THE USE OF INSIDE OUTSIDE CIRCLE STRATEGY AND PEER REVIEW TO IMPROVE WRITING SKILL IN DESCRIPTIVE TEXT FOR THE SECOND YEAR STUDENTS OF MTS DARUL ULUM GROBOGAN IN THE ACADEMIC YEAR OF 2017/2018

A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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2018
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer. This paper does not contain any materials published by other people and it does not cite any other people’s ideas except those quoted overtly.

This declaration is written with the full concern of the writer.

Salatiga, March 10th 2018

[Signature]

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The Attentive Counselor's note

Arina Nurul Izzah

To the Dean of Teacher Training and Education Faculty

Assalamu'alaikum Wr. Wb

After reading and correcting Arina Nurul Izzah's graduating paper entitled THE USE OF INSIDE OUTSIDE CIRCLE STRATEGY AND PEER REVIEW TO IMPROVE STUDENTS' WRITING IN DESCRIPTIVE TEXT (Classroom Action Research on the Second Grade of MTs Darul Ulum Grobogan in the Academic Year of 2017/2018), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu'alaikum Wr. Wb

Counselor

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MOTTO

“Everything will come to those who keep trying with determination and patience”

-Edison-

“A person who never make a mistake never tried anything new”

-Albert Einstein-

“It’s nice to be important, but it’s more important to be nice”

-John Cassis-
DEDICATION

I hereby dedicate this graduating paper for:

❖ Allah SWT, My Lord My God Almighty thanks for guiding me to face everything in this extraordinary world.

❖ My beloved Parents, thanks for having me and give me everything you can give.

❖ My beloved sister and brother, Misbahul Fuad, Khoirul Muzakki, Indah Nailatul Muna, Zuhad Abdul Hakim. Thanks for always support me to be better.

❖ The big Family of Seni Musik Club (SMC) IAIN Salatiga. Dedicato, Elano, Awareness, Willpower, Zeaolus, Cambioso, Extender, Fidelio, Cakrawangsa, Gamananta, Ovedio. Thanks for learn me many thing about life, song and friendship.

❖ The big family of MTs Darul Ulum Putatnganten, Grobogan. Thanks for the experience and nice appreciation.

❖ My beloved bestfriend ever Luluk, Ina. Thanks for always accompany me everytime i need you.

❖ My beloved family “asma” room. Rahil, Ayu, Bidah, Dian, Ikah, Aini for always stand for me.

❖ My Friends of sharing in the same struggle. TBI C 2013. Thanks for the togetherness.
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Alhamdulillahi robbil’alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the writer so the writer can finish the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth. However, this paper will not be finished without support, advices, help and encouragement from several people and institution. Hence, the writer would like to express special thanks to:

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ABSTRACT


The objectives of the study are to describe the implementation of inside-outside circle strategy and peer review in writing descriptive text and to measure the improvement of students’ writing descriptive text by using inside outside circle strategy and peer review of the students of MTs Darul Ulum Grobogan in the Academic year 2017/2018.

The methodology of research was classroom action research. The techniques of collecting data was pre-test and post-test to find out the improvement of students’ writing descriptive text by using inside-outside circle strategy and peer review.

The writer finds there is an improvement of students’ writing descriptive text by using inside-outside circle strategy and peer review. The result of the t-test of cycle 2 was 4.07. before the effect has not seen by the researcher in the cycle 1, the result of cycle 1 was 3.51. The passing grade was 75 and the target of the passing grade was 85%. The outcome of the post-test of cycle 2 was 90.62% from the students. Students passed the passing grade. The target of cycle 2 was achieved, so the researcher stopped research. The result of the study showed that inside outside circle strategy and peer review succesfully improved students’ writing descriptive text.

Keywords: Inside Outside Circle Strategy; Peer Review; Writing Comprehension; Descriptive Text; Classroom Action Research
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CHAPTER I
INTRODUCTION

This chapter discusses introduction. The discussion includes background of the study, problems of the study, objectives of the study, limitation of the study, benefit of the study, definition of key words and organization of the graduating paper.

A. Background of the Study

Language is very important to be learned by everyone. According to Siahaan (2008:1), language is a set of rules used by human as a tool of communication. Brown (2000:5) adds that language is a system of vocal symbol, symbol of written or symbol of gesture that allows someone or community to communicate with people. We use language to communicate with other. By using language, people can send information to other and express their thinking. People learn language for some purposes such as business, communication and also education.

In this modern era we can not deny that the use of language as the tool of communication among nation is important, therefore
we have English as our international language. Jack and Rodgers (1986:1) said Latin was the widely acclaimed and studied as the foreign language, but now English has the position as foreign language that studied in the world. English is important to be learned to communicate with people from another country. Beside of that in this era, economic, business and also education use English as their technical term, language is very close in our life. Those are some reasons why it is important to learn English.

In Indonesia English learned since Junior High School until University and it is seriously taught. Even some of Elementary School teach English to the students as the extra lesson and it is obtained as local content. According to Depdikbud (1994:1) it says that English is not essence subject but it is taught as the local content of learning. Even now many people not just learn English in school but also they learn English in other places like course, private lesson etc.

Cameron (2001:17) stated that in last decades language divided into four skills; listening, speaking, reading and writing. MTs Darul Ulum Grobogan is one of the school that taught those four
skills to the students especially in English so that on 16th May 2017 the researcher did the pre interview to the English teacher in MTs Darul Ulum. From the interview the teacher said that writing is the most difficult material in teaching learning in MTs Darul Ulum. She said that students get more difficulty in writing than the other material. According to the pre interview before, so in this section the researcher will focuses on writing skill.

Halliday in Nunan (1991:84) said that writing developed in society as a product of cultural changes that cannot be readily by the spoken language, beside spoken people need written to deliver their idea to others. We can not always express something by speech or spoken but sometimes we also need writing in our society.

Successfull writing involves mastering of mechanics of letter formation and obeying conventions of spelling and punctuation; using the grammatical system to convey one’s intended meaning; organising content at the level of the paragraph and the complete text to reflect given/ new information and topic/ comment structures; polishing and revising one’s initial efforts; selecting an appropriate style for one’s audience. Nunan (1991:7).

As Nunan stated above we know that writing is a little complicated and has some rules. Because of the writing complexity so that is why writing is necessary to be learned. Based on SK KD in
English subject of Junior High School itself targets students to have the functional ability to communicate orally and in writing. So it is necessary to teach writing to the students of Junior High School.

After doing the pre interview to the teacher of MTs Darul Ulum, the researcher did the pre observation to the students of MTs Darul Ulum, the researcher did the pre observation for a week to see the teaching learning process. The researcher also observed the teacher and students when the teaching process was going in this school especially in English lesson.

From the pre observation in MTs Darul Ulum that the researcher did, the researcher got the information from the teacher that in teaching writing the students get some difficulties, usually they confuse how to start the writing, they have less vocabularies, and sometimes they difficult to understand the writing material that the teacher gave. Teacher also said that in teaching learning process sometimes students are so noisy and did not take the attention and teacher difficult to control the class. Form those results so the researcher thought that the breakthrough is needed in teaching writing to make the students understand writing material well.
Because of some reasons above and to solve the problem, the researcher believe that teacher should have some strategies to teach English especially for writing. In this case the researcher and teacher discussed then the researcher suggests to use inside-outside circle strategy and peer review as the strategy of the research. Anita (2004:65) said that inside-outside circle strategy is one of cooperative learning that give the opportunity to students to share information at the same time, used to make the learning process more fun for the students, then peer review is the way to increase students’ writing. It is expected that the teacher will able to motivate the students in learning process and also make the students understand well the writing material. After the discussion, the teacher and the researcher agree to use those strategies that hope can increase the students’ writing.

After explain background of the study above, the researcher would like to make a research to know how far is inside-outside circle strategy and peer review can improve students’ writing descriptive text with the title “THE USE OF INSIDE OUTSIDE CIRCLE STRATEGY AND PEER REVIEW TO IMPROVE STUDENTS’ WRITING SKILL IN DESCRIPTIVE TEXT”
B. Problems of the study

Based on the background of the study above, the researcher formulates the problems of the study as follows:

1. How is the implementation of inside outside circle strategy and peer review in writing skill descriptive text at the second grade of MTs Darul Ulum Putatnganten, Grobogan 2017/2018?

2. To what extent is the improvement of students’ writing skill descriptive text by using inside outside circle strategy and peer review at the second grade of MTs Darul Ulum Putatnganten, Grobogan 2017/2018?

C. Objectives of the study

The objectives of the study are stated briefly as follows:

1. To describe the implementation of inside outside circle strategy and peer review in writing skill descriptive text at the second grade of MTs Darul Ulum Putatnganten, Grobogan 2017/2018.

2. To measure the improvement of students’ writing skill descriptive text by using inside outside circle strategy and peer review at the second grade of MTs Darul Ulum Putatnganten, Grobogan 2017/2018.
D. Limitation of the study

In this research the researcher limits her research on improving students’ writing skill descriptive text by using inside-outside circle strategy and peer review at the second semester of eight grade of VIII B class of MTs Darul Ulum Putatnganten, Karangrayung, Grobogan in academic year 2017/2018.

E. Benefit of the study

In this research the researcher hopes that the results are useful for:

1. The researcher

   The researcher will get more knowledge and new experience in teaching writing descriptive text.

2. The reader

   The result of this research can be used as reference for other reader and also the reader will get new information and experience.

3. The students

   Students will get spirit in learning writing descriptive text, it can make them easier in learning writing descriptive text.

4. The teachers

   Teacher can use inside-outside circle strategy and peer review as the
teaching aid in learning process to motivate the students. It can make teaching learning easier especially in teaching writing descriptive text.

F. Definition of Keywords

To avoid misunderstanding, the writer gives explanations or definitions of some key terms used in the study.

1. Students’ writing skill

Trisha and Diana (1982:1) stated that writing is useful, effective, enjoyable and necessary component in the modern world. It provides the way to send personal message to friend. It assumes career and financial importance in the composition of a resume or a business letter. Students’ writing skill means students competence in term of writing.

2. Inside-Outside Circle Strategy

Hedrick (2010:125) states that inside-outside circle strategy is the simple strategy for the student, it is used to share the information and also for sharing or problem solving in class. It means that this strategy is easy to apply in the classroom and the students will able to share and also get the information from the other friends.
3. Peer review

Peer review is a valuable element in the writing process. It has the advantage of encouraging students to work collaboratively, something which in a group we want to foster. It also gets round the problem of students reacting too passively to teacher responses (Harmer, 2004:115).

4. Descriptive Text

Alice and Ann (2007:6) says that descriptive writing is interesting, it tells how something looks, how something feels, how something smells, how something tastes or sounds. A good picture is a picture, the reader can record everything in their mind.

G. Organization of the graduating paper

This final project includes five chapters. With the purpose to facilitate the readers to understand the research, this writing is organized as follows:

Chapter I, it present the introduction, the researcher explain about background of the study, problem of the study, objectives of the study, limitation of the study, benefit of the study, definition of key words and organization of graduating paper.
Chapter II describes the theoretical framework. It consists of discussion about the definitions of writing, descriptive text, and the theory of inside outside circle strategy and peer review.

Chapter III describes research methodology of this research which includes methods of research, subject of the research, method of data collection, method of data analysis.

Chapter IV are findings and discussions which contains descriptive analysis of implementation of inside outside circle strategy and peer review, and data analysis of the enhancement of student improvement of writing descriptive text.

Chapter V is the closure which contains the conclusions and the suggestions, for the attachment there are appendixes and reference.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, the researcher attempts to explain the theoretical foundations which consist of the definitions of writing, descriptive text and the theory of inside outside circle and peer review.

A. Review of Related Literature

The researcher takes some previous studies to make sure of the originality of the research. The first research is from Nawawi (2011) on his research he focused on writing descriptive text by using guided question. He got the result that in his research by using guided question the students’ skill in writing descriptive text was improved and students get motivated by using this method. The difference between Nawawi (2011) research and this research, Nawawi (2011) used guided question to improve students’ writing descriptive text but in this research the researcher uses inside-outside circle strategy and peer review to improve students’ writing descriptive text.

Beside of that, the researcher also found the research, inside outside circle strategy has been studied by Mubarok (2014). Mubarok (2014) used the same strategy that is inside outside circle strategy and combine with who am i game to improve speaking skill. He got the
result that students’ speaking skill can be improved by using those strategies in teaching speaking. The difference is Mubarok (2014) used inside outside circle strategy to improve students’ speaking skill but in this research, the researcher uses inside-outside circle strategy to improve students’ descriptive text and also combine it with peer review to make the improvement of students more significant.

