

CHAPTER 1

INTRODUCTION

This chapter discusses the introduction of the research, which explains why the researcher conducts the research. This chapter consists of a background of the research, setting of the research, limitation of the research, formulation of the research, the purpose of the research, the importance of the research and the definition of the key terms. In this chapter, the researcher also explains the problem in the field related to their speaking skill and use the method to improve their speaking skill. The complete explanation can be read on the following of the research.

A. Background of the problem

Writing is one of the important skills English. It does not only for academic practice but also for professional life. In writing, students should be able to express ideas, needs vocabularies and also ideas in writing, so they can make good essay. Writing is one of language skills that use to communicate. Someone could express ideas, feeling, or information. The learners could deliver it if he/she could write well.

As one of the productive skills, writing is consider as difficult skill to study for many students (Allan and Vallette, 1981: 5). Although it shares the same kind of skills with speaking as the productive skill, it cannot be acquire like the way speaking is. Speaking can be acquire by getting expose orally whereas writing has a bit complicated process to learn it (Brown, 2001: 334). It means that writing is not an innate skill like speaking. When people want to

be able to write, they should learn it as well. Writing can provide opportunities for the learners to express their ideas and messages through letters, words, and sentences in English. In addition, writing has an important role as media of communication. Hence, not only on the field of education, on many fields of job and technology also require the ability to write.

based on the researcher's pre-observation, in SMP ISLAM KEPENUHAN in writing skill, i found the following facts: firstly, The students less motivation to can writing English well and than they no have a target to success in the English Writing, the students rarely to practice in the classroom because they more choice to use the writing Indonesian. Secondly, there are mistaken in writing English, such as poorly Content, (the writer have an ability to think creatively to develop their idea). Organization,(which mean that all of the senteces in it discuss only one main idea, the paragraph has have good form/ organization). Vocabulary,(in oreder to write well, the ability to choose and use the appropriate vocabulary should be master). and Grammaticaly,(the basic grammar helps students to compose text. In this case the use ofsuitable grammar).Thirdly, they were lack of attention. Finally, the teacher still old method in teaching writing. The method use less attractive. It may not appropriate with the students learning style. However, the students got low score. Some studentds got 35.40. The researcher was interesting to used the technique was peer feedback technique. The techinque is peer feedback technique.

For the reasons, students should be master as writing skill. The objective of writing is to produce the kind of writing written text. To produce a good writing, the research are should follow a various classroom activities invloving some steps applying in writing proses. It causes many students less motivation to write in English. Most of students regarded that writing is a difficult task.

Bacause of the difficulties of writing, teacher should gave more attention to teach writing skill to improve the the students; skill in writing. At least, the learner could write simple or basic text. One of the ways of improving the students' attention in writing this using technique. One kind of useful technique in teaching process is peer feedback technique.

Peer may be seen as less intimidating than working directly with the adult teacher. Peer feedback allows for a natural extension of what is already happening in the classroom. Peer learning could became an important tool to provide assistance and a new form of assesment during the EFL writing process in a collaborative classroom enviroment. Peer feedback in icluded as a tool that helps students assess their own writing assignment (Galvis, 2010:86).

Based on the problem above, the researcher is greatly motivated to overcome the problems, the researcher conducted a researcher entitled “ **the effect of peer feedback technique toward students writing skill in narrative text at second grade in SMP ISLAM KEPENUHAN**”.

B. Setting of the Problem

Based on the background of the problem was, the researcher determine problems influence writing skill students at seventh grade of SMP Islam Kepenuhan based on the interview, the research found that are problem in teaching English study in the school, the problem as follow:

1. The students less motivation to can writing English well and than they no have a target to success in the English Writing, the students rarely to practice in the classroom because they more choice to use the writing Indonesian .
2. The students' still got difficulties to express their ideas in writing a narrative text,
3. The students' still mistaken in writing English in generic stucture, such as poorly in content, organization, vocabulary, and grammer,
4. The technique used less attractive.

C. Limitation of the Problem

Based on the limitation of the problem stated above, it was very important for the researcher to limit the problem. Teacher teaching method is not appropriate. It means that the researcher only to focus on peer feedback to increase students' writing skill in narrative text at second grade students of SMP Islam Kepenuha.

