

**THE INFLUENCE OF A PEER ASSISTED WRITING ACTIVITY  
ON NARRATIVE WRITING SKILL OF THE FIRST  
YEAR STUDENTS AT SMAN 2 DUMAI**

A Thesis

Submitted to Fulfill One of Requirements  
For Undergraduate Degree in English Education



**BY**

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PEKANBARU  
1432 H/2011 M**

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## SUPERVISOR APPROVAL

The thesis entitled “*The Influence of a Peer Assisted Writing Activity on Narrative Writing Skill of the First Year Students at SMAN 2 Dumai*” is written by Rani Nofrianti, NIM. 10714000786. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Jumadil Akhir 01, 1432 H  
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Pekanbaru, Rajab 06, 1432 H  
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## ACKNOWLEDGEMENT

In the name of Allah, the most gracious and the most merciful, praise belongs to Allah Almighty the lord of Universe. Through His guidance and His blessing, the writer has completed this academic requirement for the award of bachelor degree at the Department of English Education, Faculty of Education and Teacher Training of State Islamic University (UIN) Sultan Syarif Kasim Riau.

The title of this thesis is the influence of a peer assisted writing activity on narrative writing skill at the first year students of SMAN 2 Dumai.

In this occasion, the writer would like to express the great thanks to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Dr. Hj. Helmiati, M. Ag, the Dean of Education and Teacher Training Faculty and all staff.
3. Dr. Hj. Zulhidah, M. Pd, the Chairperson of English Education who has given me correction, suggestion, support, advice, and guidance in completing the thesis.
4. Bukhori, S. Pd. I, M. Pd, the Secretary of English Education Department who has given me correction, suggestion, support, advice, and guidance in completing the thesis.
5. Drs. H. Kalayo Hasibuan, M.Ed TESOL, my beloved supervisor who has given me correction, advise, motivation, and guidance in finishing the thesis.
6. Nur Aisyah Zulkifli, M. Pd, as the first rater in this research, and also helped and borrowed me the books that related in my thesis.
7. Kurnia Budi Yanti, M. Pd, as the second rater in this research.
8. All Lecturers who have given me their knowledge and information through the meeting in the class or personally.
9. My lovely Parents, Iskandar and Maisalmah who have given me the meaningful and useful supports and also their sacrifice until right now.

10. My sister, Ramailis, and her husband, Ilham Afandy, who have given me support and motivation to accomplish the thesis.
11. My brothers, Rahmat Fauzi, M. Fajri Kurniawan, Kholilurrahman, and Rafiqqurrahman who have given me support and motivation to accomplish the thesis.
12. The Headmaster of SMAN 2 Dumai, Dra. Heppi Syuryani, Zulfahmi, S. Pd as the English teacher, and all of the staff in that help me in finishing this research.
13. My beloved friends: Nova Wesnita, Ilma Febiastuti, Najathul Hamimah, Afridayani Nasution, Dewi Ardiyanti, and Chinta Paramitha who have given me support to accomplish the thesis.
14. My best friends, all of the member of E class: Ruli, Neneng, Khairin, Taufiq, Dewi, Meri, Feni, Siti, Geni, Ires, Dian MJ, Dian RS, Fendi, Devi, Sufiani, Ela, Etek, Bela, Fransiska, Zely, Johari, Fajri, Wahyudi, Susi, and Hendrianto. Thanks for your support. We always be classmates and friends forever.
15. For all people who have given me the great support in conducting and finishing this thesis, this cannot be written one by one.

Finally, the writer really realizes that there are many weaknesses in the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord or universe bless you all. Amin...

Pekanbaru, May 05, 2011

The Writer

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## ملخص

راني نوفريانتي (2011): تأثير a Peer Assisted Writing Activity إلى مهارة الطلاب في كتابة النصوص القصية لطلبة الصف الأول بالمدرسة العليا الحكومية 2 دوماي.

إن الكتابة من المهارة التي وجب على الطلاب إتقانها. بناء على المنهج الدراسي بالمدرسة العليا الحكومية 2 دوماي، وجدت فيه كفائنين أساسيين. أولاً، إلقاء المعاني في النصوص الكتابية الوظيفية القصيرة الرسمية و غير الرسمية باستخدام اللغة الكتابية بصورة دقيقة، طاققة و مقبولة. ثانياً، إلقاء المعاني و الخطوات البلاغية بصورة دقيقة، طاققة و مقبولة باستخدام لغة مختلفة في النصوص بشكل التعديد، القصية و المنهجية. ومع ذلك، لا بد لطلاب الصف الأول بالمدرسة العليا الحكومية 2 دوماي أن يقدروا على كتابة النصوص القصية. وفي الواقع، أن قدرتهم ضعيفة، مع أن المدرسين قد درسوهم جميع المواد مع تقديم الواجبات إليهم. ومع ذلك تأتي الباحثة بأسلوب في تعليم الكتابة القصية. وتسمى هذا الأسلوب a Peer Assisted Writing Activity.

والهدف الرئيسي لهذه الدراسة لمعرفة سواء هناك تأثير مهم من a peer assisted writing activity إلى مهارة الطلاب في كتابة النصوص القصية لطلبة الصف الأول بالمدرسة العليا الحكومية 2 دوماي.

المواضيع في هذه الدراسة طلبية الصف الأول بالمدرسة العليا الحكومية 2 دوماي. ومجموع الأفراد في هذه الدراسة بقدر 384 طالب. وأخذت الباحثة قدر 80 طالبا لبعينات هذه الدراسة. وقد انقسموا إلى الفصلين. 40 طالبا للفصل الضابط و 40 كالبا للفصل التجربة. وفي أخذ العينات استخدمت الباحثة عينات عشوائية عنقودة وفي جمع البيانات استخدمت الباحثة الاختبار وفي تحليلها استخدمت الباحثة ت-الاختبار للعينات التي لا ترتبط من خلال البرنامج س ف س س الإصدار السابع عشر.

وبعد تمام الدراسة، وبعد تحليلها و حساب البيانات باستخدام البرنامج س ف س س الإصدار السابع عشر، والنتائج من الطلاب الدراسين باستخدام طريقة تقليدية على المستوى كفاية. ويبدو هذه الحال من نتائجهم وهي 64.83. وكانت النتائج للطلاب الدراسين باستخدام a peer assisted writing activity كانوا على المستوى جيد ويبدو من نتائجهم وهي 78.15. وكانت نتائج التأثير من a peer assisted writing activity إلى مهارة الطلاب في كتابة النصوص القصية لطلبة الصف الأول بالمدرسة العليا الحكومية 2 دوماي جيد إما في المستوى 1 في المائة (1.99) و 5 في المائة (2.64) والنتيجة ت بقدر 9.470. واستنتجت الباحثة أن الفرضية الصفرية مرفوضة و الفرضية البديلة مقبولة وأن هناك أثراً دالاً من a peer assisted writing activity إلى مهارة الطلاب في كتابة النصوص القصية لطلبة الصف الأول بالمدرسة العليا الحكومية 2 دوماي.

## ملخص

راني نوفرانتي (2011): تأثيرُ مُساعدةِ النَّظيرِ لِأَنْشِطَةِ الْكِتَابَةِ إِلَى مَهَارَةِ  
الطُّلَّابِ فِي كِتَابَةِ النُّصُوصِ الْقِصِّيَّةِ لَطَلَبَةِ الصَّفِّ  
الأوَّلِ بِالْمَدْرَسَةِ الْعُلْيَا الْحُكُومِيَّةِ 2 دُومَايِ.

## ABSTRACT

### **Rani Nofrianti (2011): “The Influence of a Peer Assisted Writing Activity on Narrative Writing Skill of the First Year Students at SMAN 2 Dumai”.**

Writing is one of the language skills that should be mastered by the students. Based on the syllabus, especially at SMAN 2 Dumai, there are two basic competences. First, expressing the meaning in short functional texts either formal or informal by using written language accurately and fluently. Second, expressing the steps of rhetorical accurately and fluently by using written language in recount texts, narrative texts, and procedure texts. Thus, the first year students of senior high school should master to write some genres, one of them is narrative texts. In reality, the students narrative writing skill still low, although the teacher already explain of the material and also give the assignment to the students. Because of that, the writer offers a technique in teaching narrative writing skill named A Peer Assisted Writing Activity.

The main focus of this research is to find out whether there is any significant influence of a peer assisted writing activity on narrative writing skill at the first year students of SMAN 2 Dumai or not.

The subject of this research was the first year students of SMAN 2 Dumai. The total of population was 384 students. In this research, the writer took 80 students as the sample. They were divided into two groups: 40 students for control group and 40 students for experimental group. In choosing the sample the writer used cluster random sampling technique. In collecting data, the writer used test. Then, in analyzing the data, the writer used independent sample T-test by using SPSS 17 version.

