



**THE EFFECT OF PEER RESPONSE TECHNIQUE
ON STUDENTS' WRITING DESCRIPTIVE TEXT
ABILITY AT GRADE X MAS DARUL FALAH
LANGGA PAYUNG KABUPATEN
LABUHAN BATU SELATAN**

A THESIS

Submitted to state Islamic university Syekh Ali Hasan
Ahmad Addary Padangsidempuan as a Partial Fulfillment of the
Requirement for Degree of Educational (S.Pd) in English Department

Written By:
ASBIYA PUTRI
Reg. Numb. 18 20300020

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY SYEKH ALI
HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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ASBIYA PUTRI
Reg. No. 18 203 00020




ENGLISH EDUCATIONAL DEPARTMENT

Advisor I


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Advisor II


Yusni Sinaga, M.Hum.
NIP. 19700715 200501 2 010

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

LETTER AGREEMENT

Term : Munaqosyah
Item : 7 (seven) exemplars

Padangsidempuan, 31 January 2023
a.n. **Asbiya Putri**
To: **Dean**
Tarbiyah and Teacher Training
Faculty
In:
Padangsidempuan

Assalamu'alaikumwarohmatullahwaharakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Asbiya Putri** entitled "**The Effect of Peer Response Technique on Students' Writing Descriptive Text Ability at Grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu'alaikumwarohmatullahwaharakatuh

Advisor I


Fitri Rayani Siregar, M.Hum
NIP 19820731 200912 2 004

Advisor II


Yusni Sinaga, M.Hum
NIP 19700715 200501 2 010

DECLARATION LETTER OF SELF THESIS COMPLETION

The name who signed here:

Name :Asbiya Putri
Reg. Number :18 203 00020
Faculty/Department :Tarbiyah and Teacher Training Faculty/ TBI-3
The title of the Thesis :The Effect of Peer Response Technique on Students' Writing Descriptive Text Ability at Grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan

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Declaration Maker



Asbiya Putri
Reg. Num. 18 203 00020

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As Academic Cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : Asbiya Putri
Registration Number : 18 203 00020
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3
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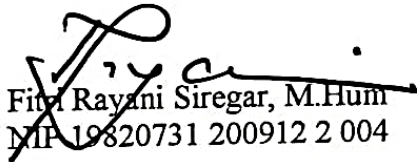
Asbiya Putri

Reg. Num. 18 203 00020


EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Asbiya Putri
Reg. No : 18 203 00020
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ English
Education Department
Thesis : The Effect of Peer Response Technique on students'
Writing Descriptive Text Ability at Grade X MAS Darul
Falah Langga Payung Kabupaten Labuhan Batu Selatan

Chief,



Fitri Rayani Siregar, M.Hum
NIP 19820731 200912 2 004


Secretary,



Dr. Eka Sustri Harida, M.Pd
NIP 19750917 200312 2 002

Members,


Fitri Rayani Siregar, M.Hum
NIP 19820731 200912 2 004


Dr. Eka Sustri Harida, M.Pd
NIP 19750917 200312 2 002


Yusni Sinaga, M.Hum
NIP 19700715 200501 2 010


Sri Rahmadhani Siregar, M.Pd
NIDN 2006058602

Proposed:

Place : Padangsidempuan
Date : January , 16th 2023
Time : 08.30 WIB until finish
Result/Mark : 80 (A)
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STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080
Sihitang 22733 Padangsidempuan

LEGALIZATION

Thesis : The Effect of Peer Response Technique on students' Writing Descriptive Text Ability at Grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan

Name : Asbiya Putri

Reg. Num : 18 203 00020

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-C

The Thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)



Padangsidempuan, January 2023

Dean

Dr. Yelya Hilda, M.Si.

NIP. 0720920 200003 2 002

Name : Asbiya Putri
Reg. Number : 18 203 00020
Department : English Education
Title of Thesis : **The Effect of Peer Response Technique on Students' Writing Descriptive Text Ability at Grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan**

ABSTRACT

This Research is focussed on the effect of peer response technique on students' writing descriptive text ability at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan. The problems of students were: 1) The students have problem to keep their vocabularies because they are not finding the suitable technique for themselves. 2) The students are easy to get bored of learning writing. It caused the technique of teaching learning is not suitable to material. 3) The students feel the writing is difficult. It makes them lazy to write text.

The formulation of the problem in this research were: 1) How is the students' ability in writing descriptive text ability before learning using peer response technique, 2) How is the students' ability in writing descriptive text ability after learning using peer response technique, 3) Is there any significant effect of peer response on students' writing descriptive text ability at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan.

The kind of this research was the quantitative research with experimental method. The population of this research was the grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan which total was 66 students from 3 clases. The researcher used X-B and X-C the sample that consist of 44 students that is 22 in experimental class and 22 in control class. Instrument of this research was essay test. To analyze the hypothesis researcher used t-test formula.

Based on the data, it found that writing descriptive text ability was better after using peer response technique. It could be seen from mean score of experimental before treatment was 64.8 with the enough category after treatment was 76.9 with the good category. Then, there was the significant effect of using peer response technique on students' writing descriptive text ability. It can be seen of t-test was found that $t_{count} = 3.08$ and than $t_{table} = 1.681$, it means $t_{count} > t_{table}(3.08 > 1.681)$. which means H_a was rejected with score 1.681. Mean score of pre-test was 64.8 mean score of post-test was 76.9. So, researcher could concluded the hypothesis was accepted that there was the significant effect of peer response technique on student' writing descriptive text ability at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan.

Keywords: *Peer Response Technique, Writing Descriptive Text Ability*

Nama : Asbiya Putri
NIM : 18 203 00020
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : Pengaruh Tehnik Peer Respon Terhadap Kemampuan Menulis Teks Deskriptif Siswa pada Kelas X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan

ABSTRAK

Penelitian ini difokuskan pada pengaruh tehnik Peer respon dalam kemampuan menulis teks deskriptif pada siswa kelas X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan. Ada beberapa masalah yang dihadapi siswa dalam menulis teks diantaranya: 1) Siswa mengalami kesulitan untuk menjaga kosa kata mereka. 2) Siswa mudah bosan dalam pembelajaran menulis. Hal ini menyebabkan tehnik pembelajaran tidak sesuai dengan materi. 3) Siswa merasa menulis itu sulit. Membuat hal itu mereka malas menulis teks.

Rumusan masalah dalam penelitian ini adalah: 1) Bagaimana kemampuan siswa dalam menulis teks deskripsi sebelum menggunakan tehnik peer response, 2) Bagaimana kemampuan siswa dalam menulis teks deskripsi siswa setelah menggunakan tehnik peer response, 3) Apakah ada pengaruh yang signifikan dalam penggunaan tehnik peer response terhadap kemampuan menulis deskripsi siswa kelas X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan.

Jenis penelitian ini adalah penelitian kuantitatif dengan metode eksperimen. Populasi penelitian ini adalah siswa kelas X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan yang berjumlah 66 siswa dari 3 kelas. Peneliti menggunakan sampel X-B dan X-C yang terdiri dari 44 siswa yaitu 22 siswa kelas eksperimen dan 22 siswa kelas kontrol. Instrumen penelitian ini adalah tes uraian. Untuk menganalisis hipotesis peneliti menggunakan rumus uji-t.

Berdasarkan data tersebut, ditemukan bahwa kemampuan menulis deskriptif lebih baik setelah menggunakan tehnik peer respon. Hal ini dapat dilihat dari skor rata-rata eksperimen sebelum melakukan treatment adalah 64.8 dengan kategori cukup setelah melakukan treatment adalah 76.9 dengan kategori baik. Kemudian, ada pengaruh yang signifikan dari tehnik peer response terhadap kemampuan menulis teks deskriptif. Berdasarkan perhitungan uji-t, peneliti menemukan bahwa $t_{hitung} = 3.08$ dan $t_{tabel} = 1.681$. Artinya $t_{hitung} > t_{tabel}$ ($3.08 > 1.681$). Jadi peneliti dapat menyimpulkan bahwa hipotesis diterima bahwa ada pengaruh yang signifikan dari tehnik peer respon terhadap kemampuan menulis teks deskriptif siswa di kelas X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan.

Kata kunci: *Tehnik Peer Respon, Kemampuan Menulis Teks Deskripsi*

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Padangsidimpuan, January 2023
Researcher

Asbiya Putri
Reg. No 1820300020

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English consist of four language skills that must be known, they are listening, speaking, reading and writing. Heaton also stated four major skills in communication throught language are often broadly defined as listening, speaking, reading and writing.¹ writing is the last part which is taught after listening, speaking and reading, but it does not mean that is not important to master in writing skill.

Writing skill is one of the important skill in English because it takes a part as important thing that must be well master by people to able to write and communication tools. As stated by Eckes et. al it is clear that writing is an important part in school from earliest grades onward.² Writing also improve the students ability in which the students can think consisely and clearly. Students will study how to inform their writing.

Writing means producing written messages that can be media of communications for one to another. By writing, students can expess their knowledges, feelings, masseges and comments in a written form and convey them to readers. With writing, students get knowledges in daily life especially to support activity in educational aspects.

¹J. B. Heaton, *Longman: Writing English Language Test* (London: New York, 1988), p. 50. <[https://doi.org/10.1016/0346-251X\(90\)90037-6](https://doi.org/10.1016/0346-251X(90)90037-6)>

²Thomas Eckes et. al., *Assessing Writing: Handbook of Second Language Assessment*, (New York: Combride University, 2016) p. 37. <<https://doi.org/10.4324/9781315561301-9>>

According to Richards and Renandya, writing is a process of selecting, combining, arranging and developing ideas taken from written or electronically produced text to demonstrate that you understand and are able to use this information for a variety of rhetorical purposes.³ Many of the students think that writing is complicated to study. It makes the assumption that writing may be considered as a most difficult of the language skills.

There are some reasons why students need to study and master in writing skill. The first, with writing, students will be easier to relate old knowledges to new knowledges. Second, with writing can help the students to find problems, formulate problems and then solve the problems. Third, writing will help them to express their ideas and formulate conclusions. Many students do not like writing lesson because they considered writing is the way of lesson may monotonous.

When the researcher did the interview with some students in MAS Darul Falah Langga Payung.⁴ Students said there are some reasons of the when they are writing. First, students lack in vocabulary, confused how to write, students also feel difficult how to write good text. The second, students are lazy to write with the reason students feel bored when they study in the class.

³Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 330. <<https://scholar.google.co.id/scholar?>>

⁴Agus Salim and Zaini Malik, 'Interview with Some of the Students in MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan' (Langga Payung: MAS Darul Falah Langga Payung on March, 12th 2022).

From the interview with an English teacher in MAS Darul Falah Langga Payung, the teacher said that many of students get low score in learning about descriptive text. The problem comes from the lack of vocabulary mastery, lack of understanding of the tenses used. Students also lack of understanding about descriptive text.⁵

Descriptive text is kind of text with a purpose to give information.⁶ In edition descriptive writing is genre ask the students to describe experiences, emotions, situations, qualities also characteristics. As one of the genres, descriptive text also describe a particular person, animal, place and things.

Based on the English syllabus, descriptive text is studied first since VII junior high school in the first semester. It means students have studied descriptive text, which allows students have understand and master in writing descriptive text. But, students in the class X still confused how to write descriptive text.

Many of the students have difficulties how to write descriptive text. like finding idea and how to recognize their idea. In order solve this problem, a teacher needs some creative technique to make the writing class more interesting and active. It means the teacher must be creative in applying various technique to solve that problem. There are some ways which can help

⁵Syafrida Ariani., 'Interview with an English Teacher at Grade X MAS Darul Falah' (Langga Payung Kabupaten Labuhan Batu Selatan: MAS Darul Falah on March 1th 2022).

⁶M. Mursyid, *Learning Descriptive Text* (Karangdadap: SMPN Karangdadap, 1994) p. 4. <<https://www.researchgate.net/publication/321713274>>

students to increase their ability in writing descriptive text, such as peer response technique.

Peer response technique is a learning technique in which students make essay, then exchange opinions, information with other students.⁷ It can guide and facilitate learning process in order to enable the students study and it can be better of learning. The technique also attract the students attention toward understanding about writing and increase when they are studying.

Peer response can be defined as an interactive technique. Among the learners to get and give feedback, comments and critics related to students writing. In which this way, the learners them selves become the sources of information substituting the roles and responsibilities of the teacher.⁸ So, peer response can be important to discuss with students the need for providing both praise and negative feedback together.

The researcher find out the students' ability in writing descriptive text was improved by using peer response technique. Peer response is useful, interesting and easier by applying the other teachnique to increase students ability in writing. Peer response focused on teaching students about how to insight what they have written.

Based on the problem and explanation above, the researcher is intersted conducting with the title **“The Effect of Peer Response Technique on**

⁷Yutaka Fujieda, "Perceptonal Change Toward Peer Response: How Writers and Others" *Kyoai Journal*, Vol. 1, No. 1 2007, p. 141.<[https://scholar.google.co.id/scholar?>](https://scholar.google.co.id/scholar?)

⁸Tutuwuri Situmeang, "The Effect of Peer Response Technique on Students Achiement In Writing Descriptive Text", *Thesis* (Medan: Faculty of Language and ARTS State University, 2019), p. 31–48. <<http://etd.lib.metu.edu.tr/upload/12620012/index.pdf>>

**Students' Writing Descriptive Text Ability at Grade X MAS Darul Falah
Langga Payung Kabupaten Labuhan Batu Selatan”.**

B. Identification of the Problem

Based on the background of the problem above, there are some problem as follows:

1. The students have problem to keep their vocabularies, because they are not finding the suitable technique for themselves.
2. The Students are easy to get bored of learning writing. It caused the technique of teaching learning is not suitable to material.
3. The students feel the writing is difficult. It makes them lazy to write text.

C. Limitation of the Problem

Based on the obstacles above, the researcher just focus on the technique for teaching. There are some technique that can be used to the problem in teaching writing, but the researcher only focus on peer response technique in teaching descriptive text at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan.

D. Formulation of the Problem

To do this research, the researcher formulates of this problem can be stated as follows:

1. How is the students' ability in writing descriptive text ability before learning using peer response technique at grade X MAS Darul Falah Langga Payung kabupaten Labuhan Batu Selatan?

2. How is the students' ability in writing descriptive text ability after learning using peer response technique at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan?
3. Is there any significant effect of peer response technique on students' writing descriptive text ability at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan?

E. Purposes of the Research

Based on the formulation of the problem above, the researcher purpose of this research as follows:

1. To describe the information about the students' ability in writing descriptive text before learning descriptive text by using peer response technique at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan.
2. To describe the information about the students' ability in writing descriptive text after learning descriptive text by using peer response technique at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan.
3. To examine whether there is significant effect of peer response technique on students' writing descriptive text at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan.

F. Significant of the Research

Base on the tittle "The Effect of Peer Response Technique on Students' Writing Descriptive Text Ability at Grade X MAS Darul Falah Kabupaten Labuhan Batu Selatan" the significances of the research are:

1. For students

For the students, to help students more understand in writing text especially descriptive text.

