

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF PAIRS CHECK TECHNIQUE TOWARD
STUDENTS' WRITING SKILL AT THE TENTH GRADERS
OF SMA NEGERI 1 BATANGHARI EAST LAMPUNG**

**By :
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**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE ISLAMIC INSTITUTE OF METRO
1444 H / 2023 M**

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**THE INFLUENCE OF PAIRS CHECK TECHNIQUE TOWARD
STUDENTS' WRITING SKILL AT THE TENTH GRADERS OF SMA
NEGERI 1 BATANGHARI EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

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Tarbiyah and Teacher Training Faculty
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1444 H / 2023 M**



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APPROVAL PAGE

Title : THE INFLUENCE OF PAIRS CHECK TECHNIQUE
TOWARDS STUDENTS' WRITING SKILL AT THE
TENTH GRADERS OF SMA NEGERI 1 BATANGHARI
EAST LAMPUNG

Name : Ari Sanjaya

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NOTIFICATION LETTER

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of Ari Sanjaya**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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Department : English Education
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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.

Wassalamu'alaikum Wr. Wb

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Ari Sanjaya**

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Assalamu 'alaikum Wr. Wb.


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

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STUDENTS' WRITING SKILL AT THE TENTH GRADERS OF
SMA NEGERI 1 BATANGHARI EAST LAMPUNG

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

Wassalamu 'alaikum Wr. Wb.

Mengetahui,
Ketua Program Studi TBI


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RATIFICATION PAGE

No. B. 2049/In. 20.1/D/PP 00.9/09/2023

An Undergraduate thesis entitled: **THE INFLUENCE OF PAIRS CHECK TECHNIQUE TOWARDS STUDENTS' WRITING SKILL AT THE TENTH GRADERS OF SMA NEGERI 1 BATANGHARI EAST LAMPUNG**. Written by Ari Sanjaya student number 1901052006, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Thursday, April 13th, 2023 at 08.00-10.00 p.m

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Secretary	: Anisatu Z. Wakhidah, M.Si	(.....)

The Dean of Tarbiyah and Teacher Training Faculty,



Dr. Zuhairi, M.Pd.
NID. 1962061980031005

**THE INFLUENCE OF PAIRS CHECK TECHNIQUE TOWARD
STUDENTS' WRITING SKILL AT THE TENTH GRADERS
OF SMA NEGERI 1 BATANGHARI EAST LAMPUNG**

ABSTRACT

**By:
ARI SANJAYA**

The aim of this research was to investigate whether there is any positive and significant Influence of Using Pairs Check Technique towards the Students' Writing Skill. Pairs Check technique is a technique which set the students to work on the topic and check each other in pairs. Therefore, the students are able to learn each other in order to improve and solve their problems in writing.

In this research, the researcher conducted quantitative research with quasi experimental design, by applying pre-test and post-test as the data collecting method. The samples of this research are 28 students at X IPA 1 in SMA Negeri 1 Batanghari East Lampung. Furthermore, the data was analyzed by using paired sample t-test to prove the hypothesis.

Finally, the results of data analysis from paired sample t-test formula illustrates that $t_{\text{observed}} = 8,375$ is higher than t_{table} with significant level $5\% = 2,05$ and $1\% = 2,77$. Thus, it can be inferred that there is a positive influence. Then, the results of data analysis from Chi-Square formula illustrates that $\chi^2_{\text{observed}} = 15,577$ is higher than χ^2_{table} with a significant level of $5\% = 5,99$ and $1\% = 9,21$. It can be interpreted that there is a significant influence. Therefore, the Alternative Hypothesis (H_a) is accepted. With the result that there is a positive and significant influence of Pairs Check technique towards students' writing skill at the tenth graders of SMA Negeri 1 Batanghari East Lampung.

Keywords: *Quantitative Research, Writing Skill, Pairs Check.*

**PENGARUH TEKNIK PAIRS CHECK TERHADAP
KETERAMPILAN MENULIS SISWA KELAS SEPULUH
SMA NEGERI 1 BATANGHARI LAMPUNG TIMUR**

ABSTRAK

**Oleh:
ARI SANJAYA**

Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh yang positif dan signifikan Penggunaan Teknik Pairs Cek terhadap Keterampilan Menulis Siswa. Teknik Pairs Check adalah teknik yang mengatur siswa untuk mengerjakan topik dan saling mengecek secara berpasangan. Oleh karena itu, siswa dapat saling belajar untuk memperbaiki dan memecahkan masalah mereka secara tertulis.

Dalam penelitian ini, peneliti melakukan penelitian kuantitatif dengan desain eksperimen semu, dengan menggunakan pre-test dan post-test sebagai metode pengumpulan data. Sampel penelitian ini adalah siswa kelas X IPA 1 SMA Negeri 1 Batanghari Lampung Timur yang berjumlah 28 siswa. Selanjutnya data dianalisis dengan menggunakan uji-t sampel berpasangan untuk membuktikan hipotesis.

Terakhir, hasil analisis data dari rumus Paired Sample t-test menggambarkan bahwa $t_{\text{observed}} = 8,375$ lebih tinggi dari t_{table} dengan taraf signifikan 5% = 2,05 dan 1% = 2,77. Dengan demikian, dapat disimpulkan bahwa ada pengaruh positif. Kemudian, hasil analisa data dari rumus Chi-Square menunjukan bahwa $\chi^2_{\text{observed}} = 15,577$ lebih besar dari χ^2_{table} dengan taraf significant 5% = 5,99 and 1% = 9,21. dapat diartikan bahwa terdapat pengaruh significant. Oleh karena itu, Hipotesis Alternatif (H_a) diterima. Dengan hasil bahwa terdapat pengaruh positif dan signifikan teknik Pairs Check terhadap keterampilan menulis siswa kelas X SMA Negeri 1 Batanghari Lampung Timur..

Kata kunci: *Penelitian Kuantitatif, Keterampilan Menulis, Pairs Check*

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate, thesis is originally the result of the researcher's research, in exception certain parts which are excepted from the bibliography mentioned.

Metro, March 2023

The writer



ARI SANJAYA

Student Number 1901052006

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Jurusan : Tadris Bahasa Inggris

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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.

Metro, Maret 2023

Penulis



ARI SANJAYA
NPM 1901050033

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah Does Not Burden A Soul Beyond That It Can Bear”

(Q.S Al-Baqarah:286)

“Only You Can Change Your Life. Nobody Else Can Do It For You”

(Carol Burnett)

DEDICATION PAGE

This thesis is dedicate to :

My beloved parents Mr. Sukamto and Mrs. karsih, who always teache me to be good people, to be strong woman, always pray for me, for my thesis, for my task, for everything. You are my motivation why I finished my thesis, my task, and my school.

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Alhamdullilahi Robbil ‘Alamin, first of all the researcher would like to express his deepest praise and gratitude to Allah SWT who has given him His blessing and merciful to complete this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW.

The researcher realized that many people had given their helps and useful suggestion for the finishing of this thesis. Without the assistance of them, this thesis would never have existed. Therefore, the researcher would like to express his appreciation and sincere thank to :

1. Dr. Siti Nurjanah, M.Ag. PIA, the rector of The State Islamic Institute of Metro.
2. Dr. Zuhairi, M.Pd, the dean of tarbiyah and teacher training faculty.
3. Andianto, M.Pd, the head of English Education Department of FTIK IAIN Metro.
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14. Last but not least, I wanna thank me. I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off. I wanna thank me for never quitting, I wanna thank me for always being a giver. And I wanna thank me for just being me at all times.

The researcher would be pleasure to accept some critics and corrections to this research because the researcher realize that it is not perfect. The researcher hope that people who read and work in the subject of education will find this research beneficial.

Metro, March 2023
The writer

A handwritten signature in black ink, appearing to read 'Ari Sanjaya' with a stylized flourish at the end.

ARI SANJAYA
Student Number 1901052006

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CHAPTER I

INTRODUCTION

A. Background of Study

English is one of international language, as an politics, commerce, industry, and education, continues to play a significant role. Many countries have made English their official language, and it is now widely used in higher education for teaching and learning. English is a very significant language in Indonesia. It is the first foreign language that students study and teach in school, from kindergarten through university. Learning English, whether spoken or written, has become a requirement for all Indonesian students.

Actually, there are four skills in English that must be mastered by students namely listening, speaking, reading and writing. Writing is one of productive skill in english. It does not only need the theory such as grammar and punctuation but also need a skill to produce and develop the ideas in writing.

In fact, many students often found difficulties in writing. Westwood stated writing is one of the most difficult skills that the learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and socio cultural.¹ Patel and Jain also state that for a moment we can accept that writing is essential features of learning a language because it provides a very good means of foxing vocabulary, spelling and sentence pattern.² It is clear

¹ Peter Westwood, *What Teachers Need to Know about Reading and Writing Diffi culties*, (Australia: Acer Press, 2008), p.56.

³ M. F. Patel, Praveen M. Jain, *English Language Teaching (Methods, Tools, Techniques)*, (Jaipur: Sunrise Publisher & Distributors, 2008), p.125

enough to describe writing as the most difficult skill for the students. Thus, it is not surprising when the teacher find the students found difficulties in elaborating their ideas in written form.

The process of writing consists of different set of competencies, such as the result of thinking or drafting, and revising procedures that we can not develop the skills naturally. Besides that, not only consist of different sets of competencies, but also the grammatical rules. As Raimes states that writing also reinforces the grammatical structures, idioms, and vocabulary. Thus, writing is the ability to express ideas that will use knowledge of structure and vocabulary to express ideas in written form”.³ As stated above, it means that writing is a difficult task to do because students need ability on how to write words correctly, how to put and arrange those words into sentence which are supposed to be meaningful according to grammatical rules.

In the English syllabus for tenth grade of Senior High School, there are many texts that should be learned, one of them is descriptive text. Descriptive is the text that has principle purpose to describe the object (person, thing or place) from specific until general character to make the reader are able to imagine the object in their mind based on the writer’s elaboration in his writing. To find all of characters of the object, the writer can look at the appearance or looking for the factual data of the object.

Based on the preliminary research on January 12th 2023, the researcher gained some data taken from the English teacher of the tenth graders of SMA

³ Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.3

Negeri 1 Batanghari, Ngaderi state the students' problems in writing were: the students found difficulties to express their idea in written form, students' vocabulary is still low, they hardly understand English well and they do not use English in their daily activity and just learn at school. They often make mistakes in their grammar and also in using the appropriate words. Because of that problem, their score of writing skill is still low.⁴ It can be seen from the Table I bellow.

Table 1
The Students' Test Result of Descriptive Writing Skill

Interval	Frequency	Percentages	Explanation
≥ 75	8	28,6%	Complete
< 75	20	71,4%	Incomplete
Total	28	100%	

Source: The Students' Test Result of Descriptive Writing Skill that was taken on Pre survey at January 12th, 2023.

Based on the result of pre-survey above, It can be seen that the student's descriptive writing skill is still low, there are only 8 from 28 students who passed from 75 in high category and 20 students who failed from 75 as the Minimum Mastery Criteria (MMC) in fair and low category. The problem is caused by students' difficulty in developing ideas and they have low vocabulary in writing. Therefore, the researcher tries to apply Pairs Check technique to solve both of problems above especially and to develop the student's writing skill generally.

⁴ Ngaderi, *Interview to Teacher*, January 12th, SMA Negeri 1 Batanghari, 2023, (Unpublished)

Based on situation above the writer will conduct a research entitled:
 “THE INFLUENCE OF PAIRS CHECK TECHNIQUE TOWARDS
 STUDENTS WRITING SKILL AT THE TENTH GRADERS OF SMA
 NEGERI 1 BATANGHARI EAST LAMPUNG”.

B. Problem Identification

Based on the background of study that is explained above, the researcher can identify some problems that are caused by:

1. The students have a low score in writing material.
2. The students have difficulties to generate their ideas in descriptive writing.
3. The students have a low skill especially in descriptive writing.

C. Problem Limitation

Limitation is very useful for the researcher to determine the focus point of problem that will be analyzed. So, this research will be up of standard the maxim of quantity that means the elaborations are not out of the context.

In this case, the researcher focuses on the third problem that the students have a low skill especially in descriptive writing. The writing that is discussed here is a descriptive writing skill.

D. Problem Formulation

Based on the background of the study above, the researcher formulates the problem in this research namely “ Is there any positive and significant influence of using Pairs Check Technique towards students’ writing skill

especially in descriptive text at the tenth grader of SMA Negeri 1 Batanghari East Lampung? “

E. Objectives and Benefit of Study

1. Objectives of the study

Related to the problem formulated above this research is intended to find out and know whether is there any positive and significant influence of Pairs Check technique toward the students' descriptive writing skill.

2. Benefits of Study

The benefits of the study in this research can be organized as follows:

a. Theoretical benefits

The result of the research paper can be useful input English teaching learning process for teaching writing using Pairs Check technique.

b. Practical benefits

There are three kinds of practical benefit in this research namely:

1) For the English teacher

This research will be as a positive input for the teacher in teaching and learning process, especially in teaching writing that can implementate Pairs Check technique.

2) For the students

The students can participate fully in the class. So they will have more motivation in writing descriptive text.

3) For the Researcher

The result of this research is expected to improve the quality of English teaching and learning especially in developing writing skill learning process.

F. Prior Research

In this section, studies or research that have relevance in terms of perspective, topic, and methodology will be presented with the research that the author is currently conducting. This study is important because it can contribute to the research that will be carried out by the author and clarify the position to be achieved by this research.

Broadly speaking, the presentation of the results of previous research related to this research will map this research among the various studies that have been done before. Thus, the similarities and differences in this research will be shown compared to previous studies, as well as the originality of this research.

In this literature review the researcher try to raise 3 results of previous research as comparison material in directing and focusing the research being conducted, namely:

First, The Influence Of Using Pair Check Technique Toward Student's Writing Ability On Procedure Text At The First Semester Of The Eleventh Grade of Smkn 5 Bandar Lampung. This thesis was written by Koniah from the Faculty of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung.

The purpose of this study were to measure the influence of using pair check technique towards students' writing ability in procedure text in both classes after treatments done. The mean score of post-test in experimental class was 74.45 and the mean of post-test in control class was 67.47. It can be seen that the students' post-test in experimental class was higher than students' in control class. The result can be seen from sig (2-tailed) of equal variance assumed in the independent sample test table where the sig (2-tailed) is 0.017. It is lower than $\alpha=0.05$ and it means that H_0 is rejected and H_a accepted.

Based on the result of the data analysis, the researcher concluded that there is significant influence of using pairs check technique toward students' writing ability in procedure text at the eleventh grade at SMKN 5 Bandar Lampung in the academic year of 2019/2020.⁵

Second, Increasing The Students' Vocabulary Through Pairs Check Technique. This thesis was written by Muhdar from the English Education Department Faculty of Teacher Training and Education Muhammadiyah University 2011.

The students of SMP muhammadiyah 6 makassar has a significant Improvement of vocabulary in using noun, verb and adjective, after getting

⁵ Risalatun Koniah, *The Influence Of Using Pair Check Technique Toward Student's Writing Ability On Procedure Text At The First Semester Of The Eleventh Grade Of Smkn 5 Bandar Lampung In The Academic Year 2019/2020*. Undergraduate thesis, UIN Raden Intan Lampung, 2019.

the implementation of action among 2 cycles, and the findings score are 5.93 in the first cycle and 7.83 in the second cycle.⁶

Third, The Use Of Pairs Check Technique In Teaching Writing. This thesis was written by Yunita from the English Department Teacher Training And Education Faculty Muhammadiyah University of Purwokerto 2017.

There was a significant difference of pre-test and post-test between control class and experimental class. In the control class the mean was smaller than the experimental class. The mean result of the pre-test for the experimental was higher than that of the control groups. The mean of the pre-test in experimental group was 70.5 and in control group was 60. After both groups were given treatment, the mean result of both groups increased in the post-test. The mean result of the post-test for the experimental group was 81.37 and for control group was 73.93. It means that the experimental group who was taught by using pairs check technique was higher achievement than the control group who was taught without using pairs check technique. The result of t-test computation showed that t-test value was higher than t-table value ($1.736 > 1.697$) at $\alpha = 0.05$ for d.f= 30. The hypothesis of this research was accepted because the result of t-value higher than t-table. It means that there is significant difference between students who were taught by using

⁶ Fahriadi Muhdar, *Increasing The Students' Vocabulary Through Pairs Check Technique*, (Makassar: Faculty Of Teacher's Training And Education Muhammadiyah University, 2011).

pairs check technique and those who were taught without pairs check technique.⁷

Based on prior research, many studies have been conducted on the Pairs check technique. For that the researcher try to research using Pairs check technique on the students writing skill. The distinguishes this research from prior research is in terms of study location which have different characteristic and levels of urgency from prior.

