AN UNDERGRADUATE THESIS

THE INFLUENCE OF PEER FEEDBACK TECHNIQUE TOWARD STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL 3 METRO

By:

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English Education Department

STATE ISTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2019 M

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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S,Pd)
in English Education Department

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Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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RATIFICATION PAGE
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An Undergraduate thesis entitled: THE INFLUENCE OF PEER FEEDBACK TECHNIQUE TOWARD STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL 3 METRO, written by Erna Yunita, student number 14121327, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday,May 22th 2019 at 09.00- 11.00 a.m.

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ABSTRACT

THE INFLUENCE OF PEER FEEDBACK TECHNIQUE TOWARD STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL 3 METRO

By:
ERNA YUNITA

Writing is one of the form of communicating by using written language. In writing there are several kinds of text such as narrative, descriptive, and argumentative. Descriptive text is one of text which has to be mastered by the tenth grade students of the Senior High School. But, there are some problems that found, one of them is the students feel difficult to express their idea in writing ability especially descriptive text. Peer feedback technique is considered as an important dominant tool in enhancing the process of learning English writing. By using peer feedback technique, the student can share and collect information about the descriptive text So, the primary goal of this research was to investigate the influence of using *peer feedback* technique toward the students' writing ability in descriptive text tenth grade students of the Senior High School 3 Metro.

This research is quantitative research conducted at the tenth grade of Senior High School 3 Metro that involves of 35 students as the samples. In collecting the data, this research used test, observation and documentation. To figure out the students' knowledge in writing descriptive text by written test. There are pre- test and post – test. The students' average score of pre- test is 49,1 and the students' average score of post- test is 72,1. The data were analyzed by chi-square formula and t-test.

The finding of the research indicates that there is positive and significant influence of peer feedback technique toward the students' writing ability in descriptive text, and alternative hypothesis is accepted. It can be proved by the result of critical value $x^2_{\_observed}$ was 13,9 *(13,9* was higher than 5,99 in the level of 5% and 9,21 in the level of 1%) which revealed that Ha was accepted and Ho was rejected and the result of critical value $t_{\_observed}$ was 19,6 ($t_{\_observed}$ 19,6 was higher than $t_{\_table}$ 1,69 in the level of 5% and 1,99 in the level of 1%) which revealed that Ha was accepted and Ho was rejected.

Keywords: Descriptive Writing, *Peer Feedback* Technique, Writing Ability.

ABSTRAK

PENGARUH TEHNIK UMPAN BALIK TEMAN TERHADAP KEMAMPUAN MENULIS DESKRIPTIF TEXT PADA SISWA KELAS SEPULUH SMA NEGERI 3 METRO

Oleh:

ERNA YUNITA

Menulis adalah salah satu bentuk komunikasi melalui tulisan. Di dalam menulis terdapat beberapa jenis teks, salah satunya adalah narasi, deskripsi, dan argumentasi. Teks deskripsi merupakan salah satu teks yang harus dikuasai oleh siwa kelas sepuluh SMA Negeri 3 Metro. Tetapi, ada beberapa masalah yang ditemukan, salah satunya yaitu para siswa merasa kesulitan dalam menyampaikan ide mereka dalam kemampuan menulis terutama teks deskripsi. Tehnik Umpan Balik Teman adalah dianggap sebagai alat dominan penting dalam meningkatkan proses belajar menulis bahasa Inggris. Melalui Umpan Balik Teman, siswa dapat membagikan dan mengumpulkan informasi tentang deskriptif teks. Tujuan dari penelitian ini adalah untuk mengkaji pengaruh penggunaan tekhnik Umpan Balik Teman terhadap kemampuan menulis deskriptif teks pada siswa kelas kelas sepuluh SMA Negeri 3 Metro.

Penelitian ini adalah penelitian kuantitatif yang dilakukan di kelas sepuluh di SMA Negeri 3 Metro yang melibatkan dari 35 siswa sebagai sampel. Dalam pengumpulan data, penelitian ini menggunakan tes, observasi dan dokumentasi. Untuk mengetahui pengetahuan siswa dalam menulis teks deskripsi dilakukan tes menulis. Tes tersebut pre- test dan post test. Hasil nilai rata- rata pre- test siswa adalah 49,1 dan post test siswa adalah 72,1. Teknik analisis data dengan menggunakan rumus chi-square dan t-test.

Hasil penelitian ini menunjukan bahwa ada pengaruh yang positif dan signifikan penggunaan tekhnik peer feedback terhadap kemampuan menulis deskriptif teks pada siswa kelas sepuluh SMA Negeri 3 Metro. Hal ini dapat di buktikan berdasarkan hasil dari nilai kritis $x^2_{observed}$ yaitu 13,9 *(13,9* lebih besar daripada 5,99 pada level 5% dan 9,21 pada level 1%) menunjukan bahwa Ha diterima dan Ho ditolak dan hasil dari nilai kritis $t_{observed}$ yaitu 19,6 ($t_{observed}$ 19,6 *9* lebih besar daripada t_{table} 1,69 pada level 5% dan 1,99 pada level 1%) menunjukan bahwa Ha diterima dan Ho ditolak.

Kata kunci: Karangan Deskriptif, Tehnik Umpan Balik Teman, Keterampilan Menulis

STATEMENT OF RESEARCH ORIGINALITY

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian- bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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Penulis,

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MOTTO

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

"The best of people are those that bring most benefit to the rest of mankind".

(HR. Bukhori Muslim)

"Don't try to be a man of success, try to be a man of value instead". (Einstein)

DEDICATION PAGE

All praise be Allah SWT, I highly dedicate this undergraduate thesis to :

My beloved parents Mr Hasan Sutejo and Mrs. Iroh Budiarti for giving their endless love.

My beloved younger Twin brothers Panji Nugroho and Panji Kisworo.

My beloved husband Mr. Edi Susanto

My beloved big family and all of my friends whom I love.

My beloved Almamaters The State Institute of Islamic Studies of Metro.

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All praises be to Allah SWT the all merciful the lord of the word and thanks to Allah who has given us the mercy and blessing especially to the writer so that the writer able to accomplish this undergraduate thesis by the title; "*The Influence of Peer Feedback Technique Toward Students' Writing Ability in Desciptive Text at The Tenth Grade of Senior High School 3 Metro*". Peace and solutation to our prophet Muhammad saw who the man of true goodness of everything, he has lead us from the darkness of the lightness of Islam.

The writer cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this an undergraduate thesis, so the writer would like to express her gratitude thanks to :

1. Mrs. Prof. Dr. Enizar, M.Ag as the Rector IAIN Metro.
2. Mrs. Dr. Akla, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty IAIN Metro.
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of Internatioanal language. Indonesia as developing country is trying to improve every part of life and its human resources by increasing the quality of the people. Improving English skill is the one of ways to prepare Indonesian people being ready to face the global world. In Indonesia, English is taught as a foreign languange. It means English as studied by people live in place where English is not the first languange of the people who live in the country. Therefore in our beautiful county, it is taught in formally at school from elementary school to univercity.

There are four skills to learn English well. They are listening, speaking, reading and writing. Writing is one of an important aspect in language learning as a learning tool or a tool of communication to convey our idea, feeling or our expression in writing form to readers and helping them to understand and to remember. In other word, the form of communicating by using written language such as: vocabulary, sentences, grammar, spelling, and punctuation.

The basic competency that should be achieved in writing English subject is the students have the ability to develop and produce written simple function text in descriptive text, narrative text, recount text, procedure text, exposition text etc. Descriptive text is a type of text function to describe particular person, place or thing. The students can use simple present and

adjective clause in writing descriptive text. By descriptive text, someone can convey their feeling or describe something and giving simple information to other people.

The researcher found some problems of students in learning English writing based on pra- survey. Many student still difficulties to express their ideas in the writing. The students still confuse what should they write especially in descriptive text. The student have low ability in writing descriptive text. The students also have lack of vocabulary. The students feel afraid to make mistakes in learning writing English. The students have low motivation. It make them have low interest to learning English and feel bored. The teacher can use the different technique that make student interest.

Technique is one of way that is used by the teacher in learning process to make the student more smart and interest. By encourage students' participation by technique, the student' will not be bored and will more creativity during the lesson. One of the techniques is peer feedback.

Peer feedback is considered as an important dominant tool in enhancing the process of learning English writing. The student can make group or pairs to collect information and come to each other's aid. This technique can help the student to express their ideas in descriptive writing. The student can convey their information in a group. By using this technique the researcher assumes that the teaching learning process in the classroom can be interesting and enjoyable.

The researcher claimed that Peer Feedback in writing classes is useful because of the cognitive and social benefits of Peer Feedback.

The researcher get the data of pre survey that had done on Maret 29th 2018 at the tenth grade of Senior High School 3 Metro. The table below is the students'English score.

Table 1

The Data Preliminary Research the Students' Achievement at The Tenth Grade in English Learning of Senior High School 3 Metro based on the Daily Test

No.	Students' Score	Frequency	Percentage	Category
1.	75-100	4	11,4%	Good
2.	51-74	8	22,9%	Fair
3.	25-50	23	65,7%	Bad
Total		35	100%	

Source : The scores taken from pre-research of Senior High school 3 Metro

Based on the table above, it could be inferred that from 35 students as the sample, 4 the student that got the score between 75-100 or as many as 11,4%, 8 the student that got the score between 51-74 or as many as 22,9% and 23 the student that got the score between 25-50 or as many as 65,7%. It means that the students' descriptive text in writing ability is low. Many students feel difficult in learn English.

Moreover, to solve the problem above, there are many techniques that can used in learning process. One of them is Peer Feedback technique.

According to Topping, Peer feedback has also proved to have an impact on affect, increasing motivation through the sense of personal responsibility, and improving self-confidence.

Regarding to all the explanation above, the researcher would like to conduct a research to know whether there is any positive and significant influence of Peer feedback Technique. The researcher chooses the tittle " The Influence of Using Peer feedback Technique toward The Students Writing Ability in Descriptive Text at The Tenth Grade of Senior High School 3 Metro".

By using Peer Feedback technique, it is expected to help teacher in teaching and makes the student writing ability well especially in writing descriptive text.

B. Problem Identification

The problems which can be identify from the background of study above are:

1. Many students still feel difficult to express their idea.
2. The students have low ability in writing especially in descriptive text.
3. The student's vocabulary is lack.
4. The student usually has low motivation or not interesting to learn English.

C. Problem Limitation

Based on the problems above, the researcher limits the problem only focused on many students feel difficult to express their idea especially in descriptive text.

D. Problem Formulation

Based on the explanation above, the researcher decides the problem formulation“ Is there any positive and significant influence of using Peer Feedback technique toward the students’ writing ability in descriptive text at the tenth grade of Senior High School 3 Metro?.

E. The Objective and Benefit of the Study

1. The Objective of the Study

The objective of this research is to know whether there is positive and significant influence of using Peer Feedback technique toward the students writing ability in descriptive text at the tenth grade of Senior High School 3 Metro.

2. The Benefit of the Study

a. For the students

By the Peer Feedback technique can make the students more interest to study English well and as a motivation in order to be more active in learning English.

b. For the English Teacher

By using Peer Feedback technique is hoped able to help the English teachers as one of problem solving and new experience in teaching learning process. The English teacher can be more creative using technique in the classroom so that the student not feel bored to study English.

c. For the Head Master

It can be more emphasize to the teachers' English be able to more creative to teach in English process, and the writer hopefull can help Head Master to increase English teachers' quality and it is as a consideration material to facilitate learning process especially in English subject.

CHAPTER II

THEORICAL REVIEW

A. Writing Ability in Descriptive Text

1. The Concept of Writing

a. Definition of Writing

Based on Oxford Advanced Learner's Dictionary, writing is activity of writing.[1] According to Sanggam, the writer productive languange skill is called writing. It is a skill of a writer to communicate information to reader or group of readers. It means that writing activity involves the procedures of thinking process and making decision to produce written texts used for communication in daily activities.

Furthermore, Brown argues that writing is process of creating words where by someone free from what he think, feel, and perceive.[2] Taselin Marie state that writing is an important part of languange teaching as it also function as an essential tool for learninng in which student expand their knowledge of the languange element in real use.[3] Iman Muwafaq Muslim argues that writing well states that " Writing is really a big challenge for both native and non-native students.

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[1]Horrnby, *Oxford Advance Learner's Pocket Dictionary Four Edition*, (New York: Oxford Univercity Press, 2008) , p. 516.

[2]Douglas Brown, *Teaching By Principles An Interactive Approach To Language Pedagogy*, (San Fransisco: Longman, 2001) , p. 337.

[3]Taselin Marie,*The Teaching of English Languange Skill and English Language Component*, (Malang: State Univercity of Malang Press, tt) , p.103.

In general, it is much bigger with the students of English as a foreign language.[4]

According to Nunan, writing ability is defined as the ability to respond to a given stimulus according to some authority's definition of the correct response. Hyland state that writing ability is the ability to create coherent and cohesive discourses following prescribed patterns for developing and organizing discourse.

Based on theories above, the researcher concludes that writing is a way or tool to express our feelings, ideas, arguments, willingness, and thoughts in the form of words in sentences meaningfull. On the other hand, writing is one of four abilities or experiences on a technique in written form and used to communicate with other. So, writing ability is the ability of putting together what you think or want to say using words, which a person reading it is able to know your thoughts, ideas and feelings as near to what you want to convey.

b. Component in Writing

According to Byrne in Roza, there are five components that should be considered in writing:[5]

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[4]Iman Muwafaq Muslim, "Helping EFL Students Improve their Writing", *International Journal of Humanities and Social Science*, (Baghdad: Baghdad University,2014), Vol.4 No.2, p.105.

[5]Dona Dian Putri, *An Analysis of The Students' Difficulties In Writing Hortatory Exposition Text by The Second Year Students of SMA N 7 Padang (Padang*: Bung Hatta University, tt), p.2.

1) Organizing idea

Ideas are the most important factors in writing, becausenobody can write meaningfully, if the student has not anything in mind yet.

2) Grammar

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

3) Vocabulary

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

4) Mechanics

a) Punctuation

Punctuation plays as an important role in helping reader to establish intonation. In other word, punctuation is standard set of marks used in written and printed texts to clarify meaning and to separate sentences, words, and parts of words. It can also help readers to understand the state of mind of the writer.

b) Capitalization

Capitalization is practices of using capital letters in writing or printing.

c) Spelling

Spelling is the process or activity of writing or naming the letters of a word. In other word, spelling is the writing of one or more words with letters.

d) Content

Content is how the writer develop his/her idea related with the topic that he or she wants to discuss.