After conducting the research, analyzing and calculating the data by using SPSS 17 Version, is found that the result of students' narrative writing skill taught by conventional method at the first year students of SMAN 2 Dumai was categorized into enough category. It could be proved which is the mean score was 64.83, the result of students' narrative writing skill taught by a peer assisted writing activity at the first year students of SMAN 2 Dumai was categorized into good category. It could be proved which is the mean score was 78.15. In addition, the result of the influence of a peer assisted writing activity on narrative writing skill at the first year students of SMAN 2 Dumai was significant both in of 1% (1.99) and 5% (2.64), the T- obtained was 9.470.

Consequently, the writer concludes that the null hypothesis is rejected ( $H_0$ ), whereas the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a significant influence of a peer assisted writing activity on narrative writing skill at the first year students of SMAN 2 Dumai. In other words, A Peer Assisted Writing Activity is appropriate technique in teaching narrative text at SMAN 2 Dumai.



## ABSTRAK

**Rani Nofrianti (2011) : “ Pengaruh dari A Peer Assisted Writing Activity pada keterampilan menulis narasi pada siswa-siswa kelas 1 SMAN 2 Dumai.”**

Tujuan utama dari penelitian ini adalah untuk mencari apakah ada pengaruh yang significant dari “A Peer Assisted Writing Activity pada keterampilan menulis narasi pada siswa-siswa kelas 1 SMAN 2 Dumai atau tidak.

Subjek dari penelitian ini adalah siswa-siswa kelas 1 SMAN 2 Dumai. Populasi dari penelitian ini berjumlah 384 siswa. Dalam penelitian ini, penulis hanya mengambil 80 siswa sebagai sample. Mereka terbagi dalam dua kelas: 40 siswa untuk kelas control dan 40 siswa untuk kelas eksperimen. Dalam pengambilan sample, penulis menggunakan cluster random sampling. Dalam pengumpulan data, penulis menggunakan test. Kemudian, dalam penganalisaan data, penulis menggunakan T-test untuk sample yang tidak berkorelasi dari program SPSS 17.

Setelah melaksanakan penelitian, menganalisa dan menghitung data dengan menggunakan program SPSS 17, hasil dari siswa yang diajar dengan menggunakan metode konvensional pada siswa-siswa kelas 1 SMAN 2 Dumai dapat dikategorikan kedalam kategori cukup. Ini dapat dibuktikan dari mean skornya yaitu 64.83. Hasil dari siswa yang diajar dengan menggunakan A peer assisted writing activity pada siswa-siswa kelas 1 SMAN 2 Dumai dapat dikategorikan kedalam kategori baik. Ini dapat dibuktikan dari mean skornya yaitu 78.15. Kemudian, hasil dari Pengaruh a peer assisted writing activity pada keterampilan menulis narasi pada siswa-siswa kelas 1 SMAN 2 Dumai adalah signifikan baik pada level 1% (1.99) maupun 5% (2.64), nilai T yang diperoleh adalah 9.470.

Jadi, penulis menarik kesimpulan bahwa hypothesis nol ( $H_0$ ) ditolak dan hipotesis alternative ( $H_a$ ) diterima. Itu berarti dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari A peer assisted writing pada keterampilan menulis narasi pada siswa-siswa kelas 1 SMAN 2 Dumai.

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## CHAPTER I

### INTRODUCTION

#### **A. Background**

Writing is one of the language skills that should be mastered by students. Some students think that writing is very difficult subject because there are many aspects that should be considered. They are content, mechanics, form, style, and grammar. Because of that, they said that writing is not easy. In writing, the students should understand how to start their writing, find several ideas, develop their ideas in writing texts, revise their writing, and make the final writing as well as possible. Briefly, the students should understand how to communicate their ideas in writing itself.

Based on school based curriculum (KTSP), the goal of learning process is to develop the skills of communication. It means not only develop students' skills in speaking, but also in writing, reading and listening. Concerning in writing skills, there are two basic competences. First, expressing the meaning in short functional texts either formal or informal by using written language accurately and fluently. Second, expressing the steps of rhetorical accurately and fluently by using written language in recount texts, narrative texts, and procedure texts.<sup>1</sup> Thus, the first year students of senior high school should master to write some genres, one of them is narrative texts.

SMAN 2 Dumai is one of schools that also imply School Based Curriculum (KTSP). In SMAN 2 Dumai, English is taught twice a week with

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<sup>1</sup> Syllabus for the First Year Students' at SMAN 2 Dumai.

time duration 45 minutes. Based on the syllabus for the first year students SMAN 2 Dumai, students should be able to express their idea into narrative text. Narrative text is telling or relating occurrences or a series of event.<sup>2</sup> In writing narrative text, the students should write their writing fluently and accuracy. In fluency, the students should able to put generic structures in narrative. In the first stage or we called orientation, it tries to introduce the main characters in a setting time or place. In complication, the pattern of events becomes a serious problem for one or more of the characters. In resolution, the problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main character has changed as a consequence of the experience.<sup>3</sup> Therefore, the students should be able to determine the characters, to sequence series of even, and to find the resolution in the story.

Besides, in accuracy, the students should be able to use the correct spelling, punctuation, and grammar that are related in narrative as well as possible to avoid misunderstanding or misinterpretation.<sup>4</sup>

Based on the writer's preliminary research, in teaching and learning process in SMAN 2 Dumai, especially in teaching narrative text, the teacher used conventional method in which the teacher explained the material every meeting. After that, teacher gave the assignment and homework. Besides,

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<sup>2</sup> Syafi'i, Fauzan Ansyari and Jonri Kasdi, *The Effective Paragraph Developments*. The Process of Writing for Classroom Setting. (Pekanbaru: LSBI, 2007), p.16.

<sup>3</sup> Departement of School Education and Training, *English K-6 Modules*. (Sydney: Board of Studies NSW, 1998). p.37.

<sup>4</sup> Pardiyo, *Pasti Bisa Teaching Genre Based on Speaking*, (Yogyakarta: CV. Andi Offset, 2009), p.79.

teacher also asked the students to make a group, but it was seldom done by teacher. So, the students usually did the assignment by themselves.

Ideally, students' narrative writing should be good because the teacher has explained the material before giving the assignment to the students and the teacher also make group discussion, but in reality the students' narrative writing skill is still low. These symptoms can be seen from the following phenomena:

1. Some of students have a lot of vocabulary, but they do not have ability to express their idea in writing narrative text.
2. Some of students are not able to use simple past tense in writing narrative text.
3. Some of students are not able to find the characters in narrative text.
4. Some of students are not able to find the sequence series of event.
5. Some of students are not able to find the resolution in the story.
6. Some of students always make errors in punctuation and spelling.

Actually, there are some methods that can be used in writing narrative text in order to develop the students' skills. One of the methods is collaborative writing activity. In collaborative writing activity, there are some techniques. One of them is a peer assisted writing activity. In a peer assisted writing activity, the teacher pairs up the students based on their writing level. Perogy and Boyle stated that pairing students up in writing is an ideal way to



promote learning effectiveness.<sup>5</sup> It not only gives teachers more quality time to work with students but also provides students with plenty of opportunities to brainstorming ideas and to learn from each other. The students who has the high writing level, plays the role as the helper, and the students who has the lower writing level, plays the role as the writer. After pairing up the students, the teacher has each pair perform warm-up activities to create a comfortable atmosphere that helps the students in pair. The activities should be focused on promoting students' friendship and helping them get to know each other.

In a peer writing activity, the students can develop their ideas easily because the students as the helper will give some guidance to stimulate the writer idea, such as what happened, where did it happened, who are the main characters in this story, and etc.<sup>6</sup> After finishing their writing, they make a draft, and the writer reads the writing. Next, they will edit their writing such as meaning, order, style, punctuation, and spelling. At the last, they give to the teacher. After finishing all of the activities, the teacher will evaluate the result of the writing. So, in peer assisted writing activity, the students not only develop their idea, but they can edit the grammar error, spelling, and some problems that exist in writing narrative text.

For these reasons, the writer is interested in crying out a research entitled: **“The Influence of A Peer Assisted Writing Activity on Narrative Writing Skill of The First Year Students at SMAN 2 Dumai”**.

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<sup>5</sup> Prof. Dr. H. Zainil, Dip. TEFL., B.A., M. A., Ph. D (Compiler). *TEFL/ TESOL*. (University of Padang, 2008), p. 57.

<sup>6</sup> *Ibid*, p.59.

## **B. Problem**

### **1. Identification of the Problems**

Based on the background and the phenomena on the difficulties and intricacies encountered by the students, thus the problems of this research are identified in the following identifications:

- a. Why do some of students not have ability to express their idea in writing narrative text although they have a lot of vocabulary?
- b. Why are some of students not able to use simple past tense in writing narrative text?
- c. Why are some of students not able to find the characters in narrative text?
- d. Why are some of students not able to find the sequence series of event?
- e. Why are some of students not able to find the resolution in the story?
- f. Why do some of students always make errors in punctuation and spelling?

### **2. Limitation of the Problems**

There are many problems in this research, so the writer limits the problems as follow:

- a. The students' narrative writing skill taught by conventional method at the first year students' of SMAN 2 Dumai.
- b. The students' narrative writing skill taught by a peer assisted writing activity at the first year students' of SMAN 2 Dumai.

