THE EFFECT OF USING PEER REVIEWING TECHNIQUE ON STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
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By

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Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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ABSTRACT

Siregar, Firdha Khairani. 1402050068. "The Effect of Using Peer Reviewing Technique on Students' Achievement in Writing Narrative" Skripsi: English Education Program. Faculty of Teachers Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2018.

This research was intended to investigate The Effect of Using Peer Reviewing Technique on Students' achievement in Writing Narrative. Peer reviewing is referred to as "peer feedback", which is an assessment form performed by equal status learners. In "peer review" a student does more than simply editing and evaluating another student's essay. The objective of this study was to find out the significant effect of using peer reviewing technique on students' achievement in writing. The population of this study was the eleventh grade students of SMA Swasta AL-FATTAH Medan at academic year 2017/2018. The populations were 56 students which distributed in two classes XI-IPA and XI-IPS. The sample was divided into two groups : XI-IPA as experimental class taught by using Peer Reviewing Technique and XI-IPS as control class taught without technique. The study was conducted by using an experimental research design. Each group was given a pre-test, treatment, and post-test. This data were acquired by administrating an written test which was given in pre-test and post-test. The data was analyzed by using t-test formula. The result of the analysis showed that t-test was higher than t-table (4.61 > 1.67) with the level significant 0.05% and the degree of freedom (df) = 54. The finding showed that the students' achievement in writing narrative by using Peer Reviewing technique was more significant than those without using Peer Reviewing technique. So, hypothesis of study is accepted. It means that Peer Reviewing Technique gave a significant effect in increasing the students' achievement in writing.

Key Words : *Peer Reviewing Technique, Writing Narrative.*

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Furthermore, this research intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Teachers Training and Education Faculty, University of Muhammadiyah Sumatera Utara. In finishing the research entitle "The Effect of Using Peer Reviewing Technique on Students' Achievement in Writing Narrative". In writing this skripsi, there were many difficulties and problem faced by her and without much help from the following people, it might be impossible for her to finish it. Therefore, she would like to thanks to the people mention bellow :

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Medan,   March 2018
The Researcher

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CHAPTER 1

INTRODUCTION

A. The Background of The Study

Writing is the way of communicating a message to a reader for a purpose. Through writing, one can explain or describe things as a result people miles from us can get information by reading the written message. Writing as a means of communication activity still plays great role up to now. Its importance can be seen not only from its role but also from its function and significant contribution to the development of human life, specially to communicate with the other people. In general, people can take advantage of good writing for finding jobs, and for the students, writing can help them in learning also for the teacher, it can help them to deliver their message to the students so the students can understand the materials that the teachers deliver. Writing as a productive skill is a very important skill in English for students because writing has some benefits for them. Students can express their idea through writing, for example in writing a narrative.

In writing a narrative, students may find some difficulties and make some mistakes. Teachers should help them to solve problem so student can improve their narrative writing ability. As shown by current observations, most students who have learned paragraph writing suffered from the inability to produce a qualified persuasive or argumentative essay. Their common problems were identified in all aspects by Brown (2007) who noted problems in EFL writing profiles such as poor content, organization, language use, vocabulary, and

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mechanics. Putting all their findings together, students have difficulties to express or to state their intentions or ideas, to provide sufficient support, and to manage to use appropriate grammar and choices of words in writing exercises.

Based on the researcher teaching experience when Teaching Practice Program (PPL) on the eleventh grade students' academic year 2017/2018 at SMA AL-FATTAH Medan. The researcher found some problems in writing that involved some factors, namely students' factor and teachers' factor. Firstly, it is the students' factor. Some students could not writing their narrative. Many students still got confused about how to develop the words into a sentence that will eventually became paragraph or a text. So, they didn't have any ideas what they would write about it. They needed a clue about how to make a good writing of the text. By having the clue, they would be able to write a story in detail. And then, most of the students lack vocabulary about the topic. Students did not have the variation on vocabulary, they tended to choose the wrong word for their paragraph. As we know that, in English vocabulary was very important for the students. By having many vocabularies the students would be easier to build a text. So, in order to created a good paragraph or text, they needed to increase their vocabulary about the topic. The last reason, the students could not to find main idea in narrative. Secondly, in teacher's factor, the teacher used conventional technique in teaching. And this technique make they don't have an interest to participate in classroom activities and cause the students feel boring in writing. And then, the teacher just gives the copies of the text to the students without introducing and explaining the text first.

Considering the above conditions, it is necessary to create a technique that can involve both the teacher and the students and that invites them to participate in the learning activities. Some methods, techniques and strategies are developed to construct a meaningful teaching and learning in writing. So, the teacher needed to apply suitable technique or strategy to attract the students attention. In this case, the teacher should be able to apply a suitable technique that can easily be understood by the students so that they can learning in writing narrative text much better. One of the techniques that can be used in order to help the students in gathering and developing their ideas in writing is Peer reviewing. It can also make the students more involved in the learning process that leads to understanding so that they can make sense of the writing activities in their real life and they can be more motivated. Much research has indicated the positive effect of peer reviewing on the writing process and on the writer's product.

Lundstrom and Baker's study (2009) indicated that reviewers at both lower and higher levels of proficiency made some significant gains in their own. Peer reviewing can be used by students to respond their friends writing and give comment whether student make mistake. Fifteen undergraduate students were purposively selected to participate in this research. It indicated that the students' narrative writing developed organizationally and grammatically, whereas data from the interview suggested that the students positively welcome peer feedback in the ESL writing classroom. Furthermore, peer reviewing is also suitable to handle big classes since the classes have big number of students. In peer reviewing technique, students are divided into several groups that help teacher to

evaluate their works easier. In this study the writer focused on the effectiveness of peer reviewing in improving students' narrative writing ability. The researcher expected that this research can give some contributions for the students, teachers and the process of teaching and learning English. Thus, based on the description above the researcher will conduct the research entitles **: The Effect of Peer Reviewing Technique On Students' Achievement In Writing Narrative.**

B. The Identification of the Problems

Based on the background of the study above, the problem of the study were identified as follows:

1. The students get difficulties to organize their ideas

2. The students are lack of vocabulary and grammar mastery

3. The teacher still use a conventional teaching to teach English

C. The Scope and Limitation

The scope of this research focused on using Peer Reviewing Technique and it was limited on writing narrative at the eleventh grade of 2017/2018 academic year at SMA AL-FATTAH Medan.

D. The Formulation of the Problems

Referring to the background of the study, the problem of this research was formulated as follows:

- Is there any significant effect of using Peer Reviewing Technique on the students' achievement in writing narrative?

E. The Objective of the Study

The objectives of the study were stated as follows:

- To find out the significant effect of using Peer Reviewing Technique on the students' achievement in writing narrative.

F. The significance of the Study

The result of this research is expected to be useful theoretically and practically. Theoretically, it is expected that the result of this research will be the valuable references for the readers, especially for the teacher and students who are interested in exploring narrative using Peer Reviewing technique.

Practically, the result of this research is expected to be useful for :

1. For the students, it is expected that they improve their skill of writing by applying various technique.
2. For the English teacher, it is expected that teacher can apply the more interesting teaching technique to make the teaching and learning enjoyable.
3. For the researchers, it will be the valuable reference to develop the other research, especially in writing narrative skill.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Definition of Writing

Generally, writing is needed as a medium through which people share what they have in mind and as a medium of human communication that represents language through the inscription or recording of signs and symbols in action and highly complicated task. It is usefully described as a process, something which shows continuous change in time that should be developed and trained continuously. The main purpose of writing is to express ideas, thoughts, and writing clearly in a written language. It is also supported by Heaton (2005) concluded that we can share our idea, feeling or anything that exist in our mind by using writing. According to Tangpermpoon (2008) writing is known as the most complicated skill to master for language learners because they need to have several background knowledge of L2 about the rhetorical organizations, proper language use or specific lexicon with which they want to deliver to their readers.

Based on some definition of writing described above, it can be concluded that writing is one important language skills to be mastered and shows that learning writing is assumed to be difficult and the students should develop a full understanding of the writing process so they are able to express themselves more confidently, effectively and efficiently in order to create a piece of writing.

1.1. Types of Writing

There are five types of writing. They are narration, description, exposition, recount and letter writing. The students in a piece of writing use one of these modes exclusively, but typically they are found in combination, with one or two 11 predominant to achieve the writer's primary rhetorical purpose and operating goal. The types of writing are:

1. **Narration**

   Narration tells "what happened". It tells a story. It is the kind of writing found in novels, short stories, and biographies. Narration usually follows time order.

2. **Description**

   Description tells how something looks or feels or sounds. It talks about such features as size, shape, color, sound, or taste. Description sometimes follows space order.

3. **Exposition**

   Exposition is writing that explain something. It often answer the questions what, how, and why. Its purpose is to present ideas and to make them as clear as possible. It can be said that exposition follows logical order. This means that paragraphs are arranged in such a way that the reader can understand the writer's thought. In logical order, the writer guides the reader from one idea to another.

4. **Recount**

   Recount to tell past events for the purpose of informing or entertaining. Events are usually arranged in a temporal sequence. It's usually found or presented in journals, diary, personal letter, biography, travel report, police report, sport report, history, etc.