Based on the theories above, the researcher concludes that there are five components of writing; organizing idea, grammar, vocabulary and mechanic.

c. Process of writing

Based on previous explanation writing is the most complex skill. Writing is a way that we can tell or convey our idea, feeling or a fact to another people in a writing. According to Ricard and Renandya, there are some process of writing;[6]

1) Planning

Pre-writing can stimulate thoughts for getting started. It moves students away from having to face blank page toward generating tentative ideas and gathering information for

[6] Ferris, D. *Response to Student Writing*. (London: Lawrence Erlbaum Associate, 2003) , p. 315

writing. Planning is a series of strategies designed to find information in writing. Planning is as the beginning of writing, it has enable to identify several subjecsts and encouraged to gandering information on those subjects from differents perspectives.

2) Drafting

At the drafting stages, the writer focuses on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. The first draft will need to be sorted and strained but it should be more focused than the free-writing.

In this stage, you need to organize your information and you need to find connections among clusters and discover the relationship that the people can understand about your information.

3) Revising

Revising is to rewrite what the writer has written before. When doing the revision, the writer (students) reworks his draft according to the feedback that was given. They may add some information, which do not exist in writing work. The most important thing is checking the features of writing such as content, purpose, and organization.

4) Editing

Before final draft is evaluated, the students ought to read for their mistake in mechanics. Editing only pays attention to mechanic elements which include spelling, grammar, punctuation, and capitalization. It is important for students to edit by themselves as they have received feedback before they revise their written product. It means that editing is a process to check again a writing that has done.

From the explanation above, the researcher concludes that when the student want to get the good writing, the students should be follow the steps of writing process. There are finding of information in writing, making drafting, revising and editing.

d. Types of writing

Wishon and M. Burks explain four types or forms of writing, such as: description, argumentation, naration, and exposition. Furthermore, the explanation of the types or forms of writing as follow:

1) Narration

Narration is a type of writing that the writer tries to entertain an event. It tells the readers what happened in the story according to natural time sequence.

2) Description

In description type, uses a lot of visual words, suh as the feel, sound, taste, and smell to help the readers see the person, place or thing that the writernis writing about. It tries to make the readers feel that they are there or can visualize in their mind what the writer is describing

3) Exposition

In exposition writing, the writer intends to inform, explain, describe or define their subject in orders the readers believe or disbelieve something.

4) Argumentation

Argumentation is designed to convince or persuade somebody that something is true or should done.

Based on several types of writing above, the researcher focuses on description such as; place, people, thing, etc.

2. Concept of Descriptive Text

a. Definition of Descriptive Text

According to E. Zemach, descriptive explains how someone or something looks or feels.[7] Descriptive text is a text in which a writer tries to picture out an object to his reader. The object can be anything. It can be a concrete object such as a person, an animal, a plan or a car

[7]Dhoroty E. Zemaach, *Academic Writing From Paragraph To Essay,(*Macmilan Education: Macmilan Publisher,2003), p.25.

and it can also be an abstract object such as as an opinion, idea, love, hate or believe, etc. [8] Description reproduces the way things look, smell, taste, feel or sound. It may also evoke moods such as happiness, loneliness, or fear. It is used to create a visual image of people, place, time of the day, or reason. Accordint to escriptive text is a type of text which is used by the write or speaker to describe particular thing, person, animal, place and or event to the reader or hearers.[9]

In short, the descriptive text is a text that is used to share with the readers about description of people, place, an event, an object or something. So, in choosing a subject of them will be written in the descriptive text composition which focuses on the topic sentence, the supporting detail an the conclusion. Because, it can make impressed and interested description for the readers.

b. Generic Structure of Descriptive Text

The descriptive text have two generic structure such as;[10]

1) Identification. It is contains about the introduction of a person, place or object will be described.
2) Description. It contains a describtion of something such as animal, things, place, or person its feature, forms, colors, or anything related to what the writer describe .

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[8] Sanggam Siahaan, *The English Paragraph.*, p. 119.

[9] Eko Noprianto, "Student's Descriptive Text Writing in SFL Perspectives," *Indonesian Journal of English Language Teaching and Applied Linguistics*, (Indonesia Univercity of Education), vol. 2/2017, p. 67.

[10] Britishcourse. Accessed on Agustus 21th 2017

So, in writing descriptive text the student can transfer information for the reader about describing something, someone, or place where it has characteristics each other. Furthermore, the student also have to know generic structure of the text it self, because it will make the student feel easier to start writing a descriptive text and it come become good written product.

c. Language Features of DescriptiveWriting

There are some language forms of Descriptive as follows:[11]

1) Specifict participant: has a certain object. For example: Klara beach, my house.
2) Using action verb. For example: sleep, read, walk, etc.
3) The use of the adjective to clarify the noun , for example: beautiful beach, handsome man, new store etc.[12]
4) Using simple present tense. The simple present tense express daily habbits or usual activities.[13] The form is subject + verb 1 (s/es) + object.[14] For example: he drinks tea every morning.[15]

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[11] *Ibid*, Accessed on Agustus 21th 2017

[12] Robert Kron, *English Sentence Structure*, (Univercity of Michigan Press: Binarupa Aksara, 1990), p. 41

[13] Betty Schrampfer Azar, *Fundamental of English Grammar*, (Longman: Longman Com, 2003), p. 4

[14] Agus Salim M Dan Nurkholis, *Learning English Grammar*, (Yogyakarta: Pustaka Setia, 2007), p. 51

[15] Sukma Setiabudi, *Complete Grammar of The English Langua*ge, (Bandung: Alfabeta, 2013), p. 99

d. The Example of Descriptive Text

My Beloved Mother[16]

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. Here is my mother.

My mother's name is Khumairoh. She was born 49 years ago. She is short, but not too short. She is little fat. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person

She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.

3. Concept of Writing Descriptive Text Ability

a. Definition Writing Descriptive Text Ability

According to Nunan, writing ability is defined as the ability to respond to a given stimulus according to some authority's definition of the correct response. Hyland state that writing ability is the ability to create coherent and cohesive discourses following prescribed patterns for developing and organizing discourse.[17]

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[16] www.belajarbahasainggris.us accessed on November 27 th 2017

[17] Hyland, K, *Teaching and Researching Writing*, (London: Longman, 2002), p.06.

According to E. Zemach, descriptive explains how someone or something looks or feels. In writing descriptive text the student can transfer information for the readerabout describing something, someone, or place where it has characteristics each other. Furthermore, the student also have to know generic structure, language features of the text it self, because it will make the student feel easier to start writing a descriptive text and it become good written product.

It means that writing descriptive text ability is the ability of putting together what you think or want to say using words, to convey and describe something what you want such as animal, person, or place to the reader.

b. The Measurement of Writing Descriptive Text Ability

Table 2

The writing scoring rubric by Jacobs*et.al*[18]

Aspect	Score Level	Criteria
CONTENT	27-30	VERY GOOD TO EXCELLENT – Knowledgeable – Substantive – Thorough development of thesis – Relevant to assigned topic
	22-26	AVERAGE TO GOOD – Some knowledge of subject – Adequate range – Limited development of thesis – Mostly relevant to topic, lacks detail

[18] Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge Univercity Press, 2002), p. 116

	21-17	POOR TO FAIR – Limited knowledge of subject – Little substance – Inadequate development of topic
	13-16	VERY POOR – does not show knowledge of subject – Non-substantive – Not pertinent
ORGANIZATION	18-20	VERY GOOD TO EXCELLENT – Fluent expression – Ideas clearly stated/supported – Succinct – Well-organized – Logical sequencing – Cohesive
	14-17	AVERAGE TO GOOD – Somewhat choppy – Loosely organized but main ideas stand out – Limited support – Logical but limited sequencing
	10-13	POOR TO FAIR – Non-fluent – Ideas confused or disconnected – Lacks logical sequencing.
	7-9	VERY POOR – Does not communicate – No organization
VOCABULARY	18-20	VERY GOOD TO EXCELLENT – Sophisticated range – Effective word/idiom choice and usage – Word form mastery – Appropriateregister
	14-17	AVERAGE TO GOOD – adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured
	10-13	POOR TO FAIR – Limited range – Frequent errors of word/idiom form, choice, usage

		– Meaning confused or obscured
	7-9	VERY POOR – Essentially translation – Little knowledge of English vocabulary, idioms, and word form
LANGUAGE USE	22-25	VERY GOOD TO EXCELLENT – Effective complex constructions – Few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions
	18-21	AVERAGE TO GOOD – Effective but simple construction – Minor problems in complex constructions – Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	11-17	POOR TO FAIR – Major problems in simple/complex constructions – Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns prepositions, and/or fragments, run-ons, deletion – meaning confused or obscured
	5-10	VERY POOR – virtually no mastery of sentence construction rules – Dominated by errors – Does not communicate
	5	VERY GOOD TO EXCELENT – Demonstrates mastery of conventions – Few errors of spelling, punctuation, capitalization, and paragraphing

	4	AVERAGE TO GOOD – Occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	POOR TO FAIR – Frequent errors of spelling, punctuation, capitalization, and paragraphing – Poor handwriting – Meaning confused or obscured
	2	VERY POOR – No mastery of conventions – Dominated by errors of spelling, punctuation, capitalization, and paragraphing – Handwriting illegible

B. Concept of Peer Feedback

1. Definition of Peer Feedback

According to Askew and Lodge, Feedback is the transmission of information, the aim of which is to enable the learner to make improvements(a strategy to improve the quality of written assignments and foster discussion). Gielen et al. define Peer Feedback as an activity completed by equal status learners and which has a qualitative output. During this process, learners discuss in detail the strengths and weaknesses of a particular task, offering suggestions for additional improvement.[19]It means that students read and respond to drafts of written assignments.

[19]Suliman Mohammed Nasser Alnasser, *A New Form of Peer Feedback Technique: An Investigation into the Impact of Focusing Saudi ESL Learners on Macro Level Writing Feature,(*Saudi: New Castle Univercity,2013), p.48.

Then, students have the opportunity to make revisions prior to submitting the assignment to instructor.

According to Topping Peer feedback has also proved to have an impact on affect, increasing motivation through the sense of personal responsibility, and improving self-confidence.

In an effort peer feedback can give students constructive information about their writing. When an assignment is complete, students exchange drafts for review and comment. Once the students get feedback, they are allowed ample time to make corrections, additions, and deletions prior to the time the assignment is turned into the instructor for a final grade.

In this technique, the instructor receives all of the papers for final grading. Students should be given some guidelines to know what he/she is looking for such as; spelling and grammatical errors, format, incomplete ideas, sentence clarity, citations and overall quality of the writing.[20]

That is given by the teacher, caregiver, or others to the learners regarding their students' work. The feedback is believed as a way to help the students' competence. Harmer states that the way the teacher gives feedback canenhance not only the students' confidence, but also the students' competence. Feedback can be used to boost the students'

[20]Hyland, K & Hyland, *F Feedback in Second Language Writing: Contexts and Issues.* (Cambridge: Cambridge University Press,2006), p. 47.

motivation. Moreover, the students can get advices regarding their work from this feedback. Besides that, the teacher can also use the feedback to lead the students back to learning goals that are expected to be reached by the students.

Furthermore, Harmer adds that feedback can be defined as responding and correcting. Responding deals with the way teacher react on the students' work. The difference between responding and correcting is that in responding the students' work, the teacher is expected to give directional question rather than mentioningwhich one is correct or wrong. The directional comment is best used in the process of writing in the editing and revising step.

Based on the devinition above, it means that peer feed back is an activity of the students receiving feedback from other students which is not only giving the students to give feedback to each other but also to use the language itself in meaningful interaction. The students receive their friends' work and then review it and give comment on it.

2. Types of Feedback

According to Hyland , there are two types of written feedback. They are direct and indirect feedback. Direct feedback allows the teacher to give direct correction. For example, the teacher can underlined or cross out the unnecessary words written by the students and give the correct words or form.This can help the students to find out their errors or mistakes and replace them with the provided correct words or forms.

Meanwhile,the indirect feedback allows the teacher to give the students indication that there are some errors or mistakes on their work without providing the correct words or forms. The teacher can simply underline, circle, and give code or other mark that indicates some errors or mistakes done by the students. The types of feedback that the teacher should give can depend on the students themselves. The students with lower level of English proficiency might find that direct feedback can help them to make their writing well. Meanwhile, it is important for the students who have higher level of English proficiency to have indirect feedback since it can help them to build their ability to be independent self-editor. However, the teacher can employ both types of feedback.

So, the types of feedback are direct and indirect. Through feedback the student tries to make the text and to make their paragraphs well.

3. The Principles of Peer Feedback on Writing Class

According to Ferris there are several steps of peer feedback;[21]

a. Utilize peer feedback consistently.

In utilizing peer feedback consistently, the teachers should determine that peer feedback will be used in the class as regular method. Explain the benefits of peer feedback to students. Students sometimes don't feel comfortable with their peer comment since they might think that their peers are less competent though they

[21] Ferris, D. *Response to Student Writing*. (London: Lawrence Erlbaum Associate, 2003) p.175

love peer feedback technique. The teacher should assure them with this technique.

Besides that, the teacher can give the students freedom to say how this technique can match their interests, and then they will get more enthusiastic toward the tech.

b. Prepare students carefully for peer response.

In this step, the students are not only expected to be able to look for the feedback but also to give useful feedback to their peers.

c. Form pairs or groups thoughtfully.

In forming pairs or group, the teacher can be strict to the stable pairs and groups. But it would be better if the students are given freedom to choose their partners as the chemistry of them can help the learning process as well. Provide structure for peer review sessions.This is one of the steps that can lead to successful learning technique. The teacher should provide good structure for peer review so that the students can make the best of it. Ferris argued that it would be better if the peer feedback is in the written form since it can give students more time to think.

d. Monitor peer review sessions.

In monitoring the peer review sessions, the teacher should be also involved but not too intrusive. It is because the students will tend to wait for the teacher to give them lead when the teacher

is too involved. Hold students'responsibilities for taking peer feedback opportunities seriously.The teacher in this step should underline that peer feedback is important that the students can learn and benefit from the activities.

4. The Procedures of Using Peer feedback in writing

Ferris states some procedures in using peer feedback in writing:[22]

a. The teacher shows the students collaborative work and sharing of writing is going to be an integral part of the course.
b. The teacher prepares the students for peer feedback
c. Teacher assigns set writing groups of 3 to 4 students, considering variables such as writing ability, gender, and personality.
d. The teacher asks students to read group members' papers carefully and provides written comments before any oral discussion takes place.
e. Then, the teacher gives students peer feedback forms with questions
f. The students consider pairing peer feedback questions
g. The teacher helps keep students on task
h. The teacher designs accountability .

It can be concluded that, by using peer feedback, the students can collaborative work and sharing of writing easily about writing descriptive text.