D. Formulation of the problem

Based on the limitation of the problem above, the formulation of the problem on the following question;” is there any significant effect of peer feedback toward students’ writing skill in narrative text at second grade SMP Islam Kepenuhan?

E. Purpose of the Research

Based on the formulation of the research, the purpose of the this research wants to find out whether there is any significant effect of the using peer feedback toward students’ writing skill in the narrative text at the second grade of SMP Islam Kepenuhan.

F. Significance of the research

The importance of the research can be classified into some parts as follows:

1. For the students

To give students motivation and help them with writing skill and makes the students writing skill effectively.

2. For the English Teacher

To inform that this technique as one alternative of many technique that could be used in teaching writing subject and make the students more understand how to make a good writing.

3. For the researcher

To identify and to analyze the students problem in understanding or knowing of writing, especially about writing narrative text.

4. For the next researchers

It is expected that this research help other researchers to do the some related researches in deeper, futher and better technique especially in writing.

5. For the School

The result of this research can be used as a method for improving students' writing skill in the school. The result of this research can be functioned as information and reference for further researcher related to the field.

G. Definition of the Key Terms

To know about this research, the research use about some term, the researcher defines them as the following:

1. Peer Feedback

Peer feedback is having other writer to read and to give feedback on what other writer has written (Hyland,2005). In this study refers to the process by which students exchange constructive criticism on their work to help each other edit, improe and revise their writing.

2. Writing Skill

writing is consider as difficult skill to study for many students (Allan and Vallette, 1981: 5). Although it shares the same kind of

skills with speaking as the productive skill, it cannot be acquire like the way speaking is. Speaking can be acquire by getting expose orally whereas writing has a bit complicated process to learn it (Brown, 2001: 334).

3. **Narrative text**

Narrative text defined as text which function is to amuse, entertain, and to deal with actual or various experience in different ways (Curriculum 2013). Narrative deals with problematic events lead to a crisis or turning point of some kind in turn finds a resolution it means that narrative text is the tells about the story to entertain the reader.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter, the researcher discusses about review of related literature, which of review and related theories, Quoted and purpose from the expert's opinion review of the related finding the researcher quotes some findings related to studies, at the researcher results the conceptual framework about writing and peer feedback.

A. Review and Related Theories

A.1. Writing

A.1.1. Nature the Writing

The are four skills in teaching language. One of skills is writing. Language can be showed in the form of writing, there are two kinds of language. Those are oral language and writing language. Oral means the language that people speaking or recognizing listening whereas writing language is the language the people use in writing recognizing in reading. Based on the information that, the meaning of writing is the act or art of forming letters and character on paper, word, stone, express, or of communication their toot hes by visible signs.

(Jeremy Harmer, 2007, p. 86)states that writing is a process and that write is often heavily influence by contrains of genres, that these elements have to be present in learning activities. From definition above, theresearcher can

conclude that writing is a way to produce language that comes from our thought. It is written on paper or a computer screen.

Meyers (2005:2) states that writing is a way to produce language learners do naturally when learners speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and your idea, putting them on a paper and reshaping and revising them.

Zainil (2008:76) stated writing is difficult skill for native speakers and nonnative speakers alike, because writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization. Writing is especially difficult for nonnative speakers because they are expected to create written products that demonstrate mastery of all the above elements in a new language. In addition, writing has been taught for many years as a product rather than process.

According to Nation (2009:113), writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading. This preparation can make it possible for work that have been used to come into productive use. For instance, in an English for academic purpose program, it is meant, writing is useful for other skills such as, reading, listening, and speaking.

Ghail (2011) states that writing is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete and also asserts that writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system).

From the explanation above, writing is an activity of expressing ideas, thoughts or opinions that written systematically which used as a media of communication between writer and readers. So, the students had to know characteristics of good writing.

A.1.2 Process of Writing

Good writing starts with some processes. In addition, Hermer (2004:5) mentions that there are four principles of writing, they are; planning, (this stage is called pre-writing process. Pre-writing thinking, talking, reading, and writing that the writer does about the topic before writing draft. Pre-writing can be defined as a way of warming up the brain before write). Drafting (the writer must use the idea that generated in planning as a guide. This stage needs and editing for checking the text). Editing/revising (this is almost impossible to write perfect. Perhaps the order information is not clear or marker wrong. They way revise and improve the first draft is called editing). Finally, final version (once the writer has revise and edited the draft and made the change that they consider necessary, they produce the final version).