5. **Letter writing**

   There are three main types of letter, namely: formal letter, business letter, and personal letter. Formal letter is normally used for invitations to unimportant dinner, dance, or other ceremony and is phrased in the third

person. Business letter must be above everything clear and easily understood. They should be expressed in plain ordinary English. Personal letter is written in an informal, friendly way to someone whom we know. The style may be almost as informal and colloquial as if we were speaking to the person.

1.2. Components of Writing

There are five components that should be considered in writing:

1) Organizing idea

Ideas are the most important factors in writing, because nobody can write meaningfully, if he/she has not anything in mind yet.

2) Grammar

The grammar of language is a description of way that the language behaves. Without having knowledge of grammar the writer cannot make his/her language communicative to a great variety of reader from different situation.

3) Vocabulary

Vocabulary is important in writing because by having many vocabularies, a writer can make readers explore more deeply what he/she is telling about.

4) Mechanics
a. Punctuation
Punctuation plays as an important role in helping reader to establish intonation. In other word, it is a command for the reader to raise his/her voice or drop his/her speech when he/she is going to stop. It can also help readers to understand the state of mind of the writer.
b. Capitalization

 Example:

1. Capitalize the first word of sentence.

We play soccer every in the afternoon.

2. Capitalize the pronoun "I"

If you go I will go too.

3. Capitalize the titles of composition.

In the title, the first and the more important words are capitalized except short preposition and short coordinating conjunction. *Name of specific organization (business, clubs, and schools)*

4. Capitalize all of proper noun.

5. Name of detail: *God, Allah, etc*

6. Name of people and their title: *Dr. Bob, Hengki, etc.*

    a. Name of specific places: *River Nil, etc.*

    b. Name of day, month, and special day: *Friday, October, Independence Day, etc.*

    c. Name of specific group of people (nationality, races, ethnic groups), language, and religion: *Moslem Indonesian, etc.*

7. Name of geographic areas: *South East, etc.*

    a. Name of specific structure such as buildings and bridges: *White House*

    b. Spelling

Spelling in the English language is very difficult because the English spelling system is based primarily on meaning rather than on sound. To make matters worse, the spelling rules used in English are complicated.

5) Content

Content is how the writer develop the idea related with the topic.

1.3. Process of Writing

Harmer (2005) suggests the process of writing into four main elements. They are planning, drafting, editing (reflecting and revising), and final version.

1. Planning

   Before starting to write or type, they try and decide what it is they going to say. When planning, writers have to think about three main issues. The first place they have to consider the purpose of their writing since this will influences not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the 10 piece, how best to sequences the facts, ideas, or arguments which they have decided to include.

2. Drafting

   Refer to the first version of a piece writing as a draft. This first go at a text is often done on the assumption that is will be amended later. As the writing process procedure into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

   After writers have produced a draft, usually read through what they have written to see where it works and where it doesn't. Reflecting and revising

are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final versions

Once writers have edited their draft, making the changes they reader being necessary, they produced their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

1.4. Function of Writing

According Ferris (2003) written language serves a range of function in everyday life, including the following:

1. Primary for action

Public sign, e.g. on roads and stations; product labels and instruction on food, tools or toys purchased, recipes, maps, television and radio guides bills; menus, telephone directories, ballot papers, computer manual monitors and printouts. To socials contact. Personal correspondence letters, postcard, greeting cards.

2. Primarily for information

Newspaper (news, editorial) and current affairs magazines, hobby magazines, non-fiction books, including textbooks, public notices, advertisement, etc.

3. Primarily for entertainment

Light magazines, comic strips, fiction books, poetry and drama, newspaper features, film subtitles, games (including computer games).

2. Narrative

2.1. Definition of Narrative

A narrative text is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, Anderson and Anderson (2003a) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. The verb to narrate means to tell, to give all account of. Writing narrative is really just putting what happen to somebody on paper. In narrative, the incidents that make up the story are usually told in the order in which they would really happen. A narrative can tell what happens in a matter of minutes or years. A narrative text usually contains with features of characters, main character(s), setting, time, problem(s), solution, and a plot (structure). Some authors use plot, structure, or rhetorical step interchangeably. A narrative text usually has description of features and rhetorical steps.

2.2. Types of Narrative

A class list of narrative that is cited on Tatumar's thesis might include the follows:

a. Adventure

A story that includes exciting and dangerous events that characters have to solve; e.g. junior detectives stories.

b. Horror story

A story which attempts to scare the reader or listener with frightening events but which usually ends happily; e.g. The conjuring.

c. Romance

A story which deals with romantic love. There are some obtales in the way but true love usually wins out in the end in the way but true love usually wins out in the end.

d. Fairy tale

A well-known story from folklore for children which often involves fairies or other magical characters.

e. Moral tale

The stories which explicitly attempt to teach people about the right way to behave; e.g. traditional fables from folklore.

f. Myth or Legend

Stories which belong to a particular ethic group and which attempt to explain the way of nature and the universe; e.g. aboriginal Legend.

2.3. The Characteristic of Narrative

1. **Social Function**

    According to Freez (1998) the social function of narrative text is to entertain and amuse the readers or the viewer with the fictive or non-fictive experience.

2. **Generic Structure**

    Generally, narrative text has a generic structure, there are :

    a. Orientation

    This is part in which the narrator tells the audience about who is in the story. When the story is taking place and where the action is happening. It can also be called as introductory part of a story. Therefore, the reader can figure out what will happen next and who are involved in it.

    b. Complication

    This is the part of story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger. From this part, the story begins. This is the part where the characters totally play their role. This is part also tells about events with the conflict or problem in the story.

    c. Resolution

    This is the part that can be found in the end of the story. This is the part of the narrative where the complication is sorted out or the problem is solved in some narratives, the narrator includes the part which is called

coda, if there is a moral or message to be learned from the story. That is only the optimal part of a story.

3. Definition of Peer Reviewing Technique

Peer reviewing is referred to as "peer feedback", which is an assessment form performed by equal status learners (Gielen et al. 2010). In 'peer review' a student does more than simply editing and evaluating another student's essay. Students respond to what the essay says as well as how it says it (Mangelsdorf, 1992). Peer reviewing is a powerful learning tool which provides students with an authentic audience; increases their motivation to write; enables them to receive different views on their writing and read their own writing critically; and assists them in gaining confidence in their writing. For the purpose of this study, peer reviewing is meant to refer to the process where L2 writing students collaborate to assess one another's written composition, which, in this study, refers to essay writing as a replacement of teacher based feedback in L2 writing sessions. Research by Berg (1999) and Paulus (1999) suggests that feedback generated by peer review can prompt L2 writers to make revisions that lead to better quality writing. According to me, peer review is a technique for correcting the work of peers and trying to find or advise for better peer performance.

Tsui and Ng's (2000) study with secondary school students in Hong Kong identified four distinct benefits of peer review. *First*, writing for peers enhances learners' sense of audience, encouraging them to pay more attention to issues of clarity in their written work. *Second*, peer review makes students more aware of general problems in their own writing. *Third*, peer review encourages students'

sense of ownership of their writing, helping to promote learner autonomy. *Fourth*, it is easier for students to decide whether to accept or reject the reviewer's suggestions. Besides, a study by Hu and Tsui (2010) discovered some cultural appropriateness and pedagogical efficacy benefits of peer reviews for Chinese postgraduate students. Min's (2006) study showed that peer review feedback affected EFL students' revision types and quality of texts. Saito's (2008) study revealed that the peer review group participants were superior in both quantity and quality of comments than the control group participants.

3.1. The Steps of Implementing Peer Reviewing Technique

Peer reviewing includes techniques and ways to analyze and assessing the writing work through steps such as identifying errors, describing and classifying errors, discussing for alternative revising and correcting, recommending for correcting errors, enrichment and final discussions that are mediated and facilitated by teachers to improve and assess the end result of student writing work (discussing for final correction and evaluation of students' work). Brown (2001); Larsen-Freeman and Long (1991). So based on the above description, Peer Reviewing Technique will be implemented in this teaching

include:

1. Identification, means students know the errors of writing that exist. In this step the student identifies the errors that they have saw in a writing

2. Classification, means that students are able to classify mistakes which they made based on the concept of the error types that exists in a writing

3. Discussion, students in groups that have been determined to discuss alternative revising according to their knowledge to correcting the work of his peer (peer's work). At this level students begin to think critical, analytic and synthetic why there are errors and what are the possibilities repair it, before deciding on a definite solution

4. Collaboration, students give improvement decisions that suitable with the errors that have been found previously. In this phase, the students make the decision to correct mistakes according to their understanding, knowledge, and abilities.

5. Reinforcement and Final Discussion through discussion between friends and teachers as mediators, facilitators and resource persons. At this stage the student will play an active role to give statements, arguments, reject peer's opinion, support the opinions of friends, approve statements opinions of friends, defend opinions themselves and groups, as well as reassuring his opinion with other students. In this context, teachers only act as mediators, facilitators, and the last speakers.

   After that small groups read a student's model essay and discussed strengths and weaknesses, using a structured 'Peer Review Form'. This was followed by class discussion of the essay and peer comments. Then, in dyads students wrote their own comments about the essay on the Peer Review Form, which was followed by role play in dyads: one student reading comments, and the other listening and writing his reactions to the comments.