The third research is from Wahyuni, Mukhaiyar, and Khusni (2013) in their research they used inside outside circle to improve speaking skill of the students. After did the research they got the result that by using inside-outside circle strategy the students’ speaking skill can be improved and students get more confidence. But in this case the teacher faced some problems because there is a gap gender that make the students unwilling when they get the different gender as their partner.

The difference between Wahyuni, Mukhaiyar, and Kusni (2013) with this research is they used inside outside circle strategy to improve speaking skill but in this study the researcher used inside outside circle to improve the writing ability of the students. Although we have the same strategy but in writing case the researcher input a little different
treatment to the students and also combine the strategy with peer review to make sure that writing skill of the students are improved.

The fourth previous research is from Dewi, Purwanti, and Syarfi (2013). Their research is inside outside circle strategy to improve the ability of students in comprehending descriptive text in reading. If some previous studies before used inside-outside circle strategy to improve speaking but, Dewi, Purwanti, and Syarfi (2013) used inside outside circle strategy to improve reading. And also it is different with the research of this research. The researcher will use inside outside circle to improve students’ writing descriptive text.

The fifth previous study is from Troester (2015) she observed her students from some classes who had limited experience in writing so that she used peer review as the strategy to improve her students’ writing. After did the observation she got the result that by using peer review, her students’ writing can be improved, it can be seen from their score. Although we have the same strategy that is peer review to improve students writing we have the different way of peer review we did. Troester (2015) used online peer review but in this study the researcher used direct peer review in the class, so the teacher will able to control the class and guide the student when peer review was going.
The sixth previous study is from Shokpour, Keshavars, & Jafari (2013) in their study they also used peer review as the strategy in writing, they were focused on EFL students. On their study they also found that peer review was able to improve students’ writing. The students got more motivation to write more essays and also they enjoyed the writing process. They have peer review as the strategy to improve students’ writing it is just same with this study but, in this study the researcher used two strategies to improve students’ writing those are inside outside circle strategy and peer review.

From those previous studies, we can see the differences of each study. In this research, the researcher will use inside-outside circle strategy and combine it with peer review to improve students’ writing descriptive text. And it is expected to improve students’ writing in descriptive text.

B. General Concept of Writing

1. The Definition of Writing

Writing is the process of thinking, writing is an action process of share and organize the ideas or even express feeling, and then put them to a paper (Brown,2001:336). When someone writes it means that they express their feeling or maybe their thinking.
According to White (1986:7) writing is more than public communication, writing is the way of someones’ thinking. Writing is used for the people to communicate but we also can not ignore that in writing someone need to think, even some of them express their idea and put it in writing as the way of their thinking.

Hyland (2004:09) stated that writing has some function in our life, it can be the way to share personal meaning of someone. Writing also a system of human intercommunication by means of conventional visible marks (Gelb, 1963:12). When people is writing, they create the product because writing itself is the creation of someones’ brain and it is not just copying someones’ sentences in life as Richard (1999:58-59) stated that writing is innitative and it is more than copying sentences that have been practiced.

From the definition above, the researcher concludes that writing is the way of thinking to express the idea or feeling and it has some components, it practiced to become a product and it is also used for the communication of people to others. Writing is also the way of someone to share personal meaning and it is a system of human intercommunication.
2. The Importance of Writing

Jozsef (2001:5) said that writing is the most complex human activities so that is why mastering writing is important, because in this modern era writing is needed for many purposes, in this world we almost can not be separated with writing, we need writing almost in our everyday life. Halliday (1985) in Nunan (1991:84) stated that in this modern world written language has some function in our live everyday including the following; primarily for action, primarily for information and primarily for entertainment. Brown (2004:218) adds that today writing skill is really needed in our global literate community, writing skill is necessary for achieving employment in life. As we know that now everything needs writing and also in this modern era, everybody needs writing skill included in education, business and also for the occupational need.

Beside of that, White (1986:3) stated that writing has some important cases, the cases are the following: writing can improve academic performance, writing allow us to create and maintain a marketable image of ourselves in the eyes and current employers, writing also enhances personal and community relationships.
In Writing, there are some important things that must be noticed. Mayers (2005:5) stated that first step in writing is exploring ideas. And there are three components that must be noticed:

a. Your Subject

Subject is become an important thing in our writing. We must think about it before, choose subject which interesting for the audience. It is important to choose the interesting subject of our writing, because our writing will be read by someone. So that we must make it interesting for those who read our writing.

b. Your Purpose

The second important thing in writing is our purpose because purpose is always important: to inform, to entertain, to persuade or many other purposes. What we write is depend on what is our purpose in our writing. So that is why we have to think about our purpose before we write.

c. Your Audience

Before we write something we have to know who is our audience or reader. To avoid misunderstanding we must bring into line our writing to the audience.
3. **Steps in Writing**

In writing there are some steps that must be known by the writer. According to Singh (1992) in Joszef (2001:15) he suggests that there are three main steps in writing. The three steps are as follows:

a) **Planning**

The first step of writing is planning, while the writer is planning the writer produce the ideas, surveys possibilities, decides on how to solve the task and on how to order units, and chooses appropriate information. Planning is important step in writing, without planning the writer will not able to get the idea and they will get difficulty in starting writing. In this step the writer must think carefully because this is the main point of writing, planning will specify our writing.

b) **Drafting**

The second step of writing is drafting, when drafting the writer reviews any notes produced in the first step and identifies the problem. While drafting, the writer will be more creative to produce their writing, this step will decide all of the content of their writing and also decide what actually they want to show to the reader.
c) **Revising**

The last step is revising, the writer revises by checking text, eliminating errors found, and be rewriting element in the problem identification activity. Revising our writing is also important, as we know that there will be no perfect writing, there will be mistakes or error in our writing, so this step can not be left. Before our writing is read by someone, be sure that we have revised our writing to avoid the error of our writing and it is also can make us to be better in writing. In this step we can check one or more time in our writing, maybe in grammatical, typing or punctuation that we use in our writing. If we found any error or problem so we can revise it soon to avoid mistakes.

4. **Teaching Writing**

a. **The Importance in Teaching Writing**

Teaching writing is the way of facilitating and guiding the students to make them enable in writing practice. And also it has the purpose to make the students understand about the rules of writing itself. As Brown (2000:7) stated that teaching is guiding and facilitating the learners, it is the way to enabling the learner to learn and setting condition of learner.
Students learn writing in class with the teacher, learning writing can be bored for the students if teachers are not use some strategies in teaching. But if the teacher creatives and use strategy in teaching, the writing class will become enjoyable and ofcourse make the students get more spirit. In teaching writing we have to make sure that the students will able to know about the writing material. And also teacher should know how the writing process is going. However the teacher need to concentrate on the writing process of the students.

Teacher has the big influence in teaching, teacher has a role to make the students understand in learning. And also in writing, students will succes or not in writing it depends on how the teacher deliver and train the students. As Harmer,(2001:4) stated that training students to write demands the care and attention from the language teacher. Teacher must be responsible of what they give to the students, in process of teaching writing the teacher has the task to make the students become a better writer.

According to Devoss, Aadahl and Hicks (2003:41-42) there are some important thing must known by the teacher in the classroom. Some important practices which can impove the students’ writing skill by the three strands of work in the following;
1) Supporting students in the process of writing, teacher should teach about planning, revising and editing but teacher also has the responsibility; to give, receive, and use feedback and also reflect on their growth over time.

2) Studying the craft of writing, including analyzing how texts in different media are designed and how they function across genres, purposes and discourse community.

3) Helping students analyze and understand the rhetorical situation for their writing, including how to think about the audience, purpose, and the strategic thinking that can help the students for their writing.

Harmer (2001, 41-42) stated that among the tasks that teachers have to perform before, during and after students writing are the following:

1) *Demonstrating*, students need to be aware of writing convention and genre constrains in specific types of writing, teacher should be able to draw this features to their attention.

2) *Motivating and provoking*, students are often lost of word when they are writing, especially in creative writing task. In this case the teacher can help the students and guide them to find ideas, make them get spirit to face the task and persuade them that it is fun.
3) *Supporting*, teacher has a role as the motivator and provoker of supporting. Students need a lot of help and support for writing, both with ideas and means to make it happen. Teachers should support when students write in the classroom, and teacher should be available for the students.

4) *Responding*, there are two categories when we react to the students’ writing, those are responding and evaluating. When responding we react to the content of a supportive work and the teacher should make suggestions for the improvement.

5) *Evaluating*, when we evaluate our students’ writing for test purposes, we can indicate and tell them where they wrote well and where they made mistakes, and we may award grades.

Those are some tasks of teachers as the teacher’s responsibility in teaching writing. It hopes that teacher could responsible on what they give and guide the students to be better in writing.

b. **Strategies in Teaching Writing**

Teaching writing is not easy, especially for the teacher. In teaching writing teacher will always face some problems. Teacher should have strategy in teaching writing to make the students
understand well. According to Harmer (2004:11) there are some strategies we need to consider:

a) The way teacher gets students to plan

Before asking students to write we can propose them to think about what they want to write. When the students are planning we can propose them to think about what they want to say and what the purpose of their writing. There are some ways to doing this strategy, the first is brainstorming. The second is guided task, the teacher leads the students to plan for the next task.

b) The way teacher encourages them to draft, reflect and revise

Students who are not usual with the writing lesson need to be propose to reflect on what they have written, teacher can also use collaborative learning, teacher can ask them to become a group that give the comment to others and respond to each other’s idea, it can contribute to make the success product of writing. The teacher may want to train the students in using and responding to correction symbols. The teacher may offer them revision checklist
when looking through what they have written with a view to making revision.

c) The way teacher responds to the students’ writing

In order for a process writing approach to work well. Alternatively teacher can read the students’ writing and then give the suggestions to the students about how the text could be reordered. Teacher can talking with individual students. Teacher also can read the students’ writing and give the suggestion if they find any problem. But this strategy is not always teacher who can do it, the students is also able to respond the other students’ writing.

d) The process trap

Writing process will take much time and sometimes we can not predict how long the students can finish their writing. So that is why the teacher should aware of writing process in order to prevent the over timing of the students’ writing.

So those are some importances of teaching writing that we should know to avoid the problems of the teaching process. Teacher should use some strategies of teaching writing.
c. Students’ Needs in Writing

In teaching writing, the students have some need to avoid the problem of writing process, so it is important to know what actually students’ need in writing.

According to Harmer (2004:62-63) in order to counteract these potential problem, we have to identify what the students need if they want to have succes writing.

a) Information and Task Information

Students need to have the necessary information to complete the task. This means that they need to understand clearly what the teacher want them to do and they need, teacher also need to be absolutely clear to explain about the topic detail to them. It has the purpose to avoid misunderstanding of students’ work.

b) Language

Students need specific language to complete a writing task, the teacher need to give it to the students, or may be the teacher can help them to find it. It may involve offering them phrases, part of sentences or words. In this part, give them specific language is important, give them clearly instruction about what language that
students should use in their writing. In this case teacher may allow them to use the dictionary if it needed.

c) Ideas

Teacher need to be able to suggest ideas to help students when they get problem. But the teacher may be just give one or two words. Students are often find difficulty in getting the ideas, teacher should guide them to find the idea. But do not help too much, teacher may just give them the clue to help them find the idea of their writing. In this case teacher also should be aware about which is the student who really need help or not to get the idea.

d) Patterns and scheme

One way of helping students to write, even when they may think they do not have many ideas, is to give them a pattern or a scheme to follow. So the teacher guide is also important in this case.

C. Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is one of some genres that must be mastered by the students, according to KTSP, it states that junior high school students have to learn about descriptive, narrative, recount, report and procedure text. Alice and Ann (2007:61) says that descriptive writing appeals to the senses,
so it tells how something looks, feels, smells, tastes or sounds. It called descriptive text when we write something that tells is something.

Descriptive text has a function to describe something around us. Siahaan and Shinoda (2008:89) states that descriptive text is a text to describe a particular person, place or thing, with descriptive text we can imagine something. Mostly descriptive text describe in words the imagine of certain person, animal, location or place and also thing.

Descriptive text has the generic structure that must be involved when we want to write a descriptive text. In descriptive text it is organized with generic structure of Identification and description. Hyland (2004:33) adds that the stages of description are identification to defines, classifies, or generalizes about phenomenon.

From some definition above the researcher concludes that Descriptive text is the text that has a function to describe person, place or things and it has the generic structure and description in it.

According to Alice and Ann (2007:73) there are some important things that must be known, these are some points:

a) A Description is a word picture. It tells the reader how something looks, feels, smells, tastes, and sounds.
b) Unity is the important element of a good descriptive paragraph. Unity means that a paragraph discusses one and only one, main idea.

c) Supporting detail are the “meat” of paragraph. They prove the truth of the topic sentence and they make the writing interesting.

d) For, Yet and Nor are three additional coordinating conjunctions that you can use to make compound sentences.

e) One way to make the writing more interesting is to vary the sentences opening. Occasionally move a prepositional phrase of the beginning of a sentence.

f) Clustering is another prewriting technique can be used to get the ideas.