2. For the English teacher

For the English teacher, to develop teaching English in teaching writing. Also help the teacher make the learning process more interesting.

3. For the researcher

For the researcher, it will be useful as references in teaching and learning process in the future. It will increase the researchers' competence.

G. Definition of Operational Variables

1. Peer Response Technique

Peer response Method is a technique in collaborative learning that developed by Dana Ferris. In this case students try to give feedback, comments and critics related to students writing.

2. Students' Writing Descriptive Text Ability

Writing descriptive text ability refers to the great knowledge of words or the gaining of great skill in writing.

H. Outline of the Thesis

The outline of this thesis includes into five chapters. They were: the first chapter is introduction consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purposes of the research, significant of the research, definition of operational variables and outline of the thesis.

The second chapter consist of literature review involve theoretical description: the first is nature of writing, definition of writing, component of good writing, process of writing, purposes of writing. The second is Peer response technique: definition technique, kinds of technique, definition of peer response, procedure of using peer response technique, advantages and disadvantages of using peer response technique, the third is descriptive text: definition of descriptive text, generic structure of descriptive text, Material of descriptive text, and than teaching descriptive text by using peer response technique. Review of related findings, conceptual framework, hypothesis.

The third caphter is research methodology consist of place and time of research, research design, population and sample, instrument of the research, validity and reability instrument, the procedure the research and techniques of analyzing data.

The fourth chapter consist of the data analysis. Description of data, Technique of data analysis, discussion. Than threats of the research.

The fifth chapter is consist of conclusion and sugestion. The conclusion include the result of the research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Nature of Writing

a. Definition of Writing

Writing is one of the important skills in Language because it takes a part as important communication tools. Writing is the expression of language in the form of letters, symbols or words. The primary purpose of writing is communication. Moreover, writing is a complex process and commonly difficult for most of People.

According Axelrod and Cooper, in the act of writing, you must be creative as well as organized and logical in your thinking.⁹ Lubis stated writing is an activity for producing and expressing. It is producing the word or sentences that it expressing with the meaning of ideas. Writing is the activity to transfer ideas through words and sentences the ideas will change scientific.¹⁰ Siregar stated writing is the process of finding where the writer can express them into a result of writing through sentences, paragraphs or text.¹¹ On other hand, writing is the mental work of inventingidea.

⁹Rise B. Axelrod and Charles R. Cooper, *The ST. Martin's Guide To Writing* (New York: University of California, 2004), p. 1. <<http://eli.johogo.com/Class/Ninth Edition The St. Martin's Guide to Writing.pdf>>

¹⁰Rayendriani Fahmei Lubis, 'Writing Narrative Text', *English Education*, Vol. 2, No. 1, 2014, p. 61. <<http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/115>>

¹¹Sri Rahmadhani Siregar, "Students' Descriptive Text Writing in Experiential Function Realization", *English Education: English Journal for Teaching and Learning*, Vol. 9, No. 1, 2021, p. 65. <<http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ>>

In Islam writing is also one of the important skills that should be learning. The researcher is needed to make agreement about Islam rules. In fact, the researcher should have two characteristics: the first is fair and the second is to know Islamic rules to make suitable with Islam rules. This based on the verse in Holy Quran Al-Baqarah: 282

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا تَدَايَنْتُمْ بِدِينٍ إِلَىٰ أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ وَلْيَكْتُبَ بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ وَلَا يَأْبَ كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ فَلْيَكْتُبْ وَلْيُمْلَأِ...

Meaning:

O ye who believe! When ye deal with each other, in reactions involving future obligations in affixed period of time, reduce them to writing let a scribe write down faithfully as between the parties, let not the scribe refuse to write, as Allah has taught him.....(Al- Baqarah 282).¹²

Based on information above, the researcher can conclude that writing is a process of produce idea and feeling. Writing also measurement whether the students can measure all English skill, because when students are able to do writing it means that they are also able to do reading, speaking and listening. Writing is the important subject, because in writing we must share idea from our brain to be a written language, and we must be clever to choose and combine the vocabulary to create something that is meaningful. Taking about writing there are

¹²Abdullah Yusuf Ali., "The Meaning of Holy Quran", *Amana Publications*, Vol. 18, No. 2, 1944, p. 191. <<https://doi.org/10.2307/40084599>>

characteristics how to write good writing like coherence, cohesion and unity. More detail will be illustrated below.

b. Components of Good Writing

The characteristics of good writing base on Cyntia and Pridenberg there are coherence, cohesion, unity.¹³ These characteristics will be illustrated below:

1) Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your idea easily.

2) Cohesion

Another characteristic of good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. Four important cohesive devices are connectors, definite article, personal pronoun and demonstrative pronoun.

3) Unity

Unity is final characteristic of a well written paragraph. All the supporting sentences should relate to the topic sentence.

¹³Cyntia and Jiya Pridenberg, *Writing to Communicative Paragraph and Essay- 3 Rd* (America: Pearson Longman, 2008), p.17-28. <[https://scholar.google.co.id/scholar?>](https://scholar.google.co.id/scholar?)

Based on explanation above. The researcher can conclude that a good writing should have three component which all the sentences relate each other. Taking about components of good writing. Researcher will explain about process of writing, will be illustrated below.

c. Process of Writing

Teaching and learning about Writing, the are some steps of the writing that should be master by teachers, because it will help the teacher and students to understand in writing. According to Linse, there are some steps of the writing, the steps are:

1) Planning

Planning is the stage when students begin to organize and put a structure on their writing. It's mainly about generating ideas.

2) Drafting

Drafting is the core of process writing. Write the main body according to your planned paragraphing structure.

3) Responding

Students have gotten feedback about your composition from several of classmate.

4) Revising

Revising means adding, changing, rewriting and developing to get the content right.

5) Evaluating

Implementation the corrections and rewriting the text.¹⁴

In conclusion, the process of writing is the stages that written have to trough in sequence to procedure the result of writing in written form. Also the writers should understand about the purpose of writing. So that, information of writers can catch by reader easily.

¹⁴Coroline T. Linse, *Practical English Language Teaching Young Learners*, Ed David Nunan (New York: Mc Graw- Hill Companies, 2005), p. 112.
<https://m.vk.com/wall411475326_9553>

d. Purposes of Writing

The purposes of writing not just to share opinions, show or to copy something that is someone's idea, but the purpose of writing can be to inform a new information or idea and also it can be to examine a process of something. According to Lonknife and Sullivan the purpose of writing is to inform, to explain and to persuade, it will be explain below:

- 1) To inform. It means to share your knowledge of information, direction or ideas with readers by using narration (a story) and description.
- 2) To explain. It makes a more specific point and help your readers understand what you are discuss about.
- 3) To persuade (argument). that in the present a position and convince your readers.¹⁵

Based on the explanation above, the researcher concludes that the purpose of writing are to inform, to explain and to persuade. It also gives more information to the reader about the writer's opinion, idea and feeling.

2. Peer Response Technique

a. Definition of Technique

From the etymology technique come from two word they are tech and unique, tech means method or way and than unique means specific. As stated in the dictionary, technique is applications of scene and technology to solve humans problems.¹⁶ So, technique is to make everything in human life much easier, lighter and also faster.

¹⁵Ann Lonknife and K.D Sullivan, *Essay writing Skill Step by Step*, (New York: Mc Grow Hill, 2012), p. 3-4. <<https://www.researchgate.net/publication>>

¹⁶A.S, Homby, *Oxford Advance Learner's Dictionary of current English*, Oxford University Press, 1995, p. 180. < <https://scholar.google.co.id/scholar?>>

Drachslar and Kirschner states that technique is wide variety of exercise, activities or task used in the language classroom for realizing lesson objectiveness followed by a method that in turn is followed by technique.¹⁷ Technique is the specific activities manifested in the classroom, which are consistent with a method therefore in regularity with approach as well.

From the paragraph sentences the researcher conclude that technique is the way that adopted toward an objective by the teacher to direct the learners activities. In fact, technique is kind of technique to make a lesson more understandable to the students. There are kinds of technique that pound on the book, some of them are team pair solo. word webbing, story telling and than peer response technique. Taking about technique will be illustrated below.

b. Kinds of Technique

There are a lot of technique to get writing process effectively base on Jongsma,¹⁸ they are:

1) Team pair solo

Team pair solo is cooperative learning technique where students are grouped into teams to complete a same task or related task. During this time students are discussing work and solution strategies, and helping others when they have problem.

¹⁷Hendrik Drachslar and Paul A. Kirschner, "Learner Characteristics", *Indonesian EFL Journal*, Vol. 5, No. 1, 2018, p. 60. <<https://doi.org/10.1007/978-1-4419-1428-6347>>

¹⁸Eugene Jongsma, *Procedure as a Teaching* (Loisiana State University: New Orleans, 1971) p. 28-30. <<https://scholar.google.co.id/scholar?>>

2) Word webbing

Word webbing is one of technique of teaching on how to creatively think with a chart and improve the draft development and idea. During the procedure, ideas and information are explored and organized.

3) Story telling

Story telling is the social and cultural activity of sharing stories, sometime with improvisation, theatrics or embellishment During this technique is very useful for students ability thinking and imagine.

4) Peer response technique. To make this more clear about peer response technique as the title of this research, so the researcher will be explain about this steps more clear in below illustrations.

c. Definition of Peer Response

Peer response also called peer review or students' feedback.¹⁹ As stated by Rohmad peer response is a technique in which students provide comments on other students' writing draft so that those students can develop their own written work.²⁰ Ferris stated peer response is a technique in small groups in writing classroom.²¹ It means the peer

¹⁹Yutaka Fujieda, p. 141.

²⁰Nur Rohmat and Irma Savitri Sadikin, "The Impact of Peer Response on Efl Learners", *Indonesian EFL Journal (IEFLJ)*, vol. 5, No. 1, 2019, p. 58. <<https://doi.org/10.25134/ieflj.v5i1.1611>.Received>

²¹Dana Ferris, *Response to Students Writing* (New jersey: Lawrence Erlbaum Associates, 2008), p. 1-2. <<https://www.routledge.com/>>

response technique is implemented in writing classroom by providing the feedback that will be useful by the students.

Through Peer response, it is an important role in writing. Peer comments can lead to meaning full score of information in revising stage. Peer response is the mostly employed because it allows the students to construct knowledge through social sharing and interaction.²² It can gain comment from a collaborative learning process to incorporate the written commentary into their subsequent drafts.

Their response more freely to the composition, pointing to something they like and to something they think needs improving. They explain their response. This peer response is crucial: writers have tried to communicate, and group members let them know where they have succeeded and failed.²³ Peer response technique can be use in form or pairs small group, and each group members must be critique and also creative.

According to Byland it is hoped that by allowing peers to intervene in one another writing process via peer feedback, peer response groups will help students revise and eventually improve their writing.²⁴ Although peer response is often used in writing classrooms, the purpose and process differ in every classroom. Response activities vary because researcher set

²²Jette G. Hansen and Jun Liu, *Guiding Principles for Effective Peer Response*, (English: Oxport University, 2005), p. 1. <<https://doi.org/10.1093/elt/cci004>>

²³Jette G. Hansen and Jun Liu, p. 31-32 .

²⁴Heather Byland, *Educating Students about Peer Response*, (Tuscaloosa: University of Alabama in Hunsville, 2004, p. 56. <<http://cas.umkc.edu/english/publications/documents/.pdf>>

different goals: some want the students to become better writers while others want their students to become confident writers and respondents.

Peer response show that readership does not belong exclusively to the teacher, since in this type of response, students are enjoy to share their writings with each other. In addition, to have your instructor as an audience for your writing, you will having benefit from other students in your class as an audience.

Based on the explanation above, it can be concluded that peer response is a technique in writing which allows students to provide comments or feedback to other students' writing in order to develop their writing. So, the researcher is interested in conducting a research in the domain of peer response and writing, especially writing descriptive.

d. Procedure of Using Peer Response Technique

Peer response technique is one of the important activity in writing process. Peer response technique can be used either in the form students' writing. The procedures of using peer response technique that use by researcher are based to theories base on Ferris book,²⁵ they are:

- 1) Teacher divides students into a groups.
- 2) The Teacher gives one title descriptive text to all the group.
- 3) The teacher gives short explanations to the students about what they will be learn.

²⁵Dana Ferris, p. 82-83.

- 4) The teacher gives the stimulus about what will they learn and how the peer response is work.
- 5) The teacher asks the students to discuss descriptive text that have given in the form of an essay with simple words.
- 6) The teacher ask one of the group to reads what they have discuss and another group gives the comment to be good descriptive text.
- 7) The teacher asks one of each group to give comment.
- 8) The teacher gives the apresiasion to all group.
- 9) The teacher and students make a clear of descriptive text with discussing together.
- 10) The last, teacher gives addition, resolution and explanation how to create a good descriptive text.

Based on theories above, the researcher chooses the theories for the procedures in teaching by using peer response technique. Looking at to the procedure of the using peer response technique about. So, researcher will give the advantages and disadvantages of using peer response technique, and will be illustrated below:

e. Advantages and Disadvantages of Using Peer Response

Stated of Rohmat and Sadikin, there are several the advantages and disadvantages of using peer response.

1) The advantages

There are some advantages students after using peer response:

- a) Learning to be more active.

- b) Students can get a question.
- c) Students can get response/ feedback
- d) By getting feedback, the students can understand anyway until the level where he can understand the essay it self.
- e) Students' participation will be encouraged while working in the small group.

2) Disadvantages

After the advantages of peer response also has disadvantages.

They are:

- a) There is possibility of students ignoring the problem which should be reviewed.
- b) There ambiguous feedback, which is not beneficial for the students.
- c) Confused expectation about the groups.
- d) Sometimes appears hostility, irony or some are impressed into evil in giving feedback.²⁶

From the explanation above, it means a teacher must be fine a good technique and related to the lesson to make the students more interesting to learning.

3. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text that asks the students to describe experience, emotions, situation, qualities, and characteristics. This genre

²⁶Nur Rohmat and Irma Savitri Sadikin, p. 61.

encourages the students ability to create a written account of a particular experience. Descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader.²⁷ It can be about peoples, animals, places or things.

Zulaikah et.al. said that the descriptive text is intended to describe a person, place or thing.²⁸ George also gives impression, it is help the reader, through her or his imagination to visualize a scene or a person to understand a sensation or an emotion.²⁹ So, descriptive text a kind of text that actually tells about a description of people, animal thing and particular place. Descriptive text must make an identification as a first steps that is introduce the thing that will be describe and than continue to the description that will be description.

b. Generic Structure of Descriptive Text

The are two generic structure of descriptive text based on book above, they are: identification and description.³⁰ It will be explained below.

- 1) Identification: is a part descriptive text that introduces who, where or what is being described.

