentence with the next one, and end your composition.²⁰

The Social function of Recount text is: to retell events for the purpose of informing or entertaining and the Generic structure:

- Orientation : provides the setting and introduces participants
- Events : tell what happened, in what sequence
- Re-orientation : optional-closure of events

4. Expository

Exposition paragraph is one of the seven types of paragraphs. It stresses the importance of formal, academic language use, focuses on evidence, cites authority, and provides useful information or advice. Expository paragraphs are used, predominantly, not separately but as parts of larger academic writing forms. Situated in-between other paragraphs, they allow of elaborating on a somewhat unclear – yet particularly crucial issue that explain facts or convey information and too persuade or argue an opinion²¹.

²⁰ Ibid. p. 15

²¹ <http://www.suite101.com/content/example-of-an-expository-paragraph-a106749> accessed on 22nd July 2011

An often time, this kind of a paragraph is used as a component of other types. It's created in order to clarify or explain a problem or a phenomenon. Writing exposition paragraphs requires strict focus on evidence and objective language. It can contain elements of comparison and contrast or cause and effect writing - both facilitate accurate exposition of its subject-matter. Expository paragraphs contain the following elements:

- a) **Formal language** – third person voice and scientific terms are used instead of informal, emotive vocabulary;
- b) **Evidence** – includes references to research, naming of the author(s) of the inquiry, practical examples, and comparisons;
- c) **Explanation** – the paragraph accounts for the variety of ailments characteristic of a disease explaining the risks and symptoms;
- d) **Background information** – the paragraph relates to already conducted researches and their preliminary results as well as provides information on further medical inquiry. It also gives examples of possible medical interventions.

5. Argumentative

The argumentative text is a genre of writing that requires the student to investigate a topic, collect, generate, and evaluate evidence, and establish a position on the topic in a concise manner²². Some confusion may occur between the argumentative essay and the expository essay. These two genres

²² <http://owl.english.purdue.edu/owl/resource/685/05/> accessed on 22nd july 2011

are similar, but the argumentative text differs from the expository text in the amount of pre-writing (invention) and research involved. The argumentative text is commonly assigned as a capstone or final project in first year writing or advanced composition courses and involves lengthy, detailed research. Argumentative text assignments generally call for extensive research of literature or previously published material. Argumentative assignments may also require empirical research where the student collects data through interviews, surveys, observations, or experiments. Detailed research allows the student to learn about the topic and to understand different points of view regarding the topic so that s/he may choose a position and support it with the evidence collected during research. Regardless of the amount or type of research involved, argumentative text must establish a clear thesis and follow sound reasoning.

F. The Nature of Feedback

Feedback is widely seen in education as crucial for both encouraging and consolidating learning and this significance has also been recognized by those working in the field of second language writing²³. Feedback came to be viewed as having a powerful potential, with the possibility for “a revision of cognition itself that steams from response” Feedback practices and issues were also increasingly influenced by interactionists theories, which emphasized the significance of the individuals’ reader and dialogic nature of writing, without reader, there is only

²³ Mark Anderson and Kathy Anderson. 2003, *Text type in English. Malaysia: mac Milan educational Australia Pty.ltd*

“potential meaning” but no meaning itself. So, rather than asking students to write for an idealized general audience, the interpretation and response of a specific reader was seen as important in giving meaning to a text and assisting writers to shape their text for real people²⁴.

More recently, feedback has been seen as key elements of students ‘growing control over writing skills in genre-oriented approaches, where the sociocultural theorist of scaffold instruction and learning as social practice are important. Here feedback is important in providing students with the rhetorical choices central to a new academic or professional literacy skill and as a way of assisting students in negotiating access to new knowledge and practice.

G. Writing ability Feedback

There are kinds of feed back that can improve to the students’ writing ability, they are:

1. Teacher’s feedback

Survey of the students’ feedback preferences indicates that ESL students greatly value teacher written feedback and consistently rate it more highly than alternative forms, such as peer feedback and oral feedback in writing conferences.²⁵ From the quotation above we can assumed that teachers’ feedback in writing has high value to the students

²⁴ Ernawati, *The implementation of peerfeedback technique to improve second grade students’ writing narrative ability in senior high school*. 2008. English department Faculty of art and language, Surabaya State Institute.

²⁵ Ken Hyland and Fiona Hyland, *Feedback in second language writing* (London: University of London. 2006)

and most of the teachers used this kind of feedback in writing especially in written feedback.

Hyland stated that teacher consider not only the errors they find in piece of writing but also the student responsible to them, basing their comments and what they choose to address on their relationship with the students and what they know of her background, need and preferences.²⁶ In the other words, we can not ignore either our students needs to produce texts that are regarded as component and successful by their intended audiences and to become self sufficient in constructing acceptably accurate prose.

2. Computer Mediated Feedback

The growth of the technology and computer facilities become more widely available, the role of the computer in delivering and mediating feedback has become another way in teaching and learning. This technological development can empower students and create writing classes more collaborative. According to Warschauer stated that computer mediated communication (CMC) allows students to take a more active and autonomous role when seeking feedback, since they can rise question when they want to and take the initiative in discussion.²⁷

²⁶ Ibid. p 28

²⁷ Ibid p.8

3. Peer Feedback

Some of the more significant insight that have emerged are the following, in particular order; good writing requires revision, writers needs to write for specific audience, writing should involve multiple drafts with intervention response at the various draft stages, peers can provide useful feedback at various levels, training students in peer response lead to better revision and overall improvement in writing quality and the teacher and peer feedback is the best seen as complementary.

The peer feedback process is underway; the students' perception of the value of the enterprise likely to change if they begin to receive useful feedback, or find that commenting on essay is helping the students more critical of their own writing. According to Bell stated that "the adult need to be self directed and opportunities for critical reflection".

For peer feedback, it is important to include a balance of criticism, suggestions, and praise. The writer needs to know both the strong points and the weak points of their writing. The goal of peer feedback is to help the writer. Comment should be clear and easy to understand, specific, include suggestions as well as criticism and have a balance both of positive (praise, suggestion, and advice) and negative comments (criticism). So, giving feedback, the students should be about specific points and including a suggestion to improvement.²⁸

²⁸ Rita Silver, *Journey Writing*(Hongkong: Person Education North asia. 2001)

According to Ferris, there are number of practical benefit of peer response²⁹:

- a. Students get confidence, perspective, and critical thinking skills from being able to read by peers writing on similar tasks.
- b. Students get more feedback on their writing than they could from the teacher alone
- c. Students get feedback from a more diverse audience bringing multiple perspective
- d. Students receive feedback from non expert reader on ways in which their texts are unclear as to ideas and language
- e. Peer review activities build a sense of classroom community.

So, that is why there are different responses toward the peer feedback according to the feedback they got. By using peer feedback in writing through on facebook, teacher encourage the students to give, to seek, and to react for giving feedback among themselves as they write, in addition to react to the teacher's traditional comment on finished papers.

H. Online Peer Feedback in Language Learning

With the growing interest in online learning in general, there is an equivalent growing interest in various forms of online assessment and feedback. Compared to face-to-face oral or written, online peer-feedback proved to have

²⁹ Dana Ferris .R, *Response to students Writing* (Lawrence Erlbaum associated.2003)

many advantages.³⁰ And it indicated that online peer review is a useful tool for assisting students towards writing a successful research paper, particularly when students are provided with specified assessment criteria, grade-ranking system and set deadlines. It helps them to take responsibility for their own learning process, to value the opinions of others, and to improve their time management as they work collaboratively towards a common goal.³¹ Moreover, Ertmer et al stated that student' perceptions of the perceived value of giving and receiving peer feedback, specifically related to the quality of discussion postings, in an online course. Results indicated that despite students' preferences for instructor feedback, the quality of students' postings was maintained through the use of online peer feedback.³² Also, Guardado & Shi stated that online peer feedback, while eliminating the logistical problems of carrying papers around, retains some of the best features of traditional written feedback, including a text-only environment that pushes students to write balanced comments with an awareness of the audience's needs and with an anonymity that allows peers to make critical comments on each other's writings. An intervention of face-to-face class

³⁰ Rourke, A., Mendelssohn, J., Coleman K., & Allen, B. *Did I mention it's anonymous? The triumphs and pitfalls of online peer review*. In Hello! Where are you in the landscape of educational technology. (Australia: Proceedings of the Ascilite 2008 Conference, Institute of Teaching and Learning, Deakin University.2008)p. 830-840

³¹ Ware, P., & O'Dowd, R. *Peer feedback on language form in telecollaboration* (England: *Language Learning & Technology*, 2008) vol 12(1) p. 43-63.

³² Ertmer, P., et al. *Using peer feedback to enhance the quality of student online postings: An exploratory Study* (2008. *Journal of Computer-Mediated Communication*) vol 12(2), article four. [Online] Available: <http://jcmc.indiana.edu/vol12/issue2/ertmer.html> (may 22, 2011))

discussion with teacher's guidance to clarify comments in question is suggested to maximize the effect of online peer feedback.³³

I. Interactive Textual Exchange in online Peer Feedback

Peer feedback in cyberspace retains the advantage of traditional written feedback as students put words together to write about writing. "the situation demands not only writing but also the skillful verbalization of one's thoughts and ideas about writing and a peer's text"³⁴. When focusing on writing in cyberspace, students, in Jennifer Jordan-Henley and Barry M. Maid's stated, "are released from much of the responsibility that a face-to-face encounter sometimes forces on them. They are not affected, for instance, by students with bad breath, or by students who make them uncomfortable in some vague way, or by students who are angry with a teacher"³⁵. While released from these responsibilities in the traditional mode, students take on new responsibilities in online feedback. For example, in peer e-feedback activities, students must still be sensitive to the audience's needs and follow a clear, concise, and informative style without having the benefit of facial cues or body language that face-to-face interactions offer³⁶. These constraints pose more challenges to students engaged in peer e-feedback but perhaps also in a way persuade them to be better writers. According

³³ Guardado, M. & Shi, L. *Computers and Composition ESL students' experiences of online peer feedback, Journal vol.24*, p.443–461

³⁴ Mabrito, Mark. *Electronic mail as a vehicle for peer response: Conversations of high- and low-apprehensive writers* (1991: *Written Communication*, 8, 509–532)

³⁵ Jordan-Henley, Jennifer, & Maid, Barry M. (1995). *Tutoring in cyberspace: Student impact and college/university collaboration*. *Computers and Composition*, 12, 211–218.

³⁶ Breuch, Lee-Ann M. Kastman, & Racine, Sam J. (2000). *Developing sound tutor training for online writing centers: Creating productive peer reviewers*. *Computers and Composition*, 17, 245–263.

to Lee Honeycutt's analyses that the students' conferencing transcripts, students in an online environment are only linguistically co-present, so they must make explicit references by using indexical devices, such as page numbers, quotations, and paraphrases to maintain common document focus and make coherent evaluative comments³⁷. One should note that Honeycutt's observations were made in online conferencing, and other methods such as exchanging Microsoft Word documents would have offered possibilities of using highlighting or inserting comments to make explicit references. The demand for greater document-related referencing in providing written feedback is conceptualized by Herbert H. Clark and Susan E. Brennan stated that the cost of communicative grounding in online peer feedback. By obliging students to focus on making coherent comments in a text-only environment, online peer feedback retains the advantages of traditional written feedback to foster the development of metalanguage and awareness about written communication³⁸.

The nature of textuality in online peer feedback implies the differences between asynchronous and synchronous conferencing. Both are electronic communications, but the former is closer to textuality whereas the latter is closer to orality. Compared to asynchronous conferencing, which has been observed to have reduced interactivity due to the lack of nonverbal cues and the delay of interaction, synchronous or real-time peer commenting invites quick exchanges

³⁷ Honeycutt, Lee. (2001). *Comparing E-mail and Synchronous Conferencing in online peer Response*. *Written Communication*, 18, 26–60.

³⁸ Susser, Bernard. (1993). *Networks and projectwork: Alternative pedagogies for writing with computers*. *Computers and Composition*, 10, 63–89.

and personal involvement³⁹. It is, therefore, effective in small group peer reviews because it increases student participation and encourages students to request specific suggestions for revisions. However, synchronous networking can be unnatural when it requires “a roomful of people to type to each other rather than hold a discussion”⁴⁰. Indeed, researchers have found synchronous chats sometimes disjointed, scattered, confusing, and disruptive. In comparison, asynchronous email feedback has been found to have less time pressure⁴¹, and to be more serious and more effective as students learn to adapt their verbal behaviors over time to reach similar interpersonal levels observed in synchronous chats⁴². The differences between synchronous and asynchronous conferencing not only suggest various interactive textual exchanges that e-feedback can generate but also explain some of the inconsistent findings about the advantages and disadvantages of peer e-feedback. If synchronous conferencing is a technology change from asynchronous conferencing, one needs to be aware of how similar changes of technology might have influenced and will continue to influence the findings of research studies.

³⁹ Liu, Jun, & Sadler, Randall W. (2003). *The effect and affect of peer review in electronic versus traditional modes on L2 writing*. *Journal of English for Academic Purposes*, 2, 193–227.

⁴⁰ Susser, Bernard. (1993). *Networks and projectwork: Alternative pedagogies for writing with computers*. *Computers and Composition*, 10, p.71.

⁴¹ Tannacito, Terry&Tuzi, Frank. (2002). *Acomparison of e-response: Two experiences, one conclusion*. *Kairos*, 7(3). Retrived July 25, 2006, from <<http://english.ttu.edu/kairos/7.3/coverweb/tannacito/E-Response-Tannacito-Tuzi.pdf>>.

⁴² Walther, Joseph B. (1996). *Computer-mediated communication: Impersonal, interpersonal, and hyperpersonal interaction*. *Communication Research*, 23, 3–43.

J. The Use of Facebook in the Classroom

First of all, Facebook is web social network site launched on 4th February 2004 by Mark Zuckerberg. First, facebook published just for local only where used for communication between graduation of Harvard and graduation of Ardsley High school. But in next two months, its membership expanded in other school in Boston (Boston College, Boston University, MIT, and Tufts), Rochester, Stanford, NYU, Northwestern, including Ivy League. And many more college regularly added in one year next after launched it. In fact, most of other students get other their friends to participate in this site until the members are closely the university students all over the world and now the members about 64 million active membership.⁴³

Facebook is defines social networks as software products developed to make mutual interaction between individuals and groups easier, provide various options for social feedback and support the establishment of social relationships⁴⁴. It is one of the function of facebook as social interaction for each other, it could be an interesting learning media for English learner-who need interaction each other-moreover facebook is distinctive from other social networking sites because it has stronger roots in the academic community, and further proposes that the site's varied and distinctive functions allow it to provide a very different model of

⁴³ <http://id.shvoong.com/internet-and-technologies/file-sharing/1918499-pengertian-facebook/>

⁴⁴ Boyd, S. (2003). *Are you ready for social software?* Retrieved 10.01.2010, from http://www.stoweboyd.com/message/2006/10/are_you_ready_f.html. Accessed on April,7 2011

how online tools can be used in educational contexts⁴⁵. Also it one of many Web 2.0 tools-Wiki, Delicious, YouTube, Podcast- list as having potential application for teaching and learning because of many social features as social network are:

- a. Most social networks provide users with information sharing facilities such as e-mail, chats, instant messages, videos, blogging, file sharing and photo sharing
- b. Social networks have a database for users so that they can easily find friends, form groups and share things with those with similar interests,
- c. Social networks provide users with opportunities for establishing on-line profiles and setup their own social networks,
- d. Most social networks are free of charge,
- e. Most social networks are reviewed and recreated according to user feedback. Similarly, open source versions enable users to develop their own applications to be integrated with sites,
- f. Social networks enable users to reset their own access and privacy; therefore users decide what to share and to what extent they share,
- g. Social networks focus on individual based personal online groups rather than firstgeneration online groups based on content, subjects or personal interests,
- h. Social networks allow constantly accumulating data update,
- i. Social networks allow data analysis,

⁴⁵ Tanja E. Bosch, *Using online social networking for teaching and learning*, vol 32, *Communicatio*, November, 19th 2009, 187-188, DOAJ (Online)

- j. Social networks create a cooperative environment,
- k. Social networks support active model participation role through social features and chat facilities,
- l. Social networks provide interaction,
- m. Social networks provide users with a critical thinking environment,
- n. Social networks support active learning,
- o. Social networks provide school-student interaction and student-student interaction,
- p. Social networks increase student satisfaction with lessons,
- q. Social networks improve student writing skills,
- r. Social networks support informal learning Social networks allow optional profiles open to everyone, Social networks allow contact lists,
- s. Social networks allow users to follow connections between contact lists and other users in the system.⁴⁶

Some advantages above especially point n, o, p, q, r are the main goal of using peer feedback technique through on facebook. And the researcher believe that the social network assist the learner as media in learning process direct or indirectly. Using social network-facebeook-as English learning media could be applied by the teacher using this technique in classroom to teach writing for university's student by applies writing learning in daily

⁴⁶ Murat Kayri and Özlem Çakır, *An Applied Study on Educational Use of Facebook As a Web 2.0 Tool : The sample Lesson of Computer Network and Communication*, An International journal of computer science & information Technology (IJCSIT) Vol.2, No.4, August 2010, p.49: DOAJ (online)

activities. Teacher asks to the students to post the writing activity in the wall of facebook every week, then student post their work (functional text) in the Group of writing-one of feature consist of facebook of teacher based on the requirement. Then, the peers read, make correction, comment and feedback each other. After that the teacher discusses and analyzes the result of the work's student in the class as face to face explanation. All of the explanation above shows that Facebook Web 2.0 tool can be used for educational purpose. Facebook media not only makes lesson enjoyable but also provides lots of electronic material and building social network with Facebook provides collaboration in group⁴⁷. So, the student accept something new and interest to learn writing by using one of social network, in the other hand student will able to use sophisticated technology not only to communicate but also stimulating and warming up their idea.

⁴⁷ Ibid.50-51

K. Related Previous Studies

This Research inspired by some previous researches in the past, but there are some differences' research focus. There some researches which have same topic but its different point of view;

1. **“Using Facebook to improve students’ achievement in writing a descriptive text at state senior high school 1 at Karangany, Trenggalek - East Java”** By Nurliana Yerlita, 2010, Unpublished S1 thesis, State University of Malang

This study is using facebook to publish the students’ writing descriptive text , based on the author said that when the students publish their work it could motivate the students’ interesting in writing so it going to improve the achievement in writing descriptive text. We can see it from the research question ‘How can the use of FB improve students’ achievement in writing descriptive text at SMAN 1 Karangany?’

The result found that using Facebook improve the students’ achievement in writing descriptive text that implemented by CCAR (Collaboration Classroom Action Research) and qualitative method to analyze the data⁴⁸.

