THE EFFECT OF USING PEER RESPONSE GROUPS TECHNIQUE TOWARD WRITING ABILITY IN NARRATIVE TEXT AT THE SECOND YEAR STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL OF DAREL HIKMAH PEKANBARU

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SUPERVISOR APPROVAL

The thesis entitled "*The Effect of Using Peer Response Groups Technique toward Writing Ability in Narrative Text at the Second Year Students of Islamic Senior High School of Darel Hikmah Pekanbaru*" is written by Rozuna, NIM. 10714000753. 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.

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EXAMINER APPROVAL

This thesis entitle "*The Effect of Using Peer Response Groups Technique toward Writing Ability in Narrative Text at the Second Year Students of Islamic Senior High School of Darel Hikmah Pekanbaru*" is written by Rozuna, NIM. 10714000753. It has been approved and examined by the Final Examination Committee of Undergraduate Degree on July 14, 2012 M/Sya'ban 24, 1433 H at Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau as one of the requirements for undergraduate degree (S.Pd.) in English Education.

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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…

The Writer

Rozuna

ABSTRAK

Rozuna (2012) :   **Pengaruh Penggunaan Teknik Peer Response Groups terhadap Kemampuan Menulis Siswa pada Teks Naratif Tahun Kedua Madrasah Aliyah Darel Hikmah Pekanbaru**

Berdasarkan studi pendahuluan penulis pada siswa tahun kedua Madrasah Aliyah Pekanbaru, penulis menemukan bahwa sebagian besar kemampuan menulis siswa masih rendah. Masalah ini disebabkan oleh beberapa faktor. Contohnya, beberapa murid sulit mengungkapkan ide mereka dalam sebuah tulisan. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini telah diadakan di Madrasah Aliyah Darel HIkmah Pekanbaru. Subjekdari penelitian ini adalah siswa tahun kedua Madrasah Aliyah Darel Hikmah Pekanbaru, dan objek penelitian ini adalah pengaruh penggunaan teknik Peer peer response groups terhadap kemampuan menulis siswa pada teks naratif tahun kedua Madrasah Aliyah Darel Hikmah Pekanbaru. Adapun jenis penelitian ini adalah quasi experiment.

Populasi penelitian ini adalah seluruh siswa tahun kedua Madrasah Aliyah Darel Hikmah Pekanbaru. Adapun jumlah populasinya adalah 126 siswa. Karena jumlah populasi yang sangat banyak, penulis menggunakan random sampling yang mengambil dua kelas sebagai sampel; kelas X1 A2 yang terdiri dari 21 siswa sebagai kelas experiment dan kelas XI B1 yang terdiri dari of 21 siswa sebagai kelas control. Jadi jumlah sampel dari dua kelas yaitu 42 siswa. Untuk menganalisis data penulis menggunakan rumus T-test untuk menemukan perbedaan nilai antara kelas experiment dan kelas control dengan menggunakan SPSS 16. Nilai siswa dibandingkan dengan T-tabel denagn memperhitungkan standar defiasi (df).

Berdasarkan analisis di atas, penulis menemukan bahwa terdapat efek yang signifikan penggunaan teknik Peer Response Groups terhadap kemampuan menulis siswa pada siswa tahun kedua Madrasah Aliyah Darel Hikmah Pekanbaru. Hal ini dapat dilihat dari penghitungan T-test. Nilai T-test adalah 5.455.nilai ini lebih tinggi dari nilai kritik dari nilai t pada table yaitu 2.72 pada taraf 1% atau 2.02 pada taraf 5%, dengan demikian $2.02 < 5.455 > 2.72$. Berdasarkan hasil di atas, dapat disimpulkan bahwa Ha di terima dan Ho di tolak.

ABSTRACT

Rozuna (2012) : **The Effect of Using Peer Response Groups Technique toward Writing Ability in Narrative Text at the Second Year Students of Islamic Senior High School of Darel Hikmah Pekanbaru**

Based on the preliminary research at the Second Year Students of Islamic Senior High School of Darel Hikmah Pekanbaru, the writer found that most of the students' writing ability was still less than enough. This problem was caused by some factors. For example, some of the students got difficulties in expressing their idea in writing. So, the writer was interested in carrying out a research about this problem.

The research was administered at Islamic Senior High School of Darel Hikmah Pekanbaru. The subject of the research was the second year students of Islamic Senior High School of Darel Hikmah Pekanbaru, and the object of this research was to find out the effect of using peer response groups technique toward writing ability in narrative at the second year students of Islamic Senior High School of Darel Hikmah Pekanbaru. The design of this research was quasi-experimental research.

The population of this research was all of the second year students of Islamic Senior High School of Darel Hikmah Pekanbaru. The total number of population was 126 students. Because the number of population was large, the researcher used random sampling by taking two classes as sample; X1 A2 that consisted of 21 students as experimental group, and XI B1 that consisted of 21 students as control group, So the number of samples from two classes was 42 students. The technique of data analysis used T-test formula in order to find out the difference of students' mean score between experimental class and control class by using SPSS 16 version. The students' score was compared with T-table considered with degree of freedom (df).

Based on the data analysis, researchers found there is a significant effect of using peer response groups technique toward writing ability at the second year students of Islamic Senior High School of Darel Hikmah Pekanbaru. It can be seen from the t-test calculation. T-test calculating is 5.455. It is higger than standard on the critic table of the T-test that is 2.72 in 1% or 2.02 in 5%, it can be read 2.02<5.455>2.72. Regarding the result above, Ha is accepted and Ho is rejected.

بسم

(2012): تأثير استخدام تقنية فرق الإجابة النظيرية إلى القدرة على الكتابة القصية لطلاب الصف الثاني بالمدرسة العالية دار الحكمة باكنبارو.

كشفت الباحثة أساسا على الدراسة الأولية لطلاب الصف الثاني بالمدرسة العالية دار الحكمة باكنبارو أن قدرة بعض الطلاب على الكتابة ضعيفة،و تأتي هذه المشكلة بعدة العوامل منها: يصعب الطلاب على تقديم آرائهم في الكتابة. لذلك،رغبت الباحثة في أداء هذا البحث.

انعقد هذا البحث بالمدرسة العالية دار الحكمة باكنبارو.   وع في هذا البحث طلاب الصف الثاني بالمدرسة العالية دار الحكمة باكنبارو بينما الهدف في هذا البحث لمعرفة   استخدام تقنية فرق الإجابة النظيرية إلى القدرة على الكتابة على قراءة النصوص القصية لطلاب الصف الثاني بالمدرسة العالية دار   هذا البحث كبحث شبه التجربة.   .

