



**THE EFFECT OF PEER FEEDBACK ON STUDENTS' ACHIEVEMENT IN  
WRITING NARRATIVE TEXT AT MAS PONPES AT-TAUFIQURRAHMAN**

**A THESIS**

*Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic  
University of North Sumatera Medan as a Partial Fulfillment of The  
Requirements  
for the Degree of Sarjana Pendidikan (S-1)*

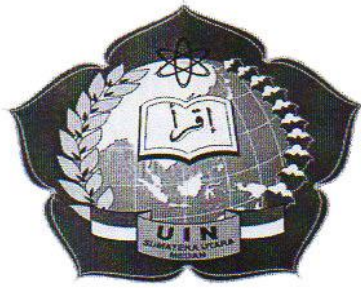
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MEDAN**

**2020**



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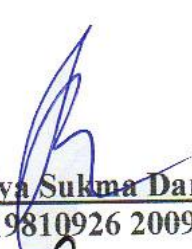
  
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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di Munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN-SU

Demikian kami sampaikan , atas perhatian Bapak kami ucapkan terima kasih.  
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan Universitas batal saya terima.

Medan, 20 juni 2020

Yang membuat pernyataan



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## **ABSTRACT**

**Hotna Dewi, The Effect of Peer Feedback on Students' Achievement in Writing Narrative Text. A Thesis, English Education Program, Faculty of Tarbiyah Science And Teacher Training, State Islamic University of North Sumatera, 2020**

This study found that peer feedback effect on students' achievement in writing narrative text. It was conducted by using experimental design. The population was X-1 and X-2 students of Mas Ponpes At-taufiqurrahman. There are consist 40 students. The sample of two classes divided into two groups, experimental group and control group which were chosen random sampling by using lottery technique. The grade X-1 as experimental group was taught by using peer feedback and grade X-2 as control group was taught conventional method. The instruments used in this research was written test. After analyzing the data, the writer got; The students achievement in writing narrative text by peer feedback got the mean 77.700 and standar deviation was 8.985 ; The students' achievement in writing narrative text by using conventional strategy got the mean 56.600 and standard deviation was 6.269. The value of t-observed was 3.207 and that of t-table was 1.671. So the value of t-observed was higher than that of t-table. It showed that  $H_0$  rejected and  $H_a$  accepted. There was significant effect of using peer feedback strategy on students' achievement in writing narrative text.

***Keywords:Peer Feedback, Writing and Narrative Text***

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It is a pleasure to acknowledge the help and contribution to all of lectures, family, friends, and institution who have contributed in the different ways hence this thesis processed until it becomes a complete writing which will be presented to the faculty of tarbiyah and teachers' training in partial fulfillment of the requirements for degree S,Pd in English Language Education.

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Finally, the writer realizes that this thesis is still has some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this thesis is be better. The writer hopes that this research will give an important contribution to the Department of English Education.

Medan, 2020

Hotna Dewi

34.15.3.118



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# CHAPTER 1

## INTRODUCTION

### A. Background of Study

Language is succinctly defined in our Glossary as a “human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols”.<sup>1</sup> It is similar like Nishanthi’s statement that Language is the significant source of communication, it also separates us from animals and makes us human.<sup>2</sup> From the statement, it can be known that Language is the communication tool for the human by using the signals.

Every country has their own language but there is a common language spoken universally. It is English. English is the most commonly spoken language in the world. English has been playing the main part in several sectors including medicine, engineering, and education, etc.<sup>3</sup> English in Indonesia from Independence to the present would involve information about the role that English has played in society at large, and particularly in business, politics, education and the media.<sup>4</sup>

In Education, English is included by the government into the curriculum and considered as a first foreign language to be taught in junior high school,

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<sup>1</sup> Sholihatul Hamidah Daulay, (2011), *Introduction to General Linguistics*, Medan: La Tansa Press, p.12

<sup>2</sup> Rajathirai Nishanthi, (2018), *The Importance of Learning English in Today World*, International Journal of Trend in Scientific Research and Development (IJTSRD), Vol. 3.(1), p.871

<sup>3</sup> *Ibid*,

<sup>4</sup> Allan Lauder, (2008), *The Status and Function of English in Indonesia: A Review of Key Factors*, Sosial Humaniora, Vol.12.(1), p.10



senior high school, and universities level.<sup>5</sup> It shows that English is the important language that the students need to learn. Based on curriculum, the students must able four language, the students must able speaking, reading, listening and writing.

Writing is one of the skills that must be mastered by the students. Writing is produced written of message that is can be media for communicate in spoken. From writing the students can express their knowledge, feeling,idea and given information in written formTherefore, writing is one of the skills that considered essential significance in second language learning because it serves as both a tool communication and a means of learning, thinking, and organizing idea.<sup>6</sup>

However, the students in Indonesia faced the problem in writing because of the difficulties in writing itself. According to Murray et.al in Rahmatunisa, they stated that writing is one of the difficult skills, requiring an intricate combination of neurological, physical, cognitive and affective competencies. It can be concluded that the writer should analyze whether his/her writing is good and understandable or not.<sup>7</sup> In analyzing the writing, one of the right method that can be applied is peer feedback.

Peer feedback refers to engaging learners in the process of sharing their ideas and receiving as well as offering constructive comments and suggestions for

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<sup>5</sup> Viktor Parsaulian Hasibuan, et.al, *An Analysis on Factors Causing English Learning Difficulties*, Tanjungpura University

<sup>6</sup> Rahmah Fithriani, 2018. *Cultural influences on students perceptions of written feedback in L2 writing*. *Journal of foreign language teaching and learning*.p.1-2

<sup>7</sup> Wulan Rahmatunisa, (2014), *Problem Faced by Indonesian EFL Learners in Writing Argumentative Essay*, *Journal of English Education*, Vol. 3.(1), p. 41

improving a piece of writing.<sup>8</sup> Refers to previous study, Peer feedback give the significant effect on students' writing ability. Astuti in her research stated that there is significant difference in the writing ability between the students who were taught by using peer feedback and those who were taught without using it.

Based on the background above, the researcher would like to take the study on writing under the title: **“The Effect of Peer Feedback on Students' Achievement In Writing Narrative Text at Mas Ponpes At-Taufiqurrahman”**

### **B. The Identification Problem**

Based on the researcher observation at Mas ponpes At-taufiqurrahman, the identification of problems involve;

1. The students faced the difficulties in writing.
2. The students are still not interested in learning process.
3. The students need someone to analyze their writing.

### **C. The Limitation of Problem**

Based on the identification of the problem above, the research question: focus on students' achievement in writing narrative text.

### **D. Formulation of Problem**

Based on limitation of the study above, the researcher formulated the research question as follow: is there any effect of peer feedback on students achievement in writing narrative text.

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<sup>8</sup> Mohammed Farah, (2012), *The Impact of Peer Feedback on Improving the Writing skills among Hebron University Students*, An - Najah Univ. J. Res. (Humanities). Vol. 26(1), p.182

### **E. Objectives of The Study**

Based on the formulation of the problem above, The objective of the research is to find out whether the effect of peer feedback on students achievement in writing narrative text at eleventh grade of mas ponpes At-taufiqurrahman.

### **F. Significance Of This Study**

The result of this study will give benefit and informative inputs in teaching and learning English as a foreign language especially in practical and theoritical aspect.

#### **1. Theoritical significance**

Theoritically, the result of this study is expected to give contribution of a new knowledge and to support the theories to the next study about the teaching writing narrative text.

#### **2. Practical significance**

Practically, this study presents the real picture of how the learning method used in the classroom. These findings are expected to contribute as information for students to improve their writing especially in writing narrative text. This study expected to provide meaning for students and researcher further.

- a. The students: it is expected to usefull to students, to resolve problem in writing narrative text and using this strategy make the students more active and interest.