²⁷Eva Saskia Rahma And Meisuri, "Improving Students' Achievement in Writing Descriptive Text Through Questioning Technique", *Journal of English Language Teaching of FBS-Unimed*, Vol. 2, No. 4, 2013, p. 33. <<https://doi.org/10.24114/reg.v2i4.682>>

²⁸Zulaikah et. al., "An Analysis Student's Ability in Writing Descriptive Text of Second Semester of English Educational Program at STKIP Nurul Huda Oku Timur", *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam*, Vol. 10, No. 1 2018, p. 17. <<https://doi.org/10.30739/darussalam.v10i1.264>>

²⁹Wishon George, *Lets Write English* (New York: Citton Education Publishing, 1980) p. 128. <<https://onesearch.id/>>

³⁰Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure: Edisi Pertama* (Yogyakarta; Graha Ilmu, 2008), p. 128. <<https://www.yumpu.com/en/documentPdf->>

2) Description: Describes parts, characteristics and qualities of the subject being described.

From The explanation above, it can be concluded that the generic structure must be there in description text. And description is a part to tell about the subject shortly specially about the characteristics of subject. And than, It has a purpose to support the writer in writing a good descriptive text.

c. Material of Descriptive Text

Tanjung Puting National Park

One of the internationally famous ecotourism destinations in indonesia is Tanjung Puting National Park in the southwest of Central Kalimantan. Tanjung Puting National Park offers impressive experience to its visitors. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is real jungle, which is home to the most incredible animals in the word: orang utans and and proboscis monkeys are interesting because they have enormous snout. So, imagine your self to be in their original habitat. What will you do when you meet them?.

To see orang utans we should go to Camp Leakey. Camp Leakey is located in the heart of Tanjung Puting National Park. This is a rehabilitation place for ex-capite orang utans and also a preservation site. This camp was established by Birute Galdikas, an important scientist who has studied orang utants since 1971.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two night

The traveling in the boat offers another unforgerable experience. You sleep, cook and eat in that klotok, night and day during your journey into the jungle. In daylight, on your way to Camp Leakey, you can see tress filled with proboscis monkeys. At night, you can enjoy the clear sky and the amazing bright stars as the only light for the night.³¹

³¹Utami Widiati and Zuliati Rohmah Furaidah, *Buku Siswa Bahasa Inggris MA/SMK/SMA Kelas X*, (Jakarta: Pusat Kurikulum Perbukuan Kemendikbud, 2017), p. 70. <<https://www.academia.edu/34408480/>>

d. Teaching Descriptive Text by Using Peer Response Technique

The procedure of teaching writing descriptive by using peer response technique. There are some procedure of teaching through peer response method in the classroom which is base on Ferris,³² they are:

a. Pre-Teaching

- 1) Teacher comes to the class by saying salam or greeting.
- 2) Teacher asks the students to pray before starting the lesson.
- 3) The teacher checks the students' attendant list and asking their conditions.
- 4) The teacher Mention the goal of the students.
- 5) The teacher asks the students to doing ice breaking doing the class.

b. While Teaching

- 1) Teacher divided students into a groups.
- 2) The Teacher gives one title descriptive text to all the group.
- 3) The teacher gives short explanations to the students about what they will be learn.
- 4) The teacher gives the stimulus about what will they learn and how the peer response is work.
- 5) The teacher asks the students to discuss descriptive text that have given in the form of an essay with simple words.
- 6) The teacher ask one of the group to reads what they have discuss and another group gives the comment to be good descriptive text.

³²Dana Ferris, p. 84-85.

- 7) The teacher gives the apresiasion to all group.
- 8) The teacher and students make a clear of descriptive text with discussing together.
- 9) The last, teacher gives addition, resolution and explanation how to create a good descriptive text.

c. Post Teaching

- 1) The teacher and students conclude the lesson have been learn.
- 2) The teacher gives feedback to students performance and inform next topic.
- 3) The teacher ask the students to convey their feeling while learning process.
- 4) Then, the teacher asks the students to pray after learning and then, the teacher closes the learning by saying salam.

B. Review of Related Findings

In conducting this research, there are many previous studies which support it. Those can contribute the present research in case of method, theories and discussion means.

The first is Situmeang. This study was conducted by using experimental design. The population of the study was the students of grade X of SMA Negeri 1 Siborong-borong. there were two sets of data used in this study, they were pre-test and post test. The data were analyzed by applying t-test formula. After analyzing the data, the result of the study showed that t-observed (3,66) was higher than t-table (2.024) ($t\text{-observed} > t\text{-table}$) at the level of significance of

$\alpha = 0.05$ and at the degree of freedom (df) = 38. it can be concluded that applying peer response technique significantly affects the students' achievement in writing descriptive text or in other words the alternative hypothesis is accepted.³³

The second is Nurasiah. The aims of this research were to know students' ability in writing descriptive text at grade X MA YPKS Padangsidimpuan, to know the difficulties of the students in writing descriptive text at grade X MA YPKS Padangsidimpuan and to know the efforts to solve the students' difficulties that collecting data: test, interview and observation. Data were processed and analyzed with qualitative process, the test that analyzed by the mean score was just a supporting analysis. After doing the test the research to students at grade X MA YPKS Padangsidimpuan, it could be conclude that students ability in writing descriptive text was enough category.³⁴

The third is Pratama and Arriyani. This quantitative study research is aimed to find out whether or not peer response method gives significant impact on descriptive text- ability of the students with high and low motivation and peer response technique and students motivation gave interaction effect on the students descriptive text writing. The statistical analysis of t-test and peer-response technique there was significant difference at the level 5% (0.05) and (2) the calculation result which reached the value of 0.142 (higher than significant difference at the level of 5 %) showed that there was no interaction

³³Tutuwuri Situmeang, "The effect of Peer Response Technique on Students' Achievement in Writing Descriptive text", *Thesis* (Medan: UIN Medan, 2019), P. 28-38. <<https://123dok.com/document/>>

³⁴Nurasiah, "Students' Ability in Writing Descriptive Text at Grade X MA YPKS Padangsidimpuan", *Thesis* (Padangsisimpuan: IAIN Padangsisimpuan, 2018), p. 33-40. <<http://etd.iain-padangsidimpuan.ac.id/4086/>>

effect of peer response technique and motivation on students' descriptive text writing.³⁵

The fourth is Sani. The method of the research was quasi experimental design with the treatment held in three meetings, 2x40 minutes in each meeting. The experimental class consist 35 students and control class consisted of 37 students. Pre-test and post-test were used in collecting the data. The test instrument was writing test. Independent sample t-test was used to analyze the data. From the data analysis, it was found that the result of independent sample t-test was 0.001. This result is consulted to the score of the value significant generated (P value) $< \alpha = 0.05$. Therefore, H_0 is rejected and H_a is accepted. It can be concluded that there is a significant influence of using peer response technique toward students' recount text writing ability.³⁶

Next, research by Astrid. The result of the research undertaken at PBI UIN Raden Fatah Palembang. This research is quantitative research is to find whether or not peer response. After the treatment done, the students were required to fill the questionnaire items in order to asses their attitude toward the use on blog in their writing class. The result of the research showed that; (1) there was not a significant difference between students' writing achievement before being taught with teachers' written feedback method and after being taught with that

³⁵Putra Pratama and Nurfisi Arriyani, "Descriptive Text Writing: Peer Response Technique and Students' Learning Motivation", *English Language in Focus (ELIF)*, Vol. 4, No. 1 2021, p. 82-84. <doi.org/10.24853/elif.4.1>

³⁶Hilda Eriya Sani, "The Influence of using Peer Response Technique Towards Students' Recount Text Writing Ability at the second Semester of the Reguller Eighth Grade of MTs Negeri 2 Bandar Lampung in 2017/2018 Academic Year". *Thesis* (Lampung: UIN Raden Intan, 2018), P. 34-55. <<http://repository.radenintan.ac.id/cgi/reset-password>>

method. (2) there was significant difference between students' writing achievement who were taught by using peer response than those who were taught by using teachers' written feedback.³⁷

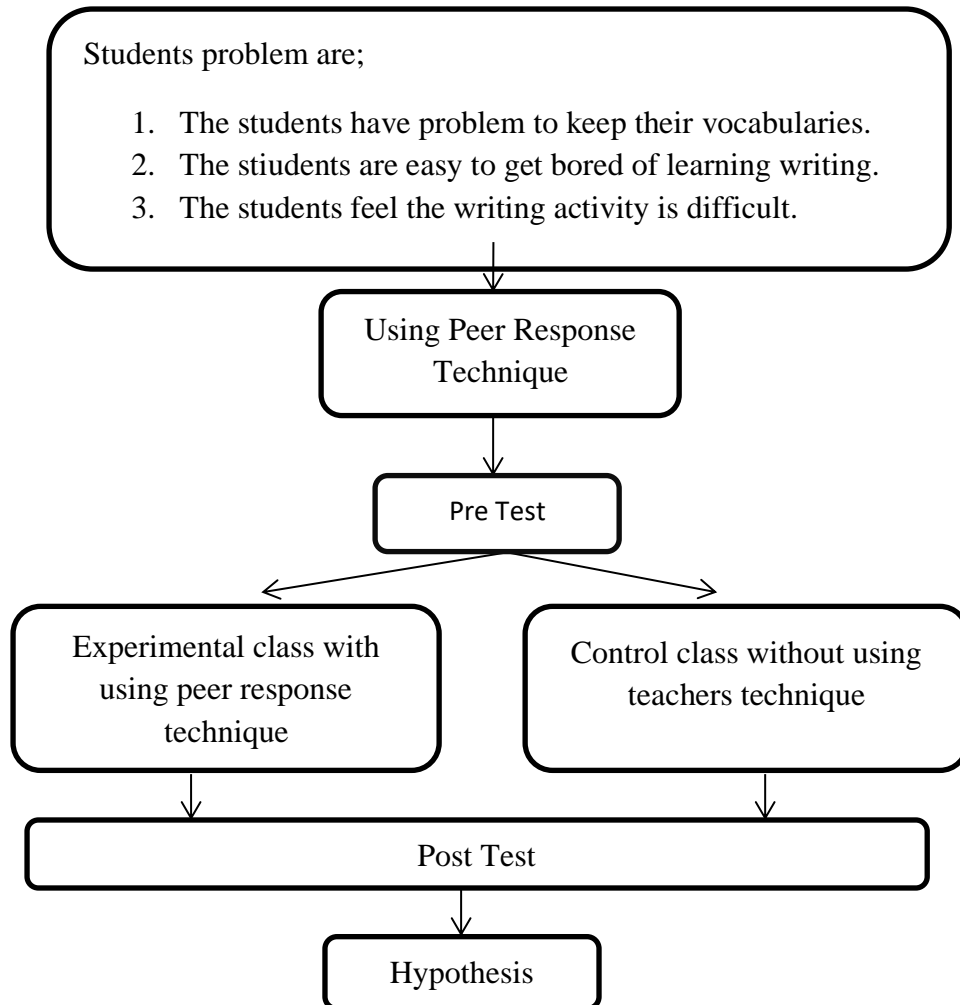
Based on the description above, it is related to the research of the researcher. The relationship is the same as discussing about to find out students' ability in writing descriptive text. In this research the researcher will be focus to find out about "The effect of peer response technique on students' writing descriptive text ability at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan".

C. Conceptual framework

Conducting a teaching writing is the important thing that must be considered by the teacher to success the writing process. The teacher must choose the suitable technique for the students to easier them in practicing writing in order to organize text well. The students will make easy to produce their ideas and write into text. So, the researcher conducted based on the framework as below:

³⁷Hilda Eriya Sani, "The Influence of using Peer Response Technique Towards Students' Recount Text Writing Ability at the second Semester of the Reguler Eighth Grade of MTs Negeri 2 Bandar Lampung in 2017/2018 Academic Year". *Thesis* (Lampung: UIN Raden Intan, 2018), P. 34-55. <<http://repository.radenintan.ac.id/cgi/reset-password>>

Figure 1
Conceptual Framework



D. Hypothesis

The hypothesis of this research are:

1. Ha: There is a significant effect of using peer response technique on students' writing descriptive text at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan.
2. Ho: there is no significant effect of using peer response technique on students writing descriptive text at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The location of this research is MAS Darul Falah Langga Payung. It is located on Jl. Lintas Sumatera, Desa Martapotan, Langga Payung, Kec. Sungai Kanan, Kab. Labuhan Batu Selatan. This research had been done from March 2022 up to January 2023. The subject of this research was X grade of the students.

B. Research Design

This research is categorized quantitative research with the experimental method. The design of this research is pre-test post-test control group design. In this research the researcher wants to know the effect of peer response technique on students writing descriptive text ability. According to L.R research that can test hypotheses to established cause and effect relationship”.³⁸

In this research, the researcher used two class, as an experimental class and control class. The experimental class is the class that teach by using peer response technique and the control class is the class that taught without using peer response technique or researcher teach the material by using student’s book.

³⁸Gay L.R et. al., *Educational Research Competense for Analysis Applications*, (Ney Jersey: Prentice Hall, 2000), p. 367.
<https://elearning.com/pluginfile.php/4831/mod_resource/content/1/Gay-E Book>

Table 1
Table of Design Instrument

Class	Pre test	Treatment	Post test
Experimental Class	✓	✓ Teaching writing descriptive text by using peer response technique	✓
Control Class	✓	×	✓

C. Population and Sample

1. Population

In this research, all of students of MAS Darul Falah Langga Payung at grade X are population. The total population are 66 students. This research implement in MAS Darul Falah Langga payung in 3 classes. In can be seen in the table below:

Table 2
The population of the grade X MAS Darul Falah Langga Payung

No.	Class	Total students
1.	X-A	22
2.	X-B	22
3.	X-C	22
Total population		66

2. Sample

This research using cluster random sampling technique for taking the sample of the research. Cluster Random sampling is choosing two classes randomly where the class is homogen. It means the sample takes class X-B = 22 and X-C = 22 students. So, total of this research are 44 students. It can be seen in the table below:

Table 3
Sample of of the grade X MAS Darul Falah
Langga Payung

No	Class	Total of Students
1.	Experimental Class (X-B)	22
2.	Control Class (X-C)	22
Total		44

D. Instrument of the Research

In this research, writing test with essay test is an instrument. Essay test is attest that demand a tester to give some answer in essay form or sentences arranged. The test for pre-test and post- test is only one question. For pre- test the students asks the students to write a descriptive text based own mind before doing treatment. Then, for post- test also ask the students to write a descriptive text by using peer response technique.