- c. The influence of a peer assisted writing activity on narrative writing skill at the first year students' of SMAN 2 Dumai.

### **3. Formulation of the problems**

The problems in this research can be formulated as follows:

- a. How is students' narrative writing skill taught by conventional method at the first year students of SMAN 2 Dumai?
- b. How is students' narrative writing skill taught by a peer assisted writing activity at the first year students of SMAN 2 Dumai?
- c. Is there any significant influence of a peer assisted writing activity on narrative writing skill at the first year students of SMA N 2 Dumai?

### **C. Reason for Choosing the Title**

The writer is interested doing this research for the following reasons:

1. The writer is interested in finding out the students' narrative writing skill taught by using a peer assisted writing activity at the first year students of SMA N 2 Dumai.
2. The research is relevant to the writer as a student of English Education Department.
3. As far as the writer is concerned, the title of this research has never been raised by any researcher.

#### **D. Objective of the Research**

1. To find out how the students' narrative writing skill taught by conventional method at the first year students of SMAN 2 Dumai is.
2. To know how the students' narrative writing skill taught by a peer assisted writing activity at the first year students of SMAN 2 Dumai is.
3. To find out is there any influence of a peer assisted writing activity on narrative writing skill at the first year students' of SMAN 2 Dumai.

#### **E. Significance of the Research**

The writer hopes that the finding of this research will be provide the contribution and information to:

1. Enlarge the writer's knowledge about the research especially the writer's insight scientifically in the topic of a peer assisted writing activity on narrative writing skill.
2. Give information about the students' narrative writing skill after taught by a peer assisted writing activity either for teacher or students at the first year of SMAN 2 Dumai.
3. Fulfill one of the requirements in finishing the writer's study at the English Education Department of University of Sultan Syarif Kasim Riau.

## F. Definition of the Key Term

To avoid misunderstanding and misinterpreting toward the term used in this research, it needs some explanation and definition about the meaning of the terms used in this research:

### 1. Influence

Influence is the effect that somebody or something has on the way a person thinks or behaves or on the way that works or develops.<sup>7</sup> Influence in this research means the effect of a peer assisted on narrative writing skill at the first year students' of SMAN 2 Dumai.

### 2. A Peer Assisted Writing Activity

A peer assisted writing activity is one of the techniques in collaborative writing where the students will be paired up by the teacher. Actually, peer can be group or pair. In this research, the writer focuses on pair. So, A peer assisted writing activity in this research means a technique that is used by the teacher to teach narrative writing skill at the first year students' of SMAN 2 Dumai.

### 3. Narrative

A narrative is one of the kinds of genres that use to storytelling. Besides, narrative is the act process of telling a story.<sup>8</sup> The focus of a narrative is the plot. When creating a narrative, authors must determine their purpose, consider their audience, establish their point of view, use dialogue, and

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<sup>7</sup> Hornby. *Oxford Advanced Learner Dictionary* 7<sup>th</sup> Ed. (New York : Oxford University Press, 2005), p. 496.

<sup>8</sup> *Ibid.*, p.1013.

organize the narrative. A narrative is usually arranged chronologically.<sup>9</sup> They are orientation, complication, and resolution. Narrative in this research means a kind of genre that will be written to storytelling by the students at the first year students' of SMA N 2 Dumai.

#### 4. Writing Skill

Writing skill is specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.<sup>10</sup>

#### 5. Narrative Writing Skill

Narrative is something that is narrated: STORY.<sup>11</sup> Writing skill is specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Thus, narrative writing skill in this research means specific abilities which help the students write narrative text (story telling) at the first year students of SMA N 2 Dumai.

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<sup>9</sup> <http://en.wikipedia.org/wiki/Essay>.

<sup>10</sup> [http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatarewriting\\_skills.htm](http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatarewriting_skills.htm). on June, 14, 2010.

<sup>11</sup> [http://wik.ed.uiuc.edu/index.php/Narrative\\_prose](http://wik.ed.uiuc.edu/index.php/Narrative_prose). on June, 8, 2010.



## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Writing

In the term of skills, producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language. It something most native speaker never master.<sup>1</sup> This difficulty also happened in second language learners. Although writing is very difficult, the students should be able to produce a good writing because the ability to write well organized and concised text is very crucial to the students' success in almost all subjects in their school.

Writing is one of the skills learning strategies. It can be used as a tool to convey our intended meaning to others besides speaking. Even though writing and speaking are a communicative act, but there are some differences among them. In writing, we should have knowledge perfectly to use the correct composition because if our text is being read by reader, we cannot correct our mistake and revise our statement directly to the readers, while in speaking when we speak with the audience, we can repeat our statement if the audience do not understand what we have said.

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<sup>1</sup> David Nunan. *Second Language Teaching and Learning*. (Boston: Heinle&Heinle Publishers, 1999), p. 271.



Jacobs et al stated that there are five criteria to assess in writing, they are:<sup>2</sup>

a. Content

The ability to think and develop the ideas creatively.

b. Organization

It is well organized, cohesive, ideas clearly, stated and logically sequenced.

An essay can be said as coherence if its paragraphs are woven together or flow into each other.

c. Vocabulary

The writer should master in using effective words, word choices, and idiom.

d. Language use

In writing paragraphs or texts, the knowledge of grammar is very important. For example a few make a error in our writing.

e. Mechanics

In writing, the writer should master mechanics. Say for example master in punctuation, spelling and capitalism.

Besides the components that should exist in our writing, we also should know the purpose of our writing itself. The purpose of writing, in principle, is the expression ideas, the conveying of a message to the reader; so our ideas should arguably be seen as the most important aspect of the writing.

On the other hand, the writers also need to pay some attentions to formal

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<sup>2</sup>Athur Hughes. *Testing for Language Teachers*. 2<sup>nd</sup>Ed.(USA: University Press, 2003), p. 104.

aspect, such as neat handwriting, correct spelling and punctuation as well as acceptable grammar and careful selection of vocabulary, because much higher standards of language are normally demanded in writing than speech: more careful constructions, more precise and varied vocabulary, and more correctness of expression in general.<sup>3</sup> It is clear that, in writing we need skill in order to make a good writing, develop our ideas well, and make reader understand what we want to say, and the most important is we should make correction about our writing before conveying to the reader.

In other hand, several authors on writing make the important point that writing is a process of encoding (putting your message into words) carried out with a reader in mind.<sup>4</sup> It means that as the writers, of course, we need to communicate our messages, ideas, or feelings to readers with a very clear meaning through as a means of written communication. Knowing audience will help us reach our goal of communication clearly and affectively.<sup>5</sup> Briefly, considering the audience is one of the important aspects in writing.

In learning English, the first year students should be able to write some genres, they are narrative text, recount text and procedure text. Narrative text is a text that tells story and has series of event.<sup>6</sup> Recount text is a text that tells

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<sup>3</sup> Penny Ur. *A Course in Language Teaching-Practice and Theory*.(United Kingdom: Cambridge University Press, 1996), p. 163.

<sup>4</sup> Jo McDonough and Christopher Shaw. *Materials and Methods in ELT: A Teacher's Guide*. 2<sup>nd</sup> Ed. (United Kingdom, Blackwell Publishing, 2005), p. 161.

<sup>5</sup> Syafi'i. *From Paragraphs to A Report: A writing of English for Academic Purpose*. (Pekanbaru:LBSI, 2007), p. 2.

<sup>6</sup> Syafi'i, Fauzan Ansyari and Jonri Kasdi, *The Effective Paragraph Developments*. The Process of Writing for Classroom Setting. (Pekanbaru: LSBI, 2007), p.58.

personal experience.<sup>7</sup> Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps.<sup>8</sup> Every genre has different function, grammatical structure, and purpose. In written, as in spoken language, genres are typified as by a particular structure and by grammatical form that reflect the communicative purpose of the genre in question. It will recall that genre theorists argue that language exist to fulfill certain functions, and these functions will determine not only the grammatical items that appear in a text but also the several shapes or structures of the discourse that emerges as people communication with other.<sup>9</sup> Thus, in this research, the writer focuses on explain about writing narrative text.

## 2. The Nature of Narrative Writing

Narrative is one of the types of writing that should be mastered by students especially for the first year students of senior high school. Narrative is a story that is created by someone and has a series of even. Hornby stated that narrative means story or orderly account or events. In narration, the text usually tries to write the composition based on his/her personal experience.<sup>10</sup> Besides, narration is story telling.<sup>11</sup> Whether is tells a true story or fiction, a narrative text gives an account of one or more experiences. It tells a story to make a point or explain an idea or event.<sup>12</sup> There are several kinds of narrative

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<sup>7</sup> Drs. Kalayo Hasibuan and Fauzan Ansyari. *Teaching English As A Foreign Language (TEFL)*. (Pekanbaru, Alaf Riau Graha UNRI Press, 2007), p. 130.

<sup>8</sup> <http://raynal.wordpress.com/2010/02/27/procedure-text>.

<sup>9</sup> David Nunan, *Op.cit*.p.280

<sup>10</sup> Syafi'i, Fauzan Ansyari and Jonri Kasdi, *Loc.cit*.