الأفراد في هذا البحث جميع طلاب الصف الثاني بالمدرسة العالية دار الحكمة باكنبارو نحو 126 طالب ثم أخذت الباحثة العينات في هذا البحث من الفصلين، هما الصف لحادي عشر الألف الثاني بقدر 21

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عدد العينات في هذا البحث بقدر 42   . في تحليل البيانات استخدمت الباحثة تـ بين نتائج الطلاب في فصل التجربة و فصل الضبط باستخدام س ف س س الإصدار السادس عشر. -الجدول و تعتبر مع مستور الحرية.

أساسا على تحليل البيانات، كشفت الباحثة أن هناك تأثيرا ضروريا من استخدام تقنية فرق الإجابة النظيرية إلى القدرة على الكتابة على قراءة النصوص القصية لطلاب الصف الثاني بالمدرسة العالية دار الحكمة باكنبارو، وهو يبدو في تـ-   .   -   5.455   - الاختبار وهي 2.72   1   2.02   5 2.02>5.455>2.72. ومع ذلك، فإن الفرضية البديلة مقبولة و الفرضية الصفرية مرفوضة.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is presented as a subject in educational institutions in Indonesia from the lowest level up to tertiary level, from kindergarten up to university. Nowadays, it is taught to produce students who can use the language in particular purpose. Alexander states that the mastery of languages is not ultimately from how much learners know about language, but how well they can use it for various purposes in real context [1]. Students are expected to be able to use English in daily activities.

English has four language skills of listening, speaking, reading, and writing that can not be separated each other[2]. Writing is one of them. It is complex because it is influenced by vocabulary, grammar, generating and organizing idea. Dunlap states that writing can be the most challenging of the four domains of language[3]. It is not an easy work but the students have to master this skill because they need it for occupational or academic purpose. It requires ability in generating and organizing idea to produce receivable and understandable writing. It also needs much practice to produce a good writing product.

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[1] Kalayo Hasibuan and Muhammad Fauzan Ansyari, S.Pd.I, *Teaching English as Foreign Language.* (Pekanbaru: Alaf Riau Graha Unri Press, 2007), p. 1
[2] H. Douglas Brown, *Teaching by principle: An Interactive Approach to Language Pedagogy. (*New Jersey: Prentice Hall Ryents Englewood Cliff,1994), p. 217
[3] Carmen Zaniga Dunlap and Evelyn, *Practical Strategies for Successful Classrooms: Helping English Language Learners Succeed. (*U.S.A.: Shell Educational Publishig. 2006), p.106

Writing skill is difficult to be mastered by students. It can be seen from the phenomenon that happens in some of the high schools. The students have spent their time in learning English since they were in elementary school up to now, but they still get difficulties to master writing skill. Considering that writing is very important for students, the teachers should be creative in choosing and applying technique that can help in improving students' writing ability. The technique is used by teachers should be able to fulfill the students' need.

Islamic Senior High School of Darel Hikmah is one of the senior high schools in Pekanbaru that applies school based curriculum (KTSP). In this school, English subject is presented as one of the compulsory subjects. The students learn English twice a week within 40 minutes for one hour. In English subject syllabus, students are expected to master the four language skills, one of them is writing. The students are required to able to write many kinds of text There are several texts that should be mastered by second year students of Senior High School, they are narrative, spoof, and expository text where learning minimum achievement (KKM) for writing skill is 70. Nevertheless, based on the preliminary research, the writer found some problems faced by the students especially in writing narrative text; students' score is still far from learning minimum achievement (KKM).

In teaching and learning process in Islamic Senior High School of Darel Hikmah Pekanbaru, the teacher applies teachers-centered. Teacher asks the students to write narrative text by themselves. Teacher never asked the students to write narrative text in group. This method confines the students to develop their

ideas although they have a lot of vocabulary. Besides, they students also do not know where their mistakes, especially in grammar, punctuation, and spelling.

The problems faced by the students will be outlined in the following phenomena:

1. Some of the students have a lot of vocabulary, but they do not have ability to express their idea in writing narrative text.

2. Some of the students are not able to use English grammar correctly in writing narrative text.

3. Some of the students are not able to focus on the topic of the writing narrative text.

4. Some of the students need long time to express the idea in writing narrative text.

There is actually a technique that can help students in improving writing ability called peer response groups technique. According to Dipardo, Peer response groups in which students respond to one another's writing is commonly used in the writing class, from kindergarten through college[4]. In this technique students give comment or feedback to each other. By applying peer response groups technique, students are expected to be more active than teachers where students try to response and give suggestion to their peer's writing. It enables students to work and share collaboratively.

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[4] Anne Dipardo, *Peer Response Groups in the Writing Classroom*: *Theoretic Foundation and New Direction. Review of Educational Research*, Vol.58.2007, p.119(Retrieved On May 12, 2011) www.jstor.org./stable/818262

Based on the phenomena and explanation above, the writer is interested in carrying out a research entitled" The Effect of Using Peer Response Groups Technique toward Writing Ability at the Second Year Students of Islamic Senior High School of Darel Hikmah Pekanbaru"

B. The Definition of the Terms

To avoid misunderstanding about the title above, it is necessary for the writer to define the following terms:

1. Peer Response Groups Technique

Peer response groups technique is a group of students gathered together for the purpose of providing feedback on one another's work[5]. In this research, the writer applied peer response group technique in teaching writing at the second year students of Islamic Senior High School Pekanbaru to improve their writing ability.

2. Writing Ability

Writing is a system of symbols which represent the sounds, syllables, and words of a language.[6] Writing ability is ability of someone in producing sound, syllables, and words of a language in form of written language. In this research, writing ability means the students' ability in

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[5] Keith Topping and Stowart, *Peer-Assisted Learning.* (Mahwah: Lawrence Erlnaun Associates,Publishers, 1998), p. 266

[6] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (New Jersey: Prentice Hal, Inc. 1994), p. 347

producing the narrative text as the written language at the second year of Islamic Senior High School of Darel Hikmah Pekanbaru.

3. Narrative Text

Narrative text is a text which contains about story (fiction/ non-fiction/ tales/folktales/ fables/ myths/ epic) and its plot consists of climax of the story (complication) then followed by the resolution[7]. It is one of the kinds of genre that is studied at the second year students of Senior High Schoool of Darel Hikmah Pekanbaru. In this research, the students are asked to write narrative text.

C.   The Problem

1.   The Identification of the Problem

The problems can be identified as follows:

a. Why do some of the students still get difficulties to express their idea in writing narrative text?

b. Why can not some of the students use English grammar correctly in writing narrative text?

c. What factors cause some of the students unable to focus on the topic of the writing narrative text?

d. Why do some of the students need long time to express idea in writing narrative text?

e. How is the students' writing ability in narrative text?

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[7] http://novial3.blogspot.com/2010/02/narrative-text-definition-of-narrative.html (Retrieved On May 12, 2011)

2. The Limitation of the Problem

Considering the writer's capability, finance and time, the writer only focuses on the effect of using peer response groups technique toward writing ability in narrative text at the second year students of Islamic Senior High School of Darel Hikmah Pekanbaru.