Table 4
The Indicators of Writing Test

Aspect	Level	Score	Criteria
The selected idea	Excellent to very good	25	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately
	Good to average	20	Only fulfill three of four conditions set.
	Fair to poor	15	Only fulfil two of the four conditions set
	Very poor	10	Only fulfill one or does not fulfill four conditions set
Structure text and context: a. Identification b. Description	Excellent to very good	25	The text is suitable with genre, the term and features are allowed perfectly, the information is relevant, the content of the text is very easy to understand.
	Good to average	20	Only fulfill three of four conditions set.
	Fair to poor	15	Only fulfil two of the four conditions set.
	Very poor	10	Only fulfill one or does not fulfill four conditions set.
Grammar a. Pronoun b. Nouns c. Noun phrases d. Adjective e. Preposition f. Adverb g. Linking Verbs	Excellent to very good	25	There is no mistakes with grammar. The content and the meaning of the text can be understood and very clear.

h. Tenses	Good to average	20	There are some mistakes but not interfere the meaning and content.
	Fair to poor	15	There are many mistakes, but do not interfere the meaning and content.
	Very poor	10	Too much mistakes and interfere the meaning and content
Vocabulary	Excellent to very poor	25	Effective word or idiom choice and usage.
	Good to average	20	Only fulfill three of the four conditions set.
	Fair to poor	15	Only fulfill two of the four conditions set.
	Very poor	10	Only fulfill one or does not fulfill the four conditions set.

Giving scoring adpted from English teachers' book of writing Descriptive

Text.³⁹

³⁹Utami Widiati, Zuliati Rohmah, and Furaidah, *Buku Guru Bahasa Inggris MA/SMA/SMK*, (Jakarta: Kementrian Pendidikan Dan Kebudayaan, 2017), p. 48
<<http://eksis.ditpsmk.net/uploads/book/.pdf>>

E. Validity and Reability of Instrument

1. Validity

The test in this research used writing test. A good test must be have validity. A valid instrument refer to the extent to which an instrument measure what is supposed measure. In this research, the researcher used construct validity to valid the test.

To make sure, the researcher use essay test to the English lecturer. There are two valid essay test that give by the researcher. one question for pre test and one question for post test. Another requirement is also important for a researcher is reliability. The result of the research must be reliable.

2. Reliability

Reability is consistency of the measurement. It means that reability is that reability is the consistency and accuracy in scoring that would have come from one measure which is investigated. Reability is one of aspect in good test. So, the researcher use essay test to test the students' writing descriptive text ability. In this research, scoring criteria is based on four aspect of writing assessment.

F. Procedures of the Research

To get the data of the research, the researcher gave some steps. It consists of pre-test, treatment and post test.

1. Pre- test

Pre- test sould be done to fine out the homogeneity of the sample. It has a a function to get the mean score of the sample, experimental and control

class to know the students ability in writing descriptive text. The researcher applies some steps in giving pre- test as follows:

- 1) The researcher is preparing the test.
- 2) The researcher is distributing the test to students on experimental and control class.
- 3) The researcher is explaining what students need to do.
- 4) The researcher is giving the time for do the test
- 5) The students are answering the questions.
- 6) the researcher is collecting the test.
- 7) Then, the researcher is checking and giving the score.

2. Treatment

After conducting pre-test, the researcher gave a treatment to students who are in experimental class with using peer response technique. While the control class teach by explain the material with using teachers technique. The researcher has some procedure in treat class.

3. Post- test

After giving treatment, the next steps is post- test. Post test is given after the researcher gives the treatment to experiment class. It is used to know the difference score between experiment and control class and the effect of treatment, whether it has an effect or not. The researcher have some procedure, there are:

- 1) The researcher is preparing the test.
- 2) The researcher is distributing the test to students on experimental and control class.
- 3) The researcher is explaining what the students to answer the question.
- 4) The researcher is giving the time to the students to answer the question.
- 5) The students is answering the question.
- 6) The researcher is collecting the test paper.
- 7) The researcher is checking the answer of students and count the students score.

G. Techniques of Data Analysis

In this research, the researcher is used the technique of data analysis as follows:

a. Requirement Test

- 1) Normality Test

To know the normality, the researcher use *Chi-Quadrate* formula.

The formula follow:

$$x^2 \sum \left(\frac{fo - fe}{fe} \right)$$

Where:

x^2 = value of chi- square

f_o = observed Frequency

f_e = expected frequency⁴⁰

2) Homogeneity

To test the data whether homogeneity or not, the researcher uses Harles test. The test follow:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

The hypothesis is accepted if $F_{\text{count}} < F_{\text{table}}$

The hypothesis is rejected if $F_{\text{count}} > F_{\text{table}}$

Where:

n^1 = Total of the data that bigger variant

n^2 = Total of the data that smaller variant⁴¹

b. Testing Hypothesis

To know the difference between experimental and control class the data will be analyzing by using t-test formula as follow:

⁴⁰Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Perdana Publisher, 2015), p. 151. <<https://scholar.google.com/scholar?>>

⁴¹Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya* (Jakarta: Kencana Prenada Media Group, 2003), p. 276 <<https://scholar.google.co.id/citations?>>

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

Tt : the value which the statistical significance

X₁ : the average score of the experimental

X₂ : the average score of the control class

S₁² : deviation of the experimental class

S₂² : deviation of the control class

n₁ : number of experimental class

n₂ : number of control class⁴²

The result of t-table can find after calculating the data by using t-test formula.

The hypothesis test was two criteria. First, if tcount > ttable, H₀ is accepted and

if tcount < ttable, H_a is rejected.

⁴²Nuryadi and Tutut Dwi Astuti, *Dasar Dasar Statistik Penelitian* (Yogyakarta: Grama surya, 2017), p. 108. < [https://scholar.google.co.id/scholar?>](https://scholar.google.co.id/scholar?)

CHAPTER IV

DATA ANALYSIS

In this chapter, in order to evaluate the effect of peer response technique on students' writing descriptive text ability at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan, the researcher has calculated the data using pre-test and post-test. Applying quantitative analysis, the researcher used the formulation of t-test. Then, researcher described the result based on the data as follow.

A. Description of Data

1. Description of Data Before Using Peer Response Technique

a. Score of Pre Test Experimental Class

Researcher took class X-B as the experimental class. Based on students' answer in pre-test, the researcher has calculated the students' score. The total score of experiment class in pre-test was 1480, mean was 64.8, standard deviation was 9.75, variants was 95.1, median was 66.9 range was 40, modus was 63.75, interval was 7. The researcher got the highest score was 85 and the lowest score was 45. It can be seen in the following table:

Table 5
The Score of Experimental Class in Pre-Test

Total	1480
Highest score	85
Lowest score	45
Mean	64.8
Median	66.9
Modus	63.73
Range	40
Interval	7
Standard deviation	9.75
Variants	95.1

Then, the calculation of the frequency distribution of the students' score of experiment class in pre-test could be applied into table frequency distribution as follow:

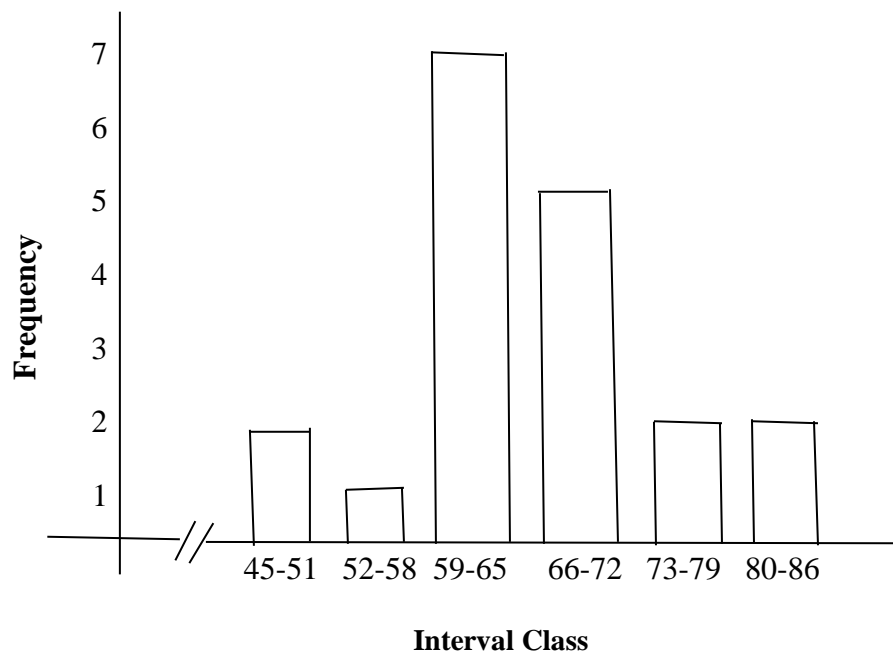
Table 6
Frequency Distribution of Experimental Class (Pre-Test)

No	Interval	Mid-Point	Frequency	Percentages
1	45 – 51	48	2	0.9%
2	52 – 58	55	1	4.5%
3	59 – 65	62	7	31.81%
4	66 – 72	69	5	22.72%
5	73 – 79	76	5	22.72%
6	80 – 86	83	2	09.09%
	$i = 7$	-	n = 22	100%

From the table above, the students' score in class interval between 45 - 51 was 2 students' (0.9%), class interval between 52 – 58 was 1 students' (4.5%), class interval between 59 – 65 was 7 Students' (31.81%), class interval between 66 – 72 was 5 students' (22.72%), class interval between 73 – 79 was 5 students' (22.72%), class interval between 80 – 86 was 2 students' (09.09).

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below:

Figure 2
Description Data Pre-Test of Experimental Class



From the description above, score of experimental class in pre-test shown that the lowest interval 45 – 51 was 2 students and highest interval 80 – 86 was 2 students and the highest frequency in interval 59 – 65 was 7 students.

b. Score of Pre Test Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students' answering the question (test). The score of pre-test control class can be seen in following table:

Table 7
The Score of Control Class in Pre-test

Total	1220
Highest score	75
Lowest score	40
Mean	56.7
Median	57.5
Modus	43.5
Range	35
Interval	6
Standard deviation	9.12
Variants	83.25

Based on the table, total score of control class in pre-test was 1220, mean was 56.7, median was 57.5, modus was 43.3, range was 35, interval was 6, standar deviation was 9.12, variants was 83.25. The researcher got the highest score was 75 and the lowest score was 40. Than, the calculation of the frequency distribution of the students' score of control class in pre-test could be applied into table frequency distribution as follow:

Table 8
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	40 – 45	42.5	6	27.2%
2	46 – 51	48.5	3	13.6%
3	52 – 57	54.5	2	9.09%
4	58 – 63	60.5	5	27.7%
5	64 – 69	66.5	3	13.6%
6	70 – 75	72.5	3	13.6%
	$i = 6$	-	n = 22	100%

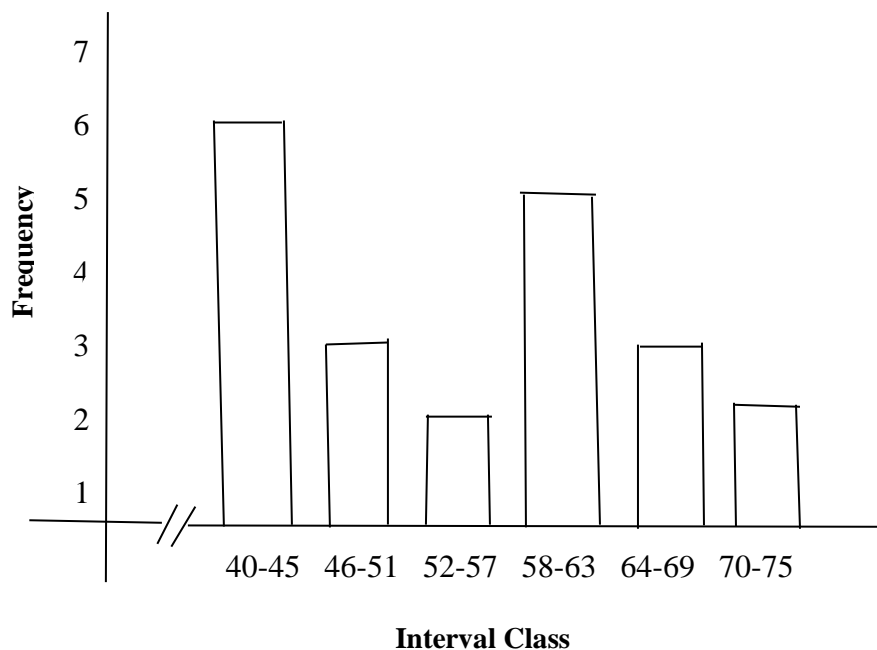
From the table above, the students' score in class interval between 40 - 45 was 6 students' (27.2%), class interval between 46 – 51 was 3

students' (13.6%), class interval between 52 – 57 was 2 Students' (9.09%), class interval between 58 – 63 was 5 students' (27.2%), class interval between 64 – 69 was 3 students' (13.6%), class interval between 70 – 75 was 3 students' (13.6%).

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below:

Figure 3

Description Data Pre-Test of Control Class



From the description above, score of control class in pre-test shown that the lowest interval 40 – 45 was 6 students and highest interval 70 – 75 was 3 students and the highest frequency in interval 40 – 45 was 6 students.

2. Description of Data After Using Peer Response Technique

a. Score Post-Test of Experimental Class

The calculation of the result that had been gotten by the students' answering the question (test) after the researcher did the treatment by using Peer Response Technique, researcher got total score of experiment class in post-test was 1700, mean was 76.9, median was 77.6, modus was 75.8, range was 35, interval was 6, standar deviation was 7.96, variants was 63,44. The researcher got the highest score was 90 and the lowest score was 55, it can be seen in the following table:

Table 9
The Score of Experimental Class in Post-test

Total	1700
Highest score	90
Lowest score	55
Mean	76.9
Median	77.6
Modus	75.8
Range	35
Interval	6
Standard deviation	7.96
Variants	63.8

Then, the calculation of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

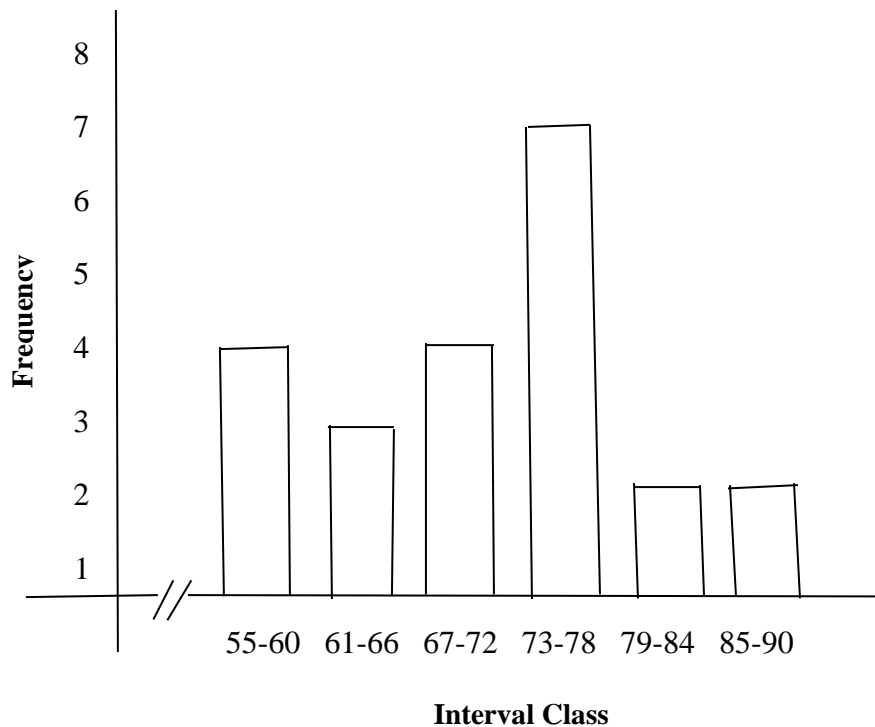
Table 10
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	55 – 60	57.5	1	4.5%
2	61 – 66	63.5	1	4.5%
3	67 – 72	69.5	3	13.6%
4	73 – 78	75.5	7	31.8%
5	79 – 84	81.5	5	22.7%
6	85 – 90	87.5	5	22.7%
	$i = 6$	-	$n = 22$	100%

From the table above, the students' score in class interval between 55 - 60 was 1 students' (4.5%), class interval between 61 – 66 was 1 students' (4.5%), class interval between 67 – 72 was 3 Students' (13.6%), class interval between 73 – 78 was 7 students' (31.8%), class interval between 79 - 84 was 5 students' (22.7%), class interval between 85 – 90 was 5 students' (22.7%).