[22]Ibid., p.175

5. Advantages and Disadvantages of Peer Feedback

According to Chaudron, the advantages ofPeer Feedback, claiming that: [23]

a. Despite the fact that the teacher knows more, peer feedback is considered more informative because it is generated at the learners' level of development of interest.
b. Learners' attitudes can be enhanced by the socially supportive peers.
c. Learners can improve their knowledge of writing and revision by looking critically at their colleagues' drafts.

Rollinson set out some of the disadvantages of Peer Feedback, such as;

a. For example, reading someone's work, developing comments, negotiating meaning, etc can be time-consuming.
b. Some students may not be aware of the value of their peers giving them feedback on their own work.
c. Resault from their not being comfortable with the notion of receiving feedback from their fellow student.

6. Teaching Descriptive Writing Through Peer Feedback Technique

In the beginning of the research intervention, the teacher explain about the descriptive text. Then, explain how to do peer feedback and benefits it. The student make the pairs or group and discuss about the material especially in descriptive text. The student collect information

[23] Suliman Mohammed Nasser Alnasser, *A New Form.*, p.49.

about the descriptive text such as; characteristics, part, quality, etc. The student were encouraged to write paragrahps or essay and then they give feedback on each other's. The student can share information through feedback each other student.

C. Theoritical Framework and Paradigm

1. Theoritical Framework

This research consist of two variables, they are independent variable (X) and dependent variable (Y). The independent variable is peer feedback technique and dipendent variable is descriptive writing. In this case, the researcher assumses that there is hypothetical causality peer feedback technique as independent variable and their descriptive writing as dependent variable, in order to answer the tentative answer of the problem in the research.

Furthemore, peer feedback technique refers to engaging learners in the process of sharing their ideas and receiving as well as offering constructive comments and suggestion for improving a piece of writing.

Thus, teaching descriptive writing is very important. The goal of taching descriptive writing is clearly describing a person, place, or thing in such a way the reader can visualize the topic and enter into the reader's experience. Then, the student study to describe something clearly by the language.

The researcher assumses that descriptive writing is appropriate for the level. Furthermore, the researcher hopes that teaching by using peer

feedback technique on descriptive writing can make the students will be interest in learning and learn the descriptive easily. If if the using of peer feedback technique is good, so the students of descriptive writing text is also good. Finally, if the using of peer feedback technique is bad, so the students descriptive is bad.

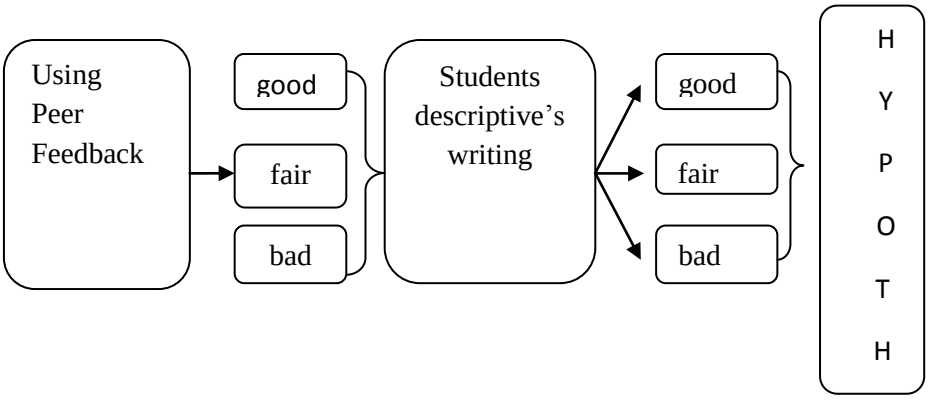
2. Paradigm

Based on the theoritical framework above the researcher describes the paradigm as follow:

Figure I

The Influence of Peer Feedback Technique

Toward The Student' Writing Ability in Descriptive Text



Based on the paradigm above, the researcher concludes that if the used of peer feedback technique is good, so the students of descriptive writing text are also good. Finally, if the using of peer feedback technique is bad, so the students descriptive writing text are also bad.

3. Hyphothesis

a. Hyphothesis Formulation

The hyphothesis formulation this research can be described below:

1) Alternative hypothesis (Ha)

There is a positive and significant influence peer feedback technique (X) toward descriptive text writing ability (Y) at the tenth grade of Senior High School 3 Metro.

2) Null hypothesis (Ho)

There is no a positive and significant influence ofpeer feedback technique (X) toward descriptive text writing ability (Y) at the tenth grade of Senior High School 3 Metro.

b. Statistical Hypothesis

Based on the explanation above, the researcher concludes that hypothesis are:

1) If fo > fe (Ha) is accepted and (Ho) is rejected.
2) If fo < fe (Ha) is rejected and (Ho) is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is the specific procedur involved in the research process: data collection, data analysis, and report writing.[24] It means that research design is very important in the procedure of research process because in research design there is specific component or step that the research has to do in the research.

This research is a quantitative research. Daniel Mujis states that quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).[25] The researcher concludes that this research is quantitative research because this research was using the numerical number that taken from the students.

The researcher was use the quantitative research in the form of experimental design. Daniel decides that there are two main types of quantitative research design, experimental design and non-experimental design. Furthemore, the researcher was conduct the research by experimental

[24]Creswell John W, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Lincoln: New York,2012) , p.20.

[25]Mujis Daniel, *Doing Quantitative Research in Education*, (London: Sage Publication ,2004) , p.1.

design which defined as a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis.[26]

The researcher is intended to investigate whether there is any positive and significant influence of peer feedback technique toward the students' writing ability in descriptive text. The research as conduct in the Senior High School 3 Metro. The research was focus on whether there is any positive and significant influence of peer feedback technique at the tenth grade of Senior High School 3 Metro by using experimental design.

B. The Operational Definition Variables

John W. Creswell states that a variable is a feature or attribute of things that (a) researchers can measure or observe and (b) varies among things studied.[27] The operational definition of variables in this research as follows :

1. Independent Variables

   An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. The arrows show how the independent variable influences the dependent variable through the intervening variable. In this research, independent variable is Peer Feedback as technique. Peer Feedback is deeply rooted in several theoretical frameworks including collaborative learning theory. The researcher was use observation method to know the influence of Peer Feedback on the students' learning in writing class. Some indicators

[26]*Ibid.*,p.13.
[27]Creswell, John W,*Educational Research.,* p.112.

indicate the students to be able to achieve the objective of technique as follows :

a. The students are more practice in writing class.
b. The students are creative and active in learning process.
c. The Peer Feedback makes the students confidence when give suggestions about peer' works.

2. Dependent Variables

A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. You may find them labeled in the literatureas the outcome, effect, criterion, or consequence variables.[28] Dependent variable in this research is the students' writing descriptive ability that the students' ability is to write and understand words, sentence, or phrase. It was be conducted by the scores achieve from the test. The test was used to measure the students' writing ability before and after giving the treatment of Peer Feedback.The researcher gives the students by composing and asks them to write the descriptive text. The students was write the idea on the paper.

Moreover, based on the explanation above that is indicator a good category in writing descriptive ability are :

a. The students can write the text carefully.
b. The students can identify the purposes and the meaning of the text.
c. The students can answer some questions about the text.

[28]Ibid., p.116.

C. Population and Sampling Technique

1. Population Technique

Daniel Mujis defines the population is the group that want to generalize your discover.[29] Beside that, John W. Creswell states that a population is a group of individuals who have the same typical. According to Donal Ary et.al, population is defined as all members of any well-defined class of people, events, or objects.[30] It means that population is group of individual persons, objects from which samples are taken for statistical measurement.

The population of this research is the tenth grade of Senior High School 3 Metro which consists of 138 students.

2. Sample

According to Paul, sample is the selection of a relatively small group of individuals from whom we obtain data in order to be able to generelize about a larger group".[31] It is subset of the population that is taken to be representative of the entire of the populations. Based on this explanation, the research can be concluded that sample is the number of specific research subject taken from the population. The sample of the research is 35 students of X. 3 that because most of students get low score of writing descriptive text as in the pre survey result.

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[29]Mujis, Daniel. *Doing Quantitative.*, p.37.

[30]Donal Ary,et.al, *Introduction to Research in Education*, (Canda: Wastworth Cengange Learning, 2010), p. 148.

[31]Ibid,. p.102.

3. Sampling Technique

John W. Creswell describes a sample is a subgroup of the target population which the research plan to study for generalizing about the target population.[32]

The researcher was choose the class of X. 3. The researcher uses a cluster purposive sampling technique because the researcher chooses the class that still low in writing.

D. Data Collection Technique

The researcher was use some techniques to obtain the accurate data in Senior High School at the tenth grade. In collecting data, the researcher was use the technique such as :

1. Test

Test is a way that is use to measure a person ability or knowledge in a given domain.[33] Therefore, test is used as data collecting method to measure dependent variables in this research. In this research, the researcher was use written test by composing. It used to know the students' writing ability in descriptive text. The students was be given the pre-test and post-test.

a. Pre-test

To know whether Peer Feedback influence in students' writing ability. In this case, pre-test was given by the researcher before the

[32]Creswell, John W. *Educational Research.*,p.142.

[33]Brown, Doughlas. *Teaching by Principle Approach To Language Pedagogy*, (San Fransisco: Longman, 2001),p.384.

treatment. From the result, the researcher was know the result of writing before giving the treatment.

b. Post-test

After the researcher know the result of students in writing ability. The researcher was treat the students in teaching process in writing by using Peer Feedback as technique, the researcher was given the students final test, and it is the post test. Post-test is used to know how significant Peer Feedback influences the students' writing ability in descriptive text.

2. Observation

Marshall and Rosman define observation as the sistematic description of events, bahaviors, and artifacts in the social setting chosen for study.[34] According to Frankel, observation is to look relationship between the behaviour of the students and certain teacher behaviour patterns.

The reason why the researcher uses this observation, because to observe about the situation and development of Senior High School 3 Metro and it also to observe about the students' learning activity . This method is as complementary method.

3. Documentation

Documentation is the tools which have written likes books, magazine, dokuments, regulation, note, etc. The researcher was use the

[34] Barbara B, Kawulich, *Forum Qualitative Social Research*, (FQS: FQS, 2005), p. 02.

documentation technique to collect the data about the students' writing ability result of the tenth grade at Senior High School 3 Metro.

Then the researcher was select this data to select an appropriate data base on focus and objective of the study. Furthermore, the documentation was select in order to get the physical condition at Senior High School and the students' writing descriptive ability result by using book or photo.

E. Research Instrument

David Colton defines an instrument is a mechanism for measuring, which is used to gather and record information for assesment, decision making, and ultimately understanding.[35] It means that, the instrument is the tool for assesment based on the theory which use to measuring phenomena. The research instrument in this research held the test, which was explain as follows:

1. Instrument Blueprint

   Instrument in this research is design and adjusted with the indicators that was decide. Morever, research instrument that was be used in this research are;

   a. The instruments which are used this research are pre- test and post-test. The researcher uses the objective test that is essay test.

   b. The instrument which is used in observation method is observation guidance, as follow:

[35]Creswell, John W. *Educational Research*., p.159.

1) Observation the location sketch ofSenior High School 3 Metro.
2) Observation the establishment ofSenior High School 3 Metro.
3) Observation about building in Senior High School 3 Metro.

c. The instrument which is usedin documantation method is documentation guidance, as follow:

1) Documentation about condition of the teachers and officials inSenior High School 3 Metro.
2) Documentation about the students ofSenior High School 3 Metro.
3) Documentation about the organization structure ofSenior High School 3 Metro.

2. Instrument Calibration

Instrument Calibration is the scale of measurement that was be used to describe the instruments standard used. It was used to know the validity and reliability instrument degree. In other definition, Instrument calibration is the scale of measurement that was used to describe the instrument standard which was be used. Furthermore, instrument calibration is screening or examination of items of instrument that made by the researcher.

Based on this quotation above, it can be inferred that the instrument calibration is the scale of measurement which was be used to decide the action in this research made by the researcher.

In addition, the reseacher was collect the data is by using the test. There is one in this test consist of making a descriptive text essay. The test is consisting some question about making the descriptive text.

a. Validity

Validity is the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose. Constructing validity is a slightly more complex issue relating to the internal structure of an instrument and the concept it is measuring.[36] It means that the logical validity was use for the instruments evaluation that shows the instrument condition that was fulfill the valid requisite based on the logical result.

b. Reliability

Reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. In addition, scores need to be consistent. When an individual answer certain questions one way, the individual should consistently answer closely related questions in the same way. Therefore, the reliability was show that it is able to measure the instruments consistently and stable indication for the specified period.

[36]Ibid.,p.112

F. Data Analysis Technique

Data analysis is the processing information or data that has been gathered in oder to draw the conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form on the research. Having collected the data form test and docmentation, the researcher analysis the data that was based on the limitation of the problems and the objectives of the research.