2. **Generic Structure of Descriptive Text**

Descriptive text is a text that has generic structure in it, here are the generic structures of descriptive text we should know according to Siahaan and Shinoda (2008:89):

a. **Identification**

Identification introduces and identify anything or phenomenon which describes. The function of identification is to bring the reader to introduce what will be discussed like orientation of other genres, identification is usually put in first paragraph. It is an introduction to
reader to read next paragraph. Identification usually answer the questions about what is the topic of the text.

b. Description

Description is part of generic structure that consist of particular phenomenon or thing. It is main of issue that has a characteristic which distinguish with other genres. The description has function to describes parts, qualities, and characteristic of parts of the object.

D. Inside Outside Circle Strategy

1. Definition of Inside Outside Circle Strategy

Purwaningrum, Soetjipto, & Untari (2017:473) stated that inside outside circle strategy is a cooperative learning model in the form of groups of inside circle and outside circle that provides opportunity for students to share information related to the subject matter at the same time, inside outside circle strategy is the strategy that used to make the learning process more fun in class. According to Anita (2004:65) inside outside circle strategy is the strategy that used to give the chance for the students to share information each other at the same time. By using inside-outside circle strategy students can get the information directly and easily. By
using this strategy, all of the students in class will be involved and they can make short exchange information.

Hedrick (2010:125) stated that inside outside circle strategy is a simple strategy for students to share information when questioning, sharing or problem solving in class. Inside-outside circle strategy can be used for all grades because this strategy is easy to apply in classroom. Beltran (2013) in Wijaya & Sari (2017:115) stated that inside outside circle strategy can give students an opportunity to talk with different partners and exchange academic language, this strategy gives the opportunity for the students to express their idea or share the information. The students will move around and meet their different partner, it will be fun and enjoyable for students.

Kagan (2009) in Stefanova, Yordanka (2015:612) add that in this strategy students stand in two concentric circles around the room with the inside circle facing in and outside facing out, so each student facing a partner. This strategy is enable to make the students share with the different couple short in time and orderly. Beside of that in this strategy students also learn how to interact with other and share the information. Inside outside circle strategy can be used for any level education.
From some statements above, the researcher concluded that inside-outside circle strategy is the strategy to share the information to other by short exchanges. It can make the students get the opportunity to get and give information at the same time. This strategy can make the students get more confidence.

2. Steps in Inside Outside Circle Strategy

According to Erwin (2004:79-80) there are some procedures in doing inside outside circle strategies. The procedures are as follow:

a) Have students count off by twos

b) Direct first (1s) to stand in a circle

c) Once they have arranged themselves in circle, ask them turn around so that they are facing out.

d) Now direct the second (2s) to face the first count to face the first count (1s) so that they are create an outer circle.

e) Give the students a direction such as “say hello to your person you are facing out”.

f) Give the students a question or problem to discuss and a time parameter. In this case the teacher ask the students to scrutinize the vocabularies that memorized by their partner. This scrutinize activity is done alternately with the couple.
g) After the limit up, direct them to say thankyou to their partner.

h) Direct one of circles to move the right or left a certain number of people.

i) Either give them the same question or problem. In this case the teacher ask the students to scrutinize the vocabularies that memorized by their partner. This scrutinize activity is done alternately with the couple.

j) Repeat steps 5-9 as needed.

*The Picture of students in Inside-Outside Circle Strategy*

![Image of students in Inside-Outside Circle Strategy](image)

*Figure 2.1 (Kagan:2009)*

E. Peer Review

1. Definition of Peer Review

There are some strategies in evaluating the writing, one of them is peer review. Peer review is the strategy to improve students’ writing.
Corbin (2009) in Shokrpor, Keshavarz and Jafari (2012:25) stated that peer review is increasingly conducted in writing classes since the prevalence of communicative approach in recent years, and it has been proved as an effective approach to improve their writing skill. This strategy has been using for recent years and become an effective strategy to improve students’ writing. LINFO (2005) in Suroso & Listiani (2014:238) add that Peer review is the evaluation of creative work or performance by other people in the same field in order to maintain or enhance the quality of the work or performance in that field.

Farrah (2011) in Shokrpor, Keshavarz and Jafari (2012:25) also said that Peer review is the way to increase motivation to writing, and to learn how to treat writing as collaborative social activity. Peer review is the strategy to respond students’ writing by giving a comment or identifying of the other error writing. This strategy can help the students to step out of their own selves to see what they have created through the eyes of other. Peer review has the goal of obtaining an independent review of the product from experts who have not contributed to its development (EPA, 2015:20)

Harmer (2001:115) Said that peer review is a valuable element in writing process. It is reduces students’ self-reliance in the editing process.
According to Brown (2001) in Sotoudehnama & Pilehvari (2014) said that participating in peer review activities can be a great experience for the students to enable them to step out of their own selves to see what they have created through the other’s eyes. It is done by the students, in this strategy the students will give review or respond to the other writer, and also they will get respond.

Teather & Moore (2013:197) also stated that peer review activity also provides the opportunity for students to critically consider and appraise their work, which created deeper understanding of the task requirements. Tahir (2012:192) adds that peer review stimulates students not only to work alone but also to work with the presence of peers. It can used in a group or individual respond. In this case the teacher guidance is still important, so the students know what to look at when they read their classmates’ work.

From some statements above the researcher conclude that peer review is the strategy that can improve students writing by give review and comment to the other writer.
2. **Steps in Peer Review**

In doing peer review there are steps that we should be known according to Harmer (2001:2016):

a) Ask them to exchange their writing to the other student.

b) Ask them to read the friends’ writing and analyze it.

c) Ask them to give comment or respond to their friends’ writing.

d) After giving comment and respond to friends’ writing, and then give the paper back to the owner of the paper.

e) The students will get their own paper and see what a comment from their friends and knowing their mistakes or goodness of their writing.
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher is going to describe the research setting, methods of research, subject of research, method of data collection, cycles of classroom action research and method of data analysis.

A. Research Setting

1. The General Description of MTs Darul Ulum

MTs Darul Ulum is an Islamic Junior High School that was built in 1993. This school was founded by some of religious figure in the village who have concern on education, especially in religious education.

This school is located in Putatnganten village, Karangrayung, Grobogan. This location can be considered strategic because it is in the center of village, so this school is easy to be reached by everyone. Beside of that this school is the only one Islamic Junior High School in Putatnganten village. The principle of MTs Darul Ulum Putatnganten is Drs. Darmadi, M.Pd. In 2017/2018, MTs Darul Ulum Putatnganten has 186 students.

2. The Time Setting

This research was carried out at MTs Darul Ulum Putatnganten
in academic year 2017/2018. The research has been done on August 2017. The researcher acts as the observer and Mrs Dra. Nur Aini Mahmudah as a teacher. This research was conducted in VIII B of MTs Darul Ulum Putatnganten.

3. The List of Students in Writing Class using IOC and Peer Review

The researcher conducted the research in MTs Darul Ulum, Putatnganten, Grobogan. The researcher concern in the second year of MTs Darul Ulum especially in VIII B. The class consist of 32 students included 12 male and 20 female students in the class. It could be seen in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>NIS</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1338</td>
<td>AD</td>
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<tr>
<td>2</td>
<td>1339</td>
<td>AM</td>
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<td>3</td>
<td>1341</td>
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<tr>
<td>4</td>
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<td>DR</td>
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<td>1348</td>
<td>DR</td>
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<td>13</td>
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</tbody>
</table>
B. Method of Research

Sugiyono (2013:2) stated that research method is a scientific way to get data with a specific purpose and usefulness. In this study the researcher used Classroom Action Research (CAR). According to Arikunto (2014:2), classroom action research consist of three key words that can be explained:
a) Research-The activity of observing an object in a certain way to obtain data or information that needed for the researcher.

b) Action-Activity that deliberately done with a specific purpose. In this case a series of activity cycles for students.

c) Classroom- classroom in this case is a group of students in the same time receive same lessons and taught by the same teacher.

Based on the definition of each key words above, it can be conclude that classroom action research is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a class together. Provided by the teacher with the direction of the teacher which done by the students.

In addition Jean (1997:1) also stated that action research is a research which encourage a teacher to be reflective of his own practice in order to enhance the quality of education for the teacher and for the students. It is the powerful method of bridging the gap between theory and practice of education.

Kemmis and McTaggart (1988:10) in Nunan (1991:13) also stated that Action Research is an integral teacher part of teachers’ professional practice. They suggested that in Action Research a group and its member must do. First, develop an action plan to improve what alraedy happen.
Second is to implement the plan. Third is to observe the effort of the intervention. The last is to reflect on these effects of the steps before.

1. **Terms in Classroom Action Research**

   According to Arikunto (2014:23) there are some terms that should be known by the researcher. Here are some terms in doing Classroom Action Research:

   a) Classroom Action research must be addressed or related to what happen in learning. It is expected to improve the quality of learning.

   b) The researcher must observe continously, objective, and sistematic. It means that the researcher should record or note well. So that the researcher will get the accurate data.

   c) Classroom action research should be done at least in two cycles in sequence. It is done to get the information from the previous cycle.

   d) Classroom action research should be done fairly and based on existing rules. It means that the researcher must observe all of the students, researcher may not choose particular students.

   e) Classroom action research should be awared by the researcher and the students. So that people who involved in it can explain and know well about what they have done.
f) Classroom action research should really show the actions taken by students and also teachers who take the action.

2. Steps in Classroom Action Research

According to Arikunto (2014:16) there are four steps that must be done, those are: Planning, Action, Research, Reflection. Here are the explanation of four steps:

a) Planning

Arikunto (2014:17) stated that in this step, the researcher explains about what, where, when, and how the research will be going. In this case the researcher made a schedule. Teacher should observe the school condition, the class and students' condition, the schools' facilities, and the method of learning used in the class. Then, prepare of lesson plan to be applied in the next step.

b) Acting

Arikunto (2014:18) said that acting is the implementation of the contents of the design about the class action. At this stage the researcher is required to obey what has been written on the lesson plan. The link between implementation and planning needs to be carefully considered in order to be equalized with the original intention.
c) Observing

According to Arikunto (2014:19) that observing is the observation which done by the observer, this observation should be done while the action is going. While the observation is going, the researcher take a note and record what happens to obtain accurate data for future cycle improvements.

d) Reflecting

Arikunto (2014:19) states reflecting is the activities to reiterate what has been done. This activity is very appropriate when the implementing teacher has finished the action, then dealing with the researcher to discuss the implementation of the research. It consists of analyzing the action and doing intervention, clarification how the teacher implements the method in the class, also the condition of the class and the students.

C. Method of Data Collection

In this research the researcher uses some methods in collecting data those are; test, observation and documentation.

1. Test

Brown (2004:4) states that test is an instrument that provides an accurate test-taker’s ability in a particular domain.
Test is used to find out the students’ writing ability in descriptive text of the eight grade of MTs Darul Ulum Putatnganten in the academic year 2017/2018 by using Inside-Outside Circle strategy and Peer Review. In this research the researcher uses pre test and post test as the instrument of the research.

a) Pre-Test

Before conduct cycle 1 and cycle 2 the researcher gave the pre-test for the students. Pre-test used to know the students’ ability in writing descriptive text before they get the treatment from the researcher. The researcher observes the pre-test to get the data analysis. In pre-test the students asked to make a descriptive text without treatment before.

b) Post-Test

After students get the pre test, they will get the treatment in every cycle. After get pre-test and treatment in cycle 1 and cycle 2 the students get post-test. It is used to know how far is the improvement of students’ writing in descriptive test after the treatment. In this test the students will make a descriptive text with the certain theme from the teacher.
2. Observation

In this research, the researcher also collect data by doing the class observation. Hadi (2005)) in Sugiyono (2013:145) states that observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are observation and memory processes. The researcher observe the condition and situation in teaching learning process. The researcher acts as the observer and Mrs. Dra. Nur Aini Mahmudah as the teacher. When teaching learning was going the researcher observed the students. In class observation there are some aspects that must be observed by the researcher. The researcher makes the observation checklist to observe the class as follow:

<table>
<thead>
<tr>
<th>Students number</th>
<th>Pay Attention</th>
<th>Activeness in asking question</th>
<th>Activeness in responding</th>
<th>Enthusiasm in doing test</th>
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Table 3.2 Score Criteria of Observation Sheet
3. Documentation

According to Sugiyono (2013: 240) document is a record of events that have passed. It can be pictures, videos, notes etc. In this research, the researcher provides the documentations to collect the data. The documentation consist of the photographs during the research, the notes taken by researcher while teaching and learning process. Documentation will support class observation data collection.