Finally, there was class discussion about the most effective types of comments. When students completed their work with partners, the researcher commented on the work they have done and participants were told that the suggestions discussed, and the written responses they have from peers may offer more choices to use to improve their essays. In the end, participant writers decided the content of their essays and made choices. They worked primarily with one partner, although they were encouraged to ask for additional readers. From a sociolinguistic perspective, students adjusted to one another's communication pattern. In addition, 'group work' required attention and good listening abilities. The Peer Review Form helped them to focus on limited areas to respond to and avoid giving too much attention to pragmatic function of peer reviewing at the cost of linguistic function.

3.2. The advantages of Using Peer Reviewing Technique

The advantages of using Peer Reviewing Technique are :

1. Writing for peers enhances learners' sense of audience, encouraging them to pay more attention to issues of clarity in their written work.

2. Peer review makes students more aware of general problems in their own writing.

3. Peer review encourages students' sense of ownership of their writing, helping to promote learner autonomy.

4. It is easier for students to decide whether to accept or reject the reviewer's suggestions.

3.3. The Disadvantages of Using Peer Reviewing Technique

The Disadvantages of using Peer Reviewing Technique are :

1. Errors in the writing of a group are only known by two groups: the group that served as the examiner and the group owner of the text. thus making other groups not understand the problems of both groups.

2. Ensuring that there is no bias in the peer reviews is imperative to the success of this approach. Whether the another groups provides unsupported positive or negative feedback due to a friendship, or lack thereof, will not help to accurately rate the students' writing.

B. Relevant Studies

The relevant studies based on the similarities in variables of study even in dependent variable although independent variable. Some of the relevant of the study with the research that will be done as follows :

First, Indah Chairunnisa's research has title *"The Effect of Applying Numbered Heads Together (NHT) Technique on The Students' Achievement in Writing Narrative Text"*. She found that the using Numbered Heads Together Technique on the students' achievement in reading narrative text gave the significant effect. The students' were taught by using Numbered Heads Together Technique to got the higher score than those taught by using traditional method. Second, Zainuddin's research has title "*Improving Students' Narrative Writing Skill through Blogging Media at Tenth Grade MA Ar-Rasyidiyyah Koja Jakarta*". The study aims to find the result of the improving students' narrative writing skill through blogging media. The result of this study obtained in each cycle 1: 59,66

and cycle 2: 77,11. It can conclude there is improvement in students' narrative writing skill through blogging media. It means that the new media in process teaching writing could make the students more active, more motivated, and more interested. Third, Mariana Fitri's research has title *"Improving Students' Writing Skill in Narrative Text Through Movies"*. The researcher found a problem in the English teaching and learning process. The problem was related to the students' writing narrative. This paper aimed to what describe and investigate whether using movies as a media can increase the Students' writing ability.

C. Conceptual Framework

Writing is a description of language into written form, which conducted by relating one sentence to another sentence, that is still forming one main idea. It was used to share the thoughts and ideas with others and even to communicate itself. The students can be said successful whenever they able to make an effective text where their writing is in good arrangement of sentences and logically in meaning. Narrative text is a type of written English text in which the people are amused and entertained by the writer, and to deal with actual and various experience in different ways. The teacher using Peer Reviewing technique as the effective technique that can be used in teaching learning process in order to increase the students' achievement in writing narrative text. Peer Reviewing technique is a referred to as "peer feedback", which is an assessment form performed by equal status learners (Gielen et al. 2010). In 'peer review' a student does more than simply editing and evaluating another student's essay. Students

respond to what the essay says as well as how it says it (Mangelsdorf, 1992). Peer reviewing is a powerful learning tool which provides students with an authentic audience; increases their motivation to write; enables them to receive different views on their writing and read their own writing critically; and assists them in gaining confidence in their writing.

D. Hypothesis

This research is to answer the question about whether yes or no the effect of using peer reviewing technique on the students' achievement in writing narrative text. To get the answer of question, the researcher purpose alternative hypothesis (Ha) and null hypothesis (Ho) as bellow:

Ha : There Is Significant Effect of Using Peer Reviewing Technique on the students' achievement in Writing Narrative.

Ho : There Is No Significant Effect of Using Peer Reviewing Technique on the students' achievement in Writing Narrative.

Ho = $X_1 = X_2 =$ or $X_1 < X_2$

Ha = $X_1 > X_2$

X_1 = Calculating finding of experimental group

X_2 = calculating finding of control group

Testing the hypothesis by applying T-test :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

Notes :

T = t-test

$\bar{X}_1$ = Mean of variable 1 (experimental group)

$\bar{X}_2$ = Mean of variable 2 (control group)

S_1 = Standard deviation of sample 1 (experimental group)

S_2 = Standard deviation of sample 2 (control group)

s_1^2 = standard deviation squared (variants) of sample 1 (experimental group)

s_2^2 = standard deviation squared (variants) of sample 2 (control group)

n = total of sample

n_1 = number of cases for variable 1 (experimental group)

n_2 = number of cases for variable 2 (control group)

R = correlation of product moment between X_1 and X_2

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

This research was conducted at SMK AL-FATTAH Medan of 2017/2018 academic year, which located on Jl. Cemara No.172, Pulo Brayan Darat II Medan Timur. The reason for choosing this school because the researcher found the weakness in school, English teacher and the students, such as there is no facilities like laboratory of language, the teacher used conventional strategy and the students have some problems in writing narrative and the students' ability of writing in that school still low and poor.

B. Population and Sample

1. Population

The population of this research were eleventh grade students of SMA AL-FATTAH Medan in academic year 2017/2018, those were XI IPA are 29 students, XI IPS are 27 students. So, the total of population are 56 students.

Table 3.1
Population of The Research

No	Classes	Population
1	XI IPA	29
2	XI IPS	27

Total	56

2. Sample

According to Arikunto (2006), Sample is a part of population which has same characteristics. There are two ways in selecting a sample. First, if the population is less than 100, all population can be sampled. Second, if the population is over than 100, the researcher can take 10%-15% or 20%-25% from all population as a sample. So, sampling technique in this research using total sampling. According to Sugiyono (2013: 124) total sampling is the technique of determining the sample by the way taking all members of the population as a sample. So the sample in this study is all students of class IX SMA AL-FATTAH Medan which amounted to 56 students. The sample of the research were listed in the table below.

Table 3.2
Sample of the Research

No	Class	Population	Sample
1	XI IPA	29	29
2	XI IPS	27	27
Total		56	56

C. Research Design

The research design was applied by using experimental quantitative design to find out the effect of using peer reviewing technique on the students' achievement in writing narrative. There were two groups of students namely the

control group and experimental group. The control group was not using any
technique and the experimental group using peer reviewing technique. The design
of this research could be seen as follows :

Table 3.3
Research Design

Group	Pre Test	Treatment	Post Test
Experimental	√	Peer Reviewing Technique	√
Control	√	-	√

       In this research, there were three procedures done to collect the data. They
were sequenced as follows :

1. **Pre-Test**

A pre-test was conducted to find out the students' ability in writing narrative
before having the treatment. The pre-test was given to the experimental group
and control group and their works are scored. The result of the pre-test was
considered as the preliminary data.

2. **Treatment**

The treatment was given to the experimental group taught by using peer
reviewing technique, while the control group was taught without technique.
The teaching of procedure could be seen as follows :

Table 3.4
Treatment in Experimental Group

Experimental Group	
Teacher's Activities	**Students' Activities**
1. The teacher introduced and explain the material.	1. The students gave attention to the material.
2. The teacher gave examples about narrative.	2. The students gave attention to the examples that will be given.
3. The teacher asked the students, whether the students understand or not .	3. The students answered the teacher's question.
4. The teacher asked the students to make their group.	4. The students made their group.
5. The teacher gave the instruction to the students to start write a narrative with the group.	5. The students wrote their narrative.
6. The teacher walked around and monitor.	6. The students asked the teacher if they found any trouble.
7. The teacher asked student to change their narrative with another groups.	7. The students changed their narrative with another groups.
8. The teacher gave the instructions to the students to assess the end result of student writing work based on the peer reviewing technique.	8. The students assessed narrative of another group based on the peer reviewing technique, such as

	identification, classify, discussion, collaboration and reinforcement.
9. The teacher asked the students to collect all of students writing work.	9. The students collected their writing work.
10. The teacher asked the students to reflect on what make them successful and how they may do better next time.	10. The students reflected on what makes them successful and how they do better next time.
11. The teacher calculated the score.	

3. Post-test

After conducting the treatment, a post-test was given to the students. The post-test functions to know whether the treatment gave the effect or not on the students' achievement in writing narrative. It was administrated to experimental group and control group. The administrating of the post-test means to find the differences scores of both experimental and control groups.

D. The Instrument of The Research

This research was used written test as the instrument to collect the data. The students asked to write a narrative text based on the pictures that given by teacher.

1. Scoring Component Scale of Writing Text

Scoring the right answer arranged based on the indicator of writing. Brown (2007), the specific criteria are describe in detail in the following stages:

a. **Content**

Scoring Scale	Alternative Competence of Paragraph Content
23-25	Excellent to very good: knowledge, substantive, development of thesis, relevant to assigned topic
16-19	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
15-13	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
12-10	Very poor: does not communicate, no organization or not enough to evaluate.

b. **Organization**

It refers to students" ability to write goal or purpose and information in a good logical order the topic and the supporting sentence are clearly stated. The effectiveness of the introduction, the logical sequence of ideas and

chronological, suitability and conclusion. The scoring scale to be considered

evaluating the organization of paragraph can be seen on the following table.