To investigate whether there is the influence of peer feedback technique toward the students' writing ability in descriptive text at the tenth grade in Senior High School 3 Metro, the formulation that the researcher was use are;

Formulation of chi square:

$$x^2 = \sum \left(\frac{(fo - fe)^2}{fe} \right)$$

Where:

X^2 = Value of chi-square

fo = Observed frequency

fe = Expected frequency

According to Donal Ary the formulation of t-test is as follows;

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 \frac{(\sum D)^2}{N}}{N\,(N-1)}}}$$

Where

t = t ratio

$\overline{D}$ = Average difference

D = (difference), difference between pre-test and post-test score

D^2 = Square of D

N = Total of Participant

CHAPTER IV

RESULT AND DISCUSSION

A. General Description

1. Description of Research Location

a. The History of Senior High School 3 Metro

Senior High School 3 Metro is located at Naga Banjarsari street, North Metro, Lampung. It was built in 1994. At the beginning of accepting new students, itwas accepted 3 class. At first establishment, it was led by Mr Drs. Suparno in academic year 1994 – 1995. The namesof the principals of Senior High School 3 Metro is shown in the following table:

Table 3

Names of Principals of Senior High School 3 Metro

No.	Name of Principal	Years
1.	Drs. Suparno	1994 – 1995
2.	Drs. Animar Gani	1995 – 1996
3.	Drs. Supoerman Achmad	1996 – 1997
4.	Drs. Abdullah Makmur	1998 – 2001
5.	Drs. Khamim Hamzah	2001 – 2001
6.	Dra. Hj. Ros Kemala Dewi	2002 – 2006
7.	Drs. Deni Akhwandi	2006 – 2012
8.	Drs. Jumadi	2012 – 2014
9.	Dra. Purwaningsih	2014 – 2017
10.	Ibnu Budi Cahyana, S.Sos, M.Pd	2017 – now

b. The Profil of Senior High School 3 Metro

1) Name of School : SMA Negeri 3 Metro
2) Street : Naga Banjarsari
3) Sub district : Metro Utara
4) Regency : Metro
5) Province : Lampung
6) Postal code : 34117
7) Telp. : (0725) 7001758
8) E-Mail :sman3komet@gmail.com
9) Website : www.sman3metro.net

c. Vision, Indicators and Mission of The Senior High School 3 Metro

1) Vision

Excellences of achievement, noble characters, domain perception. There are indicators:

a) Excellence in the acquisition value Final Examination (UAN)
b) Excellence in the Competition to continue their education to a higher level.
c) Excellent in Olympic/ subject competitions/ extracurricular activities
d) Superior in discipline.
e) Excellent in religious activities.

f) Excellent in social care.

g) Excellent in environmental cleanliness / UKS competition

h) Excellent in Learning technology

2) Mission

a) Completing the supporting facilities are inadequate teaching so that students have a high absorption.

b) Conduct learning and effective counseling.

c) Cultivate a spirit of excellence intensively to the entire school community.

d) Encourage and assist each student to identify themselves so as to develop optimally.

e) Growing appreciation and practice of the teachings of the religion professed to be a source of wisdom in action.

f) Implementing participative management by involving the whole school community.

g) Implementing of 8K effectively.

h) Applying ICT-based learning innovation.

d. The Teachers and Staff Names at Senior High School 3 Metro

There are the teachers and staffnames atSenior High School 3 Metro, in the academic years of 2018/2019 could be identified as follows :

Table 4

TheTeachers and Staff Namesat Senior High School 3 Metro

No	Name	Occupation	Sex
1.	Ibnu Budi Cahyana, S.Sos. M.Pd	Headmaster	Male
2.	Dra. Subarni	Indonesian Teacher	Female
3.	Dra. Siti Suwarni	Biology teacher	Female
4.	Dra. Sri Hananing K	Education administration	Female
5.	Dra. Margini	Math Teacher	Female
6.	Dra. Siti Mindarsih	Math Teacher	Female
7.	Drs. Hi Jumadi	Indonesian Teacher	Male
8.	T.Sihombing BA	English Teacher	Female
9.	Dra. Susnelly	Indonesian Teacher	Female
10.	Wiwik Dwi Koryati,S.Pd	Indonesian Teacher	Female
11.	Dra.Uminarsih	Math Teacher	Female
12.	Drs.Romelan	History Teacher	Male
13.	Drs. Cik Ayu Kesuma	Indonesian Teacher	Female
14.	Dra.Retno Irianti	Physical Education Teacher	Female
15.	Dra. Hawaliyah RS	Counseling Teacher	Female
16.	Dra.Musifaturohmah	History Teacher	Female
17.	Dra. Erlina	History Teacher	Female
18.	Sungatiyan Warsih,S.Pd	English Teacher	Female
19.	Drs. Wahyudi	Biology Teacher	Male
20.	Dra. Elyana	Islamic Teacher	Female
21.	Drs. Supriyanto	Physical Education Teacher	Male
22.	Ir.Hepi Rosita	Biology Teacher	Female
23.	Yuliani Rusdi U,S.Ag	Islamic religion Education Teacher	Female
24.	Dra. Kholidiana	Counseling Teacher	Female
25.	Dra. Azizah	Counseling Teacher	Female
26.	Agung Budhi Santosa,S.Pd	English Teacher	Male
27.	Rahayu Budiadi,S.Pd	Art Teacher	Female
28.	Sukemi,S.Pd	Chemistry Teacher	Female
29.	Siti Surtiniati,S.Pd	Physics Teacher	Female
30.	Kartika Marti,S.Pd	Physics Teacher	Female
31.	Nurhayati,S.Pd	Physics Teacher	Female
32.	Paulina,S.Pd	Geography Teacher	Female
33.	Dra. Sri Lestari	Math Teacher	Female
34.	Suryatini,S.Pd	English Teacher	Female
35.	Gusnil, S.Pd	Economic Teacher	Male
36.	Herman Sariadi,S.Pd	English Teacher	Male
37.	Fadilayani,S.Sos	Sosiology Teacher	Male
38.	Samiah Hamid,S.Pd	Nationality Teacher	Female
39.	Refyanti,SE	Economic Teacher	Female
40.	Eko Prasetyowati, SE	Nationality Teacher	Male

41.	Nita Lestari,S.Pd	Art Teacher	Female
42.	Dra. Peni Susilowati	Science Teacher	Female
43.	Eva Kurniawati, S.Pd	Nationality Teacher	Female
44.	Susi Harnani,S.Si	Physics Teacher	Female
45.	Agung Nugroho, S.Kom	Computer Teacher	Male
46.	Ahmad Supani Ali, S.Pd.I	Arabic Teacher	Male
47.	Ika Yuni Listiani,S.Pd	Geography Teacher	Female
48.	Mutadir, S.Ag	Arabic Teacher	Male
49.	Mitraningsih, S.Pd	Biology Teacher	Female
50.	Wulan, S.Kom	Computer Teacher	Female
51.	Yoseph Quin,S.Pd	Indonesian Teacher	Male
52.	Ida Indriani, S,Pd	Nationality Teacher	Female
53.	Hartoyah	Science Teacher	Female
54.	Mulyani	Administration	Female
55.	Nawawi	Social teacher	Male
56.	Mardiana	Science Teacher	Female
57.	Hamdi Firdaus, S.S.I	Physics Teacher	Male
58.	Dewi Ekayanti, S.Si	Chemistry teacher	Female
59.	Esti Suparyati, S.Si	Biology teacher	Female
60.	Eka Sri Wahyuni	InformationManagement	Female

Sources : Documentation atSenior High School 3 Metro academic years 2018/2019

e. The Quantity Students at Senior High School 3 Metro

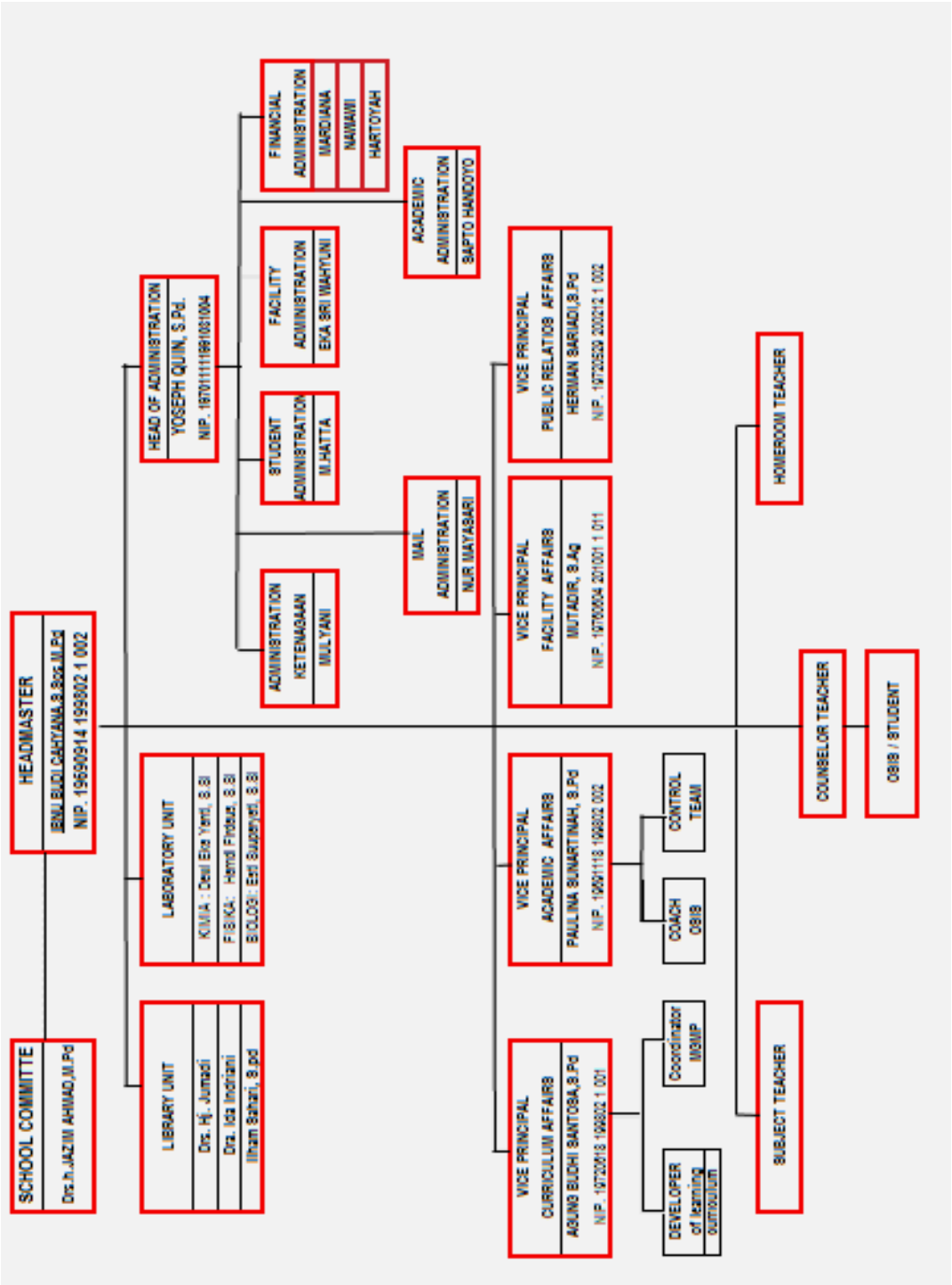
The quantity of the students at Senior High School 3 Metro in academic year 2018 / 2019 can be identified as follow :

Table 5

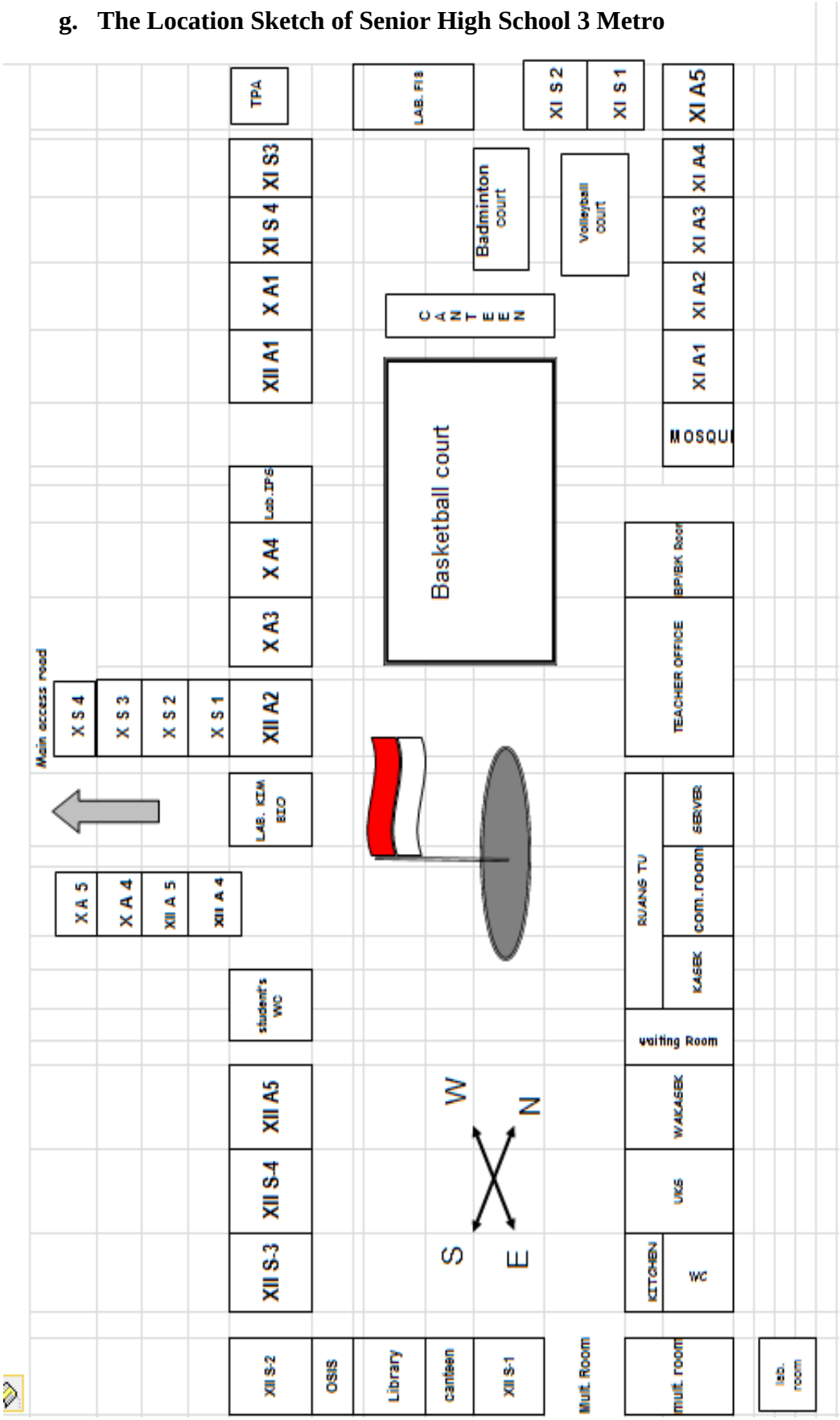
The Students Quantity of Senior High School 3 Metro

Kelas	Jumlah		Jumlah	Kelas	Jumlah		Jumlah	Kelas	Jumlah		Jumlah
	L	P	L+P		L	P	L+P		L	P	L+P
X.A1	12	23	35	XIA1	15	16	31	XIIA1	9	16	26
XA.2	14	21	35	XIA2	10	20	30	XIIA2	9	16	29
XA.3	14	21	35	XIA3	10	22	32	XIIA3	8	22	30
XA.4	12	23	35	XIA4	12	21	33	XIIA4	8	18	25
XA.5	11	25	36	XIA5	12	20	32	XIIA5	9	17	26
Jumlah	63	113	176	Jumlah	59	99	158	Jumlah	43	89	132
X.S1	11	24	35	XIS1	12	19	31	XIIS1	12	16	28
X.S2	10	24	34	XIS2	10	20	30	XIIS2	14	17	31
X.S3	20	15	35	XIS3	10	21	31	XIIS3	13	19	32
X.S4	12	22	34	XIS4	9	22	31	XIIS4	12	16	28
Jumlah	53	85	138	Jumlah	40	81	123	Jumlah	51	68	119
Total	314				281			251	= 846		

f. The Organization Structure of Senior High School 3 Metro



g. The Location Sketch of Senior High School 3 Metro



2. Description of The Research Data

a. Pre- test result

The writer conducted pre- test on 9th, January 2019. It was done to find out the students' basic knowledge towards writing ability in descriptive text by written test before giving treatment. The result of pre-liminary test could be seen a follow:

