



**THE EFFECT OF PEER RESPONSE TECHNIQUE ON STUDENT'S
ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT SECOND
GRADE OF SMP MUHAMMADIYAH 02 MEDAN IN 2016/2017
ACADEMIC YEARS**

A THESIS

*Submitted to the Tarbiyah Faculty and Teacher Training UIN-SU Medan as
Partial Fulfillment of the Requirement for SI Degree*

By :

MELNI
NIM. 34.13.3.189

**DEPARTEMENT OF ENGLISH EDUCATION
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
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MEDAN**

2017

Nomor : Istimewa
Lam : -
Perihal : Skripsi

Medan, April 2017
Kepada Yth,
Bapak Dekan Fakultas Ilmu Tarbiyah
dan Keguruan UIN Sumatera utara
Di_

Medan

Assalamu'alaikum Wr.Wb

Setelah membaca, meneliti, mengoreksi dan member saran-saran perbaikan seperlunya terhadap skripsi saudara:

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**Judul : THE EFFECT OF PEER RESPONSE TECHNIQUE ON
STUDENT'S ACHIEVEMENT IN WRITING
DESCRIPTIVE TEXT AT SECOND GRADE OF SMP
MUHAMMADIYAH 02 MEDAN IN 2016/2017 ACADEMIC
YEARS**

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam siding Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Wassalamu'alaikum

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2016/2017 Academic Years**

Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri' kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, April 2017

Yang Membuat Pernyataan

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ABSTRACT

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Advisor I : Dr.Hj.Zubaidah,M.Ag.
Advisor II : Drs. Rustam, MA
Tittle : The Effect of Peer Response
Technique on Student's
Achievement in Writing
Descriptive Text at SMP
Muhammadiyah 02 Medan.

Thesis, Medan: Department of English Education Faculty of Tarbiyah
Science and Teachers Training State Islamic University of North Sumatera,
Medan 2017.

Keywords: *Effect Peer Response, Student's Achievement, Writing Descriptive
Text.*

The objective of this study is to investigate the effect of PRT on the
students' achievement in writing Descriptive Text.

This research is an experimental which was conducted at SMP
Muhammadiyah 02 Medan Jl. Pahlawan no. 97, Sumatera Utara, Indonesia.
Academic year 2016/2017. The population of this research was the second grade
which distributed into two classes with total 60 students. By using cluster random
sampling technique two classes were taken as sample. VIII-A as experimental
group consisted of 30 students and VIII-B for control group consisted 30 students.

The instruments for collecting data in this research was written test in form
Essay Test, consist of three questions. Post-test were conducted in both,
experimental and control group.

The finding showed that the students who taught by using PRT got higher
score than those who taught by using conventional Strategy. The result showed
that there no significant effect of using PRT on the students' achievement in
writing descriptive text which wasn't proven for the result of analysis, t was
lowest than $t_{hitung}(0,940 < 2.009)$ at $\alpha 0,05$, and df 58. It means the hypothesis
alternative was rejected

**Acknowledge by:
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This undergraduate thesis entitled “*The Effect of Peer Response Technique on Student’s Achievement in Writing Descriptive Text at SMP Muhammadiyah 02 Medan 2016/2017 in Academic years*” is submitted as the final requirement in accomplishing undergraduate degree in English Department at Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

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Medan, st of April 2017

The Writer

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CHAPTER I

INTRODUCTION

A. Background of study

Writing means producing written message that can be a media of communication for one to another. So, by writing students can express their knowledge , messages, feelings, and comment in a written form and convey them to readers. Writing is one of the important skills in English because it takes a part as important communication tools.

In practice, writing is the last part which is taught by teachers after they have taught listening, speaking, and reading but it does not mean that is not important. Mastering writing skill is not easy. Many students think that writing is complicated to study. It makes the assumption that writing may be considered as the most difficult of the language skill.

In this study, I deals with writing as topic because when his teaching practice (PPL) at SMP, the students got difficulties to write even when they were asked to write. In fact, the students still get some difficulties when they are asked to write English text although that is simple writing. Most of them get bad scores in their writing. It is caused by the students' lack of knowledge how to write, what to write, vocabulary, grammar and technical writing.

I found that the students' achievement in writing is still low. The students still got confused how to deliver their ideas. They were lack of idea and confidence to use their own language. The other problems such as their grammar is not good, they also do not have enough vocabulary. Based on curriculum, the

students of Junior high school are required to be able to write some genres in English writing such as description, recount, procedure, and narrative text.

Descriptive writing is a type of written text, which has specific function to give description about an object vividly so that the reader can visualize the object described. In addition, descriptive writing is a genre that asks the student to describe experience, emotion, situation, qualities, and characteristics. this genre encourages the students ability to create a written account of a particular experience.¹ As one of the genres, descriptive is important to be mastered by the students. Descriptive is described a particular people, animals, place, or thing. Its purpose is to inform or entertain the audience.

Based on the syllabus of SMP (Junior High School) requires students to master writing descriptive text. It means that all students in SMP must be able to write a descriptive text. The students are expected to be able to understand and write narrative, descriptive, recount, and procedure text. In this study, the researcher only deals with writing descriptive text. Descriptive text is the important genre. It can help students clarify their understanding of new subject matter material, this genre not only about how to put words in written but also how to describe something to the other people.

Many students has difficulties in writing descriptive text, like in finding idea when their given task to write descriptive tex and to illustrate the object, they has difficulties to find and recognize their ideas. In order to solve this problem, it needs some creative techniques to make the writing class more effective and interesting. It means that the teachers must be creative in applying various techniques to solve the problem. In fact, there are some ways which can help

¹ Dirgeyasa, (2014), *Emic Writing*, Unimed Press. Medan. p.69

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

The appropriate teaching technique, like peer response, help the teacher to solve the problems in the class because peer response employs student-centered activities rather than teacher-centered activities. It can guide and facilitate learning process in order to enable the students learn and create a better atmosphere of learning. The technique also may attract the students' attention toward understanding about writing and increase their motivation by actively involving in learning.

I found out that the students ability in writing descriptive text was improved by using peer response technique. Peer response is useful, interesting, and easier than by applying the other technique to increase the student's achievement in writing. Peer response focuses on teaching students about how to revise and edit their writing by using their peer's eyes in order to get deeper insight and improvements about what they have written. Students still got confused to write and to deliver their ideas and they were lack of ideas by using their own word or language in writing descriptive text.

The objective of this study is "to know how effective the use of Peer Response Technique in teaching writing descriptive texts". This study was conducted under the consideration that the students often get difficulties to write descriptive of picture, object, thing, place, animals and person.. The subjects of this study were the second grade students of SMP Muhammadiyah 02 Medan.

I found that students were still confused of what to write and how to write. Some students also feel afraid and ashamed to ask questions to their teachers.

Student's difficulties occurred either because writing is a process to get a product is influenced by some elements such as vocabulary, grammar, organization, spelling, and pronunciation. And not all students are able to write descriptive text properly and in accordance with the existing with the English teacher at Junior High School, there are some problems facedly student in teaching English and writing is the most difficult one for the students, many students cannot write good text. Moreover, writer had interviewed the English teacher, and then the writer can conclude that students hardly organize their idea in right sentence.

Related to the problem describe above, the way of teaching needs to be improved. Many student's feel boring if the teacher used the conventional strategy in learning process. There are many techniques to make the students have a better understanding in English learning process that can be used. One of these techniques is peer response which is I choosen that expected to be useful to improve student's achievement especially in descriptive text.

B. Identification of Study

Based on Background the problems are identified as follows:

1. The students confused to write descriptive with good text
2. The students also feel afraid and ashamed to ask questions to their teachers

C. Limitation of Study

Based on the identification of study above, so the researcher limits the study on two factors such as Peer Response, and Writing Descriptive text.