<sup>11</sup> *Ibid.*, 53

<sup>12</sup> *Ibid.*

text such as fairytales, legends, plays, cartoon and adventure stories.<sup>13</sup> All of type narrative texts have the social purpose to entertains and instruct the listener. Narratives entertain because they deal of with the unusual and unexpected development or evens. They instruct because they reach the reader and listener that problems should be confronted, and attempts made to resolve them.<sup>14</sup> After we write narrative text, we hope our reader will be entertained by our writing.

Besides the social purposes, the narrative texts also have the generic structures. Narratives are usually organized to include:<sup>15</sup>

- a. Orientation. In this stage, the writer tries to introduce the main character/s in setting of time and place.
- b. Complication. In this stage, a sequence of events, which may begin in a usual pattern of events, becomes a problem for one or more characters.
- c. Resolution. In this stage, the problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main character/s has changed as a consequence of the experience.
- d. Coda. This stage is optimal. It makes explicit how the character/s has changed and what has been learned from the experience.

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<sup>13</sup> Drs. Kalayo Hasibuan and Fauzan Ansyari. *Op.cit.* p. 130.

<sup>14</sup> Departement of School Education and Training, *Op.cit.* p.37.

<sup>15</sup> *Ibid.*, p.113.

### 3. The Nature of Narrative Writing Skill

Narrative is *something that is narrated: STORY*.<sup>16</sup> Writing skill is specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

In writing narrative text, all of the generic structure (chronological order) should exist in our writing. It is very crucial because if we do not put one of the generic structures, our writing will not be a good writing and makes the reader confuse about our writing.

In other sides, in mastering narrative texts, there are common grammatical features of narrative texts, they are:<sup>17</sup>

- a. Use of particular nouns to refer to or describe the particular people, animal, and things that the story is about, e.g. stepmother, household.
- b. Use of adjectives to build noun groups to describe the people, animals or things in the story.
- c. Use of time connectives and conjunctions to sequence events through time, such as after, before, soon, then, after that, etc.
- d. Use of adverbs and adverbial phrases to locate the particular incidents or events, such as stayed, climbed
- e. Use of past tense action verbs to indicate the actions in narrative, such as went, closed, ran, ate, etc.
- f. Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying, said, told, thought, understood, etc.

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<sup>16</sup> [http://wik.ed.uiuc.edu/index.php/Narrative\\_prose](http://wik.ed.uiuc.edu/index.php/Narrative_prose). on June, 8, 2010.

<sup>17</sup> Departement of School Education and Training, *Op. cit.*, 114.

#### 4. The Factors Influencing Narrative Writing Skill

Thus, after knowing about the general features of narrative texts, as the writer, we should be able to write a good narrative text in term of entertains and instructs the reader. Furthermore, there are some factors that influence narrative writing skill, they are content, organization, vocabulary, language use, and mechanics.<sup>18</sup>

a. Content.

In this aspect, the students should be able to develop their ideas in writing narrative text.

b. Organization.

In this part, students should be able to put chronological order correctly. (Orientation, complication, and resolution).

c. Vocabulary.

In writing narrative text, the students should be able to use choice of word correctly.

d. Language Use.

Students should be able to use simple past tense correctly.

e. Mechanics.

Students should be able to use correct punctuation and spelling.

. The other factors that influence narrative writing skill activity are the technique that is used by the teacher and the condition in the class.

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<sup>18</sup> Athur Hughes., *Loc.cit.*

## 5. The Nature of A Peer Assisted Writing Activity

Collaborative writing is one of the methods that can be used in writing narrative activity. Collaborative writing refers to projects where written works are created by some people together (*collaboratively*) rather than individually.<sup>19</sup> It means that, in collaborative writing the students write their writing in the groups and involve the active participation of the students and then try to avoid the differences between them. The basic of collaborative writing is interactional theory that think learning is a process to construct the meaning through social interaction.<sup>20</sup> The idea about collaborative itself is from the concept of learning. In learning process, the students should have peer or pair. They can share their ideas each other and find a good result. Briefly, the students become active learner (learning by doing). Besides, Ferris and Hedgcock state that collaborative writing encourages social interaction among writers through activities such as peer response. This social interaction and dialogue with others are considered crucial for learning by interactional theorist such as Vygotsky who stated that learning involves the internalization of social interactional process, which helps learner progress from complex to conceptual thinking.<sup>21</sup> It means that every student has the process of constitution of meaning, and in social interaction will be happened the influence between them in order to find a good result.

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<sup>19</sup> [http://en.wikipedia.org/wiki/Collaborative\\_writing](http://en.wikipedia.org/wiki/Collaborative_writing), on June,2, 2010.

<sup>20</sup> Dr. Suyatno. *Menjelajah Pembelajaran Motivatif*. (Surabaya: Masmedia Buana Pustaka, 2009), p. 46.

<sup>21</sup> Prof. Dr. H. Zainil, Dip. TEFL., B.A., M. A., Ph. D (Compiler), *Op.cit.*, p.57.

Based on explanation above, it is clear that a peer (can be group or pair) is a technique of collaborative writing activity. Besides, it also supported by Perogy and Boyle who stated that pairing students up in writing is an ideal way to promote learning effectiveness.<sup>22</sup> So, a peer assisted writing activity is one of the techniques in collaborative writing that will give influence for the students at the first year students at SMA N 2 Dumai.

Furthermore, A peer assisted writing activity is the activity that done in teaching and learning process where the teacher pairs up the students with a less proficient one with the intention of utilizing the knowledge and experience of the firmer to assisted the latter in writing. In addition, this activity was based on a balanced approach which emphasizes teacher explicit instruction on both meaningful communication (such as content and organization) and specific features of the English language (such as grammar and mechanics).<sup>23</sup> In many existing peer assisted writing activity, the students will make their writing and edit each other. After finish, the teacher will evaluate their writing and then the pair will give the feedback for their writing.

#### **6. The Influence of A Peer Assisted Writing Activity on Narrative Writing Skill**

A peer assisted writing activity is one of the techniques that can be used in writing narrative text. Using this technique not only stimulates the students ideas, but also the students can correct their mistake, such as spelling, punctuation, meaning, and style their narrative writing given by their friends.

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<sup>22</sup> *Ibid.*

<sup>23</sup> *Ibid*, p. 59



It happened because in a peer assisted writing activity the teacher will pairs up the students. Usually, a peer can influence the motivation of the students by social comparison, social competency and motivation, study together, and the influence of their peer itself.<sup>24</sup> Briefly, a peer can give stimulation in writing activity.

a. Teaching A Peer Assisted Writing Activity on Narrative Writing Skill

In teaching A Peer Assisted Writing Activity on Narrative Writing Skill, there are some steps that should be done by teacher before going to teach the activities.<sup>25</sup>

1) Pair up students

Before doing the activity, teacher pairs up students based on their writing level. Before doing the activity, teachers pair up students based on their writing level. The one who is at a higher writing level plays the role of a *Helper*, and the one who is at a lower writing level as a *Writer*.

2) Warm up Activities

After pairing up students, the teacher has each pair perform warm-up activities to create a comfortable atmosphere that helps the pair establish mutual trust. The activities should focus on promoting students' friendship and helping them get to know each other.

After the students get to know each other better and enjoy to working each other, teacher may to come to the step in the writing activity. Teacher

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<sup>24</sup> John W. Santrock. *Psikology Pendidikan*. 2<sup>nd</sup> Ed. ( USA, Kencana Prenada Media Group, 2007), p. 533.

<sup>25</sup>Prof. Dr. H. Zainil, Dip. TEFL., B.A., M. A., Ph. D (Compiler), *Op.cit.*, p.58.

should go over the handout with students and model each step for them before they practice activity in pairs. The steps in this activity are as follows:<sup>26</sup>

1) Step 1 : Ideas

In order to develop the writer's understanding about the components in narrative writing, such as character, setting, problem, and solution, students are provided with complete questions that mostly begin with "WH" question words to generate the ideas. The questions are as follows:

- a. What happened?
- b. Where did it happen?
- c. When did it happen?
- d. Who are the main characters in the story?
- e. Why did he/she/they do that?
- f. What was the problem?
- g. How did he/she solve the problem?
- h. What happened next?
- i. What was the lesson the characters learned?

In helping the writer stimulate ideas, the helper begins by asking the writer the list of questions stated above. The helper could raise the questions with the writer in any relevant order. The "ask any question" option on the list above is provided to indicate that the Helper can think up his/her own questions. As the writer responds verbally to the questions asked by the

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<sup>26</sup>*Ibid.*, p.2

helper, the writer also makes a note of key words. The writer might also add to the notes any relevant information he/she wants to write about.

The pair then reviews the keywords in the notes and determines if the order or organization should be changed. This could be indicated by numbering the ideas. Alternatively, the ideas may seem to fall into obvious sections, which can be dealt with in turn. Such sections can be color-coded and the ideas belonging to them underlined or highlighted with a marker. Pairs may also choose to draw lines linking or around related ideas, so that a "semantic map" is constructed.