3. The Formulation of the Problem

Based on the limitation above, the problems of this research are formulated in the following research questions:

1. How is the students' writing ability in narrative text at the second year of Islamic Senior High School of Darel Hikmah who taught by using peer response groups technique?

2. How is the students' writing ability in narrative text at the second year of Islamic Senior High School of Darel Hikmah Pekanbaru who taught without using peer response groups technique?

3. Is there any significant effect of using peer response groups technique toward students' writing ability in narrative text at the second year of Islamic Senior High School of Darel Hikmah?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

a. To find out writing ability in narrative text of the students who are taught by using Peer Response Groups technique.

b. To find out writing ability in narrative text of the students who are taught without using Peer Response Groups technique.

c. To obtain whether or not the significant effect of using Peer Response Groups technique toward students' writing ability in narrative text.

2. The Significance of the Research

Related to the objectives of the research above, the significances of the research are as follows:

a. To give information to the teachers and the institutions about the effect of using Peer Response Groups technique to improve students' writing ability in narrative text.

b. To give some contributions to the students in order to improve their ability in writing.

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. Nature of Writing Ability

Writing is one of the language skills that is difficult to be mastered by students because it consists of the rules of English writing grammatically. According to Rijlaarsdam and Bergh[1], there are two principles in maximizing the acquirement of writing ability. First, practices makes perfect. So, the students should do more practice in writing to produce good writing. Second, similarity of task, it means when the students learn to write an essay, they must write an essay. It should be similar. Dunlap in the same tone says that the more writers practice and the more support they have, the better they get[2]. Writing ability cannot be acquired easily, it takes long and complete process. The most important thing in improving writing ability is practice.

Grenville say that in writing, you also need to focus the purpose and audience of writing.[3] The purposes of writing are as follows:

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[1] Gert Rijlaarsdam and Huub Van Den Bergh, *Effective Learning and Teaching of Writing: A handbook of Writing in Education. Second Edition. Vol 14*. (Boston: Kluwer Academic Publishers, 2005) pp. 3-5

[2] Carmen Zaniga Dunlap and Evelyn, *Practical Strategies for Successful Classrooms: Helping English Language Learners Succeed. (*U.S.A.: Shell Educational Publishig. 20060), p. 105

[3] Kate Grenville, *Writing from Start to Finish: A six-Step Guid.* (Australia: Allen &b Unwin, 2001), p. 1-2

a. To inform

The writer generally explains or describes an idea, a process, an event, a belief, a person, a place or thing to give information. The writer also gives the facts and explains its causes.

b. To Persuade

The writer tries to change the audience or behave differently. In this sense, the writer appeals to the readers' logic or emotion

c. To Entertain

The writer gives some efforts to make the reader laughed, smiled, fascinated, surprised or even angry.

Based on the purposes stated by Grenville above, the researcher concludes that the writing should inform something to its readers. In addition, the writing is hoped that it can transfer information to readers, persuade and entertain the readers. So, writing product can influence the reader's mind. Besides knowing the purposes of writing, writer should also know the readers or the audiences. Audience is one of the crucial parts in writing. By knowing the audience will help the writer to reach the goals of communication clearly and effectively.[4] So, the writer should consider the audience or the reader before do writing acidity.

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[4] M.Syafi'i.S, fauzan ansyari and Jondri kasdi, *The Effective Paragraph Development The Process of Writing for Classroom setting. (*Pekanbaru,LBSI.2007) p. 111

Hughes et al stated that there are five components of writing that must be observed by writer in writing composition, they are[5]:

1. Content

    The ability to think and develop the ideas creatively and develop thougth, excluding all irrelevant information.

2. Organization

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

3. Vocabulary

    The writer should master in using correct words, choosing of the words, and idioms

4. Language use

    In writing a text, we should master of the knowledge of grammar because of very important. Grammar or language is description of speaking and writing habits of the people who use it. Language use or grammar is very important, because without them, writer will not be able to write well.

5. Mechanics

    Then the writer should master about the mechanics. Example master in using punctuation, spelling, and capitalism.

    To produce a good writing, students should consider aspects of writing, such as content, language use, vocabulary, mechanics and organization of

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[5] Athur Hughes, *Testing for Language Teachers, 2ⁿᵈ.* (Ed. USA: University Press, 2003) p. 140

writing. Writing ability is a specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.[6]It is an ability to interact with others; students can express their idea and develop their critical thinking through writing product. It should be mastered by students. The most important aspect that should be done by students to improve their writing ability is practice in writing.

According to Brown[7], there is taxonomy of micro and macro-skills of writing. Micro skills include;

a. Produce graphemes and orthographic patterns of English.

b. Produce writing at an efficient rate of speed to suit the purpose.

c. Produce an acceptable core of words and use appropriate word order patterns.

d. Use acceptable grammatical systems (tense, agreement, pluralization, patterns, rules).

e. Express a particular meaning in different grammatical forms.

f. Use cohesive devices in written discourse.

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[6] SIL International, " *What are writing skills?*" (Retrieved Oktober 21, 2011) from http.www.sil.org/lingualinks/literacy/what are writing skills.html
[7] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education, Inc, 2007), p. 220-221

While, macro skills are;

a. Use the rhetorical forms and conventions of written discourse.

b. Appropriately accomplish the communicative functions of written texts according to form and purpose.

c. Convey links and connections between events, communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

d. Distinguish between literal and implied meaning when writing.

e. Correctly convey culturally specific references in the context of the written text.

f. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The mastery of those skills will determine the type of writing that the students are able to write. Generally, the microskills apply more appropriately to imitative and intensive writing. While the macroskills are essential for the succesful mastery of responsive and extensive writing (composition or essay). In other words, the students need macroskills in writing text.

According to McDonough there are three steps of writing process, they are:

a. Pre Writing: in this process, the students jotting down ideas and preparing provisional plans. It stimulates thoughts for getting started.

b. Drafting and redrafting, involving reviewing and revising; in other words, working out what to say and how best to say it.

c. Editing the pre final version. It is as final process of writing after the students review and revise their writing.[8]

Writing is likely to encourage thinking and learning when students view writing as a process. The writing process includes prewriting, drafting and editing. Writing is a recursive process, that every writer uses the process in a different way. Writing is also as a product.

There are three kinds of writing genres that second language learners need to acquire[9]. They are:

Academic Writing. The examples:

1. Papers and general subject report.

2. Essays, compositions.

3. Academically focused journals.

4. Short-answer test responses.

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[8] Jo McDonough and Christopher Shaw, *Materials and Methods in ELT*.(United Kingdom: Blackwell publishing, 2003), p. 164

[9]H. Doghlas Brown. 2003, *Language Assessment Principles and Classroom Practices*. (San Fransisco: Longman. Com) p. 219

5. Technical report.

6. Theses, dissertations.

b. Job-related writing. Such as:

1. Messages (phone messages).

2. Letters/emails.

3. Memos.

4. Reports.

5. Schedules, labels, signs.

6. Advertisements, announcement.

c. Personal writing.