From the explanation above, there are some same things, but the researcher believes there are different focuses topic of research between this study and researcher’s study. Here, focuses on using facebook as media to improve the writing ability of students just focus on descriptive text. In the other hand, the

⁴⁸ Nurliana Yerlita, Using Facebook to Improve students’ achievement in writing descriptive text at state senior high school 1 at Karangany, Trenggalek - East Java: 2010, un publish S1 thesis, State University of Malang

researcher focuses on using peer feedback through facebook which become media to doing feedback and focuses on some genre of functional texts such as descriptive, narrative, recount, expository and argumentative. Both of the researches find the improvement while the treatment was applied and implemented by ĆCAR (Classroom Action Research), but in this research use mix between quantitative-qualitative to analyze the data.

2. **“Students’ Motivation for social Media Enhanced Studying and Learning”;**
Knowledge Management & E-Learning: An International Journal, Vol.2,
No.1.created by Kirsi Sillius*corresponding author*

Solutions of social media enhanced learning are widely studied in Hypermedia Laboratory at Tampere University of Technology (TUT). In recent years Web 2.0 based social media services (e.g., Facebook®, LinkedIn®, Last.fm®, etc.) have become popular, especially among young people. Based on this phenomenon TUT Hypermedia researchers have developed a social networking site for TUT freshmen aiming to provide convenient tools for interaction and study support. The first idea was to offer a free-of-charge social web site in the context of learning Basic Engineering Mathematics at TUT. This was thought to be an efficient tool to get new students studies off to a good start as mathematics courses play a significant role. However, the prediction failed, which caused us to study students’ motivations for social network site usage in the study context. This paper describes research conducted in 2009. Moreover, a

description of subsequent measures accomplished (e.g., web site development and social network analysis) at TUT is included⁴⁹.

And my research are focuses on peer feedback to improve writing ability but in this research just to improve in narrative text and my study focus on some functional text on writing ability such as descriptive, narrative, recount, expository and argumentative. And the important one, my research doing peer feedback on facebook which become most interesting social network to learning process and analyze the data use descriptive qualitative quantitative method.

3. **“Using online social networking for teaching and learning: Facebook use at the University of Cape Town”** By; Tanja E. Boscha

A Centre for Film and Media Studies, University of Cape Town, South Africa

Online publication date: 19 November 2009

Web-based learning has made learning content much more freely and instantaneously available to students who can download course notes and readings with a single mouse click. Facebook is one of many Web 2.0 tools – wikis, delicious, YouTube, podcasts – that are listed as having potential applications for teaching and learning. Moreover, it has been argued that the current generation of youth, often described as Net Geners or Digital Natives, may be resistant to traditional methods of teaching and learning. This article explores student use of Facebook at the University of Cape Town, as well as lecturer engagement with

⁴⁹ Kirsi Sillius, “Students’ Motivation for social Media Enhanced Studying and Learning”: Knowledge Management & E-Learning: An International Journal, Vol.2, No.1

students via the new social media. Drawing on a virtual ethnography and qualitative interviews, this article shows that while there are potential positive benefits to using Facebook in teaching and learning, particularly for the development of educational micro-communities, certain challenges, including ICT literacy and uneven access, remain pertinent⁵⁰.

And my research focuses on peer feedback to improve writing ability but in this research just to improve in narrative text and my study focus on some functional text on writing ability such as descriptive, narrative, recount, expository and argumentative. And the important one, my research doing peer feedback on facebook which become most interesting social network to learning process and analyze the data use descriptive qualitative quantitative method.

4. The Use of Peer Feedback to Improve the Students' speaking ability in the Tenth grade of SMA Negeri 1 Babat by Hafidza Nash'ul Amrina, 2008, unpublished thesis, State University of Surabaya

The researcher was focuses on the investigation whether the peer feedback can improve the students' speaking ability or not. This study was an experimental research which uses the experimental and the control group. The researcher use cluster random sampling to get her sample. The data was obtained by administering the pre test and the post test. Then, the data were statistically analyzed by using t-test.

⁵⁰ Tanja E. Boscha, "Using online social networking for teaching and learning: Facebook use at the University of Cape Town"

The result shown that there is significant difference in the speaking ability between the students who were taught by using peer feedback and those who were not taught in that way. Although the alternative hypothesis is confirmed but there are some of the aspect which has no significance improvement and which have significant improvement, Such as the eye's contact, body language, gesture, rate of speech, volume of speech and the pronunciation. And the speaking aspect which has no significance improvement was the students' grammar⁵¹.

From the explanation above, we use the same technique-peer feedback-to find the improvement while the treatment was applied, but on my research focuses on writing ability and functional text then doing the feedback on facebook after that implemented by CCAR, and analyze the data by descriptive qualitative quantitave. That is quite different way to see and find the answer from the same problem in different way.

5. The Implementation of Peer Feedback Technique to Improve the eleventh grader Students' Narrative Writing Ability by Ernawati, 2008, Unpublished Thesis, Surabaya State University

This study was intended to find out the term of feedback that students are given in the implementation of peer feedback technique in the writing class activity, the students responses after they get feedback in their writing in the implementation of peer feedback technique in the writing class activity and the students' grammar, organization, content, in their writing narrative text

⁵¹ Hafidza Nas'ul Amrina, The Use of Peer Feedback to Improve the Students Speaking ability in the Tenth grade of SMA Negeri 1 Babat, State university of Surabaya, Surabaya: 2008, un publish thesis

improvement after peer feedback technique is implemented. This study was descriptive qualitative research, the researcher analyzed the term of students' feedback and the term of students' response the peer feedback.

In conclusion, different term of feedback can influence the term of students' response and also the students writing improvement. It is also concluded that peer feedback technique can improve the students writing ability in term of content, organization, and grammar⁵².

At a glance, this title same with mine which focuses on peer feedback to improve writing ability but in this research just to improve in narrative text and my study focus on some functional text on writing ability such as descriptive, narrative, recount, expository and argumentative. And the important one, my research doing peer feedback on facebook which become most interesting social network to learning process and analyze the data use descriptive qualitative quantitative method. So, this research more narrow that mine because only focus on one functional text. This is the different one.

6. **'ESL students' experiences of online peer feedback' By Guardado, M. & Shi, L. *Computers and Composition Journal* vol.24, p.443–461**

With the popularity of computer technology, online peer feedback has become common in university writing classes. This paper reports an exploratory study of 22 English as a Second Language (ESL) students' experiences of online peer feedback in a sheltered credit course at a western-Canadian university. Based on analyses of the electronic feedback (e-feedback) participants received,

⁵² Ernawati, The Implementation of Peer Feedback Technique to Improve the eleventh grader Students' Narrative Writing Ability, Surabaya State University: 2008, Unpublished Thesis

comparisons of their initial and revised drafts, and follow-up interviews, the study shows that e-feedback, while eliminating the logistical problems of carrying papers around, retains some of the best features of traditional written feedback, including a text-only environment that pushes students to write balanced comments with an awareness of the audience's needs and with an anonymity that allows peers to make critical comments on each others' writings. However, the participating ESL students expressed little confidence in peer commenting in general. Some shied away from the demand to express and clarify meaning, which turned online peer feedback into a one-way communication process, leaving a high percentage of peer comments not addressed. An intervention of face-to-face class discussion with teacher's guidance to clarify comments in question is suggested to maximize the effect of online peer feedback⁵³.

In the other hand, my research focuses on peer feedback to improve writing ability but in this research just to improve in narrative text and my study focus on some functional text on writing ability such as descriptive, narrative, recount, expository and argumentative. And the important one, my research doing peer feedback on facebook which become most interesting social network to learning process and analyze the data use descriptive qualitative quantitative method.

⁵³ Guardado, M. & Shi, L, "ESL students' experiences of online peer feedback". *Computers and Composition Journal* vol.24, p.443-461

CHAPTER III

RESEARCH METHODOLOGY

The writer formulates the research design in this chapter that used as way to analyze this study; there are research design, research variable, and subject of research, collecting data research, and data analysis technique.

A. Research Design

The writer uses a classroom action research (CAR) which collaborate between teacher and researcher and it consists some steps, there are Planning on action, implementing the action, reflecting the observation which done in 1 cycle (six meeting face to face meeting and six online meeting) that consists five topics of functional texts such as; descriptive, narrative, recount, expository and argumentative text.

CAR can be classified as applied research because the research has purpose to improve the quality and result of the pedagogy by implementation of learning strategy in the education department. It begins with a question about classroom experience, issues, or challenge. It is reflective process which helps teacher to explore and examine aspects of teaching and learning and to take action to change and improve.⁵⁴

⁵⁴ <http://www.teachingenglish.org.uk/transform/teacher-development-tools/action-research>, accessed on august 2010

CAR will help the teacher discover what works best in teacher's own classroom situation. It is powerful integration of teaching and scholarship that provides a solid basis for instructional decision. It is easily mastered techniques provide insight into teaching that result in continual improvement.⁵⁵

To applied the strategy of using peer feedback through facebook, the researcher collaborate with the teacher as a team to plan, observe and analyze the ability of the students before and after the strategy applied and to know the improvement of the students' writing ability there is criteria of success that arranged by the teacher to give the score of the students writing product (see appendix 1).

B. Subject of Study

The subject of research is students of second semester class of 2010 at English Education Department of State Institute for Islamic Studies who gets functional text material for writing 1 and the data source is about the activity that can support the using social network as media to teach English writing functional text, and the teacher as applicator or information source, the material and the evaluator.

⁵⁵ <http://academic.udayton.edu/FacDev/essaysforteachingExcellence/PODvol114/tevol14n7.html> accessed on December 2010

C. Instrument of Data Collection

In this research, the researcher do researches in English Education Department of State Institute for Islamic Sunan Ampel Surabaya and find the data to answer the statements of the study that be collected by questionnaire, observation, documentation and test;

a. questionnaire

The first done after the treatment given to get the data about the students responses' deeply of using this strategy given some multiple questions that called questionnaire by researcher that must answered by the subject of research-students of English Education Department in 2nd semester.

b. Test

The second steps done before treatment which is called pretest is used to measure the students' knowledge about English writing descriptive text, then the last test is done after treatment called posttest is used to measure weather the students writing descriptive text ability is increasing or not after they are given treatment. The pretest held on the first date of May in student of English Education Department in second semester that posted in facebook. The post test held on 10th June. The second step is scoring the students' writing functional text. The third step of collecting data research is giving score for each genre of functional text based on the scoring rubric (see appendix 1) then putting the score on the table.

c. Observation Check list

Observation check list is used to collect the data in structured process about all of things are surround the class or outclass, and activities that support using this technique; the researcher observe all of the process in every meeting not only on line meeting but also in face to face meeting then the researcher fill the observation check lists (see appendix 2) then describe it into a field note and draw a conclusion about all of the learning process when using peer feedback through on facebook to improve writing ability of students' 2nd semester.

d. Documentation

Documentation is used to collect the data about material that researched in State Institute for Islamic studies Sunan Ampel Surabaya. All of the activities in the account of Facebook during the research process will be printed as documentation. The data source consists of lesson plan, hand out and writing product that posted on facebook from drafting, giving comment and revising (see appendix 3).

D. Data Collecting Technique

The first step in collecting the data by conducting some tests; pretest and post test. A pretest is used to measure the students' writing ability in functional text before the peer feedback technique given, while the posttest for measuring whether the students' writing ability which is improving or not after they are given treatments.

The first draft posted on facebook, all of the students posted their writing products about descriptive, narrative, recount, expository and argumentative are called pretest. And the post test held on 5th meeting, June 10th 2011 in lab class for C and D class that consists of 34 students. After giving score the writing product of the students, then putting the scores on the tables list, and analyze the scores. Besides giving pretest and posttest, the questionnaire is also given on June, 29th 2011.

While the treatment was work, the researcher observes the peer feedback process in the class and in the facebook (face to face meeting and online meeting) the observation check list was describe on the field note that write in every meeting. And the overall steps and process in this research was documented in printed file such as; the kind of writing product that posted by the students in the facebook, the pretest and posttest result, the questionnaires given, the observation check list that become a documentation (see appendix 4).

E. Data Analysis Technique

In this Study the researcher uses quantitative qualitative data analysis technique to analyze the data by description the data has been collected in real result without make a conclusion which prevail for common or generalization. The research focus on the influence of using Peer feedback through on Facebook to Improve Writing ability, so this thesis not only give the explanation but also relation of the technique, the application of this technique, and the influence of this technique to improve the writing ability of the student.

The first test is to find out the students achievement in a process using peer feedback through on Facebook to improve the writing ability and the second

test is used to find out the differences, the writer calculates the improvement among them by using T-test formula. According to Sugiyono⁵⁶, the data must be prepared the researcher has step to count before filling to T-test.

The next step is analyzing the students' the writing ability using peer feedback through on Facebook score of the pre-test and score of the post test by using independent t-test to know whether the subjects have significantly different or equal level before the treatment is conducted. In addition, the similar statistics measure applied to the students' writing ability using Peer feedback through on Facebook to know to what extent is the difference between students who are taught using peer feedback through on Facebook and using conventional methods.

The results of the calculation of the t-test value are expected to indicate clearly the difference between the two means score. This means that, the result of the previous calculation will indicate how the effective of using of Peer Feedback through on Facebook is improving the students' writing ability in English. To calculate the data, the researcher uses SPSS program, by using SPSS, for the sake of clarity, the data were analyzed in order of outlier test and hypothesis. Since many statistics are affected by data values that are much larger or smaller than most. It is always important to examine the data to see whether extreme values are present.

The outlier test is employed in this study in order to find out whether the score are found in the result of the experiment. The result of the outlier test indicates that z score obtained from the outlier test is more than 2,5 and less than

⁵⁶ Prof. Dr. Sugiyono, *Metode Penelitian Pendidikan*. (Bandung: Alfabeta. 2010) p. 102

2,5. The obtained z score that the data collected from the experiment is normal or there is no extreme values found in the data. This assumption is in line with the description made by Sugiyono (2005: 34), who states that z score for normal distribution of the data is $-2,5 < z < 2,5$.

Research hypothesis of the study is: H_A if there is any significant difference between the writing ability by the students who are taught using Peer Feedback through on Facebook to improve writing and the students taught conventionally. To prove this working hypothesis, the null hypothesis is tested in the treatment. The null hypothesis is: H_0 if there is no significant difference between the writing ability by the students who are taught using Peer feedback through on Facebook as English Learning technique and the students taught conventionally.

The t-test for independent variable is applied to test the hypothesis. If the level of significant (sig) is more than 0,05 or if calculated t-value is less than t-table, the null hypothesis is accepted.

If using t-test formula⁵⁷, as stated below :

$$t = \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}} \right) \left(\frac{s_2}{\sqrt{n_2}} \right)}}$$

Note:

\bar{X}_1 = Mean of the score of pre test done by the students

⁵⁷ *Ibid.* p.103

\overline{X}_2 = Mean of the score of post test done by the students

s_2 = the standard deviation of post tests' score

s_1 = the standard deviation of pre tests' score

s_1^2 = variants' of the pre tests' score

s_2^2 = variants' of the post tests' score

r = correlation between the score of pre test and post test

Then, to analyze the questionnaire which find the responses of the students, the researcher calculate and analyze the data by using this pattern below;

$$P = \frac{F}{N} \times 100 \%$$

Note:

P : the total score of the response

F : the total of the answer that earned by the students

N : the total of the students

From the pattern above the researcher got some percentages' of the responses for each indicator given in the questionnaire lists.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher analyzed the data that have collected during the research. This chapter presents the result of the observation check list, questionnaire and students' writing score (pretest and posttest).

The explanation covers the answer of the research question proposed in chapter I, they are How are the students' writing functional texts when peer feedback on Facebook is used, How is the using of peer feedback on facebook as media to learning functional text can improve the ability of student, What are the students' responses toward the use of peer feedback to writing functional text on facebook. Furthermore in this chapter, the researcher also provides the discussion of the result.

A. Description of the Data

1. Pre test and Post test

The pre test done before treatment applied and the post test done after the treatment applied both of the tests given to know the writing ability of the students before and after the treatment implemented. Whereas, the topic of the pre test and post given in same material but in different topic because the pre test already given feedback from their peers, so to get the score of post test should given in different topic. Then, the result of pre and post test scored with the scoring rubric that the result will be analyzed using t-test to measure

the correlation using peer feedback through on facebook improve the writing ability of the students or not.

Below, there is a table of scoring pre and post test where:

X1= the score of pre test Descriptive text

Y1= the score of pre test narrative text

Z1= the score of pre test recount text

A1= the score of pre test expository text

B1= the score of pre test argumentative text

X2= the score of post test descriptive text

Y2= the score of post test narrative text

Z2= the score of post test recount text

A2= the score of post test expository text

B2= the score of post test argumentative text

no.	x1	y1	z1	a1	b1	x2	y2	z2	a2	b2
1	75	75	75	70	78	78	84	80	78	80
2	78	78	60	70	78	82	83	80	80	87
3	75	80	75	60	70	80	87	83	80	85
4	78	70	75	78	70	80	84	78	80	80
5	75	78	75	70	70	80	82	80	80	80
6	78	78	80	78	80	80	82	80	84	85
7	70	70	70	78	78	70	84	82	80	80
8	78	80	78	78	70	80	70	70	70	80
9	78	70	60	70	80	70	85	80	83	80
10	68	60	60	60	60	82	70	70	70	80
11	70	60	78	78	78	80	80	85	84	75
12	72	60	60	60	60	83	80	80	82	65
13	60	80	78	70	78	80	80	80	83	85
14	75	80	75	70	78	80	80	80	80	85
15	70	80	75	75	75	80	82	83	80	82
16	80	75	75	78	80	85	80	85	78	80
17	80	85	80	78	80	85	87	85	87	90
18	75	75	70	70	75	80	83	80	82	75
19	75	75	75	70	75	80	75	80	80	80
20	70	75	75	70	60	80	75	78	80	75
21	70	75	70	75	75	80	80	80	78	80
22	80	70	75	75	60	87	85	84	88	88
23	60	60	60	60	60	85	87	82	80	85
24	60	60	60	60	60	85	87	84	85	80
25	60	60	60	60	60	70	70	70	70	60
26	75	75	80	75	75	85	87	85	85	87
27	75	75	70	75	75	85	80	80	80	80
28	70	70	70	70	60	87	85	83	85	75

Table 1: the Students' Score Pre test and Post Test

2. Questionnaire

The questionnaire done after all of the treatment done, to know the response of the students about using peer feedback through on facebook to improve writing ability. There are 28 respondents that answer 14 questions from the questionnaire which consist multiple choice in A, B, C, D. (see appendix 4)

Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	TOTAL
1	2	1	2	3	3	2	2	1	3	2	2	2	1	1	27
2	2	2	2	1	3	3	3	1	3	3	2	1	1	1	28
3	2	3	2	2	3	2	2	3	3	3	3	2	3	3	36
4	3	3	1	2	3	3	3	2	3	3	2	2	2	2	34
5	1	3	2	2	2	2	2	1	2	2	2	1	2	1	25
6	2	2	1	2	2	2	2	1	3	3	2	2	2	2	28
7	3	3	2	1	3	3	3	1	1	3	2	1	2	2	30
8	2	3	1	2	2	1	1	1	2	2	2	1	1	1	22
9	1	3	1	1	1	2	1	2	3	2	1	1	2	2	23
10	2	2	1	2	2	2	2	2	2	2	1	1	1	1	23
11	2	2	2	2	2	2	2	1	3	3	2	2	2	2	29
12	3	3	2	2	3	3	4	2	2	3	2	2	2	2	35
13	2	3	2	3	2	2	2	2	3	3	2	2	2	2	32
14	2	3	2	2	2	2	2	1	3	3	2	2	1	1	28
15	2	3	1	2	3	3	2	1	2	3	2	3	2	2	31
16	2	1	1	2	3	3	3	2	1	2	1	1	2	2	26
17	2	3	1	2	3	3	3	2	1	2	1	1	2	2	28
18	3	3	2	2	2	1	1	1	2	2	2	2	2	1	26
19	2	3	1	2	3	3	3	2	2	2	2	2	2	2	31
20	2	2	2	2	3	2	2	1	2	1	2	1	2	1	25
21	2	3	2	2	3	3	3	1	2	1	2	1	2	1	28
22	3	3	1	3	2	2	2	2	1	1	1	2	2	2	27
23	3	2	2	2	3	3	3	1	2	1	2	1	1	2	28
24	2	3	1	2	3	2	2	1	3	2	1	1	2	2	27
25	2	3	2	2	3	2	2	1	1	1	1	1	1	1	23
26	2	2	1	1	3	3	4	4	2	3	2	2	2	1	32
27	2	2	1	3	2	2	1	2	3	3	2	1	1	1	26
28	3	2	1	1	2	2	1	3	2	1	1	2	1	1	23
TOTAL															781

Table 2: the students' answer of the questionnaire

B. The Finding of Conducted Research

1. The Result of Implementation CCAR in Learning Process

The result of teaching and learning process done by the teacher and researcher in one cycle that consists of six meeting face to face learning which explained below:

a. Meeting 1

1) Planning

In this step, we learnt about writing functional text especially in some genre such as; descriptive, narrative, recount, expository and argumentative. The participator in this treatment was all of the students in writing class especially in C and D class of Mrs. Asmiyah who as the lecturer that gave explanation about the material in face to face meeting on the class. And the researcher observes the activity in the class and facilitates the activity on facebook.