⁷ Ria Yunita Wideasih, *The Use Of Pairs Check Technique In Teaching Writing (An Experimental Study At Eleventh Grade Students Of Sma Diponegoro 1 Purwokerto In The Academic Year 2016/2017)*. A Thesis, Universitas Muhammadiyah Purwokerto, 2017.

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. The Concept of Descriptive Writing Skill

1. The Concept of Writing

a. Definition of Writing

According to Hyland, writing is a way to share personal meanings.¹ Writing can be defined as way to express feelings and thought to other people that have a meanings. People can communicate more effectively if they write. As a result, people must make their perspectives (ideas) intelligible and acceptable when creating them.

Meanwhile according to Harmer, state that writing is a way to produce language and express idea, feeling, and opinion. Furthermore he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.² It means that writing is a way to produce language that comes from our thought. Based on the writer's activities, an idea, feeling, or opinion was generated. It is also a physical and cerebral exercise that assists authors in putting their ideas into meaningful language.

¹ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2004), P. 09

² Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004). p. 31

People must frame their speech in such a manner that it will be comprehended by the readers in order for communication to be successful. This is why, in particular, writing must be both coherent and consistent. Coherence refers to the links between thoughts and concepts that will be communicated, and cohesive refers to the grammar utilized in written language. It indicates how the writer will demonstrate many things in written language, such as his or her way of thinking, knowledge, and words to be organized into sentences that are easy to grasp by the reader so that both parties may communicate.

Writing skill can be defined as the capacity to apply ideas, information, and knowledge in written language. An assignment that is frequently assigned by a teacher to assess a students' writing ability, such as writing a paragraph or text. To complete this exercise, students must be able to apply their knowledge of grammar, vocabulary, and information background.

b. Process of Writing

Related to the researcher's statement in the previous discussion, there is cognitive process that is realized in the writing when the writer tries to express his idea in a written form.

Concerning about the cognitive process in writing, Karen, said that we crafted a model of writing that includes three writing

processes: *planning*, *producing text*, and *reviewing*.³ Firstly, planning is the process of thinking about goals and ideas before to writing. Secondly, producing text entails creating language that consists of arranged words that are organized into sentences and paragraphs. Finally, reviewing is the process of assessing, modifying, and editing the written product.

On the other hand, a much deeper Johnson explains that there are five steps of writing process. There are:

1) Prewriting

The goal of prewriting is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.⁴ It means that before students begin writing, they must plan or produce ideas in order to determine the topic on which they will write.

2) Drafting

Drafting is the writer's first attempt to capture ideas on paper. Correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next

³ Karen Kuelthau Allan, et al, *Learning to Write With Purpose*, (New York: The Guilford Press, 2009). p. 21

⁴ Andrew P. Johnson, *Teaching Reading and Writing*, (United States of America: Britis Library Cataloging, 2008), p. 179

step.⁵ The writer's effort to infuse his thought with a systematic language on the paper is referred to as the writing process.

3) Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where the students shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here the students look for flow and structure. The students reread paragraphs and move things around.⁶

4) Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.⁷

5) Publishing and sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can

⁵ *Ibid.*;

⁶ *Ibid.*

⁷ *Ibid.*, p. 180

involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.⁸

c. Composition of Writing

Furthermore, According to Brown, the upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce final product.⁹

A good deal of attention was placed on model compositions that students would emulate and on how well a student's final product measured up against a list of criteria that include:

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Grammmarr

⁸ *Ibid.*

⁹ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (The United States of New York: Longman, 2001), 2nd Edition, p.335

5) Mechanical considerations (spelling and punctuation)¹⁰

Regarding on the statement above, it is crucial to remember that the writing process is an important factor in determining the final product. Aside from that, the ultimate product of writing must meet a number of criteria in writing compositions, including content, organization, language, grammar, and mechanical considerations.

2. Kinds of Writing

In generality, there are three kinds of writing namely academic writing, personal writing, and creative writing. Oshima explained that Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing and personal writing.¹¹ It should be remembered that creative writing includes stories, poems, and other forms of writing. Then there's personal writing, which includes things like letters and e-mails. Creative and personal writing are also casual, whereas academic writing is formal.

Focus on academic writing, there are several types of writing that is usually used in high school and college classes are as follows:

a. Report

Report is one kinds of writing that has purpose to provide generalism informations about whole class of things.¹² As a result, the

¹⁰ *Ibid.*

¹¹ Alice Oshima & Ann Haque, *Introduction to Academic Writing*, (The United State of America: Longman, 2007), 3th Edition, p.3

¹² Graeme Kennedy, *Structure and Meaning in English*, (New York: Pearson Longman, 2003), p.334

aim of the report text is to provide general information about the object.

It is not intended to tell stories, procedures, or arguments.

b. Narration

Narration is an account or description of events in the past which entails following a time sequence or chronological.¹³ It can be concluded that narration refers to a past story in writing because it serves the objective of describing historical events in a systematic manner.

c. Exposition

Expository paragraphs deal with facts, ideas, beliefs. They explain, analyze, define, compare, illustrate. They answer questions like What? Why? How? What was the cause? The effect? Like what? Unlike what? They are the kinds of paragraph we write in reports or term papers or tests.¹⁴

In an expository type, the writer tries to show the fact of an object in order to persuade the readers believe or disbelieve something related to the object. It means that expository or exposition just shows the fact of an object without a goal to make the reader agree with the writer's opinion.

d. Argumentation

While in argumentation type, in addition to only convincing the readers to believe or disbelieve something the truth of the fact of an

¹³ R.R Jordan, *Academic writing Course Study Skills in English*, (Cambridge: Longman, 1999), p. 27

¹⁴ Thomas S. Kane, *Essential Guide*, p.89

object, the also has a goal to persuade the readers in order to take a certain course of action related to the new truth exposed to them.

So, argumentation is a text in which you agree or disagree with a problem and use reasons to back up your position. The goal is to persuade your reader that your point of view is correct. Argumentation is used to make a case, prove or refute a statement or idea.

e. Description

Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.¹⁵

It means that description has principle purpose to describe the object from the visual appearance that we can looks, smells and tastes.

3. Descriptive Writing

a. Definition of Descriptive Writing

According to Oshima, Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.¹⁶

Based on statements above, the researcher conclude that descriptive is the text that has principle purpose to describe the object (person, thing or place) from specific until general character to make the reader are able to imagine the object in their mind based on the

¹⁵ Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p.351

¹⁶ Alice Oshima & Ann Haque, *Introduction to Academic*, p.61

writer's elaboration in his writing. To find all of characters of the object, the writer can look at the appearance or looking for the factual data of the object.

b. Structure of Descriptive Writing

Certainly, every text has a structure that is defined as a web of meaning relationships which relate the sentences to each other, give direction to the text and make it hold together.¹⁷ It means that a text's structure serves as a guide for writing with a good sense of coherence or connectivity between meanings.

There are two generic structures of descriptive text namely:

1) Identification

Identification is about introducing subject or thing that will be described.

2) Description

Description is brief details about who, or what of the subject.¹⁸

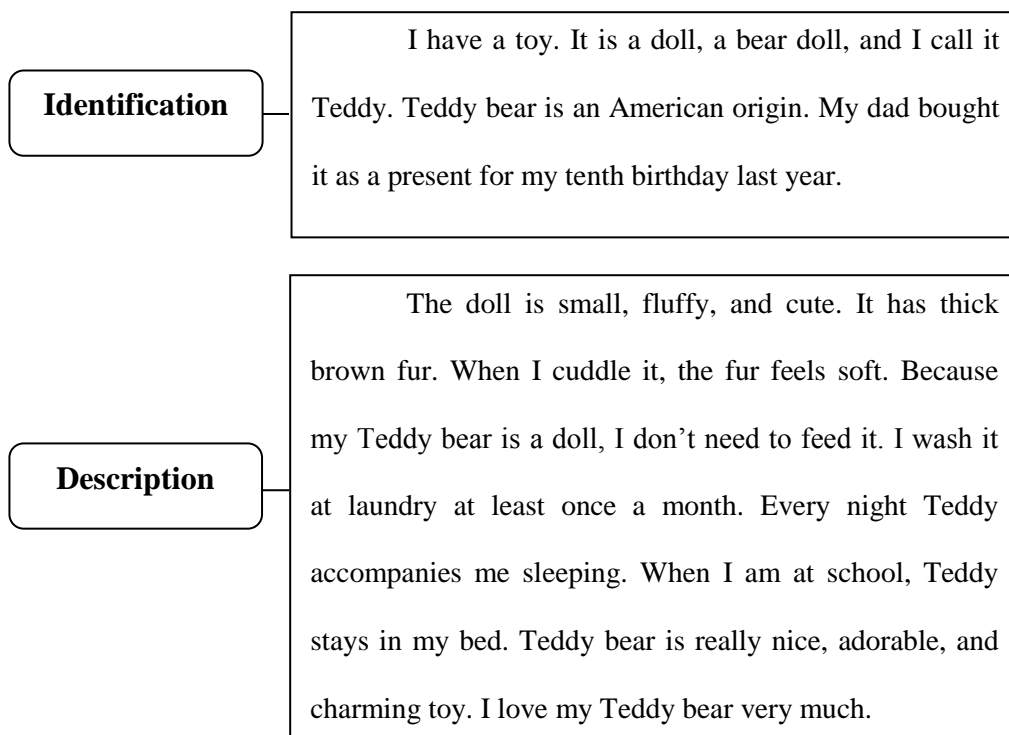
Related to the statement above, there are two structures in descriptive text namely general identification and description. Below is the example of the text structure that is applicated in descriptive text:
Text Structure¹⁹

¹⁷ Graeme Kennedy, *Structure and Meaning*, p.321

¹⁸ Imelda Wardani, et al, *e-Journal of English Language Teaching Society (ELTS)* Vol. 2 No. 1 2014 – ISSN 2331-1841, p. 2 Print.

¹⁹ *Ibid.*, p.3

My Toy



4. Teaching Writing

Writing, speaking and listening are communication skills that are important in all subject areas in the curriculum.²⁰ Therefore, writing is one of important skill that have to be mastered by all of students in schools. Automatically, to make students are able to master writing skill, it need a teaching activity that is guided by the teacher.

Teaching can be defined as the action of a person who teaches; the profession of a teacher”, teaching is imparting knowledge or skill.²¹ Also, Teaching is guiding and facilitating learning, enabling the learner to learn,

²⁰Trudy Wallace, et al, *Teaching speaking, listening and writing*, (Geneva: The International Bureau of Education-IBE, 2004), EP14, p.7

²¹Definitions of Teaching, taken in part from B. O. Smith's *Definition of Teaching* in http://www2.phy.ilstu.edu/pte/310content/teachlearn/teaching_learning.ppt, p. 2

setting the conditions for learning.²² So, teaching refers to a professional skill of the teacher guides the students in the class that has principle purpose to make students can success in learning materials. It's also considered as a role of teacher. David Riddel Said that Perhaps we should say 'roles' because 'teaching' is only part of what the teacher has to do inside – and outside – the classroom.²³

Speaking and writing skills are both productive skills but do not have the same similarities when teaching.²⁴ They are different in both compositions and the way of teaching. The compositions of speaking that is taught by teacher more focus on pronunciation, accuracy and fluency. The activities that is usually used are conversations, monologue, role play, speech, etc. While the compositions in teaching writing are grammar, punctuation and paragraph structure. Then, the way that is used in teaching writing such as write a simple sentence, write a paragraph or write a certain text.

Harmer elaborated that writing has always been used as a means of reinforcing language that has been taught.²⁵ It can be noted that the teacher can has students to write sentences using recently learnt grammar. Then, Students can be asked to write paragraph or longer compositions to practise certain recently focused-on aspects of language or paragraph and

²² H. Douglas Brown, *Principles of Language Language Learning and Teaching*, (The United States of New York: Longman, 2000), 4th edition, p.7

²³ David Riddel, *Teaching English as a Foreign Language*, (London: Hodder Education, 2010). p.31

²⁴ *Ibid.*, p.15

²⁵ Jeremi Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004), p.32

text construction. The reinforcement writing here will be able to guide the students improve their skill.

5. Writing Assesment

Assesment is regarded as a process of collecting, synthesizing and interpreting information in order to make decisions on students' performance. Assessment is used to collect information on a learners language ability or achievement.²⁶ In the class, assessment can be conducted to diagnose the students' problems, to judge the academic performance, to provide feedback to students and to plan instruction. Assessment also provides data that can be used to measure students progress, identify problems, suggest instructional solutions, and evaluate course effectiveness.²⁷ This reflection enables the learners to take more control of their learning and to be responsible.

In order to know students' writing skill, the researcher measures the students' writing skill by asking them to make descriptive text. The reasearcher is instructing the students to make a simple composition which was determined. Moreover, the researcher uses test instrument to take the scale of instrument which the standard of the score writing test as follows:

²⁶ Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2003), P. 211

²⁷ *Ibid*, p.212

Table 2
Element Score of Writing

Scoring Element	Scale	Quality	Description
Content	30-27	Excelent to very good	Knowledgeable, substantive, etc.
	26-22	Good to average	Some knowledge of subject, adequate, range, etc.
	21-17	Fair to poor	Does not show knowledge of subject, little substance, etc.
	16-13	Very poor.	Does not show knowledge of subject, non substantive, etc.
Organization	20-18	Excelent to very good	Fluent expression, ideas clearly, stated, etc.
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Very poor.	Does not communicate, no organization, etc.
Vocabulary	20-18	Excelent to very good	Sophisticated range, effective, word/idiom choice and usage, etc.
	17-14	Good to average	Adequate range, occasional errors of word/idiom, choice, usage but meaning not absured.
	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Very poor	Essentially translation, little knowledge of english vocabulary.
Grammar	25-22	Excelent to very good	Effective complex constructions, etc.
	21-19	Good to average	Effective but simple constructions, etc.
	17-11	Fair to poor	Major problems in simple

			complex constructions, etc.
	10-5	Very poor	Virtually, no mastery of sentence construction rule
Mechanics	5	Excelent to very good	Demonstrates mastery of conventions Mechanics.
	4	Good to average	Occasional errors of spelling, punctuation, etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Very poor.	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paraghraping, etc. ²⁸

B. The Concept of Pairs Check Technique

1. Definition of Pairs Check Technique

Pairs Check is one of technique which developed based on cooperative learning principle. Pairs Check technique is a model of learning in groups or pairs popularized by Spencer Kagan. He described Pairs Check where the students work in pairs within four group. Within pairs students alternate, one solves a problem while the other coaches.²⁹ According to Jolliffe, Pairs Check technique is a technique which as the students to work on the topic. After working on a topic, teams or the teacher prepare a list of question to check understanding and pairs take it turns to answer the question, with the other partner prompting and

²⁸ J.B Heaton, *Writing English Language Test*. London; longman.2011.p.146

²⁹ Spencer Kagan. *The Structural Approach To Cooperative Learning*,(1990), P.14

coaching.³⁰ It be concluded that Pairs Check is a technique where the students are worked in pairs to solve the problem as a partner and a coach.

Pairs Check helps students in Active engagement, excitement, teamwork, and positive.³¹ In cooperative learning such as Pair Checks, the students are divided into groups of two for each group. Each set of pupils will experience a challenge. They must attempt to solve the issue before a few additional groups check the outcomes of their group conversation. Because it consists of only two people, the couple will learn to be more active in solving problems and can give new knowledge. Additionally, this technique implements cooperative learning, which tests students' independence and problem-solving skills. Furthermore, this method develops students' social skills, sense of responsibility, teamwork skills, and assessment-giving abilities.

Regarding to the concept of cooperative learning. Van dat Tran elaborated that cooperative learning comprises instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content.³² Also Jack C Richard with cooperative learning, students work together in groups whose usual size is two to four members. However, cooperative learning is more than just putting students in groups and giving them something to do.

³⁰ Wendy Jolliffe, *Cooperative Learning In The Classroom*, (London: Paul Chapman Publishing, 2007), p.44

³¹ Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 3.15

³² Van Dat Tran, *The Effects Of Cooperative Learning On The Academic Achievement And Knowledge Retention*, International Journal Of Higher Education Vol. 3, No. 2; 2014, P. 131.

Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members.³³

Furthermore, Pairs Check is a technique which students work in pairs within teams.³⁴ Because each student should be independent of the others, this type of learning might enhance students' ability to work in groups and exercise responsibility. Students are often afraid to explore their minds and present their ideas. Pairs Check might be one technique to explore their minds because many pupils are confident when they chat with their friend. Because they work together to address difficulties, they are more likely to find a solution. Their talking time has also grown since kids are obliged to speak and demonstrate their opinions. As a result, Pairs Check might be an efficient technique to increase their social working time.