1. Letters, emails, greeting card, invitations.

2. Messages, notes.

3. Calendar entires, shopping lists, reminders.

4. Financial documents (checks, tax forms, loan applications).

5. Forms, questionnaires, medical reports, immigration documents.

6. Diaries, personal journals.

7. Fiction (short stories, poetry).

Narrative included in academic writing where it is needed to academic purpose. Each of writing genre above has different purposes and text structure. Teaching writing is not an easy matter. It needs appropriate technique in order that the students are active and creative in producing writing. As the writer said before, the appropriate technique that can be used is peer response groups, where it can help in improving students' writing ability. In this research, the researcher focuses on applying peer response groups technique in teaching writing of narrative text at the second year students of Islamic Senior High School of Darel Hikmah Pekanbaru.

2. The Nature of Narrative Text

Narrative text tells about what is happening or what has happened. Narration is usually written in chronological sequence. A narrative text gives an account of one or more experiences. A narrative typically contains action, dialogue, elaborate details and humor. According to Syafi'i, narrative is storytelling whether tells a true story or fiction. A narrative text gives an account of one or more experiences. There are several kinds of narrative text such as fairytales, legends, plays, cartoon and adventure stories.[10] 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. After we write narrative text, we hope our reader will be entertained by our writing.

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[10] Drs. Kalayo Hasibuan and Fauzan Ansyari, *Teaching English As A Foreign Language (TEFL)*, (Pekanbaru, Alaf Riau Graha UNRI Press, 2007), p. 130.

The text organization of narrative as follows:

a. Orientation

In this part, the writer tries to set up the character, time and place. Another way to construct the orientation part is trying to answer the questions that use who, what, where, when and so on.

b. Complication

The complication is the heart structure of narrative text. The complication will determine whether the text "lives" or not. If the narrative text consider as the "live" text, it will arouse the reader. It will intrude to the emotion of the reader. Commonly, narrative text appears story text. In literary term, the complication structure is called conflict.

c. Resolution

In the resolution stage, the problem has to be solved and the text normally finishes a resolution to the problem. Simply, this stage is the end of text.

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

In other sides, in narrative texts, there are common grammatical features of narrative texts, they are:[11]

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.

Thus, after knowing about the general features of narrative texts, as the writer, we should be able to write a good narrative text to entertain and instruct the reader. In this research, the researcher used narrative text genre in applying Peer Response Groups technique.

3. **The Factors that Influence Students Writing Ability in Narrative Text**

There are some of factors that influence writing ability in narrative text; one of them is lack practice. Practice has important role in writing. If the students

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[11] Departement of School Education and Training, *English K-6 Modules*. (Sydney: Board of Studies NSW, 1998). p.113.

lack of practice on their writing, they will not able to produce good writing. The influential factor of students' writing ability may not be separated with the influential factors of learning. According to Syah, there are three big factors that influence students in learning process. They are as follows:

a. Internal factors, which include physical and psychological aspects, such as interest, intelligence, motivation, attitude and talent.

b. External factors, which include environment factors (non social and social factors).

c. Approach to learning, which include method and strategy that is used by students.[12]

Based on the factors that influence students in learning process above, the teachers not only should understand about students' personality and needs but also about technique that applied in teaching process. Technique is included approach, where it also influences students' writing ability. In this research, the researcher used peer response groups technique in English writing teaching and learning process at the second year students of Islamic Senior High School of Darel Hikmah Pekanbaru.

4.   The Nature of Peer Response Groups Technique

Peer Response Groups is one of the activities in collaborative learning method. It is one of the techniques that can be used in teaching and learning process, especially in writing English. According to Topping, Peer Response group is a group of students gathered together for the purpose of providing

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[12] Muhibbin Syah, *Psikolgi Belajar*, (Jakarta: PT Raja Grafindo Persada.2003), p. 145

feedback on one another's work[13]. Peer response groups provides students with opportunities for responding one another's writing, including opportunities for editing.[14] Effective Peer Response Groups depends upon two factors; teachers' planning and students' training. There are three components in peer response groups technique:

    a.   Drafting, the students are asked to do writing activity to produce a draft.

    b.   Revising, the students respond their friends' draft collaboratively.

    c.   Editing, after revising the draft, the students can edit their own writing[15].

Drafting, revising and editing should exist in peer response groups technique, where after the students make a draft, they can revise their writing through their peers' respond and finally they edit their writing as the final draft. Respond which is given by peers can be oral or written, or both of them.

Peer Response can help at any stage of the writing process. More specifically, Peer working together can:

a. Brainstorm on topic and thesis sentences.

b. Develop content and sharpen arguments.

c. Consider how well the writer accommodates to the audience and communicate a purpose.

d. Revise a text.

e. Check a text for organization, coherence and readability[16]

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[13] Keith Topping and Stowart, *Op Cit*., p. 266

[14] Anne DiPardo, *OP Cit*., p. 120

[15] http://iuswp.com/wp-content/uploads/2006/05/Prgr.pdf (Retrieved February 10,2012)

Based on statement above, the researcher concludes that Peer response groups technique will give the big contribution in improving students' writing ability in narrative text because students can share about their writing with their friends in a group, they can brainstorm the topic, develop the content of draft, revise the text, and check text organization of the writing. According to Barron, there are five successful response groups, they are:

a. Respecting other members in the group

b. Preparing for group meeting outside of class

c. Asking for particular advice from the group

d. Presenting suggestions

e. Pointing out both strengths and areas for revision.[17]

To produce the good response groups, the teacher should give understanding to the students about points above where they should respect to other group, they can meet and share outside of the class, they can ask advice, give suggestion and share about what is should they revise. It will help students in improving their writing ability.

The teaching procedure of Peer Response Groups technique as follows:

1. Teacher explains about Peer Response Groups technique.

2. Teacher divides students into some groups.

3. Teacher asks students to make a draft.

4. Teacher instructs students to ask the right question.

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[16] http://writingcenter.tamu.edu/teaching-writing/feedback/peer-response/using-peer -groups-to-respond-to-writing(Retrieved February 10,2012)

[17] Ronald Barron, *What I Wish Known about Peer Response Groups but didn't* (The English Journal, vol.80.5.2009),p.24-34

5. Teacher sets up mock peer response activity. In this session, the students are given the opportunity to practice and respond each others.

6. Teacher monitors students and group progress.

7. Teacher regroups students in the peer groups to read each other's final draft.

8. Teacher ask the students to discuss about they get from respond that is given by theirs' peer[18].

Explanation above is about teaching step of peer response groups technique that used in teaching writing at the second year students of Islamic Senior High School of Darel Hikmah Pekanbaru.