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below

Figure 4
Description Data Post-Test of Experimental Class



From the description above, score of experimental class in post-test shown that the lowest interval 55 – 60 was 1 students and highest interval 85 – 90 was 5 students and the highest frequency in interval 73 – 78 was 7 students.

b. Score of Control Class in Post Test

The researcher took class X-B as the control class. The result that had been gotten by the students' in answering the question (test) after the researcher taught the writing descriptive text ability by conventional technique the researcher got the score. The total score of control class in post-test was 1305, mean was 58.4, standart deviation was 10.17, variants was 10.35, median was 60.5, modus was 63.1, range was 40, interval was

7. The researcher got the highest score was 80 and the lowest score was 40. It can be seen in the following table.

Table 11
The Score of Control Class in Post-test

Total	1305
Highest score	80
Lowest score	40
Mean	58.4
Median	60.5
Modus	63.1
Range	40
Interval	7
Standard deviation	10.17
Variants	10.35

Then, the calculation of the frequency distribution of the students' score of control class could be applied into table frequency distribution as follow:

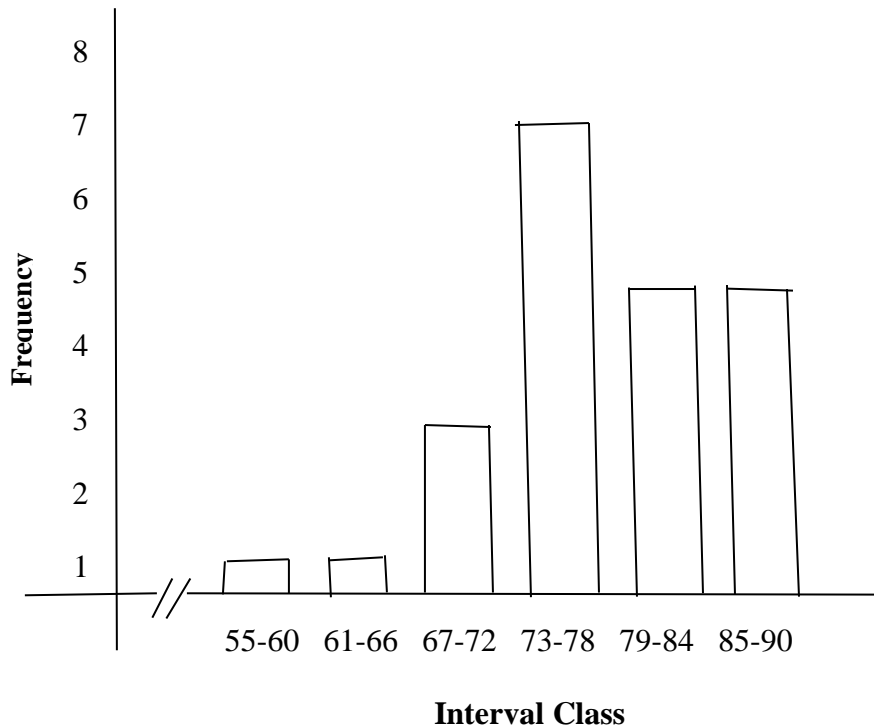
Table 12
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	40 – 46	43	4	18.1%
2	47 – 53	50	3	13.6%
3	54 – 60	57	4	18.1%
4	61 – 67	64	7	31.8%
5	68 – 74	71	2	9.09%
6	75 – 81	78	2	9.09%
	$i = 7$	-	n = 22	100%

From the table above, the students' score in class interval between 40 - 46 was 4 students' (18.1%), class interval between 47 – 53 was 3 students' (13.6%), class interval between 54 – 60 was 4 Students' (18.1%), class interval between 61 – 67 was 7 students' (31.8%), class interval

between 68 - 74 was 2 students' (9.09%), class interval between 75 – 81 was 2 students' (9.09%).

Figure 5
Description Data Post-Test of Control Class



From the description above, score of control class in post-test shown that the lowest interval 40 – 46 was 4 students and highest interval 75 – 81 was 2 students and the highest frequency in interval 61 – 67 was 7 students.

3. Description of the Comparison Data between Pre-Test and and Post-Test of Experimental and Control Class

a. The Comparison Data between Using Peer Response Technique and Conventional Technique in Pre Test

Before researcher giving post-test to both of class (control class and experimental class) the researcher did not know students' writing

descriptive text ability. After researcher giving pre-test, the researcher got the comparison data between pre-test score an experimental and control class before gave treatment. The comparison data can be seen in the following table:

Table 13
The Comparison Data of Experimental Class
and control class

Description	Experimental Class	Control class
Total	1480	1220
Highest score	85	75
Lowest score	45	40
Mean	64.8	56.7
Median	66.9	57.5
Modus	63.75	43.5
Range	40	35
Interval	7	6
Standard deviation	9.75	9.12
Variants	95.1	83.25

Based on the the table the total of score of experimental class in pre-test was 1480; control class was 1220, mean score of experimental class was 64.8; control class was 56.7, median of experimental class class was 66.9; control class was 57.5, modus of experimental class was 63.75; control class was 43.5, standard deviation of experimental class was 9.75; control class was 9.12 and variants of experimental class was 95.1; control class was 83.25.

b. The comparison Data between Pre-Test and Post-Test by Using Peer Response Technique

The comparison score between pre-test and post-test of experimental class can be seen in the following table:

Table 14
The Comparison Data of Experimental Class
in Pre-Test and Post-Test

Description	Pre-Test	Post-test
Total	1480	1700
Highest score	85	90
Lowest score	45	55
Mean	64.8	76.9
Median	66.9	77.6
Modus	63.75	75.8
Range	40	35
Interval	7	6
Standard deviation	9.75	7.96
Variants	95.1	63.44

Based on the above table the total score of experimental class in pre-test was 1480; post-test was 1700, pre-test mean score was 64.8; post-test was 76.9, pre-test standard deviation was 9.75; post-test was 7.96, pre-test variants was 95.1; post-test was 63.44, pre-test median was 66.9; post-test was 77.6, pre-test range was 40; post-test was 35, pre-test modus was 63.75; post-test was 75.8, pre-test interval was 7; post-test was 6. The researcher got the highest score of pre-test was 85 and lowest score was 44; highest score of post-test was 90 and lowest score was 55.

c. The Comparison Data between Pre-Test and Post-Test by Using Conventional Technique

The comparison score between pre-test and post-test of control class can be seen in the following table:

Table 15
The Comparison Data of Control Class
in Pre-Test and Post-Test

Description	Pre-Test	Post-test
Total	1220	1305
Highest score	75	80
Lowest score	40	40
Mean	56.7	58.4
Median	57.5	60.5
Modus	43.5	63.1
Range	35	40
Interval	6	7
Standard deviation	9.12	10.16
Variants	83.25	103.51

Based on the above table the total score of experimental class in pre-test was 1220; post-test was 1305, pre-test mean score was 56.7; post-test was 58.4, pre-test standard deviation was 9.12; post-test was 10.16, pre-test variants was 83.25; post-test was 103.51, pre-test median was 57.5; post-test was 60.5, pre-test range was 35; post-test was 40, pre-test modus was 43.5; post-test was 63.1, pre-test interval was 6; post-test was 7. The researcher got the highest score of pre-test was 75 and lowest score was 40; highest score of post-test was 80 and lowest score was 40.

d. The comparison Data between using Peer Response Technique and Conventional Technique in Post Test

After Researcher giving pre-test to both of class (X-C as experimental class and X-B as control class) the researcher knew the students' writing descriptive text ability before gave a treatment. In pre-test the researcher did not apply treatment to experimental and control class. Then, the researcher gave a treatment to one of class experimental class and other class was not gave a treatment as control class. The experimental class was using Peer Response Technique. The researcher got the comparison data between post-test score an experimental and control class after gave a treatment.

B. Technique of Data analysis

1. Requirement Test

a. Normality and Homogeneity of Experimental and control Class in Pre-Test

After the researcher calculated the normality test by using Chi Quadrat formula, the researcher found χ^2_{count} , meanwhile χ^2_{table} was found that the data of experimental class and control class in pre-test were distributed normal. The researcher calculated the homogeneity test by F-formula to know the homogeneity of the in experimental class and control class.

To see the normality and homogeneity of experimental class and control class in pre-test, the researcher presented it in the following table:

Table 16
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	X^2_{count}	X^2_{table}	f_{count}	f_{table}
Experimental Class	6.97	11.070	0.42 < 4.32	
Control Class	0.75	11.070		

Based on the table above, the score of experimental class $X^2_{count} = 6.97 < X^2_{table} = 11.070$ with $n = 22$ and control class $X^2_{count} = 0.75 < X^2_{table} = 11.070$ with $n = 22$ and real level $\alpha 0.05$. cause $X^2_{count} < X^2_{table}$ in the both. So, H_a was accepted. It means that experimental class and control class were distributed normal

The coefficient on $f_{count} = 0.42$ was compared f_{table} . Where f_{table} was determined at the real level $\alpha 0.05$ and the $n = 22 - 1 = 21$. So, by using the list of critical value $f_{distribution}$ is got $f_{0.05} = 4.32$. Therefore, the researcher concluded that the variant from the data of the students' writing descriptive text ability at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan by experimental class and control class in in pre-test was was homogeneous. The calculation can be seen on the appendix.

b. Normality of Experimental Class and Control Class in Post-Test

After the researcher calculated the normality test by using Chi-Quadrate formula, the researcher found χ^2_{count} , meanwhile χ^2_{table} was found that the data of experimental class and control class in post-test were

distributed normal. The researcher calculated the homogeneity test by F-formula to know the homogeneity of the in experimental class and control class.

To see the normality and homogeneity of experimental class and control class in post-test, the researcher presented it in the following table:

Table 17
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	X^2_{count}	X^2_{table}	f_{count}	f_{table}
Experimental Class	-46.95	11.070	3.08 < 4.32	
Control Class	-11.03	11.070		

Based on the table above, the score of experimental class $X^2_{count} = -46.95 < X^2_{table} = 11.070$ with $n = 22$ and control class $X^2_{count} = -11.03 < X^2_{table} = 11.070$ with $n = 22$ and real level $\alpha 0.05$. cause $X^2_{count} < X^2_{table}$ in the both. So, H_a was accepted. It means that experimental class and control class were distributed normal

The coefficient on $f_{count} = 3.08$ was compared f_{table} . Where f_{table} was determined at the real level $\alpha 0.05$ and the $n = 22 - 1 = 21$. So, by using the list of critical value $f_{distribution}$ is got $f_{0.05} = 4.32$. Therefore, the researcher concluded that the variant from the data of the students' writing descriptive text ability at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan by experimental class and control class

in in post-test was homogeneous. The calculation can be seen on the appendix.

2. Hypotesis Test

The researcher used parametric test by using T-test to analyse the hypothesis. After calculating the data of post-test, the researcher has found that post-test result of experimental class and control class is normal and homogeneous. Hypothesis of research was-there is the effect of using peer response technique on students' writing descriptive text ability at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan.

The result of t table was found after calculating the data by using t-test formula. The hypothesis test was two criteria. They are if $t_{count} < t_{table}$. H_a is accepted. Based on the researcher calculation in pre-test, the researcher found that $t_{count} < t_{table}$, H_0 is accepted and if $t_{count} < t_{table}$, H_a is accepted. Based on the researcher calculation in pre-test, the researcher calculation in pre-test, the researcher found t_{count} 0.42 while t_{table} 1.37 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 42$. Cause $t_{count} < t_{table}$ ($0.42 < 1.681$), it means that the hypothesis H_a was accepted and H_0 was rejected.

The calculation can be seen on appendix 12 and 13. The result of t-test was as follow:

Table 18
Result of T-test from both average

Pre - test		Post - test	
t_{count}	t_{table}	t_{count}	t_{table}

0.42	1.681	3.08	1.681
------	-------	------	-------

In this case, the mean score of experimental class by using peer response technique was 77.6 and mean score of control class was 58.4 that was taught by using conventional technique. So, there was the effect of using peer response technique on students' writing descriptive text ability at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan.

C. Discussion

Based on above result of the research, the researcher has proved what had been stated by an expert is Melni that peer response technique was effective to use improve students' writing descriptive text. It can be seen from the score of experimental class that was taught by using peer response technique got 69.5 for mean score of pre-test and after treatment experimental class 79.5.⁴³ So. Peer response technique was effective to improve students' writing descriptive text.

The result above supported by the previous research by some researchers. First, Situmeang said that peer response technique was effective to use in teaching writing. It showed that score of experimental

⁴³Melni, "The Effect of Peer Response Technique on Students' Achievement in Writing Descriptive Text at Second Grade of SMP Muhammadiyah Medan in 2016/2017 Academic Years", *Thesis* (Medan: UIN Sumatera Utara, 2017), <<http://repository.uinsu.ac.id/3464/>>.

class in pre-test was 65.4. The result of post-test was 75.7.⁴⁴ So. Peer response technique gave a positive effect on students' writing.

Next, the researcher found that using peer response technique showed the result of mean score pre-test in experimental class was 64.8 and posty-test was 76.9. the result and hypothesis testing showed that peer response technique has the significant effect and hypothesis accepted.

Based on Explanation above. The researcher concluded using peer response technique can be applied for all of subjects and suitable in teaching writing. It can be concluded that the using peer response technique gave the effect to students' writing ability especially at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan. So, peer response technique has given the effect to research that has been done by the researcher.

D. Treats of the Research

The researcher found the threats of the research as follow:

1. The students were not serious in answering the pre-test and post-test. Some of them still did not do it by themselves.
2. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside teachers' rule. So it made

⁴⁴Tutuwuri Situmeang, "The Effect of Peer Response Technique on Students' Achieiment In Writing Descriptive Text", *Thesis* (Medan: Faculty of Language and ARTS State University, 2019), <<http://etd.lib.metu.edu.tr/upload/12620012/index.pdf>>.

them can not get the teacher's explain well and gave impact to the post-test answer.