Similarly with Oshima and Hogue (2006:265) stated the writing process had four steps. Creating/ prewriting (the first stage in writing process). Planning/ outlining (After students have generated some ideas, they must decide what they will say about their chose topic). Writing (writing is the rough draft). Polishing (polishing what you have written).

According to Boardman (2008:30) stated that there are six steps in the writing process. There are, analysing assignment, brainstorming, organizing ideas, writing the first draft, rewriting first draft, and writing the next or final draft.

Based on the explanation of some theories above, the researcher concluded that writing skill was very important for students to be learnt. Especially in writing generic structure of the text. Hopefully students could explore their ideas for explains or tell their self experience in the past through writing a text. The process writing could also help the students to generate ideas for writing assignments.

A.1.3. Elements of Writing

According to Oshima and Hogue (2006:18-21) there are two elements of a good paragraph in writing:

a. Unity

An important element of a paragraph is unity. Unity means that a paragraph discusses one and only one main idea from beginning to end.

The second part of unity is that every supporting sentence must directly explain or prove the main idea.

b. Coherence

Another element of a good paragraph is coherence. For coherence in writing, the sentences must hold together, that is the movement from

one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one.

A.1.4.Kinds of Writing

According to Melly's (2006) there are many kinds of writing. She divides into five types. Expository writing (where the writing served to explain, inform). Descriptive writing (writing that serves to show, describe). Persuasive writing arguing for or against an issue). Narrative writing (tells a story). Finally creative writing (include fiction poetry, drama screen writing auto biography).

Kustanti, et al (2009) states there are many kinds of writing such as :

- a. Narrative text (a piece of writing that tells a story),
- b. Spoof (humorous story that tells events in a chronological sequence),
- c. Recount (a piece of writing that tells events in a chronological sequence),
- d. Procedure (a piece of writing which consists of instructions to follow),
- e. News item (a piece of writing about an important event or situation that happens on a particular),
- f. Report (provides factual information about general subjects like social phenomena),
- g. Description (that lists the characteristics of a person, place or thing),
- h. explanation (that gives straight forward information),
- i. Analytical exposition (a piece that tries to convince the reader to agree with the writer),

- j. Hortatory exposition (that persuades the readers to accept the writers point of view),
- k. Discussion (that explore the pros and cons the advantages and disadvantages of an issue).

Based on the explanation above, researcher conclude the kinds of narrative so many types. And all of types, ever learning students start from junior high school until in senior high school. In this research, the researcher's only focused on writing narrative text. Narrative is a kind of the text to retell story that past event. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

A.1.4. Component of writing

Components of writing are very important to know that learning writing. A text, a paragraph, and essay the components of writing are same. This research, only focus on writing a narrative text.

According to Hughes in Istiqomah (2014) there are five aspects in making a good writing, they are; vocabulary (in order to write well, the ability to choose and use the appropriate vocabulary should be master). Mechanics (mechanics include some matters such as spelling, punctuation, and capitalization. Spelling is important to make a meaningful writing. The meaning will be changed if a word is misspelled). Content (the writer have an ability to think creatively to develop their idea). Form/ organization (which mean that all of the sentences in it discuss only one main idea, the paragraph

has have good form/ organization). Fluency/ style and ease of communication (a paragraph is said fluent when the choice of structure and vocabulary). Grammar (the basic grammar helps students to compose text. In this case the use of suitable grammar). Coherence (one way to achieve coherence is through the use of transitional signals).

According to Syafi'In Larasati (2014) stated that there are five components of writing that should be directly involved in writing performance, namely; content (the substance of writing or the ideas expressed). Form (the organization of content). Style (the choices of the structure and the lexical items to give a particular tone or flavor of the writing). Grammar (the employment of grammatical forms of syntactic patterns). Mechanics (the use of graphic convention of the language).

Based on explanation above, the researcher concluded the components must be checked to know the writing had the correct component or not. If the writer could write based on the components writing, the writer not got difficulties in writing something.

A.2.Narrative Text

A.2.1 Definition of the Narrative Text

Narrative text is the text tells about the imaginary story, there are many types of narrative text like romance, horror and comedy. A narrative text is basically used for entertainment or education purpose. Narrative text is a text amuses, entertains and deal with actual or vicarious experience in different ways. According to Anderson and Anderson, (2004:8), narrative is also a

piece of text which tells a story and, in doing so, entertains or informs the reader or listener.