5. The Effect of Using Peer Response Groups Technique toward Students' Writing Ability

Topping points out that Peer feedback gives bigger contribution in teaching and learning process than adults' feedback (teacher) although feedback's quality might be poorer than provided by teacher.[19] Peer response groups is expected to give big contribution in increasing students' writing ability. Response that is given by peer often improves students' learning achievement.[20] It means that students are closer to receive feedback from their friends than their teachers. Although respond they got from friends is lower than respond from the teacher.

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[18] Ton Ammerlaan. http: blog.han.nl/onlineeducation/ How to Organise Proper Peer Group Feedback/
[19] Keith Topping, *Op cit.*, p.262
[20] Drs. Syaiful Bahri and Drs Aswan Zain, *Strategi Belajar Mengajar*. (Jakarta: Rineka Cipta, 20101), p. 25

Peer Response groups technique enables students to work collaboratively. They can share each other in a group through giving feedback to other's writing. They will get new information about writing from their friends or review the previous lesson that is almost forgotten. It demands students to be active in teaching and learning process, they learning by doing.

There are some advantages of using Peer Response Groups technique in teaching writing. They are:

a. Students gain confidence, perspective, and critical thinking skills from being able to read texts by peers on similar tasks.

b. Students get more feedback on their writing than they could from the teacher alone.

c. Students get feedback from a more diverse audience bringing multiple perspectives.

d. Students are active in their own learning.

e. Peer review activities build a sense of classroom community.[21]

Based on advantages of Peer Respond Groups above, students get many and various respond from their friends. This technique is not only used to improve students writing ability but also to grow students' social interaction among students, where they will do interaction and help each other to improve their writing product. Good responders tend to become better writers. Baron says that if role of the students as responders is to improve their ability to revise their own

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[21] http://wrt-howard.syr.edu/Handouts/PeerGpResp.html (Retrieved On May 12, 2011)

composition, they have a better sense of how to approach the task[22]. It teaches students how to respond writing product.

B. The Relevant Research

Research is required to observe some previous researches conducted by other researchers in which they are relevant to our research it self.[23] The research has been contributed by:

1. Sarah Warshauer Freedman. In her study entitled "Peer Response Groups in Two Ninth-Grade Classrooms. Her study was descriptive where she found that there was a significant effect of peer response groups toward writing ability.[24] While in my research, I try to find out the effect of using peer response groups toward students' writing ability in narrative text.

2. Rani Nofrianti. In her project entitled "The Influence of A Peer Assisted Writing Activity on Narrative Writing Skill at the First Year Students of Sma N 2 Dumai". It was an experimental research; she found that there was a significant effect of applying peer assisted writing activity toward students' writing.[25] Furthermore, in this research will be conducted by the writer, it is almost similar because peer response groups is one of the collaborative activities.

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[22] Ronald Barron, *What I Wish I had Known about Peer Response Groups but didn't* (The English journal,Vol.80.5. 2009), p. 34

[23] Syafi'I M*, From Paragraph to Research Report a Writing of English for Academic Purpose.* (Pekanbaru ; LBSI 2007) , p. 122

[24] Sarah Warshauer Freedman, *Peer Response Groups in Two Ninth-Grade Classroom.* (Technical Report No. 12, 1987)

[25] Rani Nofrianti, *The Influence of a Peer Assisted Writing Activity on Narrative Writing Skill at the First Year Students of Sma N 2 Dumai.* (Unpublished, 2011)

C. Operational Concept

The operational concept is the concept used to give explanation about theoretical framework to avoid misunderstanding toward the research. There are two variables in this research. They are independent and dependent variables. Independent variable is using peer response groups, which is symbolized by X while the dependent variable is students' writing ability, which is symbolized by Y.

Variable X

The following treatment as a collection of procedures of the implementation of Peer Response groups technique can be seen in the following steps:

1. Teacher explains about Peer Response Groups technique.
2. Teacher divides students into some groups.
3. Teacher asks students to make a draft.
4. Teacher instructs students to ask the right question.
5. Teacher sets up mock peer response activity. In this session, the students are given the opportunity to practice and respond each others.
6. Teacher monitors students and group progress.
7. Teacher regroups students in the peer groups to read each other's final draft.

8. Teacher ask the students to discuss about they get from respond that is given by theirs' peer[26].

Variable Y

The indicators of the students' writing ability are as follows:

1. The students are able to express and develop their ideas in writing narrative text

2. The students are able to write a narrative text by using good organization.

3. The students are able to write a narrative text by using correct vocabulary.

4. The students are able to write a narrative text with good grammatical order.

5. The students are able to write a narrative text with correct mechanics[27].

D. Assumption and Hypothesis

1. The Assumption

Before formulating the hypothesis as the temporary answer to the problem, the writer would like to present the assumption of this research:

a. Students' writing ability in narrative text is various.

b. Peer response groups technique will give significant effect toward students' writing ability in narrative text.

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[26] Ton Ammerlaan, *Op.Cit*.
[27] Arthur Huges, *Op. Cit*.,140

2. The Hypothesis

a. H_a: There is a significant effect of using peer response groups technique toward students' writing ability in narrative text at the second year students of islamic Senior High school of Darel Hikmah Boarding School Pekanbaru.

b. H_o: There is no significant effect of using peer response groups technique toward students writing ability in narrative text at the second year students of Islamic senior high school of Darel Hikmah Boarding School.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of the research is quasi-experimental research. According to Gay and Airaisian, experimental research is "the only type of the research that can test hypotheses to establish cause-and-effect relationship'[1]. Then, Jhon W. Cresswell states that experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable[2].

The design of the research is nonequivalent control group design design, which uses two groups as a sample. In conducting the research, the second year students of Islamic Senior High School of Darel Hikmah Pekanbaru was participated. The students were administered by giving pre-test at the beginning in order to know their abilities in writing. After that they were given the treatment in the middle. At the end, they were given post-test. In this research, the post-test both of two classes,(experimental and control class) were compared in order to determine the effect of using Peer Response groups technique toward students' writing ability in narrative text. The design of the research can be illustrated as follows:

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[1] L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application. Six Ed.* (New Jersey: Prentice-Hall, Inc, 2000), p.367

[2] Jhon. W. Cresswell, *Educational Research: Planning, Conducting and Evaluating Quantitave and Qualitative Research*. (New Jersey: pearson education, 2008), p. 299

Table 1

Quasi-Experimental Design

Time

Select Control Group	Pre-test	No Treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

B. Location and Time of the Research

The research was conducted in Islamic Senior High School of Darel Hikmah Pekanbaru. The research was done from January until February 2012.

C. Subject and Object of the Research

The Subject of the research was the second year students of Islamic Senior high School of Darel Hikmah Pekanbaru. The object of the research was the effect of using peer response groups technique toward writing ability.

D. Population and Sample of the Research

The population of the research was all of the second year students of Islamic Senior high School of Darel Hikmah Pekanbaru. It consisted of eight classes. The writer used cluster random sampling techniques in taking the sample. The sample of the research was divided into two groups. The first group was experimental class and another one was control class. The class consisted of 21 students.