## 2) Step 2 : Draft

The key words in the notes created in Step 1 should be placed where both members of the pair can easily see them. In this step, there are five different stages as shown below, varying from the simplest to the most challenging degrees of task difficulty:

Stage 1: Helper writes it all, Writer copies it all

Stage 2: Helper writes hard words for Writer

Stage 3: Helper writes hard words in rough, Writer copies in

Stage 4: Helper says how to spell hard words

Stage 5: Writer writes it all

The teacher chooses one specific stage from the five stages given to the students before they move on to writing. However, one should keep in mind that the stages chosen should not be stagnant. They should rely on the students' writing development. In other words, teacher may choose a higher

stage for the pair to work on when the students progress in their writing. They may also go back one stage (or more), when they find that the students encounter a particularly difficult subject.

After the teacher chooses a stage, the paired writers will receive instruction from the teacher regarding what they are expected to do in that particular stage. The pair then proceeds to write. The teacher should emphasize that the Writer does not have to worry too much about spelling when he/she is writing a draft. Emphasis at this point should be on having the students continue writing and allowing the ideas to flow.

### 3) Step 3 : Read

In this step, the writer read the writing. If the writer reads a word incorrectly, the helper may change the word if the helper has the ability to do it.

### 4) Step 4 : Edit

In this step, helper and the writer look at the draft together, and the writer considers whether improvements are necessary. At the sometime, helper also considers if there are any improvements the writer might want to make. The problems of words, phrases, or sentences could be marked with a colored pen, pencil or highlighter. There are five kinds of editing criteria in this step. They are meaning, order, style, spelling, and punctuation. The writer and the helper should inspect the draft more than once, checking on different criteria on each occasion. In providing scaffolding to the students, teacher should encourage the writer to ask himself/herself the following questions:

- a. Does helper understand what I want to say in my writing? (idea and meaning)
- b. Did my writing have a clear beginning, middle, and ending?(order)
- c. Did I use all the words and write all the sentences correctly?(style)
- d. Did I spell all the word correctly?(spelling)
- e. Did I put all the punctuation (, . ? “...” ) in the right places? (punctuation)

The questions for helper are:

- a. Do I understand what the writer wants to say in his/her writing? (Idea and meaning?)
- b. Did the writing have a clear beginning, middle, and ending?(order)
- c. Did the writer use all the words and write all the sentences correctly?(style)
- d. Did the writer spell all the word correctly?(spelling)
- e. Did the writer put all the punctuation (, . ? “...” ) in the right places? (punctuation)

The order of each question shows the ranking of the importance of each criterion, the first question being the most important, and the last being the least. Question 1 and 2 which are bolded are two the most important questions the pair should pay attention to while editing the written products. With the question in mind, the helper marks any areas the writer has missed, and the writer can make any additional suggestions about changes based on his/her own reflection of their writing. The pair discusses the best correction

for their writing. If the pair has doubt about spelling, they may refer to dictionary.

5) Step 5 : Final Copy

The writer then copies out a neat or best version of the corrected draft. The helper provides help when necessary, depending on the skill of the writer. The best copy is a joint product of the pair and gives it to the teacher.

6) Step 6 : Teacher Evaluates

Teacher evaluating is the final step. In this step, students will have opportunity to receive comments and instructive feedback directly from the teacher. When the writer and the helper give their best copy, the teacher will meet them and provide them with explicit writing and grammatical instruction as well as corrective feedback. The teacher comments focusing on meaning/idea, order, style, spelling, and punctuation which are the five editing criteria stated in step 4. The last, a pair will review the correction and give feedback together.

b. Teaching Narrative Text

Before going to write a narrative text, teacher should providing students with some texts related to the topic, for instance, Snow White, Malin Kundang, Cinderella, Tangkuban Perahu, etc. Let students read and notice for couple of minutes, and then ask them to make their own narrative text. For instance: their terrible last vacation.

First, ask students to make a text flow chart. It consists of (1) communicative purpose, (2) generic structure and (3) grammatical patterns.<sup>27</sup> This chart, of course, needs enrichment (questions and exercises), so that students really understand what does it for. Explain that orientation relates to a topic of an activity or event of the narrative. Orientation means set the scene and introduces the participants. Teacher can stimulate students' writing text development by delivering such following questions: How was your last vacation? Where did you spend your last vacation?

Second, develop the text element. It is sequence of events that leads to conflict-climax. Student will be able to understand what does text element for by explaining it through some examples and question. Here are some examples of questions that refer to sequence of events that leads to conflict-climax: What really happened to you? How did you feel? Then enrich the text with sequence markers: first, second, third etc. Let's the student use conjunction: but, unfortunately, after etc. Guide the students to State the conflict-climax clearly so that readers would get it attracted

Third, develop the resolution. Resolution is a text element that describes problem solving of the text or when the crises are resolved, for better or for worse. Teacher can raise solution of the conflict by delivering such questions: what did you do then? How did you feel then? What did happen to you then?

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<sup>27</sup>Henriyanto Nurcahyo. 26 February 2010. Alghazaly. 11 June 2010. < <http://www.psb-psma.org/content/blog/teaching-narrative-based-writing>> .

Finally, close the text by giving Coda. It is a kind of moral lesson adapted from the story.

### **B. Relevant Research**

The relevant researchers of this study are conducted by many researchers. First is Nadia Devaga entitled “The Students’ Ability in Writing Narrative Paragraph and the Factors that Influence It of the Third Year Students at MAN Pekanbaru ”. She concludes that the ability of the third year students in narrative paragraph is classified into weak category (63.79%). Some of the third students of MAN Pekanbaru are unable to create narrative text. It is due to some factors that influence students’ ability in writing narrative paragraph. They are students’ grammar mastery, students’ vocabulary mastery, students’ spelling in writing narrative paragraph, and students’ punctuation in writing narrative paragraph.<sup>28</sup>

The second is conducted by Siti Oktimah . In her Correlation research, she discussed about the contribution of collaborative writing activity to increase students’ motivation in writing English. She found that the students’ motivation increased taught by collaborative writing. She concludes that there is significant contribution of Collaborative Writing Activity to increase students’ motivation in writing English at the Second Year Students of English Education Department Faculty of Education and Teacher Training State Islamic University Sultan Syarif Kasim Riau.<sup>29</sup>

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<sup>28</sup> Nadia Devaga. “The Students’ Ability in Writing Narrative Paragraph and the Factors that Influence It of the Third Year Students at MAN.( Pekanbaru . UIN Suska Riau, 2008),p.7

<sup>29</sup> Siti Oktimah, . The Contribution of Collaborative writing Writing Activity to Increase Students’ Motivation in Writing English at The Second Year Students of English Education Department



### C. Operational Concept

Operational concept is the concept to avoid misunderstanding of the research about the influence of a peer assisted writing activity on narrative writing skill. The research consists of two variables: Independent is a peer assisted writing activity, and dependent variable is narrative writing skill. The indicators are operationally conceptualized as follows:

- Variable X:
1. The teacher pairs up the students.
  2. The teacher creates conformable condition in learning process.
  3. The students (helper) stimulate ideas that related in narrative text.
  1. The students (writers) make a draft text.
  2. The students read the draft.
  3. The students edit their writing in their pair.
  4. The students write the final copy.
  5. The students give the best writing for the teacher.
  6. The teacher evaluates the students' writing.
- Variable Y:
1. Students are able to develop ideas in writing narrative text.
  2. Students are able to put the right of chronological order (Orientation, complication, and resolution).

3. Students are able to use choice of word that related in narrative text.
4. Students are able to use the simple past tense correctly.
5. Students are able to use the correct punctuation and spelling.

Variable X for control group

1. The teacher explained about the narrative text's organization
2. The teacher stimulates students' writing by delivering some questions that related to the topic
3. The teacher asked the students to make coda.
4. The teacher asked the students to collect their writing.

#### **D. Assumption**

Teaching English by using a peer assisted writing activity is an appropriate technique that can be used by a teacher. The students more enjoy if the teacher asks the students to write narrative text in a peer, exactly in pair. Beside, the students can develop their ideas into their writing, they also can develop their skill in correcting the punctuation, style, and spelling. It is assumed that teaching by using a peer assisted writing activity can influence students' narrative writing skill on narrative at the first year students of SMAN 2 Dumai.

**E. Hypothesis**

Ho : There is no significant influence of a peer assisted writing activity on narrative writing skill at the first year students of SMAN 2 Dumai

Ha : There is a significant influence of a peer assisted writing activity on narrative writing skill at the first year students of SMAN 2 Dumai.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The type of this research is experimental research. According Jhon, W. Cresswell, experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome on dependent variable.<sup>1</sup>The design of this research is Quasi-Experimental Designs, which is used the Pre-and posttest design. In pre-and posttest design, the researcher assigns intact groups the experimental and control treatment, administers a pretest to both groups, conducts experimental treatment activities with the experimental group only, and then administers a posttest to asses different between the two groups.<sup>2</sup> Briefly, for experimental group, the students will be treated with particular teaching on what problems of research the writer has. Meanwhile, control group is only given pre-test and post-test without particular treatment as given to experimental group.

