THE EFFECT OF PEER RESPONSE STRATEGY ON STUDENTS ABILITY IN WRITING NARRATIVE TEXT

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Abstract

The objective of the research is to find out the significant effect of peer response strategy on students ability in writing narrative text at grade X sma negeri 1 air joman in 2022/2023 academic year. This type of research was experimental research design. The population of this research is the students of grade X. The sample of this study was about 70 students. The research were X ipa 1 and ipa 3 which were taken by sample random sampling the X ipa 1 experimental group taught by peer response strategy X ipa 3 as control group taught by conventional way. The study findings demosnstrate that the experimental group's writing ability score for narrative text was higher than that of the control group. Based on calculation of the t- test is the score product moment degree of freedom (df) = n-2 = 35-2 = 33 the results obtained are $t_{hitung} > t_{table}$, namely $t_{hitung} = 3.745$ and $t_{table} = 1,692$, then $3,745 > 1,692$. The significance 0,000 <0.05. (H_0 is rejected and Ha is accepted).

Key words: Peer Response Strategy, Narrative Text, Writing Ability

INTRODUCTION

Language is the capacity of humans to interact with one another through signs like words and gestures. English is one of the numerous languages spoken around the globe that are utilized for interpersonal communication. Most individuals use English as a second language, even those in our native Indonesia. English proficiency is one factor that is crucial to success while dealing with the ASEAN community. he choice of language is the most recent ASEAN identity development.

The official working language and lingua franca of ASEAN is English. Due to the importance of being able to communicate effectively in English, both orally and in writing, for official purposes as well as for everyday necessities, higher education, particularly English education, is crucial for the community. Deep preparedness for MEA can be exhibited, among other things, by readiness to master English.

In Indonesia, Learning activities are very important for students , because they provide opportunities for students to interact with the object being studied as wide as possible. because then the process of acquiring knowledge that occurs will be better. Learning activity is a series of learning activities (Sardiman, 2003: 95). Communicating orally and in writing using a variety of languages fluently and accurately is the main goal of learning English. Language skill is an obligation that must be possessed by students after English. an important goal of learning English in Indonesia is to communicate with other people around the world. improve student communication.

The 2013 curriculum, which is an improvement of the KBK and KTSP curriculum, emphasizes the value of teaching and learning English and its support by (Mulyasa, 2013). This refinement aims to improve the quality of the process and educational outcomes, which in turn leads to the development of character and noble character in students in full, integrated, and balanced ways, by graduate competency standards at each education unit. With the implementation of the 2013 Curriculum, character education can be incorporated into all learning across all subject areas. High school students need to be proficient in speaking, writing, reading, and listening in order to accomplish this aim. However, among all other language skills, writing is the most challenging. High school students need to be proficient in speaking, writing, reading, and listening in order to accomplish this aim. However, among all other language skills, writing is the most challenging.

When given the responsibility of creating narrative texts and deciding orientation, complication resolution, and reorientation, many students struggle to locate and recognize their ideas. This is especially true when they are producing narrative texts in English. This is evident when a teacher claims that many of her students struggle to produce written materials accurately, but after giving instructions, it emerges that many of them continue to make errors.

This problem inspired the author to perform a study with the title, and the writer is interested in doing research with the title. "The Effect of Peer Response Strategy on Students' Ability in Writing Narrative Text at Grade X SMA Negeri 1 Air Joman in 2022/2023 Academic Year".

METHOD

The research was conducted at SMA Negeri 1 Air Joman in 2022/2023 Academic Year. It is located on jl. Lubuk Palas Kec. Air Joman, Kab. Asahan. The research has started on May 2023. All of the class X students at the school, a total of 210 students, made up the population of this study. The sample used in this research consisted of students in classes X Ipa 1, which had 35 students, and X Ipa 3, which had 35 students. This study utilized the sample random sampling technique. According to Sugiyono (2012), Sample random sampling is a method used to select samples from a population in a sample random manner so that each member of the population has an equal chance of being taken as a sample. The sample is expected to represent the population and in this research, the sample is randomly selected using a lottery technique. In this research, at class X Ipa 1 used Peer Response Strategy where as those in class X Ipa 3 used conventional way.

Quantitative research was used in this study. Three tests—the pre-test, the treatment test, and the post-test—were employed in this study to gather data. This investigation was carried out through experimental research. The sample was split into two groups: controls and experiments. To find out if the Peer Response technique improved writing skills, data from the pre- and post-tests were acquired. The two groups received pre- and post-tests, and the research's design is as follows:

O1 ⟶ X ⟶ O2

Notes :

O1 : Pretest

X : Treatment

O2 : Posttest

Tests employing narratives will be used to obtain data. Pre-test and post-test are the two sections of the test. The purpose of the pre-test is to gauge students' comprehension of a subject that will be covered in a traditional classroom setting. The purpose of the post exam is to determine whether the subject was understood after being taught via a peer response method. In this study, students took assessments in the form of essays using narrative texts in which they provided their replies by crafting narrative texts.