D. Research Question

The formulation of this problem in this research can be stated as the follows:

1. Is there The Effect of Peer Response technique on student's achievement in writing descriptive text?

E. Aims of Study

1. To know about The Effect of Peer Response technique on students achievement in writing descriptive text?

F. Significances of Study

I expects that the result of the study will be useful for:

1. The students, as the information which can enlarge their knowledge and their ability in writing text by using this technique.
2. The English teacher, as an reference to use peer response technique in teaching writing descriptive text, and to give them information about strategy in teaching writing.
3. The researcher, this research is use peer response technique to improve student's achievement in writing descriptive text.

CHAPTER 11

THEORETICAL FRAMEWORK

In conducting a research, theories are needed to explain some concepts or terms applied in the research concerned. The terms must be clarified to avoid confusion. So, the researcher and the reader may have the same perception of them.

A. Teaching Technique

Technique is the specific activities manifested in the classroom, which are consistent with a method and therefore in harmony with an approach as well. States that technique is wide variety of exercise, activities or task used in the language classroom for realizing lesson objectivities. An approach as the first level is followed by a method that in turn is followed by technique.²

Technique is the way that adopted toward an objective by the teacher to direct the learners' activities. In fact, technique is kind of strategy to make a lesson more understandable to the students'.

A.1. Kinds of Technique

There are a lot of technique to get writing process effectively such as:

a. Team pair solo

Team-pair-solo is intended to help students learn problem solving skills. Working first in teams or in teams I whole class, students will work on area of content in your lesson. During this time students are discussing work and solution strategies, and helping others when they truggle.

b. Word webbing technique

² Brown, (2002), *Principles of Language Learning and Teaching*.. San francisco university:Longman p.16

webbing is a method of visually representing relationships among ideas, concepts or events. During the procedure, ideas and information are explored and organized.

c. Paired storytelling

Story telling is the art storytelling is higher and requires a lot of practice as one of the activities of the art storytelling. Storytelling is relate a tale to one or more listener through voice and gesture. This technique is very useful for students ability thinking and imagine.

d. Peer response technique, and this technique I was used in my research.

A.2. Peer Response

Peer response is a viable technique among writing teachers in L2 writing classrooms. Through peer response, students can gain more effective comments from a collaborative learning process to incorporate the written commentary into their subsequent drafts. Whereas peer feedback adopts a positive stance on the scaffolding of writing and plays a vital role in revising papers, some researchers criticize or demonstrate the drawbacks of peer feedback approaches.³

Peer response is also called peer review or student feedback. It is a technique used in writing class. Students are assigned to write a composition or essay when they finish their writing work and exchange their writing with peers. Peers read and make comments on the writing first draft so that those students can improve their own written work. Peer response technique can be used either in the forms or pairs or small groups.

³Yutaka Fujieda, (2007) *Perceptual Change Toward Peer Response: How Writers Incorporated Feedback Into Revisions* p.141

The potential for peers to affect individual achievement is central to many important policy issues in elementary and secondary education, including the impacts of school choice programs, ability tracking within schools, “mainstreaming” of special education students, and racial and economic desegregation. The effect of desegregation policies on achievement will depend not just on the average spillovers from peer ability, but also on whether students of different backgrounds and ability levels experience peer effects of different magnitudes and exert different influences on their peers.⁴

Peer response plays an important role in writing. Peer comments can lead to meaningful feedback in the revising stage. Although developing students' writing is one of the most complicated tasks, peer response is the most commonly employed because it allows the students to construct knowledge through social sharing and interaction.

Group members' responses are more freely given to the composition, pointing to something they like and to something they think needs improving. They explain their responses. This peer response is crucial: writers have tried to communicate, and group members let them know where they have succeeded and failed. The writers choose something to work on, and group members help. And group members must do more than critique; they must also be creative.⁵

According to composition scholars, peer response generally helps improve students' ability to revise their own writing. According to Wei Zhu, “It is hoped that by allowing peers to intervene in one another's writing process via peer

⁴ Mary A. Burke and Tim R. Sass. (2011), *Classroom Peer Effects and Student Achievement*. Public policy, p.1

⁵ Hansen and Liu, (2005) *Guiding Principles for Effective Peer Response*. Oxford University Press p.1

feedback, peer response groups will help students revise and eventually improve their writing”.⁶ Although peer response is often used in writing classrooms, the purpose and process differ in every classroom. Response activities vary because I set different goals: some want the students to become better writers while others want their students to become confident writers and responders.

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

A.3. The Strengths of Peer Response

There is some strength of peer response techniques to the students:

1. It can help create the feeling of being an audience for bith the writers and the peer readers.
2. It can bring students many chances for communicative writing
3. By giving peer written response, the reviews can express their aspire to create better writing version next time.
4. It can make students become a critical reader of others writing and make students readers that are more critical and revisers of their own writing.
5. By giving responses, it will be benefited in developing the student’s achievement in writing descriptive text.

A.4 The Procedures of Peer Response

There are some steps of teaching through peer response technique in the classroom, as follow:

⁶ Heather Byland, (2004), *Educating Students About Peer Response*, University of Alabama in Huntsville, p 439

1. Preparation

Preparation involves a well-prepared arrangement in conducting teaching learning process. The teacher's makes designs of the lesson plans, test, texts, books, media and other teaching material that will be used in teaching.

2. Introduction

The part consists of information input. The students explain about the teaching objectives and topic of teaching. in this step, the teacher may explain about the definition, importance, the procedure of the teaching technique (peer response), characteristics and samples of a certain type of writing (descriptive text) and to introduce the students how to apply the technique (description of peer response) to make a type of writing, like descriptive text.

3. Activity

This step is concerned with the main activities in the classroom. It the implementation of planning. The activity in planning is stated below :

- a. The teacher asks the students to write a text based on the topic given by the teacher.
- b. After finish their writing, the teacher divides them into some groups.
- c. Then, the teacher gives a peer response sheet. This sheet provides like a place for readers to record their responses and consider this feedback as they revise.
- d. The readers read the writer's paper and give their respond on the response sheet
- e. After peer response, the writer considers her/his reader's comment and advice and makes her/his own decision about revision. He may decide to follow some or all of the readers' advice to make a better writing.

4. Reviewing

Reviewing is the important step to do. In this step, the class is allowed to give any constructive question/answers, and comments or suggestions. The teacher helps students to review the tasks, to correct the language used and to improve the weakness. This will become good contribution to improve the student's achievement in writing descriptive text.

Peer response is one type of peer learning. In teaching "writing" or concocted, there are many kinds of peer learning, including "peer editing", "peer critic", "peer review", and "peer feedback". However, more inclined to use the word "response" in this technique after writing, the learners not only provide feedback but also give some review of a literature of friends and critics.

A.5 Advantages of Peer Response Technique

- 1) Learning to be more active..
- 2) You can get a question, authentic feedback from readers (reader authentic).
- 3) Students can get response/feedback from many of his colleagues.
- 4) By getting feedback, the reader can understand anyway until the level where he can understand the essay itself.
- 5) Through feedback on essays colleagues, students can analyze composed his own, and to be able to elaborate necessary critical thinking to himself.
- 6) Knowing the advantages and disadvantages of a literature of his colleagues, can increase confidence and reduce discomfort.

A.6 Disadvantages of Peer Response Technique

- 1) There is a possibility of students ignoring the problems which should be elaborated (reviewed), and too concerned with the superficial.

- 2) There ambiguous feedback, which is not beneficial for the students.
- 3) At the time of the feedback takes place, sometimes appears disputes (hostility), irony, excessive criticism, or some are impressed into evil / nasty (in giving feedback).
- 4) If the normal scheme (knowledge of sentence structure) learners less, and then provide feedback, then the contents, the structure of the sentence of his essay it is possible that not fit / no good.