- b. The teacher ; it is expected to give information to the teacher about the effect of peer feedback on students achievement in writing narrative text. So, from the findings the teachers can using it alternative strategy.
- c. The researcher; can be use as reference to in the future.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### A.1. WRITING

Writing was defined as the one of four language skills that was considered as the most powerfull communication tools for sharing thought and ideas in our daily life.<sup>9</sup> Writing is important skill for the students because it also was a good tool in communication besides speaking. From writing, the people can express their feelings, ideas and announcements to another people as indirect message.<sup>10</sup>

According to Dewi, writing was expressed as indirect language because it was delivered through letter, symbols, and word. Appropriate with the definition, writing has the aim as communication tool. In communicating through writing, someone can use some of the tools, such as pens, typewriter, pencils, and computers. Then, for the result, it can be seen in cave wall, a piece of paper, and computer screen. There are some types of writing that learned in the school, such as narrative, descriptive, recount text, persuasive, etc.<sup>11</sup>

Regardles of language, writing have some rules, including grammar, punctuation and spelling. Everyone using the tools to help write them as a dictionary and thesaurus.<sup>12</sup>

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<sup>9</sup> J. A. Carrol, (2002) *Writing And Grammar*, New Jerse; Prentice Hall, P.3

<sup>10</sup> Tiur Asih Siburian, *Improving Students Achievement On Writing Descriptive Text Throught Think Pair Share*, Vol.3,2013, [www.1jillalw.Org](http://www.1jillalw.Org),P.31

<sup>11</sup> Utami Dewi, *How To Write* (Medan : La- Tansa Press, 2013),P.2

<sup>12</sup> *Ibid* p.3

Other expert say that writing is a skill that most probably hesitate to be taught by a local English teacher. According to Jeremy Harmer, writing is basically intended as a value that is controlled carefully to be made by the students on paper or on the board when they can understand and produced, fairly well, some basic material of English at the level of maturity and their learning.<sup>13</sup> The explanation about writing is not only from the expert, the Holy Qur'an also explain how important the writing skill. It can be seen in Surah Al-Alaq verses 4-5:

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: *Who taught human (the writing) by the pen, he have taught man that which he knew not. Based on the verse by writing it can express what in the mind or feeling to form text and the aims of writing is to communication.*

Then, it also can be seen in Surah Al-Qalam verse 1:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

Meaning: *Nun, by the pen and by what they (that angels) write (in the records of men).*

Based on the verse above, by pen people can transfer their knowledge to the next generation.

---

<sup>13</sup> Jeremy Harmer, *How To Teach Writing* (Malaysia: Stenton Associates, 2004), 2nd Edition, P.155



### **A.3.1. Genre in writing**

In writing, there are some of text types, such as narrative text, descriptive text, recount text, report text, procedure text, etc. Narrative text has the function to entertain the readers like folklore and fairytale and contains morality on it. The second is recount text, recount text was viewed as a story that happened in the past. The third is descriptive text, descriptive text is the text that describe about something, like someone, place and event. The fourth is report text, report text is a text that tell the present information about something. The fifth is explanation text, explanation text is the text that explains the process involved in the formation or working of natural or social phenomena. The sixth is procedure text, procedure text is a text that tell the reader how to do or how to make something that consist of the step of making something. The seventh is anecdote, anecdote is the text that share with others an account of an amusing or unusual incident. The ninth is spoof text, spoof text is a text that tell an event with humorous and entertained reader. The tenth is hortatory exposition, hortatory exposition is a text that has a purpose to persuade the readers that something. And the last, new items text, news item text is the text that inform reader about event of the day that is considered.<sup>14</sup>

### **A.3. Definition of Narrative Text**

Narrative text was defined as an imaginative story like folklore and fairy tale that has the aim to entertain the reader. Based on Thomas, narrative text is incidents that tell in words. The narrative text has meaning which serves to make

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<sup>14</sup> Pradiyono, Pasti Bisa! *Teaching Genre- Based Writing* . Yogyakarta: ANDI. 2007 .P.2

evaluation to the content of the story. The evaluation is seen by author as response from incident of story.<sup>15</sup>

Narrative is kind form of writing which report events. Narrative is that tell a story or or past event based on the time the story occurred. Here, using type words and phrase to indicate the chronological order. We use a time sequence signal like, first, second, next, finally etc. To provide clarity of the situation that event chronologically.<sup>16</sup>

Narrative is tell about the story but write in written form. Like as telling a story in a sound, the narrative aims to entertain the reader but it must be provided by someone set way. Storytelling with narrative, readers cannot see the expression from characters and interpret only meaningful words. The students has biggest imagination, but they require a media to express it. writing narrative as a media to open up students imaginations.

By narrative allows the students can tell stories or event well. They can express their ideas and emotions with narrative writing. They also enjoyed writing narrative through their own imaginations. So, its very fun way to putting the imagination of students. It provide thinking and learning skills to students.<sup>17</sup>

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<sup>15</sup> Thomas S.Kane, *The Oxford Essential Guide To Writing*, (New York:Oxford University Press Inc. 2000) P.366

<sup>16</sup> Alice Oshima And Anne Hogue, *Introduction To Academic Writing Third Edition*, (New York:Pearson Education Inc, 2007) P.27

<sup>17</sup> Jennifer Rozines Roy, *Sharpen Your Story Or Narrative Writing Skill*, (Usa: John Wiley And Sons, Inc. 2014)P.9

### **A.3.1. The Purpose of Narrative Text**

People write the narrative stories only to entertain readers so that readers are happy and to attract readers from the narrative. In addition, they like to write any story because they want to tell what has happened in their life. He argued that reader may have something in common with the story written by the writer. In line with Barbara stating; the purpose of narrative is: provided entertaining, to express opinion or feeling, sharing experience, inform something or event to reader, give them a lesson, to excite their emotion, inform something that can be taken as a lesson and persuade. In addition, According to Anderson, narrative is a text that told a story and entertaining the audiences.<sup>18</sup>

### **A.3.2. The type of narrative text**

There are such of type narrative text, but semi divided into two categories: fiction and nonfiction

Narrative fiction is written based on imagination by writer. It has the purpose is to inform people about develop exciting or affect them. The example of the narrative fiction magazine article, legends, drama, novel, newspaper, horror stories and adventure stories

Another type is nonfiction, nonfiction narrative written by personal people through their experience. In this nonfiction the story is a real event that both the author and someone experience.

---

<sup>18</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Sydney: Mcmillan), 1997, p. 3.

### A.3.3. Generic Sturcture of Narative

According to Knapp P. And Watkins M (2005) Generic structure of narrative text is constituted by the generic structures of orientation, evalution, complication, resolution, and re-orientation.<sup>19</sup>

#### 1. Orientation

In this step, the writer introduces the participants and personal attitude, the set the scene of the story

#### 2. Evalution

A stepping back to evaluate the plight, usually to make the story more interesting.

#### 3. Complication

In this step, the writer tell the problem of the story

#### 4. Resolution

The last step where the problem in the story was solved.

### A.3.4. Language of features

There are some language features of narrative text:<sup>20</sup>

- a. Specific charater
- b. Time words that connect events, tell when they occured
- c. Verbs showing the actions that occur in the story
- d. Adjective that provided accurate description of character and setting.

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<sup>19</sup> Knapp, p and M. Watkins. *Genre, text , grammar. Technology for teaching and assessing writing*. University of new south wales press, 2007. P.220.

<sup>20</sup> Mark and kathy anderson, *op.cit.*, p.8

### **A.3.5. The Example Of Narrative**

#### **1. Orientation**

Once upon a time, there was a young girl named cinderella. She lived with her step mother and two step sister. The step mother and sisters were concited and bad tempered. They treated cinderella very badly.

#### **2. Complication**

On day, the two step sisters received an invitation to the party that the king's son was going to give at the palace. They were exited about his and spent much time choosing the dress they would wea. At last, the day of the party came, and the step sister went away to the party. Cinderella couldn't stop crying after they had left.

#### **3. Resolution**

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a cachman and two footmen. Her godmother tapped cinderella's raged dress with her wand, and it bacame a beautiful gown. Then she gave her a pair of pretty glass slippers. Now, cinderella, she said; if you must leave before midnight. Then away she drope in her beautifull coach.

#### **4. complication**

Cinderella was having a wonderfully good time. She began to strike twelve, she ran toward the door as quickly as she8 could. In her hurry, one of her glasss slipper was left behind.

## 5. Resolution

A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

### A.4. Definition of Feedback

Feedback was defined as a correction notes that was given to the students to improve their performances.<sup>21</sup> Feedback usually got from classmates, teacher parents, and other people. In giving feedback, there are some purposes that will be received by the students, such as:<sup>22</sup>

1. To confident
2. To increase performancem
3. To tailor the explain for particulaer problem.
4. To give certainns award

#### A.4.1. Peer Feedback

Peer can be categorized as a person that usually come from the same age or has same potential in a group. Then feedback is some correction notes which is filled information or statement about the writing whether it was successful or

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<sup>21</sup> Rahmah fithriani, 2018. *Indonesian students' perceptions of written feedback in l2 language*. Mexico; university of new mexico .p.26

<sup>22</sup>Catherine Haines, (2004), *Assessing Students Writing Work- Marking Essays and Reports*, New York: Taylor & Francais E- Library, p.19



not.<sup>23</sup> in the classroom, peer feedback was done by the students in pair. In their, after they write their writing, they exchange their writing to their pairs. So, they have to read and give comments, suggestions, criticism their pair as a feedback.

Atay and kurt stated that peer feedback was seen as way of giving more control to students since it allows them to make active decisions about whether or not to use their peers' comments as opposed to a passive reliance on teachers' feedback. Peer feedback aims at encouraging the development of students' writing and is regarded as critical in improving and consolidating learning.

Rollinson stated that by its potentially high level of response and interaction between reader and writer, encourages a collaborative dialogue in which two-way feedback is established and meaning is negotiated between the two parties.