The time was used 3x45 minute. The researcher prepared everything needed in peer feedback technique. First, the researcher and the collaborative English teacher prepared the lesson plan covered the opening activity, main activity and closing activity. In the main activity covered invention, revising, editing. Second, the students in writing class get explanation, handout and exercise from the writing lecturer in face to face meeting on the writing schedule. And the researcher give instruction to the students post their writing product in

several genre in functional text on facebook every week, then each of the students must read, correction and comment for the other peers, at least one students give feedback to three writing product of peers. Every week the researcher reports the progress of this activity to the lecturer and analyzes the process in order to control the students' activity doing feedback on facebook.

Moreover, the researcher prepares the observation check list and field note to write down every activity in this learning process and reflect the overall activity and interaction in every meeting.

2) Acting

After doing the planning, the researcher and the lecturer worked together. There were two kind of learning; face to face learning and online learning (facebook). The face to face learning handled by Mrs. Asmiyah while the researcher as observer and the online learning handled by the researcher self.

First of all, Mrs. Asmiyah as the writing lecturer in C and D class prepared the material needed such as hand out or slide show. Then she gave a piece of paper that consist two different kind of text (descriptive), she stimulated the brain of the students by asking some questions that related to the paragraph and analyze the different characteristic from of the paragraph. After that she shared a piece of paper about route of one place then, she asked the students to show the direction of that place and describe it clearly with more that 10 details.

After that she asked the students to make an outline about descriptive text then discuss with their peers, edited and revised their outline and the last they wrote down their outline into descriptive paragraph. In the last meeting, Mrs. Asmi asked their students to post their writing on facebook in order to get feedback from other peers.

Before doing online learning, the researcher gave explanation first how to post, where they should to post and what are the requirements should follow. And most of the students posted their writing product (descriptive) it could be describe place, person or thing then every student should give read, check, and comment (feedback process) to at least three peers. After getting feedback from their peers they should revised their writing then posted again. Here, the researcher observed and gave direction for them how to giving feedback and posting in order to avoid the mistake.

3) Observing

May 11st, 2011 the researcher observed the writing learning process. The researcher observed the learning process. Based on the observation check list, first the lecturer asked some questions to brainstorm, and shared the hand out that related with material. Then through in learning activities the lecturer asked the students to read the handout helped the students to identify and explain the characteristic of generic structure of descriptive text. Moreover, the researcher

concluded that this learning focus on the process, for example in planning, drafting and revising and the material just focus on the text.

In this learning process, the students have given opportunities to use their own ideas and their own language resources in creating text.

For overall activities, there was some case such as the students' confusing to post their writing product on facebook.

4) Reflecting

Based on the observation check list and field note that recorded by the researcher, most of the learning activities done well by the lecturer, researcher and the students the aim, the approach and the motivation done well. But some of the students found the difficulties while post their writing such as internet trouble connection, didn't know how to post their writing etc. the researcher assumed that should demonstrate first the steps and requirements to post the writing product on facebook in order to avoid the difficulties.

b. Meeting 2

1) Planning

The time was used 3x45 minute. The researcher prepared everything needed in peer feedback technique. First, the researcher and the collaborative English teacher prepared the lesson plan covered the opening activity, main activity and closing activity. In the main activity covered invention, revising, editing. Second, the students in

writing class get explanation, handout and exercise from the writing lecturer in face to face meeting on the writing schedule.

2) Acting

After doing the planning, the researcher and the lecturer worked together. There were two kind of learning; face to face learning and online learning (facebook). The face to face learning handled by Mrs. Asmiyah while the researcher as observer and the online learning handled by the researcher self.

First of all, Mrs. Asmiyah as the writing lecturer in C and D class prepared the material needed such as hand out or slide show. Then she gave a piece of paper that consist two different kind of text (recount and narrative), she stimulated the brain of the students by asking some questions that related to the paragraph and analyze the different characteristic from of the paragraph. After that she divided the students in the class become two groups which the first group to arrange an outline in recount text and other make outline into narrative, it needs 30 minutes then swap it to the other students that have different topic then, commented each other in order to improve the writing ability in recount and narrative text, then return it to your friends work, after that edited and revised their own outline into a paragraph that already commented by their peers. The last activity she asked the students to post their writing product (recount and Narrative) on facebook in order to got feedback from their peers.

In online learning, most of the students posted their writing product (narrative and recount) then every student should give read, check, and comment (feedback process) to at least three peers. After getting feedback from their peers they should revised their writing then posted again. Here, the researcher observed and gave direction for them how to giving feedback and posting in order to avoid the mistake.

3) Observing

May, 18th 2011 was the second meeting in writing class. And I as researcher observed the condition while the learning done. Based on the observation check list, first the lecturer asked some questions to brainstorm, and shared the hand out that related with material. Then through in learning activities the lecturer asked the students to read the handout helped the students to identify and explain the characteristic of generic structure of narrative and recount text. Moreover, the researcher concluded that this learning focus on the process, for example in planning, drafting and revising and the material just focus on the text. In this learning process, the students have given opportunities to use their own ideas and their own language resources in creating text.

In this case, the researcher saw that the most of the students in the class are getting confuse, the researcher didn't know exactly what the main problem that make them confusing, maybe most of them didn't

catch the point that Mrs. Asmi said or difficult to understand the sentences that Mrs. Asmi used to explain in front of class but she try to explain clearly by choosing the right word.

4) Reflecting

Based on the observation check list and field note that recorded by the researcher, most of the learning activities done well by the lecturer, researcher and the students the aim, the approach and the motivation done well. But some of the students found the difficulties while post their writing such as internet trouble connection, didn't know how to post their writing etc. the researcher assumed that the lecturer should choose the easy word to explain in order to avoid the confusing of the students to understand the explanation.

c. Meeting 3

1) Planning

On the third learning, the lecturer talked about expository text that kind of text explained a problem or a phenomenon and fact or convey information. The time was used 3x45 minute. The researcher prepared everything needed in peer feedback technique. First, the researcher and the collaborative English teacher prepared the lesson plan covered the opening activity, main activity and closing activity. In the main activity covered invention, revising, editing. Second, the students in writing class get explanation, handout and exercise from the writing lecturer in face to face meeting on the writing schedule.

2) Acting

First of all Mrs. Asmi shared the piece of paper (hand out) that consist example of functional text (expository) after that she asked some questions to the students in order to build their schemata that call pre activities. Mrs. Asmi asked the students to choose a topic then make an outline that related with the topic sentence after that she checked the activities of the students one by one and give clear explanation in order to still in track. Then, she asked the students to write a paragraph based on the outline that already made by the students, and the last of the meeting they should posting on facebook to got some comment from their friends (feedback process).

3) Observing

May, 25th 2011 was the third meeting in writing class. And I as researcher observed the condition while the learning done. Based on the observation check list, first the lecturer asked some questions to brainstorm, and shared the hand out that related with material. Then through in learning activities the lecturer asked the students to read the handout helped the students to identify and explain the characteristic of generic structure of expository text. Moreover, the researcher concluded that this learning focus on the process, for example in planning, drafting and revising and the material just focus on the text.

In this learning process, the students have given opportunities to use their own ideas and their own language resources in creating text.

4) Reflecting

Based on the observation check list and field note that recorded by the researcher, most of the learning activities done well by the lecturer, researcher and the students the aim, the approach and the motivation done well.

d. Meeting 4

1) Planning

On the third learning, the lecturer talked about argumentative text. The time was used 3x45 minute. The researcher prepared everything needed in peer feedback technique. First, the researcher and the collaborative English teacher prepared the lesson plan covered the opening activity, main activity and closing activity. In the main activity covered invention, revising, editing. Second, the students in writing class get explanation, handout and exercise from the writing lecturer in face to face meeting on the writing schedule.

2) Acting

First of all Mrs. Asmi shared some handouts that consists of two different paragraphs of argumentative then, she asked the students to read and analyze the generic structure and characteristic both of the paragraphs. After that the students wrote on the available paper and plug into the wall and each of the students check another students

work then compare with their own work. This was an interesting activity in the class that drove the students to be more think critically because each of the students should giving feedback each other that could be enhance their knowledge in analyze generic structure of argumentative text. Then Mrs. Asmi explains more about argumentative text in order to make the understanding of the students clearly. Moreover she used computer which connected each other to explain argumentative text to the students, this was interesting atmosphere to analyzing argumentative text. After that, she drawn conclusion about argumentative text in power point slides and asked the students to analyze which topic sentences are arguable or not. In the last activities she asked the students to practice making an outline of argumentative text on computer after that they wrote down their outline to a paragraph.

3) Observing

May, 31st 2011, was the fourth meeting in writing class. And I as researcher observed the condition while the learning done. Based on the observation check list, first the lecturer asked some questions to brainstorm, and shared the hand out that related with material. Then through in learning activities the lecturer asked the students to read the handout helped the students to identify and explain the characteristic of generic structure of argumentative text. Moreover, the researcher

concluded that this learning focus on the process, for example in planning, drafting and revising and the material just focus on the text. In this learning process, the students have given opportunities to use their own ideas and their own language resources in creating text.

4) Reflecting

Based on the observation check list and field note that recorded by the researcher, most of the learning activities done well by the lecturer, researcher and the students the aim, the approach and the motivation done well.

e. Meeting 5

1) Planning

On the fifth learning, the lecturer talked about argumentative text. The time was used 3x45 minute. The researcher prepared everything needed in peer feedback technique. First, the researcher and the collaborative English teacher prepared the lesson plan covered the opening activity, main activity and closing activity. In the main activity covered invention, revising, editing. Second, the students in writing class get explanation, handout and exercise from the writing lecturer in face to face meeting on the writing schedule.

2) Acting

Mrs. Asmi opened this meeting by greeting and checking the previous assignment (make an argumentative outline) done by the

students then Mrs. Asmi gave clear explanation to the students in order to avoid an error of argumentative texts principles. Some cases appear in this day, most of students confuse when choose a topic (is the topic arguable or not) and the second one they difficult to arrange pro and contra ideas in one paragraph. Again Mrs. Asmi showed the direction how to mix two different ideas in one paragraph, she guide the students how to combine two different ideas in one paragraph, how to choose the transition signals, how to add the antithesis in argumentative paragraph through on computer that connect from one students to others.

In the last activities of this meeting, she drawn conclusion about how to introduce the arguments in the paragraph and gave a chance for the students to ask some question to her, finally she closed this meeting by asks the students to posting an argument text on facebook.

3) Observing

June, 1st 2011, was the fifth meeting in writing class. And I as researcher observed the condition while the learning done. Based on the observation check list, first the lecturer asked some questions to brainstorm, and shared the hand out that related with material. Then through in learning activities the lecturer asked the students to read the handout helped the students to identify and explain the characteristic of generic structure of expository text. Moreover, the researcher

concluded that this learning focus on the process, for example in planning, drafting and revising and the material just focus on the text. In this learning process, the students have given opportunities to use their own ideas and their own language resources in creating text.

4) Reflecting

Based on the observation check list and field note that recorded by the researcher, most of the learning activities well done by the lecturer, researcher and the students the aim, the approach and the motivation well done.

f. Meeting 6

June, 10th 2011 there was be mid term evaluation of writing 1 for second semester held by Mrs. Asmi. She gave some topic that already learnt in the past meeting and now she gave some topics including narrative, descriptive, recount and expository, and argumentative paragraph such; nightmare, favourite teacher, fasting and Islamic celebration, is fashion important?, are cell phones dangerous, does religion cause war, should government provide health care, etc.

Every student should do individually, composed their writing based on the topic in 100words for one paragraph, they should explore their own writing using their own word and idea. All of this process called post test which can be record all of the writing result after doing the treatment (read, comment, revision through on facebook)

1. The Result of the Students' Score in Writing

For about student's score in writing could improve when peer feedback applied. The student's writing ability could improve which shown from the score's pretest and post test that held during on every meeting.

Below, the result of the scoring pre test and post test shown the minimum data, maximum data, mean and the standard deviation.

	N	Minimum	Maximum	Mean	Std. Deviation
post test descriptive	28	70.00	87.00	81.3929	4.77138
post test narrative	28	70.00	87.00	81.2143	5.11611
post test recount	28	70.00	85.00	80.8929	4.50793
post test expository	28	70.00	88.00	80.4286	4.52506
post test argumentatif	28	60.00	90.00	80.5714	6.88761
pre test descriptive	28	60.00	80.00	72.5000	6.24500
pre test narrative	28	60.00	85.00	72.4643	7.56934
pre test recount	28	60.00	80.00	70.5000	7.29028
pre test expository	28	60.00	78.00	70.7500	6.54684
pre test argumentatif	28	60.00	80.00	71.3571	7.89381
Valid N (listwise)	28				

Table 3: The descriptive statistics' score of pre test and post test

From the statistics data above, it will be presented in every genre of functional text to know the gain in scoring;

a. Descriptive

Descriptive	Pre test	Post test	Difference
Minimum	60	70	10
Maximum	80	87	17
Mean	72,5	81,39	

From the table above, it shown that the in pre test of the students there were; 60 is the minimum score and 85 is the maximum score. The students' score post test 70 is the minimum score and 87 is the maximum score. There was gain in both test were 10 and 17. From all of the score in pre test and post test, there was mean from the entire pre test is 72.5 and 81.39 from post test.

The improvement shown in chart below;

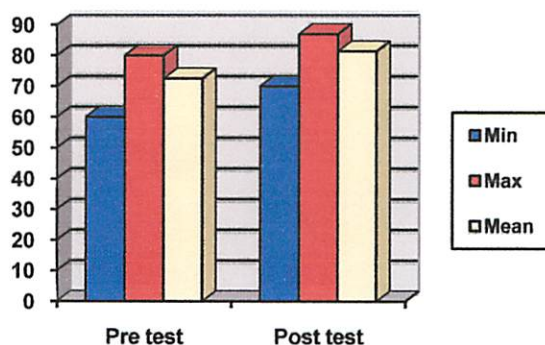


Chart 1: chart of the improvement descriptive text

b. Narrative

Narrative	Pre test	Post test	Difference
Minimum	60	70	10
Maximum	85	87	2
Mean	72.4	82.2	

From the table above, it shown that the in pre test of the students there were; 60 is the minimum score and 85 is the maximum score. The students'

score post test 70 is the minimum score and 87 is the maximum score. There was gain in both test were 10 and 2. From all of the score in pre test and post test, there was mean from the entire pre test is 72.4 and 82.2 from post test.

The improvement shown in chart below;

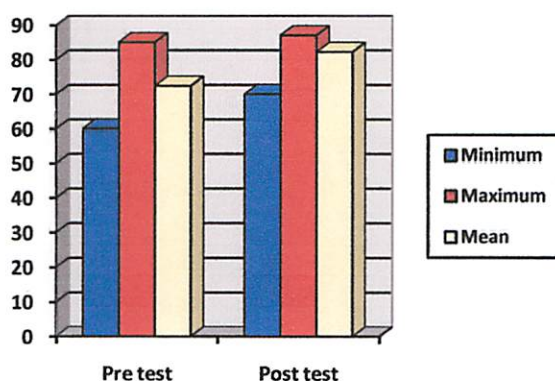


Chart 2: chart of the improvement narrative text

c. Recount

Recount	Pre test	Post test	Difference
Minimum	60	70	10
Maximum	80	85	5
Mean	70,5	80,9	

From the table above, it shown that the in pre test of the students there were; 60 is the minimum score and 80 is the maximum score. The students' score post test 70 is the minimum score and 85 is the maximum score. There was gain in both test

were 10 and 5. From all of the score in pre test and post test, there was mean from the entire pre test is 70.5 and 80.9 from post test.

The improvement shown in chart below;

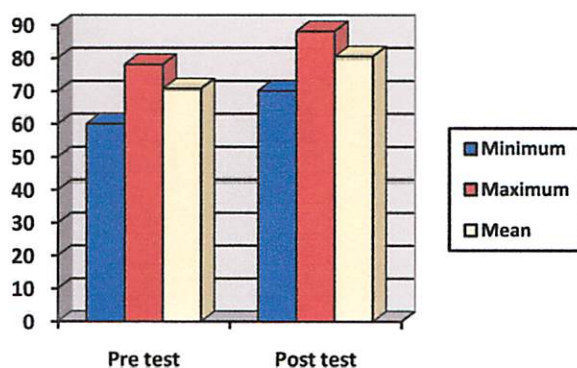


Chart 3: chart of the improvement recount text

d. Expository

Expository	Pre test	Post test	Difference
Minimum	60	70	10
Maximum	78	88	10
Mean	70.7	80.4	

From the table above, it shown that the in pre test of the students there were; 60 is the minimum score and 78 is the maximum score. The students' score post test 70 is the minimum score and 88 is the maximum score. There was gain in both test were 10 and 10. From all of the score in pre test and post test, there was mean from the entire pre test is 70.7 and 80.4 from post test.