Scoring Scale	Alternative Competence of Paragraph Organization
18-22	Excellent to very good: fluent expression, ideas clearly stated/ supported, well organized, logical sequencing, cohesive.
15-17	Good to average: somewhat coopy, loosely organized, but main ideas stand out, limited support, logical but incomplete sequencing.
10-14	Fair to poor: non- fluent an ideas confused or disconnected, lacks logical sequencing and development.
7-9	Very poor: doesn't communicate, no organization or not enough to evaluate.

c. **Vocabulary**

Vocabulary refers to the students" ability to selection of the right words to

develop and demonstrate the idea. It also refers to use synonyms,

antonyms, prefixes, and affixes correctly. The scoring scales to be
considered evaluating the vocabulary of a paragraph can be seen on the
following table.

Scoring Scale	Alternative Competence of Paragraph Vocabulary
18-22	Excellent: effective word choice and usage, word form mastery, appropriate register.
15-17	Good to average: adequate range, occasional error of words/idiom choice, usage, but meaning not obscured.
10-14	Fair to good: limited range, frequent errors of words/ idioms form, choice, usage, meaning not obscured.
7-9	Very poor: essential translation, little knowledge of English, vocabulary, idioms, word form, or not enough to evaluate.

d. Language Use

Language use refers to the students" ability in writing a narrative text, topics, topic sentences, paragraph unity, signal transition discourse markers, cohesion, coherence, rhetorical conventions, referral, smoothness economical, and variations. It also refers to the ability to use agreement in the sentence, how words are arranged into sentences and some other words such as nouns, adjectives, verbs, and time signal. The scoring scales to be considered evaluating the language use of a paragraph can be seen on the following table.

Scoring Scale	Alternative Competence of Paragraph Language Use
22-25	Excellent to very good: effective complex construction, little mistake in appropriate word function word, article pronoun, preposition.
18-21	Good to average: affective but simple construction, a little mistake in appropriate word. Faction word. Faction word, article preposition, the idea, or message not obscured.
11-17	Fair to poor: major problem in simple/complex constructions, a little

	mistake in appropriate word, article, and preposition confused.
5-10	Very poor: Usually no mastery of sentence contrition rules, so many mistake in sentence that is not communicatively, not enough to evaluate.

e. Mechanics

Mechanics refers to the students" ability in using words appropriately: spelling, punctuation, if any reference citations, neatness and typographical arrangement or appearance, and using function correctly. Paragraph and text can be read correctly. The scoring scales to be considered evaluating the mechanics of a paragraph are can be seen on the following.

Scoring Scale	Alternative Competence of Paragraph Mechanics
5	Excellent to good: demonstrative mastery of convention, little mistake in spelling, punctuation, capitalization
4	Good to average: occasionally error of spelling, punctuation, capitalization, but meaning not obscured.

| 2 | Fair to poor: frequent errors of spelling, punctuation, capitalization and meaning not obscured. |
| 1 | Very poor: no mastery of conversation, dominated by errors of punctuation, capitalization, paragraphing, and writing not enough to evaluate. |

E. The Procedures of Collecting Data

In collecting the data, some steps are applied as follows :

1. Giving the same pre-test to both of the groups

2. Applying the treatment by using Peer Reviewing Technique to the experimental group

3. Giving post-test with the same test to both of the groups

4. Collecting the students' work sheets

F. The Techniques of Analyzing Data

After collecting the data from the test, the data will be analyzed by using the following procedure :

1. Reading the students' answer

2. Identifying the students' answer

3. Scoring the students' answer for correct and wrong answers

According to Brown (2001,406-407) in scoring students' writing ability, there are five components to evaluate writing achievement namely content, organization, vocabulary, language use and mechanics.

4. Measuring the different scores between Pre-test and Post-test from the experimental group and control group

5. Listing the score into two tables, first is for the experimental group scores and second is for the control group scores

6. Calculating the total score of pre-test and post-test in experimental group and control group

a. Calculating Mean Score :

$$\bar{x} = \frac{\sum xi}{n}$$

(Sugiyono, 2016)

Note : $\bar{x}$ = Mean
$\sum xi$ = The total of students' value
n = The number of students

b. Standard deviation of sample 1 (experimental group)

$$S1 = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(N)(N-1)}}$$

(Sugiyono, 2016)

c. Correlation of product moment between X_1 and X_2

$$r_{xy} = \frac{n \sum XY - \sum X, \sum Y}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}}$$

(Sugiyono, 2016)

d. Hypothesis test (t- test)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\dfrac{S_1^2}{N_1} + \dfrac{S_2^2}{N_2} - 2R\left(\dfrac{S_1}{\sqrt{N_1}}\right)\left(\dfrac{S_2}{\sqrt{N_2}}\right)}}$$

(Sugiyono, 2016)

Notes :

T = t-test

$\bar{X}_1$ = Mean of variable 1 (experimental group)

$\bar{X}_2$ = Mean of variable 2 (control group)

S_1 = Standard deviation of sample 1 (experimental group)

S_2 = Standard deviation of sample 2 (control group)

s_1^2 = standard deviation squared (variants) of sample 1 (experimental group)

s_2^2 = standard deviation squared (variants) of sample 2 (control group)

n = total of sample

n_1 = number of cases for variable 1 (experimental group)

n_2 = number of cases for variable 2 (control group)

R = correlation of product moment between X and Y

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of the study were obtained from the writing test score. There are two kinds of test for each group, there are pre-test and post-test. The cumulative score of each students from each group based on five indicator.

C : Contents

O : Organization

V : Vocabulary

Lu : Language Use

M : Mechanism

The following data were the students score on the pre-test and post-test of the experimental and control group.

Table 4.1

The Score of Pre-test of the Experimental Group

No.	Students' Initial	Indicator					Score
		C	O	V	Lu	M	
1	AA	19	9	20	17	4	69
2	DW	18	9	11	17	4	59
3	DR	18	10	11	18	4	61
4	DPH	13	8	7	16	3	47
5	EAL	15	11	8	17	3	54

6	FS	13	8	7	18	4	50
7	FU	20	16	11	18	4	69
8	IGR	13	6	6	18	3	46
9	IZU	21	12	11	15	4	63
10	KC	20	16	12	13	4	65
11	LY	13	6	8	9	3	39
12	MHS	21	11	11	12	4	59
13	MSB	17	11	9	10	3	68
14	NN	15	11	8	17	3	54
15	NDY	18	12	13	18	4	65
16	NR	21	10	16	18	4	69
17	NOS	20	15	17	16	4	72
18	RTS	20	16	13	15	4	68
19	RAN	21	17	14	16	4	72
20	RAP	11	8	9	15	3	46
21	RA	12	10	13	17	4	56
22	RAZ	15	9	6	6	4	40
23	RR	15	7	7	8	3	40
24	RM	24	12	13	14	5	70
25	SA	18	9	7	9	4	47
26	SR	23	13	14	14	5	69
27	TAM	24	13	11	11	4	63
28	YNL	13	6	6	10	3	38
29	ZU	17	8	9	12	4	50

SUM	1668
MEAN	57.52

The table above shown the data of this research consist of the students'
initial (sample) and the students' score in pre-test of the experimental group can
be seen in the table 4.1 above. The data in the table 4.1 showed that the highest
score of pre-test in experimental group was 72 and the lowest was 38. So the total
score of pre-test in experimental class was 1668. The mean of pre-test in
experimental class was 5.52.

Table 4.2

The Score of Post-test of Experimental Group

No.	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1	AA	21	12	21	17	4	75
2	DW	23	15	16	17	5	66
3	DR	22	18	13	18	4	75
4	DPH	23	18	14	18	4	77
5	EAL	21	17	19	17	4	78
6	FS	21	14	20	18	4	77
7	FU	20	16	18	18	5	77
8	IGR	19	16	18	18	4	75
9	IZU	21	18	19	19	5	82

10	KC	22	18	16	17	5	78
11	LY	19	16	13	14	4	66
12	MHS	23	17	14	16	4	74
13	MSB	19	18	19	18	5	79
14	NN	20	19	18	17	4	78
15	NDY	21	18	18	18	5	80
16	NR	21	17	16	18	4	76
17	NOS	24	17	18	19	5	83
18	RTS	22	17	18	17	5	79
19	RAN	21	16	12	10	4	63
20	RAP	18	18	19	17	4	76
21	RA	21	18	17	19	5	80
22	RAZ	19	15	11	12	4	61
23	RR	21	17	18	18	4	78
24	RM	24	19	18	19	5	85
25	SA	22	19	17	16	4	78
26	SR	23	15	16	14	5	73
27	TAM	24	15	17	18	4	78
28	YNL	21	17	18	13	4	73
29	ZU	22	16	17	16	5	76
SUM							**2196**
MEAN							**75.72**

The data of this research the students' initial (sample) and the students' score in the post-test of the experimental group can be seen in the table 4.2 above. The data in the table 4.2 showed the highest score of the post-test was 85 and the lowest was 61. So the total of post-test in experimental class was 2196. The mean of post-test in experimental class was 75.72.