D. Cycles of Classroom Action Research

1. Cycle 1

a. Planning

The planning activities were presented as below:

1) Prepare the syllabus, lesson plan, and rubric
2) Prepared teaching material
3) Prepare students attendance list and students’ scoring list
4) Prepared students’ observation checklist cycle 1
5) Prepare the instruments
6) Prepared camera for documentation.
b. **Acting**

In this step, the teacher and students have 2 meetings. The first meeting was for pre-test then the second meeting was for implementation of the inside-outside circle strategy and peer review. In the first meeting was in 14 August 2017, the students did pre-test without treatment. The second meeting was conducted on 15 August 2017, in this meeting the students were taught by using inside-outside circle strategy and peer review and after that they got the post-test from the teacher.

c. **Observing**

In the cycle 1, the researcher as the observer observed the teaching and learning process. The researcher observed the teacher and the students during the learning process from cycle 1.

d. **Reflecting**

The researcher reflected his lesson plan, evaluated how was the teaching process, and calculated scored of the students. The observer gave the data from the observation. When the lesson was not reach the KKM so the researcher would conducted to the next cycle.
2. Cycle 2

a. Planning

The planning activities were presented as below:

1) Prepare the syllabus, lesson plan, and rubric

2) Prepared teaching material

3) Prepare students attendance list and students’ scoring list

4) Prepared students’ observation checklist cycle 2

5) Prepare the instruments

6) Prepared camera for documentation.

b. Acting

In cycle 2, the teacher and students have 2 meetings. Just same with cycle 1, cycle 2 has pre-test and post test. Pre-test was conducted on 21 August 2017 then post test was conducted on 22 August 2017. In cycle 2 the students also use inside-outside circle strategy and peer review as the treatment gave by the teacher and researcher.

c. Observing

In the cycle 2, the researcher as the observer observed the teaching and learning process. The researcher observed the teacher and the students during the learning process from cycle 1.
d. Reflecting

The researcher reflected his lesson plan, evaluated how
was the teaching process, and calculated scored of the students.

The observer gave the data from the observation. In cycle 2 the
students reach the KKM so the researcher stop the research.

E. Method of Data Analysis

The purpose of the data analysis is to know the improvement of
students’ writing in descriptive text by using Inside-Outside Circle
Strategy and Peer Review of the eighth grade students of MTs Darul Ulum

In this research the researcher uses Qualitative and Quantitative
method to analyze data.

1. Qualitative

According to Sugiyono (2010:15), qualitative method is
method of research that based on the philosophy post positivisme,
used to examine the condition of natural objects, where the researcher
is a key instrument, sampling the source of data. Qualitative data is
important to provide the information, it is useful to understand the
processes behind the observation.
2. Quantitative

According to Sugiyono (2010:14), quantitative is method of research that based on the philosophy of positivism, it is used to examine the population or a particular sample, the technique is generally implemented at random, using a data collection instrument of research, quantitative data analysis or statistics in order to test the hypotheses that have been established.

This method as a scientific method, because it has filled the scientific principles that is concrete or empirical, objective, measurable, rational, and systematic. in this research the researcher uses the following formula:

a) Mean of Pre-test and Post-test

1. Mean of Pre-test

\[ M = \frac{\Sigma X}{N} \]

Where,

\[ M = \text{Mean of the students' score} \]

\[ \Sigma X = \text{Sum of the students pre-test score} \]

\[ N = \text{Total number of the students} \]

2. Mean of Post-test

\[ M = \frac{\Sigma Y}{N} \]
Where,

\[ M = \text{Mean of the students' score} \]
\[ \sum Y = \text{Sum of the students post-test score} \]
\[ N = \text{Total number of the students} \]

3. **Calculation Mean of Difference**

\[ MD = \frac{\sum D}{N} \]

Where,

\[ MD = \text{Mean of difference} \]
\[ \sum D = \text{Sum of different score between two variables (X and Y)} \]
\[ N = \text{Number of Cases} \]

b) **SD (Standard Deviation)**

The function of the formula is to solve standard deviation calculation from the data that arranged into distribution table.

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Where,

\[ SD = \text{Deviation Standard} \]
\[ D = \text{Difference between pre-test post-test} \]
\[ N = \text{Number of observation in sample} \]
c) T-Test

To be able to know if there is a significant improvement or not between pre-test and post-test, the researcher using t-test after calculate the SD. Before calculate the t-test, the researcher calculated the Standard Error. The formula is:

\[
\text{SEMD} = \frac{\text{SDD}}{\sqrt{N-1}}
\]

Where,

- \( \text{SEMD} \): Standard error of Mean of Different
- \( \text{SDD} \): The different of Standard Deviation
- \( N \): The number of cases

To calculated the T-test, the researcher uses this formula in turn :

\[
t_o = \frac{\text{MD}}{\text{SEMD}}
\]

where,

- \( t_o \): t-test
- \( \text{MD} \): Mean of Different
- \( \text{SEMD} \): Standard error of Mean of Different
CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher demonstrates the findings of the research by discussing the implementation of inside outside circle strategy and peer review in teaching writing descriptive text and result of the research.

A. Implementation of Teaching Writing Descriptive Text by using Inside-Outside Circle Strategy and Peer Review

In using inside-outside circle strategy and peer review in teaching writing descriptive text of MTs Darul Ulum, the researcher followed the procedures of classroom action research (CAR). Those are planning, acting, observing, and reflecting. In this research the researcher conducted two cycles which will be discussed in turn:

1. Cycle 1

The cycle 1 conducted at 14 & 15 August 2017. The cycle 1 conducted for 2x40 minutes. The procedures of classroom action Research (CAR) in the cycle 1 were:

a. Planning

The activities in the planning were:

1) Prepared the syllabus
2) Prepared lesson plan of cycle 1

3) Prepared rubric

4) Prepared material (Descriptive Text)

5) Prepared students attendance list, and students scoring list

6) Prepared observation checklist for cycle 1

7) Prepared the Instruments (pre-test and post-test)

8) Prepared the camera for documentation

The passing grade of English in the eighth grade of MTs Darul Ulum Putatnganten, Grobogan was 75. In this cycle, the researcher targeted 85% of the numbers of research subjects. If the result of cycle 1 less than 85%, the researcher would conducted the cycle 2.

b. Acting

The cycle 1 started at 14 and 15 August 2017. This cycle divided into four parts. The first part, the researcher conducted pre-test that was given on 14 August 2017. The second part, on 15 August 2017 the researcher conducted treatment by inside-outside circle strategy. Teacher explained about how to do inside-outside circle to the students, after they understand the teacher did the treatment. Teacher gave the list of vocabularies that should be
memorized by the students, teacher give them 10 minutes to memorized it. Then after 10 minutes they stoped memorized list of vocabularies.

After they have memorized the vocabularies, the teacher arranged them into two circles those are inside circle and outside circle, they were facing out each other. They got their own partner, after that it was turn for the inside circle to mention vocabularies with indonesian translation that they have memorized, then the outside circle was observe their partner vocabularies if there are mistakes of their partner’s vocabularies or translation. It was going in 2 minutes, they should optimal and mentioned all of the vocabularies that the teacher gave. After 2 minutes the teacher gave them a sign that they should stop and moved one left step. After that it was the turn for the outside circle to mention their vocabularies and it was turn for the inside circle who observed their partner vocabularies and translation. They also got 2 minutes to mention it. it was going in 16 minutes and at least they have moved four times. Every student have observed and mentioned four times.

The third part was post test, they got post test as same as the pre-test. The fourth part was conducting peer review. It was doing
after the post test was finished. Every students have finished their post-test then they changed their writing to other students with the teacher instruction. After they have got their friend’s writing, they started peer review by giving a comment and correct their friend’s writing.

c. Observing

In the cycle 1, the teacher and observer observed the teaching and learning process. The researcher prepared the observational checklist to observe the teacher and the students during the learning process. The result of the observational sheet demonstrated in the table 4.1.

Table 4.1

Score Criteria of Observation Sheet

<table>
<thead>
<tr>
<th>Students number</th>
<th>Pay Attention</th>
<th>Activeness in asking question</th>
<th>Activeness in responding</th>
<th>Enthusiasm in doing test</th>
<th>NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
d. Reflecting

From the cycle 1, the researcher could reflect that in cycle 1 students still confused about inside-outside circle strategy and peer
review. Most of them could not memorize all of the vocabularies because they still confuse and sometimes did not get the concentration. Most of them still shied to faced out with their friends. Some of them laughed when did the treatment. They also said that some of vocabularies was still unfamiliar for them.

In spite of cycle 1 was proved can improve students’ achievement but the purpose of inside-outside circle strategy and peer review purpose was not maximal yet. In cycle 1 the students also got the difficulties in arranged descriptive text. Teacher also still difficult in managed and controlled the students.

After finishing the cycle I, the researcher found that there were just 21 of 32 students (65.62%) who passed the passing grade. It was less than 85%. Therefore, the researcher decided to conducts the cycle 2.

2. **Cycle 2**

The cycle 2 conducted 21 & 22 August February 2017. The cycle 2 conducted for 2x40 minutes. The procedures of Classroom Action Research (CAR) in the cycle 2 were:

a. **Planning**

The activities in the planning were:
1) Prepared the syllabus
2) Prepared lesson plan of cycle 2
3) Prepared rubric
4) Prepared material (Descriptive Text)
6) Prepared students attendance list, and students scoring list
7) Prepared observation checklist for cycle 1
8) Prepared the Instruments (pre-test and post-test)
9) Prepared the camera for documentation

In cycle 2 the teacher reexplained about descriptive text. In this cycle the teacher become more active to motivate and gave explanation about the material. Teacher also reexplained about the rules of inside-outside circle and peer review. In this cycle the researcher gave pre-test and post-test to the students but in different theme.

b. Acting

The cycle 2 started at 21 & 22 August 2017. Just same like the first cycle, this cycle divided into four parts. The first part, the researcher conducted pre-test, the pre-test was on 21 August 2017. The second part, the researcher conducted treatment by inside-outside circle strategy. Teacher reexplained about how to do inside-
outside circle to the students, after they understand the teacher did the treatment. Teacher gave the list of vocabularies which different with the cycle 1 that should be memorized by the students, teacher gave them 10 minutes to memorized it. Then after 10 minutes they stop memorized list of vocabularies.

After they have memorized the vocabularies, same as the cycle one rules teacher arranged them again into two circles those are inside circle and outside circle, they were facing out each other. They got their own partner, after that it was turn for the inside circle to mention vocabularies with the translation that they have memorized, then the outside circle was observe their partner vocabularies if there are mistakes of their parter’s vocabularies or translation. It was going in 2 minutes, they should optimal and mentioned all of the vocabularies that the teacher gave. After 2 minutes the teacher gave them a sign that they should stop and moved one left step. After that it was the turn for the outside circle to mention their vocabularies and it was turn for the inside circle who observed their parter vocabularies and translation. They also got 2 minutes to mentioned it. it was going in 16 minutes for about minutes and at least they have moved four times. Every student
have observed and mentioned four times.

The third part was post test, it has done on 22 August, they got post test as same as the pre-test. The fourth part was conducted peer review. It was doing after the post test was finished. Every students have finished their post-test then they changed their writing to other students with the teacher instruction. After they have got their friend’s writing, they started peer review by giving a comment and correct their friend’s writing.

c. Observing

In the cycle 2, the teacher and researcher observed the teaching and learning process. The observer prepared the observational checklist to observe the teacher and the students during the learning process. The result of the observational sheet demonstrated in the table 4.2.

Table 4.2
Score Criteria of Observation Sheet

<table>
<thead>
<tr>
<th>Students number</th>
<th>OBJECT</th>
<th>NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pay Attention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activeness in asking question</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activeness in responding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enthusiasm in doing test</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>8</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10f</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>gl3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>i16</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>17</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>18</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>k49</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>20</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>21</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>m2</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>23</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>24</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>a25</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>26</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>27</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>q8</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>29</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>30</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>s31</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>32</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

d. Reflecting

From the Cycle 2 the researcher reflected that students become more understand about the rules of inside-outside circle strategy and peer review. In cycle 2 students more active and enthusiastic in did the treatment, while the treatment was going they more concentrate and got more confidence when they were facing out in inside-outside circle strategy. In peer review they also more understand in gave the comment and analyze the error on their friend’s writing.

In cycle 2 the teacher was able to control the class. Students also did the exercises better. In this cycle the reseracher found that there were 29 students (90.62%) who passed the passing grade, it was more than 85%. The researcher found that, the result of the both cycle successfully improved. So, the researcher stopped the research.