#### **A.4.2. Stages in Peer Feedback Activity**

There are steps in peer feedback in order to make the teaching and learning process become effectively: <sup>24</sup>

- a. The teacher explain the material to the student. In this case, the material is about narrative text, the teacher could introduce to the students about social function, generic structure, and the example of narrative text. So, the students has the basic information about narrative text itself.
- b. After giving the explanation to the students, the teacher asked the students to make their own story about narrative text based on the explanation before.

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<sup>23</sup> Cambridge advance learner's dictionary,cmbridge university press,2008,p.973

<sup>24</sup> Hyland, K. 2002. *Teaching And Researching Writing*, Great Britia: Longman, p.203

- c. Then, after they finished their writing, the teacher explain how to give feedback in a good way.
- d. If the students was understood about giving feedback in a good way, the teacher divided the classroom into some groups.
- e. The teacher control the class that make sure each groups will work cooperatively.
- f. For the last, the student can share their writing to group members as a feedback in their writing.

#### **A.4.3. The Advantages and Disadvantages of Peer Feedback**

There are some the advantages and disadvantages of peer feedback such as follow;<sup>25</sup>

- a. Advantages
  - 1. The learning process in the class more active
  - 2. It can increaese students confident
  - 3. Peer feedback help students to take more responsibilities in learning
  - 4. It give students more useful life skill.

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<sup>25</sup> *ibid*

a) Disadvantages of peer feedback

1. The ability of readers is limited, because they have difficulty understanding the errors contained in the text.
2. The reader not confident when give comment on the text
3. Feedback only present technical problems, only a few the reader comment on the substance of the writing.
4. The weakness knowledge of the reader

**B. Related Study**

1. The research related to a research entitled "The Effect of Peer Feedback in Improving Students' Writing Achievement of The Tenth Grade Students at SMA Swasta Muhammadiyah 8 Kisaran that made by Susi Atmawati State (Islamic University of North Sumatera). The appliance for collecting data was test. After analyzing the data, the writer got; (1) The students' writing achievement by using peer feedback technique got the mean 62,5 (2) The students' writing achievement by using teacher technique (no treatment) got the mean 56,12 .The value of tobserved was 3,32 and the value of tt from the df (62) on the degree of significance of 5% is 2,00. It means that to (t observation) is higher than tt (t table). So, the alternative hyphothesis is accepted. It means that there was an effect of peer feedback in improving students' writing achievement of tenth grade students at SMA Swasta Muhammadiyah 8 Kisaran.

2. This study related to a research made by Anastasia Puji Astuti (State University Yogyakarta). Entitled "The Effectiveness Of Peer Feedback To Improve The Writing Ability Of The Tenth Grade Students Of Sma Kanisius Harapan Tirtomoyo. The result of the research showed that there is a significant difference in the writing ability between the students who were taught by using peer feedback and those who were taught without using it. It can be seen in the result of the hypothesis testing through Independent-Sample of T-Test. The significance value of 0.000 is less than the significance level of 0.05 ( $0.000 < 0.05$ ), which means that the data of this study are considered to have a significant difference. Therefore, the hypothesis of this study is accepted. It means that the peer feedback technique significantly improves the students' writing ability in the English teaching and learning process at SMA Kanisius Harapan Tirtomoyo.

### **C. Conceptual Framework**

Writing is one of language skill in English that was considered as a difficult skill among another skills. It was caused many factor such as the process, grammar, vocabulary, etc. In MAS At-Taufiqurrahman, there are several factors that influenced the problem, such as the teacher, students, and learning process.

In teaching and learning process of writing narrative text, teacher uses conventional strategy. Teacher just explains material, gives an example and asks students to do exercise in textbook. This way cannot improve students' achievement in writing.

Peer feedback strategy is one of the effective ways to improve students' writing achievement. In this strategy, students can exchange their ideas and thought without being afraid to make mistakes. Students are expected to have opportunities to work collaboratively with peers and to improve their writing abilities. It is expected that students' anxiety becomes lower and learning motivation can be higher.

Sharing opinions with peers in this techniques also help students to build their confidence. Some students are too afraid to state what in their mind in class, they tend to keep it and just share it with their close friend. Peer feedback helps the students to learn how to express their opinions in a small group and strengthens their confidence. By applying peer feedback, it also expected to make the students take more responsibilities in learning process. Not only doing their assignment, students also have to read and listen their friends work carefully to be able to give feedback.

#### **D. Hypothesis**

The research hypothesis is formulated as follow:

$H_a$  = "There is any effect of peer feedback on the students' achievement in writing narrative text".

$H_o$  = "There no effect of peer feedback on the students' achievement in writing narrative text".

## CHAPTER III

### METHODOLOGY OF RESEARCH

#### A. Place and Time of Study

The research was conducted at Mas At-taufiqurrahman, which located Jl.lintas sumatera utara Desa Gunung Melayu, kec. Kualuh selatan. The researcher choosed this school because two reason; the first, the school not far from the house of researcher. And the second, the teacher never using strategy peer feedback.

#### B. Population and Sample.

##### 1. Population

Population is all cases, situation or individual who share one or more characteristic.<sup>26</sup> The population of this study were students of grade X of ponpes At-taufiqurrahman which were divided in two classes. The total of students are 40. The population can be seen in the the following table:

**Table 3.2. Number of Population**

No	Class	Number of Students
1	X-1	20
2	X-2	20
Total		

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<sup>26</sup> Nunan, david. 1991. *Language teaching methodology*. Sydney: prentice hall.p-27



## 2. Sample

Sample is a small population selected for observation and analysis. According to sugiyono, sample as part of the number and characteristics of the population. the sample of this research were X-1 X-2 which consisted 40 of class. In this research, the writer used random sampling by using lottrey technique. The samplen was divided in two groups, Experimental class and control class. Experimental class got the treatment by using Peer Feedback strategy and control class dused conventional method.

### C. Research Design

This research applied quantitative data. According to sugiono Quantitative is the form of number and quantitative analysisi using statistics<sup>27</sup>. This study used experimental design. Experimental is research conducted by holding manipulation of the object research and the existence of the control.<sup>28</sup> In collecting the data, the sample was divided into two groups, namely experimental group and control group. The experimental group was used Peer Feedback strategy while the control group will be used conventional strategy.

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<sup>27</sup> Sugiono. 2016. *Metode Penelitian Kuantitatif Dan Kualitatif*, Bandung , Alfabeta. P.13

<sup>28</sup> Moch. Nazir, 2005. *Metode Penelitian, Jakarta:Ghalia Indonesia*. P.63

**Table 3.1****Research design**

<b>Group</b>	<b>Pre-test</b>	<b>Teaching</b>	<b>Post-test</b>
<b>Experimental Group</b>	√	<b>Peer feedback</b>	√
<b>Control group</b>	√	<b>Conventional method</b>	√

**D. Instrument For Collecting Data**

The instrument of the research is an essay test. The test is about Narrative text. There are Pre-Test and Post-test. The research used the same pre-test and a post-test but the theme is different. Pre-test is about Cinderella and Post-test is about Snow white. There is only one direction in the test. The direction is about writing narrative text based on the theme. The test was given before treatment and Post-test was given after the treatment.

**E. Technique of Collecting Data****1. Pre-Test**

Pre-test was given before treatment. The test was given to know students' writing ability especially writing narrative text. The pre-test was given for both of experimental class and control class. The students just answer the test in the test sheet.

## 2. Treatment

After the pre-test was conducted, the treatment was given for the students. The experimental group was taught by using peer feedback, while the control group was taught conventional method.

## 3. Post-Test

The post-test was same like pre-test but the theme of the test is different. Both group were given a post-test after treatment . It was conducted to know the effect of Peer Feedback strategy on the students' achievement in writing narrative text.

## F. The Technique of Data Analysis

### 1. Normality Test

To test the normality of data, it used liliefors test by doing some steps as follows:

- a. Observations  $X_1, X_2, X_3 \dots X_n$  are made standart value  $Z_1, Z_2, Z_3 \dots Z_n$  with the formul  $z_i = \frac{x_i - \bar{x}}{s}$  where the average  $\bar{x} = \frac{\sum x_i}{n}$  and the standard deviations  $s^2 = \frac{\sum (x_i - \bar{x})^2}{n}$
- b. The standards coefficient, using absolute normal standard distribution, then count the frequency  $F(z_i) = p(Z < Z_i)$
- c. Then count the proportion  $Z_1, Z_2, Z_3 \dots Z_n$  which smaller equals to  $Z_i$ .
- d. Count the difference  $F(Z_i) - S(Z_i)$  then determine the absolute value.

- e. Take the higher value among the difference absolute value; say that the value is 1..if.  $L_o < L_t$ , which is got from critical value of the Lilifors test at real level  $\alpha = 0,05$  data distribution is normal.