The improvement shown in chart below;

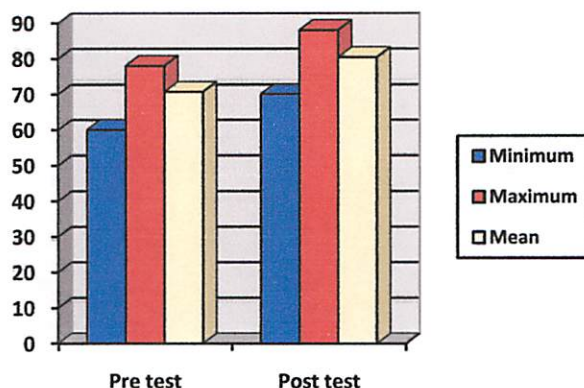


Chart 4: chart of the improvement expository text

e. Argumentative

Argumentative	Pre test	Post test	Difference
Minimum	60	60	-
Maximum	80	90	20
Mean	71.3	80.5	

From the table above, it shown that the in pre test of the students there were; 60 is the minimum score and 80 is the maximum score. The students' score post test 60 is the minimum score and 90 is the maximum score. There was gain in both test were 0 and 20. From all of the score in pre test and post test, there was mean from the entire pre test is 71.3 and 80.5 from post test.

The improvement shown in chart below;

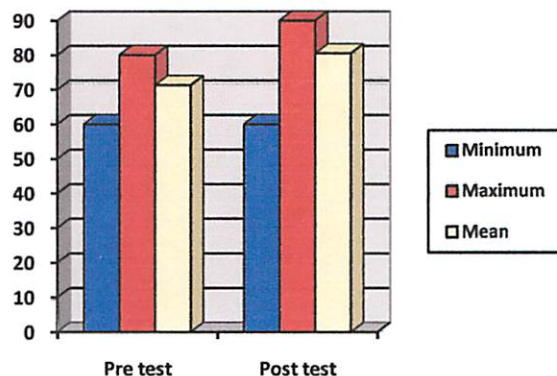


Chart 5: chart of the improvement argumentative text

2. The Result of Questionnaire

Based on statement of the study number three that find the responses of the students toward the use of peer feedback on facebook when implemented in the learning process in the class or in facebook, the researcher used questionnaire as instruments to find the answer of the statement. There are 14 multiple choice questions given by researcher for 28 students in writing class (C and D class)

a. Deal with students' interest in English

1. "Do you like write in English?"

No	Criteria	N	F	Total
1	Very like	28	4	14%
2	Like	28	18	65%
3	Less	28	6	21%
4	Don't like	28		
Total			28	100%

From the table above, it shown that there were 4 students (14%) really interest in English, 18 students (65%) interest in English, and 6 students (21%) less interest in English

2. Do you often write a functional text such as (descriptive, narrartive, recount, expository, argumentative)

No	Criteria	N	F	Total
1	Very often	28	1	4%
2	often	28	7	25%
3	Seldom	28	20	71%
4	Very seldom	28		
Total			28	100%

From the table above, It shown that just one student (4%) very often write functional text, 7 students (25%) often write functional text and 20 students (71%) seldom to write functional text



b. The material which is used to peer feedback

1. "What do you think about the material of functional text that taught by the teacher appropriate with the syllable on English Department of 2nd semester?"

No	Criteria	N	F	Total
1	Very appropriate	28	12	43%
2	Appropriate	28	16	57%
3	Less	28		
4	Doesn't appropriate	28		
Total			28	100%

From the table above, It shown that there were 12 students (43%) and 16 students (57%) agreed if the materials of functional text are very appropriate for students in 2nd semester.

2. "Do you understand with the functional text such as descriptive, narrative, recount, expository, argumentative that taught by the English teacher in the class?"

no	Criteria	N	F	Total
1	Very understand	28	5	18%
2	Understand	28	20	71%
3	Less	28	3	11%
4	Don't understand	28		
Total			28	100%

From the table above, It shown that there were 5 students (18%) very understand with the material that explained by the writing teacher, 20 students (71%) understand with the explanation of the writing teacher and 3 students (11%) less understand.

c. The Implementation of Peer feedback

1. “Do you often ask your friend to read your writing product?”

no	Criteria	N	F	Total
1	Very often	28		
2	Often	28	17	57%
3	seldom	28	11	39%
4	Never	28	1	4%
Total			28	100%

There were 17 students (57%) often asked to their peers to read their writing product, 17 students (11%) seldom asked their peers to read their writing product and one student (4%) never asked to their peers.

2. “Do you ask your friend to give correction in your writing product?”

no	Criteria	N	F	Total
1	Very often	28	4	14%
2	Often	28	14	50%
3	Seldom	28	9	32%
4	Never	28	1	4%
Total			28	100%

There were 4 students (14%) very often asked to their peers to check their writing product, 14 students (50%) often asked their peers to check their

writing product, 9 students (32%) seldom to asked the peers to check their writing product and one student (4%) never asked to their peers to check their writing product.

3. “Do you ask your friends to comment your writing product?”

No	Criteria	N	F	Total
1	Very often	28	5	18%
2	Often	28	13	46%
3	Seldom	28	8	28%
4	Never	28	2	8%
Total			28	100%

There were 5 students (18%) very often asked to their peers to give comment their writing product, 13 students (46%) often asked their peers to give comment their writing product, 8 students (28%) seldom to asked the peers to give comment their writing product and 2 students (8%) never asked to their peers to check their writing product.

4. “Do you revise your writing product based on the input of your friends who have been read, corrected and commented?”

no	Criteria	N	F	Total
1	Revise all	28	15	53%
2	Revise some	28	10	36%
3	Accept the input but don't revise	28	3	11%
4	Reject the input and don't revise	28		
Total			28	100%

From table above, it shown that therewere 15 student (53%) revised overall their writing directly based on the feedback from their peers, 10 students (36%) revised some their writing product and 3 students (11%) accepted the feedback from their peers but didn't revise their writing.

d. Students response about the implementation of peer feedback through on facebook

1. "Do you often access the facebook?"

no	Criteria	N	F	Total
1	Very often	28	5	18%
2	often	28	12	43%
3	Seldom	28	11	39%
4	Never	28		
Total			28	100%

There were 5 students (18%) that very often accessed facebook, 12 students (43%) often accessed facebook and 11 students (39%) seldom to access it.

2. "Do you post your writing product (functional text) on facebook?"

no	Criteria	N	F	Total
1	Very often	28	5	18%
2	Often	28	10	35%
3	Seldom	28	12	43%
4	Never	28	1	4%
Total			28	100%

There were 5 students (18%) very often post their writing product (functional text) on facebook, 10 students (35%) often post their

functional text on facebook, and 12 students (43%) seldom post their functional text, just 1 student (4%) never post their functional text on facebook.

3. “What do you think about using facebook in learning process?”

no	Criteria	N	F	Total
1	Very interesting	28	7	25%
2	Interesting	28	20	71%
3	Less	28	1	4%
4	Not interesting	28		
Total			28	100%

There were 7 students (25%) answered that using facebook as learning media was very interesting, 20 students (71%) answered that using facebook as learning media was interesting and just 1 student (4%) answered that facebook is uninteresting learning media.

4. “What do you think about the activities such as read, correct and comment each peers on facebook?”

no	Criteria	N	F	Total
1	Very useful	28	15	54%
2	Useful	28	13	46%
3	Less useful	28		
4	not useful	28		
Total			28	100%

There were 15 students (54%) answered that read, check and comment in writing product each other on facebook was very useful and 13 students (46%) answered it was useful

e. Students improvement in writing skill after the technique applied

- 1. “Do you get an inspiration while read, correct and comment from each peer while arranging functional texts?”**

no	Criteria	N	F	Total
1	Very inspiring	28	8	28%
2	Inspiring	28	19	68%
3	Less	28	1	4%
4	Not inspiring	28		
Total			28	100%

There were 8 students (28%) answered that feed back in their peers was very inspiring, 19 students (68%) answered that doing feed back in peers was inspiring, and only student (4%) answered that doing feed back in peers less inspire in writing functional text.

- 2. “Do the implementation of strategy such as read, correct and comment each other on facebook assist the students to improve their writing ability?”**

no	Criteria	N	F	Total
1	Very helpful	28	11	39%
2	Helpful	28	15	53%
3	Less	28	2	8%
4	Not helpful	28		
Total			28	100%

From table above, it shown that there were 11 students (39%) answered that peer feedback was very assist them to improve writing ability, 15 student (53%) answered that peer feedback assist them to improve writing ability and 2 students (8%) answered that peer feedback didn't assist them to improve writing ability.

2. Discussion

1. The Discussion of the Students' Score in Writing

From the result that presented by researcher in the previous sub chapter above, the next step to find the improvement of using peer feedback through on facebook in writing ability done by T-test, that presented in the table below:

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	post test descriptive - pre test descriptive	8,89288	7,16648	1,35434	6,11399	11,67173	6,568	27	,000
Pair 2	post test narrative - pre test narrative	8,75000	8,51850	1,60984	5,44687	12,05313	5,435	27	,000
Pair 3	post test recount - pre test recount	10,39288	7,17185	1,35531	7,61198	13,17373	7,668	27	,000
Pair 4	post test expository - pre test expository	9,67857	6,96581	1,31641	6,97751	12,37963	7,352	27	,000
Pair 5	post test argumentatif - pre test argumentatif	9,21429	7,82852	1,47945	6,17870	12,24987	6,228	27	,000

Table 4 : the table of correlation between pre test and post test

From the table above, there got score of t table 2.052 with significance 0.05 (see appendix for t table). After done the pre test and post test of descriptive there got score 6.566 for t-statistic. If t-statistic bigger than t table so there was improvement in descriptive text⁵⁸.

For the pre and the post test of narrative there got score 5.435 for t-statistic which bigger than t table shown that there was improvement in narrative text.

7.668 for the score of t-statistic in pre and post test of recount test that bigger than t table shown that there was improvement in recount text.

⁵⁸ Imam Ghozali, 'Analisis Multivariat Dengan Menggunakan SPSS' (Semarang, BPFE Undip : 2007)

And from pre and post text of expository text there got the score of t-statistic 7.352 where it bigger than t table so there was improvement in recount text. It was as improve as argumentative text that got the score of t-statistic 6. 228 whereas bigger than t table.

Here, the researcher drawn conclusion from overall pre and post test in every genre of functional text (descriptive, narrative, recount, expository, argumentative) that were improvement in writing ability of the students before and after the technique applied. Based on Based on Rita Silver stated that giving feedback in writing can improve the writing ability it answered the statement of the study and prove the assumption of the researcher that the using of peer feedback on facebook as media for learning functional text improve the ability of student.

2. The Discussion about Questionnaire

a. Deal with students' interest in English

From the questionnaire could be known that almost of the students give positive responses in writing English. There were 79% student's interest in learning English, in the other hand there were about 71%of the students who seldom to write functional text, just 21% of them who write functional text.

From the data that got from the questionnaire above, the researcher assumed that 71% students who seldom write in functional text because writing is not as simple as jotting down what we think and finish it without considering many essential elements related in functional text, accordance

with Brown that writing is transferring process from thought and mind into piece of paper to share feeling, thought, opinion, joy, anger and criticism.

b. The material which is used to peer feedback

There were 100% students agreed if the material of functional text was appropriate for students in 2nd semester, moreover there were 89% students understood with the explanation from the lecturer about the functional text in the class. But, there were 11% of the students difficult to understand from the lecturer explanation. This case could be caused by internal or external thing such as the ability of understand of the students, difficult to concentrate, the situation of the class at that time or they didn't pay attention while the lecturer gave explanation.

c. The Implementation of Peer feedback

There were some of the students 58% often asked to their peers to read, check and comment their writing product, according to Bell stated that the adult need to be self directed and opportunities for critical reflection. It shown that most of the students in 2nd semester need a feedback from their peers to reflect what they have been done if there needed revise or not in order to be good writer or produce good writing. But there were 42% students didn't ask their peers to give feedback, the researcher assumed that the students thought peer feedback didn't give the good effect in their writing product. It proved by there were some students didn't post their writing on facebook to get feedback from their peers, they

could be assume that they were able to revise their writing themselves without getting feedback from their peers.

Moreover, there were 53% students revised overall their writing directly based on the feedback from their peers according to Mark and Kathy Anderson that feed back came to be viewed as having a powerful potential with possibility for a revision of cognition itself that steam from response and from this way there were important relation between writer and reader inn giving meaning to a text and assisting the writer to shape their text for real people. In the other hand there were 47% students didn't revise their writing although the peer feedback done, the researcher assumed that could be another factors that researcher didn't has capacity to explain it more wider which could be come from psychology or social aspects.

d. Students response about the implementation of peer feedback through on facebook

Form the questionnaire given after treatment held, it concluded that 61% of the students often accessed facebook and 39% of students seldom to access it. From the data shown, that the most of the students access facebook.

And, there were 53% students often post their functional text on facebook, and 43% students seldom post their functional text, just 1 student (4%) never posts their functional text on facebook.

And 86% of students answered that using facebook as learning media was interesting and just 1 student (4%) answered that facebook is uninteresting learning media. Based on Boyd stated that Facebook is defines social networks as software products developed to make mutual interaction between individuals and groups easier, provide various options for social feedback and support the establishment of social relationships for each other, and it could be an interesting learning media for English learner-who need interaction each other-moreover facebook is distinctive from other social networking sites.

Moreover, almost all of the students answered that read, check and comment in writing product each other on facebook was useful activity in composing writing to better revision and overall improvement in writing quality.

e. Students improvement in writing skill after the technique applied

From the data of the questionnaire, it shown that most of the students have positive responses doing feedback in their peers about 96% and 4% of students answered that doing feedback less inspires them. Using peer feedback helping the students more critical of their own writing

And, there were 92% of student answered that peer feedback was assist them to improve writing ability, but there were 8% of students answered that peer feedback didn't assist them to improve writing ability. Based on Rita Silver stated that giving feedback in writing can improve the writing

ability but the students should be about specific point in every feedback activity because peer feedback includes a balance of criticism, suggestions, and praise. Moreover, Comment should be clear and easy to understand, specific, include suggestions as well as criticism and have a balance both of positive (praise, suggestion, and advice) and negative comments (criticism). So, the students know both the strong point and the weak point of their writing product. And the main goal of peer feedback is to help the writer to produce good writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The Use of Peer Feedback in Teaching of Writing

From all of the process teaching and learning by using peer feedback in face to face and on line learning the researcher draw conclusion that the process of learning was well done prove in every observation check list and field note. The aims, the approaches, the motivations worked effectively. Moreover, the researcher and lecturer use the appropriate material which focuses on descriptive, narrative, recount, expository, argumentative that applied in the class and in the facebook. Also the participation of the students while the peer feedback process applied was positive response prove in the questionnaire result that answered by the students. In the other hand, there are some problem arise in peer feedback process such as difficulties in posting the writing product of the students on facebook that could be solve with the demonstration in the class-guiding- how to post our writing on facebook and there are a large of students that seldom to access facebook in their daily activity which become difficulty in applied this technique on facebook.

2. The Use of Peer Feedback to Improve the Writing ability

Based on the result and discussion on previous chapter, overall the scoring pre and post test from every genre of functional text shows that there was improvement in writing ability of the students, it means that this answered the statements of the study in chapter one that the use of peer feedback through on facebook improve the writing ability of students in English department of state institute for Islamic studies Sunan Ampel Surabaya.

3. The Student's Response of Using Peer Feedback through on Facebook

From the questionnaire that answered by the students after the using of peer feedback applied, show that 79% of the students in English department have high interest in English although most of them seldom write in English because of the internal or external aspects. About 100% students agreed that the material of functional text was appropriate for students in 2nd semesters, moreover the 58% of them pay a positive response doing the peer feedback and revised directly their writing product based on feed back from peers and they answered that using facebook as media to do peer feedback created interesting way of teaching and learning. And the researcher highlight that the students of English department bring positive response of using peer feedback through on fcebook to improve their writing ability.

B. Suggestion

This study is expected to give significant for:

1. The growing of the technology inspired the researcher do this research using facebook as media of doing feedback, the researcher wish that the English teachers exploit the technology as a new progress to teach writing functional text by using social network technology especially facebook than using printed paper to do the feedback (the old way).
2. For the students, this research becomes creative and interest way to learn writing material and able to increase their ability by using peer feedback trough on facebook.
3. And for the readers, the researcher wishes could give a new knowledge about the using peer feedback through on facebook to improve writing ability.

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Surabaya, July 15th 2011

Fasyatul Laila

MOTTO

**“IF WE DO NOT CHANGE, WE DO NOT GROW. IF
WE DO NOT GROW, WE ARE NOT REALLY
LIVING”**

By Gail Sheehy

DEDICATION SHEET

I dedicated this thesis for my beloved parents that give me endless love and never stop pray for me. "Thank God, you give me wonderful mother like my mom"

Lerysa Rizky that always makes me laughs and understands me in every situation, Arief that supports me when I feel down, Dudul that gives his hand to do everything that I can not do.

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All of students in E-Dept 2007 that I can not mention one by one, I always keep u all in my mind guys.

Tears, laughs, and sickness have been replaced with happiness. "Oh, my Lord finally I have been wrote this thesis..."