B. Definition of Writing

Writing is one of the important skills in English because it takes a part as important communication tools. Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers.⁷

Writing is a way to find thinking of idea, organizing and enveloping idea, and polishing structures sentences into a paragraph. Writing also a represent of people's feeling that disable produce through speaking but rather express into written.⁸

Writing involves thinking about the purpose of the text to be composed and about it is possible effect on the intended readership, because of these characteristics, writing is not an innate natural achievement like speaking, but has

⁷ Utami Dewi, (2013), *How to Write*. La-Tansa Press. Medan. p.2

⁸ Harmer, (2004), *How To Teach Writing*. Cambridge United Kingdom;Longman. p.4-5

to be acquired through years of schooling. Writing is to put down on paper by means of word.⁹

Based on information above, the researcher concludes that writing is a process of produce idea and feeling through and writing also measurement whether the students can measure all English skill., because when students are able to do writing it means that they are also able to do reading, speaking and listening because the all four skills in English can be separated because it is the unity of English learning activity. And writing so important subject too because in writing we must share idea from our brain to be a written language, and we must also be clever to choose and combine the vocabulary t create something that is meaningful.

In Islam writing is also one of the important skills that should be learning. The writer is needed to make agreement about Islam rules; In fact, the writer should have two characteristic: the first is fair and the second is to knowing Islamic rules to make suitable with Islam rules. This based on the verse in holly Al-Qur'an Albaqarah : 282

يَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا تَدَايَنُمُ بَدِينٍ إِلَىٰ أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ ۚ وَلْيَكْتُب بَيْنَكُمْ كَاتِبٌ

بِالْعَدْلِ ۗ وَلَا يَأْب كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ ۚ فَلْيَكْتُبْ وَلْيَمْلِكِ

Artinya :

Hai orang-orang yang beriman, apabila kamu bermu'amalah tidak secara tunai untuk waktu yang ditentukan, hendaklah kamu

⁹ Rahmadani. (2008) *The Correlation Between Mastering Letter Writing Theory and Students' Ability in Making An Application Letter*, (IAIN). p.13

menuliskannya. Dan hendaklah seorang penulis diantara kamu menuliskannya dengan benar. dan janganlah penulis enggan menuliskannya sebagaimana Allah telah mengajarkannya... (albaqarah:282).

Meaning :

O ye who believe! When ye deal with each other, in transactions involving future obligations in affixed period of time, reduce them to writing let a scribe write down faithfully as between the parties, let not the scribe refuse to write, as Allah has taught him..... (albaqarah ;282).¹⁰

B.1 Writing Process

The writing process is a series of stages or activities that writers move through as they composed. According to Harmer (2006), writing has four stages. They are planning, drafting, editing (revising) and final version. Each of the stages is explained below :

1) Planning

In this stage, the students gather information by planning what is to be written. They also decide the purpose of the writing, the text type, the language used, and the information chosen. The students also have to consider the organization of the ideas and content structure. In this stage, the students generate their ideas. The teacher helps the students to generate their ideas with various tasks.

¹⁰ Abdullah Yusuf Ali, The Meaning of the Holy Qur'an. United States of America: Amanat Publication. 2001.p. 1436

2) Drafting

The next stage of writing is drafting. The draft refers to the first version of a piece of writing. Therefore, drafting is the first production stage of getting the ideas down using complete sentences and reflecting the general conventions of writing. The students pour their ideas into sentences and then paragraphs. In this stage, they have not focus on accuracy yet. Content and meaning are the things that they have to focus on. They start to write a draft on a piece of paper and then it will be revised.

3) Editing (Revising)

Editing as part of the writing process should first be done by the author and then again by a peer or adult, using the appropriate editing marks. Just as in revision, it is useful to ask students to make multiple “passes” through their writing, checking only one area at a time, for example spelling, paragraphing, or commas. Ask students to first read their pieces aloud to themselves (quietly), checking for hesitations or glitches, which can point to grammar or punctuation problems. Have students cross out and replace rather than erase, which quickly erodes a draft into smudge marks and holes.¹¹

4) Final version

The last stage is the final version. This stage refers to the process of tidying up the texts for the grammar, spelling, punctuation, diction sentence structure, and accuracy for preparing the final draft. After editing the draft and

¹¹ Garth Sundem, *Improving Student Writing Skills* (USA: Shell Education,2006) , p. 61

making changes which are needed, the students produce their final draft and are ready to publish their writing.

B.2 Characteristic of Good Writing

According to Cynthia A. Boardman and Jia Frydenberg. Characteristic of good writing:¹²

1. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your idea easily. The principles for ordering depend on the type of paragraph you are writing.

2. Cohesions

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

3. Unity

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

B.3 Text Based Genre

Genre is defined as the next type which functioned as a frame reference in spite to create and effective in diction. Every student that wants to master about writing

¹² Cynthia A. Boardman and Jia Frydenberg, (2008) *Writing to Communicate*, United States of America: Pearson Longman P. 18.

should understand the purpose of the text from its genre.¹³ And there are four genres applied in Junior High School by syllabus of SMP,

1. Descriptive
2. Recount
3. Narrative
4. And procedure.

The genre in this research is focused on descriptive text.

C. Definition of descriptive text.

Descriptive genre can also be defined as the way how things look, smell, taste, feel, or sound. In addition, descriptive writing is a genre that asks the students to describe experience, emotions, situation, qualities, and characteristics.¹⁴ This genre encourages the students' ability to create a written account of a particular experience. What is small, it allows for a great deal of artistic freedom (the goals of which is to paint an image that is vivid and moving in the mind of the reader).

Description is writing that uses vivid details to capture a scene, setting, person or moment.¹⁵

Description is a written English in text which the writer describes an object.¹⁶

Descriptive text is type of written text, which has the specific function to give description about an object (human or nonhuman).¹⁷

¹³ Ibid. p.2

¹⁴ Ibid p.70

¹⁵ Carrol. (2001), *Writing and Grammar Communication in Action Diamond Level*. New Jersey : Prentice Hell .p.97

¹⁶ Saggam Siahaan dan Kisno Shnoda, (2008), *Generic Text Ttructure*, Yokyakarta : Graham ilmu. p.89

There are three kinds of descriptive writing (describing people, place, and thing).

1) People

In describing people, descriptions about physical appearance (height, weight, age), characteristics (colour of hair, eye, skin), and recognizable marks (scars, birthmark) are needed to make clear views of people being described.

2) Place

In describing place, the description must be organized so that the reader can vividly imagine the scene being described. Also, additional information about the impression or attitude one's have are essential to make the descriptions clearer.

3) Thing

To describe a thing, the writer must have a good imagination of the thing being described. It is needed to help readers to get clear pictures as the writer means in the descriptions.¹⁸

Descriptive writing shares the following characteristics:

- 1) Good descriptive writing includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell, and taste when appropriate. Descriptive writing may also paint picture of the feelings the person, place or thing invokes in the writer.
- 2) Good descriptive writing often the makes use of figurative language such as analogies, similes and metaphors to help paint the picture in the readers mind.

¹⁷ Pradiyono. (2007) *Teaching Genre based Writing*. Yokyakarta : andi offset. p.34

¹⁸ Ibid. 35

- 3) Good descriptive writing uses precise language. General adjectives, nouns, and passive verbs do not have a place in good descriptive writing. Use specific adjectives and nouns and strong action verbs give live to the picture you are painting in the readers mind.
- 4) Good descriptive writing is organized. Some ways to organize descriptive writing include: chronological (time), spatial (location), and order of importance. When describing a person, you might begin with a physical description, followed by how that person thinks, feels and acts.

Table. 2.1

C.1 The Generic Structure and Textual Elements

Textual Elements	Functions
Identifications	<ul style="list-style-type: none"> - it is a statement describing and illustrating about the topic/theme to be described - Statement must be interesting and is able to attract and to provoke the reader so that the reader becomes interested in reading the complete description. - The use of adjective and degree of comparison of adjective is advisable.
Description	<ul style="list-style-type: none"> - It is a complete description about the topic/theme proposed in identification text. - Description is the detail description or elaboration of the topic/theme as described in the identification.¹⁹

¹⁹ Dirgeyasa, *Emic Writing*, 2914 : Unimed Press. Medan. p.72

C.2 Social function

Generic structure of descriptive text that simple. There are only two parts, namely the identification and description.

Identification : contains information on what things will be explained

Description : contains a wide range of detailed explanations of the things described.