Table 6

The Students' Pre-Test Result Towards Writing Ability in Descriptive Text at The Tenth Grade of Senior High School 3 Metro

No	Student Code	Criteria of The Score					Score	Conversion Score
		Cont	org	Gram	voc	mech		
1.	AYS	3	2	2	2	2	11	55
2.	AETK	2	2	2	2	1	9	45
3.	ATP	2	2	2	2	2	10	35
4.	BDA	3	2	2	2	2	11	55
5.	DZ	2	2	2	1	1	8	45
6.	EAM	3	2	2	2	2	11	50
7.	FDAP	3	2	2	2	1	10	50
8.	FAP	2	2	2	2	1	9	45
9.	GNP	2	1	2	2	1	8	40
10.	GR	2	2	1	1	1	7	35
11.	HGS	2	2	2	2	1	9	45
12.	IN	3	2	2	2	2	11	55
13.	IL	3	2	3	2	2	12	60
14.	IA	2	2	2	2	2	10	50
15.	JOS	2	2	2	2	2	10	50
16.	KR	3	2	2	2	2	11	55
17.	KSA	2	2	1	1	1	7	35
18.	KH	2	3	2	2	1	10	50
19.	MAP	3	3	2	2	2	12	60
20.	MDIB	2	1	1	1	1	6	30
21.	MRA	2	1	1	1	1	6	30
22.	MAS	2	3	2	3	2	12	60
23.	MTP	3	2	2	2	2	11	55
24.	MAW	1	2	1	2	2	8	40
25.	MFF	2	1	2	2	2	9	45
26.	NRS	2	2	1	2	1	8	40
27.	NA	2	1	1	2	2	8	40
28.	NLS	3	3	2	2	2	12	60
29.	RAF.R	3	3	2	2	2	12	60
30.	REA.G	2	1	1	2	2	8	40
31.	SWS	3	2	3	2	2	12	60
32.	TDV	4	2	2	2	2	12	60

No	Student Code	Criteria of The Score					Score	Conversion Score
		Cont	org	Gram	voc	mech		
33.	WR	3	3	2	3	2	13	65
34.	WL	3	3	3	3	3	15	75
35.	YP	2	2	1	2	2	9	45
Total								1.720
Average								49,14
The high score								75
The lowest score								30

Source: documentation of pre- test result of writing ability in descriptive text at the tenth grade of Senior High School 3 Metro

From the data above, it could be found that the highest scores was 75 and the lowest score was 30. In line with the data, the writer measured the class interval by using the formula as follows:

R = The highest scores- the lowest scores

= 75-30

= 45

K =1 + 3,3 log n

=1 + 3,3 log 45

=1 + 3,3 x 1,544

=1 + 5,09

= 6,09 = 6

P $= \frac{R}{K}$

P $= \frac{45}{6}$ = 7,5 = 8

Where:

R = distance of maximum and minimum scores

K = number of interval class

P = length of interval class(total of interval class)

The total of interval class (P) in this research was 8 then, it was used to measure the data by presenting it on the table of frequencies distribution below:

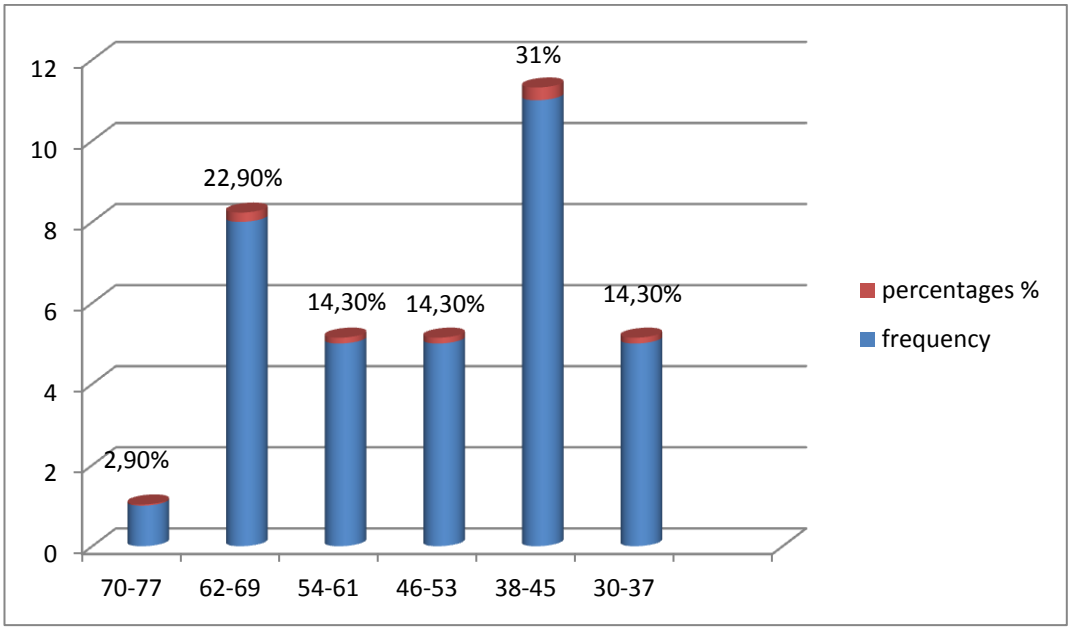
Table 7

Table Distribution of Students' Pre- Test Result Toward Writing Ability in Descriptive Text at The Tenth Grade of Senior High School 3 Metro

No.	Interval	Frequency	Percentages %
1.	70-77	1	2,9%
2.	62-69	8	22,9%
3.	54-61	5	14,3%
4.	46- 53	5	14,3%
5.	38-45	11	31,4%
6.	30-37	5	14,3%
Total		35	100%

Graph 1

The Result of Students' Pre- Test Toward Writing Ability in Descriptive Text at The Tenth Grade of Senior High School 3 Metro



Furthermore, based on the table of frequency distribution above, it could be inferred that from 35 students as the sample of the research, there were 1 student that got the score between 70-77 or as many as 2,9%, 8 the student got the the score between 62-69 or as many as 22,9%. Next, there were 5 student got the score between 54-61 or as many as 14,3%. Meanwhile, 5 students got the score between 46-53 or as many as 14,3%, 11 students got the score between 38-45 or as many as 31,4%. The last, 5 students got the score between 30-37 or as many as 14,3 %.

b. Post test result

After considering the pre test result of writing ability in descriptive text by written test, the writer conducted the treatment of concept peer feedback to help the students easily in writing descriptive. The writer identify the students' difficult in writing descriptive and offered concept peer feedback to know if there is any positive and significant influence of peer feedback in students' writing descriptive.

Futhermore, after the students had been given the treatment of concept peer feedback technique, the writer gave the post test to measure their writing ability in descriptive by written test. The result of post test could be seen below:

Table 8

The Students' Post-Test Result Towards Writing Ability in Descriptive Text at The Tenth Grade of Senior High School 3 Metro

No	Student Code	Criteria of The Score					Score	Conversion Score
		cont	Org	gram	voc	mech		
1.	AYS	3	3	2	3	3	14	70
2.	AETK	3	3	3	3	3	15	75
3.	ATP	3	3	2	2	2	12	60
4.	BDA	4	3	3	3	3	16	80
5.	DZ	3	3	3	3	2	14	70
6.	EAM	3	3	3	3	3	15	75
7.	FDAP	3	3	3	3	2	14	70
8.	FAP	3	3	3	3	3	15	75
9.	GNP	3	3	2	3	2	13	65
10.	GR	3	2	2	2	2	11	55
11.	HGS	4	3	3	3	2	15	75
12.	IN	3	3	3	3	2	15	75
13.	IL	4	3	3	3	3	16	80
14.	IA	4	3	2	3	3	15	75
15.	JOS	3	3	3	3	3	15	75

No	Student Code	Criteria of The Score					Score	Conversion Score
		cont	Org	gram	voc	mech		
16.	KR	4	3	3	3	2	15	75
17.	KSA	3	3	2	3	3	14	70
18.	KH	3	3	3	3	3	15	75
19.	MAP	4	3	3	3	2	15	75
20.	MDIB	3	2	2	3	2	12	60
21.	MRA	3	2	2	3	2	12	60
22.	MAS	4	4	3	3	3	17	85
23.	MTP	4	3	3	3	2	15	75
24.	MAW	3	3	3	2	2	13	65
25.	MFF	4	2	2	3	2	13	65
26.	NRS	4	2	2	2	2	12	60
27.	NA	3	3	2	2	2	12	60
28.	NLS	4	3	3	4	3	17	85
29.	RAF.R	4	3	3	3	3	16	80
30.	REA.G	3	3	2	2	2	12	60
31.	SWS	4	3	3	3	2	15	75
32.	TDV	3	3	3	3	3	15	75
33.	WR	4	4	3	3	3	17	85
34.	WL	4	4	3	4	3	18	90
35.	YP	3	3	3	3	2	14	70
Total								2.525
Average								72,1
The high score								90
The lowest score								55

Source: documentation of post- test result of writing ability in descriptive text at the tenth grade of Senior High School 3 Metro

From the data above, it could be found that the highest scores was 90 and the lowest score was 55. In line with the data, the writer measured the class interval by using the formula as follows:

R = The high scores- the lowest scores

= 90-55

= 35

K =1 + 3,3 log n

=1 + 3,3 log 35

=1 + 3,3 x 1,54

=1 + 5,08

=6,08 = 6

P $= \frac{R}{K}$

$= \frac{35}{6}$

= 5,8 = 6

Where:

K = number of interval class

R = distance of maximum and minimum scores

P = length of interval class(total of interval class)

The total of interval class (P) In this research was 6 then, it was used to measure the data by presenting it on the table of frequencies distribution below:

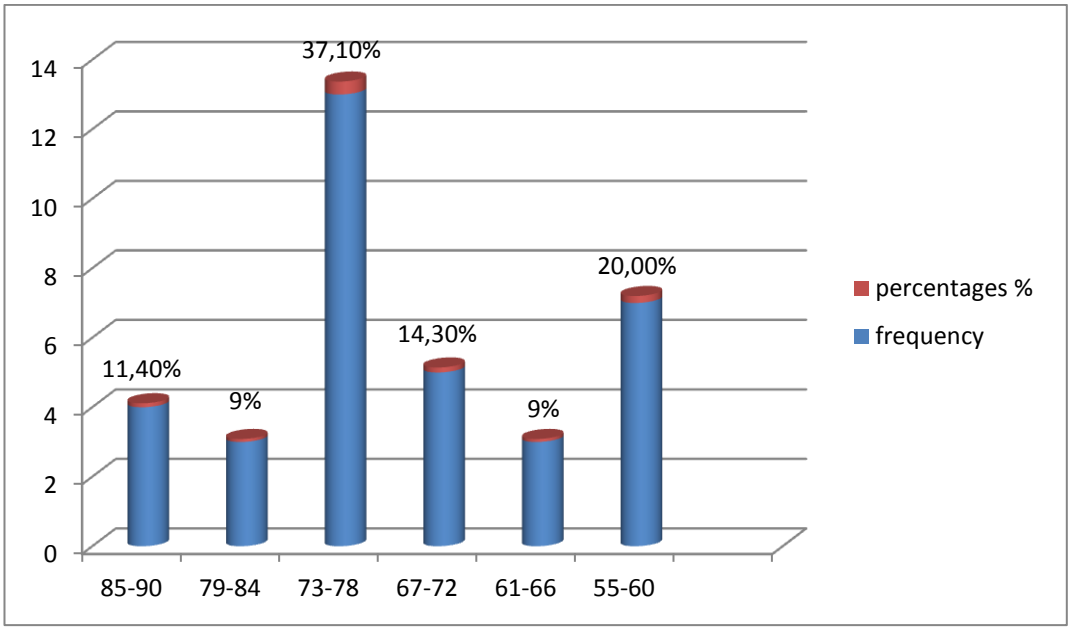
Table 9

Table Distribution of Students' Post- Test Result Toward Writing Ability in Descriptive Text at The Tenth Grade of Senior High School 3 Metro

No.	Interval	Frequency	Percentages %
1.	85-90	4	11,4%
2.	79-84	3	8,6%
3.	73-78	13	37,1%
4.	67-72	5	14,3%
5.	61-66	3	8,6%
6.	55-60	7	20%
Total		35	100%

Graph 2

The Result of Students' Post- Test Toward Writing Ability in Descriptive Text at The Tenth Grade of Senior High School 3 Metro



Furthermore, based on the table of frequency distribution above, it could be inferred that from 35 students as the sample of the research, there were 4 student that got the score between 85-90 or as many as 11,4 %, there were 3students got the the score between 79-84 or as many as 8,6%. Next,

there were 13 student got the score between 73-78 or as many as 11,4 %. Meanwhile, there was 5 students got the score between 67-72 or as many as 14,3 %. After that, 3 students got the score between 61-66 or as many as 8,6 %. The last, 7 students got the score between 55-60 or as many as 20 %.

B. Hypothesis testing

After the writer give treatment by peer feedback technique, the writer analyzed the data by using t-test in order to prove whether there was any positive and significant influence ofpeer feedback technique toward students' writing ability in descriptive text at the tenth grade of Senior High School 3 Metro, as follow (Ho)is accepted, if there was a positive and significant influence of peer feedback technique toward students' writing ability. And (Ho) was rejected, if there was no positive and significant influence of peer feedback technique toward students' writing ability.