There are two variables that are used in this research. Firstly is the a peer assisted writing activity as independent variable, and dependent variable is narrative writing skill.

Based on the explanation above, this research used two groups as sample. The first groups functions as experimental group that was treated by peer assisted writing activity. The second group was as control group that was

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<sup>1</sup> John. W. Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 3<sup>rd</sup> Ed. (New Jersey: Pearson Education, 2008)p.299.

<sup>2</sup> *Ibid.*, p. 313

treated without peer assisted writing activity. Before doing the treatment, the writer gave pre-test to experimental and control group. Pre-test was given in order to determine two classes as the samples. After treatment, the writer gave post- test to obtain the students' writing skill in writing narrative paragraph.

According to John W. Cresswell, pretest-posttest design can be design as follows: <sup>3</sup>

**TABLE III.1**  
**RESEARCH TYPE**

Group	Pre-test	Treatment	Post-Test
E	T1	√	T2
C	T1	X	T2

E : Experimental group

C : Control group

T1 : Pre-test for experimental group and control group

√ : Receiving particular treatment

X : Without particular treatment

T2 : Post-test for experimental group and control group

### **B. Time and Location of the Research**

This research was conducted at SMA N 2 Dumai, exactly located on Putri Tujuh Street. The writer had carried out this research starting from January 18, 2011 until February 19, 2011.

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<sup>3</sup> *Ibid.*, p.314

### C. Subject and Object of the Research

Subject of this research was the students at the first year of SMAN 2 Dumai, and the object of this research was the influence of a peer assisted writing activity on narrative writing skill.

### D. Population and Sample of the Research

The population of this research was all of the students of SMA N 2 Dumai which consisted of 9 classes. All of them were 384 students. In this case, the writer took two classes ( $X^3$  and  $X^5$ ) to be sample of this research. The writer used cluster random sampling in choosing the sample.

**TABLE III.2**

**THE NUMBER OF SAMPLE AT SMAN 2 DUMAI**

No	Class	Number of students	Sample
1	$X^3$	40	40
2	$X^5$	40	40

### E. Technique of Data Collection

In collecting data, the writer used test. Data of this test research was score of students' narrative skill obtained from written test. The test was divided into two types; the first was given before the treatment. The second was post-test that intended to obtain the students' narrative writing skill at SMA N 2 Dumai. Making clear, there are the procedures of collecting data for experimental group and control group.

## 1. Procedures of Collecting Data for Experimental Group

### a. Pre-test

The pre-test is carried out to determine the ability of the students before giving the treatment. The test was in the form of written test. The writer asked the students to write the narrative text, the topic was about Putri Tujuh.

### b. Treatment

The treatment was conducted for experimental group only. The treatment was using A Peer Assisted Writing Activity. In treatment, there were four topics, there were Putri tujuh, Snow white and seven dwarf, Rabbit and crocodile and Pinocchio. The length of time to apply the technique was about seven meeting.

### c. Post-test

After eight meetings (including pre-test), the post-test are administrated. In post-test, the students might choose free topic, but it was still related to narrative text. Results of the post-test for experimental group were analyzed and used as final data for this research.

## 2. Procedures of Collecting Data for Control Group

### a. Pre-test

The test was given for control group was the same as those conducted for experimental group.

b. Conventional Method

In this case, the teacher taught writing narrative writing skill for control group by using conventional method. The method used in classroom was characterized as follows:

- 1) The teacher explained about the narrative text's organization
- 2) The teacher stimulates students' writing by delivering some questions that related to the topic (Putri tujuh, Snow white and seven dwarf, Rabbit and crocodile and Pinocchio).
- 3) The teacher asked the students to make coda.
- 4) The teacher asked the students to collect their writing.

c. Post-test

Post-test for control group same as experimental group where the students might choose the topic, but it was still related to narrative text. The result of the post-test both two groups were analyzed and used as final data for this research.

In short, the procedures of A Peer Assisted Writing Activity different from Conventional method. In A Peer Assisted Writing Activity the pairs up the students based on students level but in conventional method the students write the text individually.

Furthermore, the writer used ESL Composition (Jacobs et al.'s theory) to measure narrative writing skill at the second year students of SMAN 2 Dumai.



According to Jacob's et al. theory, the criteria to assess writing involve; content, organization, vocabulary, language used, and mechanics. Jacob's et al. theory rating is as follows:<sup>4</sup>

1) Content

**TABLE III.3**  
**CONTENT**

Score	Level	Criteria
30-27	Excellent to very good	Knowledgeable, Substantive relevant
26-22	Good to average	Some knowledge, adequate range, limited development of thesis, mostly relevant
21-17	Fair to poor	Limited knowledge, little substance, inadequate development
16-13	Very poor	Does not show the knowledge, non substantive, not pertinent.

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<sup>4</sup> Arthur Hughes. *Testing for Language Teachers*. 2<sup>nd</sup> Ed. (USA: University Press, 2003), p. 104.

## 2) Organization

**TABLE III.4**  
**ORGANIZATION**

Score	Level	Criteria
20-18	Excellent to very good	Fluent expression, ideas clearly, Logical
17-14	Good to average	Somewhat choppy, loosely organize, limited support
13-10	Fair to poor	Non-fluent, ideas confuse, lack logical sequence and development
9-7	Very poor	Does not communication, not Organization

## 3) Vocabulary

**TABLE III.5**  
**VOCABULARY**

Score	Level	Criteria
20-18	Excellent to very good	Suppllicated range, affective word, Word form mastery
17-14	Good to average	Adequate range, occasional error of word, but meaning not obscured
13-10	Fair to poor	Limited range, frequent, error, meaning confused
9-7	Very poor	Essential translation, little Knowledge

## 4) Language Use

**TABLE III.6**  
**LANGUAGE USE**

Score	Level	Criteria
25-22	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, pronouns
21-18	Good to average	Effective, but simple constructions, Minor problems in simple construction, several error of agreement.
17-11	Fair to poor	Major problems in simple/complex construction, frequent errors, meaning confused
10-5	Very poor	Virtually no mastery of sentence, dominated by errors

## 5) Mechanics

**TABLE III.7**  
**MECHANICS**

Score	Level	Criteria
5	Excellent to very good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization
4	Good to average	Occasional errors of spelling, punctuation, capitalization, meaning confused
3	Fair to poor	Frequent errors of spelling, punctuation, poor hand writing
2	Very poor	No mastery of convention, dominated by errors of spelling, Hand writing illegible

The writing result was evaluated by concerning five components and each component had score/ level. The specific of the score is as follows:

**TABLE III.8**  
**SCORE OF WRITING SKILL**

No	Writing skill	The highest score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanics	5

### 3. The Technique of Data Analysis

In order to analyze students' narrative writing skill, the writer used category to classify students' narrative writing skill. The categories usage as follows:<sup>5</sup>

**TABLE III.9**  
**THE CATEGORIES OF STUDENTS' NARRATIVE WRITING SKILL**

Score	Categories
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
30 – 39	Fail

Furthermore, in order to find out whether there is significant influence of a peer assisted writing activity on narrative writing skill at the first year students of SMAN 2 Dumai, the writer used measurement to analyze the data. In analyzing the data, the writer used post test experimental group and post test

<sup>5</sup> Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan*. ( Jakarta: Bumi Aksara, 2009), p. 245.

control group. The writer used *Independent –Samples T-Test* from SPSS.17 Version to analyze the influence of a peer assisted on narrative writing skill at the first year students' of SMA N 2 Dumai.

The T-Obtained value was consulted with the value of T table at the degree of freedom (df).

Statically hypothesis:

$H_0 = t_o < t \text{ table}$

$H_a = t_o > t \text{ table}$

Criteria for hypothesis:

1.  $H_0$  is accepted if  $t_o < t \text{ table}$  or it can be said that there is no significant influence of a peer assisted writing activity on narrative writing skill at the first year students of SMA N 2 Dumai
2.  $H_a$  is accepted if  $t_o > t \text{ table}$  or it can be said that there is a significant influence of a peer assisted writing activity on narrative writing skill at the first year students of SMA N 2 Dumai.

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

The data of this research is the score of the students' post test. The writer gave pre-test before treatment. The data were obtained by giving post-test to the experiment and control group. The writing tests consisted of one topic, exactly narrative text, but the writer gave freedom to the students to choose the title and the writing result was evaluated by concerning five components: content, organization, vocabulary, language use, and mechanics of writing. Every component had its score.

In this research, the total score of the post-test for both groups was significantly different. The total score of experiment group was 3126 while the highest score was 87 and the lowest score was 64. The total score of control group was 2713, while the highest score was 86 and the lowest score was 49.

#### **A. Data Presentation**

The data of this research was the score of students' post-test. The data were collected through the following procedure:

- a. The writer asked the students either experiment or control group to write narrative text
- b. The writing was written in blank sheet. Then, it was collected and evaluated by using Jacob's et al theory, there are content, organization, vocabulary, language use and mechanics.

- c. The writer used two raters to evaluate the students' narrative text.
- d. The writer added the scores from the raters and divided it.