Appendix 1: a. Scoring Genre Writing Narrative

<u>Score</u>	1	2	3	4
<u>Structure</u>	<ul style="list-style-type: none"> • No orientation present • No problem or complication is introduced • No logical sequence of events • Has no attempted to resolve problem 	<ul style="list-style-type: none"> • Some information given in orientation • Problem or complication is unclear • Some events logically sequenced • Resolution of problem is unclear 	<ul style="list-style-type: none"> • Most orientation given in orientation • Problem or complication is clearly introduced • Resolution of problem is clear 	<ul style="list-style-type: none"> • Tells the reader who, where and when in the orientation • Problem or complication is clearly introduced and elaborated • Events logically sequence • Resolution of problem is clear and elaborated
<u>Grammar</u>	<ul style="list-style-type: none"> • No correct use of past tense action verbs • No adjective used • No time connectives used • No saying or thinking verb used • No use of pronouns. 	<ul style="list-style-type: none"> • Correct use of some past tense action verb • Few adjective used • Few times connectives used • Few saying and thinking used • Some pronouns used correctly 	<ul style="list-style-type: none"> • Correct use of most past tense action verb • Some adjective used • Some time connective used • Some saying and thinking verb used • Most pronouns used correctly 	<ul style="list-style-type: none"> • Correct use of all past tense action verb • Many adjective used • Varied use of time connectives • Varied use of saying and thinking verbs. • All pronouns used correctly
<u>Writing Features</u>	<ul style="list-style-type: none"> • No correctly structured sentences. • No capital letters and full stops. • No spelling checked. 	<ul style="list-style-type: none"> • Some correctly structured sentences. • Attempting to use capital letters and full stops • Some spelling is checked and corrected. 	<ul style="list-style-type: none"> • Mostly correctly structured sentences. • Capital letters and full stops used correctly • Most spelling is checked and corrected. 	<ul style="list-style-type: none"> • Correctly structured sentences used. • Capital letters and full stops used correctly and other punctuation markers attempted. • All spelling is checked and corrected.

b. scoring Genre Writing Descriptive

<u>Score</u>	1	2	3	4
<u>Structure</u>	<ul style="list-style-type: none"> No heading and subject not introduced 0 details given No conclusion. 	<ul style="list-style-type: none"> Heading included, but subject not introduced 1-5 details given Attempted to write conclusion 	<ul style="list-style-type: none"> No heading, but subject introduced 6-10 details given. Clear conclusion 	<ul style="list-style-type: none"> Clear heading and subject introduced 11 more details given Detail conclusion
<u>Grammar</u>	<ul style="list-style-type: none"> No adjective used No adverb used No conjunction used No consistent tense 	<ul style="list-style-type: none"> Few adjective used Few adverb used Few conjunctions used Some consistent tense 	<ul style="list-style-type: none"> Some adjectives used Some adverb used Some conjunctions used Mostly consistent tense 	<ul style="list-style-type: none"> Many adjective used Many adverb used Conjunctive used to connect two simple sentences All tense used consistently
<u>Writing Features</u>	<ul style="list-style-type: none"> No correctly structured sentences. No capital letters and full stops. No spelling checked. 	<ul style="list-style-type: none"> Some correctly structured sentences. Attempting to use capital letters and full stops. Some spelling is checked and corrected. 	<ul style="list-style-type: none"> Mostly correctly structured sentences. Capital letters and full stops used correctly. Most spelling is checked and corrected. 	<ul style="list-style-type: none"> Correctly structured sentences used. Capital letters and full stops used correctly and other punctuation markers attempted. All spelling is checked and corrected.

c. scoring Genre Writing Recount

<u>Score</u>	1	2	3	4
<u>Structure</u>	<ul style="list-style-type: none"> • No introduction present • Events not in order • No feeling expressed 	<ul style="list-style-type: none"> • Some information given in introduction • Describes some events in order • Few feeling expressed 	<ul style="list-style-type: none"> • Most information given in introduction • Describes most events in order • Some feeling expressed 	<ul style="list-style-type: none"> • Tells the reader who, when and where in introduction • Describe all events in order • Expresses feeling about the events
<u>Grammar</u>	<ul style="list-style-type: none"> • No use of pronouns • No adjective used • No correct tense • No time connectives used 	<ul style="list-style-type: none"> • Some pronouns used correctly • Few adjectives used • The tense of some verbs is correct • Few times connectives used 	<ul style="list-style-type: none"> • Most pronouns used correctly • Some adjective used • The tense of most verbs is correct 	<ul style="list-style-type: none"> • All pronouns used correctly • Many adjective used • Past tense used correctly • Varied use of time connectives
<u>Writing Features</u>	<ul style="list-style-type: none"> • No correctly structured sentences. • No capital letters and full stops. • No spelling checked. 	<ul style="list-style-type: none"> • Some correctly structured sentences. • Attempting to use capital letters and full stops. • Some spelling is checked and corrected. 	<ul style="list-style-type: none"> • Mostly correctly structured sentences. • Capital letters and full stops used correctly. • Most spelling is checked and corrected. 	<ul style="list-style-type: none"> • Correctly structured sentences used. • Capital letters and full stops used correctly and other punctuation markers attempted. • All spelling is checked and corrected.

d. Scoring Genre Writing Exposition

<u>Score</u>	1	2	3	4
<u>Structure</u>	<ul style="list-style-type: none"> • No issue/ question stated. • No arguments are stated. • No arguments are supported by evidence. • No conclusion. 	<ul style="list-style-type: none"> • Incorrect issue/ question • Few arguments are stated. • Few arguments are supported by evidence. • Point of view is re- stated with no supporting evidence in conclusion. 	<ul style="list-style-type: none"> • Issue/ question is unclear. • Some arguments are stated. • Some arguments are supported by evidence. • Point of view is re- stated with some supporting evidence in conclusion. 	<ul style="list-style-type: none"> • Issue/ question clearly stated. • Many arguments are stated. • All arguments are supported by evidence. • Point of view is re- stated and strongly supported in conclusion.
<u>Grammar</u>	<ul style="list-style-type: none"> • No thinking verbs are used to express the writer's point of view. 	<ul style="list-style-type: none"> • Few thinking verbs are used to express the writer's point of view. 	<ul style="list-style-type: none"> • Some thinking verbs are used to express the writer's point of view. 	<ul style="list-style-type: none"> • Varied thinking verbs are used to express the writer's point of view.
<u>Writing Features</u>	<ul style="list-style-type: none"> • No correctly structured sentences. • No capital letters and full stops. • No spelling checked. 	<ul style="list-style-type: none"> • Some correctly structured sentences. • Attempting to use capital letters and full stops. • Some spelling is checked and corrected. 	<ul style="list-style-type: none"> • Mostly correctly structured sentences. • Capital letters and full stops used correctly. • Most spelling is checked and corrected. 	<ul style="list-style-type: none"> • Correctly structured sentences used. • Capital letters and full stops used correctly and other punctuation markers attempted. • All spelling is checked and corrected.

e. Scoring Argumentative Paragraph/Essay Rubric

Criteria	Mark	Level "1" 50 – 59%	Level "2" 60 – 69%	Level "3" 70 – 79%	Level "4" 80 – 100%
Structure-Introduction states thesis/main idea introduces main points	/5	- simple opening statement - limited identification of main points	- thesis stated but unclear - main points unclear	- thesis is stated but somewhat unclear - main points introduced with moderate clarity	- thesis is precisely stated - main points clearly introduced
Structure-Conclusion summarizes thesis/ main idea summarizes main points	/5	- abrupt ending; limited summarizing of main points	- thesis summarized but unclear - main point summarized but unclear	- thesis summarized but somewhat unclear - main points summarized but unclear	- thesis clearly summarized - main points clearly summarized
Supporting Reasons or Arguments arguments are related to the main idea logically	/5	- arguments are unrelated	- arguments are unclear and not logically related to the main idea	- arguments are usually clear and logically related to the main idea	- arguments are quite clear and logically related to the main idea
Evidence and Examples relevant supporting evidence-sufficient facts used	/5	- limited support of points, evidence mostly irrelevant - limited or unrelated facts used	- some points have been supported, some evidence not relevant - insufficient or missing some facts	- most points have been supported with relevant evidence - sufficient use of facts	- each point has been supported with relevant evidence - substantial facts used
Mechanics of Writing correct grammar and spelling used -use of correct citation method	/10	- grammar and spelling used with limited accuracy and effectiveness - citation method not	- grammar and spelling used with some accuracy and effectiveness - citation method used but with significant errors	- grammar and spelling used with considerable accuracy and effectiveness. - minor errors in	- correct grammar and spelling used with accuracy and effectiveness almost all of the time - precise use of citation

Appendix 2

Observation check list 1

Date: _____

Meeting: _____

Components	Yes	No	Notes
<p>Materials</p> <ul style="list-style-type: none"> - Are the materials appropriate with students in 2nd semesters? - Do the materials focus on descriptive, recount, narrative, hortatory exposition, argumentative? <p>Media (facebook)</p> <ul style="list-style-type: none"> - Are the students English education department 2nd semesters familiar with facebook? - Do the students difficult to access the media? - Is the media able to accommodate many writing products? - Does the media able to keep the of peer feedback activities? - Is the media able to collect comments from different students in one place? <p>Peer feedback process</p> <ul style="list-style-type: none"> - Are the students reading each writing products other? - Are the students commenting each writing product other? - Are the students revising the writing product based on the input from peer feedback process? - Do the students give peers to three of students? <p>Students participant</p> <ul style="list-style-type: none"> - Are the students more active? 			

<ul style="list-style-type: none"> - Do the students motivated by doing peers? - Do the students motivated by using facebook as media to collect their assignment? - Do the students improve their writing ability by giving comment from their friends? - Do the students interest with this peer feedback process on facebook? - Are the students doing the assignments that given by the lecturer? - Are the students posting their writing assignments on facebook? - Are the students doing peer feedback process on facebook? - Are the students following the lecturer's instruction? - Are the students following the researcher's instruction? <p>Lecturer's activities</p> <ul style="list-style-type: none"> - Does the lecturer prepare the material that related with the topic (giving handout)? - Does the lecturer explain first before giving the assignment? - Does the lecturer give clear instruction before peer feedback process begin? 			
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Observation check list for researcher activities

Meeting:

Day/Date:

Writing stage and activities	Done	Not Done	Notes
<p>Pre-Activities</p> <ol style="list-style-type: none"> 1. Asking question about related text for brain storming 2. Distributing handout <p>Whilst Activities</p> <ol style="list-style-type: none"> 1. Asking the students to read the text in the handout 2. Helping the students identify the characteristic and generic structure of related text 3. Explaining the characteristics and generic structure of a descriptive text. <p>Pre-Writing</p> <ol style="list-style-type: none"> 1. Discussing the topic chosen by the students 2. Guiding the students in making an outline 3. Guiding the students when student found problems in developing their outline into the first draft <p>Post-Activities</p> <ol style="list-style-type: none"> 1. Asking the student to submit their draft 2. Answering the questions from the lecturer related with their writing product or posting into the facebook. 			

Observation Check list 2

Date: _____

Meeting: _____

Components	Yes	No	Note
<p>Aims</p> <ol style="list-style-type: none"> 1. The activity practices a particular text type with clear functional organization for example; narrative, descriptive, recount, expository, argumentative 2. The form of written work take; such as postcard, letter, composition. It is relevant/motivate for students. 3. The particular of writing skills are in focus, for example logical development of idea, use of cohesive device? <p>Approach</p> <ol style="list-style-type: none"> 4. The activity focus on process, for example planning, drafting and revising 5. The activities focus on text, for example, how the text is organized or how the component parts are put together. 6. The students encourage to follow the model of the text 7. The students given an opportunities to use their own ideas and their own language resources in creating texts <p>Motivation</p> <ol style="list-style-type: none"> 8. The material involve students to allow them exploit their personal knowledge and experience 9. The content of the activity motivate through relating to the other curriculum subject, widening cultural horizon, using topic of 			

<p>universal interest or topicality</p> <p>10. The methodology of the activity motivate the students, through problem solving, bridging an information or opinion gap</p> <p>Task Design</p> <p>11. The content of the writing has been made clear, for example a guidebook, a letter, a newspaper editor</p> <p>12. The audience has of the writing class has been made clear, for example, another students, an organization and the school</p> <p>13. Give the degree of support and guidance in content, language, textual organization</p> <p>14. The kinds of classroom interaction are involved individual work, pair work, and class work.</p> <p>15. The activity broken down into steps for students to follow</p> <p>16. The instruction clear and concise</p> <p>Task Adaptation</p> <p>17. There are some problem with the activity</p> <p>18. There is missing from the design</p> <p>19. The activity adapt for effective use with your own students</p>			
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The report of peer feedback activities on

facebook

Beranda Profil Cari Teman Akun

Sunting Pengaturan Cari di Grup Ini

Anggota (32) Uhat Semua



Tambahkan Teman ke Grup

Nyokol dengan Grup

Buat Dokumen

Buat Acara

Uhat Foto

Sunting Grup

Keluar dari Grup

Dokumen (134)

Uhat Semua

REVISMENT OF DISCRIPITVE...

Diperbarui 2 minggu yang lalu

REVISMENT OF NARRATIVE P...

Diperbarui 2 minggu yang lalu

EXPOSITORY PARAGRAF

Diperbarui 2 minggu yang lalu

Buat Teman

SPONSOR

CLEAR Indonesia

CLEAR bagi-bagi iPad?

BB Touch dan uang tunai

Buruan kiki di sini dan

certakan pendapat kamu

tentang CLEAR baru.

Suka · Noval El Haidary menyukai ini

edwinistan.com

Tips Payudara Kencang

Kiri kamu bisa tampak

Chusnul Al-adzkiya menyunting dokumen

REVISMENT OF DISCRIPITVE PARAGRAF

My best friend

NIM : 005210018

NAME : KHUSNUL CHOTIMAH

My holiday

REVISMENT OF NARRATIVE PARAGRAF

NAME : KHUSNUL CHOTIMAH

NIM : 005210018

My holiday

REVISMENT OF NARRATIVE PARAGRAF

NAME : KHUSNUL CHOTIMAH

NIM : 005210018

BEING FAT MATTERS

NAME : KHUSNUL CHOTIMAH

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REVISMENT OF RECOUNT PARAGRAF

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obran (0)

My holiday on last Saturday was very memorable moment. My ne writing 1

095210065
Sofiatrisalina

Last saturday in my memorable (Narrative Revision)



Aya Sofia interesting dokumen.

Tulis komentar...

22 Jun jam 21:51 - Suka

Fasya Corner how is your NIM? dont blame me if you got bad mark...



22 Jun jam 21:51 - Suka

Fasya Corner what is your name?



05 Jun jam 20:23 - Suka - Komentar - Berhentilah Langgahan

Uhat Selengkapnya

Rebozation should be carried out in every town by planting many trees. People may say that rebozation makes the trees become narrower, even makes the city locks...

Rebozation

Argumentative paragraph

Althafus Syahralfy Mashira membuat sebuah dokumen



Tulis komentar...

22 Jun jam 21:55 - Suka

Fasya Corner again, u didnt write ur name and nim...



16 Jun jam 21:30 - Suka

Uhat Selengkapnya

...
there is no matter so far I read your paragraph.

It is nice story.

I am exciting with your writing.



Selalu Begini hehe miss Mira.

04 Jun jam 20:25 - Suka - Komentar - Berhentilah Langgahan

Uhat Selengkapnya

wee made from bambu.
The Ayam Fungsit Karangandong is one of my family favorite restaurant. It is a traditional restaurant. We can look it from the many things

The Ayam Fungsit Karangandong

REVISION OF DESCRIPTIVE

Althafus Syahralfy Mashira membuat sebuah dokumen



Tulis komentar...

22 Jun jam 22:07 - Suka

Fasya Corner Omg...where is your name and NIM??



07 Jun jam 20:41 - Suka

Aya Sofia miss mira...I think your writing is good, but in my opinion its better for you to write I, II, III with words, such as first consumer, second consumer, third consumer..(thank you)



Uhat ke-4 komentar

05 Jun jam 20:03 - Suka - Komentar - Berhentilah Langgahan

Uhat Selengkapnya

Food's Chain is an usual structure that usually occur in our daily life. At least, there are four minimal important components which has a role in the food's chain. The

Food's Chain

Expository Paragraph

Althafus Syahralfy Mashira membuat sebuah dokumen.



Tulis komentar...

22 Jun jam 22:11 - Suka

Fasya Corner Waaah bro, kng bnggan posting nya?? "kckckck"



08 Jun jam 7:13 - Suka

bro, i think you must sent ur writing one by one and, in your descriptive there is wrong spelling



Hudi Woody : like ur story

Uhat ke-3 komentar

obrian (a)

In the last weekend, I and the members of El-Corn hung out together. We spent a day in visiting our favorite place. In 07.00 o'clock, we assembled at my friend's house. Then we went to Sunan Ampel center writing 1



Nezwa Zemproul member sebua dokumen

07 Jun jam 15:17 Suka Komentar Berhent! Langanan

the door. She needs a few minutes to think about what she will do. She gets gift and she finds a pair of shoes that smiling to her



Nezwa Zemproul member sebua dokumen

09 Jun jam 16:48 Suka Komentar Berhent! Langanan

become famous and historical people. They are like Albert Einstein, a math expert who found the theory of general relativity. He was a dyslexia child but he could create a great pat.



Nezwa Zemproul member sebua dokumen

09 Jun jam 17:01 Suka Komentar Berhent! Langanan

make the near become far and the far become near. Seldkm, we don't say anything to the near one who sit beside us but we share everything to the far one by noble phone. No time for say "Hallo" or "How are You" to family who live in same place from us. In the many time, we don't only say "Hallo" or "How are You" but everything to someone in the other place.



Nezwa Zemproul member sebua dokumen

09 Jun jam 17:06 Suka Komentar Berhent! Langanan

Nezwa Zemproul



Nezwa Zemproul

07 Jun jam 17:18 Suka

07 Jun jam 21:30 Suka



Free Rate I think in your writing, there are some punctuation mistakes, like "after ashar" you must put comma.

07 Jun jam 20:34 Suka Komentar Berhent! Langanan

Uhat ke-3 komentar

I spent my holiday only in my boarding house, and it was made me bored. Some activities left boring and just washing time. During five days I just ate, sleep every time, shopping, and have fun. There were no activities wh...



Solatiasahna

07 Jun jam 20:25 Suka

Tanahil Avilah my lovey chaggy, actually your narrative is good but i still find many error on your grammar the water ya ...



Aya Sofia Thank you... hope it'll be better ...

07 Jun jam 11:51 Suka

07 Jun jam 20:07 Suka Komentar Berhent! Langanan

get marriage, and I could help him. I and my young nephew got job to keep gifts for visitors in the front yard. We stayed there starting from evening to night. Many visitors came and we became busy. Not only giving gifts for visitors, but also giving permission visitors to sit down and etc. At night the rain has fallen down. We did not care with this rain, but so far the rain fall down very strong. We ran into home, and waited until the rain stopped. The visitor got wet. So we after the rain stopped, I and my young nephew went to our place again, continued what our job. It was gave gifts to visitors and gave permission visitors to sit down. Because of rain, the gifts became wet, and I got nervous. Although I got wet and I felt headache never mind it was very responsible moment.

prayed together there. After we finished our praying, we looked for an enjoy cheap restaurant. We found the restaurant had intended. We had lunch ravenously. And the day became ganesh. We went back to our home happily.

07 Juni jam 16:46 Suka · Komentari · Berhenti Langganan



Nezwa Zemproul membuat sebuah dokumen.

Dien artha (Descriptive paragraph)

My grand father, Dien Artha is 91 years old. He is very old now. His eyes is witten. The handsome face and mesmerized by the girls become so pale. His skin become wrinkled. The whole of his hairs are white like snow covered the mountain. He is not a model anymore. He just stay in his room to spends his days now because his body is really weak. He could not stand up by his strong foot again. He also could not to show up his sexy body to the girls. If he want to show up it like his teenager age, he will show the very thin dull body like a flaccid up.

09 Juni jam 16:45 Suka · Komentari · Berhenti Langganan



Oumhiliu NetraLish membuat sebuah dokumen.

Expository Paragraph

The metamorphosis of grasshopper is uncomplete metamorphosis because it doesn't pass all of the metamorphosis phase. Grasshopper is a Hemimetabola insect that doesn't pass pupa phase. There are three phases of grasshopper's metamorphosis. First, an adult grasshopper lays egg. And then the egg cracks and becomes a nymph. Nymph is the young insect that has the similar characteristic and shape to adult. The last phase of grasshopper's metamorphosis is imago. Imago is an adult grasshopper. It is a phase which shows the development all of the grasshopper's organs.