B. The Improvement of Teaching Writing in Descriptive Text by using Inside-Outside Circle Strategy and Peer Review.

The researcher collected the data of cycle 1, and cycle 2 from the students. They consist of 32 students of VIII B students in MTs Darul Ulum Putatnganten. The teacher calculated the score according to the
scoring rubric that have mentioned in the previous chapter.

1. Cycle 1

In the cycle 1, the researcher calculated the pre-test, post-test, mean, standard deviation, and t-test to measure the enhancement of this cycle.

a. Pre-test

The result of pre-test in cycle 1 can be seen in table 4.3

Table 4.3

The Students’ Score in The Pre-test of Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Gender</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AD</td>
<td>Male</td>
<td>78</td>
</tr>
<tr>
<td>2</td>
<td>AM</td>
<td>Male</td>
<td>76</td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
<td>Female</td>
<td>68</td>
</tr>
<tr>
<td>4</td>
<td>DIL</td>
<td>Female</td>
<td>68</td>
</tr>
<tr>
<td>5</td>
<td>DR</td>
<td>Female</td>
<td>78</td>
</tr>
<tr>
<td>6</td>
<td>DR</td>
<td>Female</td>
<td>72</td>
</tr>
<tr>
<td>7</td>
<td>EU</td>
<td>Female</td>
<td>76</td>
</tr>
<tr>
<td>8</td>
<td>FA</td>
<td>Female</td>
<td>68</td>
</tr>
<tr>
<td>9</td>
<td>IKA</td>
<td>Male</td>
<td>62</td>
</tr>
<tr>
<td>10</td>
<td>ITA</td>
<td>Female</td>
<td>58</td>
</tr>
<tr>
<td>11</td>
<td>JAG</td>
<td>Male</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>KA</td>
<td>Female</td>
<td>76</td>
</tr>
<tr>
<td>13</td>
<td>K</td>
<td>Female</td>
<td>68</td>
</tr>
<tr>
<td>14</td>
<td>LRW</td>
<td>Female</td>
<td>78</td>
</tr>
<tr>
<td>15</td>
<td>MM</td>
<td>Male</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>MNDS</td>
<td>Female</td>
<td>64</td>
</tr>
<tr>
<td>17</td>
<td>MN</td>
<td>Male</td>
<td>62</td>
</tr>
<tr>
<td>18</td>
<td>MSM</td>
<td>Male</td>
<td>58</td>
</tr>
</tbody>
</table>
From the table above the researcher could find how many students and the percentages of students who passed the passing grade (KKM).

Table 4.4

Calculation of Passing Grade of Pre-Test Cycle 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>14</td>
<td>43.75 %</td>
</tr>
<tr>
<td>75</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>&lt;75</td>
<td>18</td>
<td>56.25 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32</td>
<td><strong>100.00 %</strong></td>
</tr>
</tbody>
</table>

From the data of passing grade in the table above, the researcher found that students who passed the passing grade was less than 85%.
So the researcher decided to conduct the research by using Inside-Outside Circle Strategy and Peer Review in teaching writing descriptive text.

b. Post-test

The result of Post-test of cycle 1 could be seen in the table 4.5

<table>
<thead>
<tr>
<th>NO</th>
<th>Name</th>
<th>Gender</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AD</td>
<td>Male</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>AM</td>
<td>Male</td>
<td>78</td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>DIL</td>
<td>Female</td>
<td>74</td>
</tr>
<tr>
<td>5</td>
<td>DR</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>DR</td>
<td>Female</td>
<td>76</td>
</tr>
<tr>
<td>7</td>
<td>EU</td>
<td>Female</td>
<td>78</td>
</tr>
<tr>
<td>8</td>
<td>FA</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>IKA</td>
<td>Male</td>
<td>64</td>
</tr>
<tr>
<td>10</td>
<td>ITA</td>
<td>Female</td>
<td>68</td>
</tr>
<tr>
<td>11</td>
<td>JAG</td>
<td>Male</td>
<td>76</td>
</tr>
<tr>
<td>12</td>
<td>KA</td>
<td>Female</td>
<td>78</td>
</tr>
<tr>
<td>13</td>
<td>K</td>
<td>Female</td>
<td>62</td>
</tr>
<tr>
<td>14</td>
<td>LRW</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>15</td>
<td>MM</td>
<td>Male</td>
<td>76</td>
</tr>
<tr>
<td>16</td>
<td>MNDS</td>
<td>Female</td>
<td>74</td>
</tr>
<tr>
<td>17</td>
<td>MN</td>
<td>Male</td>
<td>76</td>
</tr>
<tr>
<td>18</td>
<td>MSM</td>
<td>Male</td>
<td>60</td>
</tr>
<tr>
<td>19</td>
<td>NA</td>
<td>Female</td>
<td>78</td>
</tr>
<tr>
<td>20</td>
<td>NF</td>
<td>Female</td>
<td>82</td>
</tr>
<tr>
<td>21</td>
<td>NI</td>
<td>Female</td>
<td>78</td>
</tr>
<tr>
<td>22</td>
<td>RS</td>
<td>Male</td>
<td>78</td>
</tr>
<tr>
<td>23</td>
<td>R</td>
<td>Male</td>
<td>76</td>
</tr>
<tr>
<td>24</td>
<td>SDP S</td>
<td>Female</td>
<td>78</td>
</tr>
</tbody>
</table>
From the table above the researcher could find how many students and the percentages of students who passed the passing grade (KKM).

Table 4.6
Calculation of Passing Grade of Post-Test in Cycle 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>21</td>
<td>65.62 %</td>
</tr>
<tr>
<td>75</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>&lt;75</td>
<td>11</td>
<td>34.37 %</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.00 %</td>
</tr>
</tbody>
</table>

From the data above, the researcher found that there were 21 students who passed the passing grade (KKM) with the percentages 65.62%. It means that the students who passed the passing grade was less than 85%. So that the researcher decided to conduct the cycle 2.
e. Calculation of Mean

The result of pre-test in cycle 1 were presented to calculate the mean data of the research. The result could be seen in the table below.

Table 4.7

The students’ Score of Cycle 1

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>PRE-TEST (X1)</th>
<th>POST-TEST (Y1)</th>
<th>D</th>
<th>D2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AD</td>
<td>78</td>
<td>80</td>
<td>-2</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>AM</td>
<td>76</td>
<td>78</td>
<td>-2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
<td>68</td>
<td>60</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>DIL</td>
<td>68</td>
<td>74</td>
<td>-6</td>
<td>36</td>
</tr>
<tr>
<td>5</td>
<td>DR</td>
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<td>80</td>
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<td>4</td>
</tr>
<tr>
<td>6</td>
<td>DR</td>
<td>72</td>
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<td>7</td>
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<td>FA</td>
<td>68</td>
<td>60</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>9</td>
<td>IKA</td>
<td>62</td>
<td>64</td>
<td>-2</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>ITA</td>
<td>58</td>
<td>68</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>JAG</td>
<td>70</td>
<td>76</td>
<td>-6</td>
<td>36</td>
</tr>
<tr>
<td>12</td>
<td>KA</td>
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<td>-2</td>
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<td>68</td>
<td>62</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>14</td>
<td>LRW</td>
<td>78</td>
<td>80</td>
<td>-2</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>MM</td>
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<td>36</td>
</tr>
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<td>16</td>
<td>MNDS</td>
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<td>74</td>
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<td>100</td>
</tr>
<tr>
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<td>-14</td>
<td>196</td>
</tr>
<tr>
<td>18</td>
<td>MSM</td>
<td>58</td>
<td>60</td>
<td>-2</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>NA</td>
<td>74</td>
<td>78</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>20</td>
<td>NF</td>
<td>76</td>
<td>82</td>
<td>-6</td>
<td>36</td>
</tr>
<tr>
<td>21</td>
<td>NI</td>
<td>76</td>
<td>78</td>
<td>-2</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>RS</td>
<td>76</td>
<td>78</td>
<td>-2</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>R</td>
<td>64</td>
<td>76</td>
<td>-12</td>
<td>144</td>
</tr>
</tbody>
</table>
From the table above, the researcher calculated the mean of pre-test, the mean of post-test, and the calculation mean of difference.

1) **Mean of Pre-test**

\[
M = \frac{\sum X_1}{N} \\
= \frac{2256}{32} \\
= 70.50
\]

2) **Mean of Post-test**

\[
M = \frac{\sum Y_1}{N} \\
= \frac{2364}{32} \\
= 73.87
\]

Mean of pre-test cycle 1 was 70.50, then mean of post-test was 73.87 (Mean of pre-test < than mean of post test). It means that there was significant improvement of students writing.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>SDPS</td>
<td>76</td>
<td>78</td>
<td>-2</td>
</tr>
<tr>
<td>25</td>
<td>SM</td>
<td>76</td>
<td>80</td>
<td>-4</td>
</tr>
<tr>
<td>26</td>
<td>SR</td>
<td>76</td>
<td>78</td>
<td>-2</td>
</tr>
<tr>
<td>27</td>
<td>S</td>
<td>70</td>
<td>72</td>
<td>-2</td>
</tr>
<tr>
<td>28</td>
<td>TZ</td>
<td>56</td>
<td>74</td>
<td>-18</td>
</tr>
<tr>
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<td>UBU</td>
<td>76</td>
<td>78</td>
<td>-2</td>
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<tr>
<td>30</td>
<td>YFY</td>
<td>58</td>
<td>56</td>
<td>2</td>
</tr>
<tr>
<td>31</td>
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<td>-2</td>
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<tr>
<td>32</td>
<td>YBS</td>
<td>78</td>
<td>80</td>
<td>-2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2256</strong></td>
<td><strong>2364</strong></td>
<td><strong>-108</strong></td>
<td><strong>1288</strong></td>
</tr>
<tr>
<td>((\sum X_1))</td>
<td>((\sum Y_1))</td>
<td>((\sum D_1))</td>
<td>(\sum(D_1)^2)</td>
<td></td>
</tr>
</tbody>
</table>
decriptive text by using inside outside circle strategy and peer
review.

3) Calculation Mean of Difference

\[
MD = \frac{\sum D}{N}
\]

\[
= \frac{108}{32}
\]

\[
= 3.37
\]

f. SD (Standard Deviation)

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
= \sqrt{\frac{1288}{32} - \left(\frac{108}{32}\right)^2}
\]

\[
= \sqrt{40.25 - 3.37^2}
\]

\[
= \sqrt{40.25 - 11.30}
\]

\[
= \sqrt{28.95}
\]

\[
= 5.3
\]

g. Calculation of t-test

\[
SEM = \frac{SD}{\sqrt{N-1}}
\]

\[
= \frac{5.3}{\sqrt{32-1}}
\]

\[
= \frac{5.3}{\sqrt{31}}
\]
\[
\frac{5.3}{5.5} = 0.96
\]

\[
t_o = \frac{MD}{SEMD}
\]

\[
= \frac{3.37}{0.96} = 3.51
\]

T-test was 3.51. It used the significant level of 5% and t-table with (N-1) = 31 was 2.04, From the data the researcher concluded that the score of t-test was higher than t-table. It means that there was a significant improvement of the research.