## 2. Homogeneity Test

The variant of both sample are homogeneity, it used two variant

Homogeneity :

$$F = \frac{\text{the biggest variant}}{\text{the small variant}}$$

## 3. Hypothesis test

The test t-test formula used in analyzing the data. The formula is :

$$T = \frac{x_1 - x_2}{\sqrt{\frac{s^2}{n_1} + \frac{s^2}{n_2}}}$$

Where: v

$x_{1bv}$  = Score of experimental group

$x_2$  = Score of control group

s = Standard deviation

$n_1$  = Total sample of experimental group

$n_2$  = Total sample of control group

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

#### A. Data Description

The data were collect used quantitative research with using experimental design. To collecting the data the research used tests. The test forms as a students narrative text (written test) which is analyzed based on the criteria. From the data were collect from experimentalgroup in pre-test the highest score was 67 and the lowest was 48 and the the mean of the pre-test on experimental group was 57.400 and then from the post-test of experimental group the hight score was 85 and the low was 69 and the mean of post-test in experimental group 77.700 and then data from control group in pre-test the hight was 62 and the low was 33 and mean of it was 41.650. and then from data of post-test the control group in pro-test the lhigh 64 and the low score was 44 and mean of it 56.600. the following are the results of pre-test and post-test of both group.

#### B. Data Analyis

##### 1. The result of students writing narrative text

**Table 3.4**

**The students score of pre-test of experimental class**

Number	Initial name	Experimental Class
		Pre-Test
1	AYM	53
2	ASRN	48
3	IRM	53

4	SAN	53
5	SC	67
6	RIM	54
7	FRN	48
8	FRN	54
9	SM	48
10	SA	58
11	ALM	48
12	AZP	58
13	AST	61
14	IMY	59
15	FN	66
16	TN	61
17	AM	67
18	UDT	66
19	NHP	59
20	WS	67
$\Sigma = 20$		$\Sigma = 1148$
<b>Mean</b>		<b>57.400</b>

From the above table, it can be seen that the high score of pre-test in experimental group was 67, while the low score was 48. The mean score pre-test in experimental group was 57.400.

**Table 3.5****The students score of post-test of experimental class**

<b>Number</b>	<b>Initial name</b>	<b>Experimental Class</b>
		<b>Post-Test</b>
1		72
2	ASRN	69
3	IRM	72
4	SAN	78
5	SC	78
6	RIM	80
7	FRN	74
8	FRN	77
9	SM	78
10	SA	85
11	ALM	69
12	AZP	77
13	AST	80
14	IMY	85
15	FN	85
16	TN	78
17	AM	79
18	UDT	79
19	NHP	74
20	WS	85
$\Sigma = 20$		$\Sigma = 1554$
<b>Mean</b>		<b>77,700</b>

From the above table, it can be seen that the high score of post-test for experimental group was 85, while the low score was 69. Then mean score of post-test in experimental group was 77.700.

**Table 3.6**  
**The students score of pre-test of control class**

Number	Initial name	Control classe
		Pre-test
1	HSM	51
2	AS	43
3	AC	34
4	SH	33
5	ISR	36
6	BP	34
7	FRN	35
8	MR	33
9	IM	39
10	AN	57
11	PMM	43
12	SM	35
13	SP	43
14	SRM	39
15	ASM	36
16	UA	43
17	AY	57
18	ZN	34
19	MM	57
20	RJ	51
<b><math>\Sigma n = 20</math></b>		<b><math>\Sigma = 833</math></b>
<b>Mean</b>		<b>41.650</b>



From the above table, it can be seen that the high score of bpre-test for control group was 62, while the low score was 33. Then the mean 41,650.

### 3.7

#### The students score of post-test of control class

Number	Initial name	Controll classs
		Post-test
1	HSM	63
2	AS	52
3	AC	53
4	SH	56
5	ISR	63
6	BP	53
7	FRN	52
8	MR	44
9	IM	56
10	AN	63
11	PMM	63
12	SRM	44
13	AKM	52
14	ASM	59
15	MD	63
16	MA	53
17	AY	59
18	ZN	56
19	MM	64
20	RJ	64
$\Sigma n = 20$		$\Sigma = 1.132$
Mean		56.600

From above the table, it can be seen the high score for post-test control group was 64, while the low score was 44. Then the mean of post-test control class was 56.600

**Table 3.8**

**Frequency Disrtubution Of Pretest Of Experimental Class**

<b>N o</b>	<b>score Cxi)</b>	<b>Fi</b>	<b>Fixi</b>	<b>Xi<sup>2</sup></b>	<b>fiXi<sup>2</sup></b>
1	48	4	192	2.304	9.216
2	53	3	159	2.809	8.427
3	54	2	108	2.916	5.832
4	58	2	116	3.364	6.728
5	59	2	118	3.481	6.962
6	61	2	122	3.721	7.442
7	66	2	132	4.356	8.712
8	67	3	201	4.489	13.467
<b>Total</b>		<b>20</b>	<b>1.148</b>	<b>27.440</b>	<b>66.786</b>

The result of  $\sum fixi^2$  is 66.786 and  $\sum fixi$  is 1.148. the following is the result calculation of mean and standar D in pretes experimental group.

**Mean (x)**

$$(x) = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1.148}{20}$$

$$= 57,4$$

**Variant (S2)<sup>2</sup>**

$$\begin{aligned}
S^2 &= \frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)} \\
&= \frac{20 \times 66.786 - (1.148)^2}{7(7-1)} \\
&= \frac{1.335.720 - 1.317.904}{380} \\
&= \frac{17.816}{380} \\
&= 46.884
\end{aligned}$$

### Deviation Standard

$$\begin{aligned}
S &= \sqrt{S^2} \\
&= \sqrt{46.884} \\
&= 6.847
\end{aligned}$$

**Table. 3.9**

**Frequency distribution posttest of the experimental class**

No	Score (xi)	fi	Fixi	xi <sup>2</sup>	fixi <sup>2</sup>
1	69	2	138	4.761	9.522
2	72	2	144	5.184	10.368
3	74	2	148	5.476	10.952
4	77	2	154	5.929	11.858
5	78	4	312	6.084	24.336
	79	2	158	6.241	12.482
	80	2	160	6.400	12.800
	85	4	340	7.225	28.900
<b>Total</b>		<b>20</b>	<b>1554</b>	<b>47.300</b>	<b>121.218</b>

The result of fixi<sup>2</sup> is 121.218 and fixi is 1490. The following is the result of mean and standard deviation in experimental group.

a. **mean (x)**

$$(\bar{x}) = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1554}{20}$$

$$= 77.7$$

b. **Variant (S2)<sup>2</sup>**

$$S^2 = \frac{n\sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

$$= \frac{20 \times 121.218 - (1554)^2}{20(20-1)}$$

$$= \frac{2.424.360 - 2.414.916}{380}$$

$$= \frac{9.444}{380}$$

$$= 24.852$$

c. **Deviation Standard**

$$S = \sqrt{S^2}$$

$$= \sqrt{24.852}$$

$$= 8.985$$

**Table 4.7****Frequency Distribution Pre-Test of Control Class**

No	Score (Xi)	F	FiXi	Xi <sup>2</sup>	FiXi <sup>2</sup>
1	33	2	66	1.089	2.178
2	34	3	102	1.156	3.468
3	35	2	70	1.225	2.450
4	36	2	72	1.296	2.592
5	39	2	78	1.521	3.042
	43	4	172	1.849	7.396
	51	2	102	2.601	5.202
	57	3	171	3.249	9.747
<b>Total</b>		<b>20</b>	<b>833</b>	<b>13.986</b>	<b>36.075</b>

the result of FiXi<sup>2</sup> is 36.075 and FiXi is 833 . The following is the result of

mean and the standard deviation in pre-test control group

**a. Mean (x)**

$$(x) = \frac{\sum fixi}{\sum fi}$$

$$= \frac{833}{20}$$

$$= 41.65$$

**d. Variant (S<sup>2</sup>)<sup>2</sup>**

$$S^2 = \frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

$$= \frac{20 \times 36.075 - (833)^2}{20(20-1)}$$

$$= \frac{721.500 - 693.889}{380}$$

$$= \frac{27.611}{380}$$

$$= 72.660$$

**e. Deviation Standard**

$$S = \sqrt{S^2}$$

$$= \sqrt{72.660}$$

$$= 8.524$$

**Table 4.8**

**Frequency Distribution Post-Test of The Control Class**

No	Score (Xi)	Fi	FiXi	Xi <sup>2</sup>	FiXi <sup>2</sup>
1	44	2	88	1.936	3.872
2	52	3	156	2.704	8.112
3	53	3	159	2.809	8.427
4	56	3	168	3.136	9.408
	59	2	118	3.481	6.962
	63	5	315	3.969	19.845
	64	2	128	4.096	8.192
<b>Total</b>		<b>20</b>	<b>1.132</b>	<b>22.131</b>	<b>64.818</b>

The result of FiXi<sup>2</sup> is 64.818 and FiXi is 1.132.the following calculation of mean,varian and standar D in posttest in control group.