3. The students were too enthusiastic in following peer response technique and it made them be not followed the rule. When the teacher asked the students come to the front of the class some of them feel embarrassed.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculation of the data that had described in the previous chapter, the researcher got the conclusions as follows:

1. The students' writing descriptive text ability at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan before learning descriptive text by using peer response technique in experimental class where the mean score is 64.8 with the enough category .
2. The students' writing descriptive text ability at grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan after learning descriptive text by using peer response technique in experimental class where the mean score is 76.9 with the good category.
3. There was significant effect of using peer response technique on writing descriptive text ability at grade X MAS Darul Falah Langga Payung . it can be seen from the result of test-test. The result of t-test was found that t_{count} was higher than t_{table} ($3.08 > 1.681$) which means H_a was accepted with score 1.681. Mean score of pre-test was 64.8 while mean score of post-test was 76.9.

B. suggestion

After finishing the research, the researcher got much information and knowledge in English teaching and learning process. From this research, the researcher saw some things need to be improved. It make the researcher givs some suggestions, as follow:

1. For the head master of MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan, it is hoped to inform the English teacher in the school to use peer response technique in teaching writing. The researcher hand other proved that peer response technique was effective to be applied in classroom
2. For the English teacher, it is hoped to use this technique while teaching writing descrtive text because this technique had been proved and can help the students in understanding and writing descriptive text.
3. For the students, it is hoped can be useful to improve their writing ability after using peer response technique.
4. For the next researcher, this research can help the other researcher who will conduct further research in the same topic. It is hoped that other researchers can get many information from this experimental research, even do a comparison between this researches with another research with the similar variables.

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Appendix 1

Experimental Class

RENCANA PELAKSAAAN PEMBELAJARAN

Nama Sekolah : MAS Darul Falah Langga Payung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/ II (Genap)

Tema/Subtema : Descriptive Text

Alokasi Waktu : 2 × 45 Menit

A. Kompetensi Inti

3. Menerapkan, Menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 3.4 Membedakan fungsi sosial, struktur text dan unsur kebahasaan beberapa text descriptive lisan dan tulis dengan memberi dan menerima informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya.
- 4.4 Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur text deskriptif lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.

4.4.2 Menyusun text descriptive lisan dan tulis, pendek sederhana terkait tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur text dan unsur kebahasaan secara benar dan sesuai konteks.

C. Indicator Pencapaian Kompetensi

Siswa dapat mengkomunikasikan secara lisan maupun tulisan tentang teks deskriptif dengan tujuan membanggakan, mengenalkan atau mengambil teladan secara kontekstual terkait tiga aspek teks berikut ini.

1. Fungsi Sosial (Tujuan Komunikasi)

Menentukan menyebutkan/ memilih secara lisan maupun tulisan:

- a. Menyelesaikan pekerjaan secara lengkap dan sistematis
- b. Pembaca tertarik untuk membaca teks
- c. Manfaat yang dapat diambil dari teks

2. Unsur Kebahasaan

- a. Use of simple present tense
- b. Use of descriptive adjective
- c. Use figurative language
- d. Verbs of being and having
- e. Focus on specific participants
- f. Use of adverbials to give additional information about behavior.

3. Struktur Teks

- a. Identification : Identifies phonemeon to be describe
- b. Description : Describes of parts,qualities, characteristics.

D. Tujuan Pembelajaran

1. Setelah mengamati teks, peserta didik mampu menemukan fungsi sosial text deskriptif terkait tempat wisata dan bangunan bersejarah.
2. Setelah mengamati text, peserta didik mampu menganalisis struktur text deskriptif terkait tempat wisata dan bangunan bersejarah.
3. Setelah mengamati teks, peserta didik mampu menemukan unsur kebahasaan dalam bentuk text deskriptif terkait tempat wisata bangunan bersejarah.
4. Setelah melakukan tanya jawab dan diskusi terkait deskriptif teks, peserta didik dapat meresume teks deskriptif sederhana terkait tempat wisata dengan bangunan bersejarah di indonesia.
5. Setelah melakukan tanya jawab dan diskusi terkait teks deskriptif, peserta didik dapat membuat teks deskriptif terkait tmpat wisata dan bangunan bersejarah di daerah tempat tinggal masing- masing menggunakan bahasa sendiri.

E. Materi Pembelajaran

1. The definition of descriptive text
2. The purpose of descriptive text
3. The generic structure of descriptive text
4. The language features of descriptive text
5. Example of descriptive text

F. Alat dan Sumber Pembelajaran

1. Media/Alat : Papan tulis, spidol, Text book.

2. Sumber : Buku guru dan buku siswa kelas X Bahasa Inggris, Internet

G. Metode Pembelajaran

1. Peer Response Technique
2. Pemberian tugas

H. Langkah-langkah Kegiatan

1. Pendahuluan

- a. Guru masuk ke dalam kelas dengan mengucapkan salam dan tegur sapa.
- b. Guru meminta salah satu siswa untuk Memimpin doa.
- c. Guru memeriksa daftar hadir siswa.
- d. Guru menyampaikan tujuan pembelajaran.
- e. Guru mengajak siswa untuk melakukan ice breaking sebelum memulai pelajaran.

2. Kegiatan Inti (Procedure of Peer Response Technique)

- a. Guru membuat siswa menjadi beberapa kelompok.
- b. Guru memberikan satu judul teks descriptif kepada seluruh kelompok.
- c. Guru memberikan penjelasan singkat tentang peer response tehnik dan descriptif teks.
- d. Guru memberikan stimulus kepada siswa tentang apa yang akan mereka pelajari dan cara kerja peer response tehnik.
- e. Guru mengarahkan masing- masing kelompok untuk mendiskusikan teks descriptive yang diberikan kemudian menuliskannya dengan berbentuk esai dengan kata-kata sederhana.

- f. Guru meminta salah satu setiap kelompok untuk membacakan hasil dari diskusi mereka.
- g. Guru meminta salah satu dari setiap kelompok lainnya untuk memberikan komentar lalu saling bertukar pendapat supaya karangan/ tulisan menjadi lebih baik
- h. Guru memberikan apresiasi terhadap hasil kerja kelompok.
- i. Kemudian guru dan siswa mendiskusikannya bersama- sama.
- j. Terakhir, guru memberikan tambahan, penyelesaian seputar materi yang dipelajari serta penjelasan tentang cara membuat teks yang benar.

3. Penutup

- a. Guru mengulas kembali pelajaran dan meminta siswa menyimpulkan pelajaran.
- b. Guru memberikan umpan balik terhadap penampilan siswa dan menginformasikan topik selanjutnya.
- c. Guru meminta siswa untuk menyampaikan perasaannya selama proses pembelajaran
- d. kemudian guru meminta siswa untuk berdoa setelah pembelajran dan kemudian guru menutup pembelajaran dengan mengucapkan salam.

I. Penilaian

Teknik : Tes Tertulis

Bentuk : Menyusun text deskriptif

Instrument : Write the descriptive text about “The Historical of Makam Papan Tinggi”

The Indicators of Writing Test

Aspect	Level	Score	Criteria
The selected idea	Excellent to very good	4	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately
	Good to average	3	Fully fulfill three of four conditions set.
	Fair to poor	2	Only fulfill two of the four conditions set
	Very poor	1	Only fulfill one or does not fulfill four conditions set
Structure text and context: Identification Description	Excellent to very good	4	The text is suitable with genre, the term and features are allowed perfectly, the information is relevant, the content of the text is very easy to understand.
	Good to average	3	Only fulfill three of four conditions set.
	Fair to poor	2	Only fulfill two of the four conditions set.
	Very poor	1	Only fulfill one or does not fulfill four conditions set.
Grammar Pronoun Nouns Noun phrases Adjective Preposition Adverb Linking Verbs	Excellent to very good	4	There is no mistakes with grammar. The content and the meaning of the text can be understood and very clear.

Senses	Good to average	3	There are some mistakes but not interfere the meaning and content.
	Fair to poor	2	There are many mistakes, but do not interfere the meaning and content.
	Very poor	1	Too much mistakes and interfere the meaning and content
Vocabulary	Excellent to very poor	4	Effective word or idiom choice and usage.
	Good to average	3	Only fulfill three of the four conditions set.
	Fair to poor	2	Only fulfill two of the four conditions set.
	Very poor	1	Only fulfill one or does not fulfill the four conditions set.

Langga Payung, June 2022

Mengetahui

English Teacher

Syafrida Ariani, S.P.d

NIP.

Researcher

Asbiya Putri

Reg. No.18 203 00020

Appendix 2

Control Class

RENCANA PELAKSAAAN PEMBELAJARAN

Nama Sekolah : MAS Darul Falah Langga Payung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/ II (Genap)

Tema/Subtema : Descriptive Text

Alokasi Waktu : 2 × 45 Menit

A. Kompetensi Inti

3. Menerapkan, Menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang sfesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 3.4 Membedakan fungsi sosial, struktur text dan unsur kebahasaan beberapa text descriptive lisan dan tulis dengan memberi dan menerima informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya.
- 4.4 Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur text deskriptif lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.

4.4.2 Menyusun text descriptive lisan dan tulis, pendek sederhana terkait tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur text dan unsur kebahasaan secara benar dan sesuai konteks.

C. Indicator Pencapaian Kompetensi

Siswa dapat mengkomunikasikan secara lisan maupun tulisan tentang teks deskriptif dengan tujuan membanggakan, mengenalkan atau mengambil teladan secara kontekstual terkait tiga aspek teks berikut ini.

1. Fungsi Sosial (Tujuan Komunikasi)

Menentukan menyebutkan/ memilih secara lisan maupun tulisan:

- a. Menyelesaikan pekerjaan secara lengkap dan sistematis
- b. Pembaca tertarik untuk membaca teks
- c. Manfaat yang dapat diambil dari teks

2. Unsur Kebahasaan

- a. Use of simple present tense
- b. Use of descriptive adjective
- c. Use figurative language
- d. Verbs of being and having
- e. Focus on specific participants
- f. Use of adverbials to give additional information about behavior.

3. Struktur Teks

- a. Identification : Identifies phonemeon to be describe
- b. Description : Describes of parts,qualities, characteristics.

D. Tujuan Pembelajaran

1. Setelah mengamati teks, peserta didik mampu menemukan fungsi sosial text deskriptif terkait tempat wisata dan bangunan bersejarah.
2. Setelah mengamati text, peserta didik mampu menganalisis struktur text deskriptif terkait tempat wisata dan bangunan bersejarah.
3. Setelah mengamati teks, peserta didik mampu menemukan unsur kebahasaan dalam bentuk text deskriptif terkait tempat wisata bangunan bersejarah.
4. Setelah melakukan tanya jawab dan diskusi terkait deskriptif teks, peserta didik dapat meresume teks deskriptif sederhana terkait tempat wisata dengan bangunan bersejarah di indonesia.
5. Setelah melakukan tanya jawab dan diskusi terkait teks deskriptif, peserta didik dapat membuat teks deskriptif terkait tmpat wisata dan bangunan bersejarah di daerah tempat tinggal masing- masing menggunakan bahasa sendiri.

E. Materi Pembelajaran

1. The definition of descriptive text
2. The purpose of descriptive text
3. The generic structure of descriptive text
4. The language features of descriptive text
5. Example of descriptive text

F. Alat dan Sumber Pembelajaran

1. Media/Alat : Papan tulis, spidol, Text book.

2. Sumber : Buku guru dan buku siswa kelas X Bahasa Inggris, Internet

G. Metode Pembelajaran

1. Ceramah

2. Pemberian tugas

H. Langkah-langkah Kegiatan

1. Pendahuluan

a. Guru masuk ke dalam kelas dengan mengucapkan salam dan tegur sapa.

b. Guru meminta salah satu siswa untuk Memimpin doa.

c. Guru memeriksa daftar hadir siswa.

d. Guru menyampaikan tujuan pembelajaran.

e. Guru mengajak siswa untuk melakukan ice breaking sebelum memulai pelajaran.

2. Kegiatan Inti (Procedure of descriptive text)

a. Guru memilih materi tentang teks deskriptif.

b. Guru menjelaskan semua tentang teks deskriptif kepada siswa dengan memberikan contoh.

c. Guru Menyarankan siswa untuk berdiskusi dan membuat teks deskriptif dengan teman satu meja.

d. Guru meminta untuk mempresentasikan hasil diskusinya di depan kelas.

e. Guru memberikan umpan balik kepada siswa untuk menghargai pekerjaannya.

- f. kemudian guru dan siswa mendiskusikannya bersama- sama dengan mengidentifikasi struktur generik, ciri kebahasaan dan fungsi sosial teks deskriptif.

3. Penutup

- a. Guru mengulas kembali pelajaran dan meminta siswa menyimpulkan pelajaran.
- b. Guru memberikan umpan balik terhadap penampilan siswa dan menginformasikan topik selanjutnya.
- c. Guru meminta siswa untuk menyampaikan perasaannya selama proses pembelajaran
- d. kemudian guru meminta siswa untuk berdoa setelah pembelajran dan kemudian guru menutup pembelajaran dengan mengucapkan salam.

I. Penilaian

Teknik : Tes Tertulis

Bentuk : Menyusun text deskriptif

Instrument: Write the descriptive text about “The Historical of Makam Papan Tinggi”.

The Indicators of Writing Test

Aspect	Level	Score	Criteria
The selected idea	Excellent to very good	4	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately
	Good to average	3	Only fulfill three of four conditions set.
	Fair to poor	2	Only fulfill two of the four conditions set
	Very poor	1	Only fulfill one or does not fulfill four conditions set
Structure text and context: Identification Description	Excellent to very good	4	The text is suitable with genre, the term and features are allowed perfectly, the information is relevant, the content of the text is very easy to understand.
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	Fair to poor	2	Only fulfill two of the four conditions set.
	Very poor	1	Only fulfill one or does not fulfill four conditions set.
Grammar Pronoun Nouns Noun phrases Adjective Preposition Adverb Linking Verbs	Excellent to very good	4	There is no mistakes with grammar. The content and the meaning of the text can be understood and very clear.

Senses			
	Good to average	3	There are some mistakes but not interfere the meaning and content.
	Fair to poor	2	There are many mistakes, but do not interfere the meaning and content.
	Very poor	1	Too much mistakes and interfere the meaning and content
Vocabulary	Excellent to very poor	4	Effective word or idiom choice and usage.
	Good to average	3	Only fulfill three of the four conditions set.
	Fair to poor	2	Only fulfill two of the four conditions set.
	Very poor	1	Only fulfill one or does not fulfill the four conditions set.

Langga Payung, June 2022

Mengetahui

English Teacher

Syafrida Ariani, S.P.d

NIP.