2. Cycle 2

In the cycle 2, the researcher calculated the pre-test, post-test, mean, standard deviation, and t-test to measure the improvement of cycle 2.

a. Pre-Test

The result of Pre-Test in cycle 2 could be seen in the table below.
Table 4.8

The students’ score of Pre-test in Cycle 2

<table>
<thead>
<tr>
<th>NO</th>
<th>Name</th>
<th>Gender</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AD</td>
<td>Male</td>
<td>76</td>
</tr>
<tr>
<td>2</td>
<td>AM</td>
<td>Male</td>
<td>76</td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
<td>Male</td>
<td>66</td>
</tr>
<tr>
<td>4</td>
<td>DIL</td>
<td>Female</td>
<td>76</td>
</tr>
<tr>
<td>5</td>
<td>DR</td>
<td>Female</td>
<td>78</td>
</tr>
<tr>
<td>6</td>
<td>DR</td>
<td>Female</td>
<td>78</td>
</tr>
<tr>
<td>7</td>
<td>EU</td>
<td>Female</td>
<td>76</td>
</tr>
<tr>
<td>8</td>
<td>FA</td>
<td>Female</td>
<td>68</td>
</tr>
<tr>
<td>9</td>
<td>IKA</td>
<td>Male</td>
<td>66</td>
</tr>
<tr>
<td>10</td>
<td>ITA</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>JAG</td>
<td>Male</td>
<td>76</td>
</tr>
<tr>
<td>12</td>
<td>KA</td>
<td>Female</td>
<td>78</td>
</tr>
<tr>
<td>13</td>
<td>K</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>LRW</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>15</td>
<td>MM</td>
<td>Male</td>
<td>78</td>
</tr>
<tr>
<td>16</td>
<td>MNDS</td>
<td>Female</td>
<td>74</td>
</tr>
<tr>
<td>17</td>
<td>MNl</td>
<td>Male</td>
<td>64</td>
</tr>
<tr>
<td>18</td>
<td>MSM</td>
<td>Male</td>
<td>62</td>
</tr>
<tr>
<td>19</td>
<td>NA</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>20</td>
<td>NF</td>
<td>Female</td>
<td>78</td>
</tr>
<tr>
<td>21</td>
<td>NI</td>
<td>Female</td>
<td>74</td>
</tr>
<tr>
<td>22</td>
<td>RS</td>
<td>Male</td>
<td>76</td>
</tr>
<tr>
<td>23</td>
<td>R</td>
<td>Male</td>
<td>78</td>
</tr>
<tr>
<td>24</td>
<td>SDPS</td>
<td>Female</td>
<td>78</td>
</tr>
<tr>
<td>25</td>
<td>SM</td>
<td>Female</td>
<td>84</td>
</tr>
<tr>
<td>26</td>
<td>SR</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>27</td>
<td>S</td>
<td>Male</td>
<td>74</td>
</tr>
<tr>
<td>28</td>
<td>TZ</td>
<td>Male</td>
<td>72</td>
</tr>
<tr>
<td>29</td>
<td>UBU</td>
<td>Female</td>
<td>82</td>
</tr>
<tr>
<td>30</td>
<td>YFY</td>
<td>Female</td>
<td>60</td>
</tr>
</tbody>
</table>
From the table above, the researcher seen that the number of students who passed the passing grade in the pre-test of cycle 2. The result could be seen on the table below.

**Table 4.9**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>20</td>
<td>62.50 %</td>
</tr>
<tr>
<td>75</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>&lt;75</td>
<td>12</td>
<td>37.50 %</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.00 %</td>
</tr>
</tbody>
</table>

From the table above, the researcher found that there were 20 students who passed the passing grade with 62.50% numbers of percentages. The result of pre test in cycle 1 were 43.75%, and the result of pre-test in cycle 1< cycle 2. The researcher concluded that there was an improvement of pre-test between cycle 1 and cycle 2.
b. Post-test

The result of post-test in cycle 2 can be seen in the table below.

Table 4.10

<table>
<thead>
<tr>
<th>NO</th>
<th>Name</th>
<th>Gender</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AD</td>
<td>Male</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>AM</td>
<td>Male</td>
<td>78</td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>DIL</td>
<td>Female</td>
<td>84</td>
</tr>
<tr>
<td>5</td>
<td>DR</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>DR</td>
<td>Female</td>
<td>82</td>
</tr>
<tr>
<td>7</td>
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<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>FA</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>IKA</td>
<td>Male</td>
<td>76</td>
</tr>
<tr>
<td>10</td>
<td>ITA</td>
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</tr>
<tr>
<td>11</td>
<td>JAG</td>
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<tr>
<td>12</td>
<td>KA</td>
<td>Female</td>
<td>84</td>
</tr>
<tr>
<td>13</td>
<td>K</td>
<td>Female</td>
<td>76</td>
</tr>
<tr>
<td>14</td>
<td>LRW</td>
<td>Female</td>
<td>96</td>
</tr>
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<td>15</td>
<td>MM</td>
<td>Male</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>MNDS</td>
<td>Female</td>
<td>88</td>
</tr>
<tr>
<td>17</td>
<td>MN</td>
<td>Male</td>
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<tr>
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<td>Female</td>
<td>84</td>
</tr>
<tr>
<td>21</td>
<td>NI</td>
<td>Female</td>
<td>78</td>
</tr>
<tr>
<td>22</td>
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</tr>
<tr>
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<td>Male</td>
<td>80</td>
</tr>
<tr>
<td>24</td>
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<td>84</td>
</tr>
<tr>
<td>25</td>
<td>SM</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>26</td>
<td>SR</td>
<td>Female</td>
<td>78</td>
</tr>
<tr>
<td>27</td>
<td>S</td>
<td>Male</td>
<td>76</td>
</tr>
<tr>
<td>28</td>
<td>TZ</td>
<td>Male</td>
<td>76</td>
</tr>
<tr>
<td>29</td>
<td>UBU</td>
<td>Female</td>
<td>80</td>
</tr>
</tbody>
</table>
From the table above, the researcher analyzed the number of students who passed the passing grade (KKM) in the post test of cycle 2. The result could be seen in the table below.

Table 4.11

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>29</td>
<td>90.62 %</td>
</tr>
<tr>
<td>75</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>&lt;75</td>
<td>3</td>
<td>9.37 %</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.00 %</td>
</tr>
</tbody>
</table>

From the table above, the researcher found that there were 29 of 32 students who passed the passing grade in the cycle 2 with 90.62 % number of percentages. The result of post-test in cycle 1 were 65.62 % and the result of post test cycle 2 were 90.62%. it means that the result of post-test in cycle 1<cycle 2. The researcher calculated the improvement of both post-test of both cycle were 25%. The researcher concluded that there was improvement of post-test between cycle 1 and cycle 2.
c. Calculation of Mean

Table 4.12

The students’ score of cycle 2

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>PRE-TEST (X)</th>
<th>POST-TEST (Y)</th>
<th>D</th>
<th>D2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AD</td>
<td>76</td>
<td>80</td>
<td>-4</td>
<td>16</td>
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<tr>
<td>2</td>
<td>AM</td>
<td>76</td>
<td>78</td>
<td>-2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
<td>66</td>
<td>60</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>4</td>
<td>DIL</td>
<td>76</td>
<td>84</td>
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<td>64</td>
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<tr>
<td>5</td>
<td>DR</td>
<td>78</td>
<td>80</td>
<td>-2</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>DR</td>
<td>78</td>
<td>82</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
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<tr>
<td>8</td>
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<td>68</td>
<td>60</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>9</td>
<td>IKA</td>
<td>66</td>
<td>76</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>ITA</td>
<td>70</td>
<td>76</td>
<td>-6</td>
<td>36</td>
</tr>
<tr>
<td>11</td>
<td>JAG</td>
<td>76</td>
<td>78</td>
<td>-2</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>KA</td>
<td>78</td>
<td>84</td>
<td>-6</td>
<td>36</td>
</tr>
<tr>
<td>13</td>
<td>K</td>
<td>70</td>
<td>76</td>
<td>-6</td>
<td>36</td>
</tr>
<tr>
<td>14</td>
<td>LRW</td>
<td>80</td>
<td>96</td>
<td>-16</td>
<td>256</td>
</tr>
<tr>
<td>15</td>
<td>MM</td>
<td>78</td>
<td>80</td>
<td>-2</td>
<td>4</td>
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<tr>
<td>16</td>
<td>MNDS</td>
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<td>88</td>
<td>-14</td>
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</tr>
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<td>MN</td>
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<td>76</td>
<td>-12</td>
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</tr>
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<td>18</td>
<td>MSM</td>
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<td>76</td>
<td>-14</td>
<td>196</td>
</tr>
<tr>
<td>19</td>
<td>NA</td>
<td>80</td>
<td>76</td>
<td>4</td>
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<td>21</td>
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<td>-4</td>
<td>16</td>
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<tr>
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<td>RS</td>
<td>76</td>
<td>80</td>
<td>-4</td>
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<td>23</td>
<td>R</td>
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<td>80</td>
<td>-2</td>
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<tr>
<td>24</td>
<td>SDPS</td>
<td>78</td>
<td>84</td>
<td>-6</td>
<td>36</td>
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<tr>
<td>25</td>
<td>SM</td>
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<tr>
<td>26</td>
<td>SR</td>
<td>80</td>
<td>78</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>27</td>
<td>S</td>
<td>74</td>
<td>76</td>
<td>-2</td>
<td>4</td>
</tr>
<tr>
<td>28</td>
<td>TZ</td>
<td>72</td>
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<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>29</td>
<td>UBU</td>
<td>82</td>
<td>80</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
From the table above, the researcher calculated the mean of pre-test, the mean of post test, and calculation mean of difference.

1. **Mean of Pre-test**

   \[ M = \frac{\sum X_1}{N} \]
   
   \[ = \frac{2380}{32} \]
   
   \[ = 74.37 \]

2. **Mean of Post-test**

   \[ M = \frac{\sum Y_1}{N} \]
   
   \[ = \frac{2512}{32} \]
   
   \[ = 78.50 \]

3. **Calculation Mean of Difference**

   \[ MD = \frac{\sum D}{N} \]
   
   \[ = \frac{132}{32} \]
   
   \[ = 4.12 \]

4. **SD (Standard Deviation)**

   \[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]
   
   \[ = \sqrt{\frac{1536}{32} - \left( \frac{132}{32} \right)^2} \]
\[
\sqrt{48.00 - 4.12^2} = \sqrt{48.00 - 16.97} = \sqrt{31.03} = 5.57
\]

e. Calculation of t-test

\[
SEMD = \frac{SD_D}{\sqrt{N-1}} = \frac{5.57}{\sqrt{32-1}} = \frac{5.57}{\sqrt{31}}
\]

\[
= \frac{5.57}{5.50} = 1.01
\]

\[
t_o = \frac{MD}{SEMD} = \frac{4.12}{1.01} = 4.07
\]

T-test was 407. The researcher used the significance level of 5%.

There is no t table with (N-1)= 31. Then the researcher decided to used the nearest number, it was 30. The t-table was 2.04. from the data, the researcher concluded that the score of t-test was higher than t-table. Therefore there was a significant improvement of the research.
C. The Improvement of Writing in Descriptive Text by using Inside-Outside Circle Strategy and Peer Review.

After conducted the research, the researcher found that there was significant improvement of students’ writing in descriptive text by using inside-outside circle strategy and peer review to the eight students of MTs Darul Ulum Putatnganten, Grobogan in the academic year 2017/2018. The researcher got the data from the results of cycle 1 & cycle 2. The researcher seen from the data and calculated the t-test to measure the improvement of the research. The result of the calculation could be seen in the table below.

Table 4.13
The calculation result

<table>
<thead>
<tr>
<th></th>
<th>Cycle 1</th>
<th></th>
<th>Cycle 2</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
<td>T-test</td>
<td>Pre-test</td>
<td>Post-test</td>
<td>T-test</td>
</tr>
<tr>
<td>Cycle 1</td>
<td>70.50</td>
<td>73.87</td>
<td>3.51</td>
<td>74.37</td>
<td>78.50</td>
<td>4.07</td>
</tr>
</tbody>
</table>

From the data in the table above, the researcher found that the result of pre-test in cycle 1 was 43.75%. While the result of pre-test in cycle 2 was cycle 1 was 62.50%. It means that there was an improvement of the result pre-test in the both cycles. The improvement of pre-test was 18.75%. Meanwhile the result of post-test in cycle 1 was 65.62 then the result of
post-test cycle 2 was 90.62%. From the data, it proved that there was an improvement of the both cycles. The improvement was 25%.

Therefore, from the table above it showed the result of calculation of t-test of the both cycles. The calculation of t-test calculates to prove the improvement of students writing in descriptive text of the students of the second grade of MTs Darul Ulum Putatnganten, Grobogan in the academic year 2017/2018. The researcher compared the t-test and t-table to measure the improvement of students’ writing descriptive text. The t-table with significance level 5% and N-1=31 was 2.04. The result of t-test in cycle 1 was 3.51. T-test of cycle 1 > t-table. Meanwhile, t-test of cycle 2 was 4.07. T-test of cycle 2 > t-table. The result of t-test in the both cycles showe that there was significant improvement of students’ writing in descriptive text by using inside outside circle strategy and peer review to the second grade of MTs Darul Ulum Putatnganten, Karangrayung, Grobogan in the academic year 2017/2018.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

After conducting the research, doing the analysis, and presenting the result, the researcher is going to describe the conclusion of the research, and the suggestions of this research.

A. CONCLUSIONS


From this research, the researcher concludes that the use of inside outside circle strategy and peer review in teaching writing descriptive text was successful. The researcher concluded from the result of cycle 1 & cycle 2.

From the research the researcher seen that the students are still get some difficulty in writing descriptive text, they get the difficulty in grammatical. Because in this strategy inside outside circle strategy just able to improve their vocabularies and enable them to apply it in their descriptive text. Inside outside circle strategy help them in vocabularies.
They also find the difficulty in peer review. But Inside Outside Circle strategy and peer review could improve their writing in descriptive text.