Limmu Chabbah (D95210043)

08 Juni jam 20:36 Suka · Komentari · Berhenti Langganan



Noval El Haidary membuat sebuah dokumen.

(explanatory)

MUHAMMAD NOVAL AL-HAIDAR
D95210060

There are many varieties of instant noodle, we know that instant noodle becomes favorite because it is simple to make it. So that some factories compete to fill appetite of customers. There are like indomie, Mie sedap, super mie etc. all of them have many tastes and seaside varieties of tastes for making interesting and gives unique taste like; kare tasted, soto tasted, rawon tasted etc. for the varieties of noodles, indomie has the most taste because indomie is the old one factory producing instant noodle so that is has many experiences about that. Also there are different price between them, from Rp. 1.200 until Rp. 5.000 based on the taste, usually fried noodle taste is more expensive than boiled noodle and also based on brand image.

08 Juni jam 20:29 Suka · Komentari · Berhenti Langganan



Fee Rafe membuat sebuah dokumen.

Revision of Narrative

Name : Fera Verdiana
NIM : D95210062

Two days ago, I spent my holiday in the Citra's garden. Citra is my new friend. Her house near with my grandmother house. Citra invited me to go to her house. Actually, she had garden beside her house. There were many beautiful plants and flowers in Citra's garden. Citra was very proud them. And every afternoon she loves watering them. when Citra was watering her plants, she was surprised because I standing on the hose. It made the water from the hose stopped flowing. accidentally she had stepped on the hose and broke. I felt very sorry. Then I went to a pond near the garden. I sprayed Citra's garden with water from the pond. Citra was happy and she forgive me.

07 Juni jam 19:17 Suka · Komentari · Berhenti Langganan



I'natul Avifah Yeah miss, your writing is good. But, be careful with transitional signal. okay?

07 Juni jam 20:40 Suka



Alice Yuanita good job...for miss fera...

08 Juni jam 20:22 Suka

Tulis komentar..



Ray O' Bannon membuat sebuah dokumen.

Argumentative Paragraph

Name : Moch Ryan Hidayat
NIM : D95210055

Arabic intensive should no longer be conducted in IAIN. Because, most of student don't enjoy it. So, the program is useless. Most of them are from high school, it makes them uninterested in Arabic. Moreover, it might be not appropriate for student taking general major. In addition, there have been already lectures, such as, Arabic 1, 2 and 3. So, Arabic Intensive really no longer be conducted. People may say that Arabic is the characteristic of IAIN. So, student of IAIN must better in Arabic, in order to they can try to writing 1

Obrolan (0)

Appendix 4

Questionnaire lists

Questionnaire

Berilah tanda (x) pada jawaban yang anda pilih

(Deal with student's interest in writing English)

1. Apakah anda suka menulis?
 - a. Sangat suka
 - b. Suka
 - c. Kurang suka
 - d. Tidak suka
2. Apakah anda sering menulis functional text seperti (descriptive, narrative, recount, expository dan argumentative text)?
 - a. Sangat sering
 - b. Sering
 - c. Jarang
 - d. Sangat jarang

(The material which is used to peer feedback)

3. Apakah menurut anda materi tentang functional text sesuai sebagai bahan ajar di jurusan pendidikan bahasa inggris semester 2?
 - a. Sangat sesuai
 - b. Sesuai
 - c. Tidak sesuai
 - d. Sangat tidak sesuai
4. Apakah anda memahami materi functional text seperti (descriptive, narrative, recount, expository dan argumentative text) yang telah disampaikan oleh dosen dikelas?
 - a. Sangat memahami
 - b. paham
 - c. Kurang memahami
 - d. Tidak paham

(The implementation of peer feedback)

5. Apakah anda sering meminta bantuan teman anda untuk membaca tulisan anda?
 - a. Sangat sering
 - b. Sering
 - c. Jarang
 - d. Tidak pernah
6. Apakah anda meminta bantuan teman anda untuk mengoreksi tulisan anda?
 - a. Sangat sering
 - b. Sering
 - c. Jarang
 - d. Tidak pernah
7. Apakah anda meminta bantuan teman anda untuk mengomentari tulisan anda?
 - a. Sangat sering
 - b. Sering
 - c. Jarang
 - d. Tidak pernah

8. Apakah anda merevisi tulisan anda berdasarkan masukan dari teman yang telah membaca, mengoreksi dan mengomentari tulisan anda?
 - a. Langsung merevisi sesuai dengan masukan yang diberikan
 - b. Merevisi sebagian saja
 - c. Menerima masukan tapi tidak merevisi
 - d. Tidak merevisi

(Students response about the implementation of peer feedback through on facebook)

9. apakah anda gemar mengakses facebook?
 - a. Sangat sering
 - b. Sering
 - c. Jarang
 - d. Tidak pernah
10. Apakah anda memposting hasil tulisan anda dalam facebook?
 - a. Sangat sering
 - b. Sering
 - c. Jarang
 - d. Tidak pernah
11. Apa pendapat anda mengenai pembelajaran dengan menggunakan facebook?
 - a. Sangat menarik
 - b. menarik
 - c. Tidak menarik
 - d. Sangat tidak menarik
12. Apa pendapat anda mengenai kegiatan saling membaca, mengoreksi dan mengomentari tulisan sesama teman di dalam facebook?
 - a. Sangat bermanfaat
 - b. Bermanfaat
 - c. Tidak bermanfaat
 - d. Sangat tidak bermanfaat

(Students improvement in writing skill after the technique applied)

13. Apakah anda mendapatkan banyak ide dan masukan ketika melakukan kegiatan saling membaca, mengoreksi dan mengomentari tulisan sesama teman dalam menulis?
 - a. Sangat insiratif
 - b. Inspiratif
 - c. Tidak inspiratif
 - d. Sangat tidak inspiratif
14. Apakah dengan menggunakan teknik saling membaca, mengoreksi, serta mengomentari tulisan sesama teman di facebook dapat membantu anda dalam meningkatkan kemampuan menulis?
 - a. Sangat membantu
 - b. Membantu
 - c. Tidak membantu
 - d. Sangat tidak membantu

The Hand out shared to the students

My Dog, Romeo

My dog, Romeo, is the best pet anyone could have. He is beautiful and easy to care for. Playing with him is lots of fun. He always takes care of me. There isn't a better pet anywhere. Romeo is a beautiful tricolor Sheltie. He is mostly black with white and a bit of brown. Caring for him is easy because I simply have to make sure he has fresh water and food every day. I exercise him by throwing his toys. Romeo is a good pet because he is nice looking and doesn't require much care. Romeo is lots of fun to play with. He loves to play catch. He follows me around the house with a toy and drops it on my foot so I will kick it. He can catch just about anything, but his favorite is chasing a Frisbee. I really have fun playing with Romeo. Romeo takes care of me. He always follows me when I leave a room. When I am sitting on the couch he plops down right beside me. When we are outside in the woods he always makes sure that I keep up with the rest of the family. He always watches out for me. As you can see, Romeo is a great pet. I am proud of him and he doesn't require much care. Playing with him is always enjoyable. He watches over me and keeps me safe. Romeo is absolutely the best pet anyone could even have!

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Patterns of Paragraph Development

Introduction - Have you ever been asked to write a 3-5 page paper and discovered that you had enough ideas to only fill a page? In such a situation, many students ask if they can use a larger font and increase their margins or they end up padding their compositions with irrelevant information, excessive quotes, and repetition. How can these obvious dodges be avoided? How do you logically develop your body paragraphs? **How to develop a paragraph**- Kirszner and Mandell in the *Brief Holt Handbook, second edition* have some suggestions. Depending upon the subject of your paragraph, some of these techniques will work better than others.

Develop your paragraph using narrative - In other words, tell a story. This sort of paragraph requires chronological ordering. Using transitional words and phrases that signal time are highly recommended.

Develop your paragraph using description - In this paragraph, you convey how something sounds, smells, tastes, feels, and/or looks. Using transitional words and phrases that indicate location are often recommended.

Develop your paragraph using exemplification - In other words, this paragraph uses specific illustrations to clarify a general statement. Using transitional words and phrases that signal examples are recommended.

Develop your paragraph using process - A paragraph using process describes how something works, presented by a series of steps in a strict chronological order. Using transitional words and phrases that signal time are highly recommended.

Develop your paragraph using cause and effect - When you use this technique, you are exploring why events occur and what happens as a result of them. Transitional words and phrases that signal causes and effects are suggested.

Develop your paragraph using comparison and contrast - A paragraph that demonstrates comparison and/or contrast examines how given subjects are either similar or different. Comparison examines how the subjects are the same. Contrast examines how the subjects are different. Using transitional words and phrases that signal comparison and contrast are highly recommended.

Develop your paragraph using division and classification - When you use the division strategy, you are discussing a single item and breaking it down into its components. Whereas, when you use the classification technique, you are taking many separate items and grouping them into categories according to qualities and characteristics that they all share.

Develop your paragraph using definition - A paragraph demonstrating this technique will include a definition of the term, the class to which it belongs, and the details that differentiate it from other members of its class.

Kirszner and Mandell *The Brief Holt Handbook, second edition*, pages 48-49:
 University Center for Learning Assistance
 Illinois State University

I am against smoking Marijuana because it causes paranoia, laziness, and lung cancer. (b) I first believe that people should not smoke Marijuana because reaching a state of paranoia can cause a person to act irrational, which can lead to a huge mistake and regret. (c) For example, one day my friend smoked some weed, and he started complaining about his heart racing, and he was sweating excessively. Out of panic, he ran down the street crying, and the cops arrested him. (d) Second, Marijuana causes laziness, which prevents people from living up to their potential. (e) For instance, I watched a movie about a guy who smoked marijuana regularly. He became so lazy that he failed out of school, and he was also fired from his job because he always called in sick when he was really stoned and lazy. (f) I am finally against smoking marijuana because it causes lung cancer, which shortens the life of a person. (g) An example of a shortened life due to marijuana is my neighbor who smoked weed every day. At the age of forty-five, he was diagnosed with lung cancer. If he did not smoke marijuana everyday, then he probably would have lived a lot longer and raised his family. (h) In conclusion, marijuana may make some people feel good, but the long term affects for such a short period of pleasure can be devastating; therefore, I am fully against the smoking of this drug.

http://www.ehow.com/how_5866389_write-well-developed-argumentative-paragraph.html#ixzz1JvQwQwF6

a) I am against smoking Marijuana because it causes paranoia, laziness, and lung cancer. (b) I first believe that people should not smoke Marijuana because reaching a state of paranoia can cause a person to act irrational, which can lead to a huge mistake and regret. (c) For example, one day my friend smoked some weed, and he started complaining about his heart racing, and he was sweating excessively. Out of panic, he ran down the street crying, and the cops arrested him. (d) Second, Marijuana causes laziness, which prevents people from living up to their potential. (e) For instance, I watched a movie about a guy who smoked marijuana regularly. He became so lazy that he failed out of school, and he was also fired from his job because he always called in sick when he was really stoned and lazy. (f) I am finally against smoking marijuana because it causes lung cancer, which shortens the life of a person. (g) An example of a shortened life due to marijuana is my neighbor who smoked weed every day. At the age of forty-five, he was diagnosed with lung cancer. If he did not smoke marijuana everyday, then he probably would have lived a lot longer and raised his family. (h) In conclusion, marijuana may make some people feel good, but the long term affects for such a short period of pleasure can be devastating; therefore, I am fully against the smoking of this drug.

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Gregory

Barbara Carter

Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat. He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands. Gregory is as finicky about visitors as he is about what he eats, befriendng some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends. After my guests have fled, I look at the old fleabag snoozing and smiling himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

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Barbara Carter

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1 → there are sequence of events of the writer but there is no problem
 ⇒ Recount

Recently, while walking in the park, I happened to cross the finish line in a marathon race for nonprofessional runners. I was curious about the runners's motivations, so I decided to ask them what made them run. Here is what each person said:

An accountant: It's a simple matter of keeping my body in as good condition as possible. If i don't run, my middle will spread like jello.

A philosopher: How else can one put together mind and body, pain and pleasure so simple? Running is a way of bringing inner conflict to an end.

A musician: Running has made it possible for me to hear the rhythm of my own body.

An adventurer: I think anyone who has reached adulthood will seek new challenges.

An actress: I'm more aware of my body in a close and familiar way. Running helps me be more expressive in my acting.

A housewife: My therapist is always telling me not to run away from minor fears and worries—just to run!

2 → Narrative
 ⇒ there are problems.

A fire alarm rang in a very small town. Suddenly everything went haywire. Mrs. Miles ran outside in her bathrobe. Her husband looked out of the window. The Miles children headed for the fireouse to see where the fire engine went. Because of the noise, Mr. Monroes' three dogs filled the air with howlig. Mr. Monroe tried to quiet them. He didn;t succed. They scared old Mrs. Santiago, who clucthed her purse tightly. She hid between two parked cars. On Main Street several motorists stopped their cars in the middle of the street blocking traffic. One pedestrian yelled about smelling smoke. Some pedestrians and drivers got very excited. To top off all the confusion, the fire engine was held up by the traffic jam. The firemen yelled and mentioned. Everybody gave orders. Nobody paid attention. What a mess!

Appendix 6

The post test Result

Name	FIQIH MARTILOVA	116	Idang
NIM	075210042		
Smt./Pemb.	2 / C / PBI		
Har./J. / Waktu	Kamis / 30 Juni 2011 / 0		
Pada	Writing 1		
Nama Dosen	Siti Asmryah		

Should English be the second language in Indonesia?

English language should be the second language in Indonesia, because English is very important for human being. People who disagree with it, may say that it is very difficult to apply English for Indonesian life, because it is very different with the culture of Indonesian who has had Indonesia language and some regional language, for example: Javanese, Batak, Bali, etc. However, facts show that there are some reasons for English should be the second language in Indonesia. First, English is an international language. Every people around the world need it. For example, to speak or make communication with other people outside their country, they must use English ^{which} ~~is~~ this as international language. Second, English is very important for many field. Such as: ^{and} ~~economic~~ ⁱⁿ ~~politic~~ ^{politic} English used for make meeting with other representative from other country, or to make program together with other representative outside Indonesia too. It is not different if English is used in economic. English also very important when the buying and selling is happens. Research by such and such in 2011 shows that there are improving level of economic transaction ~~of~~ Indonesia with other country, especially with China. So Indonesian will do that transaction or relation need use English when they make communication. Third, English is very important to improve the grade of people, because of it, people who can speak English fluently can be translator or lecture. It can make them live more success than before. For those reasons English should be the second language in Indonesia.

Narrative Paragraph

Last Monday, I had nightmare. It was very bad for me. Maybe for other people, it was not bad but it was different with me. I was very tired when I dreamt about it. I had my motorcycle in my house. In my dream, the lamp of the motorcycle was turn on without someone who made it turn on. While it happened, the horn produced a hard sound. It made me went out from my bedroom and walked to the livingroom where my motorcycle was parked. The sound was more hard when I arrived in the livingroom. Suddenly the door opened. The motorcycle turn right and went out from livingroom. The horn of motorcycle produced fog. From the fog appeared thousand of cats. I run away from that place. Suddenly my mother called my name. She said that I just dreamt, My motorcycle was still in the living room.

Descriptive Paragraph

My favorite teacher in Senior High School is Mrs. Miswaly. She is kind and obvious teacher. She always gives her smile if she meets her students. Beside that, her kindness can be seen when she meet her friends, she always says "Assalamualaikum" and also gives her smile. Another example is that she gives more explanation or review her lesson if there are student who does not understand about her lesson. Beside as kind teacher she is known as obvious teacher, she always comes in her class on time. Her accuracy of time is liked by her students and her friend.

count

My last idhul Fitri ^{fasting} was ~~three~~, because I did some activities. First, in the morning I must get up early. I did it because I must prepare some foods which we ate for sahur. Second, approximately at 06.00 AM, I helped parents to make my younger brother ready to go to school. Third, I must clean all parts of my house. I did it alone by my self, it made me more tired. ^{but I was happy.} Fourth, in the afternoon I must prepared some foods again for family break of fasting. Fifth, in the evening I picked up my mother from her office. Her office was far from my house, so I went there by motorcycle. Sixth, when maghrib has come I break my fasting with my family. ^{while I was fasting.}

pository

Idhul Fitri celebration is celebrated by all of moslems in the world each years. Very glorious. Especially in Indonesia, all of people celebrate it in ^{the} night before idhul Fitri. Praying is done. Moslems in Indonesia called that celebration as "koran". They go around in their city by motorcycle or bicycle. They do it while saying "Allahu Akbar...!! Allahu Akbar...". They also beat the drum of the mosque. In some of places in Indonesia put a bottle in the whole of the street. In the top of bottle they give it fire. They light on the fire works. In the morning when the biggest day is coming. They go to the mosque together to pray idhul Fitri. After they do it. They apologize each other. It can be done at each of their house or in the mosque together.

UNIVERSITAS ...		id. Tangan Khs.
Nama	I'nanatul Avifah	
NIM	095210061	
Tempat	T / C / PBI	
Tanggal	Kamis / 30 Juni 2011 / 11	
Mata Kuliah	Writing I	
Nama Dosen	Siti Asmiyah, M.	

Argumentative Paragraphs

Actually, in school, test scores are not good indication of school competency. People who disagree with this statement believe that the only good way to indicate the school competency is test scores. Test scores will show the result of comprehension in studying. Who gets a bad score, so they are not highly competent. ~~But if~~ and who get a good score, it means they have good competency. Moreover, there are so many factories or offices which ~~req~~ have the ~~first~~ requirements for the applier to have good competency. It is usually known by test scores in the school. It means that many people have been influenced by indication of test scores which can indicate the school competency. ~~However~~, there are also some ~~reasons~~ facts which show that indication of school competency is not only from test scores, but also there is a best indication of school competency. Test scores ~~just~~ ~~are~~ are only formality marks. Students may have good scores on test, but ~~it~~ ~~it~~ will it guarantee that they really can practice in the real world? Absolutely Not, to guarantee students who ^{are} really competent just from practice in the real world. Furthermore, from test scores, we sometime ~~did~~ don't know if it is pure from the students or not. There have been many cheating activity on test. For instance ^{last month}, a student at senior high school in Maduran, Lamongan did a final test of Geography. He was not clever enough, but he got an A on his paper test. Then, the teacher looked for information why it could happen. And the result showed that he brought a handbook when he did a test. He did it just for getting good score. So, it goes to show that for indicating a school competency cannot use test scores and it is fact that test scores are not good indication of school competency.