C.3 Language features

1. The Relevant Grammar Patterns

Grammatical patterns of certain genre writing seem to have distinct or specific features. This may occur because different genre writing states different and distinctive communicative purpose, readers, and contexts in terms of when it happens, how it happens, or why it happens. In general, the common grammatical patterns of descriptive text include.

- 1) It uses present tense and present perfect tense
- 2) It uses adjective to describe or illustrate the condition of the topic/theme described.
- 3) It uses passive sentences
- 4) It uses attribute and identifying process

The use of present tense for descriptive genre writing seems to be a must and it becomes a kind of 'trade mark' of descriptive genre writing. Then, it is generally known that what is described is a matter of fact, generally-accepted fact, or reality.

2. The related vocabulary usages

In general, the related vocabulary usages of the descriptive text in common are:

- 1) Intends to use the verb such as seems, looks, sounds, and like.
- 2) It uses epithets and classifiers in normal group.
- 3) It tends to focus on specific participant.

D. Student's achievement in writing descriptive text.

Achievement is a word that means a thing done successfully, especially with effort and skill. Achievement in writing can be reached by making good effort in the teaching-learning process.²⁰ In order to increase the writing achievement, both student and teacher should work together to compose and perform a communicative, effective, and fun situation in the class. In teaching writing, the teacher should make every effort that can be done in the classroom by providing a good lesson and technique so students' achievement can be improved.

In writing descriptive text, students should be able to write their text based on generic structure. They also have to organize their writing well and use a good grammar. Here are some indicators that should be achieved by the students in writing descriptive text. They are:

- 1) The students are able to identification generic structure of descriptive in a text
- 2) The students are able to write the parts of descriptive text based on the social function, generic structure and the grammatical features\
- 3) The students are able to writing a descriptive text.

²⁰ Hornby. *Oxford university Advanced Learner's Dictionary of Current English*, Newyork: oxford university press. p.10

E. Conceptual Framework

The research began with finding some problems in English teaching of writing in the field. The identified problem was the low writing ability of the grade VIII students at SMP Muhammadiyah 02 Medan. Review of related theories and relevant studies have been presented above as references dealing with the problem. This section will present the conceptual framework of the research study.

Writing is a written product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into written text, how to revise the text for clearer meaning, how to edit the text for appropriate grammar, and how to produce a final product. To achieve those specialized skills, the students need Peer response technique (PRT) as a form of assistances for them to write clearly, fluently, and accurately. In addition, they also need sharing and receiving the peer response technique (PRT) when they have accomplished the first draft and want to continue the draft.

The teacher has to choose an appropriate technique which allows the students sharing and receiving the feedback from the teacher or the classmates in the writing process. In fact, they will be more comfortable when they share it with the peers. One of the techniques which are suitable with the explanation above is the peer response technique.

From the theoretical review at the previous section, it can be seen that the peer response contributes to students' writing development. To be good writers, students, in writing their composition, definitely need meaningful response their

writing process and composition. It is believed that students will get meaningful response when it comes from their peers. It can also be seen that applying the peer response in the writing process creates a situation where students can discuss with peers and share what they are thinking about. The situation creates opportunities to work collaboratively and respond to other works. It also optimizes the writing process and provides opportunities for peers to practice evaluating their own written text and that of others. The technique will also encourage students to provide useful response to their friends in the form of comments and revision. The comments and revision from the peers will help them enrich the content of their writing, improve the organization of their writing, and improve the language (including grammar and vocabulary) of their writing.

Since the peer response provides activities in which students learn to give useful comments/suggestions and to respond to any comments/suggestions from their peers, it increases the sense of confidence of the students through collaborative and friendly dialogues, and promotes negotiation between two sides. It maximizes students' writing activities and classroom interaction. Thus, it promotes student-centered learning in the writing class.

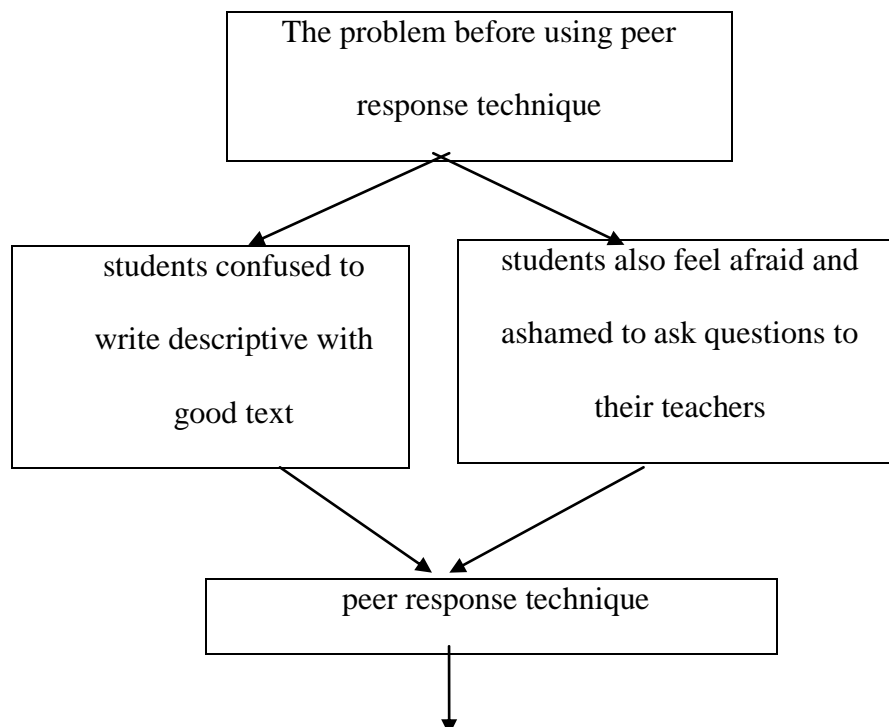
This learning makes students become creative. They share ideas with one another and get more knowledge of writing by editing their own work and others' work. This technique encourages students' motivation in writing. In fact, based on the observation at SMP Muhammadiyah 02 Medan, the researcher found some problems in students' writing skills. The students still have problems in generating ideas, organizing texts, grammar and vocabulary and the mechanics. They often make mistakes in those things. They also have low motivation in writing since the

teacher did not use suitable technique to teach. In addition, based on the interview with the students, the feedback they got in writing activity is very limited since the teacher only gave them infrequent and the whole class-feedback so that it cannot cover all students.

Those are the reasons why the students feel it difficult to master the writing ability. Therefore, the teachers should find an effective way of teaching writing to solve the problem. Finally, based on the explanation above, the researcher and the English teacher as the collaborator agree that the peer response can improve the writing ability of grade VIII students at SMP Muhammadiyah 02 Medan.

Table. 2.2

Table of conceptual framework



- Students will get meaningful response when it comes from their peers.
- optimizes the writing process and provides opportunities for peers to practice evaluating their own written text and that of others.
- Student's organization of their writing was improve and the language (including grammar and vocabulary) of their writing.

F. Related Studies

There are several relevant studies which had been conducted to find out the effect of peer response on the students' writing. The results of those studies are presented below:

1. Al-jamal (2009), in his thesis entitled "The Impact of Peer Response in Enhancing Ninth Grader's Writing Skill" found out that peer response technique affected the participants' attitudes positively in a way that enhanced the development of their writing skill.
2. Guntar (2013), in his thesis entitled "Improving Students' Writing Achievement on Recount Text Through Peer Response Technique" showed that the students' ability in writing recount text improved after the series of treatments given in the cycles.
3. Sriwiyanti (2013), in her thesis entitled "Improving Students' Ability in Writing Report Text through Peer Response Technique" found out that the students' ability in writing report text was improved by using peer response

technique. Peer response technique is useful, interesting and easier than by applying the other technique to increase the students' achievement in writing. Peer response technique focuses on teaching students about how to revise and edit their writing by using their peer's eyes in order to get deeper insight and improvements about what they have written.

G. Hypothesis

The hypothesis of this thesis is formulated as followed:

1. H_a = there is significant effect of peer response technique on students' achievement in writing descriptive text.
2. H_o = there is no significant effect of peer response technique on students' achievement in writing descriptive text.