According to Grace (2005:58), narrative text is deal with problematic events which lead to a crisis or turning point of some kind (climax), which in turn find a resolution. The purpose is to amuse or to entertain and to deal with actual victorious experience in different ways. The text organization mainly consist of; orientation, complication, and resolution. And the language features related there are; focus on specific and individualized participants, use of material process (action verb), use of relational process and mental process, use of past tenses, and use of temporal conjunctions and temporal circumstances.

Indaryati (2006:32) stated that narrative text is tells an imaginary story but the story many may be based on facts. The purpose is to entertain the readers. The text organization consist of; orientation (the opening of the story or starting point). Sequence of events (the main body of the story), and resolution (everything ends up' happily ever after the conflicts are resolved).

Tolok, et al. (2008), narrative text is a piece of writing that tells a story. The story can be imaginary or based on real incident. The generic structure or organizations a narrative text mainly consist of three parts; orientation (this part presents the setting of the story and introduces the characters involved. It sets the scene and introduce participants (it answer the question: who, when, what, and where). Complication (the story continues here. Usually, there is an event or a sequence of events that lead the characters into a complication

(some form of conflict that disrupts the normal event). Tension starts to build up to a climax, and this draws anticipation in the readers). Resolution (the problem starts to get resolved. Sometimes the story ends happily or vice versa, and at other times the resolution(the ending of the story) is left for the readers to decide). Narrative text also have language feature related there are; action verb, adjectives, connectors to do with time sequence, the person (*I or we*) or the person (*he, she, or they*), pronouns, punctuation, past tense adverbs, compound and complex sentence.

According to Kustanti, et al (2009:23) narrative text is a piece of writing and tells a story. The purpose is to tell a story about something or someone and to amuse or entertain the readers or listeners. The generic structure consist of; Orientation (sets the scene where and when the story happen) and introduces the participants of the story). Complication (tells the begin of the problem which leads to the crisis (climax) of the main participants). Resolution (provides solution to the problem either in a happy ending or sad (tragic) ending). Re orientation (given a closing remark to the story. It consist of a moral lesson or advice). The language feature of narrative text are six. Such as, past tense, nouns, pronouns, noun phrase, time connective and conjunctions, adjectives, adverbs, thinking verbs, direct and indirect speech, action verbs.

A narrative give an accounts of one or more experience. It tells a story make a point or explain an idea or event. As result, this type of essay can be fun

to read and even to write. Usually personal and often autobiographical, a narrative typically contains action, dialogue, elaborate detail, and/ or humor.

So, narrative text is to retell a story in the past time and the story can be imaginary or based on real incident. A narrative always starts from some problems which lead to the climax and then into the resolution of the problem.

A summary of characteristics of narrative text is presented in the following table:

Table 1.

Characteristics of narrative text

Text Type	Purpose	Generic structure	Language feature
Narrative	To entertain or to amuse the readers about the story	<ol style="list-style-type: none"> 1. Orientation (once upon a time, one thousand years ago, a few years ago) 2. Complication (one day) 3. Resolution (fortunately) 4. Re-orientation (finally or ending of the story) 	<ol style="list-style-type: none"> 1. Use active verbs 2. Use past tense 3. Use conjunction 4. Use pronouns 5. Use specific nouns 6. Use adjective verbs.

A.2.2 Kind of Narrative

Narrative is an account of a sequence of events, usually in chronological order. Relating to kinds of the text, which students has to complete studying in high school, narrative is a text is to entertain or amuse readers or listeners about the story. Narrative is basically story and within this, story telling, there are many kinds of narrative – comedy, romance, horror are some of the commoner types. A poem can also be a narrative if it tells a story rether than just describing something.