Finally, Pairs Check is a cooperative learning activity in which students work in pairs. There are two people in the group. Every group is assigned a task, which they must solve with their partner. This Technique may increase students' dependability and problem solving abilities. This technique also improves students' social responsibility, teamwork, and capacity to assess.

³³ Jack C. Richard And Willy A. Renandya, *Methodology In Language Teaching*, (New York: Cambridge University Press, 2002), P. 52

³⁴ Nurhidayah Sari, The Effect of Pair Check Technique and Prior Knowledge on Students' Writing Skill, (Journal of English Language and Education, Vol I (1), 2016), p. 47 available on <http://jele.or.id>

2. The Procedure of Pairs Check Technique

There are some procedure of Pairs Check technique in teaching writing they are:

- a. Teacher divided students into group of four
- b. Teacher ask each students to pair up with another students
- c. Each pair will have a student A and student B
- d. Give each pair a set of problems
- e. In pairs, students A will do the first problem explaining the steps to student B. While student B acts as a coach. When the pair agrees on the solution, student B will give gift for the student A. then they move to the next problem.
- f. Next, student B does the next problem, explaining the steps, while student A acts as a coach. When they agree on the solution, students A and B will do hand-shake.
- g. After finishing the first two problems, teacher asks the students to pair up with another pair of students in the same group.³⁵
- h. Teacher and students discussing the answer or solution together

3. Advantages of Pairs Check Technique

There are some advantages of Pair Check technique in the implementation in the class.

- a. Pairs Check technique builds students patience among the team work partners.

³⁵ Spencer kagan and Miguel Kagan. *Kagan Cooperative Learning*, p. 6.32

- b. Pairs Check technique trains the students to give and receive motivation from his partner in a good way.³⁶
- c. Pairs Check technique also trains students to be open to a constructive criticism or advice from his partner.
- d. Pairs Check provide students an opportunity to become a coach for his partner and also give chance to seek assistance from another partner in a good way.

Pair Check technique creates a positive effect on students because they study towards a common aim, learn through teaching each other, share their thoughts with the other students, motivated each other to learn, and are rewarded for their individual and cooperative effort so that makes the students trying their best to solve the problem especially by comprehending what they have learn.

4. Disadvantages of Pairs Check Technique

This technique also has several limitations:

- a. Firstly, it requires more time because there some stages in this technique that need more time.
- b. Second, Pair Check technique also requires a high understanding concept to become a cannot convey and do his job. Here, the teacher also should give an easy understood instruction to the students. What the students should and should not do.

³⁶ *Ibid* , p. 4.9

5. The Teaching Procedure of Descriptive Writing Skill Trough Pairs Check Technique

Based on the teaching procedure of Pairs Check technique that is elaborated by kagan in the previous discussion. The research designs a teaching procedure of writing trough pairs check technique are as follow:

- a. The teacher explain the material about descriptive text.
- b. The teacher divided students into four groups and each group have 2 pairs.
- c. Each pair consisted of two people and called as a coach and partner. A coach responsible in checking the students' written work and then provided feedback on the other's person solution and the explanation behind them while a partner watched and listened to it. Each member of the students assigned to write descriptive text start from identification, and description. The teacher arranged the seating in group before.
- d. After that, the teacher gave the topic about description text to be discussed by students in pair check activity.
- e. after the students finished their written work, they can start doing pair check activity.
- f. Firstly, asked the students to exchange their composition with other pair.
- g. Then, they have to check their friend's work. They can share and discuss their written work together because here is an activity peer

tutoring. The students tried to check the spelling, grammar, punctuation, etc. When the students write and check the work indicated that their grammar will improve, their vocabulary also improved when the students write text. Check the answer will improve the aspects of mechanics because checking the mistake in written work. Compare their task with another students also make the students be able to share their ideas.

- h. The teacher's role here were controlling and providing support both in terms of language and how to make pair check being more effective to do.
- i. Then, asked them to give a mark on words, phrases or sentences which difficult to understand and have any mistake. After giving mark, they wrote their correction under the marks.
- j. Next, after finishing pair check activity, asks them to return the composition to their owner. Then, the students have to re-write their final draft better than before. They may consider using other's pair correction or not.
- k. So, at the end of pair check activity, a discussion among students and teacher should help improving the quality of students' feedback, which will make Pair Check more effective to all student.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

Certainly, every research has variables. Variables is a general class of objects, events, situations, characteristics, and attributes that are interest to the researcher. In this research, the researcher determines two variables.³⁷ They are independent variable (X) and dependent variable (Y). Independent variable (X) is Pairs Check technique and dependent variable (Y) is students' descriptive writing skill. Scott explains that the independent variable, that is, the variable that is systematically controlled by the researcher to determine the effect of that variable. By systematically changing the independent variable and holding all other variables constant, the researchers can be confident that any change in the dependent variable—the outcome the researchers are measuring—is actually due to the effect of the independent variable.³⁸ It means that independent variable is a controlling variable that influences dependent variable in research.

Writing is one of four basic skills that important that must be mastery by the students. Many students consider that writing is difficult language skill to learn, this is because writing involves content, form, grammar, vocabulary and mechanic. Moreover, writing is one of productive skills in English. Because of it is a productive skill, writing is not only need a knowledge or theories but also need idea in its process. The problems faced

³⁷ Mark Balvanes And Peter Caputi, *Introduction Quantitative Research Methods*, (New Delhi: Sage Publications, 2001.), p. 46

³⁸ Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods for Everyday Life*, (San Francisco: Jossey-Bass, 2009), p. 35

in the class are the students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar. Also students has a low motivation to write because its complicated process. So, the teacher need to use an appropriate technique to solve it.

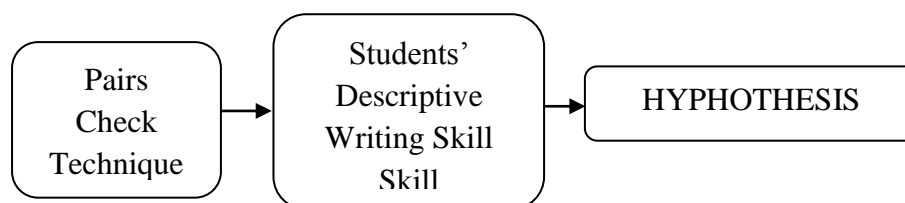
Actually, there are so many techniques in teaching writing especially descriptive text. In this research, the researcher uses Pairs Check technique to teach descriptive text that focus at the tenth grade of SMA N 1 Batanghari East Lampung. The researcher assumes that if teacher uses Pairs Check technique in teaching writing about descriptive text, the students will be easier in brainstorming ideas and they can participate fully in the class through work in group.

If Pairs Check technique is effective for teaching descriptive writing skill, it will give good influence to student's descriptive writing skill. But if Pairs Check technique is ineffective for teaching descriptive writing skill so it will give no influence to the student's descriptive writing skill.

2. Paradigm

Paradigm is the correlation pattern among the variables that will be research. Furthermore, based on theoretical framework above, the researcher describes the paradigm as follow:

Figure 1
The Description of Research Paradigm



Using the Pairs Check Technique has a favorable and significant impact on students' descriptive writing skill, as can be seen from the table above, where Pairs Check Technique students' descriptive writing skill is better. In contrast, there's no beneficial or substantial impact of employing the Pairs Check Technique on the students' descriptive writing skill if the technique is poor and their descriptive writing skill is poor.

D. Hypothesis

1. Hypothesis Formulation

The research hypothesis are the hypotheses developed from observation, the related literature, and/or the theory described in the study. A research hypothesis states the relationship one expects to find as a result of the research.³⁹ It may be a statement about the expected relationship or the expected difference between the variables in the study.

Cresswell explains that hypothesis is prediction the researcher makes about the expected relationship among variables in quantitative research.⁴⁰ There are two kinds of hypotheses, such as alternative and null hypothesis.

Based on assumption above, hypothesis for this research can be formulated as follows:

³⁹ Donal Ary et al., *Introduction to research in Education*, (USA: Wadsworth Cengage Learning, 2010), 8th Edition, p. 91

⁴⁰ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), P. 132

1. Null Hypothesis (Ho)

There is no a positive and significant influence of using Pairs Check technique toward the students' descriptive writing skill at the tenth grade of SMA Negeri 1 Batanghari

2. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Pairs Check technique toward the students' descriptive writing skill at the tenth grade of SMA Negeri 1 Batanghari.

2. Statistical Hypothesis

Related to the concept of statistical hypothesis, Yogesh explains that A hypothesis may be stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non- directional form of hypothesis.⁴¹ This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research are:

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

⁴¹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is the specific procedure involved in the research process: data collection, data analysis, and report writing.¹ 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. Mujis states that quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).² 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. Mujis decides that there are two main types of quantitative research design, experimental design and non-experimental design. Furthermore, the researcher was conduct the research by experimental design which defined as a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis.³

¹ Creswell John W, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Lincoln: New York,2012) , p.20.

² Mujis Daniel, *Doing Quantitative Research in Education*, (London: Sage Publication ,2004) , p.1.

³ *Ibid.*,p.13.

The researcher is intended to investigate whether there is any positive and significant influence of Pairs Check technique toward students' writing skill. The research as conduct in the SMA Negeri 1 Batanghari. The research was focus on whether there is any positive and significant using Pairs Check technique toward the students's descriptive writing skill at the tenth grader of SMA Negeri 1 Batanghari by using experimental design.

B. Population, Sample and Sampling Technique

1. Population

Ary assumes that a population is all members of any well-defined class of people, events, or objects.⁵² Meanwhile, Fraenkel explains that the term *population* refers to all the members of a particular group. It is the interesting group that is to be generalized by researcher in the result of study.⁵³ It means that population is all members of group such as people, objects, or events that is determined in a research.

In this research, the population is all of tenth graders of SMA Negeri 1 Batanghari. There are 166 students at tenth graders of SMA Negeri 1 Batanghari.

2. Sample

A sample is small group that is observed or portion of a population.⁵⁴

A sample is any part of a population of individuals on whom information

⁵²*Ibid.* p.148

⁵³ Jack Fraenkel R. and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), 7th Edition, p.105

⁵⁴ Donal Ary, *Introduction to Research*, p. 148

is obtained. It may, for a variety of reasons, be different from the sample originally selected.⁵⁵

It can be concluded that sample is the small group of elements that is observed. Related to sample discussion, the samples of this research is the students at the tenth graders which consist of six classes. The researcher takes one classes namely X.1 at the tenth grader of SMA Negeri 1 Batanghari as a sample.

3. Sampling Technique

Sampling refers to the process of selecting the individuals who will participate in a research study.⁵⁶ In this research, the researcher used a cluster random sampling technique as a sampling technique which on previous knowledge of a population and the specific purpose of the research. The researcher chooses X.1 because their low score in writing.

C. Operational Definition of Variables

An operational definition ascribes meaning to a construct by specifying operations that researchers must perform to measure or manipulate the construct.⁵⁷ In quantitative research, operational definitions are used to specify how variables will be measured in the study. By using operational definitions, researcher can proceed with investigations that might not otherwise be possible. There are two kinds of variables, namely:

⁵⁵ Fraenkel, *How to Design*, p. 105

⁵⁶ *Ibid.*

⁵⁷ Donal Ary, *Introduction to Research*, p.36

1. Independent Variables

Independent variables are those that (probably) cause, influence or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variable.⁵⁸ Independent variable in this research is pairs check technique. It is a cooperative learning technique that has principle purpose to ask students work in group, all of members in the group have take turn interview each other in one group about a certain topic before doing a project.

The researcher will measure independent variable by using observation. Then, the researcher determines some indicators that should be attained by students in pairs check technique (independent variable) are as follows:

- a. The students are able to do duty in group.
- b. The students are able to communicate and interact to each others in group.
- c. The students are able to contribute and share ideas in a group.
- d. The students are able to be more confidence in participation.

2. Dependent Variables

In experimental studies, the treatment is the independent variable and the outcome is the dependent variable.⁵⁹ It means that dependent variable is the outcomes or result of the influence of the independent variables. Descriptive writing skill is the dependent variable in this

⁵⁸John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 50

⁵⁹ Donal Ary, *Introduction to Research*, p. 37

research. It is one kind of text that has the principal purpose to describe the object (person, thing or place) from looking at the appearance or finding the factual data of the object.

The researcher will measure the dependent variable by using a test. The researcher tests the students by asking them to write a descriptive text with a given topic. It will be implemented to the students at the tenth grade of SMA Negeri 1 Batanghari.

Regarding to the dependent variable in this research. Some indicators that should be attained by the students in writing Descriptive (dependent variable) are:

- a. The students are able to express and explore their background knowledge probing and ideas through written language.
- b. The students are able to arrange good sentences grammatically.
- c. The students are able to write and organize a descriptive text with an appropriate structure.
- d. The students are able to use spelling and punctuation correctly.

D. Data Collecting Technique

1. Test

The valid data can be reached through several techniques of data collection method, one of them is test. Moreover, Anderson with Arsenault

decided that “instrument includes test and questionnaire, observation schedule and any other tool used to collect data”.⁶⁰

Whereas, this research is a experiment design research with applying pre-test and post-test group design. So, the researcher uses test as data collection method to measure dependent variable. The researcher will use written test as a data collecting method to measure students’ Descriptive writing skill. The researcher ask the students to write a descriptive text with a certain topic. After that, the teacher evaluate their writing test to give the scores of pre test and post test.

a. Pre-test

The pre-test will be held in the first meeting before doing treatment in order to know ability of the students before doing the action research.

b. Post-test

The post-test will be held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students’ achievement in the class or is there any significant different between the pre-test score before a treatment and post test score after treatment is given.

⁶⁰ Gary Anderson and Nancy Arsenault, *Fundamental of Education Research*, (USA: Falmer Press, 2005), p. 94

2. Documentation

Arikunto explains that documentation is a method that is used to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agenda, etc.⁶¹

The researcher uses this method to get the data about the history of school, the conditions of teachers and official employees, the quantity of students, and the organization structures of SMA Negeri 1 Batanghari.

E. Research Instrument

The data collecting instrument in this research held the test which has explained follows:

1. Instrument Blueprint

To get the data related to the research problems, the researcher designed with indicators which have been decided. Moreover, the researcher used Pre-test and Post-test instrument.

In order to know students' writing skill, the researcher measures the students' writing skill by asking them to make descriptive text. The researcher is instructing the students to make a simple composition which is determined. Moreover, the researcher uses test instrument to take the scale of instrument which the standard of the score writing test as follows:

⁶¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 274

Table 3
Instrument Blue Print

No	Variables	Indicator	Measurement
1.	Variable X (Pairs Check)	<ul style="list-style-type: none"> - Student able to finish writing in Pairs Check Technique. - They understand to express their idea in writing descriptive text 	Observation
2.	Variable Y (Writing Skill)	<ul style="list-style-type: none"> - Students able to write descriptive text - Students able to use vocabulary, grammar, language use, mechanics, content. 	Writing Test/ Composing

F. Data Analysis Technique

In data analysis technique, the researcher used two formulas. Firstly, to investigate whether there is any positive influence of using Pairs Check technique toward the students's writing skill at the tenth grader of SMA Negeri 1 Batanghari, the researcher used the preexperimental design in the form of t-test by using one group pretest-posttest design. According to Ary, The formulation of t-test as below:

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

Note:

t = t ratio

\bar{D} = average difference

$\sum D^2$ = different score aquared, then summed

$(\sum D)^2$ = difference scores summed then squared

N = number of pairs⁶²

Secondly, to investigate whether there is any significant influence of using Pairs Check technique toward the students's writing skill at the tenth grader of SMA Negeri 1 Batanghari, the researcher used Chi-Square Formula.

According to Ary, when dealing with nominal data, the most widely used tests of significance are the chi-square tests. They compare observed frequencies and expected frequencies.⁶³ It is used to examine the significant differences between observed frequencies and expected frequencies in this research, the researcher uses Chi-Square formula. The formula of Chi-Square:⁶⁴

$$X^2 = \sum \frac{(fo - fe)^2}{fe}$$

Note:

X^2 : Chi-Square obtained

fo : observed frequency

fe : expected frequency

⁶² Donald Ary. *Introduction to Research.*, p. 177

⁶³ *Ibid*, p. 188

⁶⁴ *Ibid*.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The Brief History of SMA Negeri 1 Batanghari

SMA Negeri 1 Batanghari was established in 1993, which was approved by the Minister of National Education led by Mr. Wardiman Djojonegoro.