CHAPTER III

METHODOLOGY OF RESEARCH

G. The Location of Research

This research is conducted in VIII grade of SMP Muhammadiyah 02 Medan. The location of research is on Jl. Pahlawan no 97 Medan. it was chosen as for the reason that :

- a. The location of study is near to the writer's house in order making easy collecting the data.
- b. The same problem has never been done at this location
- c. The location is more practical and economical in terms of cost and effort.

H. Research Design

According to Nazir, researcher design is all process that be needed in conducting a research.²¹ It means that be the process includes planning and doing the research. In this study the researcher uses experimental design with quantitative approach. This research was intended to investigate the effect of peer response technique (PRT) on student's achievement in writing descriptive text at second grade of SMP Muhammadiyah 02 Medan.

This study was conducted by comparing the experimental group (Y) and control group (X). The control group is the class which is not taught writing descriptive by using peer response technique (PRT). The class which is taught by using peer response technique (PRT) was indicated as experimental group. The researcher conducted an experiment that consists of pre test, treatment and post

²¹ Moh. Nazir, (2003), *Metode Penelitian*, Jakarta:Gholia Indonesia, p. 84

test. The pre test and post test are given to take the score of the student's achievement before and after being taught peer response technique (PRT). Then the scores analyze by using T-test to find out if there was significant influence of teaching writing descriptive text using peer response technique or not.²²

I. Population and Sampling

1. Population

Population, which is often referred to as the target population, is the group of individuals in which the researcher is interested. The population of this research is the second grade of SMP Muhammadiyah 02 Medan in 2016/2017 academic year. There were two classes. Each classes consists of 30 students. The total number of students was 60 students. It could be seen from the table:

Table. 3.1

The Population of Research

Num.	Class	Students
1.	VIII-A	30
2.	VIII-B	30
Total		60

Source: office administration of SMP Muhammadiyah 02

2. Sampling

Sampling is a process for selecting the sample from the population. In taking sample I using "Cluster Random sampling". By choosing two parallel

²²Ibid, p. 84

classes randomly, the samples are 60 students. They are Class VIII-A (30 students) as experimental group and class VIII-B (30 students) as control group. the control group. These two classes consist of 60 students.

The real sample of this research can be seen in the following table:

Table 3.2

The Sample of Research

Num.	Class	Variable	Students
1.	VIII-A (Experimental group)	X1	30
2.	VIII-B (Control group)	X2	30
Total			60

J. Definition of Variables

In order to do targeted research, the researchers formulate operational definitions of each variable needed in this study. There are two variables in this study, namely Peer Response Technique and Writing Descriptive Text.

In chapter II, It has been discussed theoretically both of variables, peer response the keyword as independent variable (X1) and the student's achievement in writing descriptive text as dependent variable (X2). this research divided into two parts. Class VIII-A as experiment and class VIII-B as class control. The student's ability to build up descriptive text is the capability of the student's in making writing of descriptive text. The indicators of this variables are:

- 1) The students are able to write their ideas and statement into some paragraph with part of descriptive text.

- 2) The students are able to use the vocabularies in this writing good descriptive text
- 3) The students are able to write cohesive sentences

In doing research, it was very important to prepare the instrument to collect the data that suitable. The instrument was the test, test was the question that given to the students as the response or the subject in order to measure their knowledge about certain topic. Kind of the test that was used in this research was achievement test. Achievement test was achievement test that used to measure students achievement after learning something.²³

K. Instrument of Data Collection

An instruments was used to collect the data to know the significance on the student's achievement in writing descriptive text. The instrument was test. I use the student's as the participant in doing test. I used written test and the student's were asked to write a descriptive text. The data was taken from the student's writing score and the test constructed in a essay form. The teacher control the class during the test going on.

1. Test (post-test)

1.1 Post-test was used measure the student's achievement in writing skill after applying treatment. The writing test in post-test was administered after the students' had been treated with peer response technique and also conventional strategy. It was conducted to find out the differences in both of experimental and control group. I gave the students a post-test in order to see the result whether the technique is affective or not.

²³Arikunto, (2016), *Prosedur Penelitian Suatu Pendekatan Praktek* , Jakarta: PT Rineka Cipta, Edisi Revisi VI, p. 151

The step to do the test were :

First, the teacher distributed the test to the student's by explaining the instruction. Second, teacher explaining that the student's given limited time to do the test. Third. Student's hand in their works when the time was over. And the last is teacher evaluated the student's writing to give the score.

Table. 3.4

Scoring rubrics of writing modified from Jacobs et al in Weigle

Aspect	Level	Score	Criteria
Generic Structure	Excellent to very good	4	Knowledgeable, substantive, through development of thesis, relevant to assigned topic
	Good to average	3	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	fair to poor	2	Limited knowledge of the subject, little substance, inadequate development of topic
	very poor	1	Does not show knowledge of subject, non- substantive, not enough to evaluate
Syntactical Language	Excellent to very good	4	Fluent expression, ideas clearly stated/

			supported, well organized, logical sequencing, cohesive
	Good to average	3	Loosely organized, limited support, logical but incomplete sequencing
	fair to poor	2	Non- fluent, ideas confused or disconnected, lacks logical development and sequencing
	very poor	1	Does not communicate, no organization, not enough to evaluate
Vocabulary	Excellent to very good	4	Sophisticated range, effective word usage, word from mastery
	Good to average	3	Adequate range, occasional errors of word usage but meaning not obscured
	fair to poor	2	Limited range, frequent errors of word usage, meaning confused
	very poor	1	Essentially translation, little knowledge of English
Textual Language	Excellent to very good	4	Effective constructions, few errors of agreement, tense, number, word order, article, pronouns, preposition

	Good to average	3	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, article, pronouns, preposition
	fair to poor	2	Major problem in simple construction, frequent errors of negation, tense, number, word order, article, pronouns, preposition
	very poor	1	No mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
Spelling	Excellent to very good	4	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	Good to average	3	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	fair to poor	2	Frequent errors of spelling,

			punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	very poor	1	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

The rubric provides five aspects of writing namely content, organization, vocabulary, language use, and mechanic in which each of them is scaled from 1 to 4. Hence the maximum score is 20, while the minimum score is 5. By knowing the highest score and the lowest score above, the formulation of the ideal mean can be calculated as follows.

$$\begin{aligned} \text{Maximum score} &= G + S + V + T + S \\ &= (4 + 4 + 4 + 4 + 4) \times 5 = 100 \end{aligned}$$

$$\begin{aligned} \text{Minimum score} &= G + S + V + T + S \\ &= (1 + 1 + 1 + 1 + 1) \times 5 = 25 \end{aligned}$$

$$\begin{aligned} \text{Ideal Mean} &= (+) \\ &= (100 + 25) \\ &= 62.5 \end{aligned}$$

L. The Technique of Data Analysis

To see significantly whether there is no different between students ability that taught by PRT and conventional technique, so we have do requirement test as first by using normality test and homogeneity test.

F.1 Normality test

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

- Observations $X_1, X_2, X_3 \dots X_n$ are made standard value $Z_1, Z_2, Z_3 \dots Z_n$ with the formula $z_i = \frac{x_i - \bar{x}}{s}$ where the average $\bar{x} = \frac{\sum x^2}{n}$

And the standards deviation $S^2 = \sum \frac{(x_i - \bar{x})^2}{n}$

- For each standards coefficient, using absolute normal standard distribution , then count the frequency $F(Z_i) = p(z \leq z_i)$
- Then count the proportion $Z_1, Z_2, Z_3 \dots Z_n$ which smaller equals to Z_i .
- Count the difference $F(Z_i) - S(Z_i)$ then determine the absolute value.
- Take the higher value among the difference absolutes values; say that the value is 1..if

$L_o < L_t$, which is got from critical value of the lilifors test at real level $\alpha = 0,05$ the data distribution is normal

F.2 Homogeneity

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

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

F.3 Hypothesis test

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

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s^2}{n_1} + \frac{s^2}{n_2}}}$$

Where:

\bar{X}_1 = score of experimental group

\bar{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

DATA ANALYSIS AND RESEARCH FINDING

A. Data Collection.

This data was conducted by applying an experimental research. There were two groups in this research, namely experimental and control group. The population of this research was the students of second grade of SMP Muhammadiyah 02 Medan. I used cluster random sampling by using lottery technique to get the sample of my research. The experimental group was VIII-A plus and the control group was VIII-B regular.

