

**TEACHING WRITING A DESCRIPTIVE TEXT THROUGH PEER  
SHARING AND FEEDBACK TO SENIOR HIGH SCHOOL STUDENTS**

**PAPER**

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**By:**

**Rika Amelia**

**72655/2006**

**Advisor:**

**Refnaldi, S.Pd., M.Litt**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF PADANG**

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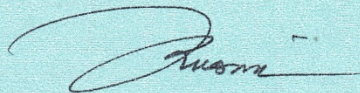
**HALAMAN PERSETUJUAN MAKALAH**

**Judul** : Teaching Writing a Descriptive Text through Peer  
Sharing and Feedback to Senior High School Students  
**Nama** : Rika Amelia  
**NIM** : 72655/ 2006  
**Jurusan** : Bahasa Inggris  
**Program Studi** : Pendidikan Bahasa dan Sastra Inggris  
**Fakultas** : Bahasa dan Seni

**Padang, Februari 2011**

**Disetujui oleh**

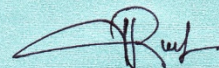
**Ketua Jurusan  
Bahasa Inggris**



**Dr. Kusni. M.Pd.**

**NIP: 196209091988031004**

**Pembimbing**



**Refnaldi, S.Pd., M.Litt.**

**NIP: 196803011994031003**



**HALAMAN PENGESAHAN MAKALAH**

**Dinyatakan lulus setelah dipertahankan di depan tim penguji**

**Jurusan bahasa dan Sastra Inggris**

**Fakultas Bahasa dan Seni**

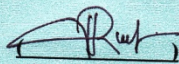
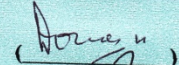
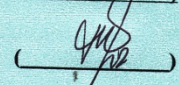
**Universitas Negeri Padang**

**Teaching Writing a Descriptive Text through Peer Sharing and Feedback to  
Senior High School Students**

**Nama : Rika Amelia**  
**NIM : 72655/ 2006**  
**Jurusan : Bahasa Inggris**  
**Program Studi : Pendidikan Bahasa dan Sastra Inggris**  
**Fakultas : Bahasa dan Seni**

**Padang, Februari 2011**

**Tim Penguji**

<b>Nama</b>		<b>Tanda Tangan</b>
<b>Refnaldi, S.Pd., M.Litt.</b>	<b>Ketua</b>	
<b>Drs. Don Narius, M.Si</b>	<b>Anggota</b>	
<b>M. Al Hafiz, S.S., M.A</b>	<b>Anggota</b>	

## ABSTRAK

**Amelia, Rika. 2011. Teaching Writing a Descriptive Text through Peer Sharing and Feedback to Senior High School Students. Padang: UNP**

Pembimbing: Refnaldi, S.Pd, M.Litt

Deskriptif teks merupakan suatu jenis genre yang diajarkan di SMA. Dalam menulis teks deskriptif, siswa cenderung menemukan kesulitan dalam penulisannya, misalnya penggunaan *grammar*, pemakaian *vocabularies*, pengembangan ide antar kalimat, maupun pemakaian huruf kapital. Siswa juga tidak mengetahui apakah tulisannya sudah benar atau belum, karena mereka tidak berbagi ke teman yang lain tentang tulisannya.

*Sharing* dan *feedback* dalam pembelajaran bahasa Inggris khususnya dalam mengajarkan teks deskriptif, merupakan suatu metode yang memberikan siswa kesempatan untuk *sharing* dengan teman sekelompoknya dalam membuat sebuah teks deskriptif dan mendapatkan *feedback* dari teman kelompoknya tentang hasil teks tersebut. Siswa dibagi dalam beberapa kelompok, setiap kelompok terdiri dari empat orang. Setiap siswa harus membuat sebuah contoh teks deskriptif. Kemudian, siswa lain dalam kelompok tersebut mengoreksi hasil kerja teman dalam kelompoknya. Setiap siswa harus mengomentari pekerjaan teman sekelompoknya dan memberikan tanggapan dan komentar berupa *correction grammar, punctuation, developing ideas*, dsb, yang merupakan *feedback* dari pekerjaan mereka. Setelah itu, setiap siswa harus memperbaiki pekerjaannya sendiri sebelum diserahkan ke guru sebagai *final result*.

Dengan menggunakan strategi *sharing* dan *feedback* dalam kelompok akan memberikan kesempatan ke siswa mendapat tanggapan tentang tulisan teks deskriptifnya dari teman temannya sebelum diserahkan ke guru. Teknik ini sangat bermanfaat sehingga penulis menganjurkan untuk menggunakannya dalam pembelajaran menulis, khususnya dalam teks deskriptif.