According to spencer, Rosen (2005), in writing a narrative, an author has a chance to make his or her mark on the world by relating a story that only he or she can tell. Whether it comes froma personal experience or is one that the writer has imagined, the point of a narrative is to bring one’s subject to life. By using sensory details, the five W5 and H (who, where, when, why, and how), and basic story structure, any subject can be made exciting. Common forms of narrative text which are studied in junior high school are:

a. Legend

A legend is a narrative of human actions that are preceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a converstion mode. Some define legend as folktale. The examples of legend in narrative text are: Sangkuriang, Maling Kundang, The lengend of Tangkuban Perahu, The story Of Toba lake.

b. *Fable*

A fable is short allegorical narrative making a moral point, traditionally by means of animal characters whose speak and act like human beings. The examples of fable in narrative text are : mouse deer and crocodile, the ants and the grasshopper, the samrtest parrot, the story mongkey and crocodile.

c. *Fairy Tale*

Fairy tale is an English language term for a type of short narrative corresponding. A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, gaints or gnomes, and usually magic or enchantments. The examples of fairy tale in narrative text are: Cinderella, Snow white, Pinocchio, beautyand the beast, story of Rapunzel.

d. *Science fiction*

According to Basil Daven port.1955, science fiction based upon some imagined development of science, or upon the extapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some example of science fiction are: To the moon from the Earth by Jules Verne, Starship troopper by Robert Heinlein, and Space Odyssey by Arthur C.Clark.

e. *A myth*

A myth is a story may or may not be true. The definition of the word myth is till subject to debate. Myths may be very old, or new (for example : urban myths). There may not be records or other proof that they nappened, but al last some parts of myths may be true. We know about them from older people

telling them to younger people. Example Stories about the Greek and Roman gods and goddesses are myths.

A. 3.3. Nature Peer Feedback Technique

A.3.1. Definition of the Peer Feedback Technique

According to Richards and Schmidt (2002: 390), peer feedback can be defined as an activity of the students receiving feedback from other students. The students receive their friends' work and then review it and give comment or suggestion on it.

Meanwhile, Lundstrom and Baker (2009: 31) say that peer feedback is an activity which is not only requiring the students to give feedback to each other but also to use the language itself in meaningful interaction. He argues that the students who are doing peer feedback are getting exposed to new ideas from others. Not only getting new ideas, peer feedback can also be defined as the way to get perspectives from other people in the same age and the same level.

Through peer feedback the students are encouraged to work collaboratively and get around the problem of students' reacting passively to the teachers' responses. As Harmer (2004: 115) states that peer feedback is a valuable element in the writing process. It is supported by Caulk (1994) in Rollinson (2005). He states that peer can give something which is not yet given by the teacher. The feedback of the peer is more specific than that of the teacher which is more general. Hence, peer feedback can complement the teacher's feedback. In addition, Gokce Kurt and Derin Atay explained³⁶, since

student reviewers soon perceive that other students experience the same difficulties in writing that they do, peer feedback also leads to a reduction in writer apprehension and an increase in writer confidence. Responding to peer work involves students in each other's writing, so that they can see similar problems and weaknesses in their own writing.

From the explanation above, it can be understood that peer feedback is not only given in the form of correction but also constructive suggestion. There are a number of ways in using peer feedback, depending on the requirements of the teacher. Teacher should understand that in peer feedback, the students need to act as collaborator rather than correctors. The amount of time to be spent on the different phases of writing-responding-rewriting will evidently depend on a number of factors: the level of the students, their experience in group work, and the length of the essays.

A. 3.3.2. Procedures of Peer Feedback Technique

According to Mangelsdorf (1992:38), the procedure of peer feedback technique is developed based on students' level, as follows:

Table.1

No	Procedure	
1.	For the beginning students	Peer feedback is used by dividing students into some groups that consists of three or four. Students are listening or reading to peers' draft and commenting on what they find most interesting, what they want to know more about, where they are confused, etc. Then, the writers use these comments to decide how to revise their writing.
2.	For the advanced students	Students can work by using worksheet to answer questions through concerning the drafts' thesis, generic structures, language features, unity, etc – whatever the teacher wants to emphasize for the particular lesson. After the students complete the worksheet for the draft, they then discuss with their peers the suggestion made for the revision.

Furthermore, she suggests to use modelling step of this technique before giving the peer feedback task. The modelling consists of two steps.

Table.2

1	a. Teacher together with the students, reads a couple of sample drafts (used with the students' permission) and discusses the strengths and weaknesses of the drafts-what the students need to do to revise them. Teacher and students look primarily at the content and organization, then style or grammar.
2	b. Teacher together with the students, practices how to make suggestions for revision. Sometimes, teacher can provide hand out a peer feedback worksheet that teacher have already completed before to show the students how to be polite, clear and specific in giving response or revision

Feedback on writing is most valuable to students' writing development when it takes place at the beginning and middle stages of the writing process, This is the time when students can use the feedback to revise and edit their writing.