Validity of the Test

According to Arikunto (2010), an instrument's degree of validity is a good indicator of how valid it is. A test is regarded as authentic if it measures the variables that it was designed to. The form :

$$\mathbf{r}xy \ = \frac{N \sum xy \ - \ (\sum x)(\sum y)}{\sqrt{n \sum x2 \ - \ (\sum x)2) \ (n \sum y2) \ - \ (\sum y)2)}}$$

Where :
rxy = The correlation between X variable and Y variable
N = Total Of the data
X = The mark in the pre-test
XY = Sum of multiplication
X² = Square of X
Y² = Square of Y

Reliability of the Test

Sukardi (2007) claims that is the capacity to consistently measure any test. The reliability of a research instrument can be assessed using the formula for research use below. This research use formula will be applied to decide what to measure and when, with the same outcome being obtained :
The Form :

$$r_{11} = \ \underline{\textbf{2.}r\textbf{1/21/2}}$$

$$(1 + r\textbf{1/21/2})$$

Where :

r11 : The reliability

r1/21/2 : Coefisient Between the two tes

Technique of Collecting Data

1. **Pretest**

The students took a pretest before beginning the treatment to determine their past knowledge. The pre-test will be administered as the next phase of the research process. Before

starting treatment, the pre-test was conducted to gather fundamental, crucial information about the pupils' writing ability.

2. The treatment

Peer Response Strategy was used by the researcher to enhance the students' writing skills. In other words, there were some stages. The study then moved on to the treatment phase. At this point, the researcher served as the experimental group's teacher. Is there a connection between the experimental group's use of peer response and the students' writing ability.

3. Post-test

After the treatment, the pupils will take a post-test. Conducting the post-test is the study's next phase. After the treatment, the study's last test is carried out. In order to determine whether or not the employment of the peer response strategy improves students' writing abilities, the post test was given in the experimental class with the same question and topic as the pretest. To calculate the students' post test results, we need a writing score criterion in order to know about the students' scores.

Technique of Data Analysis

The stages of the data analysis proposed by Burns (2010) in (Mashadi researcher, 2014) were used to analyze the quantitative data. Additionally, researchers displayed and analyzed data using number processing tools, such as Microsoft Excel. Research data analysis is a continuous process of information reduction in search of answers or patterns. The t-test was used to assess the data. Last but not least, the t-test formula's importance of the sum, t-test, and t-table in relation to the test's degrees of freedom is as follows.:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x2 + \sum y2}{Nx + Ny - 2}\right] + \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Where :

Mx : The mean of Experimental group

My : The mean of control group

X² : The Standard deviation of experimental score

Y² : The Standard deviation of control score

Nx : The total number samples of experimental group

Ny : The total number samples of control group

RESULT AND DISCUSSION

a. Result

May 2023 was the date of this study. A test that includes a pre-test and a post-test was used to collect the data. On both assessments, there were one essay-style question and three different types of questions about narrative text. The study was carried out in SMA Negeri 1 Air Joman, grade X. The sample comprised of 35 students from class X Ipa 1 as experimental group and 35 students from class X Ipa 3 as control class. The same question was asked to each group. The research's data was intended to determine whether the Peer Response Strategy may

have a significant effect on students' writing ability of Narrative text. The results of the conventional method and the Peer Response strategy are comprised into the data.

This table below shows the students' score in pre-test and post-test in the experimental group and control group at SMA Negeri 1 Air Joman.

Table 1. The Students' Writting Ability Score Pre Test and Post Test in Experimental Class

NO	Students Name	Pre Test Experimental	Post Test Experimental
1	AS	66	82
2	AG	80	91
3	A	60	87
4	ADT	45	58
5	DNS	66	73
6	D	55	68
7	DA	57	66
8	DTR	58	63
9	EDS	66	73
10	FTA	56	69
11	HD	54	70
12	KBL	47	64
13	EJ	55	74
14	MIM	72	88
15	MS	44	54
16	MM	55	77
17	MHR	57	79
18	MFT	55	75
19	MI	40	58
20	MR	85	93

21	NH	57	75
22	NS	68	80
23	NAA	57	77
24	NS	45	63
25	NAAS	50	68
26	PRP	48	67
27	RHP	45	62
28	RW	48	65
29	RSI	72	87
30	RAH	45	59
31	RH	20	36
32	SAS	42	59
33	SK	60	72
34	TM	55	90
35	TRS	48	70

Table 2. Descriptive Statisctics Students' Writtng Skill Score in Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
pretestexperiment	35	20	85	55.23	2.036	11.231
posttestexperiment	35	36	93	71.20	2.067	12.044
Valid N (listwise)	35					

Based on Table 1 and 2 above showed the quantity respondents (N) in the experimental class as many as 35 respondents. From these 35 respondents, it was can be seen that the smallest (minimum) value for pretest is 20 and 36 for the minimum score for final test. And the largest (maximum) value in pretest is 85 and for posttest is 93. The mean of students' score in pre-test was 55.23 and after giving treatment by using peer response score mean was being 71,20 in post test. using SPSS version 20.