**a. Mean (x)**

$$(\bar{x}) = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1.132}{20}$$

$$= 56.6$$

**b. Variant (S<sup>2</sup>)<sup>2</sup>**

$$S^2 = \frac{n\sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

$$= \frac{20 \times 64.818 - (1.132)^2}{20(20-1)}$$

$$= \frac{1.296.360 - 1.281.424}{380}$$

$$= \frac{14.936}{380} = 39.305.$$

**c. Deviation Standard**

Deviation standard was found by drawing root of variants that was:

$$S = \sqrt{S^2}$$

$$\sqrt{39.305}$$

$$= 6.269$$

## 2. Normality testing pre-test and post-test of experimental group and control group

**Table 4.8**

### Normality test of pretest of experimental class

No	Xi	Fi	F kum	Zi	Fzi	Szi	Fzi –szi
1	48	4	4	-1.578	0.057	0.133	0.076
2	53	3	7	-0.808	0.210	0.233	0.024
3	54	2	9	-0.654	0.257	0.300	0.043
4	58	2	11	-0.038	0.485	0.367	0.118
5	59	2	13	0.115	0.546	0.432	0.113
6	61	2	15	0.423	0.664	0.500	0.164
7	66	2	17	1.193	0.884	0.567	0.317
8	67	3	20	1.347	0.911	0.667	0.244

#### a. Finding z score

$$\text{Formula : } Z1 = \frac{xi - x}{s}$$

$$Z1 = \frac{48 - 57.400}{6.847} = -1.578$$

$$Z2 = \frac{53 - 57.400}{6.847} = -0.808$$

$$Z3 = \frac{54 - 57.400}{6.847} = -0.654$$

$$Zi4 = \frac{58 - 57.400}{6.847} = -0.038$$

$$Zi5 = \frac{59 - 57.400}{6.847} = 0.115$$



$$Z_i 6 = \frac{61-57.400}{6.847} = 0.423$$

$$Z_i 7 = \frac{66-57.400}{6.847} = 1.193$$

$$Z_i 8 = \frac{67-57.400}{6.847} = 1.347$$

**b. Finding S(Zi)**

$$S(Z_i) = \frac{fkum}{n}$$

$$\frac{4}{20} = 0.133$$

$$\frac{7}{20} = 0.233$$

$$\frac{9}{30} = 0.300$$

$$\frac{11}{20} = 0.367$$

$$\frac{13}{20} = 0.432$$

$$\frac{15}{20} = 0.500$$

$$\frac{17}{20} = 0.567$$

$$\frac{20}{20} = 0.667$$

From the data above which had been collected that liliefors observ or  $Lo = 0.317$ ,  $N=20$ . And at real level  $\alpha = 0.05$  from the list of critical value of liliefors table  $Lt = 0.1618$ . from the list of critical value of liliefors table  $Lt = 0.1618$ . it was known that the koeficient from  $Lo(0.317) < Lt(0.1618)$ . It concluded the distribution was normal.

**Table 4.9****Normality test of posttest in experimental class**

No	Xi	Fi	F Kum	Zi	Fzi	Szi	Fzi-Szi
1	69	2	2	-1.548	0.061	0.067	0.006
2	72	2	4	-0.949	0.171	0.133	0.038
3	74	2	6	-0.549	0.291	0.200	0.091
4	77	2	8	0.050	0.520	0.267	0.253
5	78	4	12	0.250	0.599	0.400	0.199
6	79	2	14	0.449	0.673	0.467	0.207
7	80	2	16	0.649	0.742	0.533	0.209
8	85	4	20	1.648	0.950	0.667	0.284

**a. Finding Z Score**

**Formula : Zi 1**  $= \frac{xi-x}{s}$

$$Zi\ 1 = \frac{69-77.700}{4.985} = -1.548$$

$$Zi\ 2 = \frac{72-77.700}{4.985} = -0.949$$

$$Zi\ 3 = \frac{74-77.700}{4.985} = -0.549$$

$$Zi\ 4 = \frac{77-77.700}{4.985} = 0.050$$

$$Zi\ 5 = \frac{78-77.700}{4.985} = 0.250$$

$$Zi\ 6 = \frac{79-77.700}{4.985} = 0.449$$

$$Zi\ 7 = \frac{80-77.700}{4.985} = 0.649$$

$$Z_{i8} = \frac{85-77.700}{4.985} = 1.648$$

**b. Finding S(Zi)**

$$S(Z_i) = \frac{F_{Kum}}{n}$$

$$\frac{2}{20} = 0.067$$

$$\frac{4}{20} = 0.133$$

$$\frac{6}{20} = 0.200$$

$$\frac{8}{20} = 0.267$$

$$\frac{12}{20} = 0.400$$

$$\frac{14}{20} = 0.467$$

$$\frac{16}{20} = 0.533$$

$$\frac{20}{20} = 0.667$$

From the data above which had collected, the Liliefors observation or  $L_o = 0.284$ ,  $N = 20$  and real level  $\alpha = 0.05$  from the list of critical value of Liliefors table  $L_t = 0.1618$ , it was known that the coefficient of  $L_o(0.284) > L_t(0.1618)$ . it concluded the distribution was normal.

**Table.4.10****Normality tset of pre test in control classs**

No	Xi	Fi	F Kum	Zi	Fzi	Szi	Fzi-Szi
1	33	2	2	-0.913	0.181	0.067	0.114
2	34	3	5	-0.798	0.212	0.167	0.046
3	35	2	7	-0.684	0.247	0.233	0.014
4	36	2	9	-0.570	0.284	0.300	0.016
5	39	2	11	-0.228	0.410	0.367	0.043
6	43	4	15	0.228	0.590	0.500	0.090
7	51	2	17	1.141	0.873	0.567	0.306
8	57	3	20	1.825	0.966	0.667	0.299

**a. Finding Z Score**

$$\text{Formula : } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_i 1 = \frac{33 - 41.65}{8.524} = -0.913$$

$$Z_i 2 = \frac{34 - 41.65}{8.524} = -0.798$$

$$Z_i 3 = \frac{35 - 41.65}{8.524} = -0.684$$

$$Z_i 4 = \frac{36 - 41.65}{8.524} = -0.570$$

$$Z_i 5 = \frac{39 - 41.65}{8.524} = 0.228$$

$$Z_i 6 = \frac{43 - 41.65}{8.524} = 0.228$$

$$Z_i 7 = \frac{51 - 41.75}{8.524} = 1.141$$

$$Z_i 8 = \frac{57 - 41.65}{8.524} = 1.825$$

**b. Finding S(Zi)**

$$S(Zi) = \frac{F_{Kum}}{n}$$

$$\frac{2}{20} = 0.067$$

$$\frac{5}{20} = 0.167$$

$$\frac{7}{20} = 0.233$$

$$\frac{9}{20} = 0.300$$

$$\frac{11}{20} = 0.367$$

$$\frac{15}{20} = 0.500$$

$$\frac{17}{20} = 0.567$$

$$\frac{20}{20} = 0.667$$

From the data above which had collected that the liliefors observation or  $Lo = 0.667$ ,  $n = 20$  and at real level  $\alpha = 0.05$  from the list of critical value of liliefors table  $Lt = 0.1618$ . it was known that the coefficient of  $Lo (0.667) < Lt (0.1618)$ . it concluded the data distribution iwas normal.

**Table 4.11****Normality Testing of Post-Test In Control Group**

No	Xi	Fi	F Kum	Zi	Fzi	Szi	Fzi-Szi
1	44	2	2	-1.703	0.044	0.057	0.022
2	52	3	5	-0.554	0.290	0.167	0.123
3	53	3	8	-0.410	0.341	0.267	0.074
4	56	3	11	0.021	0.508	0.367	0.142
5	59	2	13	0.451	0.674	0.433	0.241

6	63	5	18	1.026	0.848	0.600	0.248
7	64	2	20	1.170	0.879	0,657	0.212

**a. Finding Z Score**

$$\text{Formula : Zi 1} = \frac{xi - x}{s}$$

$$\text{Zi 1} = \frac{44 - 56.600}{6.269} = -1.703$$

$$\text{Zi 2} = \frac{52 - 56.600}{6.269} = -0.554$$

$$\text{Zi 3} = \frac{53 - 56.600}{6.249} = 0.0410$$

$$\text{Zi 4} = \frac{56 - 56.600}{6.269} = 0.021$$

$$\text{Zi 5} = \frac{59 - 56.600}{6.269} = 0.451$$

$$\text{Zi 6} = \frac{63 - 56.600}{6.269} = 1.026$$

$$\text{Zi 7} = \frac{64 - 56.600}{6.269} = 1.170$$

**b. Finding S (Zi)**

$$S(\text{Zi}) = \frac{F \text{ Kum}}{N}$$

$$\frac{2}{20} = 0.007$$

$$\frac{5}{20} = 0.067$$

$$\frac{8}{20} = 0.003$$

$$\frac{11}{20} = 0.142$$

$$\frac{13}{20} = 0.065$$

$$\frac{18}{20} = 0.066$$

$$\frac{20}{20} = 0.067$$

From the data above which collected that Liliefors observation or  $L_o = 0.657$  with  $n = 20$  and at real level  $\alpha = 0.05$  from the list of critical value of Liliefors table  $L_t = 0.1618$ . it was known that the coefficient of  $L_o (-0.667) < L_t (0.1618)$ . it concluded the data distribution is normal.