Researcher

Asbiya Putri

Reg. No.18 203 00020

Appendix 6

Score of Experimental Class and Control Class on Pre Test

1. Score of Experimental Class Pre-Test Before Using Peer Response Technique

No.	The Initial of Students (n)	Pre-Test
1	A	70
2	AA	85
3	AD	50
4	ARD	60
5	AT	70
6	FT	65
7	IH	75
8	KL	65
9	LMH	75
10	MSH	65
11	PR	55
12	PS	60
13	RAL	70
14	SA	45
15	SPS	60
16	SS	75
17	SRH	70
18	WPR	80
19	WRH	75
20	YFL	75
21	Z	65
22	ZAK	70
	TOTAL	1480

2. Score of Control Class Pre-Test

No.	The Initial of Students (n)	Pre-Test
1	AS	50
2	AP	40
3	ADS	65
4	AZN	60
5	AZS	60
6	AWH	55
7	DI	70
8	FR	45
9	JH	55
10	LS	45
11	MAS	75
12	MPH	50
13	MN	70
14	RA	65
15	RH	40
16	SH	45
17	SUR	50
18	SS	45
19	SA	40
20	YH	60
21	YSH	65
22	Z	60
	TOTAL	1220

Appendix 7

RESULT OF NORMALITY TEST IN PRE TEST

A. RESULT OF THE NORMALITY TEST OF X –B

1. The score of X –B class in pre test from low score to hight score:

45	50	55	60	60	60	65	65	65	65
70	70	70	70	70	75	75	75	75	75
80	85								

2. High = 85

Low = 45

Range = Hight – Low

$$= 85 - 4$$

$$= 40$$

3. Total of Classes = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (22)$$

$$= 1 + 3.3 (1.34)$$

$$= 1 + 4.442$$

$$= 5.42$$

$$= 5.42$$

$$= 6$$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{40}{6} = 6.67 = 7$

5. Mean

Interval Class	f_i	x_i	$f_i x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$(f_i x_i)^2$
45 – 51	2	48	96	-16.8	282.24	564.48
52 – 58	1	55	55	-9.8	96.04	96.04
59 – 65	7	62	62	-2.8	7.84	54.88
66 – 72	5	69	69	4.2	17.64	88.2
73 – 79	5	76	76	11.2	125.44	627.2
80 - 86	2	83	83	18.2	331.24	662.48
$i = 7$	22	-	1426	-	-	2093.28

$$\begin{aligned}\bar{x} &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{1426}{22} \\ &= 64.8 = 65\end{aligned}$$

$$\begin{aligned}S &= \sqrt{\frac{\sum f_i x_i^2 - \bar{x}^2}{n}} \\ &= \sqrt{\frac{2093.28}{22}} \\ &= \sqrt{95.1} \\ &= 9.75\end{aligned}$$

Table of Normality Data Test with Chi Square Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of Z-Table	f_h	f_o	$(\frac{f_o - f_h}{f_h})$
45 – 51	44.5	-2.03	0.02169	-0.07341	-1.61	2	-2.24
52 – 58	51.5	-1.31	0.09510	-0.377	-8.294	1	0.99
59 – 65	58.5	-0.06	0.47210	0.4164	10.38	7	-0.32
66 – 72	65.5	0.04	0.0557	-0.3086	-6.78	5	-1.78
73 – 79	72.5	1.10	0.3643	-0.0206	-0.45	5	10.11
80 – 86	79.5	1.20	0.3849	0.0206	0.02	2	0.2
						X ²	6.97

Based on the table, the researcher found that x^2 count = 6.97, while x^2 = 11.070, cause = x^2 count < x^2 table (6.97 < 11.070), with degree of freedom (dk) = 6-1 = 5 and significant level α = 5% and significant level α = 5%. So, distribution of experimental class in pre-test was normal.

6. Median

No	Interval	F	FK
1	45 – 51	2	2
2	52 – 58	1	3
3	59 -65	7	10
4	66 – 72	5	15
5	73 – 79	5	20
6	80 – 86	2	22

Position of Me in the interval of classes is number 4, that:

$$Tb = 65.5$$

$$fk = 10$$

$$fm = 5$$

$$p = 7$$

$$n = 22$$

$$\frac{1}{2} n = 11$$

$$\text{So: Me} = \frac{n}{2} = \frac{22}{2} = 11$$

$$\text{Me} = Tb + \frac{\frac{n}{2} - fk}{fm} p$$

$$= 65.5 + \frac{\frac{22}{2} - 10}{5} 7$$

$$= 65.5 + \frac{11 - 10}{5} 7$$

$$= 65.5 + \frac{7}{5}$$

$$= 65.5 + 1.4 = 66.9$$

7. Modus

No	Interval	F
1	45 – 51	2
2	52 – 58	1
3	59 -65	7
4	66 – 72	5
5	73 – 79	5
6	80 – 86	2

$$M_o = Tb \left(\frac{d_1}{d_1+d_2} \right)$$

$$Tb = 58.5$$

$$d_1 = 6$$

$$d_2 = 2$$

$$p = 7$$

$$\text{So, } M_o = Tb \left(\frac{d_1}{d_1+d_2} \right) p$$

$$M_o = 58.5 \left(\frac{6}{6+2} \right) 7$$

$$= 58.5 + \left(\frac{42}{8} \right)$$

$$= 58.5 + 5.25$$

$$= 63.75$$

B. RESULT OF THE NORMALITY TEST OF X –C

1. The score of X –C class in pre test from low score to high score:

40	40	40	45	45	45	50	50	50	55
55	60	60	60	60	60	65	65	65	70
70	75								

2. High = 75

Low = 40

Range = High – Low

$$= 75 - 40$$

$$= 35$$

3. Total of Classes = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (22)$$

$$= 1 + 3.3 (1.34)$$

$$= 1 + 4.442$$

$$= 5.42$$

$$= 5.42$$

$$= 6$$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{35}{6} = 5.83 = 6$

5. Mean

Interval Class	f_i	x_i	$f_i x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$(f_i x_i)^2$
40 – 45	6	42	282	-9.7	94.09	564.54
46 – 51	3	48	144	-8.7	75.69	227.07
52 – 57	2	54	108	-2.7	7.29	14.58
58 – 63	5	60	300	3.3	10.89	54.45
64 – 69	3	66	198	9.3	86.49	259.47
70 - 75	3	72	216	15.3	237.15	711.45
$i = 6$	22	-	1248	-	-	1831.56

$$\begin{aligned}\bar{x} &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{1248}{22} \\ &= 56,7 = 57\end{aligned}$$

$$\begin{aligned}S &= \sqrt{\frac{\sum f_i x_i^2 - \frac{(\sum f_i x_i)^2}{n}}{n}} \\ &= \sqrt{\frac{1831.56}{22}} \\ &= \sqrt{83.26} \\ &= 9.12\end{aligned}$$

Table of Normality Data Test with Chi Square Formula

Interval of Score	Class Limit	Z – Score	Limit of Large of the Area	Large of Z-table	f_h	f_o	$(\frac{f_o - f_h}{f_h})$
40 – 45	39.5	-1.83	0.03362	-0.08738	-1.92	6	0.68
46 – 51	45.5	-1.17	0.12100	0.11496	2.52	3	0.19
52 – 57	51.5	-2.51	0.00604	-0.04966	-1.09	2	-0.83
58 – 63	57.5	0.14	0.0557	-0.2324	-5.11	5	0.02
64 – 69	63.5	0,80	0.2881	-0.1384	-3.04	3	0.01
70 -75	69.5	1.45	0.4265	-0.4265	-9.38	3	0.68
						X²	0.75

Based on the table, the researcher found that x^2 count = 0.75, while x^2 = 11.070, cause = x^2 count < x^2 table (0.75 < 11.070), with degree of freedom (dk) = 6-1= 5 and significant level α =5% and significant level α = 5%. So, distribution of control class in pre-test was normal.

6. Median

No	Interval	F	FK
1	40 – 45	6	6
2	46 – 51	3	9
3	52 – 57	2	11
4	58 – 63	5	16
5	64 – 69	3	19
6	70 – 75	3	22

Position of Me in the interval of classes is number 3, that:

$$Tb = 51.5$$

$$fk = 9$$

$$fm = 2$$

$$p = 6$$

$$n = 22$$

$$\frac{1}{2} n = 11$$

$$\text{So: Me} = \frac{n}{2} = \frac{22}{2} = 11$$

$$\text{Me} = Tb + \frac{\frac{n}{2} - fk}{fm} p$$

$$= 51.5 + \frac{\frac{22}{2} - 9}{2} 6$$

$$= 51.5 + \frac{11 - 9}{2} 6$$

$$= 51.5 + \frac{12}{2}$$

$$= 51.5 + 6 = 57.5$$

7. Modus

No	Interval	F
1	40 – 45	2
2	46 – 51	1
3	52 – 57	7
4	58 – 63	5
5	64 – 69	5
6	70 – 75	2

$$M_o = Tb \left(\frac{d_1}{d_1 + d_2} \right) p$$

$$Tb = 39.5$$

$$d_1 = 6$$

$$d_2 = 3$$

$$p = 6$$

$$\text{So, } M_o = Tb \left(\frac{d_1}{d_1 + d_2} \right) p$$

$$M_o = 39.5 \left(\frac{6}{6+3} \right) 6$$

$$= 39.5 + \left(\frac{36}{9} \right)$$

$$= 39.5 + 4$$

$$= 43.5$$

Appendix 8

HOMOGENETY TEST (PRE-TEST)

Calculation of Parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula:

A. Variant of the X-B class is:

No	Xi	Xi ²
1	45	2025
2	50	2500
3	55	3025
4	60	3600
5	60	3600
6	60	3600
7	65	4225
8	65	4225
9	65	4225
10	65	4225
11	70	4900
12	70	4900
13	70	4900
14	70	4900
15	70	4900
16	75	5625
17	75	5625
18	75	5625
19	75	5625
20	75	5625
21	80	6400
22	85	7225
Total	1480	101500

$$n = 22$$

$$\sum xi = 1480$$

$$\sum xi^2 = 101500$$

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{22(101500) - (1480)^2}{22(22-1)} \\ &= \frac{2233000 - 2190400}{22(21)} \\ &= \frac{42600}{462} \\ &= 92.20 \end{aligned}$$

B. Variant of the X-C class is:

No	Xi	Xi ²
1	40	1600
2	40	1600
3	40	1600
4	45	2025
5	45	2025
6	45	2025
7	50	2500
8	50	2500
9	50	2500
10	55	3025
11	55	3055
12	60	3600
13	60	3600
14	60	3600
15	60	3600
16	60	3600
17	65	4225
18	65	4225
19	65	4225
20	70	4900
21	70	4900
22	75	5625
Total	1220	69100

$$\begin{aligned}
n &= 22 \\
\sum xi &= 1220 \\
\sum xi^2 &= 69100 \\
S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
&= \frac{22(69100) - (1220)^2}{22(22-1)} \\
&= \frac{1520200 - 1488400}{22(21)} \\
&= \frac{31800}{462} \\
&= 68.83
\end{aligned}$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both class as follows:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$\text{So: } F = \frac{92.20}{68.83}$$

$$F = 1.31$$

After doing the calculation, researcher found that $F_{count} = 1.31$. It had been compared to F_{table} with $\alpha = 5\%$ and dk numerator and dominator were ($n_1 = 22$ dk = $22-1 = 21$ and $n_2 = 36 = 22-1 = 21$). From the distribution list F, the researcher found that $f_{table} = 4.32$. So, $f_{count} < f_{table}$ ($1.31 < 4.32$). It could be concluded that there is no difference variant between the experimental class (X- B) and control class (X-C). It means that the variant in pre-test is homogenous.

Appendix 9

Score of Experimental Class and Control Class on Post Test

1. Score of Experimental Class Post Test after Using Peer Response Technique

No.	The Initial of Students (n)	Post-Test
1	A	85
2	AA	90
3	AD	65
4	ARD	70
5	AT	80
6	FT	75
7	IH	80
8	KL	70
9	LMH	80
10	MSH	75
11	PR	75
12	PS	70
13	RAL	80
14	SA	55
15	SPS	75
16	SS	85
17	SRH	75
18	WPR	90
19	WRH	90
20	YFL	90
21	Z	75
22	ZAK	75
	TOTAL	1700

2. Score of Control Class Post Test

No.	The Initial of Students (n)	Post-Test
1	AS	65
2	AP	45
3	ADS	65
4	AZN	65
5	AZS	65
6	AWH	60
7	DI	80
8	FR	45
9	JH	55
10	LS	65
11	MAS	80
12	MPH	55
13	MN	70
14	RA	65
15	RH	40
16	SH	50
17	SUR	55
18	SS	50
19	SA	45
20	YH	65
21	YSH	70
22	Z	50
	TOTAL	1305

Appendix 10

RESULT OF NORMALITY TEST IN POST TEST

A. RESULT OF THE NORMALITY TEST OF X-B IN POST TEST

1. The score of X-B class in post-test from low score to high score:

55	65	70	70	70	75	75	75	75	75
75	75	80	80	80	80	85	85	90	90
90	90								

2. High = 90

Low = 55

Range = High – Low

$$= 90 - 55$$

$$= 35$$

3. Total of Classes = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (22)$$

$$= 1 + 3.3 (1.34)$$

$$= 1 + 4.442$$

$$= 5.42$$

$$= 5.42$$

$$= 6$$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{35}{6} = 5.8 = 6$

5. Mean

Interval Class	f_i	x_i	$f_i x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$(f_i x_i)^2$
55 – 60	1	57	57	-19.9	396.01	396.01
61 – 66	1	63	63	-13.9	193.21	193.21
67 – 72	3	69	207	-7.9	62.41	187.23
73 – 78	7	75	525	-1.9	3.61	25.27
79 – 84	5	81	405	4.1	16.81	84.05
85 - 90	5	87	435	10.1	102.01	510.05
$i = 6$	22	-	1692	-	-	1395.82

$$\begin{aligned}\bar{x} &= \frac{\sum fixi}{\sum fi} \\ &= \frac{1692}{22} \\ &= 76.9\end{aligned}$$

$$\begin{aligned}S &= \sqrt{\frac{\sum fi xi - \bar{x}}{n}} \\ &= \sqrt{\frac{1395.82}{22}} \\ &= \sqrt{63.44} \\ &= 7.96\end{aligned}$$

Table of Normality Data Test with Chi Square Formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Z-Table	f_h	f_o	$(\frac{f_o - f_h}{f_h})$	
55 - 60	54.5	-2.75	0.00298	-0.02032	-0.02	1	-49	
61 - 66	60.5	-1.99	0.02330	-0.08419	-1.84	1	0.84	
67 - 72	66.5	-1.24	0.10749	-0.20812	-4.57	3	0.34	
73 - 78	72.5	-0.48	0.31561	0.21301	4.68	7	0.49	
79 - 84	78.5	0.26	0.1026	-0.2412	-5.30	5	0.05	
85 - 90	84.5	1.01	0.3438	-0.3438	-7.56	5	0.33	
							X²	-46.95

Based on the table, the researcher found that x^2 count = -46.95, while x^2 = 11.070, cause = x^2 count < x^2 table (-46.95 < 11.070), with degree of freedom (dk) = 6-1 = 5 and significant level α = 5% and significant level α = 5%. So, distribution of experimental class in post-test was normal.