~~During the globalization era which influences the teenagers with west custom, especially in some effects, especially~~

During the globalization era which influences the teenagers with west custom in some aspects, especially sex aspects, we should introduce contraception device such as condom and implant to high school students as part of sex education. This way should be done for introducing part of devices in sex in order to the students know about devices of contraception which is spreading in common people know. It is also useful for avoid the disease caused from sex contraception devices. People who disagree assume that it will cause the students curiosity. Because commonly, the high school students are the age which proceeding teenager. That means students ~~are~~ are in highly

Last night, I had a horrible dream. It started when I went to bed without taking a ritual ablution. Then, the situation in my bedroom changed become really quiet and scary. At the same time, it rained cats and dogs with thundering sound and tightly storms. I felt afraid, but I didn't care and I slept. Suddenly, in my dream, I stood up on the grave. There was nobody. Then, I walked up around the grave to look for help. Unexpectedly, I found a red stone and tried to take it. I almost took it, but, suddenly the stone changed become a red Big monster. It was like devil. Oh my God, It wanted to kill me. I tried to run away because I was so afraid. But, finally he could catch me. Then, its hands came to my neck and tried to kill me. When its hand touched my neck, I shouted loudly. Suddenly, my mother woke me up and I directly opened my eyes. My mother made me calm down and gave me explanation that it was just a nightmare. Oh my God, I thanked to you.

2) Mr. Henry is my favourite teacher in Junior High School. He is very intelligent teacher. He teaches English, as his subject, with intelligence. He always tries to make explanation about his subject for his students clearly. Moreover, he still always studies more about his subject in order to he can teach correctly. Not only he always studies more about his subject, but he also always join many competitions of English either in national or in international to improve his ability in English comprehension. From that, he obtains many awards as the Intelligent English teacher. He really has highly intelligence. That is why I do like him and I have obsession to be a teacher who has highly intelligence like him.

Last Friday, I did fasting full day. I did it for celebrating the first day of Rajab, a bless month in Islam. At the first, I didn't know why I must celebrate the first day of Rajab. It was so curious. Then, I asked my mother. She answered my question with a clear explanation. She explained that the first day of Rajab was the bless day that would save us from the hell, and to celebrate it, we had to do fasting. Then, I started my fasting by intention in the dawn. In the morning, I felt hungry because it was unusual for me to not have breakfast. But, I survived my hungry stomach unpleasantly. Then, I slept during afternoon in order to not feel hungry. After that, I got the time of Maghrib and I had many delicious foods for breakfast. And finally, I could do the fasting full day.

"Idul Adha Celebration Day" has often been celebrated by all muslims every years. It is one of the most useful Celebration Day in Islam. All muslims celebrate that day for remembering the cutting moment of the prophet Ismail. Idul Adha is marked by cutting many saved animal, such as cow and goat. The cows or goats which is cutted will be shared to many other muslims, especially the poor muslims. This is going to show that by celebrating Idul Adha, muslims will do the kindness with other muslim because they help who need their help. For instance, a rich muslim have much money and give a cow for Idul Adha. Then the cow will be cutted, and its meat will be shared to All muslims. It will be useful for the muslims to eat, moreover; there are many poor muslims who can't eat everyday. It means that Idul Adha is very useful for all muslims.

Appendix 7

LESSON PLAN

School	: IAIN Sunan Ampel Surabaya
Subject	: Writing English
Semester	: II/2010
Meeting	: 1, 2, 3, 4, 5
Time Allocation	: 3 x 45 minutes/meeting

A. The Aim of Teaching

Meeting 1: *Descriptive*

At the end of the lesson students are able to:

- Identifying what the descriptive text tells about
- Understanding what the descriptive text talks about
- Understanding the text organization of a written descriptive text
- Making an outline about descriptive text appropriately
- Writing a descriptive accurately

Meeting 2: *Narrative*

At the end of the lesson students are able to:

- Identifying what the narrative text tells about
- Understanding what the narrative talks about
- Identify the language model used in narrative
- Understanding the text organization of a written narrative text
- Making an outline about narrative appropriately
- Writing a narrative accurately

Meeting 3: *Recount*

At the end of the lesson students are able to:

- Identify what the recount text tell about
- Identify the language feature used in written recount text
- Understanding the text organization of written recount text
- Making an outline about recount text appropriately
- Making an invitation appropriately

Meeting 4: *expository*

At the end of the lesson students are able to:

- Identifying what the expository text tells about
- Understanding what the expository talks about
- Identify the language model used in expository
- Understanding the text organization of a written expository text
- Making an outline about expository appropriately
- Writing a expository accurately

Meeting 5: *Argumentative*

At the end of the lesson students are able to:

- Identifying what the argumentative text tells about
- Understanding what the argumentative talks about
- Identify the language model used in argumentative
- Understanding the text organization of a written argumentative text
- Making an outline about argumentative appropriately
- Writing a argumentative accurately

B. Materials:**1. Descriptive**

Descriptive text is to give information to the readers by making them see, hear, feel, etc. what is described in the text. A descriptive text focuses on the characteristic features of a person, an animal, or a particular thing. Descriptive texts often use neutral and objective language. The present tense is mostly used in descriptive texts. The past tense is also used to describe an object that does not exist anymore.

The Generic Structure:

- a. Identification : identifies phenomenon to be described.
- b. Description : describes parts, qualities, characters.

2. Narrative

Narrative is a kind of text to retell the story that happens in the past. The purpose of the text is to entertain or to amuse the readers or listeners about the story

The Generic Structure of Narrative Text:

Orientation (the beginning of the story. It tells about the story setting and the time in which the story happens, and the main characters of the story, who were involved in the story, when and where)

Complication (a problem arises followed by other problems), It includes situations, activities, or events that lead to the climax or complication).

Resolution (the complication or problem is solved here. It shows the end of the story, usually a happy ending, and its solution to the problem.

Language Features of Narrative:

1. Using active verbs.
2. Using past tense.
3. Using conjunction.
4. Using the first person (I or We) or the third person (He, She, It, or They).
5. Using specific nouns.
6. Using adjective and adverbs

3. Recount

A recount text is a text that tells us about a part of experience. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that “rounds off” the sequence of events. In the text, you will find words and phrases used to start, connect a sentence with the next one, and end your composition

The Generic structure:

- Orientation : provides the setting and introduces participants
- Events : tell what happened, in what sequence
- Re-orientation : optional-closure of events

4. Expository

Exposition paragraph is one of the seven types of paragraphs. It stresses the importance of formal, academic language use, focuses on evidence, cites authority, and provides useful information or advice.

Writing exposition paragraphs requires strict focus on evidence and objective language. It can contain elements of comparison and contrast or cause and effect writing - both facilitate accurate exposition of its subject-matter.

The Elements of expository paragraph are:

- a) Formal language – third person voice and scientific terms are used instead of informal, emotive vocabulary;
- b) Evidence – includes references to research, naming of the author(s) of the inquiry, practical examples, and comparisons;
- c) Explanation – the paragraph accounts for the variety of ailments characteristic of a disease explaining the risks and symptoms;

- d) Background information – the paragraph relates to already conducted researches and their preliminary results as well as provides information on further medical inquiry. It also gives examples of possible medical interventions.

5. Argumentative

The argumentative text is a genre of writing that requires the student to investigate a topic, collect, generate, and evaluate evidence, and establish a position on the topic in a concise manner.

C. Source and Media

1. <http://owl.english.purdue.edu/owl/resource/685/05/> accessed on 22nd july 2011
2. <http://www.suite101.com/content/example-of-an-expository-paragraph-a106749> accessed on 22nd July 2011
3. Ahmad Dodi & Ahmad Sugeng effendi, *Developing English Competency for Senior High school Grade X* (Jakarta: Pusat Perbukuan, departemen Nasional, 2008) p.12

D. Teaching Steps

Meeting 1: Descriptive

Teaching steps:

Pre-activity

- Greeting, Checking students' presence
- Teacher gives some handout about descriptive text
- Teacher asks some questions about the descriptive text orally
- Students answer teachers' questions about the descriptive text orally

Main activity

- Teacher asks the students to identify the generic structure and language feature of descriptive text
- Teacher asks the students to make a topic sentence individually
- Students shows their own topic sentence
- Teacher and students comment about the topic sentence that showed by other
- Then, each students brain storms their ideas and make an outline of descriptive text
- Students give their feedback in outline of their peers
- Students discussed about descriptive text together
- Students develop pair their outline that given feedback from their peers individually.
- Students write a descriptive text based on their topic sentence and outline.
- In the end of lesson, students post their writing product on Facebook

Post activity

- Teacher gives resume of the material
- Leave-Taking

Meeting 2: Narrative

Teaching steps:

Pre-activity

- Greeting, Checking students' presence
- Teacher gives some handout about narrative text
- Teacher asks some questions about the narrative text orally
- Students answer teachers' questions about the narrative text orally

Main activity

- Teacher asks the students to identify the generic structure and language feature of narrative text
- Teacher asks the students to make a topic sentence individually
- Students show their own topic sentence
- Teacher and students comment about the topic sentence that showed by other
- Then, each students brain storms their ideas and make an outline of narrative text
- Students give their feedback in outline of their peers
- Students discussed about narrative text together
- Students develop pair their outline that given feedback from their peers individually.
- Students write a narrative text based on their topic sentence and outline.
- In the end of lesson, students post their writing product on Facebook

Post activity

- Teacher gives resume of the material
- Leave-Taking

Meeting 3: Recount

Teaching steps:

Pre-activity

- Greeting, Checking students' presence
- Teacher gives some handout about recount text
- Teacher asks some questions about the recount text orally
- Students answer teachers' questions about the recount text orally

Main activity

- Teacher asks the students to identify the generic structure and language feature of recount text
- Teacher asks the students to make a topic sentence individually
- Students shows their own topic sentence
- Teacher and students comment about the topic sentence that showed by other
- Then, each students brain storm their ideas and make an outline of recount text
- Students give their feedback in outline of their peers
- Students discussed about recount text together
- Students develop pair their outline that given feedback from their peers individually.
- Students write a recount text based on their topic sentence and outline.
- In the end of lesson, students post their writing product on Facebook

Post activity

- Teacher gives resume of the material
- Leave-Taking

Meeting 4: Expository**Teaching steps:****Pre-activity**

- Greeting, Checking students' presence
- Teacher gives some handout about expository text
- Teacher asks some questions about the expository text orally
- Students answer teachers' questions about the expository text orally

Main activity

- Teacher asks the students to identify the generic structure and language feature of expository text
- Teacher asks the students to make a topic sentence individually
- Students shows their own topic sentence
- Teacher and students comment about the topic sentence that showed by other
- Then, each students brain storm their ideas and make an outline of expository text
- Students give their feedback in outline of their peers
- Students discussed about expository text together
- Students develop pair their outline that given feedback from their peers individually.
- Students write an expository text based on their topic sentence and outline.
- In the end of lesson, students post their writing product on Facebook

Post activity

- Teacher gives resume of the material
- Leave-Taking

Meeting 5: Argumentative**Teaching steps:****Pre-activity**

- Greeting, Checking students' presence
- Teacher gives some handout about argumentative text
- Teacher asks some questions about the argumentative text orally
- Students answer teachers' questions about the argumentative text orally

Main activity

- Teacher asks the students to identify the generic structure and language feature of argumentative text

- Teacher asks the students to make a topic sentence individually
- Students shows their own topic sentence
- Teacher and students comment about the topic sentence that showed by other
- Then, each students brain storm their ideas and make an outline of argumentative text
- Students give their feedback in outline of their peers
- Students discussed about argumentative text together
- Students develop pair their outline that given feedback from their peers individually.
- Students write an argumentative text based on their topic sentence and outline.
- In the end of lesson, students post their writing product on Facebook

Post activity

- Teacher gives resume of the material
- Leave-Taking

List of Table

Table 1

The pre test and post test score

no.	x1	y1	z1	a1	b1	x2	y2	z2	a2	b2
1	75	75	75	70	78	78	84	80	78	80
2	78	78	60	70	78	82	83	80	80	87
3	75	80	75	60	70	80	87	83	80	85
4	78	70	75	78	70	80	84	78	80	80
5	75	78	75	70	70	80	82	80	80	80
6	78	78	80	78	80	80	82	80	84	85
7	70	70	70	78	78	70	84	82	80	80
8	78	80	78	78	70	80	70	70	70	80
9	78	70	60	70	80	70	85	80	83	80
10	68	60	60	60	60	82	70	70	70	80
11	70	60	78	78	78	80	80	85	84	75
12	72	60	60	60	60	83	80	80	82	65
13	60	80	78	70	78	80	80	80	83	85
14	75	80	75	70	78	80	80	80	80	85
15	70	80	75	75	75	80	82	83	80	82
16	80	75	75	78	80	85	80	85	78	80
17	80	85	80	78	80	85	87	85	87	90
18	75	75	70	70	75	80	83	80	82	75
19	75	75	75	70	75	80	75	80	80	80
20	70	75	75	70	60	80	75	78	80	75
21	70	75	70	75	75	80	80	80	78	80
22	80	70	75	75	60	87	85	84	88	88
23	60	60	60	60	60	85	87	82	80	85
24	60	60	60	60	60	85	87	84	85	80
25	60	60	60	60	60	70	70	70	70	60
26	75	75	80	75	75	85	87	85	85	87
27	75	75	70	75	75	85	80	80	80	80
28	70	70	70	70	60	87	85	83	85	75

Table 2

The Questionnaire result

item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	TOTAL
1	2	1	2	3	3	2	2	1	3	2	2	2	1	1	27
2	2	2	2	1	3	3	3	1	3	3	2	1	1	1	28
3	2	3	2	2	3	2	2	3	3	3	3	2	3	3	36
4	3	3	1	2	3	3	3	2	3	3	2	2	2	2	34
5	1	3	2	2	2	2	2	1	2	2	2	1	2	1	25
6	2	2	1	2	2	2	2	1	3	3	2	2	2	2	28
7	3	3	2	1	3	3	3	1	1	3	2	1	2	2	30
8	2	3	1	2	2	1	1	1	2	2	2	1	1	1	22
9	1	3	1	1	1	2	1	2	3	2	1	1	2	2	23
10	2	2	1	2	2	2	2	2	2	2	1	1	1	1	23
11	2	2	2	2	2	2	2	1	3	3	2	2	2	2	29
12	3	3	2	2	3	3	4	2	2	3	2	2	2	2	35
13	2	3	2	3	2	2	2	2	3	3	2	2	2	2	32
14	2	3	2	2	2	2	2	1	3	3	2	2	1	1	28
15	2	3	1	2	3	3	2	1	2	3	2	3	2	2	31
16	2	1	1	2	3	3	3	2	1	2	1	1	2	2	26
17	2	3	1	2	3	3	3	2	1	2	1	1	2	2	28
18	3	3	2	2	2	1	1	1	2	2	2	2	2	1	26
19	2	3	1	2	3	3	3	2	2	2	2	2	2	2	31
20	2	2	2	2	3	2	2	1	2	1	2	1	2	1	25
21	2	3	2	2	3	3	3	1	2	1	2	1	2	1	28
22	3	3	1	3	2	2	2	2	1	1	1	2	2	2	27
23	3	2	2	2	3	3	3	1	2	1	2	1	1	2	28
24	2	3	1	2	3	2	2	1	3	2	1	1	2	2	27
25	2	3	2	2	3	2	2	1	1	1	1	1	1	1	23
26	2	2	1	1	3	3	4	4	2	3	2	2	2	1	32
27	2	2	1	3	2	2	1	2	3	3	2	1	1	1	26
28	3	2	1	1	2	2	1	3	2	1	1	2	1	1	23
TOTAL															781

Table 3

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
post test descriptive	28	70.00	87.00	81.3929	4.77136
post test narrative	28	70.00	87.00	81.2143	5.11811
post test recount	28	70.00	85.00	80.8929	4.50793
post test expository	28	70.00	88.00	80.4286	4.52506
post test argumentatif	28	60.00	90.00	80.5714	6.88761
pre test descriptive	28	60.00	80.00	72.5000	6.24500
pre test narrative	28	60.00	85.00	72.4643	7.56934
pre test recount	28	60.00	80.00	70.5000	7.29028
pre test expository	28	60.00	78.00	70.7500	6.54684
pre test argumentatif	28	60.00	80.00	71.3571	7.89381
Valid N (listwise)	28				

Table 4

Table correlation between using peer feedback through on facebook

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	post test descriptive - pre test descriptive	8,89288	7,16648	1,35434	6,11399	11,67173	6,568	27	,000
Pair 2	post test narrative - pre test narrative	8,75000	8,51850	1,60984	5,44887	12,05313	5,435	27	,000
Pair 3	post test recount - pre test recount	10,39288	7,17165	1,35531	7,61198	13,17373	7,668	27	,000
Pair 4	post test expository - pre test expository	8,87857	6,96581	1,31641	6,97751	12,37983	7,352	27	,000
Pair 5	post test argumentatif - pre test argumentatif	8,21429	7,82852	1,47945	6,17870	12,24987	6,228	27	,000

Table 5

Table normality test

One-Sample Kolmogorov-Smirnov Test

	post test descriptive	post test narrative	post test recount	post test expository	post test argumentatif	pre test descriptive	pre test narrative	pre test recount	pre test expository	pre test argumentatif
N	28	28	28	28	28	28	28	28	28	28
Normal Parameters ^{a,b}	Mean	81,3929	81,2143	80,8929	80,4286	80,5714	72,5000	72,4643	70,5000	70,7500
	Std. Deviation	4,77136	5,11811	4,50793	4,52506	6,88761	6,24500	7,56934	7,29028	6,54684
Most Extreme Differences	Absolute	,242	,228	,243	,248	,253	,227	,238	,231	,249
	Positive	,153	,129	,181	,145	,178	,120	,164	,175	,164
	Negative	-,242	-,228	-,243	-,248	-,253	-,227	-,238	-,231	-,249
Kolmogorov-Smirnov Z		1,282	1,204	1,285	1,312	1,337	1,201	1,261	1,225	1,271
Asymp. Sig. (2-tailed)		,075	,110	,073	,064	,056	,112	,063	,100	,079

a. Test distribution is Normal.

b. Calculated from data.