Table 4.3

The Score of Pre-test of Control Group

No.	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1	AR	17	9	19	17	4	66
2	AA	15	8	11	16	4	54
3	AS	14	10	11	16	4	55
4	BR	13	8	7	16	3	47
5	DA	13	9	8	17	3	50
6	DIP	13	8	7	16	4	48
7	ER	18	12	9	16	4	59
8	FAS	13	6	6	18	3	46
9	IRS	18	12	11	15	4	60
10	JN	19	12	9	11	3	54
11	KNB	13	8	8	9	4	42
12	MT	13	9	6	10	4	42
13	MBS	16	11	9	10	4	50
14	MBP	13	11	8	17	4	53

15	MFA	16	12	13	12	4	57
16	MDP	18	15	16	18	4	71
17	MF	17	13	18	16	4	68
18	MS	20	16	13	15	4	68
19	RS	20	15	14	16	4	69
20	RE	18	8	9	15	4	54
21	SL	17	10	13	17	4	61
22	SPH	15	9	6	6	4	40
23	SW	15	7	7	8	4	41
24	SDY	21	12	13	14	5	65
25	SA	19	9	7	9	4	48
26	WN	18	13	14	14	5	64
27	WZP	20	12	11	11	4	58
SUM							**1485**
MEAN							**55.18**

The data of this research the students' initial (sample) and the students' score in the pre-test of the control group can be seen in the table 4.3 above. The data in the table 4.3 showed the highest score of pre-test was 71 and the lowest was 40. So the total score of pre-test in control class was 1490. The mean of pre-test in control class was 55.18.

Table 4.4

The Score of Post-test of Control Group

No.	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1	AR	19	11	19	17	5	71
2	AA	22	15	18	18	5	78
3	AS	18	15	16	19	5	73
4	BR	22	18	19	16	5	80
5	DA	21	19	16	18	4	78
6	DIP	15	12	9	12	3	51
7	ER	18	11	12	11	4	56
8	FAS	16	11	6	18	3	54
9	IRS	14	9	11	16	4	54
10	JN	19	15	13	18	4	69
11	KNB	15	14	12	15	4	60
12	MT	17	8	7	9	3	44
13	MBS	18	11	13	12	4	58
14	MBP	22	14	17	19	4	76
15	MFA	20	13	17	14	5	69
16	MDP	18	14	18	18	5	73
17	MF	20	15	19	16	5	75
18	MS	22	18	15	16	5	76
19	RS	21	17	16	16	5	75

20	RE	21	12	11	17	4	65
21	SL	18	12	13	18	4	65
22	SPH	20	10	10	12	4	56
23	SW	22	12	13	15	4	66
24	SDY	22	13	15	17	5	72
25	SA	20	11	8	9	5	53
26	WN	22	15	18	14	5	74
27	WZP	21	15	13	14	4	67
SUM							**1788**
MEAN							**66.22**

The data of this research the students' initial (sample) and the students' score in the post-test of the control group can be seen in the table 4.4 above. The data in the table 4.4 showed the highest score of post-test was 80 and the lowest was 44. So the total score of post-test in control class was 1788. The mean of post-test in control class was 66.22.

Based on the data in table 4.2 and the 4.4 showed that the mean score of post-test in experimental group was 75.72 and the mean score of control group was 66.22. The data showed that the mean score of students in experimental group who were taught by using peer reviewing technique was greater than the mean score of students in control group who were not taught using any technique.

B. Data Analysis

The effect of using peer reviewing technique on the students' achievement in writing narrative. Based on the data from the test, the score were analyzed in other to know the differences between pre-test and post-test of the experimental group.

Table 4.5

The Differences between Pre-test and Post-test of Experimental Group

No.	Students' Initial	Pre-Test (X1)	Post-Test (X2)	X_1^2	X_2^2
1	AA	69	75	4761	5625
2	DW	59	66	3481	4356
3	DR	61	75	3721	5625
4	DPH	47	77	2209	5929
5	EAL	54	78	2916	6084
6	FS	50	77	2500	5929
7	FU	69	77	4761	5929
8	IGR	46	75	2116	5625
9	IZU	63	82	3969	6724
10	KC	65	78	4225	6084
11	LY	39	66	1521	4356
12	MHS	59	74	3481	5476
13	MSB	68	79	4624	6241

14	NN	54	78	2916	6084
15	NDY	65	80	4225	6400
16	NR	69	76	4761	5776
17	NOS	72	83	5184	6889
18	RTS	68	79	4624	6241
19	RAN	72	63	5184	3969
20	RAP	46	76	2116	5776
21	RA	56	80	3136	6400
22	RAZ	40	61	1600	3721
23	RR	40	78	1600	6084
24	RM	70	85	4900	7225
25	SA	47	78	2209	6084
26	SR	69	73	4761	5329
27	TAM	63	78	3969	6084
28	YNL	38	73	1444	5329
29	ZU	50	76	2500	5776
TOTAL		$\sum X_1 = 1668$	$\sum X_2 = 2196$	$\sum X_1^2 = 99414$	$\sum X_2^2 = 167151$

Based on the table 4.5 above it can be seen that there was differences between pre-test and post-test score of experimental class. For experimental class, the lowest score was 38 and the highest was 72 for pre test and the lowest score was 40 and the highest was 85 for post test. For control class, the lowest score was 40 and the highest was 71 for pre test and the lowest score was 44 and the highest was 80 for post test. The mean score was calculated as follows:

The average (Mean)

1. **Pre Test of Experimental Group**

$$\overline{X} = \frac{\sum x1}{N}$$

$$\overline{X} = \frac{1668}{29}$$

$$\overline{X} = 57.52$$

2. **Post Test of Experimental Group**

$$\overline{X} = \frac{\sum x2}{N}$$

$$\overline{X} = \frac{2196}{29}$$

$$\overline{X} = 75.72$$

Standard Deviation of X Post Test Experimental Group

To calculate standard deviation, we need a helping table as follows:

No.	X	X^2
1	75	5625
2	66	4356
3	75	5625
4	77	5929

5	78	6084
6	77	5929
7	77	5929
8	75	5625
9	82	6724
10	78	6084
11	66	4356
12	74	5476
13	79	6241
14	78	6084
15	80	6400
16	76	5776
17	83	6889
18	79	6241
19	63	3969
20	76	5776
21	80	6400
22	61	3721
23	78	6084
24	85	7225
25	78	6084
26	73	5329
27	78	6084
28	73	5329

29	76	5776
Total	**2196**	**167151**

$$SD = \sqrt{\frac{n\sum x^2 - (\sum x)^2}{(N)(N-1)}}$$

$$SD = \sqrt{\frac{29\,(167151) - (2196)^2}{(29)(29-1)}}$$

$$SD = \sqrt{\frac{24963}{812}}$$

$$SD = \sqrt{30.74}$$

$$SD = 5.54$$

Standard deviation of X Pre Test Experimental Group

To calculate standard deviation, we need a helping table as follows:

No.	X	X^2
1	69	4761
2	59	3481
3	61	3721
4	47	2209
5	54	2916
6	50	2500

7	69	4761
8	46	2116
9	63	3969
10	65	4225
11	39	1521
12	59	3481
13	68	4624
14	54	2916
15	65	4225
16	69	4761
17	72	5184
18	68	4624
19	72	5184
20	46	2116
21	56	3136
22	40	1600
23	40	1600
24	70	4900
25	47	2209
26	69	4761
27	63	3969
28	38	1444
29	50	2500
Total	**1668**	**99414**

$$SD = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(N)(N-1)}}$$

$$SD = \sqrt{\frac{29\,(99414) - (1668)^2}{(29)(29-1)}}$$

$$SD = \sqrt{\frac{100782}{812}}$$

$$SD = \sqrt{124.12}$$

$$SD = 11.14$$

Table 4.6

Calculating Correlation Product Moment between X and Y

No.	X	Y	X^2	Y^2	XY
1	69	75	4761	5625	5175
2	59	66	3481	4356	3894
3	61	75	3721	5625	4575
4	47	77	2209	5929	3619
5	54	78	2916	6084	4212
6	50	77	2500	5929	3850
7	69	77	4761	5929	5313
8	46	75	2116	5625	3450
9	63	82	3969	6724	5166

10	65	78	4225	6084	5070
11	39	66	1521	4356	2574
12	59	74	3481	5476	4366
13	68	79	4624	6241	5372
14	54	78	2916	6084	4212
15	65	80	4225	6400	5200
16	69	76	4761	5776	5244
17	72	83	5184	6889	5976
18	68	79	4624	6241	5372
19	72	63	5184	3969	4536
20	46	76	2116	5776	3496
21	56	80	3136	6400	4480
22	40	61	1600	3721	2440
23	40	78	1600	6084	3120
24	70	85	4900	7225	5950
25	47	78	2209	6084	3666
26	69	73	4761	5329	5037
27	63	78	3969	6084	4914
28	38	73	1444	5329	2774
29	50	76	2500	5776	3800
Total	**1668**	**2196**	**99414**	**167151**	**126853**

$$r_{xy} = \frac{n \sum XY - \sum X, \sum Y}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}}$$

$$r = \frac{29(126853)-(1668)(2196)}{\sqrt{\{29(99414)-(1668)^2\}\{29(167151)-(2196)^2\}}}$$

$$= \frac{3678737 - 3662928}{\sqrt{\{2883006 - 2782224\}\{4847379 - 4822416\}}}$$

$$= \frac{15809}{\sqrt{\{100782\}\{24963\}}}$$

$$= \frac{15809}{\sqrt{2515821066}}$$

$$= \frac{15809}{50157.96}$$

r = 0.32

C. Testing Hypothesis

Ha: $p \neq 0$, there is a significant effect of using peer reviewing technique on students' achievement in writing narrative.