Table 2

THE TOTAL POPULATION AND SAMPLE OF THE RESEARCH

No	Class	Population	Sample
1	XI A1	21	
2	XI A2	21	Experimental Class
3	XI A3	21	
4	XI B1	21	Control Class
5	XI B2	21	
6	XI AB	21	
Total		126	42

E. Technique of Collecting Data

In this research, the writer used test as the instrument to collect the data. The test was divided into two types; firstly was pretest which was given before treatment and the second one was post test which was given after treatment. The pre test was carried out to determine students' writing ability before giving the treatment and post test was carried out to determine students' writing ability after giving the treatment. Both of them were given to experimental and control class but the treatment was only given to experimental class.

1. Procedures of collecting data for experimental class

    a. Pre-test

        The pre-test was carried out to determine the students' writing ability

b. Treatment

The treatment was conducted for experimental group only. The treatment applied was using Peer Response groups technique in teaching writing. The length of time to apply the strategy was about eight meetings.

c. Post-test

After conducting the treatment, the post-test was administered and it was analyzed as final data for this research.

2. Procedures of collecting data for control class

a. Pre-test

The control class was given pre-test to know their writing ability.

b. No treatment

The teacher teaches writing for control group without used peer response groups technique.

c. Post-test

Post-test was also given to control class and the result was analyzed and used as final data for this research.

The students' writing ability can be measured by by using writing assessment used by the English teacher of Islamic Senior High School of Darel Hikmah Pekanbaru.

Table 3

ASSESSMENT ASPECTS OF WRITING

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Orientation b. Complication c. Resolution				
3	Vocabulary				
4	Grammatical Features a. Action Verb b. Temporal Connectives c. Past Tense				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

Final Score $= \dfrac{Total\ Score}{Maximum\ Score} \ x\ 80$

Table 4

Blueprint of the Narrative Text at the Second Year Students of Islamic Senior High School of Darel Hikmah Pekanbaru

No	The title of narrative text	The kind of text
1	Situ Bagendit	Narrative text
2	Golden Cucumber	Narrative text
3	Golden Snail	Narrative text
4	Stone Flower	Narrative text

In the pre-test, the teacher asked the students to write a text that related to their favorite topic and in post test, the teacher asked the students to write a text and they could choose one of topic in the table above. In here the teacher took a source from Look Ahead for Grade XI Senior High School, which is published by Erlangga

F.   Technique of Analyzing Data

In order to analyze students' ability in writing text, the researcher used learning achievement minimum of English lesson in Islamic Senior High School of Darel Hikmah Pekanbaru (SKL) that was 70 for students' ability in writing narrative text, it means for those who get score < 70, they do not pass graduated standard (SKL), while for those who get score ≥ 70, they pass graduated standard (SKL).

To analyze the data, the writer used score of post-test of the experimental and control class. These scores were analyzed by using statistical analysis. The data were analyzed by using T-test (independent samples t-test) and it was calculated by using software SPSS 16 version.

The t-table was employed to see whether or not there was significant difference between the mean score in both experimental and control class.

Statistically hypothesis:

1. H_0 = t_0 < t-table

2. H_a = t_0 > t-table

1. H_a is accepted if t_o > t-table or there is significant effect of using Peer Response groups technique toward students' writing ability.

2. H_o is accepted if t_o < t table or there is no significant effect of using Peer Response groups technique toward students' writing ability.

G. Validity and Reliability of the Test

1. Validity

According to Gay[3], validity is the appropriateness of the interpretations made from tests score. Clear validity is the core future for the test. Furthermore, Gay says that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity. All of them have different usage and function.

Content Validity is used to compare content of the test to the domain being measured. According to Heaton, this kind of validity depends on careful analysis of the language being tested and of the particular course objectives. According to

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[3]Gay, L.R and Peter Airasian. *Op. Cit*., p. 161

Gay[4], there is no formula used to calculate and there is no way how to express it quantitatively. Content validity is just focused on how well items represent the intended area. Even, Hadari Nawawi says that this kind of validity is a curricular validity[5]. It means that the test was given based on curriculum of the school.

Based on the definition above, to measure whether the test was valid in this research, the researcher used content validity. In other word, tests were given based on material that they had learned.

2. Reliability of the Test

According to Gay[6], reliability is the degree to which the test consistently measures whatever it is measuring. Further, he says that:

"essay tests, short-answer tests, performance and product tests, projective tests, and observations almost any test that calls for more than a one-word response raise concerns about the reliability of scoring. In such situations we are concerned with interjudge (interscorer, interrater, interobserver) reliability and/or intrajudge reliability".

In this research, the researcher used interjudge reliability. It means that, the score of the test was evaluated by more than one people. In this research, the students' writing ability was evaluated by two raters.

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[4]Gay, L.R and Peter Airasian, *Op Cit*., p. 164

[5] Nawawi, Hadari and M. Martini Hadari.. *Instrumen Penelitian Bidang social*.(Pontianak Gajah Mada University Press: 1991), p.181

[6]Gay, L.R and Peter Airasian. 2000. *Op.Cit*., p. 175

CHAPTER IV

THE DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

1. The Technique of Data Collection

This research is to obtain the effect of using peer response groups technique toward writing ability in narrative text at the second year students of Islamic Senior High School of Darel Hikmah Pekanbaru. The data was obtained from students' post-test scores of Experimental class and Control class. It was found that class XI A2 was experimental class and XI B1 was control class.

The data of this research was gotten from the scores of the students' post test. The writing test was about writing essay text (narrative text) and was evaluated by concerning five components: content, organization, vocabulary, language use and mechanic of writing. The data were collected through the following procedures:

a. The writer asked the students 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.

2. The Technique of Data Analysis

In order to find out whether or not the significant effect of using peer response groups technique toward writing ability, the data were analyzed statistically. In analyzing the data, the writer used score of experimental group and control group. The data were analyzed by using the statistical method. In this research, the researcher used "T" test in SPSS program.

The t-test is obtained by considering the degree of freedom (df)= (n_1+n_2)-2 statistically the hypotheses are:

H_o: t_o < t-table

H_a: t_o > t-table

H_o is accepted if t_o < t-table or there is no significant effect of using peer response groups technique toward writing ability.

H_a is accepted if t_o > t-table or there is significant effect of using peer response groups technique toward writing ability.