1. Getting the data of the formula Chi- Square (x^2)

The formulation of Chi- Square as follow:

$$x^2 = \sum \left(\frac{(fo - fe)^2}{fe} \right)$$

Table 10
The Contigency Table of The Expected Frequency at The Result of Students' Writing Ability in Pre-Test and Post-Test

Variable	Category			Total
	Good	Fair	Bad	
Pre -test	1 1	2 13	3 21	Rn= 35
Post-test	4 20	5 14	6 1	Rn= 35
Total	Cn= 21	Cn= 27	Cn= 22	N= 70

Hypothesis testing by using Chi- Square analyzed as follow:

Table 11
Testing of The Data

Cell	*fo*	$fe=\frac{CnxRn}{N}$	*fo- fe*	$(fo-fe)^2$	$\frac{(fo-fe)^2}{fe}$
1	1	$\frac{21x35}{70}=10{,}5$	-9,5	-19	-1,8
2	13	$\frac{27x35}{70}=13{,}5$	-1	-1	-0,1
3	21	$\frac{22x35}{70}=11$	10	100	9,1
4	20	$\frac{21x35}{70}=10{,}5$	9,5	90,25	8,6
5	14	$\frac{27x35}{70}=13{,}5$	0,5	0,25	0,02
6	1	$\frac{22x35}{70}=11$	-10	-20	-1,9
Total					$x^2=\sum\left(\frac{(fo-fe)^2}{fe}\right)$ = 13,9

From data above, the value of chi-square was 13,9. Then know the critical value of chi-square the writer firstly counted df, it was degree of freedom. The formulation of df[37]:

$$Df = (c - 1)(r - 1)$$

Note:

Df = Degree of freedom

c = Colum

r = Row

Df = Df = (3-1) (2-1) = 2

Table 12

The table of Critical Value of Chi-Square

Level of Significant	5%	1%
df 2	5,99	9,21

1) The critical value of χ^2table for 5% level was, 5,99
2) The critical value of χ^2table for 1% level was, 9,21

From all data analysis above, it could be known that:

1) $\chi^2_{observed}$= 13,9
2) $\chi^2_{table\ or\ expectacy}$= 5% (5,99) and 1% (9,21)

[37] L.Rgay,et all, *Educational Research Competence for Analysis and Applications*, (USA:PEARSON, 2012), P.366

The Degrees of freedom is 2. So the values of χ^2table on degrees of freedom are 5% = 5,99 and 1%= 9,21. In this research, the students have been done all of the tests individually. It was benefit to know the influence of peer feedback technique on the students writing descriptive text from the result of those tests.

From the data above shown the comparison of χ^2bar withχ^2table was: 5,99%< 13,9>9,21% in 5% and 1% significance. It means that alternatif hyphothesis (Ha) which explains "there is a positive and significant influence of peer feedback technique on the students writing descriptive text at the tenth grade of senior high school 3 Metro.

2. Getting The Data of Formula T-Test

To find whether there was any positive and significant influence of peer feedback technique toward students' writing ability in descriptive text at the tenth grade of Senior High School 3 Metro, the writer used the data t-test. The writer prepared the table and put the data into the formula of t-test below to get , $t_{\_observed}$.

Table 13

The Score of Pre- Test and Post- Test Result of Writing Ability in Descriptive Text at The Tenth Grade of Senior High School 3 Metro

No.	Codes of resp	Pre-test X_1	Post-test X_2	D= $(X_2 - X_1)$	$D^2 = (X_2 - X_1)^2$
1.	AYS	55	70	15	225
2.	AETK	45	75	30	900
3.	ATP	35	60	25	625
4.	BDA	55	80	25	625

No.	Codes of resp	Pre-test X_1	Post-test X_2	D= $(X_2 - X_1)$	$D^2 = (X_2 - X_1)^2$
5.	DZ	45	70	25	625
6.	EAM	50	75	25	625
7.	FDAP	50	70	25	625
8.	FAP	45	75	30	900
9.	GNP	40	65	25	625
10.	GR	35	55	15	225
11.	HGS	45	75	30	900
12.	IN	55	75	20	400
13.	IL	60	80	20	100
14.	IA	50	75	25	625
15.	JOS	50	75	25	625
16.	KR	55	75	20	100
17.	KSA	35	70	35	900
18.	KH	50	75	25	625
19.	MAP	60	75	15	225
20.	MDIB	30	60	40	1600
21.	MRA	30	60	40	1600
22.	MAS	60	85	25	625
23.	MTP	55	75	20	400
24.	MAW	40	65	25	625
25.	MFF	45	65	20	400
26.	NRS	40	60	20	400
27.	NA	40	60	20	100
28.	NLS	60	85	25	625
29.	RAF.R	60	80	20	400
30.	REA.G	40	60	20	225
31.	SWS	60	75	15	225
32.	TDV	60	75	15	225
33.	WR	60	85	20	400
34.	WL	65	90	15	225
35.	YP	75	70	25	625
TOTAL		$\sum X_1 =$ 1720	$\sum X_2 =$ 2525	$\sum D =$ 820	$\sum D^2 =$ 20,600
Average of D					588,6

Therefore, the data was put into the formula of t-test then calculated it. It could be calculated by using the formula below:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 \frac{(\sum D)^2}{N}}{N\,(N-1)}}}$$

$$t = \frac{588{,}6}{\sqrt{\frac{\sum 20.600 \frac{(820)2}{35}}{35(35-1)}}}$$

$$t = \frac{588{,}6}{\sqrt{\frac{\sum 20.600 - 19{,}211}{35(35-1)}}}$$

$$t = \frac{588{,}6}{\sqrt{\frac{1{,}389}{1190}}}$$

$$t = \frac{588{,}6}{0{,}03} = 19{,}6$$

To be known, $t_{\_observed}$ was 19,6 as the result of counting by using t-test formula above. Meanwhile, the critical value of t- test($t_{\_table}$), the writer firstly caunted df, df is degree of freedom. The formulation of df= N-1. N is the number of rsearch sample:

Df = N-1

=35-1

=34

After considering the T-test table by using df 34, then know the critical value of t-test the writer firstly counted df, it was degree of freedom. The formulation of df:

Table 14

The table of Critical Value of T-test

Level of Significant	5%	1%
df 34	1,69	2,44

C. Interpretation

1. Interpretation of x^2_{observed}

a. If $fo^2_{\text{observed}} < fe^2_{\text{table,}}$ Ha is accepted and Ho is rejected.

b. If $fo^2_{\text{observed}} > fe^2_{\text{table,,}}$ Ha is rejected and Ho is accepted.

The critical value of x^2_{observed} was 13,9 which means that Ha was accepted and Ho was rejected. To conclude, the use of peer feedback technique could influence writing ability in descriptive text at the tenth grade of Senior High School 3 Metro.

2. Interpretation of t_{observed}

a. If $t_{\text{observed}} > t_{\text{table,}}$ Ha is accepted and Ho is rejected.

b. If $t_{\text{observed}} < t_{\text{table,}}$ Ha is rejected and Ho is accepted.

Finally, the data confirmed that t_{observed} 19,6 was higher than t_{table} 1,69 in the level of 5% and 2,44 in the level of 1%. It means that Ha was accepted and Ho was rejected. Therefore, it could be concluded that there is any positive and significant influence of peer feedback technique toward

students' writing ability descriptive text text at the tenth grade of Senior High School 3 Metro.

D. Discussion

In this research, there are two variable consisting of independent variable and dependent variable. Independent variable (X) is peer feedback technique and dependent variable (Y) is writing ability in descriptive text. The variables were tested by using formula of chi – square and T-test to investigate whether there is a positive and significant influence of peer feedback technique toward students' writing ability descriptive text at the tenth grade of Senior High School 3 Metro.

The writer found the problems toward students' writing ability descriptive text . One of them is the student feel dificult to express their idea in writing descriptive text. So, based on the problem, the writer gave peer feedback technique to student writing descriptive text in the class. The student can be interaction and share information with their friend about the material.

Peer feedback is one of the technique that used in writing ability. Peer feedback technique is considered as an important dominant tool in enhancing the process of learning English writing. The writer uses this technique because peer feedback can make the student more active by socially supportive peers and can improve their knowledge of writing, although sometimes it need time-consuming.

By using peer feedback technique, the student make the pairs or group and discuss about the material especially in descriptive text. The student collect information about the descriptive text such as; characteristics, part, quality, etc. The student were encouraged to write paragrahps or essay and then they give feedback on each other's. The student can share information through feedback each other student. So, it can make the student more active.

After the student gave this technique, their knowledge about descriptive will be increase. The students at the tenth grade of Senior High School 3 Metro, perticulary X 3 had done pre- test and post- test where by before holding the post test, the writer gave them certain treatment that consisted peer feedback technique. There is a significant influence of peer feedback technique to them. It concludes that peer feedback technique is an alternative technique that had influence on the students' writing ability in descriptive text. It could be seen by the result of pre- test and post- test. The score they had got before and after treatment was so different that in the pre-test, the average score was 49,1 and in post –test was 72,1.

To investigate whether there is a positive and significant influence of peer feedback technique toward students' writing ability descriptive text the writer were tested by using formula of chi – square and T-test. There are the result of this research;

a. If $\chi^2_{observed} > \chi^2_{table,}$ Ha is accepted and Ho is rejected.

b. If $\chi^2_{observed} < \chi^2_{table,,}$ Ha is rejected and Ho is accepted.

The critical value of χ^2 table for 5% level was, 5,99. The critical value of χ^2 table for 1% level was, 9,21. The critical value of $x^2_{observed}$ in this research was 13,9 *(* 13,9 was higher than 5,99 in the level of 5% and 9,21in the level of 1%) which revealed that Ha was accepted and Ho was rejected.

The result of T-test is;

a. If $t_{\_observed} > t_{\_table,}$ Ha is accepted and Ho is rejected.

b. If $t_{_observed} < t_{_table,}$Ha is rejected and Ho is accepted.

Finally, the data confirmed that $t_{\_observed}$ 19,6 was higher than $t_{\_table}$ 1,69 in the level of 5% and 2,44 in the level of 1%. This result of $t_{\_observed}$ was 19,6 (19,6 was higher than $t_{\_table}$ 1,69 in the level of 5% and 2,44in the level of 1%) It means that Ha was accepted and Ho was rejected.

So, there was any positive and significant influence of peer feedback technique toward students' writing ability descriptive text text at the tenth grade of Senior High School 3 Metro.

E. Limitation

The writer was conducted only at the tenth grade of Senior High School 3 Metro with the purpose to see whether there was any positive and significant influence of peer feedback technique toward students' writing ability descriptive text text at the tenth grade of Senior High School 3 Metro. In other hand, the result of this result could not be generalized. The result might be different if it was conducted in any other circumstance.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Writing is one of the form of communicating by using written language. The one of the kinds writing is descriptive text. Descriptive text is writer tries to make the readers to image or to visualize the object that the writer described about ; characteristics, part, quality, etc. One of the problems when writing descriptive text is the student feel difficult to express their idea. Peer feedback is one of technique that used in writing ability.

Peer feedback technique is considered as an important dominant tool in enhancing the process of learning English writing. By using peer feedback technique, the student can share and collect information about the descriptive text. Peer feedback can make the student more active by socially supportive peers and can improve their knowledge of writing. So, the student will feel easy to express their idea when the writing descriptive text.

To investigate whether there is a positive and significant influence of peer feedback technique toward students' writing ability descriptive text the writer were tested by using formula of chi – square and T-test. If $\chi^2_{\text{observed}} > \chi^2_{\text{table,}}$ Ha is accepted and Ho is rejected. In this research, the result of critical value x^2_{observed} was 13,9 *(13,9* was higher than 5,99 in the level of

5% and 9,21 in the level of 1%) which revealed that Ha was accepted and Ho was rejected.

If $t_{\_observed} > t_{\_table}$, Ha is accepted and Ho is rejected. It can be seen from the result of critical value $t_{\_observed}$ was 19,6 ($t_{\_observed}$ 19,6 was higher than $t_{\_table}$ 1,69 in the level of 5% and 1,99 in the level of 1%) which revealed that Ha was accepted and Ho was rejected. In short, there is any positive and significant influence of peer feedback technique toward students' writing ability descriptive text at the tenth grade of Senior High School 3 Metro.

B. Suggestion

Based on the result of the research, the researcher would like to constructively give suggestions as follows:

1. It is suggested to the teacher to use peer feedback technique as the teaching learning technique because it makes the student feel enjoy and easy to writing English.The teachers should be creatively used peer feedback in teaching, especially writing class, in order to engage the students to be active in learning process.
2. It is suggested to other writers who want to improve this study to include another skill in learning English, such as speaking, listening, or writing as well as involve different subjects and also different text.

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APPENDICES

SILABUS MATA PELAJARAN

SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH

(SMA/MA)

MATA PELAJARAN

BAHASA DAN SASTRA INGGRIS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

JAKARTA, 2016

A. Kompetensi Inti (KI)

KI.1 Menghayati dan mengamalkan ajaran agama yang dianutnya

KI.2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI.3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI.4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar, Materi, dan Kegiatan Pembelajaran

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kelas: X

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.4Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi tentang orang, tempat wisata , pendek dan sederhana, sesuai dengan konteks penggunaannya 4.4 Teks *deskriptif* 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan	**Fungsi Sosial** Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. **Struktur Teks** Dapat mencakup: - Identifikasi (nama orang, , tempat atau objek yang dipilih untuk dideskripsikan) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi,manfaat, tindakan, kebiasaan Unsur kebahasaan - Kosa kata terkait dengan tentang orang, tempat wisata - Adverbia terkait sifat seperti *quite, very,*	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang orang, tempat wisata dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati danbertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, *mind map*, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi seseorang, tempat wisata

unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana tentang orang, tempat wisata 4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	*extremely, dst.* - Kalimat dekalratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tentang orang, tempat wisata yang dapat menumbuhkan perilaku yang termuat di KI	- Mencermati hasil analisis di dalam kelompok masing-masing, dan kemudian memberikan masukan antar teman - Melakukan refleksi tentang proses dan hasil belajar.

C. Tujuan pembelajaran

1.1 Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dala m semangat belajar

2.1 Siswa dapat menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antarpribadi dengan guru dan teman.

2.2 Siswa dapat menunjukan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi tentang orang, tempat wisata, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4 Teks *deskriptif*

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana tentang orang, tempat wisata.

4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, tentang orang, tempat wisata, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama satuan pendidikan : SMA Negeri 3 METRO

Mata Pelajaran : Bahasa Inggris

Kelas : X

Materi pokok : DESCRIPTIVE

Alokasi waktu : 2 X 45 menit

A. Kompetensi Inti (KI)

KI.1 Menghayati dan mengamalkan ajaran agama yang dianutnya

KI.2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI.3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI.4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
1.	**3.4** Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait seseorang, pendek dan sederhana, sesuai dengan konteks penggunaannya	**3.4.1** Mengidentifikasi fungsi sosial teks, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis tentang seseorang, pendek dan sederhana, sesuai dengan konteks penggunaannya
2.	**4.4.1** Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana	**4.4.1.1** Menjelaskan secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait seseorang, pendek dan

		terkait seseorang, pendek dan sederhana, sesuai dengan konteks penggunaannya	sederhana, sesuai dengan konteks penggunaannya
3.	**4.4.2**	Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait seseorang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	**4.4.2.1** Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait seseorang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks **4.4.2.2** Menyimpulkan informasi teks deskriptif yang telah dibuat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*

C. Tujuan pembelajaran

1. Siswa dapat membedakan dan mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif tentang seseorang, pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Siswa dapat menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, tentang seseorang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. Materi Pembelajaran

Menyusun teks deskriptif tertulis , pendek dan sederhana, tentang seseorang.