H0: $p = 0$, there is no significant effect of using peer reviewing technique on students' achievement in writing narrative.

Determining the value of t-test with formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

$$= \frac{75.72 - 66.22}{\sqrt{\frac{30.69}{29} + \frac{124.09}{27} - 2(0.32)\left(\frac{5,54}{\sqrt{29}}\right)\left(\frac{11,14}{\sqrt{27}}\right)}}$$

$$= \frac{9.5}{\sqrt{1.05 + 4.59 - 0.64\left(\frac{5.54}{5.38}\right)\left(\frac{11.14}{5.19}\right)}}$$

$$= \frac{9.5}{\sqrt{5.64 - 0.64(1.02)(2.15)}}$$

$$= \frac{9.5}{\sqrt{5.64 - 0.64(2.19)}}$$

$$= \frac{9.5}{\sqrt{5.64 - 1.4}}$$

$$= \frac{9.5}{\sqrt{4.24}}$$

$$= \frac{9.5}{2.06}$$

$$t = 4.61$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis was tested as follows :

Ha : the value of the t_{test} was higher than the value of the t_{table} (t_{test} > t_{table}). Where t_{table} value for the degree of freedom, the calculation showed as follows :

$$df \quad = (n1+n2-2)$$

$$= (29+27-2)$$

$$= 29 + 25$$

$$= 54$$

Based on the table of distribution, the pride of t_{table} with the degree of freedom (df) 54 at the level of significant 0.05% was at 1.67, while the critical value t_{test} was 4.61. The result of computing indicated that the t_{test} was higher than t_{table} (4.61 > 0.05). So, Ho is rejected and Ha is accepted or "there was the effect of using peer reviewing technique on the students' achievement in writing narrative".

D. The significant effect of Using Peer Reviewing Technique on Students' Achievement in Writing Narrative

The percentage of applying this model was:

$$D = r^2 \text{x } 100\%$$

$$= 0.32^2 \text{ x } 100\%$$

$$= 0.1024 \text{ x } 100\%$$

$$= 10.24\%$$

It meant the effect of X variable toward Y variable or the effect of using Peer Reviewing Technique on the students' achievement in writing narrative was 10.24% and 89.76% was influenced by other factors.

E. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by using peer reviewing technique got higher score than those who were taught without technique. From the result of calculation, it is obtained the value of the t_{test} was 4.61 with the degree of freedom (df) 54 at the level of significant 0.05% was at 1.67. If compared with each value of the degree of significant, the result of t-test which was 4.61 and t-table which was 1.67 ($t_{test} > t_{table}$, 4.61>1.67). According to Sugiyono, if the result of calculation t_{test} is higher than t_{table}, the null hypothesis (Ho) is rejected. If the result of calculation t_{test} is lower than t_{table}, the null hypothesis is accepted. Since the scores obtained from the result of calculating, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In other word, the research hypothesis is accepted. So, the fact showed that the students' writing achievement in narrative was more significant than those were not by using any technique.

F. Discussion

The research aimed at describing how to use peer reviewing technique as the technique in writing narrative of class XI students of SMA AL-FATTAH Medan. The students are given pre-test, treatment and post-test in each class. The treatment in the experimental class was using peer reviewing technique, while the control class was not using technique. Referring to the research objective, the findings showed that the students' writing achievement in narrative was more significant than those were not by using any technique.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the researcher mainly presents conclusions and suggestion based on the research findings presented in previous chapter.

A. Conclusions

Based on the data analysis, conclusions can be drawn as follows:

1. From the result of calculation, it is obtained the value of the t-test was 4.61 with the degree of freedom (df) 54 at the level of significant 0.05% was at 1.67. If compared with each value of the degree of significant, the result of t-test is higher than t-table which was 4.61 and t-table which was 1.67 (t-test > t-table, 4.61>1.67). (Ha) is accepted and the null hypothesis (Ho) is rejected. There were significant effects of using peer reviewing technique on students' achievement in writing.

2. The students' achievement taught by using peer reviewing technique in writing narrative got better achievement than those who were taught without technique in writing narrative.

B. Suggestions

From the conclusions above, the suggestions are advisable for improving the teaching of English writing in particularly writing narrative. The suggestions were staged as follows:

1. For the English teacher, especially for the English teacher of SMA Swasta AL-FATTAH Medan. They can try peer reviewing technique in teaching

English to increase their knowledge and by using a good technique the students are easier and motivated to learn English. The English should select a technique that are not only interesting but also appropriate with the subject and the students' need. So, the teacher can use peer reviewing as an active technique to teach in the class.

2. For the students, the students should be active in the classroom because in the peer reviewing the students are supported to be active in learning process, its hope that the students can be increase their knowledge.

3. For the reader, it is suggested to use an effective technique in teaching learning process, to make the students more interested in studying English.

4. Other researcher, it is suggested to study this research in order to get information which still has relationship to their study.

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APPENDIX 1

LESSON PLAN
EXPERIMENTAL GROUP

School   : SMA AL-FATTAH MEDAN
Subject   : English
Class/ Semester : XI/II
Topic   : Narrative Text
Time   : 2 x 45 minutes
Skill   : Writing

A. Core Competence
1. Expressing meaning in short functional text and simple essay report, narrative, descriptive, spoof and analytical exposition in the daily life context.

B. Basic Competence
1.1. Expressing meaning in monologue text by using a variety of spoken languages accurately, fluently and acceptable in the daily life context in narrative text.
1.2. Expressing meaning and the rhetorical step in the essay by using a variety of written language accurately, fluently and acceptable in the daily life context in narrative text.

C. Indicator
1. Write a narrative in the form of fairy tales.
2. Understand the social function, text structure and linguistic elements of narrative.
3. Convey the narrative in writing about something based on the students' experience with the correct social function, text structure and linguistic element in context.
4. Competent to produce a narrative based on generic structure and language feature.

D. Learning Objective
After learning this material, students are expected to be able:
1. Determine the theme for writing narrative in fairy tales.
2. Understand the social function, text structure and linguistic elements of narrative
3. Convey the narrative in writing about something based on the students' experience with the correct social function, text structure and linguistic element in context.
4. Competent to produce a narrative based on generic structure and language feature.

E. Learning Materials
Narrative Text
   Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.
Structure of Narrative text
  1. Orientation : mention the places, times and introduce the characters.
  2. Evaluation   : contains problems that happen to the character
  3. Resolution   : the end of the story that may be happy or sad for the character
Linguistic elements:
  1. Vocabulary in fairy tales
  2. Verbs / Sentence structure
  3. Speech, word pressure, intonation when presenting orally

F. Learning Method
   1. Method : Discussion
   2. Technique : Peer Reviewing Technique

G. Media, Tool and Learning Source
      1. Media
        - Picture
        - Paper
      2. Tool
        - Black board
      3. Learning Resources
        - A Collection book of fairy tales
        - Text book class XI : Let's Learn English. Bumi Aksara: Jakarta.
        - LKS

H. Learning Steps
1. Opening Activity
     a. The researcher gives greeting to the students
     b. The researcher asks the students to pray before starting the lesson
     c. The researcher checking students attendance list
     d. The researcher gives brainstorming form of question that are appropriate to the material that will presented such as :
        -   Have you read folk legend ?
        -   What is title of folk legend have you read ?
        -   Can you tell me about the folk legend ?
      e. The researcher explains learning objectives to be achieved
      f. The researcher introduces Peer Reviewing technique as learning technique in Narrative Text generally.

2. Core Activity
    Pre-Writing
     a. The researcher introduces and explain the material.
     b. The researcher gives examples about narrative.

c. The researcher guide students to understand the example that has presented by the teacher.
d. The Researcher asks the students to make an example about narrative and write it in white board.
e. The researcher asks the students to make their group.
f. The researcher gives Peer Reviewing Technique sheet to each groups.
g. The researcher explains to the students about steps of Peer Reviewing Technique.

Whilst-Writing
a. The researcher gives a paper in which there is a picture related to fairy tale.
b. The researcher asks each group to creates a narrative story based on a picture given by the researcher.
c. The researcher gives the instruction to the students to start write a narrative with their group.
d. The students changes their narrative with another groups.
e. The researcher guided the students to assess the work of other groups based on Peer Reviewing Technique.

Post-Writing
a. The students asses the work of other group based on the peer reviewing technique, such as identification, classify, discussion, collaboration and reinforcement.
b. Each members of group should be active in assessing the work of other groups.
c. The students collects their narrative.

3. Closing Activity
a. The researcher and the students make a summary of the subject matter together.
b. The researcher ask questions to the students to help them reflect on their learning activities.
c. The researcher reminds the students to relearn the subject matter at home.
d. The researcher close the meeting and give motivation to the students.

I. Assessment
Knowledge Assessment

No	Components	Description
1	Content	23-25 = Excellent to very good
		16-19 = Good to average
		15-13 = Fair to poor
		12-10 = Very poor
2	Organization	18-22 = Excellent to very good
		15-17 = Good to average
		10-14 = Fair to poor
		7-9 = Very poor

No		Score				
3	Vocabulary	18-22 = Excellent to very good 15-17 = Good to average 10-14 = Fair to poor 7-9 = Very poor				
4	Language Use	22-25 = Excellent to very good 18-21 = Good to average 11-17 = Fair to poor 5-10 = Very poor				
5	Mechanics	5 = Excellent to very good 4 = Good to average 2 = Fair to poor 1 = Very poor				

No	Students' Name	Score				
		Content	Organization	Vocabulary	Language Use	Mechanics
1	…..					
2	…..					
3	…..					
4	…..					
27	…..					