### 1. The Reliability of the Test

In this research, the writer used product moment formula that will be analyzed by using SPSS 17 version.

r product moment can be obtained by considering the degree of freedom (df) as follows:<sup>1</sup>

$$df = N - nr$$

N = number of cases

Nr = the total variable correlated

Statically the hypotheses are:

$$H_o : r_o < r_t$$

$$H_a : r_o > r_t$$

Ho is accepted if  $r_o < r_t$  or there is no significant correlation between pre-test and post-test.

Ha is accepted if  $r_o > r_t$  or there is significant correlation between pre-test and post-test.

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<sup>1</sup> Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktik.* ( Jakarta:PT. Rineka Cipta,2006), p170.

**a. The Reliability the Test of Experimental Group**

**TABLE IV.1**

**Inter-Item Correlation Matrix**

	Pre-Test	Post-test
Pre-test of Experimental Group	1.000	.577
Post-test of Experimental Group	.577	1.000

From the table above, it can be seen that the coefficient of correlation product moment ( $r_o$ ) between pre-test and post- test is 0.577. Before comparing it to  $r$  table, we should obtain the degree of freedom (df)

$$df = N-nr$$

$$df = 40-2$$

$$df=38$$

The score obtained (0.561) will be compared to “ $r$ ” table of product, moment either at level 5% or 1%. At level 5%,  $r_t$  is 0.304 while at level 1%,  $r_t$  is 0.393. Thus, the score obtained is higher than  $r_t$  either at level 5% or 1%. In other words, we can read  $0.304 < 0.577 > 0.393$ . It means that, there is a significant correlation between pre-test experiment and post-test experiment or both pre-test and post-test is reliable.



**b. The Reliability the Test of Control Group**

**TABLE IV.2**  
**Inter-Item Correlation Matrix**

	Pre-test	Post-test
Pre-test of Control Group	1.000	.596
Post-test of Control Group	.596	1.000

The score obtained (0.596) will be compared to “r” table of product, moment either at level 5% or 1%. At level 5%,  $r_t$  is 0.304, while at level 1%,  $r_t$  is 0.393. Thus, the score obtained is higher than  $r_t$ , either at level 5% or 1%. In other words, we can read  $0.304 < 0.596 > 0.393$ . It means that, there is a significant correlation between pre-test control and post-test control group or both pre-test and post-test is reliable

**2. The Description of Students' Pre-test of Experimental Group at the First Year of SMAN 2 Dumai**

The data of students' score of narrative writing skill are presented as following table:

**TABLE IV.3**

**THE DISTRIBUTION OF FREQUENCY OF STUDENTS' PRE-TEST SCORES OF EXPERIMENTAL GROUP**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	2.5	2.5	2.5
	46	1	2.5	2.5	5.0
	49	1	2.5	2.5	7.5
	50	1	2.5	2.5	10.0
	52	1	2.5	2.5	12.5
	53	3	7.5	7.5	20.0
	54	2	5.0	5.0	25.0
	55	2	5.0	5.0	30.0
	56	5	12.5	12.5	42.5
	57	2	5.0	5.0	47.5
	58	3	7.5	7.5	55.0
	59	3	7.5	7.5	62.5
	61	5	12.5	12.5	75.0
	63	4	10.0	10.0	85.0
	64	1	2.5	2.5	87.5
	68	1	2.5	2.5	90.0
	72	1	2.5	2.5	92.5
	75	2	5.0	5.0	97.5
	78	1	2.5	2.5	100.0
Total		40	100.0	100.0	

Based on the table above, it shows that there was 1 student got score score 45 (2.5%), 1 student got score 46 (2.5%), 1 student got score 49 (2.5%), 1 student got score 50 (2.5%), 1 student got score 52 (2.5%), 3 students got score 53 (7.5%), 2 students got score 54 (5.0%), 2 students got score 55(5.0%), 5 students got score 56 (12.5%), 2 students got score 57 (5.0%), 3 students got score 58 (7.5%), 3 students got score 59 (7.5%), 5 students got score 61 (12.5%), 4 students got score 63 (10%), 1 student got score 64 (2.5%), 1 student got score 68 (2.5%), 1 student got score 72 (5%), 2 students got score 75 (5%), and 1 student got score 78 (2.5%).

Based on the table above, it can be seen that the total number of students was 40 students. The highest score was 78 and the lowest score was 45. The highest frequency was 5 at the score of 56 and 61.

**3. The Description of Students' Pre-test of Control Group at the First  
Year of SMAN 2 Dumai**

**TABLE IV.4**

**THE DISTRIBUTION OF FREQUENCY OF STUDENTS' PRE-TEST  
SCORES OF CONTROL GROUP**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	2.5	2.5	2.5
	46	1	2.5	2.5	5.0
	48	1	2.5	2.5	7.5
	50	4	10.0	10.0	17.5
	51	1	2.5	2.5	20.0
	54	2	5.0	5.0	25.0
	55	1	2.5	2.5	27.5
	56	1	2.5	2.5	30.0
	57	2	5.0	5.0	35.0
	58	5	12.5	12.5	47.5
	59	1	2.5	2.5	50.0
	60	3	7.5	7.5	57.5
	61	3	7.5	7.5	65.0
	62	4	10.0	10.0	75.0
	63	1	2.5	2.5	77.5
	64	1	2.5	2.5	80.0
	65	3	7.5	7.5	87.5
	66	1	2.5	2.5	90.0
	68	1	2.5	2.5	92.5
	75	1	2.5	2.5	95.0
76	1	2.5	2.5	97.5	
77	1	2.5	2.5	100.0	
Total		40	100.0	100.0	

Based on the table above, it shows that there was 1 student got score 45 (2.5%), 1 student got score 46 (2.5%), 1 student got score 48 (2.5%), 4 students got score 50 (10%), 1 student got score 51 (2.5%), 2 students got score 54 (5%), 1 student got score 55 (2.5%), 1 student got score 56 (2.5%), 2 students got score 57 (5%), 5 students got score 58 (12.5%), 1 student got score 59 (2.5%), 3 students got score 60 (7.5%), 3 students got score 61 (7.5%), 4 students got score 64 (10%), 1 student got score 63 (2.5%), 1 student got score 64 (2.5%), 3 students got score 65 (7.5%), 1 student got score 66 (2.5%), 1 students got score 68 (2.5%), 1 student got score 75 (2.5%), 1 student got score 76 (2.5%), and 1 student got score 77 (2.5%).

Based on the table above, it can be seen that the total number of students was 40 students. The highest score was 77, and the lowest score was 45. The highest frequency was 5 at the score of 58.

**4. The Description of Students' Post-test of Experimental Group at  
the First Year of SMAN 2 Dumai**

**TABLE IV.5  
THE DISTRIBUTION OF FREQUENCY OF STUDENTS'  
POST-TEST SCORES OF EXPERIMENTAL GROUP**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	1	2.3	2.5	2.5
	65	5	11.4	12.5	15.0
	74	1	2.3	2.5	17.5
	75	2	4.5	5.0	22.5
	76	1	2.3	2.5	25.0
	77	4	9.1	10.0	35.0
	78	1	2.3	2.5	37.5
	79	1	2.3	2.5	40.0
	80	5	11.4	12.5	52.5
	81	6	13.6	15.0	67.5
	82	4	9.1	10.0	77.5
	83	3	6.8	7.5	85.0
	84	3	6.8	7.5	92.5
	85	2	4.5	5.0	97.5
	87	1	2.3	2.5	100.0
	Total	40	90.9	100.0	

Based on the table above, it shows that there was 1 student got score score 64 (2.5%), 5 students got score 65 (12.5%), 1 student got score 74 (2.5%), 2 students got score 75 (5%), 1 student got score 76 (2.5%), 4 student got score 77 (10%), 1 students got score 78 (2.5%), 1 student got score 79 (2.5%), 5 students got score 80 (12.5%), 6 students got score 81 (15%), 4 students got score 82 (10%), 3 students got score 83 (7.5%), 3 students got score 84 (7.5%), 2 students got score 85 (5%), and 1 student got score 87 (2.5%).

Based on the table above, it can be seen that the total number of students was 40 students. The highest score was 87, and the lowest score was 64. The highest frequency was 6 at the score of 81.

**5. The Description of Students' Post-test of Control Group at the  
Second Year of SMA N 2 Dumai**

**TABLE IV.6  
THE DISTRIBUTION OF FREQUENCY OF STUDENTS'  
POST-TEST SCORES OF CONTROL GROUP**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 49	1	2.5	2.5	2.5
53	1	2.5	2.5	5.0
54	1	2.5	2.5	7.5
55	1	2.5	2.5	10.0
58	1	2.5	2.5	12.5
60	3	7.5	7.5	20.0
62	2	5.0	5.0	25.0
63	1	2.5	2.5	27.5
64	3	7.5	7.5	35.0
65	15	37.5	37.5	72.5
67	4	10.0	10.0	82.5
70	2	5.0	5.0	87.5
74	1	2.5	2.5	90.0
75	1	2.5	2.5	92.5
76	1	2.5	2.5	95.0
77	1	2.5	2.5	97.5
80	1	2.5	2.5	100.0
Total	40	100.0	100.0	



Based on the table above, it show there were 1 student got score 49 (2.5%), 1 student got score 53 (2.5%), 1 student got score 54 (2.5%), 1 student got score 55 (2.5%), 1 student got score 58 (2.5%), 3 students got score 60 (7.5%), 2 students got score 62 (5%), 1 student got score 63 (2.5%), 3 students got score 64 (7.5%), 15 students got score 65 (37.5%), 4 students got score 67 (10%), 2 students got score 70 (5%), 1 student got score 74 (2.5%), 1 student got score 75 (2.5%), 1 student got score 76 (2.5%), 1 student got score 77 (2.5%) and 1 student got score 80 (2.5%).