SMA Negeri 1 Batanghari was officially opened based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 300070/0/1993 dated June 20, 1993 with the students of SMA Negeri 1 Batanghari, as the name implies because at that time the school was established in the autonomous region of Batanghari District, East Lampung Regency, Lampung Province, had Batanghari District in the village of Nampirejo and finally according to the Decree of the Minister of National Education of the Republic of Indonesia Number 02/1993 dated June 20, 1993, the name is SMA Negeri 1 Batanghari until now.

The first decade (1993 to 2000) SMA Negeri 1 Batanghari concentrated on quantity and quality trying to catch up and compete with superior schools in Lampung Province in particular and outside Lampung in general.

The following are the names of the principals in charge of SMA Negeri 1 Batanghari and the year of duty:

Table 4
The History of Principals In SMA Negeri 1 Batanghari
East Lampung

No	Name	Year
1.	Drs. Abdullah Makmur H.A	1993 – 1997
2.	Drs. Jahidin Husein	1997 – 2000
3.	Drs. Slamet Sudioanto	2000 – 2004
4.	Drs. Ketut Sutarta	2004 – 2012
5.	Siman Ragil, S.Pd	2012 – 2013
6.	Drs. Nengah Surata	2013 – 2014
7.	Drs. Budi Rahayu, M.M	2014
8.	Suripto, S.Pd	2014 – 2019
9.	Drs. Mujiono, M.Pd	2019 – now

Source: SMA Negeri 1 Batanghari website

The geographical location of this school is a school that is in the middle of a resident's house, namely on Captain Harun Street, Nampirejo Village 47A, Batanghari District. To the south of SMA Negeri 1 Batanghari is bordered by residential areas. To the north it is bordered by residential areas. In the east it is bordered by Jln. Captain Harun and the settlement. To the west it is bordered by the residents' rice fields and a river in the valley behind the school.

b. Vision, Mission, and Purpose of SMA Negeri 1 Batanghari

1) Vision

To become a school with achievements based on faith and piety.

2) Mission

a) Endeavor to launch various student development programs both in the academic and non-academic fields to produce

graduates who are moral, knowledgeable, skilled, and have a nationality based on faith and piety.

- b) Develop curriculum content according to school character, but with national standards.
 - c) Include educators and education staff to always attend training or workshops so that they become professional staff.
 - d) Organizing peer teaching training to produce an enjoyable, enjoyable and meaningful learning process that is based on Spiritual Quantum Learning.
 - e) Endeavor to procure complete educational facilities from simple to sophisticated such as the use of ICT.
 - f) Striving for the development of a school website as an effective means of promotion.
 - g) Empower various parties to form synergistic relationships in raising funds to improve school quality towards national standards.
 - h) Ensuring the implementation of transparent and accountable school management.
 - i) Striving for the implementation of a valid and authentic assessment or testing system
- 3) Purpose :
- a) The creation of teachers who are proportional in their fields of study.

- b) Producing graduates who are militant, qualified and responsible responsible in practicing his knowledge.
- c) The creation of a beautiful, clean and beautiful school environment so that the teaching and learning process can run smoothly well and it worked.
- d) Students can live independently.

c. School Identity of SMA Negeri 1 Batanghari

Name of School : SMA Negeri 1 Batanghari

NPSN/NSS : 10805998 / 301120402007

Adres : Jln. Kapten Harun 47 A Kec. Batanghari,
Lampung Timur, Lampung.

Postal Code : 34181

Phone : 0852 6745 9668

E-mail : sman01batanghari@gmail.com

Website : <https://sman1batanghari.sch.id/>

d. The Condition of SMA Negeri 1 Batanghari

1) Buildings of SMA Negeri 1 Batanghari

Table 5
Building of SMA Negeri 1 Batanghari

No	Room Name	Condition		Total
		Good	Bad	
1.	Headmaster's Room	√	—	1
2.	Vice Headmaster's Room	√	—	1
3.	Staffroom	√	—	1
4.	Library	√	—	1
5.	Teacher's Room	√	—	1
6.	Classroom	√	—	17
7.	Computer Room	√	—	1

8.	Chemistry Lab	√	—	1
9.	Physics Laboratory	√	—	1
10.	Basket ball court	√	—	1
11.	Headmaster's toilet	√	—	1
12.	Teacher's toilet	√	—	1
13.	Library's toilet	√	—	1
14.	Student's toilet	√	—	1
15.	OSIS Room	√	—	1
16.	Warehouse	√	—	1
17.	Mosque	√	—	1
18.	Canteen	√	—	5
19.	School Medical Room	√	—	1

2) Conditions of Teachers and Official Employers in SMA Negeri 1 Batanghari.

Conditions of teacher and official employers in SMA Negeri 1 Batanghari have been good enough for learning process. The numbers of teacher and official employers in SMA Negeri 1 Batanghari can be identified as follows:

Table 6
Teacher Educational Background

MA/SMA	S1	S2
-	32	2

While the total and condition of the educational staff of SMA Negeri 1 Batanghari can be seen in the following table :

Table 7
Teaching Staff Background

SMP	MA/SMA	D3	S1	S2
4	5	1	3	-

Based on the entire working time, the condition of the teaching staff and education of SMA Negeri 1 Batanghari can be seen in the following table :

Table 8
The Condition of Educators/Educational Staf in View of Period Entire Work

No	Energy	Total Working Time						Total
		<20th	20-29th	30-39th	40-49th	50-59	>59th	
1.	Teacher	10	16	6	-	-	-	32
2.	Staff	-	4	-	-	-	-	4
Total		10	20	6	-	-	-	36

Meanwhile, in terms of age, the state of education staff at
SMA Negeri 1 Batanghari can be seen in the following table :

Table 9
The Condition of E Educators/Educational in Term of Age

No	Energy	Age						Total
		<20th	20-29th	30-39th	40-49th	50-59	>59th	
1.	Teacher	-	-	3	5	23	1	32
2.	Staff	-	-	-	-	4	-	4
Total		-	-	3	5	27	1	36

3) Number of Students at SMA Negeri 1 Batanghari

The number of students in SMA Negeri 1 Batanghari is that
can be identified as follows:

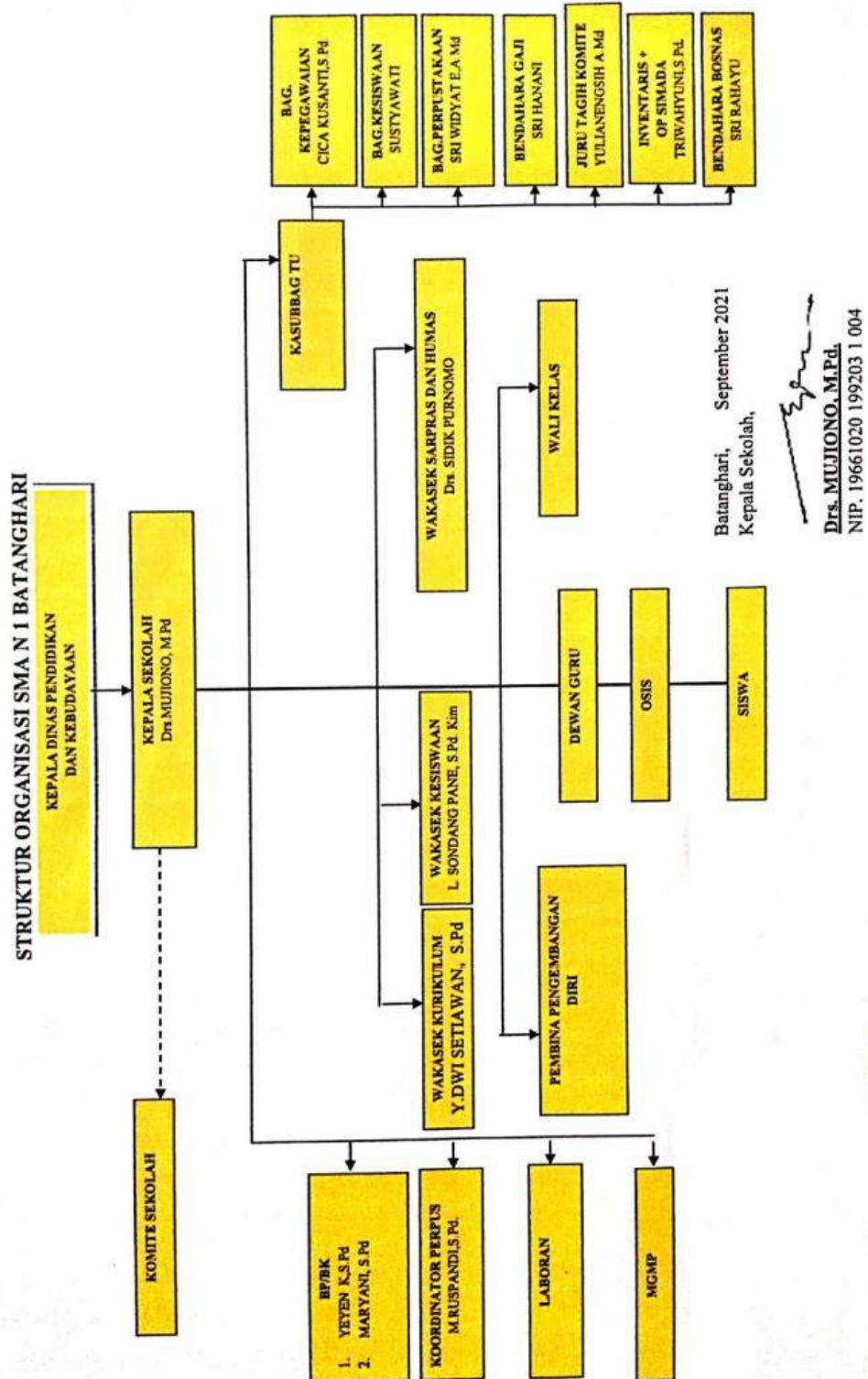
Table 10
The numbers of Students in SMA Negeri 1 Batanghari

No	Class	IPA	IPS	Total
1.	X	82	84	166
2	XI	77	75	152
3.	XII	69	73	142
Total		228	232	460

e. Organization Structure of SMA Negeri 1 Batanghari

Figure 2

The Organization Structure of SMA Negeri 1 Batanghari



2. Description of Result Data Resarch

a. The Result of The Students' Pre-Test

The researcher was conducted the pre test on March 4th, 2023. The researcher has done the pre test to measure the students writing skill before the treatment was given. The pre test which was used in this research is writing test. The result of pre test can be identified as follow :

Table 11
The Result of the Students' Pre-Test at the Tenth Graders of
SMA Negeri 1 Batanghari

No	NAME	CO	OR	VO	GR	MC	SCORE
1	AZZ	16	13	13	17	4	63
2	AN	16	13	13	10	4	56
3	AA	16	13	13	17	4	63
4	CD	21	13	13	21	4	72
5	CAP	21	13	13	17	4	68
6	DA	16	13	9	10	4	52
7	DS	16	13	13	17	4	63
8	FSA	16	13	9	10	4	52
9	FMA	16	13	13	17	4	63
10	FMU	16	17	13	17	5	68
11	HWD	16	13	13	10	4	56
12	IR	16	13	9	10	4	52
13	IS	21	13	13	21	4	72
14	MR	16	17	17	17	5	72
15	MGI	21	13	13	17	4	68
16	MRA	16	13	13	17	4	63
17	MFF	21	13	13	21	4	72
18	NRS	21	13	13	21	4	72
19	NFS	21	13	13	17	4	68
20	PRM	21	13	13	21	4	72
21	RAY	16	13	13	21	5	68
22	RAS	16	13	13	17	4	63
23	RAW	16	13	13	10	4	56
24	SHP	16	13	13	17	4	63
25	SP	21	13	13	21	4	72
26	SWM	21	13	13	17	4	68
27	TDNS	16	13	9	10	4	52
28	VS	16	13	13	17	4	63

Total	1792
Average	64
The highest score	72
The lowest	52
The number of the students who got 75 or more	0

Source: The Result of Students' Pre-Test on March 4th, 2023.

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows:

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 72 - 52 \\
 &= 20
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 28 \\
 &= 1 + 4.775 = 5.775 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{20}{6} = 3,3 \\
 &= 4
 \end{aligned}$$

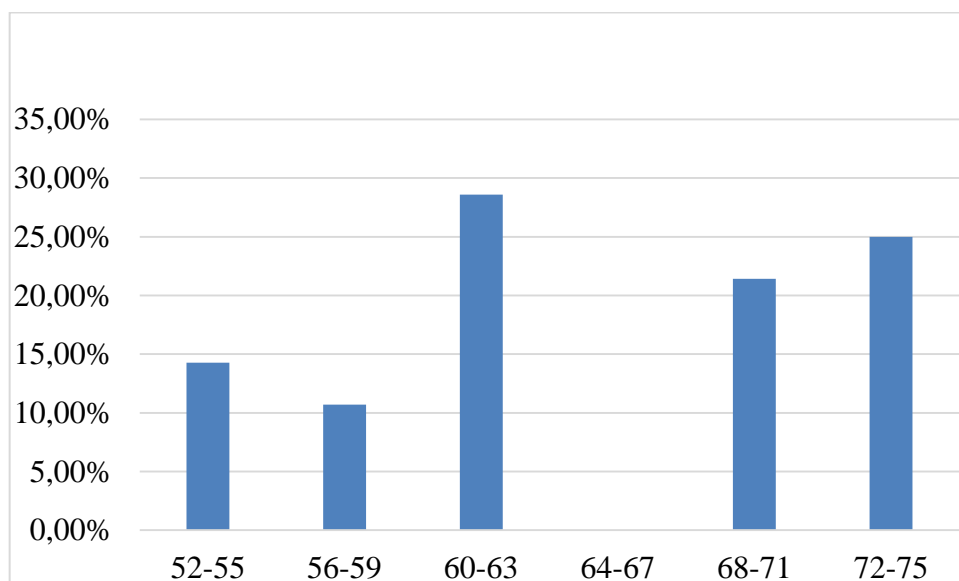
After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 12
Frequency Distribution as the Result of Pre-Test at the Tenth Graders of
SMA Negeri 1 Batanghari

Interval	Frequency	Category	Percentages %
72-75	7	Fair	25%
68-71	6	Low	21,42%
64-67	0	Low	0,0%
60-63	8	Low	28,6%
56-59	3	Low	10,7%
52-55	4	Low	14,28%
	28		100%

Based on the table of frequency distribution above, it can be inferred that no one students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students descriptive writing skill is very low.

Graph 1
Frequency of Students Score in Pre-test



The graph of table frequency distribution above described that the result of the students' score of pre-test (experimental class). There were 4 (14,28%) students got score 52-55. Futhermore, there were 3 (10,7%) students who got score 56-59, 8(28,8%) students who got score 60-63, 8 (0%) students who got score 64-67, 6 (21,42%) students who got score 68-71, and 7 (25%) students got score 72-75. From the data above, it can be seen that students writing skill in pre-test was unsatisfied.

b. The Result of The Students' Post-Test

The researcher was conducted the post-test on March 11th, 2023.

The researcher has done the post-test to measure the students writing skill after the treatment (the implementation of pairs check technique) was given. The post-test which was used in this research is also writing test.