1. Fungsi Sosial

   Membanggakan, mengenalkan,mengidentifikasi, mengkritik, dsb.

2. Struktur Teks
   a. Identifikasi (menyebutkan nama orang, dan bagian yang akan dideskripsikan)
   b. Menyebutkan sifat (ukuran, warna, jumlah, bentuk, letak, dsb.)
   c. Menyebutkan tindakan, kebiasaan sesuai fungsi sosial
3. Unsur kebahasaan
   - Kosa kata terkait dengan seseorang yang akan dideskripsikan
   - Adverbia terkait sifat seperti *quite, very, extremely, dst.*

- Noun phrase

  Noun is a thing, a place, or a person, an animal, while adjective is a word that describes a noun. An adjective that describes a noun is called a modifier. A noun that goes with a modifier is called a Noun phrase.

  For example:

Adjective	**Noun**	**Noun Phrase**
Beautiful	girl	Beautiful Girl
Black	window	Black window

- Kata ganti: it, I, you, she,he,dst. It, her, him,dst.
- Kalimat deklaratif dan interogatif dalam tense yang benar (menggunakan simple present tense).
- Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

E. MetodePembelajaran;

Diskusi, Penugasan

F. Madia/alat/bahan/sumber Pembelajaran

1. Media/alat : White board, spidol

2. Bahan : Handout dan Buku Paket

3. Sumber Belajar :Buku Siswa Bahasa Inggris Kelas X SMA/MA/SMK/MAK

G. Langkah-langkah pembelajaran

No	Tahapan	Deskripsi Kegiatan	Alokasi Waktu
1	Kegiatan Pendahuluan	- Menyapa dan menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran - Absensi dan memberi motivasi belajar - mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari	10 menit
2	Kegiatan Inti	**Mengamati** Siswa mengamati unsur bahasa dan struktur teks deskriptif sederhana tentang seseorang yang ada di buku. **Menanya** Bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, *mind map*, atau lainnya dan kemudian menerapkannya untuk menganalisis beberapa deskripsi seseorang **Mengumpulkan Informasi**	25 menit

		Siswa mencari, memberi dan meminta informasi terkait nama, karakteristik, kosa kata, tanda baca tentang seseorang atau benda yang dideskripsikan **Menalar/Mengasosiasi** Memberikan masukan dalam kelompok masing-masing, dan kemudian membuat deskriptif teks **Mengomunikasikan** - Membuat kelompok dan berdiskusi tentang seseorang atau benda untuk menghasilkan teks deskriptif	
3	Kegiatan Akhir	- Memberikan apresiasi terhadap proses pembelajaran - Melakukan refleksi tentang proses dan hasil belajarnya. - Memberi kesimpulan materi yang dipelajari - Memberi kesempatan kepada siswa untuk mengungkapkan hambatan belajar yang di alami - Salam	**10 menit**

H. Penilaian

1. **Teknik Penilaian:**

   a. Penilaian Sikap : Observasi/pengamatan

   b. Penilaian Pengetahuan : Tes Tertulis

   c. Penilaian Keterampilan : Unjuk Kerja/Praktik

2. **Bentuk Penilaian:**

   a. Observasi : Jurnal siswa

   b. Tes tertulis : uraian dan lembar kerja

   c. Unjuk kerja :Praktik

3. **Instrumen Penilaian (terlampir)**

Metro, 2019

English Teacher

Researcher,

Sungatiyan Warsih, S.Pd
NIP.19670831 198901 2 001

Erna Yunita
NPM: 14121327

Instrumen Penilaian

	SCORE	CRITERIA
CONTENT	4	Relevant to topic
	3	Mostly relevant to topic, but lacks detail
	2	Inadequate development of topic
	1	Does not show knowledge of subject
ORGANIZATION	4	Ideas clearly stated/supported, well-organized
	3	Loosely organized but main ideas stand out, logical but incomplete sequencing
	2	Ideas confused or disconnected, lacks logical sequencing and development
	1	No organization
VOCABULARY	4	Effective word/idiom choice and usage
	3	Occasional errors of word/idiom form, choice, usage but meaning not obscured.
	2	Frequent errors of world/idiom form, choice, usage and meaning confused or obscured
	1	Little knowledge of English vocabulary, idioms word form
LANGUAGE	4	Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	2	Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions
	1	Dominated by errors
MECHANIC	4	Few errors of spelling, punctuation, capitalization, paragraphing
	3	Occasional errors of spelling, punctuation, capitalization
	2	Frequent errors of spelling, punctuation capitalization, paragraphing • poor handwriting
	1	dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible

Adapted from: Weigle, C. S. (2002). Assessing Writing. Cambridge: Cambridge University Press

Instrument in Pre- Test

Name :

Class :

Date :

Subject :

Write a simple descriptive text based on your most favorite place in Indonesia !

Instrument in Post Test

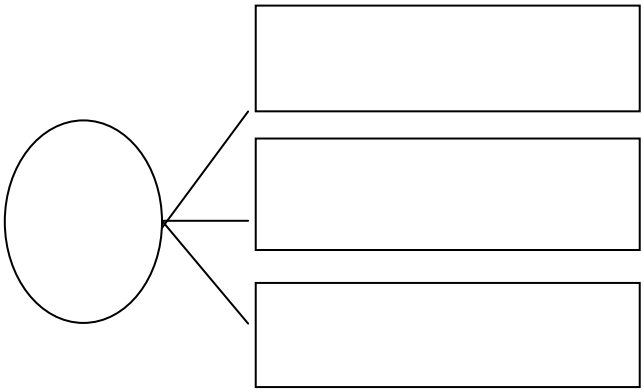
Name :

Class :

Date :

Subject :

1. Make a draft or word web based on your topic!
2. Write a descriptive text based on the topics below. Choose one of them!
   a. My mother
   b. My friend
   c. My self



OBSERVATION SHEET SCORE PRE- TEST OF SENIOR HIGH SCHOOL 3 METRO

No.	Student Code	Criteria of The Score					Score	Conversion Score	Category
		Cont	org	Gram	voc	mech			
1.	AYS	3	2	2	2	2	11	55	Fair
2.	AETK	2	2	2	2	1	9	45	Bad
3.	ATP	2	2	2	2	2	10	35	Bad
4.	BDA	3	2	2	2	2	11	55	Fair
5.	DZ	2	2	2	1	1	8	45	Bad
6.	EAM	3	2	2	2	2	11	50	Good
7.	FDAP	3	2	2	2	1	10	50	Good
8.	FAP	2	2	2	2	1	9	45	Bad
9.	GNP	2	1	2	2	1	8	40	Bad
10.	GR	2	2	1	1	1	7	35	Bad
11.	HGS	2	2	2	2	1	9	45	Bad
12.	IN	3	2	2	2	2	11	55	Fair
13.	IL	3	2	3	2	2	12	60	Fair
14.	IA	2	2	2	2	2	10	50	Fair
15.	JOS	2	2	2	2	2	10	50	Fair
16.	KR	3	2	2	2	2	11	55	Fair
17.	KSA	2	2	1	1	1	7	35	Bad
18.	KH	2	3	2	2	1	10	50	Good
19.	MAP	3	3	2	2	2	12	60	Fair
20.	MDIB	2	1	1	1	1	6	30	Bad
21.	MRA	2	1	1	1	1	6	30	Bad
22.	MAS	2	3	2	3	2	12	60	Good
23.	MTP	3	2	2	2	2	11	55	Fair
24.	MAW	1	2	1	2	2	8	40	Bad
25.	MFF	2	1	2	2	2	9	45	Bad
26.	NRS	2	2	1	2	1	8	40	Bad
27.	NA	2	1	1	2	2	8	40	Bad
28.	NLS	3	3	2	2	2	12	60	Fair
29.	RAF.R	3	3	2	2	2	12	60	Fair
30.	REA.G	2	1	1	2	2	8	40	Bad
31.	SWS	3	2	3	2	2	12	60	Fair
32.	TDV	4	2	2	2	2	12	60	Fair
33.	WR	3	3	2	3	2	13	65	Fair
34.	WL	3	3	3	3	3	15	75	Good
35.	YP	2	2	1	2	2	9	45	Bad
Total								1.720	
Average								49,1	
The high score								75	
The lowest score								30	

OBSERVATION SHEET SCORE POST- TEST OF SENIOR HIGH SCHOOL 3 METRO

No	Student Code	Criteria of The Score					Score	Conversion Score	Category
		cont	Org	gram	voc	mech			
1.	AYS	3	3	2	3	3	14	70	Fair
2.	AETK	3	3	3	3	3	15	75	Good
3.	ATP	3	3	2	2	2	12	60	Fair
4.	BDA	4	3	3	3	3	16	80	Good
5.	DZ	3	3	3	3	2	14	70	Good
6.	EAM	3	3	3	3	3	15	75	Good
7.	FDAP	3	3	3	3	2	14	70	Fair
8.	FAP	3	3	3	3	3	15	75	Good
9.	GNP	3	3	2	3	2	13	65	Fair
10.	GR	3	2	2	2	2	11	55	Fair
11.	HGS	4	3	3	3	2	15	75	Good
12.	IN	3	3	3	3	2	15	75	Good
13.	IL	4	3	3	3	3	16	80	Good
14.	IA	4	3	2	3	3	15	75	Good
15.	JOS	3	3	3	3	3	15	75	Good
16.	KR	4	3	3	3	2	15	75	Good
17.	KSA	3	3	2	3	3	14	70	Very good
18.	KH	3	3	3	3	3	15	75	Good
19.	MAP	4	3	3	3	2	15	75	Good
20.	MDIB	3	2	2	3	2	12	60	Fair
21.	MRA	3	2	2	3	2	12	60	Fair
22.	MAS	4	4	3	3	3	17	85	Good
23.	MTP	4	3	3	3	2	15	75	Good
24.	MAW	3	3	3	2	2	13	65	Fair
25.	MFF	4	2	2	3	2	13	65	Fair
26.	NRS	4	2	2	2	2	12	60	Fair
27.	NA	3	3	2	2	2	12	60	Fair
28.	NLS	4	3	3	4	3	17	85	Good t
29.	RAF.R	4	3	3	3	3	16	80	Good
30.	REA.G	3	3	2	2	2	12	60	Fair
31.	SWS	4	3	3	3	2	15	75	Good
32.	TDV	3	3	3	3	3	15	75	Good
33.	WR	4	4	3	3	3	17	85	Good
34.	WL	4	4	3	4	3	18	90	Good
35.	YP	3	3	3	3	2	14	70	Fair
Total								2.525	
Average								72.1	
The high score								90	
The lowest score								55	

Note:

Conversion Score: Score x 5

Categori:

75-100	= Good
50-74	= Fair
25-49	= bad

STUDENTS ATTENDANCE LIST OF SMA NEGERI 3 METRO

NO.	NAMA	KETERANGAN	
1.	Akhil Yuda S	1.	
2.	Andre Elton Tri K		2.
3.	Antoni Tahara P	3.	
4.	Bena Dinda A		4.
5.	Dani Zanzibar	5.	
6.	Eka Agustia M		6.
7.	Fanindhea Adhelia P	7.	
8.	Firdaus Andreas P		8.
9.	Gerry Nugroho P	9.	
10.	Gilang Ramadhan		10.
11.	Hafidz Genta S	11.	
12.	Ihsan Nulhakim		12.
13.	Immas Lailiya	13.	
14.	Ipnu Anugra		14.
15.	Jesika Olanda S	15.	
16.	Karisma		16.
17.	Kharisma Soni A	17.	
18.	Krisna Hefindra		18.
19.	M. Aldino P	19.	
20.	M. Duta Indra B		20.
21.	M. Rizk Al-Dino	21.	
22.	Mayang Adelia S		22.
23.	Meita Tria P	23.	
24.	Muhammad Alif W		24.
25.	Muhammad Fahri F	25.	
26.	Nazar Revanza S		26.
27.	Nico Arlien	27.	
28.	Ninda Lupita S		28.
29.	Reinada Afifa F.R	29.	
30.	Rojaffia Engtai A.G		30.
31.	Sebrina Wianda S	31.	
32.	Theresa Diva V		32.
33.	Wiretno	33.	
34.	Wulandari		34.
35.	Yudha P	35.	

TABLE OBSERVATION SHEET OF TEACHER PERFORMANCE IN APPLYING OF PEER FEEDBACK TECHNIQUE

No	Sintaks	Teacher Roles	Score		
			1	2	3
1.	Delivering goals and preparing lessons	Teacher explain the purpose of learning		✓	
		Teacher inform the learning background		✓	
		Teacher prepare for teaching		✓	
2.	Giving the information about the lesson	The teacher gives information about descriptive text and peer feedback technique			✓
		The teacher presents the example of descriptive text		✓	✓
		The teacher presents information from stage to stage about peer feedback technique			✓
3.	Training guidance	The teacher prepares material (descriptive text)			✓
		The teacher prepares the student for peer feedback		✓	
		The teacher provides training guidance		✓	
4.	Check understanding and provide feedback	Teacher checks whether the students are doing well in peer feedback technique			✓
		The teacher gives feedback by written test to know the students understanding about the material		✓	
TOTAL				75	

Criteria score:

1. Very good
2. Good
3. Fair

Total score= score x 3

Metro, 2019

English Teacher

Researcher,

Sungatiyan Warsih, S.Pd
NIP.19670831 198901 2 001

Erna Yunita
NPM: 14121327

DOKUMENTATION GUIDANCE

1. Dokumentation about establishment history of Senior High School 3 Metro.
2. Dokumentation about organization structure of Senior High School 3 Metro.
3. Dokumentation about condition of the teacher, officials, and students of Senior High School 3 Metro.
4. Dokumentation about the location sketch of Senior High School 3 Metro.
5. Dokumentation about the students' writing ability in descriptive text result of Senior High School 3 Metro.

Documentation Research

The students doing pre-test of descriptive text;

The reseacher give treatment of peer feedback technique;

The doing post test descriptive text after given treatment of peer feedback technique;

Instrument in Pre- Test

Name : Wulandari
Class : X IPS 3

Date : 21 / 11 / 2018
Subject : Bahasa Inggris

Write a simple descriptive text based on your most favorite place in Indonesia !

Bunaken Marine Park

Bunaken Marine park located in Bunaken Subdistrict - Bunaken about Seven mils from the port of Manado. Wich is over 35 Minutes from the city centre by using a motor boat. An area of about 887 hectars with the conditions a little bumpy morphology.

Bunaken National park is one of the most beautiful marine park in the world.

C : 3
O : 3
G : 3
V : 3
M : 3
15

75

Instrument in Pre- Test

Name : NINDA LUPITA SARI
Date : 21 - 11 - 2018.
Class : X IPS 3
Subject : B. Inggris.