- a) Allot a small percentage of the final grade to handing in a draft by a certain date or at particular intervals. (1) Automatically give the grade to students who hand in the drafts. (2) Write comments on the drafts, which the students may use when making revisions. (3) Mark the final copies by assigning a grade and writing a few comments, noting how the students have improved their writing subsequent to handing in the initial drafts.

- b) Give feedback on the content, organization and style features of the writing in early drafts. (1) If students focus on writing conventions early in the writing process, their flow of ideas may be curtailed. (2) In addition, students may edit sentences that will later be cut during revisions. (1) Give feedback on adherence to writing conventions when the writing is almost complete.
- 1) Focus on one or two features of the writing that could be improved.
 - 2) Identify patterns of convention errors, rather than every error in the paper.
 - 3) Students are more likely to learn how to use a convention correctly if they
 - 4) attend exclusively to that type of error when editing their writing.

Table.3

Second, during peer feedback, teachers should:

No	during peer feedback
1	Encourage students to negotiate meaning. Students may be given a list of the types of questions to ask and to refer to during the task. The activity of giving feedback may proceed in a number of ways, depending on the requirements of the teacher. More commonly, readers will proceed with the guidance of heuristics appropriate to the essay type and draft, reminding the students to focus on particular aspects of the writing rather than others.
2	Schedule regular times for students to share their writing with each other. Routines may vary, but a typical approach is for the student author to read the draft aloud and raise specific questions. Students may record their responses on a feedback sheet or sticky note and refer

	<p>to these notes as they discuss the work with the author. To preserve the writer's ownership of his or her work, classmates phrase their responses in terms of possibilities for change. As peers discuss a piece, the writer often takes notes to help with revision. The writer may end the exchange by explaining plans for change.</p>
3	<p>a. Monitor student and group progress. This can be done in several ways: (a) the teacher can serve as a peer in the activity (especially useful in the initial peer feedback sessions), though he/she has to be careful to remain in a 'peer' rather than a teacher role; (b) the teacher can sit in with each group for part of the session in order to provide support, and to remind students of appropriate linguistic expressions and sociocultural communication patterns; or (c) a group manager (a rotating position) can be appointed to monitor group progress and raise issues with the teacher.</p>
4	<p>Circulate, ask questions, offer suggestions, and listen, as students work together on their writing. Sometimes, the teacher calls attention to a student's work and asks the student to read and talk about changes and the advice offered by classmates. Mini-lessons often are based upon what teachers observe in peer conferences.</p>
5	<p>Peer feedback may involve: (a) reader discussion preceding the reader-writer conference, to give readers time to formulate their thoughts, and how best to convey them; (b) alternatively, readers may simply give their spontaneous reaction to the essay (which might be read aloud by</p>

	the writer). This latter has the advantage of taking less time and leading to lively debates, though the response itself might be less than thorough.
6	During written feedback, readers can explore how to locate comments (interlineal, annotated, introductory/end), and which techniques to use (such as colors to represent different levels, types, or priority of comments) for best effect.
7	Readers can shape their feedback to fit the writer's preferences, not only about the nature of the comments (location, detail, supportiveness, and so on), but also about the aspects of the next focused on. It is likely that different writers will have different needs.

Finally, after peer feedback conferences, teachers are encouraged to:

Table.4
peer feedback conferences

No	peer feedback conferences
1	Get students to list all of their comments on a piece of paper, and then indicate whether they will revise based on each comment and why.
2	Link peer feedback to other classroom activities, through a number of ways: (a) 'language logs', in which students keep track of wording difficulties; (b) grading rubrics for each writing assignment (thereby

	also serving as a review) at the same time, and with similar content as the peer feedback sheets; (c) self-and peer-assessment, by having students use their peer feedback sheets as well as their own assessments of their work in light of the grading rubrics, and discuss the strengths and weaknesses of the paper.
3	Re-group students at the end of peer feedback sessions to read each other's final draft. The purpose of this is to show students how their comments helped their peers' papers become more effective, thereby reinforcing the process of writing and the value of peer review.
4	a. Students can give a summary of the changes they made in their paper based on their peers' comments.
5	b. Set aside time to help students reflect on conferences, discuss the peer feedback activity, and what they would do differently for the next activity.