The result of post-test can be identified as follow :

Table 13
The Result of the Students' Post-Test at the Tenth Graders of
SMA Negeri 1 Batanghari

No	NAME	CO	OR	VO	GR	MC	SCORE
1	AZZ	26	17	13	21	5	82
2	AN	21	13	13	17	4	68
3	AA	21	13	13	21	4	72
4	CD	21	17	13	21	4	76
5	CAP	26	20	17	21	4	88
6	DA	16	17	13	17	5	68
7	DS	21	17	13	17	4	72
8	FSA	16	13	13	10	4	56
9	FMA	26	17	13	17	5	78
10	FMU	16	17	13	17	5	68
11	HWD	16	13	13	17	4	63
12	IR	21	13	13	10	4	61
13	IS	26	20	17	21	5	89
14	MR	26	17	13	17	5	78
15	MGI	21	17	17	17	4	76
16	MRA	21	13	13	21	4	72
17	MFF	26	17	13	21	5	82
18	NRS	26	20	17	21	5	89
19	NFS	16	13	13	17	4	63
20	PRM	21	13	13	21	4	72
21	RAY	26	17	13	21	4	81
22	RAS	26	17	13	21	5	82
23	RAW	21	13	13	17	4	68
24	SHP	21	13	13	21	4	72
25	SP	21	17	13	21	4	76
26	SWM	26	20	17	21	4	88
27	TDNS	16	17	13	17	5	68
28	VS	21	17	13	17	4	72

Total	2080
Average	74,2
The highest score	89
The lowest	56
The number of the students who got 75 or more	13

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows:

R = the highest score-the lowest score

$$= 89-56$$

$$= 33$$

K = $1+3.3 \log n$

$$= 1+3.3 \log 2080$$

$$= 5.775$$

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

$$= \frac{33}{6} = 5,5$$

$$= 6$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

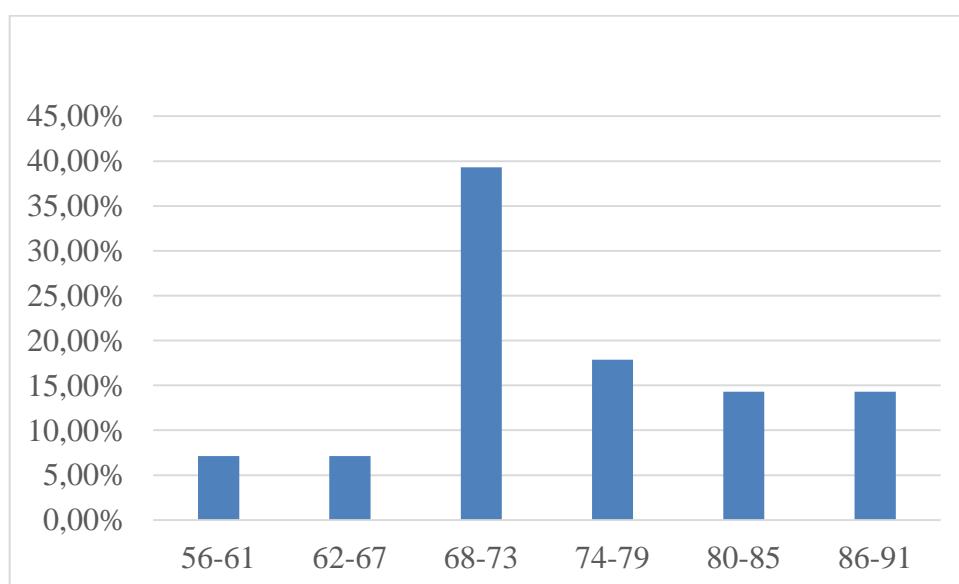
Table 14
Frequency Distribution as the Result of Pos-Test at the Tenth Graders of
SMA Negeri 1 Batanghari

Interval	Frequency	Category	Percentages %
86-91	4	High	14,28%
80-85	4	High	14,28%
74-79	5	Fair	17,86%
68-73	11	Fair	39,3%
62-67	2	Low	7,14%
56-61	2	Low	7,14%
	28		100%

Based on the table of frequency distribution above, it can be inferred that there were 13 students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students descriptive writing skill in post-test was increased good.

Graph 2

frequency students in score of post-test



The graph of table frequency distribution above described that the result of the students' score of post-test (Experimental class). There were 2 (7,14%) students got score 56-61. Furthermore, there were 2 (7,14%) students who got score 62-67, 11 (39,3%) students who got score 68-73, 5 (17,86%) students who got score 74-79, 4 (14,28%) students who got score 80-85, and 4 students (14,28%) got score 86-91, it can be inferred that the students writing skill was good.

3. Hypothesis Testing

After the researcher give treatment by pairs check technique, the researcher analyzed the data by using Paired Sample T-Test in order to prove whether there was any positive and significant influence of pairs check technique toward students' writing skill at the tenth graders of SMA Negeri 1 Batanghari East Lampung as follow (H_0) is accepted, if there was a positive and significant influence of pairs check technique toward students' writing skill. And (H_0) was rejected, if there was no positive and significant influence of pairs check technique toward students' writing skill.

a. Getting The Data of Formula T-Test

To find whether there was any positive and significant influence of Pairs Check technique toward students' writing skill at the tenth graders of SMA Negeri 1 Batanghari East Lampung, the researcher used the data t-test. The researcher prepared the table and put the data into the formula of t-test below to get, t_{observed}

Table 15
The Score of Pre- Test and Post- Test Result of Writing Skill in
Descriptive Text at the Tenth Grader of SMA Negeri 1Batanghari

No	NAME	Pre-test X_1	Post-test X_2	$D = (X_2 - X_1)$	$D^2 = (X_2 - X_1)^2$
1	AZZ	63	82	19	361
2	AN	56	68	12	144
3	AA	63	72	9	81
4	CD	72	76	4	16
5	CAP	68	88	20	400
6	DA	52	68	16	256
7	DS	63	72	9	81
8	FSA	52	56	4	16

9	FMA	63	78	15	225
10	FMU	68	68	0	0
11	HWD	56	63	7	49
12	IR	52	61	9	81
13	IS	72	89	17	289
14	MR	72	78	6	36
15	MGI	68	76	8	64
16	MRA	63	72	9	81
17	MFF	72	82	10	100
18	NRS	72	89	17	289
19	NFS	68	63	-5	25
20	PRM	72	72	0	0
21	RAY	68	81	13	169
22	RAS	63	82	19	361
23	RAW	56	68	12	144
24	SHP	63	72	9	81
25	SP	72	76	4	16
26	SWM	68	88	20	400
27	TDNS	52	68	16	256
28	VS	63	72	9	81
TOTAL		$\sum X_1 =$ 1792	$\sum X_2 =$ 2080	$\sum D =$ 288	$\sum D^2 =$ 4102
Average of D					10,285

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

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

$$t = \frac{10,285}{\sqrt{\frac{\sum 4102 - \frac{(82944)}{28}}{28(27)}}$$

$$t = \frac{10,285}{\sqrt{\frac{4102 - 2962,285}{756}}}$$

$$t = \frac{10,285}{\sqrt{\frac{11339,715}{756}}}$$

$$t = \frac{10,285}{\sqrt{1,508}}$$

$$t = \frac{10,285}{1,228}$$

$$= \underline{8,375}$$

Moreover, after putting the data above into formula t-test, the researcher got t_{observed} is 8,375

To know the critical value of t_{table} , the researcher firstly counted degrees of freedom (d.f), as follows :

$$\text{d.f} = N - 1$$

$$\text{d.f} = 28 - 1$$

$$= 27$$

The degrees of freedom (d.f) was 27, the researcher find it in t-table. So, it is not done interpolation.

Table 16
Critical Value of t_{table}

	5%	1%
d.f 27	2,05	2,77

Source : Suharsimi Arikunto, 2001. *Procedur penelitian suatu pendekatan praktik*, Jakarta: Rineka Cipta.

b. Getting the data of the formula Chi- Square (χ^2)

The formulation of Chi- Square as follow:

$$\chi^2 = \sum \frac{(fo - fe)^2}{fe}$$

Table 17
The Contingency Table of The Expected Frequency at The Result of
Students' Writing Skill in Pre-Test and Post-Test

Variables	Category				Total
	Very Good	Good	Fair	Poor	
Pre-Test	0	13	11	4	28
Post-Test	8	16	4	0	28
Total	8	29	15	4	56

Hypothesis testing by using Chi- Square analyzed as follow:

Table 18
Testing of The Data

Cell	fo	$fe \frac{Cn \times Rn}{N}$	$fo - fe$	$(fo - fe)^2$	$\frac{(fo - fe)^2}{fe}$
1	0	4	-4	16	4
2	13	14,5	-1,5	2,25	0,155
3	11	7,5	3,5	12,25	1,633
4	4	2	2	4	2
5	8	4	4	16	4
6	16	14,5	1,5	2,25	0,155
7	4	7,5	-3,5	12,25	1,633
8	0	2	-2	4	2
Total					15,577

From data above, the value of chi-square was 15,577. Then know the critical value of chi-square the writer firstly counted df, it was degree of freedom. The formulation of df

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

Note:

Df = Degree of freedom

c = Colum

r = Row

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

Table 19

The table of Critical Value of Chi-Square

	5%	1%
d.f 2	5,99	9,21

Source: Suharsimi Arikunto, Procedure Penelitian Suatu Pendekatan Paktik, (Jakarta: Rineka Cipta, 2010).

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

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

- 1) $\chi^2_{\text{observed}} = 18,482$
- 2) $\chi^2_{\text{table or expectancy}} = 5\% (5,99) \text{ and } 1\% (9,21)$

The Degrees of freedom is 2. So the values of χ^2 table 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 Pairs Check technique towards students writing descriptive text from the result of those tests.

From the data above shown the comparison of χ^2 bar with χ^2 table was: $5,99\% < 15,577 > 9,21\%$ in 5% and 1% significance. It means that alternatif hypothesis (H_a) which explains “there is a positive and significant influence of Pairs Check Technique towards student` writing skill at the tenth graders of SMA Negeri 1 Batanghari East Lampung.

4. Interpretation

a. Interpretation of t_{observed}

1. If $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_o is rejected.
2. If $t_{\text{observed}} < t_{\text{table}}$, H_a is rejected and H_o is accepted.

The data confirmed that t_{observed} 8,375 was higher than t_{table} 2,05 in the level of 5% and 2,77 in the level of 1%. It means that H_a was accepted and H_o was rejected. To conclude, that there is positive influence of Pairs Check Technique towards students` writing skill at the tenth graders of SMA Negeri 1 Batanghari East Lampung.

b. Interpretation of χ^2_{observed}

1. If $f o_{\text{observed}} < f e_{\text{table}}$, H_a is accepted and H_o is rejected.
2. If $f o_{\text{observed}} > f e_{\text{table}}$, H_a is rejected and H_o is accepted.

Finally, the critical value of χ^2_{observed} was 15,577 which means that H_a was accepted and H_o was rejected. Therefore, it could be concluded, that there is a positive and significant influence of Pairs

Check Technique towards students' writing skill at the tenth graders of SMA Negeri 1 Batanghari East Lampung.

B. Discussion

In this research, there are two variable consisting of independent variable and dependent variable. Independent variable (X) is Pairs Check technique and dependent variable (Y) is writing skill 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 Pairs Check Technique towards students' writing skill at the tenth graders of SMA Negeri 1 Batanghari East Lampung.

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

Pairs Check is one of the technique that used in writing skill. Pairs Check technique is considered as an important dominant tool in enhancing the process of learning English writing. The researcher uses this technique because Pairs Check 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 Pairs Check 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. Pairs Check is a way to help students who are passive in group activities could be involved in so that they can do the same work in pairs and pairs get checking arrangement. By giving written and oral comment with the pairs, students will be helped to know their mistakes on writing and also know to solve their problem. Furthermore, in the next writing, the students are hoped to decrease their incorrect writing. So they can produce better writing than previous one.

After the student gave this technique, their knowledge about descriptive will be increase. The students at the tenth grade of SMA Negeri 1 Batanghari East Lampung, particulary X1 had done pre- test and post- test where by before holding the post test, the researcher gave them certain treatment that consisted Pairs Check technique. There is a significant influence of Pairs Check technique to them. It concludes that Pairs Check technique is an alternative technique that had influence on the students' writing skill 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 64 and in post –test was 74.2.

To investigate whether there is a positive and significant influence of Pairs Check technique toward students' writing skill descriptive text the researcher

were tested by using formula of chi – square and T-test. There are the result of this research;

- a. If $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$, Ha is accepted and Ho is rejected.
- b. If $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$, 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 χ^2_{observed} in this research was 15,577 (15,577 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.

The result of T-test is;

- 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} 8,375 was higher than t_{table} 2,05 in the level of 5% and 2,77 in the level of 1%. This result of t_{observed} was 8,375 (8,375 was higher than t_{table} 2,05 in the level of 5% and 2,77 in the level of 1%) It means that Ha was accepted and Ho was rejected.

So, there was any positive and significant influence of Pairs Check technique toward students' writing skill at the tenth graders of SMA Negeri 1 Batanghari East Lampung

However, after conducting the research and gaining the data from test and documentation, the researcher found some problems and limitations are as follows:

1. Problem in applying Pairs Check Technique.

In the first activity of the treatment, the researcher did not face difficulty to manage the class. Most of students are able to be active and participate fully during the lesson. However, at the end activity of the treatment, the researcher faced difficulty to manage the class because the students have lost their concentration or their focus. For example, when the researcher asked students to analyze group's writing, most of students seemed very busy with their friends. Also, the class was a little noisy.

2. Students' problem in writing class.

Some students did not care much about grammar. So, they have some difficulties in writing.

3. This research was conducted at the tenth graders of SMA Negeri 1 Batanghari.

CHAPTER V

CONCLUSION AND SUGGESTIONS

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. Pairs Check is one of technique that used in writing skill

Pairs Check is a way to help students who are passive in group activities could be involved in so that they can do the same work in pairs and pairs get checking arrangement. By giving written and oral comment with the pairs, students will be helped to know their mistakes on writing and also know to solve their problem. Pairs Check can make the student more active 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 Pairs Check technique toward students' writing skill the researcher were tested by using formula of chi – square and T-test. If $x^2_{\text{observed}} > x^2_{\text{table}}$, H_a is accepted and H_o is rejected. In this research, the result of critical value x^2_{observed} was 15,577 (15,577 was higher than 5,99 in the level of 5% and 9,21 in the level of 1%) which revealed that H_a was accepted and H_o was rejected.

If $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_o is rejected. It can be seen from the result of critical value t_{observed} was 8,375 (t_{observed} 8,375 was higher than t_{table} 2,05 in the level of 5% and 2,77 in the level of 1%) which revealed that H_a was accepted and H_o was rejected. In short, there is any positive and significant influence of using Pairs Check Technique toward students' writing skill at the tenth graders of SMA Negeri 1 Batanghari East Lampung.

B. Suggestion

Based on the explanation above, the researcher suggests some points as follows:

1. To Teacher

The teacher should choose a great technique in teaching English especially in writing class in order that the students can more participate fully in the class and understand the material that is delivered by the teacher, because by a great technique in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

2. To Students

- a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
- b. The students should to care more about grammar and punctuation in their writing.

- c. The students are suggested to improve their descriptive writing skill.
3. To Headmaster
- a. The researcher greatly expects that this study can give contribution for the school, such as a good inspiration for further studies in learning descriptive writing skill.
 - b. The school is recommended to make the further study in applying Pairs Check Technique which is done by the teacher in learning descriptive writing.

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APPENDICES

SILABUS MATA PELAJARAN: BAHASA INGGRIS

Satuan Pendidikan : SMA

Kelas : X

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal didepan kelas / berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur 	<p>9 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	<p>bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p>	<p>dengan pengucapan, tekanan kata dan intonasi yang tepat</p> <ul style="list-style-type: none"> Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 	<p>kebahasaan dalam membuat teks deskriptif</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya Siswa menyunting deskripsi yang dibuat teman. Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. Siswa dapat menggunakan ‘learning journal’ 	<p>rekaman monolog teks deskriptif.</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		

THE LESSON PLAN 1

The Name of School	: SMA Negeri 1 Batanghari
Class/Term	: X (Tenth)/ 2 (second)
Subject	: English
Kind of Text	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 × 45 Minutes

A. Standard competence

Analyzing social functions, structure text, and linguistic elements in the text simple descriptive about people, tourist attractions, and buildings famous historical, corresponding to the context in which it is used.

B. Basic competence

Properly compose simple oral and written descriptive texts about famous people, tourist attractions, and historical buildings, taking into account the purpose, structure of the text, and linguistic elements, correctly and according to the context.

C. Indicators

1. Using simple present tense to describe the general object in descriptive text.
2. Writing text in the form of descriptive.

D. The purpose of learning

1. Students are able to use simple present tense to describe the general object in descriptive text.
2. Students are able to write a text in from descriptive.

E. The material

1. Definition of descriptive text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. But in particular, the descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

2. Generic structure of descriptive text

There are two generic structure of descriptive text namely:

- a. **Identification:** (contains about the introduction of a person, place, animal or object will be described.)
- b. **Description:** contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describes.

3. Language feature of descriptive text

- a. Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim

- b. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in Jepara, etc.
- c. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- d. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.)

4. Example of descriptive text

My Toy

Identification

I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday last year.

Description

The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

F. Teaching technique

-

G. Teaching learning activities

Pre-activity

- a. Teacher gives greeting to students
- b. Praying
- c. Teacher calls roll of the students
- d. Teacher gives warming up to students about the last topic

While activity (pre-test)

- a. Teacher explain what descriptive text, its generic structure and language features of descriptive text.

<ul style="list-style-type: none"> b. Teacher gives the students some topics about descriptive text. c. Each student chooses one of the topics which they want to write. d. Each student writes a descriptive text base on the prior knowledge. (individually) e. The teacher access the students assignment.
Post-Activity <ul style="list-style-type: none"> a. Teacher will provide the conclusions of the material have been learned. b. Teacher gives reflection. c. Teacher assign tasks (homework) to students. d. Teacher give closing greeting.