Table 3. The Students' Writting Skill Score Pre Test and Post Test in Control Class

NO	Students Name	Pre Test Experimental	Post Test Experimental
1	AA	72	90
2	ASP	61	36
3	DTA	73	79
4	DAZ	81	88
5	DDA	50	69
6	DDM	63	70
7	ES	62	78
8	FAP	65	86
9	FR	71	81
10	IS	55	73
11	IL	81	85
12	KA	65	60
13	MSP	73	85
14	MU	36	63
15	MZ	85	83
16	MP	62	73
17	MR	66	75
18	MSP	53	66
19	MDFR	74	70
20	IJS	62	69
21	NAA	66	78
22	N	68	90
23	PSAN	90	87
24	RF	26	51

25	RIS	56	72
26	RS	66	73
27	SM	78	80
28	SZ	62	79
29	SNR	70	83
30	SDHN	50	67
31	SN	68	85
32	TP	88	88
33	ZA	58	77
34	ZR	44	39
35	ZAN	84	80

Table 4. Descriptive Statistics Students' Writting Skill Score in Control Class

Descriptive Statistics						
	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretestcontrol	35	40	72	51,06	1,376	8,142
Posttestcontrol	35	50	75	64,17	1,260	7,454
Valid N (listwise)	35					

From table 3 and 4 above it can be seen that the number of respondents (N) in the control class is 35 respondents. Of these 35 respondents was can be seen that the smallest (minimum) value for control class pretest was 40 and 50 for the minimum score on the posttest. Biggest (maximum) score in pretest is 72 and for posttest is 75. The average value of 35 respondents for the pretest is 51.06 while the posttest about 64,17. using SPSS version 20.

	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Writting_Postest	Equal variances assumed	3,474	,067	3,745	68	,000	7,257	2,147	3,973	12,541
	Equal variances not assumed			3,745	61,993	,000	7,257	2,147	3,965	12,549

Table 5. T-Test

equality of means

After doing statistical analysis with the t-test calculated using the SPSS version 20 program, the results obtained are $t_{hitung} > t_{table}$, namely $t_{hitung} = 3.745$ and $t_{table} = 1,692$, then $3,745 > 1,692$. The significance $0,00 < 0.05$. With Thus Ho is rejected. This means, there is a significant difference in the value of the results student learning between classes that apply the Peer Response Stategy and those that do not apply the Peer Response Stategy. So, the Peer Response Stategy is effective and significant on the writing ability english narrative text.

2. Discussion

The teacher was able to create teaching materials with the use of the Peer Response approach when assessing the writing abilities of the experimental group and control group. After applying the research data to the SPSS 20 program, the experimental group outperformed the control group in terms of scores, and the students were able to write narratives.

Where the mean of experimental students was 0,63 in pre-test. After giving treatment of Peer Response strategy the mean score was being 0,66 in post-test. While the mean of control students' score was 0,58 in pre-test. After giving treatment by using conventional technique the mean score was being 0,53 in post-test. It implies that Peer Response strategy is effective to students' writing with narrative text.

So it is shown in the research above SPSS version 20 program, the results obtained are $t_{hitung} > t_{table}$, namely $t_{hitung} = 3.745$ and $t_{table} = 1,692$, then $3,745 > 1,692$. The significance $0,00 < 0.05$. With Thus Ho is rejected Ha is accepted)

CONCLUSION

The pupils' feedback regarding the writing outcomes of their other pals was also very well received. Their speaking and the engagement of the pupils both demonstrated their confidence. It was discovered that adopting the peer response strategy for teaching writing could boost students' learning outcomes.

It is clear from the discussion in the preceding chapter that utilizing peer feedback can make it easier for students to compose narrative material. Before using the peer response, relatively few students authored narrative text, in contrast to the students' competence of writing narrative text after using the peer response. Students' scores on the post-test

outperformed those on the pre-test, demonstrating that using peer reaction in learning activities makes them more adept at crafting narrative writings.

Students' scores on the post-test outperformed those on the pre-test, demonstrating that using peer reaction in learning activities makes them more adept at crafting narrative writings.

1. Peer response when creating narrative texts using general structures, students.
2. Students were motivated and interested in engaging and being active in learning to produce narrative texts with peer reaction, according to the findings of observations and interviews.
3. As seen by post-test results that are greater than those from the pre-test, students have improved in both their ability to write and comprehend narrative texts.

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