I gave the treatment to students in the experimental group by using peer response technique, while the control group was taught by using conventional strategy. After doing the treatment, the post-test was given to both groups to measure the students' achievement in writing descriptive text. After conducting the research, I got the data of students' score in post-test from both experimental and control group. The description could be seen in the following tables:

Table. 4.1

The score of pre-test and post-test (peer response technique-experimental group)

NO	Student's Initial Name	Post-test
		X
1	AB	80
2	AP	65
3	AR	80

4	FA	75
5	HA	85
6	IA	75
7	IB	70
8	MIL	85
9	AI	70
10	ND	75
11	NK	95
12	NJ	75
13	NP	65
14	NU	75
15	PM	85
16	REN	75
17	RS	80
18	RA	75
19	SM	75
20	SHH	80
21	SN	85
22	SR	85
23	SWP	85
24	SVB	95
25	TIL	95
26	YA	65

27	YAS	90
28	YUA	80
29	ZA	80
30	ZFS	85
	Total	
	Mean	

Table. 4.2

The score of pre-test and post-test (conventional strategy-control group)

NO	Student's Initial Name	Post-test X
1	AZS	70
2	AI	85
3	AIL	70
4	AA	70
5	AN	80
6	AS	85
7	APL	70
8	AP	75
9	ABH	65
10	CD	75
11	FAR	80
12	GD	75

13	HRN	75
14	IO	80
15	IA	75
16	JL	75
17	JS	80
18	MTR	75
19	MTR	75
20	MZS	80
21	MRS	85
22	MS	80
23	MZ	85
24	MF	85
25	MRF	90
26	NM	65
27	RI	85
28	RR	90
29	RH	80
30	RHD	70
	Total	
	Mean	

Based on the data in the table above, the initial students (sample) and the students' score in post test of two groups could be seen in the table 4.1 and 4.2. In post-test the highest score of experimental group was 95 and the lowest was 65 with the total score of post-test was 2385. While the control group the highest score of post-test was 90 and the lowest was 65 with the total score of post-test was 2330.

From all the data of the experimental group and control group obtained, then the researcher analyzed the data into statistic calculation to find out the differences of samples' score post-test in the experimental group and control group. Based on the table above, the following tables 4.3 and 4.4 showed the calculation to find out the mean, the standard deviation, and the variant between both experimental and control groups.

Table 4.3

**Work table for finding Mean, Standatd Deviation and Variants in
Experimental Group**

No	X	F	F.X	X ²	F.X ²
1	65	3	195	4225	12675
2	70	2	140	4900	9800
3	75	8	600	5625	45000
4	80	6	480	6400	38400
5	85	7	595	7225	50575
6	90	1	90	8100	8100
7	95	3	285	9025	27075
Total		$\sum F = 30$	$\sum FX$ = 2385	–	$\sum FX^2$ = 191625

The statistic calculation of the data of experimental group

a. Mean (\bar{X})

$$\bar{X} = \frac{\sum FX}{\sum F}$$

$$\bar{X} = \frac{2385}{30} = 79,5$$

b. Standard Deviation (S)

$$S = \sqrt{\frac{\sum FX^2}{N} - \left(\frac{\sum FX}{N}\right)^2}$$

$$S = \sqrt{\frac{191625}{30} - \left(\frac{2385}{30}\right)^2}$$

$$S = \sqrt{6387,5 - (79,5)^2}$$

$$S = \sqrt{6387,5 - 6320,25}$$

$$S = \sqrt{67,25}$$

$$= 8,2$$

c. Variant (S^2)

$$S^2 = (8,2)^2$$

$$S^2 = 67,24$$

Table 4.4

Work table for finding Mean, Standard Deviation and Variants in Control

Group

No	X	F	F.X	X ²	F.X ²
1	65	2	130	4225	8450

2	70	5	350	4900	24500
3	75	8	600	5625	45000
4	80	7	560	6400	44800
5	85	6	510	7225	43350
6	90	2	180	8100	16200
Total		$\sum F = 30$	$\sum FX$ $= 2330$	–	$\sum FX^2$ $= 182300$

The statistic calculation of the data of control group

a. Mean (\bar{X})

$$\bar{X} = \frac{\sum FX}{\sum F}$$

$$\bar{X} = \frac{2330}{30} = 77,6$$

b. Standard Deviation (S)

$$S = \sqrt{\frac{\sum FX^2}{N} - \left(\frac{\sum FX}{N}\right)^2}$$

$$S = \sqrt{\frac{182300}{30} - \left(\frac{2330}{30}\right)^2}$$

$$S = \sqrt{6076,6 - (77,6)^2}$$

$$S = \sqrt{6076,6 - 6021,76}$$

$$S = \sqrt{54,84}$$

$$= 7,4$$

c. Variant (S^2)

$$S^2 = (7,4)^2$$

$$S^2 = 54,76$$

B. Data Analysis

B.1 Testing Normality

Normality testing used in this research is using Lilliefors testing. It was conducted to know whether the data was a normal distribution or not. The result of the test was described in table 4.5 as follow:

Table 4.5

Work table to finding the Normality of the test

Group	L_{hitung}	L_{table}	Status
Experimental	-0,0003	0,161	Normal
Control	-0,0475	0,161	Normal

The calculation of normality test in experimental group showed that $L_{hitung} = -0,0003$ and $N = 30$, using liliefors testing $L_{table} (0,05) = 0.161$. $L_{hitung} < L_{table} = -0,0003 < 0,161$ and it is concluded the data of post-test in experimental group is normal. The calculation of normality test in control group showed that $L_{hitung} = -0,0475$ and $N = 30$, using liliefors testing $L_{table} (0,05) = 0.161$. $L_{hitung} < L_{table} = -0,0475 < 0,161$ and it is concluded the data of post-test in control group is normal. (for detail, See Appendix VIII)

B.2 Testing Homogeneity

Homogeneity test was done by doing Fisher test. It was aimed to know whether the samples that used in the research were homogenous or not. The formula was as follows:

$$F = \frac{S_1^2}{S_2^2}$$

Note:

s_1^2 = The biggest variant of both variables

s_2^2 = The smallest variant of both variables

The Homogeneity of the samples could be decided based on this following hypothesis:

- a. If $F_o < F_t$ = data is homogeny
- b. If $F_o > F_t$ = data is not homogeny

From the analysis data of experiment and control class gained the variant of experiment class was 114.35 and the variant of control group was 161.26

$$F_o = \frac{67,24}{54,76} = 1.227$$

The coefficient of F_t from the table of F distribution $\alpha = 0.05$ with numerator degree of freedoms = 30 ($N-1=30-1$), and denominator degree of freedom = 30 ($N-1=30-1$) was 1.875. It meant $F_o < F_t$. It could be concluded that the samples used in this research were homogeny.

C. Testing Hypothesis

The hypothesis was aimed to find out whether the hypothesis was accepted or rejected. The basic theory that the research used:

- a. The hypothesis is accepted if $t > t_{table}$
- b. The hypothesis is rejected if $t < t_{table}$

The previous calculation showed that the data of this research had completed the requirements to be hypothesized. Then the researcher calculated the t as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s}{n_1} + \frac{s}{n_2}}}$$

$$t = \frac{79,5 - 77,6}{\sqrt{\frac{61}{30} + \frac{61}{30}}}$$

$$t = \frac{1,9}{\sqrt{\frac{122}{30}}} = \frac{1,9}{\sqrt{4,067}} = \frac{1,9}{\sqrt{2,02}} = 0,940$$

Based on the calculation of t-test, it was found that t-test was 0,940 and based on the t-table level of significant of 0.05 degree of freedom 58 (N1+N2-2) t-table was 2.009

Based on calculation of t-test, where t_0 (0,940) was lowest than t_{table} at the level significant of 0.05 (2.009), therefore, the hypothesis was rejected because $t > t_{table}$ or $0,940 < 2.009$. It was concluded that PRT wasn't significantly increase the students' reading achievement at second grade students of SMP Muhammadiyah 02 Medan.