2. The Improvement of Teaching Writing Descriptive Text by using Inside-Outside Circle Strategy and Peer Review of the Second Grade of MTs Darul Ulum Putatnganten.

From the data, the researcher concludes that there is significant improvement of teaching writing descriptive text using inside outside circle strategy and peer review at the second grade of MTs Darul Ulum Putatnganten. The researcher proves it from the data in cycle 1 and cycle 2. The passing grade of the research is 75. The target is 85% from 32 students.

In cycle 1, mean of pre-test is 70.50. Then mean of post test is 73.87. Mean of post-test is higher than pre-test. It proves that there is a significance improvement.

The students’ percentages number who passed the passing grade (KKM) of pre-test is 43.75 % and in post test it changes become 65.62%.. in cycle 1 the target is not achieved by the students. So that the researcher decides to conduct the cycle 2.
In the cycle 2, mean of pre-test is 74.37. On the other hand, mean of post test is 78.50. Mean of post test is higher than pre-test. It shows the significant improvement.

The students percentages number who passed the passing grade (KKM) of pre test is 62.50%. Then in post-test it is 90.62%. In cycle 2 the target percentages is achieved by the students. Therefore, the researcher decided to stop the research. It means that the implementation of inside outside circle strategy and peer review is successfully improve students writing descriptive text.

3. The improvement of Students’ Writing in Descriptive Text by using Inside Outside Circle and Peer Review of the Second Grade of MTs Darul Ulum Putatnganten.

Concerning with the result of the research, inside outside circle strategy succesfully improve students’ writing descriptive text. The researcher seen from the calculation of t-test. In cycle 1, the t-test is 3.51. It uses the significance level of 5 % and there is no t-table with (N-1) – 31. Then he researcher decides to use the nearest number it is 30, the t-table is 2.04. from the data the researcher concludes that the score of t-test is higher than t-table. It means that there is a significant improvement in cycle 1.
In cycle 2, the t-test is 4.07. It uses the significance level of 5% and there is no t-table with (N-1) – 31. Then he researcher decides to use the nearest number it is 30, the t-table is 2.04. from the data the researcher concludes that the score of t-test is higher than t-table. It means that there is a significant improvement in cycle 2.

B. SUGGESTIONS

From the explanation above, the researcher would like to suggest:

1. The researcher

   The researcher can develop her knowledge especially in teaching strategy, the researcher should learn more strategies to improve students’ skill because there still many strategies that could be used.

2. The reader

   The result of this study could be used as the reference for the reader who are interested in this teaching strategy.

3. The students

   The result of this study can be an alternative way for students to improve their vocabulary and writing skill.

4. The teacher

   The result of this study can be alternative strategy for teachers to teach writing to their teaching. This strategy is not just only can use for
descriptive text but it can be used in other skill. It can help the teacher to make the class more interesting and enjoy.
PREFERENCES


CURRICULUM VITAE

Name : Arina Nurul Izzah

Place and Date of Birth : Grobogan, 30 November 1994

Address : Putatnganten, Rt 001/Rw 006
          Kecamatan Karangrayung, Kabupaten Grobogan

Email/Phone Number : arina.izza@gmail.com 085877266017

Educational Background :
1. SDN Putatnganten III, graduated in 2006
2. MTs N Jeketro, graduated in 2009
3. MAN Semarang 1, graduated in 2012

Organisation Experience :
1. Secretary in Seni Musik Club (SMC) IAIN Salatiga
2. Voice of PSM SMC IAIN Salatiga which achieved Silver Medals of Folklore Category in Third Karangturi Choir Games 2015
3. Voice of PSM SMC IAIN Salatiga which achieved Silver Medals of PERTI/UMUM category in USM Choir Festival 2016
APPENDIXES

✓ Surat Ijin Penelitian
✓ Surat Tugas Pembimbing dan Asisten Pembimbing Skripsi
✓ Surat Keterangan Telah Melakukan Penelitian di Sekolah
✓ Lembar Konsultasi
✓ Syllabus
✓ Rencana Pelaksanaan Pembelajaran (RPP)
✓ Rubrik Penilaian
✓ Soal Pre-test & Post-test
✓ Lembar Observasi
✓ Lembar Kerja Siswa
✓ SKK
✓ Dokumentasi
Nomor : B-KPP /In.21/D1/PN,03.00/08/2017
Lamp : -
Hal : Permohonan Izin Penelitian Skripsi

Kepada
Yth. Kepala MTs Darul Ulum Putatanganten, Karangrayung, Grobogan di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : ARINA NURUL IZZAH
NIM : 113-13-064
Mahasiswa : Institut Agama Islam Negeri ( IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.
Judul skripsi :
THE USE OF INSIDE-OUTSIDE CIRCLE STRATEGY AND PEER REVIEW TO IMPROVE STUDENTS' WRITING IN DESCRIPTIVE TEXT

Dengan Pembimbing : Dr. Rifqi Aulia Erlangga, M.Hum
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 14 Agustus 2017 s.d selesai.
Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 09 Agustus 2017
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

Suwardi, M.Pd.
NIP. 19670121 199903 1002

Tembusan :1. Mahasiswa yang bersangkutan.
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Nomor: B.1.3.056/Tn.21/D1.1/PN.03.00/03/2017
Lamp:
Hal: Pembimbing dan Asisten Pembimbing Skripsi

Kepada,
Yth. Rifqi Aulia Erlangga, M.Hum
di tempat:

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama: ARINA NURUL IZZAH
NIM: 113-13-064
Fakultas: TARBIYAH DAN ILMU KEGURUAN
Jurusan: TADRIS BAHASA INGGRIS
Judul Skripsi: THE USE INSIDE OUTSIDE CIRCLE STRATEGY AND PEER REVIEW TO IMPROVE THE STUDENTS' WRITING IN DESCRIPTIVE TEXT (A CLASSROOM ACTION RESEARCH ON THE SECOND GRADE OF MTS DARUL ULUM PUTATNGANTEN IN THE ACADEMIC YEAR OF 2016/2017)

Apabila diperlukan Saudara diminta mengoreksi serta skripsi di atas. Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 09 Maret 2017
a.n. Dekan,
Wakil Dekan Bidang Akademik

(Mufiq, S.Ag., M.Phil.
NIP. 19690617 199603 1004)

Tembusan: 1. Dosen Pembimbing
YAYASAN ISLAM DARUL ULUM
MTs DARUL ULUM PUTATNGANTEN
ALAMAT : Desa Putatnganten RT. 003 RW. 006 ( Komplek Masjid Baitul Salam )
Kecamatan Karangrayung Kabupaten Grobogan 58163

SURAT KETERANGAN
Nomor : 141/001/YASID/Y2017

Yang bertanda tangan di bawah ini :
Nama : Drs. Darmadi M.pd
Jabatan : Kepala Sekolah
Unit Kerja : MTs Darul Ulum Putatnganten.

Dengan ini menerangkan dengan sebenar-benarnya bahwa

Nama : Arina Nurul Izzah
NIM : 11313064
Semester : 10 (sepuluh)
Program Studi : Pendidikan Bahasa Inggris (PBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Pendidikan (FTIK)
Perguruan Tinggi : IAIN Salatiga
Alamat Rumah : Putat, Rt 01/Rw.06 Desa Putatnganten,
Kec. Karangrayung, Kab. Grobogan
Judul Skripsi : The Use of Inside Outside Circle Strategy and Peer Review to Improve Students’ Writing in Descriptive Text.


Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Putatnganten, 2 September 2017
Drs. Darmadi, M.Pd.i
Kepala Sekolah
# LEMBAR KONSULTASI SKRIPSI

## Nama Mahasiswa
Arina Nurul Izzah

## NIM
113-13-064

## Dosen Pembimbing
Dr. Rifqi Aulia Erlangga, M.Hum

## Judul
THE USE OF INSIDE OUTSIDE CIRCLE STRATEGY AND 'PEER REVIEW' TO IMPROVE STUDENTS' WRITING IN DESCRIPTIVE TEXT

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<td>Background of study disyajikan</td>
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<td>10</td>
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## CATATAN:

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA
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<th>Number</th>
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<tbody>
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<td>1</td>
<td><em>Alhamdulillah</em></td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs Darul Ulum Putatnganten
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Alokasi Waktu : 2x40 menit (2 kali pertemuan)
Tema : Descriptive Text
Aspek/Skill : Writing

A. Standar Kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

6.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

C. Indikator

1. Mengenal teks sederhana dalam bentuk descriptive text
2. Menyusun descriptive text sederhana dengan retorika yang benar
3. Menulis teks pendek dan sederhana dalam bentuk descriptive text dengan langkah retorika yang benar.

D. Nilai Karakter

Kerja keras, Rasa ingin tahu, Kreatif
E. Tujuan Pembelajaran

1. Siswa dapat mengetahui teks sederhana dalam bentuk *descriptive text*

2. Siswa mampu menulis teks pendek dan sederhana dalam bentuk *descriptive text* dengan langkah retorika yang benar.

F. Materi Pembelajaran

1. Handout of a brief explanation about descriptive text (*Attachment 1*)

2. Printed list of vocabularies (*Attachment 2*)

3. LKS Bahasa Inggris kelas VIII

G. Metode Pembelajaran

Discussion, Lecturing, IOC, Peer Review

H. Langkah-langkah Kegiatan Pembelajaran

**Pertemuan Pertama**

a) Kegiatan Awal (8 menit)

☞ Guru membuka pelajaran dengan membaca Basmallah bersama-sama

☞ Guru mengecek kehadiran siswa

☞ Guru memberikan Ice Breaking

b) Kegiatan Inti (70 menit)

📖 Eksplorasi (20 menit)

☞ Guru menyampaikan tujuan pembelajaran.

☞ Guru bertanya seputar “Descriptive Text” kepada siswa.

☞ Guru membagikan hand out brief explanation tentang “Descriptive Text” (*Attachment 1*)
Guru menjelaskan tentang Descriptive Text beserta langkah retorika yang benar dalam Descriptive Text.

Guru memberikan contoh Descriptive Text yang berjudul “My mother”

Elaborasi (45 menit)

Guru membagikan exercise yang berkaitan tentang descriptive text.
Siswa mengerjakan exercise tentang descriptive text
Siswa membuat descriptive text tentang “Cinderella” seperti gambar yang ada pada exercise.
Siswa menjawab pertanyaan dari soal yang diberikan guru
Guru mengecek pekerjaan siswa

Konfirmasi (5 menit)

Guru menyampaikan apa saja materi yang akan disampaikan besok.
Guru mendampingi siswa menyimpulkan materi yang telah dipelajari.

c) Kegiatan Akhir (2 menit)

Guru memberi motivasi kepada siswa
Guru menutup kelas dengan bacaan Hamdallah.

Pertemuan Kedua

d) Kegiatan Awal (8 menit)

Guru membuka pelajaran dengan membaca Basmallah bersama-sama
Guru mengecek kehadiran siswa
e) Kegiatan Inti (70 menit)

- **Eksplorasi** (10 menit)
  - Guru menyampaikan tujuan pembelajaran.
  - Guru mereview kembali tentang Descriptive

- **Elaborasi** (55 menit)
  - Guru membagikan vocabulary list berdasarkan tema descriptive text.
  - Siswa menghafalkan vocabulary yang diberikan oleh guru.
  - Guru membagi siswa menjadi 2 lingkaran besar dan kecil (IOC)
  - Siswa mulai melakukan Inside-Ouside Strategy.
  - Siswa mengerjakan exercise tentang descriptive text
  - Siswa membuat descriptive text tentang “Cinderella” seperti gambar yang ada pada exercise.
  - Siswa melakukan Peer Review dari pekerjaan sesama teman dengan menukar pekerjaan mereka dg yang siswa lain.
konfirmasi (5 menit)

- Guru mendampingi siswa menyimpulkan materi yang telah dipelajari.
- Guru menyampaikan materi yang akan datang

f) Kegiatan Akhir (2 menit)

- Guru memberi motivasi kepada siswa
- Guru menutup kelas dengan bacaan Hamdallah.

I. Sumber Pembelajaran

- Hand Out
- Pictures

II. Penilaian

a. Instrument

Exercise 1

A. Fill the blank on the text for answer number 1-5 (choose from the choice)

My Cat

I 1. (has, have, had) a cat in my home. My cat 2. (am, is, are) female, her name 3. (is, were, was) Ming. She is two years old. She 4. (walked, walks, walking) really gracefully. She is very cute, She has a small head, blue eyes and white hair body but she is very pretty and very feminine, even the way she moews. She’s kinda aloof and she doesn’t like to be touched by me, but she 5. (like, likes, liked) to be touched by my brother.
Exercise 2

B. Arrange sentences bellow into a good paragraph descriptive

1. The color of my house is blue like a sky.
2. I am so comfort to live here with my family.
3. I have a house, my house is located in Putatnganten village. I have lived here for about 13 years since I was baby.
4. My house is very big; it has 4 bed rooms.
5. My house is near from my school. I also have a garden in front of my house.