3. The Data of Experimental Group

The data of students' writing ability taught by using peer response groups technique were gotten from pre-test and post-test of XI A2 class as experimental group taken from the sample of this class (21). The data can be seen from the table below:

Table 5

The Score of the Students' Writing Ability in Experimental Class

No	Student	Pre – Test	Post – Test
1.	Student 1	40	72
2.	Student 2	24	80
3.	Student 3	38	80
4.	Student 4	40	70
5.	Student 5	34	80
6.	Student 6	40	72
7.	Student 7	40	74
8.	Student 8	38	61
9.	Student 9	42	74
10.	Student 10	39	70
11.	Student 11	20	80
12.	Student 12	44	74
13.	Student 13	26	70
14.	Student 14	56	62
15.	Student 15	44	64
16.	Student 16	76	62
17.	Student 17	56	60
18.	Student 18	60	50
19.	Student 19	56	68
20.	Student 20	56	70
21.	Student 21	60	68
	TOTAL	929	1461

From the table above, the writer found that the total score of pre test in experimental group was 929, while the highest was 76, and the lowest was 20. Then, the total score of post- test in experimental group was 1402, while the

highest was 80 and the lowest was 50.   The frequency score of pre test and post

test which was significantly different can be seen below:

Table 6

The Distribution of Frequency of

Students' Pre-Test Scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	4.8	4.8	4.8
	24	1	4.8	4.8	9.5
	26	1	4.8	4.8	14.3
	34	1	4.8	4.8	19.0
	38	2	9.5	9.5	28.6
	39	1	4.8	4.8	33.3
	40	4	19.0	19.0	52.4
	42	1	4.8	4.8	57.1
	44	2	9.5	9.5	66.7
	56	4	19.0	19.0	85.7
	60	2	9.5	9.5	95.2
	76	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Based on the table above, it can be seen that there was 1 student who got

score 20 (4.8%), 1 student got score 24 (4.8%), 1 student got score 26 (4,8%), 1

student got score 34 (4.8%), 2 students got score 38 (9.5%), 1 student got score 39

(4.8%), 4 students got score 40 (19%), 1 student got score 42 (4.8%), 2 student got score 44 (9.5%), 4 students got score 56 (19%), 2 students got score 60 (9.5%), and 1 student got 76 (4.8%). The highest frequency was 4 at the score of 40 and 56. The total frequency was 21.

Table 7

The Distribution of Frequency of

Students' Post-Test Scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	4.8	4.8	4.8
	60	1	4.8	4.8	9.5
	61	1	4.8	4.8	14.3
	62	2	9.5	9.5	23.8
	64	1	4.8	4.8	28.6
	68	2	9.5	9.5	38.1
	70	4	19.0	19.0	57.1
	72	2	9.5	9.5	66.7
	74	3	14.3	14.3	81.0
	80	4	19.0	19.0	100.0
	Total	21	100.0	100.0	

Based on the table above, it can be seen that there was 1 student who got score 50 (4.8%), 1 student got score 60 (4.8%), 1 student got score 61 (4,8%), 2 students got score 62 (9.5%), 1 student got score 64 (4.8%), 2 students got score 68 (9.5%), 4 students got score 70 (19%), 2 students got score 72 (9.5%), 3

students got score 74 (4.8%), and 4 students got score 80 (19%). The highest frequency was 4 at the score of 70 and 80. The total frequency was 21.

Besides, the Mean (Mx) and Standard Deviation ( ) were also needed in analyzing data gotten from the score of pre test and post test. In determining the mean and standard deviation, the writer used the software SPSS 16 version to calculate it. The mean and standard deviation of pre test and post test are as in the following table:

Table 8

The Mean and Standard Deviation of Pre-test and Post-test of Experimental Class

	Mean	Std. Dev
Pre test	44.24	1.35
Post test	69.57	7.76

From the table above, the distance between Mean (Mx) and Standard Deviation ( ) is too far. In other words, the scores obtained are normal.

4. The Data of Control Class

The data of students' writing ability taught without using peer response groups technique were gotten from pre-test and post-test of XI B1 class as control group taken from the sample of this class (21). The data can be seen from the table below:

Table 9

The Score of the Students' Writing Ability Taught in Control Class

No.	Students	Control Class	
		Pre – Test	Post – Test
1.	Student 1	36	48
2.	Student 2	40	60
3.	Student 3	46	60
4.	Student 4	40	44
5.	Student 5	34	60
6.	Student 6	34	40
7.	Student 7	40	54
8.	Student 8	46	58
9.	Student 9	58	56
10.	Student 10	46	40
11.	Student 11	40	52
12.	Student 12	46	64
13.	Student 13	52	42
14.	Student 14	48	48
15.	Student 15	48	54
16.	Student 16	50	48
17.	Student 17	32	54
18.	Student 18	54	80
19.	Student 19	38	58
20.	Student 20	22	58
21.	Student 21	60	70
	Total	910	1148

From the table above, the writer found that the total score of pre test in control class was 1148, while the highest was 76, and the lowest was 20. Then,

the total score of post- test in experimental class was 1148, while the highest was 80 and the lowest was 50. The frequency score of pre test and post test which was significantly different can be seen below:

Table 10

**The Distribution of Frequency of
Students' Pre-Test Scores**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22	1	4.8	4.8	4.8
	32	1	4.8	4.8	9.5
	34	2	9.5	9.5	19.0
	36	1	4.8	4.8	23.8
	38	1	4.8	4.8	28.6
	40	4	19.0	19.0	47.6
	46	4	19.0	19.0	66.7
	48	2	9.5	9.5	76.2
	50	1	4.8	4.8	81.0
	52	1	4.8	4.8	85.7
	54	1	4.8	4.8	90.5
	58	1	4.8	4.8	95.2
	60	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Based on the table above, it can be seen that there were 1 student who got score 22 (4.8%), 1 student got score 32 (4.8%), 2 student got score 34 (9.5%), 1

student got score 36 (4.8%), 1 student got score 38 (4.8%), 4 students got score 40 (19%), 4 students got score 46 (19%), 2 students got score 48 (9.5%), 1 student got score 50 (4.8%), 1 student got score 52 (4.8%), 1 student got score 58 (4.8%), and 1 student got score 60 (4.8%). The highest frequency was 4 at the score of 40 and 46. The total frequency was 21.

Table 11

The Distribution of Frequency of

Students' Post-Test Scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	9.5	9.5	9.5
	42	1	4.8	4.8	14.3
	44	1	4.8	4.8	19.0
	48	3	14.3	14.3	33.3
	52	1	4.8	4.8	38.1
	54	3	14.3	14.3	52.4
	56	1	4.8	4.8	57.1
	58	3	14.3	14.3	71.4
	60	3	14.3	14.3	85.7
	64	1	4.8	4.8	90.5
	70	1	4.8	4.8	95.2
	80	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Based on the table above, it can be seen that there were 2 students who got score 40 (4.8%), 1 student got score 42 (4.8%), 1 student got score 44 (4,8%), 3 students got score 48 (14.3%), 1 student got score 52 (4.%), 3 students got score 54 (14.3%), 1 student got score 56 (4.8%), 3 students got score 58 (14.3%), 3 students got score 60 (4.8%), 1 student got score 64 (4.8%), 1 student got score 70 and 1 student got score 80 (4.8%). The highest frequency was 3 at the score of 48, 54, 58 and 60. The total frequency was 21.