6. Median

No	Interval	F	FK
1	55 – 60	1	1
2	61 – 66	1	2
3	67 – 72	3	5
4	73 – 78	7	12
5	79 – 84	5	17
6	85 – 90	5	22

Position of Me in the interval of classes is number 4, that:

$$Tb = 72.5$$

$$fk = 5$$

$$fm = 7$$

$$p = 6$$

$$n = 22$$

$$\frac{1}{2} n = 11$$

$$\text{So: Me} = \frac{n}{2} = \frac{22}{2} = 11$$

$$\text{Me} = Tb + \frac{\frac{n}{2} - fk}{fm} p$$

$$= 72.5 + \frac{\frac{22}{2} - 5}{7} 6$$

$$= 72.5 + \frac{11 - 5}{7} 6$$

$$= 72.5 + \frac{36}{7}$$

$$= 72.5 + 5.14 = 77.6$$

7. Modus

No	Interval	F
1	55 – 60	1
2	61 – 66	1
3	67 – 72	3
4	73 – 78	7
5	79 – 84	5
6	85 – 96	5

$$M_o = Tb \left(\frac{d_1}{d_1 + d_2} \right) p$$

$$Tb = 72.5$$

$$d_1 = 4$$

$$d_2 = 2$$

$$p = 6$$

$$\text{So, } M_o = Tb \left(\frac{d_1}{d_1 + d_2} \right) p$$

$$M_o = 72.5 \left(\frac{4}{4 + 2} \right) 6$$

$$= 72.5 + \left(\frac{20}{6} \right)$$

$$= 72.5 + 3.3$$

$$= 75.8$$

B. RESULT OF NORMALITY TEST OF X-C IN POST-TEST

1. The score of X-C class in post-test from low score to high score:

40	45	45	45	50	50	50	55	55	55
60	65	65	65	65	65	65	65	70	70
80	80								

2. High = 80

Low = 40

Range = High - Low

$$= 80 - 40$$

$$= 40$$

3. Total of Classes = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (22)$$

$$= 1 + 3.3 (1.34)$$

$$= 1 + 4.442$$

$$= 5.42$$

$$= 5.42$$

$$= 6$$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{40}{6} = 6.67 = 7$

5. Mean

Interval Class	f_i	x_i	$f_i x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$(f_i x_i)^2$
40 - 46	4	43	172	-15.4	237.16	948.62
47 - 52	3	50	150	-8.4	70.56	211.68
54 - 60	4	57	228	-1.4	1.96	7.84
61 - 67	7	63	441	4.6	21.16	148.12
67 - 74	2	70	140	11.6	134.56	269.12
75- 81	2	77	154	18.6	345.96	691.92
$i = 6$	22	-	1285	-	-	2277.3

$$\begin{aligned}\bar{x} &= \frac{\sum fixi}{\sum fi} \\ &= \frac{1285}{22} \\ &= 58.4\end{aligned}$$

$$\begin{aligned}S &= \sqrt{\frac{\sum fi xi - \bar{x}}{n}} \\ &= \sqrt{\frac{2277.3}{22}} \\ &= \sqrt{103.51} \\ &= 10.37\end{aligned}$$

Table of Normality Data Test with Chi Square Formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Z-Table	f_h	f_o	$(\frac{f_o - f_h}{f_h})$
40 - 46	39.5	-1.81	0.03515	-0.09	-1.98	4	-1.02
47 - 53	46.5	-1.12	0.13136	-0.20	-4.4	3	0.31
54 - 60	53.5	-0.43	0.33360	0.23	5.06	4	-0.20
61 - 67	60.5	0.25	0.0987	-0.22	-4.84	7	-2.68
68 - 74	67.5	0.94	0.3264	-0.12	-2.64	2	0.24
75 - 81	74.5	1.63	0.4484	-0.44	-9.68	2	-7.68
						X²	-11.03

Based on the table, the researcher found that x^2 count = -11.03, while x^2 = 11.070, cause = x^2 count < x^2 table (-11.03 < 11.070), with degree of freedom (dk) = 6-1= 5 and significant level α =5% and significant level α = 5%. So, distribution of control class in post-test was normal.

6. Median

No	Interval	F	FK
1	40 – 46	4	4
2	47 – 53	3	7
3	54 – 60	4	11
4	61 – 66	7	18
5	67 – 73	2	20
6	74 – 80	2	22

Position of Me in the interval of classes is number 3, that:

$$Tb = 53.5$$

$$fk = 7$$

$$fm = 4$$

$$p = 7$$

$$n = 22$$

$$\frac{1}{2} n = 11$$

$$\text{So: Me} = \frac{n}{2} = \frac{22}{2} = 11$$

$$\text{Me} = Tb + \frac{\frac{n}{2} - fk}{fm} p$$

$$= 53.5 + \frac{\frac{22}{2} - 7}{4} 7$$

$$= 53.5 + \frac{11 - 7}{4} 7$$

$$= 53.5 + \frac{28}{4}$$

$$= 53.5 + 7 = 60.5$$

7. Modus

No	Interval	F
1	40 – 46	4
2	47 – 53	3
3	54 – 60	4
4	61 – 66	7
5	67 – 73	2
6	74 – 80	2

$$M_o = Tb \left(\frac{d_1}{d_1+d_2} \right) p$$

$$Tb = 60.5$$

$$d_1 = 3$$

$$d_2 = 5$$

$$p = 7$$

$$\text{So, } M_o = Tb \left(\frac{d_1}{d_1+d_2} \right) p$$

$$M_o = 60.5 \left(\frac{3}{3+5} \right) 6$$

$$= 60.5 + \left(\frac{21}{8} \right)$$

$$= 60.5 + 2.6$$

$$= 63.1$$

Appendix 11

HOMOGENEITY TEST (POST-TEST)

Calculation of Parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula:

A. Variant of the X-B class is:

No	Xi	Xi ²
1	55	3025
2	65	4225
3	70	4900
4	70	4900
5	70	4900
6	75	5625
7	75	5625
8	75	5625
9	75	5625
10	75	5625
11	75	5625
12	75	5625
13	80	6400
14	80	6400
15	80	6400
16	80	6400
17	85	7225
18	85	7225
19	90	8100
20	90	8100
21	90	8100
22	90	8100
Total	1700	133775

$$n = 22$$

$$\sum xi = 1700$$

$$\sum xi^2 = 133775$$

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{22(133775) - (1700)^2}{22(22-1)} \\ &= \frac{2943050 - 2890000}{22(21)} \\ &= \frac{53050}{462} \\ &= 114.05 \end{aligned}$$

B. Variant of the X-C class is:

No	Xi	Xi ²
1	40	1600
2	45	2025
3	45	2025
4	45	2025
5	50	2500
6	50	2500
7	50	2500
8	55	3025
9	55	3025
10	55	3025
11	60	3600
12	65	4225
13	65	4225
14	65	4225
15	65	4225
16	65	4225
17	65	4225
18	70	4900
19	70	4900
20	70	4900
21	80	6400
22	80	6400
Total	1305	80700

$$n = 22$$

$$\sum xi = 1305$$

$$\sum xi^2 = 80700$$

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{22(80700) - (1305)^2}{22(22-1)} \\ &= \frac{1775400 - 1703025}{22(21)} \\ &= \frac{72375}{462} \\ &= 156.65 \end{aligned}$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both class as follows:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$\text{So: } F = \frac{156.65}{114.05}$$

$$F = 1.37$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.37$. It had been compared to F_{table} with $\alpha = 5\%$ and dk numerator and dominator were ($n_1 = 22$ dk = $22 - 1 = 21$ and $n_2 = 36 = 22 - 1 = 21$). From the distribution list F, the researcher found that $f_{\text{table}} = 4.32$. So, $f_{\text{count}} < f_{\text{table}}$ ($1.37 < 4.32$). It could be concluded that there is no difference variant between the experimental class (X- B) and control class (X-C). It means that the variant in post-test is homogenous.

Appendix 12

T-test of Both Averages in Pre-Test

The researcher used the both averages to analyse the hypothesis stated that there is no difference between experimental class and control class in pre-test before doing treatment. To answer the hypothesis, the researcher used t-test formula, as follow:

$$\begin{aligned} T_t &= \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\ &= \frac{64.8 - 56.7}{\sqrt{\left(\frac{(22-1)63.75 + (22-1)9.12}{22+22-2}\right)\left(\frac{1}{22} + \frac{1}{22}\right)}} \\ &= \frac{8.1}{\sqrt{\left(\frac{(21)63.75 + (21)9.12}{42}\right)\left(\frac{2}{22}\right)}} \\ &= \frac{8.1}{\sqrt{\left(\frac{(21)63.75 + (21)9.12}{42}\right)\left(\frac{2}{22}\right)}} \\ &= \frac{8.1}{\sqrt{\left(\frac{1.33+191.5}{42}\right)(0.08)}} \\ &= \frac{8.1}{\sqrt{\left(\frac{192.83}{42}\right)(0.08)}} \\ &= \frac{8.1}{\sqrt{\left(\frac{1.33+191.5}{42}\right)(0.08)}} \\ &= \frac{8.1}{\sqrt{\left(\frac{192.83}{42}\right)(0.08)}} \\ &= \frac{8.1}{\sqrt{\frac{154.26}{42}}} \\ &= \frac{8.1}{3.67} \\ &= \frac{8.1}{19.15} \\ &= 0.42 \end{aligned}$$

Based on the researcher calculation result of homogeneity test of the both averages, researcher found that $t_{count} = 0.42$ with opportunity $(1-\alpha) = 1-5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 22 + 22 - 2 = 42$, $t_{table} = 1.681$, cause $t_{count} < t_{table}$ ($0.42 < 1.681$). Caused $t_{count} < t_{table}$. So, H_0 is accepted. It means no difference between the average of experimental class (X-B) control class (X-C) in pre-test.

Appendix 13

T-test of Both Averages in Post-Test

The researcher used the both averages to analyse the hypothesis stated that there is no difference between experimental class and control class in post-test after doing treatment. To answer the hypothesis, the researcher used t-test formula, as follow:

$$\begin{aligned} T_t &= \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\ &= \frac{76.9 - 58.4}{\sqrt{\left(\frac{(22-1)76.9 + (22-1)58.4}{22+22-2}\right)\left(\frac{1}{22} + \frac{1}{22}\right)}} \\ &= \frac{18.5}{\sqrt{\left(\frac{(21)76.9 + (21)58.4}{22+22-2}\right)\left(\frac{2}{22}\right)}} \\ &= \frac{18.5}{\sqrt{\left(\frac{1614.9 + 1226.4}{42}\right)\left(\frac{2}{22}\right)}} \\ &= \frac{18.5}{\sqrt{\left(\frac{2841.3}{42}\right)(0.09)}} \\ &= \frac{18.5}{\sqrt{(67.65)(0.09)}} \\ &= \frac{18.5}{\sqrt{6.08}} \\ &= \frac{18.5}{6.0} \\ &= 3.08 \end{aligned}$$

Based on the researcher calculation result of homogeneity test of the both averages, researcher found that $t_{count} = 3.08$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 22 + 22 - 2 = 42$, $t_{table} = 1.681$, cause $t_{count} < t_{table}$ ($3.08 < 1.681$). Caused $t_{count} < t_{table}$. So, H_0 is accepted. It means no difference between the average of experimental class (X-B) control class (X-C) in post-test.

RESEARCH DOCUMENTATIONS





CURRICULUM VITAE



A. Identity

Name : Asbiya Putri
Reg. No : 18 203 00020
Place/Birth : Sidonok/ March, 22th 2000
Religion : Islam
Address : Sidonok

B. Parents

Father's Name : Abdul Hakim Nasution
Mother's Name : Hana Dasopang

C. Educational Background

1. Elementary School : SDN 118180 Sidonok (2012)
2. Junior High School : MTS PP Ashshiddiqiyah Simandiangan (2015)
3. Senior High school : MAS Darul Falah Langga Payung (2018)
4. University : UIN Syekh Ali Hasan Ahmad Addary
Padangsidempuan (2023)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Fax/mile (0634) 24022
Website: <https://fik.lain-padangsidimpuan.ac.id> E-Mail: ftik@lain-padangsidimpuan.ac.id

Nomor : B2026 /In.14/E.1/PP.009/09/2022 21 September 2022
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan Pembimbing Skripsi

Kepada Yth:

1. Fitri Rayani Siregar, M. Hum. (Pembimbing I)
2. Yusni Sinaga, M. Hum. (Pembimbing II)

Assalam u'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Asbiya Putri
NIM	: 18 203 00020
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Peer Response Technique on Students' Writing Descriptive Text Ability at Grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidimpuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
Wakil Dekan Bidang Akademik

Yulianti Syafrida, S.Psi., M.A.
NIP. 19801224 200604 2 001

Ketua Program Studi TSI


Fitri Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Fax/mile (0634) 24022

Nomor : B 3428 /In.14/E.1/TL.00/11/2022
Hal : Izin Penelitian Skripsi

Yth. Kepala MAS Darul Falah Langga Payung

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Asbiya Putri
NIM : 1820300020
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Sidonok Desa Ujung Gading, Kec. Sungai Kanan, Kab. Labuhan Batu Selatan

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul "The Effect of Peer Response Technique on Students Writing Descriptive Text Ability at Grade X MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Padangsidempuan, 4 November 2022

a.n. Debit
Wakil Bidang Akademik



Syafrida Siregar, S.Psi, MA
224 200604 2 001



PESANTREN PERGURUAN ISLAM "DARUL FALAH" LANGGAPAYUNG

MADRASAH ALIYAH

NPSN: 20622404, NSM: 131212220010, Izin Operasional No 106/J Tahun 2019
Alamat: Kampus Induk "Darul Falah" Jln. Trans Sumatera Kampung Martoporan
Kel. Langgapayung, Kec. Sungai Kanan, Kab. Labuhanbatu Selatan, Propinsi
Sumatera Utara, Telp/Hp. 0821-6208-5703, e-mail: darulalahppdarulalah@gmail.com

Nomor : 105 /MA/DF/LP/XI/2022
Lamp : -
Perihal : **Surat Balasan Penelitian**

Kepada Yth.
Bapak/Ibu Dekan
di UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

Menanggapi surat Dekan UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, bersama dengan ini kami menerangkan bahwa mahasiswa :

Nama : Asbiya Putri
NIM : 1820300020
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Semester : IX (sembilan)

Benar telah selesai melakukan penelitian di Madrasah Aliyah Swasta (MAS) Darul Falah dengan judul penelitian "*The Effect of Peer Response Technique on Students' Writing Descriptive Text Ability at Grade X MAS Darul Falah Langgapayung Kabupaten Labuhanbatu Selatan.*"

Demikianlah surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya.

Langgapayung, 14 November 2022

Mengetahui,
Kepala Sekolah MAS


MASLIANA SIREGAR, S.Ag