### 3. Homogeneity Testing pre-test and post-test

$$f_{obs} = \frac{s_l^2}{s_t^2}$$

$S_1^2 =$  highest variant

$S_2^2 =$  lowest variant

From the variants of two samples of post-test concluded that;

$$S^2_{ex} = 24.852 \quad n = 20$$

$$S^2_{co} = 39.305 \quad n = 20$$

$$F_{ob} = \frac{24.852}{39.305} = 0.632$$

The coefficient from  $f_{ob}$  is compared by  $F_{table}$ , where  $F_{table}$  is determined at real  $\alpha = 0.05$  and the similarity numerator  $dk N - 1 = 20 - 1$  that

was exist dk numerator 19. The Ftable can be calculated  $F(0.05 = 1.679)$ . so,  $F_{ob} < F_{table}$  ( $0.632 < 1.679$ ). it variants is homogen.

### C. Testing hyphotesis

By using T-test formula So, to test hypothesis in this research, it is used two average similarity test by using statistical t, as the following:

$$\text{Test } t = \frac{x_1 - x_2}{\sqrt{\frac{s}{n_1} + \frac{s}{n_2}}}$$

$$n_1 = 20$$

$$n_2 = 20$$

$$x_1 = 77.700$$

$$x_2 = 56.600$$

$$(S_1^2) = 39.305$$

$$(S_2^2) = 24.852$$

$$\begin{aligned} & \frac{x_1 - x_2}{\sqrt{\frac{s}{n_1} + \frac{s}{n_2}}} \\ & \frac{77.700 - 56.600}{\sqrt{\frac{39.305}{20} + \frac{24.852}{20}}} \\ & t = \frac{21.100}{64.157} \quad t = 3.207 \end{aligned}$$

from result on calculated that, the ccoefisient of  $t_{obs} = 3.207$  was compared by t-table and the koeficients from t-table of real level  $\alpha = 0.05$  by  $df =$



$20 + 20 - 2 = 38$  gain the coefficient from t-table on the coefficient from t-observation  
 $3.207 > t\text{-table } 1.671$ .

#### **D. Discussion**

Based on the data analysis, it was found that the using of peer feedback gave significant effect on teaching narrative text. The students got improvement on their score. The students score taught by using peer feedback was higher than score taught by using conventional method. It can be concluded that peer feedback is one of teaching strategy which can applied by teachers to improve students, achievement in writing. So it could be seen from the calculation of t-obs or  $t\text{-observed} = 3.207 > t\text{-table } 1.671$ . So, the use of peer feedback gave significant effect than taught with conventional method.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

#### A. Conclusion

After the data had been analyze, it was concluded that peer feedback significantly affect the students ability in writing narrative text  $t\text{-observation} > t\text{-table}$ . the calculation of  $t\text{-observed}$  is  $3.207 > 1.671$  with  $df$  38 and level of significant 0.05. from the result of the data, it can be seen that the highest score of experimental group in post-test was 85 and the lowest score was 69 and mean 77.700. meanwhile the highest score of control group was 64 and low was 44 and mean 56.600. Means that peer feedback significantly affected on students achievement in writing narrative text.

#### B. Suggestion

The result of this study shows that application of peer feedback is significantly affect the students' achievement in writing narrative. So, the following is some suggestion:

##### 1. English teacher

It is suggested to teacher to use peer feedback because this approach held the teacher in monitoring and encouraging the students so that the students can expand the ideas easily by shared it to their friends.

## 2. The Students

It helps the students to write narrative text based their mistakes which were reviewed by their friends, and also to make the students more active in learning process.

## 3. Further Research

For the other researcher, may this research will bring a good understanding how make teaching learning process more efficient and usefull by applying peer feedback not only in writing narrative text, but also in each subject of study.

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## RENCANA PELAKSANAAN PEMBELAJARAN

### RPP

Satuan Pendidikan : MA.SWASTA. PONPES At-taufiqurrahman  
 Kelas/ smester : X-2  
 Mata Pelajaran : Bahasa Inggris  
 Alokasi Waktu : 4x 45 menit/ experimental class

#### A. Core competency

KI: inspire and apply the religion followed.

K2: inspire and apply honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, interacting effectively with the social and natural environment within reach of association and existence.

K3: understanding, apply, analyzing knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and visible events.

KI4: cultivating, think and provide in the realm of the concrete (using, unravelling, assembling, drawing and modification and creating abstract domains (writing, reading, drawing and composing) which had he learned in school and other source in the same theoretical point of view.

#### B. COMPETENCY AND INDICATOR

Basic competence	Indicator
1.1 be grateful for the opportunity to learn English as the language of	1.1 capturing gratitude for the opportunity

instructionfor international communication.	to learn English
2.3.developresponsible, caring, cooperative and peaceloving behavior in carrying out functional communication.	<p>2.3.1 do things that are said to be done without being remained of others.</p> <p>2.3.2 admit when making mistakes.</p> <p>2.3.3 do not blame others for their own actions.</p>
3.10.analyze social function, and structure text, and linguistic elements in simple narrative text,with the context of its use.	<p>3.10.1 indentify the social function of the narrative text.</p> <p>3.10.2 identify structure texts and context use it.</p> <p>3.10.3 identify linguistic element of narative texts.</p> <p>4.15.1 retelling the contents of the narrative text its own words with the rules of the narrative structure.</p>
4.15 capturing the meaning of oral and written narrative text in the form of simple short stories.	<p>4.15.2 determine sturcture the narrative text.</p> <p>4.15.3 complete the narrative text with the right vocabulary.</p> <p>4.15.4 write narrative text is well.</p>

### C. LEARNING OBJECTIVES

After followed learning activities, students able:

1. Identify the social function of the narrative text.
2. Identify the narrative structure of the text.
3. Identify the linguistic elements of the narrative text.
4. Retelling the contents of narrative text its own words.
5. Determine the structure of narrative text sturuktur text.
6. Complete the narrative text with owns words.
7. Write the narrative text.

### D. Learning Material

#### Social function :

Narrative text as entertaind the reader, convey moral lesson and change social opinions attitude.

#### Structure texts :

Contoh narrative text:

<b>Orientation</b>	{	once upon a time. Lived a someone named is Malin Kundang. He lived with his mother. They were very poor but they lived quietly and peacefully.
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<b>Complication</b>	{	one day, there was a large ship closed to shore near their village. They asked the people to join in working on their ship and go to the island cross. Malin kundang wanted to join them because he wanted to improve his family life. But his mother didn't allow him. She is worried about malin. Malin Kundang
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was still determined and finally he sailed with the big ship. Several years later, Malin Kundang experienced success and he became a rich merchant . then, he came to his home village with a beautiful wife. But his wife did not know who was actually the descendant of Malin. With pleasure his mother quickly approached Malin and brought a plate of cakes, Malin's favorite cake. But Malin didnot recognize the woman as a bad mother as her mother, and then she kicked the cake that her mother had brought until it was scattered.

#### Resolution

His mother was hurt because Malin snapped his mother.who has fast cchanging. And then, his mother damn malin to stone. Suddenly, the bigs ship was swayed by a big storm and all of its crew were thrown out.Malin realized this was the fault that damn his mother. Now he knelt and became a stone.

Language features of narrative text:

- Use the name of person, place etc.
- Use the past tense
- Using adjective : beautiful, poor, wicked, old, etc.
- Using time connectives : since then , many years later, one day, etc.
- Using action verbs: verbal, and mental process

**Topic :**

**Legenda Rakyat**

#### **E. LEARNING METHOD**

Discussion and Conventional Strategy

#### **F. MEDIA**

- Text book, dictionary
- white board, spidol, buku pegangan.