Table 6**Table T-test****Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	post test descriptive & pre test descriptive	81,3929	28	4,77136	,90170
Pair 2	post test narrative & pre test narrative	81,2143	28	5,11611	,96685
Pair 3	post test recount & pre test recount	80,8929	28	4,50793	,85192
Pair 4	post test expository & pre test expository	80,4286	28	4,52506	,85516
Pair 5	post test argumentatif & pre test argumentatif	80,5714	28	6,88761	1,30164
		71,3571	28	7,89381	1,49179

Table 7**Table Paired correlation sample****Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	post test descriptive & pre test descriptive	28	,175	,374
Pair 2	post test narrative & pre test narrative	28	,141	,475
Pair 3	post test recount & pre test recount	28	,335	,081
Pair 4	post test expository & pre test expository	28	,250	,199
Pair 5	post test argumentatif & pre test argumentatif	28	,446	,017

**Table 8:
Validity Test of Questionnaire
Correlations**

		Correlations														
		a1	a2	a3	a4	a5	a6	a7	a8	a9	a10	a11	a12	a13	a14	total
a1	Pearson Correlation	1	.428*	.282	.297	.607**	.341	.452*	.248	.071	.304	.198	.258	.188	.159	.815**
	Sig. (2-tailed)		.023	.148	.125*	.001	.075	.016	.208	.719	.118	.317	.189	.342	.418	.000
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
a2	Pearson Correlation	.428*	1	.195	.218*	.401*	.299	.228	.270	.372	.394*	.335	.204	.428*	.335	.688**
	Sig. (2-tailed)	.023		.320	.284*	.034	.123	.242	.184	.052	.038	.082	.297	.023	.081	.000
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
a3	Pearson Correlation	.282	.195	1	.179*	.298	.118	.242	-.200	.357	.242	.457*	.005	.097	.182	.380*
	Sig. (2-tailed)	.148	.320		.362*	.124	.549	.215	.307	.082	.215	.014	.982	.822	.354	.048
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
a4	Pearson Correlation	.297	.218*	.179*	1	.219	.040	.110	.147	.240	.027	.032	.298	.140	.198	.378*
	Sig. (2-tailed)	.125	.284	.362*		.262	.841	.578	.456	.219	.893	.874	.127	.478	.319	.048
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
a5	Pearson Correlation	.607**	.401*	.298	.219*	1	.677**	.880**	.282	.231	.381*	.409*	.148	.327	.211	.782**
	Sig. (2-tailed)	.001	.034	.124	.282		.000	.000	.146	.031	.046	.459	.089	.280	.380	.000
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
a6	Pearson Correlation	.341	.299	.118	.040	.677**	1	.840**	.210	.084	.372	-.101	.078	.309	.341	.617**
	Sig. (2-tailed)	.075	.123	.549	.841	.000		.000	.284	.745	.051	.808	.893	.110	.078	.000
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
a7	Pearson Correlation	.452*	.228	.242	.110	.880**	.840**	1	.223	.000	.400*	.088	.032	.340	.270	.644**
	Sig. (2-tailed)	.016	.242	.215	.578*	.000	.000		.253	1.000	.035	.730	.871	.077	.184	.000
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
a8	Pearson Correlation	.248	.270	-.200	.147	.282	.210	.223	1	.079	.141	.000	.084	.415*	.281**	.425*
	Sig. (2-tailed)	.208	.184	.307	.456	.148	.284	.253		.889	.474	1.000	.748	.028	.001	.024
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
a9	Pearson Correlation	.071	.372	.357	.240	.231	.084	.000	.079	1	.577**	.325**	.315	.085	.158	.530**
	Sig. (2-tailed)	.719	.052	.082	.219*	.238	.745	1.000	.889		.001	.004	.103	.888	.421	.004
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
a10	Pearson Correlation	.304	.394*	.242	.027	.381*	.372	.400*	.141	.577**	1	.432**	.441*	.340	.435*	.715**
	Sig. (2-tailed)	.118	.038	.215	.893	.048	.051	.035	.474	.001		.022	.019	.077	.021	.000
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
a11	Pearson Correlation	.198	.335	.457*	.032	.409*	-.101	.088	.000	.525**	.432*	1	.341	.287	.125	.502**
	Sig. (2-tailed)	.317	.082	.014	.874	.031	.808	.730	1.000	.004	.022	.028	.078	.189	.827	.007
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
a12	Pearson Correlation	.258	.204	.005	.298	.148	.078	.032	.084	.315	.441*	.341	1	.275	.273	.482*
	Sig. (2-tailed)	.189	.297	.982	.127	.459	.893	.871	.748	.103	.019	.078		.157	.181	.018
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
a13	Pearson Correlation	.188	.429*	.087	.140	.327	.309	.340	.415*	.085	.340	.287	.275	1	.874**	.593**
	Sig. (2-tailed)	.342	.023	.822	.478	.089	.110	.077	.028	.888	.077	.189	.157		.000	.001
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
a14	Pearson Correlation	.159	.335	-.182	.198	.211	.341	.270	.581**	.188	.438*	.128	.273	.874**	1	.582**
	Sig. (2-tailed)	.418	.081	.354	.319*	.280	.078	.184	.001	.421	.021	.527	.181	.000		.002
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
total	Pearson Correlation	.815**	.868**	.380*	.378*	.782**	.817**	.844**	.425*	.530**	.715**	.502**	.482*	.593**	.582**	1
	Sig. (2-tailed)	.000	.000	.048	.048*	.000	.000	.000	.024	.004	.000	.007	.016	.001	.002	
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

Table 9:
Reliability of the questionnaire

Case Processing Summary

		N	%
Cases	Valid	28	96.6
	Excluded ^a	1	3.4
	Total	29	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.837	14

TEST TABLE
NILAI F ($\alpha = 0,05$)

Table 10:

df ₂	df ₁							
	1	2	3	4	5	6	7	8
1	#####	#####	#####	#####	#####	#####	#####	#####
2	18.513	19.000	19.164	19.247	19.296	19.330	19.353	19.371
3	10.128	9.552	9.277	9.117	9.013	8.941	8.887	8.845
4	7.709	6.944	6.591	6.388	6.256	6.163	6.094	6.041
5	6.608	5.786	5.409	5.192	5.050	4.950	4.876	4.818
6	5.987	5.143	4.757	4.534	4.387	4.284	4.207	4.147
7	5.591	4.737	4.347	4.120	3.972	3.866	3.787	3.726
8	5.318	4.459	4.066	3.838	3.687	3.581	3.500	3.438
9	5.117	4.256	3.863	3.633	3.482	3.374	3.293	3.230
10	4.965	4.103	3.708	3.478	3.326	3.217	3.135	3.072
11	4.844	3.982	3.587	3.357	3.204	3.095	3.012	2.948
12	4.747	3.885	3.490	3.259	3.106	2.996	2.913	2.849
13	4.667	3.806	3.411	3.179	3.025	2.915	2.832	2.767
14	4.600	3.739	3.344	3.112	2.958	2.848	2.764	2.699
15	4.543	3.682	3.287	3.056	2.901	2.790	2.707	2.641
16	4.494	3.634	3.239	3.007	2.852	2.741	2.657	2.591
17	4.451	3.592	3.197	2.965	2.810	2.699	2.614	2.548
18	4.414	3.555	3.160	2.928	2.773	2.661	2.577	2.510
19	4.381	3.522	3.127	2.895	2.740	2.628	2.544	2.477
20	4.351	3.493	3.098	2.866	2.711	2.599	2.514	2.447
21	4.325	3.467	3.072	2.840	2.685	2.573	2.488	2.420
22	4.301	3.443	3.049	2.817	2.661	2.549	2.464	2.397
23	4.279	3.422	3.028	2.796	2.640	2.528	2.442	2.375
24	4.260	3.403	3.009	2.776	2.621	2.508	2.423	2.355
25	4.242	3.385	2.991	2.759	2.603	2.490	2.405	2.337
26	4.225	3.369	2.975	2.743	2.587	2.474	2.388	2.321
27	4.210	3.354	2.960	2.728	2.572	2.459	2.373	2.305
28	4.196	3.340	2.947	2.714	2.558	2.445	2.359	2.291
29	4.183	3.328	2.934	2.701	2.545	2.432	2.346	2.278
30	4.171	3.316	2.922	2.690	2.534	2.421	2.334	2.266

df ₂	df ₁							
	1	2	3	4	5	6	7	8
40	4.085	3.232	2.839	2.606	2.449	2.336	2.249	2.180
50	4.034	3.183	2.790	2.557	2.400	2.286	2.199	2.130
60	4.001	3.150	2.758	2.525	2.368	2.254	2.167	2.097
70	3.978	3.128	2.736	2.503	2.346	2.231	2.143	2.074
80	3.960	3.111	2.719	2.486	2.329	2.214	2.126	2.056
81	3.959	3.109	2.717	2.484	2.327	2.213	2.125	2.055
82	3.957	3.108	2.716	2.483	2.326	2.211	2.123	2.053
83	3.956	3.107	2.715	2.482	2.324	2.210	2.122	2.052
84	3.955	3.105	2.713	2.480	2.323	2.209	2.121	2.051
85	3.953	3.104	2.712	2.479	2.322	2.207	2.119	2.049
86	3.952	3.103	2.711	2.478	2.321	2.206	2.118	2.048
87	3.951	3.101	2.709	2.476	2.319	2.205	2.117	2.047
88	3.949	3.100	2.708	2.475	2.318	2.203	2.115	2.045
89	3.948	3.099	2.707	2.474	2.317	2.202	2.114	2.044
90	3.947	3.098	2.706	2.473	2.316	2.201	2.113	2.043
91	3.946	3.097	2.705	2.472	2.315	2.200	2.112	2.042
92	3.945	3.095	2.704	2.471	2.313	2.199	2.111	2.041
93	3.943	3.094	2.703	2.470	2.312	2.198	2.110	2.040
94	3.942	3.093	2.701	2.469	2.311	2.197	2.109	2.038
95	3.941	3.092	2.700	2.467	2.310	2.196	2.108	2.037
96	3.940	3.091	2.699	2.466	2.309	2.195	2.106	2.036
97	3.939	3.090	2.698	2.465	2.308	2.194	2.105	2.035
98	3.938	3.089	2.697	2.465	2.307	2.193	2.104	2.034
99	3.937	3.088	2.696	2.464	2.306	2.192	2.103	2.033
100	3.936	3.087	2.696	2.463	2.305	2.191	2.103	2.032

(Sources : Ghozali:2007)

TEST TABLE
NILAI t (dua sisi)

df	α			
	20%	10%	5%	2%
	0.10	0.05	0.025	0.010
1	3.078	6.314	12.706	31.821
2	1.886	2.920	4.303	6.965
3	1.638	2.353	3.182	4.541
4	1.533	2.132	2.776	3.747
5	1.476	2.015	2.571	3.365
6	1.440	1.943	2.447	3.143
7	1.415	1.895	2.365	2.998
8	1.397	1.860	2.306	2.896
9	1.383	1.833	2.262	2.821
10	1.372	1.812	2.228	2.764
11	1.363	1.796	2.201	2.718
12	1.356	1.782	2.179	2.681
13	1.350	1.771	2.160	2.650
14	1.345	1.761	2.145	2.624
15	1.341	1.753	2.131	2.602
16	1.337	1.746	2.120	2.583
17	1.333	1.740	2.110	2.567
18	1.330	1.734	2.101	2.552
19	1.328	1.729	2.093	2.539
20	1.325	1.725	2.086	2.528
21	1.323	1.721	2.080	2.518
22	1.321	1.717	2.074	2.508
23	1.319	1.714	2.069	2.500
24	1.318	1.711	2.064	2.492
25	1.316	1.708	2.060	2.485
26	1.315	1.706	2.056	2.479
27	1.314	1.703	2.052	2.473
28	1.313	1.701	2.048	2.467
29	1.311	1.699	2.045	2.462
30	1.310	1.697	2.042	2.457
31	1.309	1.696	2.040	2.453
32	1.309	1.694	2.037	2.449
33	1.308	1.692	2.035	2.445
34	1.307	1.691	2.032	2.441
35	1.306	1.690	2.030	2.438
36	1.306	1.688	2.028	2.434
37	1.305	1.687	2.026	2.431
38	1.304	1.686	2.024	2.429
39	1.304	1.685	2.023	2.426
40	1.303	1.684	2.021	2.423
41	1.303	1.683	2.020	2.421
42	1.302	1.682	2.018	2.418
43	1.302	1.681	2.017	2.416
44	1.301	1.680	2.015	2.414
45	1.301	1.679	2.014	2.412
46	1.300	1.679	2.013	2.410
47	1.300	1.678	2.012	2.408
48	1.299	1.677	2.011	2.407
49	1.299	1.677	2.010	2.405
50	1.299	1.676	2.009	2.403

(Sumber : Ghozali:2007)

df	α			
	20%	10%	5%	2%
	0.10	0.05	0.025	0.010
51	1.298	1.675	2.008	2.402
52	1.298	1.675	2.007	2.400
53	1.298	1.674	2.006	2.399
54	1.297	1.674	2.005	2.397
55	1.297	1.673	2.004	2.396
56	1.297	1.673	2.003	2.395
57	1.297	1.672	2.002	2.394
58	1.296	1.672	2.002	2.392
59	1.296	1.671	2.001	2.391
60	1.296	1.671	2.000	2.390
61	1.296	1.670	2.000	2.389
62	1.295	1.670	1.999	2.388
63	1.295	1.669	1.998	2.387
64	1.295	1.669	1.998	2.386
65	1.295	1.669	1.997	2.385
66	1.295	1.668	1.997	2.384
67	1.294	1.668	1.996	2.383
68	1.294	1.668	1.995	2.382
69	1.294	1.667	1.995	2.382
70	1.294	1.667	1.994	2.381
71	1.294	1.667	1.994	2.380
72	1.293	1.666	1.993	2.379
73	1.293	1.666	1.993	2.379
74	1.293	1.666	1.993	2.378
75	1.293	1.665	1.992	2.377
76	1.293	1.665	1.992	2.376
77	1.293	1.665	1.991	2.376
78	1.292	1.665	1.991	2.375
79	1.292	1.664	1.990	2.374
80	1.292	1.664	1.990	2.374
81	1.292	1.664	1.990	2.373
82	1.292	1.664	1.989	2.373
83	1.292	1.663	1.989	2.372
84	1.292	1.663	1.989	2.372
85	1.292	1.663	1.988	2.371
86	1.291	1.663	1.988	2.370
87	1.291	1.663	1.988	2.370
88	1.291	1.662	1.987	2.369
89	1.291	1.662	1.987	2.369
90	1.291	1.662	1.987	2.368
91	1.291	1.662	1.986	2.368
92	1.291	1.662	1.986	2.368
93	1.291	1.661	1.986	2.367
94	1.291	1.661	1.986	2.367
95	1.291	1.661	1.985	2.366
96	1.290	1.661	1.985	2.366
97	1.290	1.661	1.985	2.365
98	1.290	1.661	1.984	2.365
99	1.290	1.660	1.984	2.365
100	1.290	1.660	1.984	2.364

r Table

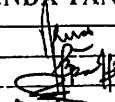
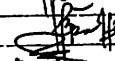

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,304	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,338	0,495	50	0,279	0,361			

(Sources: Sugiyono:2006)

BERITA ACARA UJIAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH IAIN SINAN AMPEL SURABAYA
MEJA:

Hari dan Tanggal : Kamis, 21 April 2011
 Nama : Fasyatul Laila
 Nomor Induk : 0085207034
 Judul Proposal : cara book as English learning media to improve writing Descriptive text of English Department Student in State Institute for Islamic Studies Sinan Ampel Surabaya.

Catatan No. : 1) The title give 'an' before English and 'ability' after the word Writing.
 2) Write the previous research in your background of study.
 3) list the researcher that have done the same research in the different subject.
 4) the description of formula: $y = \text{writing descriptive text ability in data analysis technique}$.

NO.	DEWAN PENGUJI		NILAI	TANDA-TANGAN
	JABATAN	NAMA		
1.	Ketua	Dra Irma Soraya, M.Pd.		1. 
2.	Sekretaris	Rakhmawati, M.Pd.		2. 
3.	Penguji	Akh. Mu ZAKKI, Ph.D.		3. 
Jumlah Nilai				Nilai Akhir:

Surabaya, 21 April 2011.

Sekretaris



Rakhmawati, M.Pd.

NIP. 19780317200912 2002

Keterangan Nilai

- 91 - 100 = A+ (Lulus)
- 96 - 90 = A (Lulus)
- 81 - 85 = A- (Lulus)
- 76 - 80 = B+ (Lulus)
- 71 - 75 = B (Lulus)
- 66 - 70 = B- (Lulus)
- 61 - 65 = C+ (Lulus)
- 56 - 60 = C (Lulus)
- 51 - 55 = C- (Tidak Lulus)
- < 50 = D (Tidak Lulus)

Lembar pertama untuk Fakultas

Lembar kedua untuk mahasiswa

BERITA ACARA UJIAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH IAIN SUNAN AMPEL SURABAYA
MEJA:

Hari dan Tanggal : Selasa 19-7-2011
Nama : Feryanti L...
Nomor Induk : 085207034
Judul Skripsi : The using peer feedback to improve writing ability trough on FB at English Department student

Catatan No. :

- Revisi the title, add the word. of after the using, drop the word on;
- Add the reason to choose the subject on the background of the study, siswa
- Revisi the past research question into students' writing ability in the
- Use partnote of from page 32-36 at the end of the previous study system
- Put the success criteria on the third chapter
- Use english for the report (see page 61)
- pay attention to the language for example page 38.
- a sentence must be your own sentence.
- Add lesson plan ~~grammar~~
- Explain about team, out the term PCA 2
- Instrument of data collection on p. 35, observation checklist p
- Make a plan of to calculate the data score

NO.	DEWAN PENGUJI		NILAI	TANDA TANGAN
	JABATAN	NAMA		
1.	Ketua	Dra. Irma Soraya, M.Pd		1.
2.	Sekretaris	Rizka Sapriyani, M.Pd		2.
3.	Penguji I	DPA. Arbaiyiah, S.S, MA		3.
4.	Penguji II	AKH. Muzakki, Ph.D		4.
Jumlah Nilai				Nilai Akhir:

Surabaya,

Sekretaris

Rizka Sapriyani, M.Pd

NIP. 19840914 200912 2005

Keterangan Nilai

91 - 100 = A+ (Lulus)

86 - 90 = A (Lulus)

81 - 85 = A- (Lulus)

76 - 80 = B+ (Lulus)

71 - 75 = B (Lulus)

66 - 70 = B- (Lulus)

61 - 65 = C+ (Lulus)

56 - 60 = C (Lulus)

51 - 55 = C- (Tidak Lulus)

< 50 = D (Tidak Lulus)

Lembar pertama untuk Fakultas

Lembar kedua untuk mahasiswa



KEMENTERIAN AGAMA
 INSTITUT AGAMA ISLAM NEGERI SUNAN AMPEL
 FAKULTAS TARBIYAH

Jl. Jend. A. Yani 117 Telp./Fax. 031-8437893 Surabaya 60237

KARTU KONSULTASI SKRIPSI

Nama Mahasiswa : Fasyatul Laila
 NIM : 005207034

Jurusan : DES207034 (PBI)
 Pembimbing : Dra. Irma Soesya Mpd

NO	TANGGAL	MATERI KONSULTASI	TANDA TANGAN PEMBIMBING
1	May, 18 th	Collecting chapter 1 ; revise the background of the study	
2	June, 22 nd	Revisi Mind Mapping, Menyerahkan Bab 1 dan Bab 2	
3	Juni 30 th	Menyerahkan Bab 3	
4	July, 6 th	Revisi bab 1 → background of study Revisi bab 2 → the quotation + grammar	
5	July, 6 th	Revisi bab 3 → The Methodology "CAR" ganti Judul The use of Peer feedback to improve	
6	July, 11 st	Setor bab 4 dan 5	
7	July, 12 nd	Revisi bab 1 → Background of study (grammatical) Revisi bab 3 → Research design + Data analysis	
8	July, 13 th	Acc	
9			
10			
11			
12			
13			
14			
15			

Judul Skripsi : Peer Feedback as a technique to Improve Writing ability through on facebook at English Department's Students State Institute for Islamic Studies Sunan Ampel Surabaya

Surabaya,
 Dosen Pembimbing,

NIP.