Write a simple descriptive text based on your most favorite place in Indonesia !

Beach Parangtritis

Beach parangtritis is fairly well know attraction in Yogyakarta. Parangtritis has a uniquenes, that is not found inthe viiwes of other attractions besides the big waves are also the existence of montains of sand around the beach, which is usually called dunes. This attraction has ~~been~~ ~~ma~~ been managed by the Bantul pretty well, ranging from lodging facilities and markets selling souvenirs parangtritis.

C : 3
O : 3
G : 3
V : 2
M : 2
60

Instrument in Pre- Test

Name : Immas Lailiya
Class : X IPS 3
Date : 21 . 11 . 2018
Subject : English .

Write a simple descriptive text based on your most favorite place in Indonesia !

Raja Ampat

Raja Ampat is a chain of islands in the west papua The Raja Ampat erchipelago, located at the northwest corner of Indonesia's west papua province, encompassing 40.000 km² of land and sea and including a series of more than 1.500 Islands

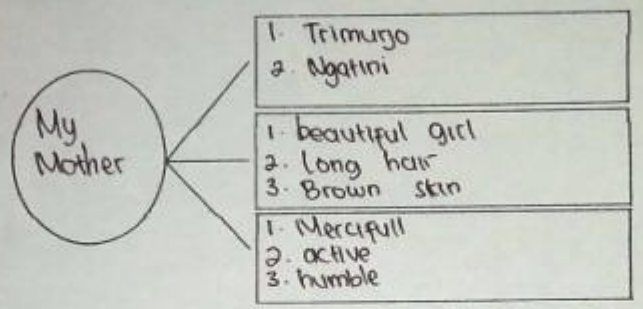
Raja Ampat it is home to over 1.200 fish species. with such a complex marine ecosystem many experts regard Raja Ampat as having the highest diversity of marine life on the planet.

C : 3
O : 2
G : 3
V : 2
M : 2
12 60

Instrument in Post Test

Name : Wulandari
Class : X Ips 3
Date : 18-01-2019
Subject :

1. Make a draft or word web based on your topic!
2. Write a descriptive text based on the topics below. Choose one of them!
   a. My mother
   b. My friend
   c. My self



90

My Best Mother

I have the best mother. She is Ngatini. She lives in Pujo Asri Trimurjo. She is very beautiful girl. She has long hair. Her skin is brown. She have brown eyes.

She is very humble with her family. She is a humorous. Her mercifull to me. Many people like her. She always makes me happy.

I love my mother.

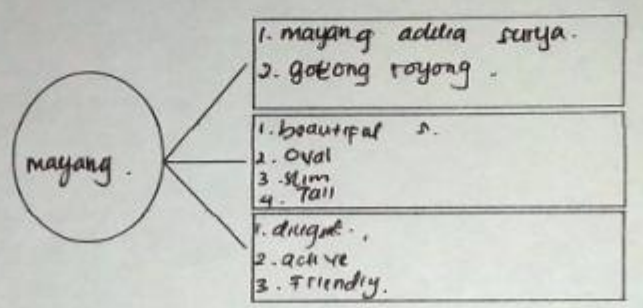
C : 4
O : 4
V : 4
L : 3
M : 3

18

Instrument in Post Test

Name : NINDA LUPITA S. Date : 9 Januari 2019
Class : Subject :

1. Make a draft or word web based on your topic!
2. Write a descriptive text based on the topics below. Choose one of them!
   a. My mother
   b. My friend
   c. My self



85

My Best Friend.

I have a best friend. she is mayang Adelia Surya.
she lives in gotong Royong. she is very beautiful girl.
she has a tall and slim Body. she is very active.
her ~~wa~~ ~~wate~~ face is oval. her skin is ~~bon~~ brown.
she has a long hair.

She is very humble with her friend.
she is a diligent student.
she is very friendly. so many friend like her.

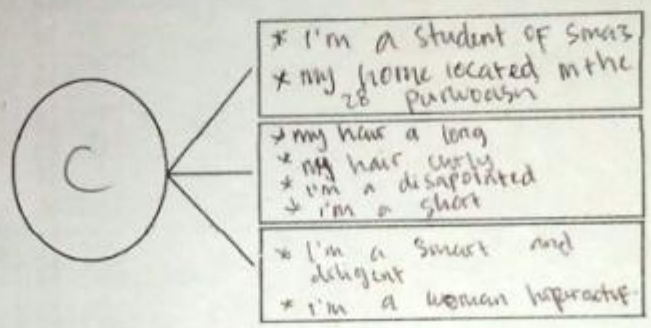
C : 4
O : 3
L : 3
V : 4
M : 3
17

Instrument in Post Test

Name : Immas Lailiya
Class : X IPS 3

Date : 9-04-2019
Subject : B. Inggris

1. Make a draft or word web based on your topic!
2. Write a descriptive text based on the topics below. Choose one of them!
   a. My mother
   b. My friend
   c. My self



80

My Self

Hello friend, my name is Immas Lailiya, i'm a student of Smanthree and located at the 29 bawarsari adress naga number ten. and my home located in the 28 purwoasri, and my hair is a ~~short~~ long. i'm a woman disapointed and a short woman, my born day is a 19 november 2002. my hobby is singing and sleep and i like eating. and i'm a diligent woman, and my bestfriend is my sister because she is ~~and~~ can god the listening and i like is because i'm can sharing. the friend thank for attention, see you next time.

C	4
O	3
L	3
V	3
M	3
	16

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0982/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA SMA NEGERI 3 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	: ERNA YUNITA
NPM	: 14121327
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE INFLUENCE OF PEER FEEDBACK TECHNIQUE TOWARD STUDENTS WRITING ABILITY IN DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMA NEGERI 3 METRO

untuk melakukan *pra-survey* di SMA NEGERI 3 METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Maret 2018
Ketua Jurusan
Tadris Bahasa Inggris

KEMENTERIAN AGAMA REPUBLIK INDONESIA JURUSAN TADRIS BAHASA INGGRIS FTIK IAIN METRO

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

PEMERINTAH PROPINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 3 METRO
Jl. Naga Banjarsari Kec.Metro Utara Kota Metro Telp/Fax. (0725) 43393 Kode pos 34117
Website : www.sman3metro.sch.id Email: sman3metro@gmail.com

SURAT KETERANGAN

Nomor : 423.4/ 147 /V.01/SMAN3/2018

Yang bertanda tangan di bawah ini Kepala SMA Negeri 3 Metro dengan berdasarkan Surat dari Institut Agama Islam Negeri Metro Fakultas Keguruan dan Ilmu Pendidikan Nomor : B-0982/In.28.1/J/TL.00/03/2018 Tertanggal 19 Maret 2018 Perihal Izin Pra Survey, maka dengan ini menerangkan bahwa :

Nama	: ERNA YUNITA
NPM	: 14121327
Semester	: VIII (delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris

Nama tersebut di atas telah melaksanakan Pra Survey di SMA Negeri 3 Metro pada tanggal 29 Maret 2018.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Metro
Pada tanggal : 4 April 2018
Kepala Sekolah,

PEMERINTAH PROVINSI LAMPUNG
SMAN 3 METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN

IBNU BUDI CAHYANA, S.Sos., M.Pd
NIP. 19690914 199802 1 002

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-3979 /In.28.1/J/PP.00.9/12/2018 06 Desember 2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Erna Yunita
NPM	:	14121327
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The Influence Of Peer Feedback Technique Toward Students' Writing Ability In Descriptive Text At The Tenth Grade Of Senior High School 3 Metro

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

KA. Subhan Roza, M.Pd
NIP 19750610 2008011014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: 4264/In.28/D.1/TL.01/12/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**ERNA YUNITA**
NPM	:	14121327
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA NEGERI 3 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF PEER FEEDBACK TECHNIQUE TOWARD STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL 3 METRO".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 27 Desember 2018

Mengetahui,
Pejabat Setempat

PEMERINTAH PROVINSI LAMPUNG DINAS PENDIDIKAN DAN KEBUDAYAAN SMAN 3 METRO

Agung Budi Sartosa, S.Pd
NIP 19720618 197801 1 001

Wakil Dekan I,

KEMENTERIAN AGAMA REPUBLIK INDONESIA

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : 4265/In.28/D.1/TL.00/12/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SEKOLAH SMA NEGERI 3 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: 4264/In.28/D.1/TL.01/12/2018, tanggal 27 Desember 2018 atas nama saudara:

Nama	:	**ERNA YUNITA**
NPM	:	14121327
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 3 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF PEER FEEDBACK TECHNIQUE TOWARD STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL 3 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 27 Desember 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

PEMERINTAH PROPINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 3 METRO
Jl. Naga Banjarsari Kec.Metro Utara Kota Metro Telp/Fax. (0725) 43393 Kode pos 34117
Website : www.sman3metro.sch.id Email: sman3metro@gmail.com

SURAT KETERANGAN

Nomor : 423 / 015 /V.01/SMAN3/2019

Yang bertanda tangan di bawah ini Kepala SMA Negeri 3 Metro dengan berdasarkan Surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan tertanggal 27 Desember 2018 Nomor : 4265/In.28/D.1/TL.00/12/2018 Perihal Izin Reseach, maka dengan ini menerangkan bahwa :

Nama	: ERNA YUNITA
NIM	: 14121327
Semester	: 9 (sembilan)
Jurusan	: Pendidikan Bahasa Inggris

Nama tersebut di atas adalah benar telah melaksanakan Reseach/Survey di SMA Negeri 3 Metro dalam rangka menyelesaikan tugas akhir / skripsi.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Metro
Pada tanggal : 9 Januari 2019
Kepala Sekolah,

PEMERINTAH PROVINSI LAMPUNG SMAN 3 METRO DINAS PENDIDIKAN DAN KEBUDAYAAN

IBNU BUDI CAHYANA, S.Sos., M.Pd
NIP. 19690914 199802 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

IAIN METRO

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-01036/In.28/S/OT.01/12/2018

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Erna Yunita
NPM	: 14121327
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121327.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 21 Desember 2018
Kepala Perpustakaan

KEMENTERIAN UNIT PERPUSTAKAAN IAIN METRO LAMPUNG REPUBLIK INDONESIA

Drs. Mokhtardi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Erna Yunita

NPM : 14121327

Fakultas : Tarbiyah

Angkatan : 2014

Telah menyerahkan buku berjudul : BILINGUALITY AND BILINGUALISM

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Erna Yunita

NPM : 14121327

Fakultas : Tarbiyah

Angkatan : 2014

Telah menyerahkan buku berjudul :

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Erna Yunita
NPM : 14121327

Jurusan/Fakultas : TBI
Semester/TA : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	TandaTangan
		I	II		
1	29/05 2019	✓		Perbaiki Penulisan LICS	
2	10/06 2019	✓		Revisi Bab IV	
3	12/6 2019	✓		Revisi Bab IV & V	
4	26/06 2019	✓		ACC Munaqasyah.	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs.Kuryani Utih,M.Pd
NIP: 19620215 199503 1 001

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Erna Yunita
NPM : 14121327

Jurusan/Fakultas : TBI
Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
	Rabu 19-12-2018	v		- Observation sheet of teacher performance in applying peer feedback technique - Pedoman dokumentasi	
	21/12 2018	✓		Acc UPD .	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

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NIP: 19620215 199503 1 001

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IAIN METRO

Nama : Erna Yunita
NPM : 14121327

Jurusan/Fakultas : TBI
Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	3/10 2018	✓		Revisi Footnote	
2	5/10 2018	✓		Revisi Bab I	
3	9/10 2018	✓		Revisi Bab II	
4	24/10 2018	✓		Revisi Bab III	
5	31/10 2018	✓		ACC Seminar	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing I

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama :Erna Yunita
NPM :14121327

Jurusan/Fakultas :TBI
Semester/TA : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	TandaTangan
		I	II		
1.	26 - 12 - 18		✓	- Revise ch. IV	
2.	- 12 - 18		✓	- Revise table IV	
3.	8 - 1/19 09		✓	- Please. check your grammar!	
4.	27/3 19		✓	Acc ch. IV & V	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

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IAIN METRO

Nama : Erna Yunita
NPM : 14121327

Jurusan/Fakultas : TBI
Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
	Selasa 4/12-18		V	- Revise the Instruction in your Instrument - Revise Instrument Penilaian	
	Selasa 18/12-18		V	- Acc Instrument Continue to 1st Advisor	

Mengetahui,
Ketua Jurusan TBI

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Erna Yunita
NPM : 14121327

Jurusan/Fakultas : TBI
Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
	Selasa 14/8-18		✓	Check more Grammar please!.	
	Kamis 6/9-18.		✓	Make clear your Instrument Test..	
	Senin 23/8 18		✓	Acc ch. III, Continue to 1st advisor	

Mengetahui,
Ketua Jurusan TBI

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NPM : 14121327

Jurusan/Fakultas : TBI
Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
9	Senin 7/4-18		✓	Acc ch. II continue to ch. III.	
10	Senin 1/10-18		✓	Revise ch. III.	
11	Senin 13/0-18		✓	Revise grammar.	
12	Senin		✓	Elaborate more your data analysis.	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing II

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IAIN METRO

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NPM : 14121327

Jurusan/Fakultas : TBI
Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
5.	Rabu 11/4-18		✓	Please elaborate more types of writing.	
6.	Selasa 24/4-18		✓	Revise ch. II.	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

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Nama : **Erna Yunita** Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan
NPM : 14121327 Semester / TA : VIII / 2016-2017

No	Hari / Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	1/3 2018	Revise ch. I, Please insert the Problem.	
2.	✓	Acc ch. I continue to ch. II.	
3.	✓	Please attention the using of article "the"	
4.	✓	- Revise numeric - Revise the using of transation word. revise space. - Revise misspelling !	

Diketahui:
Ketua Jurusan TBI

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NIP. 19750610 200801 1 014

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NIP. 19830511 200912 2 004

CURRICULUM VITAE

The writer's name is Erna Yunita. She was born in Bumi Dipasena Sejahtera, 17 Juni 1994. She is the first child of happy couple Mr. Hasan Sutejo and Mrs. Iroh Budiarti.

She was enrolled her study Elementary School at SD Negeri 01 Bumi Dipasena Sejahtera in 2000-2006. She continued to Junior High School at MTs. Roudlotul Huda, Purwosari, Padang Ratu, in 2006-2009. After that, she finished her study Senior High School at MA Roudlotul Huda Purwosari, Padang Ratu. Then, she was registered as a S1 student of English Education Department of The State Institute for Islamic Studies of Metro on 2014 until now. Many things she has gotten in the classroom and she hoped can do anything best to increase and to apply her knowledge wisely.