**Steps of Learning Activities**

### Pertemuan 1

Meeting	Description	Time
Introduce	<p><b>Orientation :</b></p> <ul style="list-style-type: none"> <li>Teacher Greeted,praying and check attendance list</li> </ul> <p><b>Apresepsion</b></p> <ul style="list-style-type: none"> <li>Teacher given question by komunikative which relation with material about narrative text to students.</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>Students given explanation about the function for learning narrtive text in daily activity.</li> </ul> <p><b>Given acuan</b></p> <ul style="list-style-type: none"> <li>Teacher inform the function about learning</li> <li>Students make in group.</li> <li>Students listent mechanism implementation about learning</li> </ul>	10 menit
Inti	<p><b>Mengamati:</b></p> <ul style="list-style-type: none"> <li>Observe and attention explanation from teacher with example which relation with daily activity.</li> </ul> <p><b>Question :</b></p> <ul style="list-style-type: none"> <li>Given critict and question about narrative text.</li> </ul> <p><b>Mengekplorasi :</b></p> <ul style="list-style-type: none"> <li>Taking information about narrative texts.</li> </ul> <p><b>Mengasosiasi :</b></p> <ul style="list-style-type: none"> <li>Teacher give conclusion material about narrative text.</li> <li>Written narrative text by individual with the same tittle given by teacher and then correct together.</li> <li>Students present the result of writing and the result of criticism or corrections from each studen</li> </ul>	

Meeting	Description	Time
	<ul style="list-style-type: none"> <li>Collect produce writing</li> </ul>	50 menit
Closing	<ul style="list-style-type: none"> <li>Teacher give instruction students make conclussion from their lesson.</li> <li>Teacher make reflection by answer question, about lesson has told by teacher and what the function from the lesson it.</li> <li>Teacher explain material for nexttime and give material</li> <li>Teacher give feedback to students</li> <li>Teacher given assessment for students group project</li> <li>Teacher give study for next time and give assignment about narrative text.</li> </ul>	10 menit

## Pertemuan 2

Meeting	Description	Time
Pendahuluan	<p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>Greeted, pray, and attendance list.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>Teacher given question by komunikative which relation with material about narrative text to students to know the able of students.</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>Students given explanation about the function for learning narrtive text in daily activity.</li> </ul>	10 menit

Meeting	Description	Time
	<p><b>Give Acuan</b></p> <ul style="list-style-type: none"> <li>• Teacher inform the function about learning</li> <li>• Students make in group.</li> <li>• Students listent mechanism implementation about learning</li> </ul>	
Inti	<p><b>Observe :</b></p> <ul style="list-style-type: none"> <li>• Observe and attention explanation from teacher with example which relation with daily activity.</li> </ul> <p><b>Ask</b></p> <ul style="list-style-type: none"> <li>• Give comment and question about definition, aims and structure text which relation with daily life.</li> </ul> <p><b>explore :</b></p> <ul style="list-style-type: none"> <li>• Lookingfor information about narative text</li> <li>•</li> </ul> <p><b>Associate :</b></p> <ul style="list-style-type: none"> <li>• Conclude the material.</li> <li>• Tell and summary by individual the narrative text by with the tittle given by teacher.</li> </ul> <p><b>Communicate :</b></p> <ul style="list-style-type: none"> <li>• Submit the task of narrative</li> </ul>	50 menit
Closing	<ul style="list-style-type: none"> <li>• Teacher guides students to conclude learning material through question and answer.</li> <li>• Teacher given reflection through as answer question about what has learned, what the function learning, what the change attitude made.</li> <li>• Teacher given peer feedback for the learning process.</li> <li>• Teacher make assessment task the students.</li> <li>• Teacher explain the learning next time.</li> </ul>	10 menit

Meeting	Description	Time

#### H. ASESSMENT

1. Technique for assessment : Written Test
2. The form of Instrument : Essay

Medan, 2019

Mengetahui :

Guru Mata Pelajaran

The researcher

**Senang Anjarwati, S.Pd**

**Hotna Dewi**

## Appendix II

### RENCANA PELAKSANAAN PEMBELAJARAN

#### RPP

Satuan Pendidikan	: MA.SWASTA. PONPES At-taufiqurrahman
Kelas/ smester	: X-2
Mata Pelajaran	: Bahasa Inggris
Aalokasi Waktu	: 4x 45 menit/ control class

#### F. Core competency

KI: inspire and apply the religion followed.

K2: inspire and apply honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, interacting effectively with the social and natural environment within reach of association and existence.

K3: understanding, apply, analyzing knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and visible events.

KI4: cultivating, think and provide in the realm of the concrete ( using, unravelling, assembling, drawing and modification and crating abstract domains (writing, reading, drawing and composing) which had he learned in school and other source in the same theoretical point of view.

**G. COMPETENCY AND INDICATOR**

<b>Basic competence</b>	<b>Indicator</b>
1.1 be grateful for the opportunity to learn English as the language of instructionfor international communication.	1.1 capturing gratitude for the opportunity to learn English
2.3.developresponsible, caring, cooperative and peace-loving behavior in carrying out functional communication.	2.3.1 do things that are said to be done without being remained of others. 2.3.2 admit when making mistakes. 2.3.3 do not blame others for their own actions.
3.10.analyze social function, and structure text, and linguistic elements in simple narrative text,with the context of its use.	3.10.1 indentify the social function of the narrative text. 3.10.2 identify structure texts and context use it. 3.10.3 identify linguistic element of narative texts. 4.15.1 retelling the contents of the narrative text its own words with the rules of the narrative structure.
4.15 capturing the meaning of oral and written narrative text in the form	4.15.2 determine sturcture the narrative text.

of simple short stories.	<p>4.15.3 complete the narrative text with the right vocabulary.</p> <p>4.15.4 write narrative text is well.</p>
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## H. LEARNING OBJECTIVES

After followed learning activities, students able:

8. Identify the social function of the narrative text.
9. Identify the narrative structure of the text.
10. Identify the linguistic elements of the narrative text.
11. Retelling the contents of narrative text its own words.
12. Determine the structure of narrative text sturuktur text.
13. Complete the narrative text with owns words.
14. Write the narrative text.

## I. Learning Material

### Social function :

Narrative text as entertaind the reader, convey moral lesson and change social opinions attitude.



### Structure texts :

Contoh narrative text:

<b>Orientation</b>	{	once upon a time. Lived a someone named is Malin Kundang. He lived with his mother. They were very poor but they lived quietly and peacefully.
--------------------	---	--

<b>Complication</b>	{	one day, there was a large ship closed to shore near their village. They asked the people to join in working on their ship and go to the island cross. Malin kundang wanted to join them because he wanted to improve his family life. But his mother didn't allow him. She is worried about malin. Malin Kundang was still determined and finally he sailed with the big ship. Several years later, Malin Kundang experienced success and he became a rich merchant . then, he came to his home village with a beautifull wife. But his wife did not know who was actually the descendant of Malin. With pleasure his mother quickly approached Malin and brought a plate of cakes, Malin's favorite cake. But Malin didnot recognize the woman as a bad mother as her mother, and then she kicked the cake that her mother had brought until it was scattered.
---------------------	---	--

<b>Resolution</b>	{	His mother was hurt because Malin snapped his mother.who has fast cchanging. And then, his mother damn malin to stone. Suddenly, the bigs ship was swayed by a big storm and all of its crew were thrown out.Malin realized this was the fault that damn his mother. Now he knelt and became a stone.
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Language features of narrative text:

- Use the name of person, place etc.
- Use the past tense
- Using adjective : beautiful, poor, wicked, old, etc.

- Using time connectives : since then , many years later, one day, etc.
- Using action verbs: verbal, and mental process

**Topic :**

**Legenda Rakyat**

#### **J. LEARNING METHOD**

Discussion and Conventional Strategy

#### **F. MEDIA**

- Text book, dictionary
- white board, spidol, buku pegangan.