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The writer dedicates her deepest gratitude and appreciation to Refnaldi, S.Pd, M.Litt, her advisor, who had patiently given her much attention, support and suggestion. Her appreciation is also delivered to M.A, Dr. Kusni M.Pd and Dra. An Fauzia Rozani Syafei, M.A the head and the secretary of English Department. Additionally, her sincere gratitude is also given to all lecturers who involved in her examination, Drs. Don Narius, M.Si and M. Al Hafiz, S.S., M.A for the improving suggestions and comments. Next gratitude is also given to her academic advisor Dr. Kurnia Ningsih and for all lectures and administrative staffs of English Department.

The most special gratitude is addressed to her father, her mother, and her sister, who always give love and motivation to the writer. The gratitude is also given to all her relatives. Furthermore, the thankfulness goes to all friends who always support and love her. The last, the writer expects that the paper can be useful for readers. Also, it is expected that the paper can be useful for English Department students and people who are interested in this topic.

Padang, Februari 2011

The writer

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Since the latest curriculum called KTSP (*Kurikulum Tingkat Satuan Pendidikan*) is applied in 2006, the main goal of mastering writing skill in teaching English at Senior High School also has been changed. According to *Petunjuk Teknik Pengembangan Silabus dan Contoh/Model Silabus SMA/MA Mata Pelajaran Bahasa Inggris di Tingkat SMA*, the ability of writing has standard competency and basic competency. The competencies require the students to be able to state their sense in expressing meaning in short functional texts and simple essay using correct rhetorical structure.

Considering that purpose, teaching writing at senior level is done through genre based approach. Genre based approach relates with teaching and learning various kinds of texts. In this approach, the students are introduced to different kinds of text. Each text has special characteristics that differentiate it with others and it is arranged in certain arrangement. The students learn by using the model of reading text where the students are explicitly taught about social function, the generic structure and the language features of the text. The texts are: description, recount, report, discussion, explanation, news items, analytical exposition, hortatory exposition, procedure, review, anecdote, spoof and narrative.

At first level of senior High School, one of the texts that should be mastered is a descriptive text. The function of this text is to describe a particular person, place or



thing. This text consists of two generic structure; identification which identifies the phenomenon to be described, and description that describes part, qualities, characteristic of the thing which is described. This text usually uses simple present tense.

Based on the writer's observation during her practice teaching in SMAN 7 Padang, there were many students still have difficulties to achieve the communicative purpose of this text, especially in the construction of the text and the contents of language of that text itself such as errors in grammar, words choice, spelling in the formation, punctuation, developing ideas of each sentence and paragraph. In process of their writing, the students were prepared to write, to draft their writing, to reflect and revise and produce their final writing. The problem occurred when the students were not able how to start their writing, to draft and to edit it. During the process of their writing, they also did not able to relate their ideas of each sentence and developed it become a good descriptive text and used correct grammatical words. They also did not know whether their writing is correct or not and they did not have chance to share their writing with their friends.

Due to that problem, there are many strategies can be applied by the teacher in teaching a descriptive text to Senior High School students. One of them is through peer sharing and feedback. Peer sharing is applied when the students plan their writing, and peer feedback is used when they edit their writing. Both are used in Joint Construction of the Text (JCOT). Using these strategies in group discussion in teaching writing a descriptive text will be a valuable way because it will allow

students to share their writing with their friends and also get the feedback to make their text become a good writing.

Moreover, some strategies and ideas to develop student's ability in understanding and writing a good descriptive text have been created by expert. In this paper, the writer presents how to teach writing a descriptive text through peer sharing and feedback strategies to Senior High School students.

### **B. Limitation of the Problem**

This paper mainly discusses teaching writing a descriptive text through peer sharing and feedback strategies to students in Senior High School. Sharing and feedback are strategies that allow the students to share their writing with their friends and getting comment, and suggestion as the feedback.

### **C. Formulation of the Problem**

Based on background of the problem above, this paper is formulated as follows:  
How does the English teacher use sharing and feedback strategy in teaching writing a descriptive text to Senior High School students?

### **D. Purpose of the Paper**

In this paper, the writer explains the procedure and the advantages of teaching writing a descriptive text through peer sharing and feedback. By using qualified peer sharing and feedback, the writer hopes that the teacher can improve their students' achievement in teaching writing a descriptive text.