H. Media in learning activities

1. LCD projector, screen, and laptop.
2. White board.
3. English book.
4. English dictionary.

I. Evaluation

1. Technique : Skill-assessment
2. Type : Writing test
3. Instrument : W rite a descriptive text based on the topic which you have gotten. At least two paragraph.
4. Scoring standard :

The standard score

Scoring Element	Scale	Quality	Description
Content	30-27	Excelent to very good	Knowledgeable, substantive, etc.
	26-22	Good to average	Some knowledge of subject, adequate, range, etc.
	21-17	Fair to poor	Does not show knowledge of subject, little substance, etc.
	16-13	Very poor.	Does not show knowledge of subject, non substantive, etc.
Organization	20-18	Excelent to very good	Fluent expression, ideas clearly, stated, etc.
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.

	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Very poor.	Does not communicate, no organization, etc.
Vocabulary	20-18	Excelent to very good	Sophisticated range, effective, word/idiom choice and usage, etc.
	17-14	Good to average	Adequate range, occasional errors of word/idiom, choice, usage but meaning not absured.
	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Very poor	Essentially translation, little knowledge of english vocabulary.
Grammar	25-22	Excelent to very good	Effective complex constructions, etc.
	21-19	Good to average	Effective but simple constructions, etc.
	17-11	Fair to poor	Major problems in simple complex constructions, etc.
	10-5	Very poor	Virtually, no mastery of sentence construction rule
Mechanics	5	Excelent to very good	Demonstrates mastery of conventions Mechanics.
	4	Good to average	Occasional errors of spelling, punctuation, etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Very poor.	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paraghraping, etc.

Batanghari, February 18th, 2023

English teacher of the tenth grade
of SMA Negeri 1 batanghari

The researcher



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The Headmaster of
SMA Negeri 1 Batanghari



Drs. MUJIONO, M.Pd
NIP. 19661020 199203 1 004

THE LESSON PLAN 2

The Name of School	: SMA Negeri 1 Batanghari
Class/Term	: X (Tenth)/ 2 (second)
Subject	: English
Kind of Text	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 × 45 Minutes

A. Standard competence

Analyzing social functions, structure text, and linguistic elements in the text simple descriptive about people, tourist attractions, and buildings famous historical, corresponding to the context in which it is used.

B. Basic competence

Properly compose simple oral and written descriptive texts about famous people, tourist attractions, and historical buildings, taking into account the purpose, structure of the text, and linguistic elements, correctly and according to the context.

C. Indicators

1. Using simple present tense to describe the general object in descriptive text.
2. Writing text in the form of descriptive.

D. The purpose of learning

1. Students are able to use simple present tense to describe the general object in descriptive text.
2. Students are able to write a text in from descriptive.

E. The material

1. Definition of descriptive text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. But in particular, the descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

2. Generic structure of descriptive text

There are two generic structure of descriptive text namely:

- a. **Identification:** (contains about the introduction of a person, place, animal or object will be described.)

- b. **Description:** contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describes.

3. Language feature of descriptive text

- a. Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
- b. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in Jepara, etc.
- c. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- d. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.)

4. Example of descriptive text

My Toy

Identification

I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday last year.

Description

The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

F. Teaching technique

Pairs check technique

G. Teaching learning activities

Pre-activity

- a. Teacher gives greeting to students
- b. Praying
- c. Teacher calls roll of the students
- d. Teacher gives warming up to students about the last topic

While activity (treatment by using pairs check technique)

- a. Teacher explain what descriptive text, its generic structure and language features of descriptive text.
- b. The teacher divided students into four groups and each group have 2 pairs.
- c. Each pair consisted of two people and called as a coach and partner. A coach responsible in checking the students' written work and then provided feedback on the other's person solution and the explanation behind them while a partner watched and listened to it. Each member of the students assigned to write descriptive text start from identification, and description. The teacher arranged the seating in group before.
- d. After that, the teacher gave the topic about description text to be discussed by students in pair check activity.
- e. after the students finished their written work, they can start doing pair check activity.
- f. Firstly, asked the students to exchange their composition with other pair.
- g. Then, they have to check their friend's work. They can share and discuss their written work together because here is an activity peer tutoring. The students tried to check the spelling, grammar, punctuation, etc. When the students write and check the work indicated that their grammar will improve, their vocabulary also improved when the students write text. Check the answer will improve the aspects of mechanics because checking the mistake in written work. Compare their task with another students also make the students be able to share their ideas.
- h. The teacher's role here were controlling and providing support both in terms of language and how to make pair check being more effective to do.
- i. Then, asked them to give a mark on words, phrases or sentences which difficult to understand and have any mistake. After giving mark, they wrote their correction under the marks.
- j. Next, after finishing pair check activity, asks them to return the composition to their owner. Then, the students have to re-write their final draft better than before. They may consider using other's pair correction or not.
- k. So, at the end of pair check activity, a discussion among students and teacher should help improving the quality of students' feedback, which will make pair check more effective to all student.

Post-Activity

- a. Teacher will provide the conclusions of the material have been learned.
- b. Teacher gives reflection.

- c. Teacher assign tasks (homework) to students.
- d. Teacher give closing greeting.

H. Media in learning activities

1. LCD projector, screen, and laptop.
2. White board.
3. English book.
4. English dictionary.

I. Evaluation

1. Technique : skill-assessment
2. Type : writing test
3. Instrument : write a descriptive text based on the topic which you have gotten. At least two paragraph.
4. Scoring standard :

The standard score

Scoring Element	Scale	Quality	Description
Content	30-27	Excelent to very good	Knowledgeable, substantive, etc.
	26-22	Good to average	Some knowledge of subject, adequate, range, etc.
	21-17	Fair to poor	Does not show knowledge of subject, little substance, etc.
	16-13	Very poor.	Does not show knowledge of subject, non substantive, etc.
Organization	20-18	Excelent to very good	Fluent expression, ideas clearly, stated, etc.
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Very poor.	Does not communicate, no organization, etc.
Vocabulary	20-18	Excelent to very good	Sophisticated range, effective, word/idiom choice and usage, etc.
	17-14	Good to average	Adequate range, occasional errors of

			word/idiom, choice, usage but meaning not absured.
	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Very poor	Essentially translation, little knowledge of english vocabulary.
Grammar	25-22	Excelent to very good	Effective complex constructions, etc.
	21-19	Good to average	Effective but simple constructions, etc.
	17-11	Fair to poor	Major problems in simple complex constructions, etc.
	10-5	Very poor	Virtually, no mastery of sentence construction rule
Mechanics	5	Excelent to very good	Demonstrates mastery of conventions Mechanics.
	4	Good to average	Occasional errors of spelling, punctuation, etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Very poor.	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paraghraping, etc.

Batanghari, February 18th, 2023

English teacher of the tenth grade
of SMA Negeri 1 batanghari

The researcher

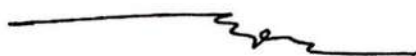


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NIP. 19661020 199203 1 004

PRE-TEST

Name :

Class :

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Afgan
- Jokowi
- Atta Halilintar
- Ariel Noah

Answer :

[illegible]

POST-TEST

Name :

Class :

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Deddy Corbuzier
- Rhoma Irama
- Ahmad Dhani
- Sule
- Raffi Ahmad

Answer :

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

The Result of The Students' Pre-Test at the Tenth Graders of
SMA Negeri 1 Batanghari

No	NAME	CO	OR	VO	GR	MC	SCORE
1	AZZ	16	13	13	17	4	63
2	AN	16	13	13	10	4	56
3	AA	16	13	13	17	4	63
4	CD	21	13	13	21	4	72
5	CAP	21	13	13	17	4	68
6	DA	16	13	9	10	4	52
7	DS	16	13	13	17	4	63
8	FSA	16	13	9	10	4	52
9	FMA	16	13	13	17	4	63
10	FMU	16	17	13	17	5	68
11	HWD	16	13	13	10	4	56
12	IR	16	13	9	10	4	52
13	IS	21	13	13	21	4	72
14	MR	16	17	17	17	5	72
15	MGI	21	13	13	17	4	68
16	MRA	16	13	13	17	4	63
17	MFF	21	13	13	21	4	72
18	NRS	21	13	13	21	4	72
19	NFS	21	13	13	17	4	68
20	PRM	21	13	13	21	4	72
21	RAY	16	13	13	21	5	68
22	RAS	16	13	13	17	4	63
23	RAW	16	13	13	10	4	56
24	SHP	16	13	13	17	4	63
25	SP	21	13	13	21	4	72
26	SWM	21	13	13	17	4	68
27	TDNS	16	13	9	10	4	52
28	VS	16	13	13	17	4	63
Total							1792
Average							64
The highest score							72
The lowest							52
The number of the students who got 75 or more							0

English teacher of the tenth grade
of SMA Negeri 1 batanghari



NGADERI, S.Pd
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The Result of The Students' Post-Test at the Tenth Graders of
SMA Negeri 1 Batanghari

No	NAME	CO	OR	VO	GR	MC	SCORE
1	AZZ	26	17	13	21	5	82
2	AN	21	13	13	17	4	68
3	AA	21	13	13	21	4	72
4	CD	21	17	13	21	4	76
5	CAP	26	20	17	21	4	88
6	DA	16	17	13	17	5	68
7	DS	21	17	13	17	4	72
8	FSA	16	13	13	10	4	56
9	FMA	26	17	13	17	5	78
10	FMU	16	17	13	17	5	68
11	HWD	16	13	13	17	4	63
12	IR	21	13	13	10	4	61
13	IS	26	20	17	21	5	89
14	MR	26	17	13	17	5	78
15	MGI	21	17	17	17	4	76
16	MRA	21	13	13	21	4	72
17	MFF	26	17	13	21	5	82
18	NRS	26	20	17	21	5	89
19	NFS	16	13	13	17	4	63
20	PRM	21	13	13	21	4	72
21	RAY	26	17	13	21	4	81
22	RAS	26	17	13	21	5	82
23	RAW	21	13	13	17	4	68
24	SHP	21	13	13	21	4	72
25	SP	21	17	13	21	4	76
26	SWM	26	20	17	21	4	88
27	TDNS	16	17	13	17	5	68
28	VS	21	17	13	17	4	72
Total							2080
Average							74,2
The highest score							89
The lowest							56
The number of the students who got 75 or more							13

English teacher of the tenth grade
of SMA Negeri 1 batanghari



NGADERI, S.Pd
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PRE-TEST

Name : Afifah Zulma Zein

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Afgan
- b. Jokowi
- c. Atta Halilintar
- d. Ariel Noah

Answer :

Afgan is a public figure. He is a person who has many talents and fans, especially female fans. He is a singer in Indonesian. He look very handsome. He has pointed nose, brown eye, stylish hairstyles and dimple. He always use spectacle.

{ Afgan }

63

CO : 16

CR : 13

UD : 13

GR : 17

MC : 4

POST-TEST

Name : Afifah Zulma Zein

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Deddy Corbuzier
- b. Rhoma Irama
- c. Ahmad Dhani
- d. Sule
- e. Rofi Ahmad

Answer :

Rhoma Irama

Actually, Rhoma Irama is a famous Dangdut singer in Indonesia. People call him the king of Dangdut. His birth name is Raden Irama.

His body is tall and little fat. He has round face and wavy hair. He also has big nose, thick lips and whiskers. Actually, Rhoma Irama is the member of Soneta grup. There are many song which created by him. For example, there are some songs like Begadang, Judi, Merasantika, etc. Moreover, he also becomes an actor in some films. When he sings on the stage, he usually plays his special gitar.

82

CO = 23

CP = 17

VO = 13

GP = 21

HC = 5

PRE-TEST

Name : Arinan Naja

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Afgan
- b. Jokowi
- c. Atta Halilintar
- d. Ariel Noah

Answer :

Jokowi

Jaka Widada or Jokowi is president in Indonesia now. He ^{is} come from Solo. He has thin body and has brown skin and short hair. he always use white shirt.

56

CO : 16

OK : 13

UD : 13

GR : 10

MC : 4

POST-TEST

Name : Arinan Naja

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Deddy Corbuzier
- b. Rhoma Irama
- c. Ahmad Dhani
- d. Sule
- e. Rofi Ahmad

Answer :

His name is entis Sutisna. We can call him Sule. He is one of famous comedian in Indonesia. He is Sundanese. He can speak Sundanese well. He is very unique and funny. He also has many talents. He has long hair with yellow color. He has flat nose and small eyes.

Co : 21

OK : 13

VO : 13

SK : 17

MC : 4

60

PRE-TEST

Name : Alvin Alvin

Class : X WA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Afgan
- b. Jokowi
- c. Atta Halilintar
- d. Ariel Noah

Answer :

Ariel Noah

Ariel is a vocalist of one band namely Noah. Many girl like him because he looks very handsome and cool. He is also very famous. He has beautiful voice. He has white skin and short body. He is also a smart song writer.

63

CO : 16

OR : 13

UD : 13

GR : 17

MC : 4

POST-TEST

Name : Azzahra Alika

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Deddy Corbuzier
- b. Rhoma Irama
- c. Ahmad Dhani
- d. Sule
- e. Raffi Ahmad

Answer :

Ahmad Dhani

Ahmad Dhani is a famous Indonesian singer and legend musician. Dhani has 3 handsome children. They are AL EL and Dul. Dhani's body is tall and well built. Then, he has beard, pointed nose, and thick lips. He usually appear on Television with a rocker style.

He usually wears a black shirt, jacket, black jeans and rock shoes. He is also a jury in some singing competition programs on Television.

72

CO : 21

OR : 13

VO : 13

CR : 21

mc : 4

PRE-TEST

Name : Catur Devangga

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Afgan
- Jokowi
- Atta Halilintar
- Ariel Noah

Answer :

Atta Halilintar

Atta Halilintar is a famous and succes youtuber from Indonesia. So, he is very rich now. He is the first child from Gen Halilintar Family which have 11 children. He is a handsome man. He has pointed nose, brown eyes and colorful hair.

He has many fans in Indonesia. He also has some business like Atta clothes. The famous jargon from Atta is "Asshiiiiiaap"

CO : 21

CR : 13

VO : 13

SR : 21

MC : 4

72

POST-TEST

Name : Catut Derangga

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Deddy Corbuzier
- b. Rhoma Irama
- c. Ahmad Dhani
- d. Sule
- e. Raffi Ahmad

Answer :

Deddy Corbuzier

His name is Deddy Corbuzier. we can call him by Deddy. He works as an artist and become a YouTuber. He is also Famous person. He is a Single Father

He looks very handsome with his pointed nose brown eyes and bald hairstyle. He has athletic and tall body. He is also smart and hard worker. However many people think that he is an arrogant person.

76

CO : 21

OR : 17

VD : 13

CR : 21

MC : 4

PRE-TEST

Name : CHIKA AMALIA Putri

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Afgan
- b. Jokowi
- c. Atta Halilintar
- d. Ariel Noah

Answer :

Atta Halilintar

Atta is a youtuber with millions subscribers. Because of it he is very famous in Indonesia also Asia. Atta Halilintar has straight, thick and multicolored hairsyle.

many people like him because of he is handsome. He has pointed nose and big eye. He always uses a special accessory in his head. He is very rich although still young.

68

CO : 21

OR : 13

VO : 13

GR : 17

MC : 4

POST-TEST

Name : CHH-A AMALIA PUTRA

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Deddy Corbuzier
- Rhoma Irama
- Ahmad Dhani
- Sule
- Raffi Ahmad

Answer :

Rhoma Irama

His name is Raden Irama. people call him Rhoma Irama. That is the abbreviation of Raden Haji Omar Irama. Actually, he is the most famous Dangdut Singer in Indonesia.

Rhoma Irama looks handsome and charismatic. He has wavy hair and round face. He also has thick eyebrows, prominent eyes, big nose and thick whiskers. His body is little fat and tall with white skin. Usually, he wears white costume and scarf on his shoulder when he performs on the stage.

Furthermore, people also call him "The King of Dangdut". moreover, He works not only as the vocalist of soneta group, but also he is a song writer and an actor of some film. Rhoma is a wise and religious person.

CO : 26

OR : 20

VO : 12

GR : 21

MC : 9

PRE-TEST

Name : Devita Andriani

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Afgan
- b. Jokowi
- c. Atta Halilintar
- d. Ariel Noah

Answer :

Atta Halilintar

Atta Halilintar as one from famous youtuber
in Southeast Asia. He is so handsome and stylish
hairstyle. He was very succes and rich.
is successful

CO : 16

OK : 13

VO : 9

GR : 10

MC : 9

POST-TEST

Name : Devita Andriani

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Deddy Corbuzier
- Rhoma Irama
- Ahmad Dhani
- Sule
- Raffi Ahmad

Answer :

Raffi Ahmad

Raffi Ahmad is an artist, presenter and famous youtuber in Indonesia. He is from Bandung.

He looks very handsome and cool. so, many girl like him.

He is also very rich. He has many luxurious car in his house.