Medan,   February 2018

English Teacher   Researcher

FRISSA KHAIRANI SAFITRI, S.Pd   **Firdha Khairani Siregar**

Headmaster of SMA AL-FATTAH Medan

AHMAD SAFWAN, S.Sos.I., S.Pd.I

APPENDIX 2
LESSON PLAN
CONTROL GROUP

School   : **SMA AL-FATTAH MEDAN**
Subject   : **English**
Class/ Semester : **XI/II**
Topic   : **Narrative Text**
Time   : **2 x 45 minutes**
Skill   : **Writing**

G. Core Competence
   2. Expressing meaning in short functional text and simple essay report, narrative, descriptive, spoof and analytical exposition in the daily life context.

H. Basic Competence
   2.1. Expressing meaning in monologue text by using a variety of spoken languages accurately, fluently and acceptable in the daily life context in narrative text.
   2.2. Expressing meaning and the rhetorical step in the essay by using a variety of written language accurately, fluently and acceptable in the daily life context in narrative text.

I. Indicator
   5. Write a narrative in the form of fairy tales.
   6. Understand the social function, text structure and linguistic elements of narrative.
   7. Convey the narrative in writing about something based on the students' experience with the correct social function, text structure and linguistic element in context.
   8. Competent to produce a narrative based on generic structure and language feature.

J. Learning Objective
   After learning this material, students are expected to be able:
   5. Determine the theme for writing narrative in fairy tales.
   6. Understand the social function, text structure and linguistic elements of narrative
   7. Convey the narrative in writing about something based on the students' experience with the correct social function, text structure and linguistic element in context.
   8. Competent to produce a narrative based on generic structure and language feature.

K. Learning Materials

Narrative Text

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

Structure of Narrative text

4. Orientation : mention the places, times and introduce the characters.
5. Evaluation   : contains problems that happen to the character
6. Resolution   : the end of the story that may be happy or sad for the character

Linguistic elements:

4. Vocabulary in fairy tales
5. Verbs / Sentence structure
6. Speech, word pressure, intonation when presenting orally

L. Learning Method

Method : Discussion

G. Media, Tool and Learning Source

1. Media
   - Picture
   - Paper
2. Tool
   - Black board
3. Learning Resources
   - A Collection book of fairy tales
   - Text book class XI : Let's Learn English. Bumi Aksara: Jakarta.
   - LKS

J. Learning Steps

1. Opening Activity

g. The researcher gives greeting to the students
h. The researcher asks the students to pray before starting the lesson
i. The researcher checking students attendance list
j. The researcher gives brainstorming form of question that are appropriate to the material that will presented such as :
   - Have you read folk legend ?
   - What is title of folk legend have you read ?
   - Can you tell me about the folk legend ?
k. The researcher explains learning objectives to be achieved

2. Core Activity

Exploration

h. The researcher introduces and explain the material.
i. The researcher gives examples about narrative.
j. The researcher guide students to understand the example that has presented by the teacher.

k. The researcher asks the students to give an example about narrative and write it in white board

Elaboration

f. The researcher asks the students to make their group.
g. The researcher gives a paper in which there is a picture related to fairy tales.
h. The researcher asks each group to creates a narrative story based on a picture given by the researcher.
i. The researcher gives the instruction to the students to start write a narrative with their group.

Confirmation

d. Each groups presents their narrative in front of the class
e. The students collects their narrative.

3. Closing Activity

e. The researcher and the students make a summary of the subject matter together.
f. The researcher ask questions to the students to help them reflect on their learning activities.
g. The researcher reminds the students to relearn the subject matter at home.
h. The researcher close the meeting and give motivation to the students.

K. Assessment
Knowledge Assessment

No	Components	Description
1	Content	23-25 = Excellent to very good 16-19 = Good to average 15-13 = Fair to poor 12-10 = Very poor
2	Organization	18-22 = Excellent to very good 15-17 = Good to average 10-14 = Fair to poor 7-9 = Very poor
3	Vocabulary	18-22 = Excellent to very good 15-17 = Good to average 10-14 = Fair to poor 7-9 = Very poor
4	Language Use	22-25 = Excellent to very good 18-21 = Good to average 11-17 = Fair to poor 5-10 = Very poor
5	Mechanics	5 = Excellent to very good 4 = Good to average 2 = Fair to poor 1 = Very poor

No	Students' Name	Score				
		Content	Organization	Vocabulary	Language Use	Mechanics
1	…..					
2	…..					
3	…..					
4	…..					
29	…..					

Medan,   February 2018

English Teacher   Researcher

(FRISSA KHAIRANI SAFITRI, S.Pd)   **(Firdha Khairani Siregar)**

Headmaster of SMA AL-FATTAH Medan

(AHMAD SAFWAN, S.Sos.I., S.Pd.I)

APPENDIX 3

INSTRUMENT OF RESEARCH

Test Item

Writing Test

PRE-TEST FOR EXPERIMENTAL AND CONTROL GROUP

Direction:

1. Write your name on the left top of your worksheet.

2. 60 minutes is allocated for this test.

3. Concern about Content, Language Use, Organization, Vocabulary, and

   Mechanism.

4. To make your work easily, make the narrative in Indonesia first,

   after that translated to English language.

EXERCISE:

You are expected to write an argumentative writing about "Fable". (at

least 100 words)

ATTENDANCE LIST

Name of School : SMA AL-FATTAH MEDAN

Class : XI IPA

Academic Year : 2017/2018

No	Students' Name	Meeting 1	Meeting 2	Meeting 3	Meeting 4
1	ABDUL AZIZ				
2	DANDI WICAKSONO				
3	DIWA RAMADANI				
4	DWI PRIA HANDIKA				
5	ENDANG AYU LESTARI				
6	FANNI SUNDARI				
7	FANNI UTARI				
8	IRVAN GADING R				
9	IZZAH ZULFA ULYA				
10	KARTIKA CANIA				
11	LIDYA LOYANDA				

12	MHD. HAMID SIREGAR				
13	MHD. SYAHRUL BAHARI				
14	NADIA NURJANNAH				
15	NOVIA DWI YANTI				
16	NOVI RAMADHANI				
17	NURUL OKTAVIA SARI				
18	RICKY TRIWIJAYA S				
19	RINA AYU NINGSIH				
20	RIO AHMAD PRAMUJA				
21	RIRIN ANNISA				
22	RIZKY AZHARI				
23	RIZKY RAMADHAN				
24	ROBBY MAHENDRA				
25	SARAH				
26	SITI RAMADHANI				
27	TEGUH ABDI MAULANA				

28	YUSFA NANDA LESTARI				
29	ZURAIDAH				

ATTENDANCE LIST

Name of School   : SMA AL-FATTAH MEDAN

Class   : XI IPS

Academic Year   : 2017/2018

No	Students' Name	Meeting 1	Meeting 2	Meeting 3	Meeting 4
1	AKBAR RASYID				
2	ANDRY AL AMIN				
3	ALDI SYAHPUTRA				
4	BRAHMANTIO				
5	DARMADI				
6	DWI INDRA PRASTIO				
7	ERIKSYAH				
8	FIKRI ARIANSYAH S				
9	IWAN RIZKI S				
10	JIHAN NAHILA				
11	KHAIRUN NISA BUNAIYA				
12	MELANIE TASYA				

13	M. BAGUS SYAHDILLAH				
14	M. BASRI SIPAYUNG				
15	M. FAHROZI AMRIN				
16	M. DIMAS PRAYUDA				
17	M. FAISAL				
18	M. SYAFIQ				
19	RICO SAPUTRA				
20	RIO EFENDI				
21	SRI LESTARI				
22	SACHARISSA PUTRI H				
23	SUKMA WARDANI S				
24	SUCI DWI YANTI				
25	SAFIRA AMALIA				
26	WIDIA NINGSIH				
27	WILLY ZEIN PRANATA				

APPENDIX 6

List of Students' Initial Name

School : SMA Swasta Al-Fattah Medan

Academic Year : 2017/2018

Class : XI IPA (Experimental Class)

No.	Students' Name	Students' Initial Name
1.	Abdul Aziz	AA
2.	Dandi Wicaksono	DW
3.	Diwa Ramadani	DR
4.	Dwi Pria Handika	DPH
5.	Endang Ayu Lestari	EAL
6.	Fanni Sundari	FS
7.	Fanni Utari	FU
8.	Irvan Gading R	IGR
9.	Izzah Zulfa Ulya	IZU
10.	Kartika Cania	KC
11.	Lidya Yolanda	LY
12.	M. Hamid Siregar	MHS
13.	M. Syahrul Bahari	MSB
14.	Nadia Nurjannah	NN
15.	Novia Dwi Yanti	NDY

16.	Novi Ramadhani	NR
17.	Nurul Oktavia Sari	NOS
18.	Ricky Triwijaya S.	RTS
19.	Rina Ayu Ningsih	RAN
20.	Rio Ahmad Pramuja	RAP
21.	Ririn Annisa	RA
22.	Rizky Azhari	RAZ
23.	Rizky Ramadhan	RR
24.	Robby Mahendra	RM
25.	Sarah	SA
26.	Siti Ramadhani	SR
27.	Teguh Abdi Maulana	TAM
28.	Yusfa Nanda Lestari	YNL
29.	Zuraidah	ZU