Exercise 3

C. Make a simple descriptive about the picture bellow (5 sentences)!

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

b. Pedoman Penilaian

Nilai maksimal = 100
Nilai perolehan = total keseluruhan elemen × 2
Rubrik penilaian

Rubric for Assesing Students Writing : Descriptive Writing

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>10</th>
<th>8</th>
<th>6</th>
<th>4</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content, Topic and Details</td>
<td></td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>The topic is complete and clear and the details are relating on the topic</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The topic is complete and clear but the details are almost relating on the topic</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The topic is complete but not clear and the details are not relating to the topic</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The topic is not complete, not clear and the details are not relating on the topic</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The topic is not complete, not clear and the details are not relating on the topic</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization, Identification and Description</td>
<td></td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Identification is complete and description are arranged with proper connective</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification is almost complete and description are arranged with almost proper connective</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification is almost complete and description are arranged with few misuse of connective</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification is not complete and description are not conect</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification is not complete and description are not conect</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar, Use Present Tense and Agreement</td>
<td></td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Correct grammatical structure, use correct present tense</td>
<td>10</td>
<td></td>
<td></td>
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<tr>
<td>Very few grammatical or agreement inaccuracies</td>
<td>8</td>
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<td></td>
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</tr>
<tr>
<td>Few grammatical or agreement inaccuracies but not affect on meaning</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Numerous grammatical or agreement inaccuracies</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequent grammatical or agreement inaccuracies</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
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<td>10</td>
<td>8</td>
<td>6</td>
<td>4</td>
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<td>Effective choice of words and word forms</td>
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<tr>
<td>Few misuse of vocabularies, word forms, but not change the meaning</td>
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Putatnganten, 14
Agustus 2017

Mengetahui,

Guru Bahasa Inggris

Researcher

Dra. Nur Aini Mahmudah Izzah
NIP. 196011022006042001
11313064

Kepala MTs Darul Ulum
Putatnganten

Drs. Darmadi, MPd.i
NIP. -
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs Darul Ulum Putatnganten
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Alokasi Waktu : 2x40 menit (1 kali pertemuan)
Tema : Descriptive Text
Aspek/Skill : Writing

J. Standar Kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar

K. Kompetensi Dasar

6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

L. Indikator

4. Mengenal teks sederhana dalam bentuk descriptive text
5. Menyusun descriptive text sederhana dengan retorika yang benar
6. Menulis teks pendek dan sederhana dalam bentuk *descriptive text* dengan langkah retorika yang benar.

M. Nilai Karakter

Kerja keras, Rasa ingin tahu, Kreatif

N. Tujuan Pembelajaran

3. Siswa dapat mengetahui teks sederhana dalam bentuk *descriptive text*

4. Siswa mampu menulis teks pendek dan sederhana dalam bentuk *descriptive text* dengan langkah retorika yang benar.

O. Materi Pembelajaran

4. Handout of a brief explanation about descriptive text (*Attachment1*)

5. Printed list of vocabularies (*Attachment2*)

6. LKS Bahasa Inggris kelas VIII

P. Metode Pembelajaran

Discussion, Lecturing, IOC, Peer Review

Q. Langkah-langkah Kegiatan Pembelajaran

a) Kegiatan Awal (8 menit)

☞ Guru membuka pelajaran dengan membaca Basmallah bersama-sama

☞ Guru mengecek kehadiran siswa

☞ Guru memberikan Ice Breaking
b) Kegiatan Inti (70 menit)

- **Eksplorasi** (15 menit)
  - Guru menyampaikan tujuan pembelajaran.
  - Guru mereview lagi tentang descriptive text

- **Elaborasi** (50 menit)
  - Guru membagikan vocabulary list yang berkaitan tentang descriptive text.
  - Guru membagi siswa menjadi dua lingkaran besar dan kecil (Inside-Outside Circle)
  - Siswa mengerjakan exercise tentang descriptive text
  - Siswa membuat descriptive text tentang “Bestfriend”.
  - Siswa melakukan Peer review terhadap pekerjaan temannya
  - Guru mengecek pekerjaan siswa

- **konfirmasi** (5 menit)
  - Guru menyampaikan apa saja materi yang akan disampaikan besok.
  - Guru mendampingi siswa menyimpulkan materi yang telah dipelajari.

C) Kegiatan Akhir (2 menit)

- Guru memberi motivasi kepada siswa
- Guru menutup kelas dengan bacaan Hamdallah.
R. Sumber Pembelajaran
   - Hand Out
   - Pictures

III. Penilaian
   a. Instrument

   Exercise 1

   B. Fill the blank on the text for answer number 1-5 (choose from the choice)

   My Dad

   My father’s name 1. (is, am, are) Wahyudi. He is 45 years old. He is very handsome and dashing man. He 2. (has, have, had) a sturdy body and wide chest. My dad’s tall is about 170 cm and 3. (her, his, him) weigh is about 60 kg. My father has a pointed noose; unlike mine which is flat. His hair is black and short. His eyes 4. (is, are, am) great and black. She, He, him) has fair complexion and thick eyebrows. Although he 5. (look, looked, looks) terrible, my father is very friendly. He is happy to make other laugh with his jokes.

   D. Arrange sentences bellow into a good paragraph descriptive

   1. She is very beautiful.
   2. She is so kind and patient, i want to be a teacher like her.
   3. I have a teacher, her name is Aisyah.
   4. She is my neighbour too, his house is near from my house.
   5. My teacher teaches English in my class every Monday.
IV. Make a simple descriptive about your bestfriend (5 sentences)!

________________________________________________________________________________

________________________________________________________________________________

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b. Pedoman Penilaian

Nilai maksimal = 100

Nilai perolehan = total keseluruhan elemen × 2

c. Rubrik penilaian

Rubric for Assessing Students Writing : Descriptive Writing

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<td><strong>Grammar, Use Present Tense and Agreement</strong></td>
<td>Corect grammatical structure, use correct present tense</td>
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<td><strong>Vocabulary</strong></td>
<td>Effective choice of words and word forms</td>
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<td>Description and Organization</td>
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<td>Details and Content</td>
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</table>

*Rubric for Assessing Students' Writing: Descriptive Writing*
A. Fill the blank on the text for answer number 1-5 (choose from the choice)

My Cat

I 1. (has, have, had) a cat in my home. My cat 2. (am, is, are) female, her name 3. (is, were, was) Ming. She is two years old. she 4. (walked, walks, walking) really gracefully. She is very cute, she has a small head, blue eyes and white hair body but she is very pretty and very feminine, even the way she moews. She’s kinda aloof and she doesn’t like to be touched by me, but she 5. (like, likes, liked) to be touched by my brother.

B. Arrange sentences bellow into a good paragraph descriptive

1. The color of my house is blue like a sky.
2. I am so comfort to live here with my family.
3. I have a house, my house is located in Putatnganten village. I have lived here for about 13 years since i was baby.
4. My house is very big, it has 4 bed rooms.
5. My house is near from my school. I also have a garden in front of my house.

C. Make a simple descriptive about the picture bellow (5 sentences)!
A. Fill the blank on the text for answer number 1-5 (choose from the choice)

My Dad

My father’s name 1. (is,am,are) Wahyudi. He is 45 years old. He is very handsome and dashing man. He 2. (has,have,had) a sturdy body and wide chest. My dad’s tall is about 170 cm and 3. (her,his,him) weigh is about 60 kg. My father has a pointed noose; unlike mine which is flat. His hair is black and short. His eyes 4. (is,are,am) great and black. She,He,him) has fair complexion and thick eyebrows. Although he 5. (look,looked,looks) terrible, my father is very friendly. He is happy to make other laugh with his jokes.

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7. She is so kind and patient, i want to be a teacher like her.

8. I have a teacher, her name is Aisyah.

9. She is my neighbour too, his house is near from my house.

10. My teacher teaches English in my class every Monday.

C. Make a simple descriptive about your bestfriend (5 sentences)!

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<tr>
<th>Students number</th>
<th>Pay Attention</th>
<th>Activeness in asking question</th>
<th>Activeness in responding</th>
<th>Enthusiasm in doing test</th>
<th>NOTE</th>
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Observation Sheet Cycle 1

- Good attention
- Shy
- So passive
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So abrasive and gay aftermno
A. Fill the blank on the text for answer number 1-5 (choose from the choice)

My Cat

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3. I have a house, my house is located in Putatnganten village, I have lived here for about 13 years since I was baby.
4. My house is very big, it has 4 bed rooms.
5. My house is near from my school. I also have a garden in front of my house.

C. Make a simple descriptive about the picture bellow (5 sentences):

Cinderella is a very beautiful girl, she has a blond and shiny wavy hair, she (wears) green blue, her eyes blue, she the princess, she kind.
A. Fill the blank on the text for answer number 1-5 (choose from the choice)

My Cat

1. (has, have, had) a cat in my home. My cat 2. (am, is, are) female, her name 3. (is, were, was) Ming. She is two years old, she 4. (walked, walked, walking) really gracefully. She is very cute, she has a small head, blue eyes and white hair body but she is very pretty and very feminine, even the way she moews. She's kinda aloof and she doesn't like to be touched by me, but she 5. (like, likes, liked) to be touched by my brother.

B. Arrange sentences below into a good paragraph descriptive

1. The color of my house is blue like a sky.
2. I am so comfort to live here with my family.
3. I have a house, my house is located in Putatnganten village. I have lived here for about 13 years since I was baby.
4. My house is very big, it has 4 bedrooms.
5. My house is near from my school. I also have a garden in front of my house.

C. Make a simple descriptive about the picture below (5 sentences)!

[Image of Cinderella]

Cinderella is a very beautiful, she has blue eyes and she wore blue costume and she has long hair. Her skin is white, and she wore a red dress. Lip, and eyes are beautiful.
A. Fill the blank on the text for answer number 1-5 (choose from the choices)

My Dad

My father's name 1 (is/are) Widyud. He is 45 years old. He is very handsome and dashing. He 2 (has/have had) a sturdy body and wide cheek. My dad's tall is about 170 cm and 3. (his/him) weigh is about 60 kg. My father has a pointed nose, unlike mine which is flat. His hair is black and short. His eyes 4. (is/are) great and black. She (He, him) has fair complexion and thin eyebrows. Although he 5. (looked, looked, looks) terrible, my father is very friendly. He is happy to make other laugh with his jokes.

B. Arrange sentences below into a good paragraph descriptive

1. She is very beautiful.
2. She is a kind and patient. I want to be a teacher like her.
3. I have a teacher; her name is Arsyah.
4. She is my neighbor; her house is near from my house.
5. My teacher teaches English in my class every Monday.

C. Make a simple descriptive about your bestfriend (5 sentences):

I have bestfriend. His name Budi. He is kind. He has black and curly hair. He is happy. His bestfriend Budi. He is kind and friendly.
A. Fill the blank on the text for answer number 1-5 (choose from the choice)

My Dad

My father's name is (Ihsan, are) Wabiyudi. He is 45 years old. He is a
handsome and handsome man. He has a beautiful and wide chin.
My dad is tall, about 170 cm and 60 kg. He is
father has a pointed nose, unlike mine which is flat. His hair is black and
His eyes are great and black. She has fair complexion and thick
eyebrows. Although she looks terrible, my father is very friendly.
He is happy to make others laugh with his jokes.

B. Arrange sentences below into a good paragraph descriptive

1. She is very beautiful.
2. She is so kind and patient, I want to be a teacher like her.
3. I have a teacher, her name is Aisyah.
4. She is my neighbor too, her house is near from my house.
5. My teacher teaches English in my class every Monday.

C. Make a simple descriptive about your bestfriend (5 sentences)

I have a bestfriend named Sam.
She is beautiful and kind.
She is in my class everyday.
She wants to be a teacher.
I like being with Sam.
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**JUMLAH**: 103
The Students did Pre-Test

The Students Did the Inside Outside Circle Strategy
Researcher Gave Guidance and Explanation

The Students Did Post-test and Peer Review
Students Pay Attention to the Teacher Explanation

VIII B Class
DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name : Arina Nurul Izzah

NIM : 113-13-064

Faculty : Teacher Training and Education Faculty

Department : English Education Department

Declares that this graduating paper is written by the researcher and it does not copy from other researcher. Theories and citation are used codes of ethics of writing for graduating paper. I gave permission to publish this graduating paper on IAIN Salatiga’s e-repository.

Salatiga, September 10th 2018

The Researcher