D. Findings

The result of this research showed that there was a difference of output of both groups. Based on the calculation, t_{hitung} (0,940) was lowest than t_{table} (2,009) for the degree of freedom (58) at level significance (0,05). This means that H_a is rejected.

E. Discussion

There were some researchers had applied Peer Response Technique. Guntar (2013) conducted a research by applying PRT on students' achievement in recount text. It found that peer response technique significantly impact on students' writing as well as on their attitudes toward writing. Sriwiyanti (2013), found out that the students' ability in writing report text was improved by using peer response technique.

The result of some researches above that applied peer response technique in different genres the result of this study that peer response technique gave significant on students' achievement in writing.

Peer Response Technique in small groups is very suitable to be used in learning writing and can improve student learning outcomes so that students become more active in following teaching and learning activities in class and students become skilled and dare to express his opinion in the learning process (Ribowo 2006). Another function of peer response technique is the presence of peer tutors who are less active students to be active because they are not ashamed to ask peers or teachers and express opinions freely.

I can concluded that Peer correction technique is this technique refers to activity of student activity in reading her friend writing, then make response in the form of correction in position as reader. By using this technique, it is possible to realize the writing ability of the students and also the development of the students' sensitivity to become a critical reader so as to encourage students to communicate through written media properly and correctly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of calculation t-test showed that the score of (t hitung) 0,940 < the score of (t table) 2,009. It means that peer response technique no significantly affects the students' achievement in writing descriptive text. Thus, it can be concluded that H_a is rejected.

B. Suggestion

Based on the data analysis in Chapter IV, the conclusion was drawn as following:

1. There wasn't significant effects of applying PRT on students' achievement in writing descriptive text.
2. The English teacher are suggested to apply peer response technique in teaching learning process, especially in teaching writing because it can help student become easier understanding the material as their friend can help them and also improve their self-confidence in writing a good text, although I didn't find the effectiveness of using PRT at second grade in SMP Muhammadiyah 02 Medan.
3. Since this research is limited to the investigation of peer response technique on writing and how the peer response technique can be developed is not known, it is suggested that a research should be done on writing development.

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APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Satuan Pendidikan : SMP Muhammadiyah 02 Medan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Jenis Teks : Descriptive (person) "My Idol"

Keterampilan : Menulis

Alokasi Waktu : 2 x 40 Menit

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/ procedur.

C. Indikator

1. Melengkapi teks deskriptif dengan 5 rumpang
2. Menulis teks deskriptif berdasarkan gambar dan kata kunci yang disajikan dengan runtut dan benar.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat dengan cermat, cepat dan tepat:

1. melengkapi rumpang dalam teks descriptif dengan cermat
2. menulis teks deskriptif sederhana berdasarkan gambar dan kata kunci yang disediakan

E. Materi Ajar

1. Model Teks monolog berbentuk deskriptif tentang berbagai orang

2. Unsur bahasa terkait teks: verbs, vocabularies, pronouns
3. Langkah retorika terkait teks; identification, descriptions

F. Metode/ Technique

1. Peer response: Siswa mengoreksi jenis esai teks deskriptive, kemudian siswa mereview kata kata yang salah dari esai yang dikerjakan temannya serta memberikan respon atau masukan dari temannya agar esai text descriptive tersebut menjadi lebih baik lagi.

G. Langkah-langkah pembelajaran

No	Kegiatan	Waktu	Note
	Pendahuluan: Greeting (Salam dan Tegur sapa) Checking attendance Prayer	10 menit	
	Kegiatan inti: 1. persentation Menjelaskan tentang pengertian descriptive text dan genetic structure teks deskriptif. Mendengarkan dan merespon dengan cermat introduction tentang penulisan teks monolog deskriptif . Memperhatikan dengan seksama penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan penulisan teks monolog deskriptif . Membacateksdeskriptif dan mengidentifikasi langkah retorika dengan cermat. 2. Practice Menulis frasa-frasa, kalimat-kalimat yang diperlukan untuk menulis teks deskriptif berdasarkan gambar dan kata kunci yang disediakan. Mengkomunikasikan pekerjaan kepada guru Mereview pekerjaan sesuai masukan dari guru Melengkapi teks rumpang dalam teks Deskriptif	60 menit	

	<p>dengan menggunakan kata yang tepat</p> <p>3. Production</p> <p>Menulis draft teks deskriptif berdasarkan gambar yang disajikan</p> <p>Mengkomunikasikan draft yang dibuat kepada guru dan mereviewnya</p> <p>Mengembangkan draft menjadi teks deskriptif dengan struktur teks yang benar.</p>		
	<p>Summarizing (Membuat kesimpulan)</p> <p>Reflection(menanyakan kesulitan siswa, manfaat, kesan selama PBM)</p> <p>Menginformasikan topik pertemuan berikutnya</p>	10 menit	

H. Penilaian

1. Bentuk dan Tehnik

No	Teknik	Bentuk	Contoh
1.	Tes Tulis/used peer response	Essai	Lampiran 1

2. Sumber Belajar

- Buku (Bahan ajar SMP Kelas VIII)
- Internet

Lampiran 1

1. Write down your name on piece of paper
2. Write down asimple descriptive text about my mother (person). Minimally 40 words
3. This test in allocated 60 minutes

My Mother

I. Penilaian

- 1) Bentuk : Essay test
- 2) Instrument : Terlampir
- 3) Pedoman penilaian : Total skor (100)
- 4) Rubrik penilaian :

Aspect	Level				Total
Content	Excellent to very good (4)	Good to average (3)	Fair to poor (2)	Very poor (1)	
Organization	Excellent to very good (4)	Good to average (3)	Fair to poor (2)	Very poor (1)	
Vocabulary	Excellent to very good (4)	Good to average (3)	Fair to poor (2)	Very poor (1)	
Language use	Excellent to very good (4)	Good to average (3)	Fair to poor (2)	Very poor (1)	
Mechanics	Excellent to very good (4)	Good to average (3)	Fair to poor (2)	Very poor (1)	
Total score					

Mengetahui,
Kepala Sekolah SMP Muhammadiyah 02

Guru Mata Pelajaran

Saprindo Simanjuntak S,pd,i

Mawarliah S,pd

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Satuan Pendidikan : SMP Muhammadiyah 02 Medan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/2

Jenis Teks : Descriptive (person) “My Idol”

Keterampilan : Menulis

Alokasi Waktu : 2 x 40 Menit

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/ procedur.

C. Indikator

3. Melengkapi teks deskriptif dengan 5 rumpang
4. Menulis teks deskriptif berdasarkan gambar dan kata kunci yang disajikan dengan runtut dan benar.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat dengan cermat, cepat dan tepat:

1. melengkapi rumpang dalam teks descriptif dengan cermat
2. menulis teks deskriptif sederhana berdasarkan gambar dan kata kunci yang disediakan

E. Materi Ajar

4. Model Teks monolog berbentuk deskriptif tentang berbagai orang

5. Unsur bahasa terkait teks: verbs, vocabularies, pronouns
6. Langkah retorika terkait teks; identification, descriptions

F. Metode/ Technique

2. Conventional Strategy: metode pembelajaran konvensional adalah metode pembelajaran tradisional atau disebut juga dengan metode ceramah. Pembelajaran pada metode konvensional, peserta didik lebih banyak mendengarkan penjelasan guru di depan kelas dan melaksanakan tugas jika guru memberikan latihan soal-soal kepada peserta didik, yang sering digunakan pada pembelajaran konvensional antara lain metode ceramah, metode tanya jawab, metode diskusi, metode penugasan