Raffi Ahmad has wife namely Nagita Slavina and his first son is Rafatar.

CO : 16

OR : 17

VO : 13

GR : 17

NIC : 5

PRE-TEST

Name : Doni Setiawan

Class : X MIA¹

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Afgan
- b. Jokowi
- c. Atta Halilintar
- d. Ariel Noah

Answer :

Atta Halilintar

one of the names of Indonesian
Atta halilintar is a name of a content Creator
in Youtube from Indonesia. His full name is
Muhammad Attamimi Halilintar. Everyone call
him Atta He is the first Youtuber who get
diamond play button in Southeast Asia. He
is very rich.

63

CO = 16

OR = 12

JO = 13

ER = 17

MC = 9

POST-TEST

Name : Dwi Setyaningrum

Class : X IPA 1

Direction : Write a descriptive text based on the topics belows (At least two paragraph):

- a. Deddy Corbuzier
- b. Rhoma Irama
- c. Ahmad Dhani
- d. Sule

Answer :

Sule

ENTIS Suisna or we can call him Sulo
is the most funny comedian in Indonesia.
He is Sundanese. Therefore, he can speak
Sundanese very good.

Sule is very unique. His hair is
long with brown and yellow color. He has
oval face, flat nose and slanted eyes

Sule also became a presenter in TV
shows such as PAS Mantab and Titi
Tikusohu. He also an actor in the film
awas ada Sule

CO : 21

OR : 17

VO : 13

GR : 17

MC : 9

PRE-TEST

Name : Fadila Syifa Aulia

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Afgan
- Jokowi
- Atta Halilintar
- Ariel Noah

Answer :

Jokowi

Jokowi is our President. He ^{has} complete name (ir.)

Joko widodo - He is Java Person. (He very Simple Person.

He is never appear luxurious.

SO

CO : 16

OK : 13

VO : 9

GR : 10

MC : 4

POST-TEST

Name : Fadila Syifa Aulia

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Deddy Corbuzier
- b. Rhoma Irama
- c. Ahmad Dhani
- d. Sule
- e. Rafi Ahmad

Answer :

Ahmad Dhani

Ahmad Dhani is very Famous in Indonesia . He
is musician and Producer. He has bald head and long
beard. He like a rocker style. He have three handsome
Child namely Al, El and Doel

56

Co : 16

OR : 13

VO : 13

OK : 10

MC : 4

PRE-TEST

Name : Farhan Maulana

Class : X IPA I

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Afgan
- b. Jokowi
- ☒ c. Atta Halilintar
- d. Ariel Noah

Answer :

Atta or his complete name Atta Halilintar is a handsome man. He has characteristic that is always wear a headband and wear glasses. He is very smart person. He is famous Youtuber from Indonesia. He look so handsome because he has pointed nose and cool hair.

Co : 16

OK : 13

VO : 15

CR : 12

MC : 4

63

POST-TEST

Name : Farhan Maulana

Class : X IPA I

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Deddy Corbuzier
- b. Rhoma Irama
- c. Ahmad Dhani
- d. Sule
- & Raffi Ahmad

Answer :

He is Raffi Ahmad, His complete name is Raffi Faridz Ahmad. He is the Public figure in Indonesia, Actually, he is a Presenter and actor in many TV Program. He come from Bandung. He is also a YouTuber.

Raffi has a pointed nose, thick eyebrows and oval face. He also has stylish hairstyle. He has a ideal and white body. He looks very handsome and impressive.

Raffi is very active and friendly, but he is famous as a Playboy.

78

CD : 26

OR : 12

VO : 13

CR : 17

MC : 5

PRE-TEST

Name : fuad mufidin.
Class : X IPA I.

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Afgan
- b. Jokowi
- c. Atta Halilintar
- d. Ariel Noah

Answer :

Jokowi

Our presiden now is Jokowi. He is ir. Joko widodo. He is the governor of Jakarta before. Jokowi has physic thin and tall body. He is very humble and friendly. He likes to wear white shirt everywhere. he has three children, they are Kaesang, ayu and Gibran.

CO : 18

CR : 17

VO : 13

GR : 17

MC : 5

68

POST-TEST

Name : Fuad mufidun.

Class : XI IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Deddy Corbuzier
- Rhoma Irama
- Ahmad Dhani
- Sule

Answer :

Deddy Corbuzier.

His name is Deddy Corbuzier, we can call him Deddy. He is a magician and Presenter of Hitam Putih. He is smart people. He has bald hair style, pointed nose and cruel face. His body is athletic and tall. He has one son namely Aska. He very loves his son. He often use black coat in Hitam Putih channel.

CO : 11

OR : 17

VO : 13

ER : 17

MC : 5

PRE-TEST

Name : Handetha Wimar Dianata

Class : X IPA I

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Afgan
- Jokowi
- Atta Halilintar
- Ariel Noah

Answer :

Afgan

Afgan is Pop Singer. He has beautiful Voice. He is so handsome with dimples. He always use glasses. Many girl like Afgan because he is calm and romantic

CO = 16

DR = 13

VO = 13

FR = 10

NIC = 4

POST-TEST

Name : Handetha Wimar Dianata

Class : X IPA I

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Deddy Corbuzier
- Rhoma Irama
- Ahmad Dhani
- Sule
- Raffi Ahmad

Answer :

Rhoma Irama

He is Raden Irama. People call him Rhoma Irama. He is the king of dangdut of Indonesia. He is the member of Seneca group.

He is Very religious and charismatic person. He has wavy, hair, round face. His body tall and little fat.

CO : 16

OR : 13

VO : 13

GR : 12

MC : 4

PRE-TEST

Name : IRVAN

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Afgan
- b. Jokowi
- c. Atta Halilintar
- d. Ariel Noah

Answer :

Ariel Noah

Ariel Noah is the VOCALIS OF POTEPAN and now is Noah band.

He is very handsome man and have many fans. He sing with very beautiful

CO : 11

OK : 13

VO : 9

GR : 10

MC : 9

52

POST-TEST

Name : IRVAN

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Deddy Corbuzier
- Rhoma Irama
- Ahmad Dhani
- Sule
- Raffi Ahmad

Answer :

Raffi Ahmad

We can call him Rafi. His full name Raffi Ahmad. He is very famous artist in Indonesia. He is a presenter in PISBUKERS in anTV.

He has white skin and handsome face. So, many girl like Raffi. He has wife Nagita Solavina and a son Rafatar.

CO : 21

DR : 13

VO : 13

ER : 16

INC : 4

PRE-TEST

Name : Istikomah.

Class : X-IPA 1.

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Afgan
- b. Jokowi
- c. Atta Halilintar
- d. Ariel Noah

Answer :

Afgan is a famous and talented singer. His full name is Afgan Syah Reza. He is very handsome and calm. He also smart and friendly. I like him because he has a beautiful voice when singing. As we know, he has sweet when he smiles. He always appear orderly and use glasses everywhere. He is also a judge in X factor Program.

CO : 21

OR : 13

UD : 13

OK : 21

MC : 4

72

POST-TEST

Name : /Sitiemah

Class : X-IPA 1.

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Deddy Corbuzier
- Rhoma Irama
- Ahmad Dhani
- Sule
- Raffi Ahmad

Answer :

He is Raffi Ahmad. His complete name is Raffi Faidz Ahmad.
He is a famous artist in Indonesia. He is an actor and Presenter in some television Programs. One of it is Resbuters.
Actually, he is Sundaanese. He comes from Bandung. He looks very handsome and impressive white pointed nose, thick eyebrow and stylish hair. His body is tall and ideal. Therefore, many girls like him and he is famous as playboy.
But, he is also very active and friendly.
As we know, he has wife namely Nagita Slavina and his son is Rafafar.
He is also a YouTuber and business man now. He is very rich. The fact, he has hobby to buy many luxurious cars.

CO : 20

OR : 20

VO : 17

GT : 21

MC : 5

89

PRE-TEST

Name : M. GALANG IRAWAN

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Afgan
- b. Jokowi
- c. Atta Halilintar
- d. Ariel Noah

Answer :

Afgan

Afgan is a singer with a good talent. He is an idol of many girls. He has soft and beautiful voice. His famous song is terima kasih cinta. He is a handsome man with tidy style. He has specific character always use spectacles and has dimple in the cheek. So, he looks so sweet.

68

CO = 21

OR = 13

UD = 13

CR = 17

MC = 4

POST-TEST

Name : M. GALANG IRAWAN

Class : X IPA1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Deddy Corbuzier
- Rhoma Irama
- Ahmad Dhani
- Sule
- Raffi AHMAD

Answer :

Deddy Corbuzier

Deddy Corbuzier is a Presenter of hitam Putih. Before he works as Presenter, he is a master of magician in Indonesia. Now, he is ~~also~~ also you tuber that have many subscribers. He called Father of YouTube.

Furthermore, Deddy has one son namely Azka. Actually, he is a single Father. Physically, he has pointed nose, thick eyebrow and beard. He has athletic body with white skin. His hobby is Fitness and boxing.

76

CO : 21

OR : 17

VO : 17

GR : 17

MC : 4

PRE-TEST

Name : Muhammad ROKH O AEFAL

Class : X 1 Pa'

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Afgan
- Jokowi
- Atta Halilintar
- Ariel Noah

Answer :

Ariel Noah

Ariel is a famous Pop singer in Indonesia. He has a group band ~~an~~ namely Peterpan. Now, his band is Noah. Many girls like him because he looks very handsome and cool. He has beautiful voice. He has white skin and short body.

63

10 = 16

OR : 13

VO : 13

GR. 17

MC: 4

POST-TEST

Name : Muhammad Riptio Arfa'i
Class : X IPA

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Deddy Corbuzier
- b. Rhoma Irama
- c. Ahmad Dhani
- d. Sule

Answer :

Sule

His name is entis Sutisna. He is famous with the name Sule. Sule is a Creative and funny Comedian in Indonesia. He can easy make people laugh. He is ~~Sule~~ Sundanese. Sule's appearance looks very unique. His hair is long with yellow colour like as corn hair. He has oval face, flat nose and ^{ed} slanting eyes. ~~is also~~

Sule also is a presenter in some television programs with his friend andre Taulani. He also can sing very well.

10 : 21

GR : 13

UD : 13

GR : 21

GR : 4

72

PRE-TEST

Name : Muliya Farma Fadila

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Afgan
- b. Jokowi
- c. Atta Halilintar
- d. Ariel Noah

Answer :

Ariel Noah

Ariel is the vocalist of Noah band. in the past, he ^{was} the vocalist of Peterpan. He is a playboy that has many girls because of he is so handsome and famous. He also has cool appearance.

Beside that, he has beautiful voice. He has many albums with Noah band. He is also smart musician. He can play of instrument. That's why, I like he very much.

Co : 21

OR : 13

VB : 13

GR : 21

MC : 4

72

POST-TEST

Name : Muliya Tatma Fadila

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Deddy Corbuzier
- Rhoma Irama
- Ahmad Dhani
- Sule
- Raffi Ahmad

Answer :

Deddy Corbuzier

His name is Deddy Corbuzier . People call him Deddy . He is a master of magician in Indonesia . Now he is a Presenter of Hitam Putih and a youtuber . He is called by Father of youtuber . He also has many subscribers .

Physically , he has a bald hairstyle . Pointed nose thick eyebrow and thin beard . He looks so cool with his athletic body and white skin . He has athletic body because he has hobby namely fitness and boxing . He always wears black coat . He and pant when performs in Hitam Putih . However, usually he wears a black jacket or shirt and glasses in his Youtube Channel

82

CO : 26

OR : 17

UD : 13

BR : 21

MC : 7

PRE-TEST

Name : NIA RAMADANI SARURI

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Afgan
- Jokowi
- Atta Halilintar
- Ariel Noah

Answer :

Jokowi

As we know, Jokowi or Ir. Joko Widodo is the most famous person in Indonesia. He is the president of Indonesia now. Although he is a president, he is very simple and humble. He is also very friendly. He is thin and has brown skin.

He likes to wear white shirt and black pants. He also likes traveling to many territories in Indonesia. Usually, he gives bicycles to his society.

CO : 21

OK : 13

UD : 13

CR : 21

MC : 4

72

POST-TEST

Name : NIA RAMADANI SAPULRI

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Deddy Corbuzier
- Rhoma Irama
- Ahmad Dhani
- Sule
- Raffi ahmad

Answer :

Sule

Actually, his name is Entis Sutisna. People call him as Sule. Sule is a famous, creative and multitalent comedian in Indonesia. He is Sundanese. The fact, he can speak Sundanese very well.

Moreover, Sule looks so unique with his long and yellow hair. He also has oval face, flat nose, and slanted eyes. His body is enough tall with brown skin.

Because Sule is multitalent entertainer, he is not only a comedian but also a presenter and singer. He is presenter of PAS mantab and ini Talkshow program with his friend Andre Taulant.

futhhermore, Sule is very succes and rich. He has a big house and many luxurious cars. Then, his son namely Rizki Febian is also a famous singer in Indonesia.

89

Co : 26

OR : 20

VO : 17

GR : 21

MC : 5

PRE-TEST

Name : Nurrahma Fadliyah Siregar

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Afgan
- Jokowi
- Atta Halilintar
- Ariel Noah

Answer :

C. Atta Halilintar

Atta Halilintar.

Atta is one the famous youtuber in indonesia and also asia. He is very rich although still young. He always use headband and Stylish spectacles. He also has long hair. He often change his hair's color. He is the first son of Gen Halilintar Family. One of his hobby is play Futsal.

hobbies playing

68

CO : 21

OR : 13

UD : 13

GR : 17

MC : 4

POST-TEST

Name : | Nurrahma Fadliyah Siregar

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Deddy Corbuzier
- b. Rhoma Irama
- c. Ahmad Dhani
- d. Sule
- e. Raffi Ahmad

Answer :

C. Ahmad Dhani

Ahmad Dhani

Ahmad Dhani is one of famous musician in Indonesia. His body is tall and he has white skin. He also has bald head and long beard. He has 3 handsome children namely Al.EI, and Dul. The last, he is also a jury in some singing competition.

63

CO : 16

OR : 13

VO : 13

GR : 17

MC : 9

PRE-TEST

Name : Permata Ruzanica Maruma

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Afgan
- Jokowi
- Atta Halilintar
- Ariel Noah

Answer :

Afgan

Afgan Syah Riza is a handsome and sweet man with the dimples in his cheek. He has white skin and tall body. He always appears neatly and uses glasses. He is a talented singer that has a soft and beautiful voice. He is also a smart songwriter. He can create many romantic songs. Almost his songs are about love. That's why, there are many girls like him. He is also one of my idols.

72

CO : 21

OR : 13

JO : 13

BE : 21

MC : 9

POST-TEST

Name : Purnama Ruzanika M

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Deddy Corbuzier
- Rhoma Irama
- Ahmad Dhani
- Sule
- Raffi Ahmad

Answer :

Rhoma

Rhoma is Rhoma Irama. Actually, his birth name is Raden Irama. He is the king of dangdut in Indonesia.

Rhoma Irama is a religious person. He has many song that has islamic messages. He looks handsome and charismatic. He has wavy hair, prominent eyes and thick whiskers. His body is little fat and tall. Usually, he wears a unique costume and plays special guitar when he sings on the stage.

72

CO : 21

OR : 13

VO : 13

GR : 21

MC : 4

PRE-TEST

Name : Rena Ayu Y. A

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Afgan
- b. Jokowi
- c. Atta Halilintar
- d. Ariel Noah

Answer :

Ariel Noah

Ariel is the Vocalis of Famous band in Indonesia that is noah band. He is a Charismatic and handsome singer that has good voice. He has straight hair and white skin. He looks so cool when perform with Gitar in the stage. There are many girls that interest with him.

CO : 16

OR : 13

VO : 13

GR : 21

MC : 5

68

POST-TEST

Name : Rena Ayu Y.A

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Deddy Corbuzier
- Rhoma Irama
- Ahmad Dhani
- Sule
- Raffi Ahmad

Answer :

Ahmad Dhani

His name is Ahmad Dhani. people call him Dhani. He is very famous. He is Legendary Musician and music producer in Indonesia.

Dhani has Cool style. He always appears with a rocker style. He usually wears a black shirt, jacket and rock shoes in TV. His body is tall, white and ideal. He has bald head and long beard. He is the person of dewa 19 and the rock band. He is also the producer of some band and singer. For the example are the Virgin and malikahuti. He is a smart and multitalent person. He has 3 handsome children namely Al.Fi. and Dul.