#### **G. Steps of Learning Activities**

##### **Pertemuan 3**

<b>Meeting</b>	<b>Description</b>	<b>Time</b>
Introduce	<p><b>Orientation :</b></p> <ul style="list-style-type: none"> <li>• Teacher Greeted,praying and check attendance list</li> </ul> <p><b>Apresepsion</b></p> <ul style="list-style-type: none"> <li>• Teacher given question by komunikative which relation with material about narrative text to students.</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>• Students given explanation about the function for learning narrtive text in daily activity.</li> </ul> <p><b>Given acuan</b></p> <ul style="list-style-type: none"> <li>• Teacher inform the function about learning</li> <li>• Students make in group.</li> <li>• Students listent mechanism implementation about learning</li> </ul>	10 menit

Meeting	Description	Time
Inti	<p><b>Mengamati:</b></p> <ul style="list-style-type: none"> <li>Observe and attention explanation from teacher with example which relation with daily activity.</li> </ul> <p><b>Question :</b></p> <ul style="list-style-type: none"> <li>Given critict and question about narrative text.</li> </ul> <p><b>Mengekplorasi :</b></p> <ul style="list-style-type: none"> <li>Taking information about narrative texts.</li> </ul> <p><b>Mengasosiasi :</b></p> <ul style="list-style-type: none"> <li>Teacher give conclussion material about narrative text.</li> <li>Written narrative text by individual with the same tittle given by teacher and then correct together.</li> <li>Students present the result of writing and the result of criticism or corrections from each studen</li> <li>Collect produce writing</li> </ul>	50 menit
Closing	<ul style="list-style-type: none"> <li>Teacher give instruction students make conclussin from their lesson.</li> <li>Teacher make reflection by answer question, about lesson has told by teacher and what the function from the lesson it.</li> <li>Teacher explain material for nexttime and give material</li> <li>Teacher give feedback to students</li> <li>Teacher given assessment for students group project</li> <li>Teacher give study for next time and give assignment about narrative text.</li> </ul>	10 menit

**Pertemuan 4**

<b>Meeting</b>	<b>Description</b>	<b>Time</b>
Pendahuluan	<p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>Greeted, pray, and attendance list.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>Teacher given question by komunikative which relation with material about narrative text to students to know the able of students.</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>Students given explanation about the function for learning narrtive text in daily activity.</li> </ul> <p><b>Give Acuan</b></p> <ul style="list-style-type: none"> <li>Teacher inform the function about learning</li> <li>Students make in group.</li> <li>Students listent mechanism implementation about learning</li> </ul>	10 menit
Inti	<p><b>Observe :</b></p> <ul style="list-style-type: none"> <li>Observe and attention explanation from teacher with example which relation with daily activity.</li> </ul> <p><b>Ask</b></p> <ul style="list-style-type: none"> <li>Give comment and question about definition, aims and structure text which relation with daily life.</li> </ul> <p><b>explore :</b></p> <ul style="list-style-type: none"> <li>Lookingfor information about narative text</li> <li></li> </ul> <p><b>Associate :</b></p> <ul style="list-style-type: none"> <li>Conclude the material.</li> </ul>	

Meeting	Description	Time
	<ul style="list-style-type: none"> <li>Tell and summary by individual the narrative text by with the tittle given by teacher.</li> </ul> <p><b>Communicate :</b></p> <ul style="list-style-type: none"> <li>Submit the task of narrative</li> </ul>	50 menit
Closing	<ul style="list-style-type: none"> <li>Teacher guides students to conclude learning material through question and answer.</li> <li>Teacher given reflection through as answer question about what has learned, what the function learning, what the change attitude made.</li> <li>Teacher given peer feedback for the learning process.</li> <li>Teacher make assessment task the students.</li> <li>Teacher explain the learning next time.</li> </ul>	10 menit

## H. ASESSMENT

3. Technique for assessment : Written Test

4. The form of Instrument : Essay

### I. Rubric Assessment For Writing Narrative Text:

No	Components	Criteria	Score
1.	Content	Excellent to very good: knowledge, substantive, thorough development thesis, relevant to assigned topic.	<b>30-27</b>
		Good to average : some knowledge of subject,	<b>26-22</b>

		adequate range, limited development of thesis, mostly relevant to topic but lacks detail	
		Fair to poor: limited knowledge of subject, title, substances, inadequate development of topic.	<b>21-17</b>
		Very poor : does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate	<b>16-13</b>
<b>2. Organization</b>		Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive	<b>20- 18</b>
		Good to average: somewhat choppy, loosely organized but mind ideas stand out, limited supported, logical but incomplete sequencing.	<b>17-14</b>
		Fair to poor: not-fluent, ideas confused or disconnected, lack logical sequencing and development.	<b>13-10</b>
		Very poor: does not communicate, not organization, or not enough to evaluate.	<b>9-7</b>
<b>3. Vocabulary</b>		Excellent to very good: sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.	<b>20-18</b>
		Good to average: adequate range, occasional error of word/idiom from: choice, usage but meaning not obscured.	<b>17-14</b>
		Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.	<b>13-10</b>
		Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.	<b>9-7</b>
<b>4. Language use</b>		Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	<b>25-22</b>
		Good to average: effective but simple construction, minor problem in complex constructions, several errors agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured	<b>21-18</b>

		Fair to poor: major problems in simple/complex construction, frequent errors of negation; articles, pronouns, preposition and fragment, run-ons, deletion, meaning confused or obscured.	<b>17-11</b>
		Very poor: virtually no mastery of sentence construction rules, dominated by errors, does communicate, or enough to evaluate.	<b>10-5</b>
<b>5.</b>	<b>Mechanical Skill</b>	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuations, capitalization, paragraphing.	<b>5</b>
		Good to average: occasional errors of spelling, punctuations, capitalization, paragraphing, but meaning not obscured.	<b>4</b>
		Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting no mastery of conventions, dominated by errors of spelling.	<b>3</b>
		Very poor: punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate, meaning confused or obscured.	<b>2</b>

### The Classification of Students' Score

<b>Sscore</b>	<b>Categories</b>
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

## Appendix III

**Name :**

**Class :**

## PRE-TEST

### Write Down Narrative Text About Cinderella !

**(Tuliskan Text Narrative Tentang sindirella )**

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## Appendix IV

Name:

**Class :**

## POST-TEST

### Write Down Narrative Text About Snow White !

**(Tuliskan Teks Naratif Tentang Putri Salju )**

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.

## Appendix V

TABLE OF LILIFORS

$n \backslash \alpha$	0.01	0.05	0.10	0.15	0.20
4	0.4129	0.3754	0.3456	0.3216	0.3027
5	0.3959	0.3427	0.3188	0.3027	0.2893
6	0.3728	0.3245	0.2982	0.2816	0.2694
7	0.3504	0.3041	0.2802	0.2641	0.2521
8	0.3331	0.2875	0.2649	0.2502	0.2387
9	0.3162	0.2744	0.2522	0.2382	0.2273
10	0.3037	0.2616	0.2410	0.2273	0.2171
11	0.2905	0.2506	0.2306	0.2179	0.2080
12	0.2812	0.2426	0.2228	0.2101	0.2004
13	0.2714	0.2337	0.2147	0.2025	0.1932
14	0.2627	0.2257	0.2077	0.1959	0.1869
15	0.2545	0.2196	0.2016	0.1899	0.1811

$n \backslash \alpha$	0.01	0.05	0.10	0.15	0.20
16	0.2477	0.2128	0.1956	0.1843	0.1758
17	0.2408	0.2071	0.1902	0.1794	0.1711
18	0.2345	0.2018	0.1852	0.1747	0.1666
19	0.2285	0.1965	0.1803	0.1700	0.1624
20	0.2226	0.1920	0.1764	0.1666	0.1589
21	0.2190	0.1881	0.1726	0.1629	0.1553
22	0.2141	0.1840	0.1690	0.1592	0.1517
23	0.2090	0.1798	0.1650	0.1555	0.1484
24	0.2053	0.1766	0.1619	0.1527	0.1458
25	0.2010	0.1726	0.1589	0.1498	0.1429
26	0.1985	0.1699	0.1562	0.1472	0.1406
27	0.1941	0.1665	0.1533	0.1448	0.1381
28	0.1911	0.1641	0.1509	0.1423	0.1358
29	0.1886	0.1614	0.1483	0.1398	0.1334
30	0.1848	0.1590	0.1460	0.1378	0.1315
31	0.1820	0.1559	0.1432	0.1353	0.1291
32	0.1798	0.1542	0.1415	0.1336	0.1274
33	0.1770	0.1518	0.1392	0.1314	0.1254
34	0.1747	0.1497	0.1373	0.1295	0.1236
35	0.1720	0.1478	0.1356	0.1278	0.1220
36	0.1695	0.1454	0.1336	0.1260	0.1203
37	0.1677	0.1436	0.1320	0.1245	0.1188
38	0.1653	0.1421	0.1303	0.1230	0.1174
39	0.1634	0.1402	0.1288	0.1214	0.1159
40	0.1616	0.1386	0.1275	0.1204	0.1147
41	0.1599	0.1373	0.1258	0.1186	0.1131
42	0.1573	0.1353	0.1244	0.1172	0.1119
43	0.1556	0.1339	0.1228	0.1159	0.1106
44	0.1542	0.1322	0.1216	0.1148	0.1095
45	0.1525	0.1309	0.1204	0.1134	0.1083
46	0.1512	0.1293	0.1189	0.1123	0.1071
47	0.1499	0.1282	0.1180	0.1113	0.1062
48	0.1476	0.1269	0.1165	0.1098	0.1047
49	0.1463	0.1256	0.1153	0.1089	0.1040
50	0.1457	0.1246	0.1142	0.1079	0.1030
OVER 50	1.035	0.895	0.819	0.775	0.741
	$f(n)$	$f(n)$	$f(n)$	$f(n)$	$f(n)$

## Appendix VI

## TABLE OF DISTRIBUTION

Titik Persentase Distribusi t (df = 41 – 80)

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

**Appendix VII****RESEARCH DOCUMENTATION**