APPENDIX 7

List of Students' Initial Name

School   : SMA Swasta Al-Fattah Medan

Academic Year   : 2017/2018

Class   : XI IPS (Control Class)

No.	Students' Name	Students' Initial Name
1.	Akbar Rasyid	AR
2.	Andry Al Amin	AA
3.	Aldi Syahputra	AS
4.	Brahmantio	BR
5.	Darmadi	DA
6.	Dwi Indra Prastio	DIP
7.	Eriksyah	ER
8.	Fikri Ariansyah S	FAS
9.	Iwan Rizki S	IRS
10.	Jihan Nahila	JN
11.	Khairun Nisa Bunaiya	KNB
12.	Melanie Tasya	MT
13.	M. Bagus Syahdillah	MBS
14.	M. Basri Sipayung	MBP
15.	M. Fahrozi Amrin	MFA
16.	M. Dimas Prayuda	MDP

17.	M. Faisal	MF
18.	M. Syafiq	MS
19.	Rico Saputra	RS
20.	Rio Efendi	RE
21.	Sri Lestari	SL
22.	Sacharissa Putri H	SPH
23.	Sukma Wardani S	SW
24.	Suci Dwi Yanti	SDY
25.	Safira Amalia	SA
26.	Widia Ningsih	WN
27.	Willy Zein Pranata	WZP

Nama : Teguh Abdi Maulana
Kelas : XI-IPA
Study : Bahasa Inggris.

The mouse Deer and The Elephant

One day, there was a mouse deer. He was trapped in a
hole that had been made by a group of hunters
The mouse deer screamed for help but no one heard him. it
was happy and asked for help but the elephant was not
smart enough to help him. The elephant did not know how
to do.

In the end, the mouse deer got a bright idea. He said to
the elephant, "Come down here! come down to this hole so you
can help me get out!" Foolishly The elephant agreed and
followed the mouse deer's order. The Elephant jumped down
to the hole.

Of Course the mouse deer quickly hopped on the elephant
body and then hopped out of the hole. He was free and
leaving the elephant trapped in the hole in turn

C : 24
O : 13
√ : 11
Lu : 11
M : 4

(63)

Nama: TEGUH ABDI MAULANA
Kelas: XI IPA
B. Study: B. Inggris.

example of narrative text.

The crow and the Jug

On hot a day, a thirsty crow flew over afield looking for water. For along time, she could not find any. she left very exhasted. She almost gave up.

Suddenly. She (see) ^saw water Jug below her. She flew straight down to see if there was any water inside. It was (suprise) because surprised there was some water inside the Jug.

The crow tried to push her head into the Jug. Sadly she fand that heell of the Jug was too narrow. Then she tried to push the Jug down for the water to flow out but she found that the Jug was too heavy.

The crow thought hard for awhile. Then she was looking arrou around. She (see) ^saw some pebbles. She suddenly had a good idea. She started picking up the pebbles one by one, dropping it into the Jug. As more and more pebbles filled the Jug, the water level kept rising. Soon it was high enough for the crow to drink.

"it's working" she said

C : 24
O : 15
V : 17
W : 18
M : 4

⟨78⟩

APPENDDIX 9

DOCUMENTATION OF RESEARCH

A. Activities in Experimental Class

Picture 1. The researcher introduced and explained the material

Picture 2. The students gave attention to the material

Picture 3. The students did pre-test

Picture 4. The researcher asked the students to make their group

Picture 5. The researcher gave the instruction to the students to start write a narrative with the group

Picture 6. The students gave assessment of their Friend's Narrative based on Peer Reviewing Technique

Picture 7. Each groups presented their friend's narrative

Picture 8. The students did post-test

B. Activities in Control Class

Picture 1. The researcher introduced and explained the material

Picture 2. The students gave attention to the material

Picture 3. The students did pre-test

Picture 4. The students collected their Narrative

Picture 5. The researcher asked the students to make their group

Picture 6. The researcher gave the instruction to the students to start write a narrative with the group

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa   : Firdha Khairani Siregar

NPM   : 1402050068

Prog. Studi   : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Peer Reviewing Technique on Students' Achievement in Writing Narrative	Acc 16/11 -
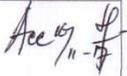
Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing
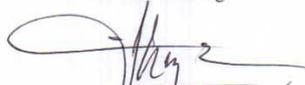
Hj. Darmawati, S.Pd, M.Pd

Medan, 16 November 2017
Hormat Pemohon,

Firdha Khairani Siregar

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id
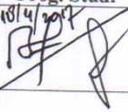
Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

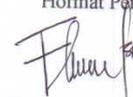Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Firdha Khairani Siregar
NPM	: 1402050068
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	:133 SKS

IPK= 3,47

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
18/4/20..	The Effect of Peer Reviewing Technique on Students' Achievement in Writing Narrative	
	Improving the Students' Reading Comprehension Through Herringbone Pattern Technique	
	Improving the Students' Reading Comprehension Through Neurological Impress Method (NIM)	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 16 November 2017
Hormat Pemohon,

Firdha Khairani Siregar

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa   : Firdha Khairani Siregar
NPM   : 1402050068
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Peer Reviewing Technique on Students' Achievement
in Writing Narrative

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Hj. Darmawati, S.Pd., M.Pd

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 22 November 2017
Hormat Pemohon,

Firdha Khairani Siregar

Keterangan
Dibuat rangkap 3 :   -   Untuk Dekan / Fakultas
                     -   Untuk Ketua / Sekretaris Prog. Studi
                     -   Untuk Mahasiswa yang Bersangkutan

==

Nomor   : 405 /II.3-AU /UMSU-02/F/2017
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
            Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah
Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen
pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa   : FIRDHA KHAIRANI SIREGAR
N P M   : 1402050068
Program Studi   : Pend. Bahasa Inggris
Judul Skripsi   : The Effect of Peer Reviewing Technique on Students'
                      Achievement in Writing Narrative

Pembimbing   : Hj. Darmawati.,S.Pd.,M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis
proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak
   sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **22 Nopember 2018**

Medan, <u>03 rab. Awwal   1439 H</u>
22 Nopember   2017 M

Wassalam
Dekan

Dr. Elfrianto .,M.Pd.
NIDN 0115057302

Dibuat rangkap 4 (Empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor	: 1151 /II.3/UMSU-02/F/2018	
Lamp	: ---	
H a l	: Mohon Izin Riset	

Medan, <u>22 Jum. Awal 1439</u> H
08 Februari   2018 M

Kepada Yth, Bapak/Ibu Kepala
SMA Swasta Al-Fattah Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	:	Firdha Khairani Siregar
N P M	:	1402050068
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	The Effect of Using Peer Reviewing Technique On Students' Achievement in Writing Narrative.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. Elfrianto Nst, S.Pd, M.Pd.
NIDN ★0115057302

** Pertinggal **

YAYASAN PERGURUAN AL-FATTAH
SMP – SMA – SMK (SMEA & STM) AL-FATTAH
Jalan Cemara No. 172 P. Brayan Darat II Kec. Medan Timur
Kode Pos 20239 Telepon (061) 6612747

Nomor : 422/997A/SMA.Alf/II/2018   Medan, 22 Februari 2018
Lamp : -
H a l : *Surat Balasan Riset*

Kepada
Yth   :DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Universitas Muhammadiyah Sumatera Utara

Jl. Kapten Muchtar Basri No. 3

Di –

Tempat

Dengan hormat,

Membalas Surat Saudara Nomor : 1151/II.3/UMSU-02/F/2018, hal Permohonan Izin Riset.

Dengan ini kami beritahukan bahwa :

Nama   : **FIRDHA KHAIRANI SIREGAR**

NPM   : 1402050068

Program Studi   : Pendidikan Bahasa Inggris

Judul Penelitian : **" The Effect of Using Peer Reviewing Technique On Students'**
                   Achievement in Writing Narrative."

Benar telah selesai mengadakan Riset untuk Penyusunan Skripsi S-1 di SMA Swasta Al-Fattah Medan pada tanggal 19 Februari 2018 s/d 28 Februari 2018.

Demikian hal ini kami sampaikan untuk dapat dipergunakan seperlunya.

Hormat Kami,
Kepala Sekolah

AHMAD SAFWAN, S.Sos.I.,S.Pd.I

Cc. File

CURRICULUM VITAE

Name   : Firdha Khairani Siregar

Place and Date Birth   : Lima Puluh, 06 Maret 1997

Age   : 21 Years old

Gender   : Female

Nationality   : Indonesian

Religion   : Islam

Marital status   : Not Married

Address   : Simpang Nangka Dsn.VII Lubuk Cuik. Kec. Lima Puluh
                          Kab. Batu Bara

Phone Number   : 0821-7030-3982

Email   : firdhakhairani9@gmail.com

Parents' Name

Father   : Khairul Aman Siregar

Mother   : Harnizam

Address   : Simpang Nangka Dsn.VII Lubuk Cuik. Kec. Lima Puluh
                          Kab. Batu Bara

Education

2002-2009   : SD Negeri 010195 Tanah Hitam Hilir

2009-2011   : SMP Negeri 3 Lima Puluh

2011-2014   : SMA Negeri 1 Air Putih

2014-2018   : Students of English Department Faculty of Teachers'
                          Training and Education, Umsu 2018 Until Reaching The
                          Degree of Sarjana