CO : 26

OK : 12

UD : 13

ER : 21

MC : 1

PRE-TEST

Name : Rio Ho Adi Saputra

Class : X IPA¹

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Afgan
- Jokowi
- Atta Halilintar
- Ariel Noah

Answer :

Afgan
Afgan is a Public Figure. He is a Person who has many talents and fans, especially female fans. He is a singer in Indonesian. He looks very handsome. He has pointed nose, brown eyes, stylish hairstyles and dimple. He always use spectacles.

CB = 16

OR = 13

VO = 13

GR = 17

MC = 4

63

POST-TEST

Name : RIDHIO ADI SAFULHA

Class : XI IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Deddy Corbuzier
- Rhoma Irama
- Ahmad Dhani
- Sule
- Raffi Ahmad

Answer :

Rhoma Irama

Actually, Rhoma Irama is a famous dangdut

singer in Indonesia. People call him the king of

dangdut. His birth name is Raden Irama.

His body is tall and little fat. He has round face

and wavy hair. He also has big nose, thick lips and

whiskers. Actually, Rhoma Irama is the member of

Seneca Group. There are many song which created by

him. For example, there are some songs like

Bagdadong, Judi, merasan like, etc. Moreover, he also

becomes an actor in some films, when he sings on

the stage, he usually plays his special gitar.

CO : 26

OR : 17

VO : 13

GR : 21

MC : 5

82

PRE-TEST

Name : Rinn Ambar wali

Class : X . IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Afgan
- Jokowi
- Atta Halilintar
- Ariel Noah

Answer :

" Jokowi "

Joko widodo or Jokowi is president in Indonesia now.

He come from Solo. He has thin body and has brown skin and short hair.

He always use white shirt.

56

CO : 16

OR : 13

VO : 13

BR : 10

MC : 4

POST-TEST

Name : Rini Ambar Wati

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Deddy Corbuzier
- b. Rhoma Irama
- c. Ahmad Dhani
- d. Sule
- e. Rafi Ahmad

Answer :

"Sule"

His name is Entis Sutisna. we can call him Sule. He is one of famous comedian in Indonesia. He is Sundanese. He can speak Sundanese well. He is very unique and funny. He also has many talents. He has long hair with yellow color. He has flat nose and small eyes.

68

GO : 21

OR : 13

VO : 13

GR : 17

MC : 4

PRE-TEST

Name : Saffana Hewika Putri

Class : X. IPA-1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Afgan
- b. Jokowi
- c. Atta Halilintar
- d. Ariel Noah

Answer :

Ariel Noah

Ariel is a vocalist of one band namely noah. Many girl like him because he look very handsome and cool. He is also very famous. He has beautiful voice. He has white skin and short body. He is also a smart song writer.

63

CO : 16

OK : 13

VO : 13

OR : 17

MC : 4

POST-TEST

Name : Saffana Hawika Putri

Class : K-IPA-1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Deddy Corbuzier
- b. Rhoma Irama
- c. Ahmad Dhani
- d. Sule
- e. Rafi Ahmad

Answer :

Ahmad Dhani

Ahmad Dhani is a Famous Indonesian singer and legend musician. Dhani has 3 handsome children. They are Al, El, and Dul. Dhani's body is tall and well built. Then, he has beard, pointed nose, and thick lips. He usually appear on Television with a rocker style.

He usually wears a black shirt, jacket, black jeans and rock shoes. He is also a jury in some singing competition programs on Television.

72

CB : 21

BR : 13

VO : 13

OR : 21

MC : 4

PRE-TEST

Name : SENDI PRATAMA

Class : X IPA¹

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Afgan
- b. Jokowi
- c. Atta Halilintar
- d. Ariel Noah

Answer :

Atta Halilintar

Atta halilintar is a famous and sukses youtuber from Indonesia. SO, he is very rich now.

He is the first child from Gen Halilintar family

Which have 11 children. He is a handsome man.

He has pointed nose, brown eyes and colorful hair

He has many fans in Indonesia. He also has

some business like Atta clothes. The famous

jargon from Atta is "Asshidaap".

72

CO = 21

OK = 13

VO = 13

GR = 21

MC = 4

POST-TEST

Name : SENDI PRATAMA

Class : X IPA'

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

a. Deddy Corbuzier

b. Rhoma Irama

c. Ahmad Dhani

d. Sule

e. ~~Papa~~ Papi

f. Papi Ahmad

Answer :

Deddy Corbuzier

His name is Deddy Corbuzier. We can call him by Deddy. He works as an artist and become a YouTuber. He is also famous person. He is a single father. He looks very handsome with his pointed nose, brown eyes and bald hairstyle. He has athletic and tall body. He is also smart and hard worked. However many people think that is an arrogant person.

76

CO : 21

OK : 17

LD : 13

GR : 21

MC : 9

PRE-TEST

Name : Siti Wahidatul Muazah .

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Afgan
- b. Jokowi
- c. Atta Halilintar
- d. Ariel Noah

Answer :

Atta Halilintar

Atta is a youtuber with millions subscribers . Because of it he is very famous in Indonesia also Asia . Atta Halilintar has straight , thick and multicolored hairstyle .

Many people like him because of he is handsome . He has pointed nose and big eye . He always uses a special accessory in his head . He is very rich although still young .

68

CO = 21

OR = 13

VO = 13

GR = 17

MC = 1

POST-TEST

Name : STI WAHIDATUN MUAZAH

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Deddy Corbuzier
- Rhoma Irama
- Ahmad Dhani
- Sule
- Raffi Ahmad

Answer :

Rhoma Irama

His name is Raden Irama . People call him Rhoma Irama. That is the abbreviation of Raden ~~latar~~ Haji Oma Irama . Actually / He is the most famous Dangdut singer in Indonesia .

Rhoma Irama looks handsome and charimastic . He has wavy hair and round face . He also has thick eyebrows , prominent eyes , big nose and thick whiskers . His body is little fat and tall with white skin . Usually , he wears white costume and scarf on his shoulder when he performs on the stage .

Furthermore , people also call him "The King of Dangdut" . Moreover , He works not only as the vocalist of Soneta Group , but also he is a song writer and an actor of some film . Rhoma is a wise and religious person .

CO : 26

OR : 20

VO : 17

GR : 21

MC : 4

88

PRE-TEST

Name : Tiur Mauli Dora Novyanti Sianturi

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Afgan
- b. Jokowi
- c. Atta Halilintar
- d. Ariel Noah

Answer :

C. Atta Halilintar

Atta Halilintar (as) one from famous youtuber in Southeast Asia. He is so handsome and stylish hairstyle. He was very succes and rich.

52

CO : 16

OR : 13

VO : 9

BR : 10

MC : 1

POST-TEST

Name : Tiur Mauli Dora Nuryanti Sianturi

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Deddy Corbuzier
- b. Rhoma Irama
- c. Ahmad Dhani
- d. Sule
- e. Raffi Ahmad

Answer :

E. Raffi Ahmad

Raffi Ahmad :

Raffi Ahmad is an artist, presenter and famous
Youtuber in Indonesia. He is from Bandung.

He looks very handsome and cool. So many

girl like him. He is also very rich. He has many

luxurious car in his house. Raffi Ahmad has wife

namely Nagita Slavina and his first son is Rafatar.

CO : 16

OR : 17

VO : 13

GR : 17

MC : 5

68

PRE-TEST

Name : Vclita sari

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- a. Afgan
- b. Jokowi
- c. Atta Halilintar
- d. Ariel Noah

Answer :

Atta Halilintar

He
Atta Halilintar is a name of a content creator in Youtube from Indonesia. his full name is muhammad attamimi halilintar. everyone call him atta. he is the first Youtuber who get diamond play button in southeast asia. he is very rich.

63

CO = 16

OR = 13

VO = 13

GR = 17

MC = 4

POST-TEST

Name : Vilita Sari

Class : X IPA 1

Direction : Write a descriptive text based on the topics bellows (At least two paragraph):

- Deddy Corbuzier
- Rhoma Irama
- Ahmad Dhani
- Sule
- Rafi ahmad

Answer :

Sule

entis Sutisna or we can call him Sule is the most Funny Comedian in Indonesia. he is Sundanese. therefore, he can speak Sundanese Very good.

Sule is very unique. his hair is long with brown and Yellow Colour. he has oval Face, Flat nose and Slanted eye.

Sule also become a Presenter in TV Shows such as PAS mantab and ini talkshow. he also an actor in the Film awas ade Sule.

CO : 21

OR : 17

VO : 13

GR : 12

MC : 4

72

Documentation of Research









12/7/22, 10:08 AM

IZIN PRASURVEY



**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.iaim@metrouniv.ac.id

Nomor : B-5184/In.28/J/TL.01/11/2022
Lampiran : -
Perihal : IZIN PRASURVEY

Kepada Yth.,
Kepala SMA NEGERI 1
BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **ARI SANJAYA**
NPM : 1901052006
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF PAIRS CHECK TECHNIQUE
TOWARDS STUDENTS' WRITING SKILL.

untuk melakukan prasurvey di SMA NEGERI 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 30 November 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 BATANGHARI
"TERAKREDITASI A"



Jln.Kapten Harun 47 A Nampirejo Kec. Batanghari Kab.Lampung Timur 34181 email: sman01batanghark@gmail.com
NPSN:10805998

SURAT KETERANGAN

Nomor: 800/PL/017/V.01/SMA.01/2023

Berdasarkan Surat Ketua Jurusan Tardis Bahasa Inggris Institut Agama Islam Negeri Metro Nomor: B-5184/In.28/J/TL.01/11/2022 Tanggal 30 November 2022 dalam hal permohonan Izin Pra-survey.

Dengan ini Kepala SMA Negeri 1 Batanghari Kab. Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama	: ARI SANJAYA
NPM	: 1901052006
Jurusan	: Tardis Bahasa Inggris
Judul Skripsi	: "THE INFLUENCE OF PAIRS CHECK TECHNIQUE TOWARDS THE STUDENTS WRITING SKILL"

Telah melaksanakan Pra-Survey di SMA Negeri 1 Batanghari Kabupaten Lampung Timur. Pada Tanggal 12 Januari 2023.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan seperlunya.

Batanghari, 13 Januari 2023

Kepala Sekolah,



Drs. MUJONO, M.Pd
NIP. 19661020 199203 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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RATIFICATION PAGE

No:

The Research Proposal entitled: THE INFLUENCE OF PAIRS CHECK TECHNIQUE TOWARD STUDENTS' WRITING SKILL AT THE TENTH GRADES OF SMA NEGERI 1 BATANGHARI EAST LAMPUNG , written by: Ari Sanjaya, Student Number: 1901052006, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Friday, February 9th 2023 at 09:30-11.00 WIB.

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: B-0774/In. 28.1/J/TL.00/02/2023

Lampiran : -

Nomor : **SURAT PEDOMAN SKRIPSI**

Tentang

Kepada Yth.,
Ahmad Subhan Roza (Pemandu 1)
(Pemandu 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Untuk menyelesaikan studi, harap bersiap untuk membimbing siswa:

Nama	: ARI SANJAYA
NPM	: 1901052006
Semester	: 8 (Delapan)
Fakultas	: Pengetahuan Pendidikan dan Pengajaran
Kursus	: Mengajar bahasa Inggris
Judul	: PENGARUH TEKNIK PAIRS CHECK TERHADAP KETERAMPILAN MENULIS SISWA KELAS X SMA NEGERI 1 BATANGHARI LAMPUNG TIMUR

Dengan ketentuan sebagai berikut:

1. Dosen pembimbing membimbing mahasiswa mulai dari penyusunan proposal sampai dengan penulisan skripsi dengan ketentuan sebagai berikut:
 - a. Dosen Pembimbing 1 bertanggung jawab mengarahkan judul, garis besar, alat pengumpul data (APD) dan pengecekan BAB I s/d IV setelah diperiksa oleh Pembimbing 2;
 - B. Dosen Pembimbing 2 bertanggung jawab mengarahkan judul, garis besar, alat pengumpul data (APD) dan pengecekan BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu penyelesaian skripsi maksimal 2 (semester) semester sejak ditunjuk pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa harus menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, terima kasih atas kesediaannya.

Assalamu'alaikum Wr. Wb.

Metro, 16 Februari 2023

Kepala Dinas,



Andianto M.Pd

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SURAT TUGAS

Nomor: B-0868/In.28/D.1/TL.01/02/2023

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

Nama : **ARI SANJAYA**
NPM : **1901052006**
Semester : **8 (Delapan)**
Jurusan : **Tadris Bahasa Inggris**

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF PAIRS CHECK TECHNIQUE TOWARD STUDENTS WRITING SKILL AT THE TENTH GRADES OF SMA NEGERI 1 BATANGHARI EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

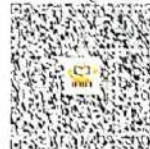
Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.



Mengetahui,
Pejabat Setempat

Dikeluarkan di : Metro
Pada Tanggal : 23 Februari 2023

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatimah MA
NIP 19670531 199303 2 003



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Nomor : B-0867/In.28/D.1/TL.00/02/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1
BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0868/In.28/D.1/TL.01/02/2023, tanggal 23 Februari 2023 atas nama saudara:

Nama : **ARI SANJAYA**
NPM : 1901052006
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF PAIRS CHECK TECHNIQUE TOWARD STUDENTS WRITING SKILL AT THE TENTH GRADES OF SMA NEGERI 1 BATANGHARI EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 Februari 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 BATANGHARI
"TERAKREDITASI A"



Jln. Kapten Harun 47 A Nampirejo Kec. Batanghari Kab. Lampung Timur 34181 email: sman01batanghari@gmail.com
NPSN : 10805998

Nomor : 800/PL/ 076 /V.01/SMA.01/2023
Lampiran : -
Hal : Balasan Izin Research

Kepada

Yth. Wakil Dekan Akademik dan Kelembagaan
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro
Di

Tempat

Assalamualaikum Wr.Wb

Menanggapi surat Ibu Nomor : B-0867/In.28/D.1/TL.00/02/2023 tanggal 23 Februari 2023 tentang Izin Research, maka dengan ini kami menerangkan dengan sesungguhnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : ARI SANJAYA
NPM : 1901052006
Jurusan : Tardis Bahasa Inggris
Judul : "THE INFLUENCE OF PAIRS CHECK TECHNIQUE TOWARD STUDENTS WRITING SKIIL AT THE TENTH GRADES OF SMA NEGERI 1 BATANGHARI EAST LAMPUNG"

Telah melaksanakan Research dengan Guru Bahasa Inggris dan Siswa Kelas X IPA 1 di SMA Negeri 1 Batanghari pada tanggal 04 Maret s.d 01 April 2023.

Demikian surat balasan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.
Wassalamu'alaikum Wr.Wb

Batanghari, 03 April 2023
Kepala Sekolah
SMA N 1 BATANGHARI
LAMPUNG TIMUR
Drs. MUDJONO, M.Pd
NIP. 1961020 199203 1 004



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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IAIN METRO**

Nama : Ari Sanjaya
NPM : 1901052006

Prodi : TBI
Semester : VIII


No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Selasa - 06-12-22		- Background of study - problem identification ,	
2	Kelu - 14-12-22		Bab 2 - Concept pair check - Hypothesis	
3	Kelu, 12-01-23		Bab III - Research method - Population sample - Data collecting m.	
4	Kamis - 18-01-23			

Mengetahui
Ketua Prodi TBI



Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing



Dr. Ahmad Subhan Roza, M.Pd.
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NPM : 1901052006

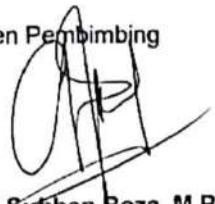
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Semester : VIII

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1	Senin 13-03-23		- Bab IV-V	
2	Kamis 16-03-23		- Revisi IV. - Discussion	
3	Selasa 21-03-2023		Revisi Conclusion	
4	Senin - 27-03-23		<i>Dr. Ahmad Subhan Roza</i>	

Mengetahui
Ketua Prodi TBI


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NIP. 19871102 201503 1 004

Dosen Pembimbing


Dr. Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 1014

THE INFLUENCE OF PAIRS CHECK TECHNIQUE TOWARD STUDENTS' WRITING SKILL AT THE TENTH GRADERS OF SMA NEGERI 1 BATANGHARI EAST LAMPUNG

by Ari Sanjaya 1901052006

Submission date: 04-Apr-2023 05:10AM (UTC+0700)

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CURRICULUM VITAE



The name of the writer is Ari Sanjaya. He was born in Bumi Dipasena Utama, September 20th 1999. He is the second child of Mr. Sukamto and Mrs. Karsih. He studied at SD Negeri 01 Bumi Dipasena Utama. Soon after that, He continued to Junior High School at MTs Al Muhsin Metro. He stood him study at MA Al Muhsin Metro. Then, the writer continued to study at IAIN Metro Lampung by taking the concentration of English Education Department (TBI).