G. Langkah-langkah pembelajaran

No.	Kegiatan	Waktu	Note
	Pendahuluan: Greeting (Salam dan Tegur sapa) Checking attendance Prayer	10 menit	
	Kegiatan inti: 2. persentation Menjelaskan tentang pengertian descriptive text dan genetic structure teks deskriptif. Membacakan essai teks deskriptif didepan kelas. Mendengarkan dan merespon dengan cermat introduction tentang penulisan teks monolog deskriptif . Memperhatikan dengan seksama penjelasan tentang kosakata dan tata bahasa yang berkaitan dengan penulisan teks monolog deskriptif . Membaca dan mengidentifikasi langkah retorika dengan cermat. 2. Practice Menulis frasa-frasa, kalimat-kalimat yang	60 menit	

	<p>diperlukan untuk menulis teks deskriptif berdasarkan gambar dan kata kunci yang disediakan.</p> <p>Mengkomunikasikan pekerjaan kepada teman dan guru</p> <p>3. Production</p> <p>Menulis draft teks deskriptif berdasarkan gambar yang disajikan</p> <p>Mengkomunikasikan draft yang dibuat kepada guru dan</p> <p>Mengembangkan draft menjadi teks deskriptif dengan struktur teks yang benar.</p>		
	<p>Summarizing (Membuat kesimpulan)</p> <p>Reflection(menanyakan kesulitan siswa, manfaat, kesan selama PBM)</p> <p>Menginformasikan topik pertemuan berikutnya.</p> <p>Memberikan tugas kepada siswa untuk pertemuan berikutnya</p>	10 menit	

H. Penilaian

1. Bentuk dan Tehnik

No	Teknik	Bentuk	Contoh
1.	Tes Tulis/conventional strategy	Essai	Lampiran 2

2. Sumber Belajar

- Buku (Bahan ajar SMP Kelas VIII)
- Internet

Lampiran 2

4. Write down your name on piece of paper
5. Write down asimple descriptive text about my mother (person). Minimally 40 words

6. This test in allocated 60 minutes

My Mother

I. Penilaian

- 5) Bentuk : Essay test
- 6) Instrument : Terlampir
- 7) Pedoman penilaian : Total skor (100)
- 8) Rubrik penilaian :

Aspect	Level				Total
	Excellent to very good (4)	Good to average (3)	Fair to poor (2)	Very poor (1)	
Content	Excellent to very good (4)	Good to average (3)	Fair to poor (2)	Very poor (1)	
Organization	Excellent to very good (4)	Good to average (3)	Fair to poor (2)	Very poor (1)	
Vocabulary	Excellent to very good (4)	Good to average (3)	Fair to poor (2)	Very poor (1)	
Language use	Excellent to very good (4)	Good to average (3)	Fair to poor (2)	Very poor (1)	
Mechanics	Excellent to very good (4)	Good to average (3)	Fair to poor (2)	Very poor (1)	
Total score					

Mengetahui,
Kepala Sekolah SMP Muhammadiyah 02

Saprindo Simanjuntak S,pd,i

Guru Mata Pelajaran

Mawarliah S,pd

APPENDIX III

Test Items in post-test

Essay test

1. Write down your name on piece of paper
2. Write down a simple descriptive text about my mother (person). Minimally 40 words
3. This test is allocated 60 minutes

APPENDIX IV**THE STUDENT'S SCORE IN EXPERIMENTAL GROUP**

NO	Student's Initial Name	Post-test X
1	AB	80
2	AP	65
3	AR	80
4	FA	75
5	HA	85
6	IA	75
7	IB	70
8	MIL	85
9	AI	70
10	ND	75
11	NK	95
12	NJ	75
13	NP	65
14	NU	75
15	PM	85
16	REN	75
17	RS	80
18	RA	75
19	SM	75
20	SHH	80

21	SN	85
22	SR	85
23	SWP	85
24	SVB	95
25	TIL	95
26	YA	65
27	YAS	90
28	YUA	80
29	ZA	80
30	ZFS	85
	Total	2385
	Mean	79,5

APPENDIX V**THE STUDENT'S SCORE IN CONTROL GROUP**

NO	Student's Initial Name	Post-test X
1	AZS	70
2	AI	85
3	AIL	70
4	AA	70
5	AN	80
6	AS	85
7	APL	70
8	AP	75
9	ABH	65
10	CD	75
11	FAR	80
12	GD	75
13	HRN	75
14	IO	80
15	IA	75
16	JL	75
17	JS	80
18	MTR	75
19	MTR	75

20	MZS	80
21	MRS	85
22	MS	80
23	MZ	85
24	MF	85
25	MRF	90
26	NM	65
27	RI	85
28	RR	90
29	RH	80
30	RHD	70
	Total	2330
	Mean	77,6

APPENDIX VI

Work table to finding the Normality of experimental and Control Group

Table 4.5 Experimental group

No	X	F	F.Kum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	65	3	3	-1,76	0,0392	0,1	-0,0608
2	70	2	5	-1,15	0,1251	0,16	-0,0349
3	75	8	13	-0,54	0,2946	0,43	-0,1354
4	80	6	19	0,06	0,5239	0,63	-0,1061
5	85	7	26	0,67	0,7486	0,86	-0,1114
6	90	1	27	1,28	0,8997	0,9	-0,0003
7	95	3	30	1,89	0,9706	1	-0,0294

Table 4.6 Control group

No	X	F	F.Kum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	65	2	2	-1,70	0,0446	0,06	-0,5554
2	70	5	7	-1,02	0,1539	0,23	-0,0761
3	75	8	15	-0,35	0,3632	0,5	-0,1368
4	80	7	22	0,32	0,6255	0,73	-0,1045
5	85	6	28	0,03	0,5120	0,93	-0,418
6	90	2	30	1,67	0,9525	1	-0,0475

APPENDIX VII

Name's of Experimental Group (VIII-A)

No	Name	Initial
1	Abdullah	AB
2	Andrian pratama	AP
3	Armansyah	AR
4	Faiz amrizal	FA
5	Habib alhamam	HA
6	Ibnu afwandi	IA
7	Imam bijaksana	IB
8	M. iqbal lutfi	MIL
9	Ali imran	AI
10	Nabila diandra	ND
11	Nadila khairani	NK
12	Nadia jania	NJ
13	Nanda pratama	NP
14	Nurhaliza	NU
15	Puja maharani	PM
16	Refki elfitra nasution	REN
17	Rian saputra	RS
18	Rivaldi ananda	RA
19	Sakinah mawaddah	SM
20	Salika hanum hidayat	SHH
21	Sekar nurjannah	SN
22	Sintia ramadhani	SR
23	Sri wahyuni purnama	SWP
24	Syalika veronica bastian	SVB
25	Tri indah lestari	TIL
26	Yahya apriandilo	YA
27	Yenni Anggraini Srg	YAS
28	Yudha agusti	YUA

28	Zainal Abidin	ZA
30	Zul fadly sofyan	ZFS

APPENDIX VIII**Name's of Class Control (VIII-B)**

No	Name	Initial
1	Abdi Zarhan Saragih	AZS
2	Ade Irma	AI
3	Aldeiya Imran Lubis	AIL
4	Ali Akbar	AA
5	Annisa	AN
6	Apriansyah Siregar	AS
7	Ardiansyah Putra Lubis	APL
8	Arnand Pratama	AP
9	Asti Bila Hasanah	ABH
10	Chandra Danuarta	CD
11	Firza Aditya Ramadhan	FAR
12	Gilang Defriansyah	GD
13	Habibi Ramadhan Nasution	HRN
14	Indah Oktavia	IO
15	Irfan Ariansyah	IA
16	Juliani	JL
17	Junedi Saputra	JS
18	M. Tegar Ramadhan	MTR
19	M.Teguh Ramadhan	MTR
20	M. Zulfadly Siregar	MZS
21	M. Ridwan Saputra	MRS
22	Misaroh	MS
23	Mufti Zulmi	MZ
24	M. Fadly	MF
25	M. Risky Fadilah	MRF
26	Nurul Mahda	NM
27	Rendi Irwansyah	RI
28	Rezky Ramadhan	RR

29	Ricky Hermawan	RH
30	Ririn Handayani	RHD

Class of experimental group





Class of control group