Based on the table above, it can be seen that the total number of students was 40 students. The highest score was 80, and the lowest score was 49. The highest frequency was 15 at the score of 65.

## **B. Data Analysis**

The data analysis presents the statistical result followed by the discussion about the influence of a peer assisted writing activity on narrative writing skill at the first year students of SMAN 2 Dumai. The data are divided into two groups; they are experiment and control group score. In analyzing the data, the writer used post test experimental group and post test control group. The writer used *Independent –Samples T-Test* from SPSS.17 Version to analyze the influence of a peer assisted on narrative writing skill at the first year students' of SMA N 2 Dumai.

## 1. Mean and Standard Deviation

**TABLE IV.7**  
**MEAN AND STANDARD DEVIATION**

	Experimental Group		Control Group	
	Pre- Test	Post-test	Pre-Test	Post-test
Mean	58.83	78.15	59.18	64.83
Standard Deviation	7.289	6.371	7.442	6.214

### a. Mean and Standard Deviation Pre-test of Experimental Group

Based on the table above, it can be seen that the mean ( $M_x$ ) of Pre-test of experimental group is 58.83, and Standard Deviation (SD) of Pre-test of experimental group is 7.289.

### b. Mean and Standard Deviation Pre-test of Control Group

Based on the table above, it can be seen that the mean ( $M_x$ ) of Pre-test of control group is 59.18, and Standard Deviation (SD) of Pre-test of control group is 7.442.

### c. Mean and Standard Deviation Post-test of Experimental Group

Based on the table above, it can be seen that the mean ( $M_x$ ) of Post-test of experimental group is 78.15, and Standard Deviation (SD) of Post-test of experimental group is 6.371.

#### d. Mean and Standard Deviation Post-test of Control Group

Based on the table above, it can be seen that the mean ( $M_x$ ) of Post-test of control group is 64.83, and Standard Deviation (SD) of Post-test of control group is 6.214.

From the explanation above, it can be seen that there is a difference of the mean score and the standard deviation between the experimental group and the control group. The percentage of influence from the pre-test to post-test of experimental group is as follows:

$$\text{Percentage} = \frac{\text{Mean post test} - \text{Mean pre test}}{\text{Mean pre test}} \times 100\%$$

$$\text{Percentage} = \frac{78.15 - 58.83}{58.83} \times 100\% = 32.84\%$$

The percentage of influence from the pre-test to post-test of control group is as follows:

$$\text{Percentage} = \frac{\text{Mean post test} - \text{Mean pre test}}{\text{Mean pre test}} \times 100\%$$

$$\text{Percentage} = \frac{64.83 - 59.18}{59.18} \times 100\% = 9.54\%$$

Based on the percentage influence found for both groups, it was clear that the percentage of influence of A Peer Assisted Writing Activity on narrative writing skill higher than control group. It means that the technique that is used by the teacher in teaching narrative text is one of the factors that

give the influence toward the students' narrative scores. It can be proved from the influence of a peer assisted itself (32.84%) while conventional method just influence 9.54%.

After knowing about the percentage influence from to pre-test to post-test from both of group, next the writer will analyze the post- test of experimental group and post-test of control group.

## **2. Data analysis of Students' Post-Test Score of Control Group**

The data of students' post-test score of control group were obtained from the result of their narrative writing skill. Based on the description data in page 49-50, the writer can be classified the score as follows:

**TABLE VI.8**  
**THE CLASSIFICATION OF STUDENTS' SCORE OF CONTROL GROUP**

No	Categories	Score	Frequency	Percentage
1	Very Good	80 – 100	1	2.5%
2	Good	66 – 79	10	25%
3	Enough	56 – 65	25	62.5%
4	Less	40 – 55	4	10%
5	Fail	30 – 39	-	0%

Based on the table above, it can be seen the classifications of the students' score: The category number 1 shows 1 frequency (2.5%), the category number 2 shows 10 frequencies (25%), the category number 3 shows 25 frequencies (62.5%), the category number 4 shows 4 frequencies (10%), and the category number 5 shows no frequency. The table above also shows that the highest percentage of control group was 62.5%. The mean score of control group was 64.83. Thus, the majority of the students in control group can be classified into **Enough category**.

### **3. Data analysis of Students' Post-Test Score of Experimental Group**

The data of students' post-test score of experimental group were obtained from the result of their narrative writing skill. Based on the description data in page 47-48, the writer can be classified the score as follows:

**TABLE VI.9**  
**THE CLASSIFICATION OF STUDENTS' SCORE OF EXPERIMENTAL GROUP**

No	Categories	Score	Frequency	Percentage
1	Very Good	80 – 100	24	60%
2	Good	66 – 79	10	25%
3	Enough	56 – 65	6	15%
4	Less	40 – 55	-	0%
5	Fail	30 – 39	-	0%

Based on the table above, it can be seen that the classifications of the students' score: The category number 1 shows 24 frequencies (60%), the category number 2 shows 10 frequencies (25%), the category number 3 shows 6 frequencies (15%), the category number 4 shows no frequency, and the category number 5 shows no frequency. The table above also shows that the highest percentage of experimental group was 60%. The mean score of experimental group was 78.15. Thus, the majority of the students in experimental group can be classified into **Good category**.

#### 4. Data Analysis by Using T-test

**TABLE IV.10**  
**GROUP STATISTICS**

Class	N	Mean	Std. Deviation	Std. Error Mean
Score Experimental Group	40	78.15	6.371	1.007
Control Group	40	64.83	6.214	0.982

Based on the table above, it can be seen that the total students from each group was 40, the mean of Experimental group was 78.15, and mean of Control group was 64.83. Standard deviation from Experimental group was 6.371, while Standard deviation from Control group was 6.214. Standard error mean from Experimental group was 1.007, and Control group was 0.982.

**TABLE IV.11**  
**INDEPENDENT SAMPLES TEST**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.809	.125	9.470	78	.000	13.325	1.407	10.524	16.126
	Equal variances not assumed			9.470	77.951	.000	13.325	1.407	10.524	16.126

Based on the output SPSS above, *Independent- Sample T-test* shows Levene's Test to know the same variance.<sup>2</sup>

Ho = Variance population Identic

Ha = Variance population not Identic

If Probabilities > 0.05, Ho is accepted.

If Probabilities < 0.05, Ha is accepted.

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<sup>2</sup> Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. ( Pekanbaru: Pustaka Pelajar, 2008), p. 159.

Based on the output SPSS above,  $H_0$  is accepted because  $0.125 > 0.05$ . It means that the variance of the population is identical.

From the output above, it also can be seen that  $t_{hitung}$  obtained (9.470) will be compared to "t" table,  $df=78$ . Because  $df=78$  was not found from the  $t_{table}$ , so the writer take  $df=80$  to compare either at level 5% or 1%. At level 5%,  $t_{table}$  is 1.99, while at level 1%,  $t_{table}$  is 2.64. Thus, the  $t_{hitung}$  obtained is higher than  $t_{table}$ , either at level 5% or 1%. In other word, we can read  $1.99 < 9.470 > 2.64$ .

Based on the score above, the writer can conclude that  $H_a$  is accepted or there is significant influence of a peer assisted on narrative writing skill at the first year students of SMAN 2 Dumai.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data analysis explained at the chapter IV, finally, the writer will give the conclusion about the influence of a peer assisted writing activity on narrative writing skill at the first year students of SMAN 2 Dumai. Briefly, a peer assisted writing activity give the influence to the students' narrative writing skill. Before giving the treatment, students' narrative writing skill is low, but after giving the treatment students narrative writing skill increase to good category. It means that the technique that is used by the teacher in teaching narrative text is one of the factors that give the influence toward the students' narrative writing skill.

#### B. Suggestions

Based on the research finding, the writer would like to give some suggestions:

1. Suggestion for teacher
  - a. From the conclusion above, it is known that a peer assisted writing activity can give significant influence on narrative writing skill. So, a peer assisted writing activity can be one of the choices for the English teacher in order to help students' narrative writing skill.
  - b. Teacher should rise up the students' interest and always give the motivation either in the class or outside.

- c. Teacher should be creative in teaching and learning process, for example the teacher can use various techniques so that the students do not bored in the class.
2. Suggestion for students
- a. The students should interest to study English, because it is one of the key to be successful in English.
  - b. The students should try to understand the using of A Peer Assisted Writing Activity in order to help them in writing narrative text.

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