Besides, the Mean (Mx) and Standard Deviation ( ) were also needed in analyzing data gotten from the score of pre test and post test. In determining the mean and standard deviation, the writer used the software SPSS 16 version to calculate it. The mean and standard deviation of pre test and post test are as in the following table:

Table 12

The Mean and Standard Deviation of Pre-test and Post-test of Control Class

	Mean	Std. Dev
Pre tes	43.33	9.17
Post test	54.67	9.82

From the table above, the distance between Mean (Mx) and Standard Deviation ( ) is not far, it can be seen that the mean of pre-test was 43.33, and mean of post test was 54.67. Standard deviation of pre test was 9.17, while standard deviation of control group was 9.82.

5. The Effect of Peer Response Groups Technique toward Writing Ability in Narrative Text

The following table is the description of pre-test and post-test of experimental class and control class.

Table 13
Students' Pre- Test and Post-Test Score of Experimental and Control Class

No	Student	Control Class		Experiment Class	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Student 1	36	48	40	72
2.	Student 2	40	60	24	80
3.	Student 3	46	60	38	80
4.	Student 4	40	44	40	70
5.	Student 5	34	60	34	80
6.	Student 6	34	40	40	72
7.	Student 7	40	54	40	74
8.	Student 8	46	58	38	61
9.	Student 9	58	56	42	74
10.	Student 10	46	40	39	70
11.	Student 11	40	52	20	80
12.	Student 12	46	64	44	74
13.	Student 13	52	42	26	70
14.	Student 14	48	48	56	62
15.	Student 15	48	54	44	64
16.	Student 16	50	48	76	62
17.	Student 17	32	54	56	60
18.	Student 18	54	80	60	50
19.	Student 19	38	58	56	68
20.	Student 20	22	58	56	70
21.	Student 21	60	70	60	68
		910	1148	929	1461

From the table above, it can be seen that there is actually significant different between pre-test and post-test in experiment class and pre-test and post-test in control class. To make it clear, it is analyzed in the data analysis below.

B. The Data Analysis

The data were obtained through the post-test's score of experimental class and control class.

Students' post test score in Experimental class

Table 14

Score	Frequency	Fx	Graduated Standard
50	1	50	Failed
60	1	60	Failed
61	1	61	Failed
62	2	124	Failed
64	1	64	Failed
68	2	136	Failed
70	4	280	Pass
72	2	144	Pass
74	3	222	Pass
80	4	320	Pass
Total	21		

Based on the data obtained, there were 8 students who did not pass the graduated standard (SKL), or the score obtained < 70 while there were 13 students who passed the graduated standard (SKL), or the score obtained ≥ 70.

Students' Post Test Score in Control Class

Table 15

		Frequency	Fx	Graduated Score
Valid	40	2	80	Failed
	42	1	42	Failed
	44	1	44	Failed
	48	3	144	Failed
	52	1	52	Failed
	54	3	162	Failed
	56	1	56	Failed
	58	3	174	Failed
	60	3	180	Failed
	64	1	64	Failed
	70	1	70	Pass
	80	1	80	Pass
	Total	21		

Based on the data obtained, there were 19 students who did not pass the learning minimum achievement, or the score obtained < 70 while there were 2 students who passed the learning minimum achievement, or the score obtained ≥ 70. To analyze the data, the writer used t-test in SPSS program

The process of statistic analysis by using t-test in SPSS program was as follows:

a. Open SPSS program.

b. Entry of the data based on its procedure in Variable View and Data View.

c. Click analyze in the menu of SPSS, choose compare mean.

d. Choose Independent Samples T-Test.

The output of data analysis is as follows:

Table 16

Group Statistics

	N	Mean	Std. Deviation	Std. Error mean
Experimental Class	21	69.57	7.7625	1.6939
Control Class	21	54.67	9.8251	2.1440

Based on the above table, it can be seen that the total students from each group was 21, the mean of experimental group was 69.57, and mean of control group was 54.67. Standard deviation from control group was 7.7625, while standard deviation from control group was 9.8251. Standard errot mean of experimental group was 1.6939, and control group was 2.1440.

The data were obtained through the score of post-test of experimental group and control group. To analyze the data, the writer used t-test formula by using software SPSS 16.

Table 17

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference		Lower	Upper
score	Equal variances assumed	.743	.394	5.455	40	.000	14.90476	2.73244	9.38230	20.42722
	Equal variances not assumed			5.455	37.968	.000	14.90476	2.73244	9.37308	20.43645

Independent-sample T-Test shows Levene's Test to know the same variance.[1]

Ho: Variance Population identical

Ha: Variance Population not identical

If Probabilities >0.05, the null hypothesis is accepted.

If Probabilities < 0.05, the null hypothesis is rejected.

Based on the output SPSS above, Ho is accepted because 0.394 >0.05. It means that the variance of the population is identical. So, the writer used equal variances assumed row.

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[1] Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian.* (Pekanbaru: Pustaka Pelajar, 2008), pp,159.

From the output above, it can also be seen that t_o ($t_{observation}$) = 5.455 is compared to t_t (t_{table}). From df = 40, it is found that the level of significance of 5% is 2.02 and the level of significance of 1% is 2.72. It can be stated that 2.02< 5.455>2.72. It means that null hypothesis (H_o) is rejected, while the alternative hypothesis (H_a) is accepted.

The writer concluded that H_o is rejected and H_a is accepted. It means that there is a significant effect of using peer response groups technique toward writing ability at the second year students of Senior High School of Darel Hikmah.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the explanations in the chapter IV, The researcher concludes that the effect of using peer response groups technique toward writing ability in narrative text at the second year students of Islamic Senior High School is as follows :

1. The students' writing ability in narrative text who taught by using peer response groups technique at the second year of Islamic Senior High School Pekanbaru is categorized into 'Good' with mean score is 69.57.

2. The students' writing ability in narrative text taught by using conventional technique at the second year of Islamic Senior High School Pekanbaru is categorized into 'enough' with mean score is 54.67.

3. There is a significant effect of using peer response groups technique toward writing ability in narrative text at the second year students of Islamic Senior High School of Darel Hikmah Pekanbaru.

B. The Suggestion

From the conclusion of the research above, it is known that using peer response groups technique can give significant effect toward students' ability in

writing narrative text. Because of that, peer response groups technique can be one of the choices for the English teacher in order to help students' ability in writing. Therefore, English teacher should know how to teach writing by using peer response groups technique. Besides, teacher should also use many ways to encourage students in writing essay text such as:

a. Teachers should construct creative and enjoyable learning for students.

b. Teachers should support their techniques by using interesting media.

c. Teachers can encourage students' awareness about the importance of writing for their life.

d. Teacher becomes writing as habitual activities for students in the school.

e. For students, the students should do more practice to improve their writing ability.

In addition, Islamic Senior High School Darel Hikmah should do more activities to improve students writing ability, such as wall news magazine in English language.

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