It should be noted that the amount of time to be spent on the different phases of writing-responding-rewriting will evidently depend on a number of factors: (1) the level of the students; (2) their experience in group work; (3) the length of the essay written; (4) whether feedback is oral or written; (5) the number of drafts required; (6) but above all, on how much time the teacher is willing to make available for the process. It is important also to mention that not all of the steps mentioned above would need to be undertaken, since good results have been found even without being subjected to extensive training.

A. 3.3. Effect of Peer Feedback Technique in Writing Narrative

According to Rollinson (2010:43), peer feedback can increase a range of social, communication skills, including negotiation skills and diplomacy, verbal communication skills, giving and accepting criticism, justifying one's position and assessing suggestions objectively. In addition, Gokce Kurt and Derin Atay explained(2010:44), since student reviewers soon perceive that other students experience the same difficulties in writing that they do, peer feedback also leads to a reduction in writer apprehension and an increase in writer confidence. Responding to peer work involves students in each other's writing, so that they can see similar problems and weaknesses in their own writing. Furthermore, Falchikov (2010:45) states, In peer feedback, students engage in reflective criticism of the work or performance of other students using previously identified criteria and supply feedback to them. This may be a 'one-off' activity or involve a series of meetings during which students supply feedback to peers on increasingly polished versions of a piece of written work.

From the explanation above, it can be understood that peer feedback is not only given in the form of correction but also constructive suggestion. There are a number of ways in using peer feedback, depending on the requirements of the teacher. Teacher should understand that in peer feedback, the students need to act as collaborator rather than correctors. The amount of time to be spent on the different phases of writing-responding-rewriting will evidently depend on a number of factors: the level of the students, their experience in group work, and the length of the essays.

According to Nancy(2010:46), peer feedback, at the most of the research, has been shown to have positive effects on students' writing process and product. While research has indicated that teacher's feedback tends to generate more comments at the grammatical level, peer feedback can generate more comments on the content, organization and vocabulary. Furthermore, she adds that the practice of peer feedback gives beneficial effects on the quality of writing because it gives advantages to students such as developing critical thinking, learner autonomy and social interaction among students.

According to Rollinson(2010:47), there are several reasons why teachers have chosen to use peer feedback in teaching and learning of writing:

a. Respon and Revision

Peer readers can provide useful feedback to peer writers so that peer writers can do effectively on the basis of comments from peer readers. Peer feedback also tends to be a different kind from that of the teacher in which teacher feedback is rather general where as students responses are more specific. Peer feedback may be becoming a critical reader of others' writing that make students more critical readers and revisers of their own writing.

b. Audience

Writers need to consider audiences. A responsive 'real' audience will let the writer know if her message is effective and it will encourage the writer to create writing based on the characteristics and demands of readers.

c. Collaboration and Communication

Peer feedback, with its potentially high level of response and interaction between reader and writer can encourage a collaborative dialogue in which two way feedback is established, and meaning is negotiated between the two parties.

d. Peer Response vs Teacher Response

Peer response operates on a more informal level than teacher response. This may encourage or motivate writers, or at least provide a change from the more than one way interaction between the teacher and students where the students may end up making revisions without necessarily agreeing with or even understanding the teacher's authoritative comments.

e. Student Attitudes

Students themselves may not only find peer response beneficial but also its social dimension which can also enhance the participant's attitudes towards writing.

Research shows that peers can also make helpful contributions to students' writing development (2010:48). They provide reader-based feedback that shows studentwriters the effect that the writing is having on a peer audience (often theintended audience for elementary students' writing).Peer feedback helps to develop student writers' sense of audience – theirrecognition of the perspectives, language, sentence structure, voice and otherelements of writing that provoke, entertain or satisfy their audience(2010:49).In classrooms, where desks are arranged so that students

can easily talk to each other, students may ask peers for feedback spontaneously, as they feel it is needed.

In sum, student writers learn about the power of writing when peers provide reader-based feedback about what they learned, what engaged them and what evoked strong emotions. Criterion-based feedback, particularly from teachers, allows students to see how closely specific features of their writing match the expectations for that writing. Responsive to students' immediate needs, verbal and written feedback provided on drafts of students' writing is a powerful tool to support students' writing development.

B. Review of the Related Finding

There are many studies about research. Firstly, there were two relevant researches provided; first, the research conducted by Saovapa Wichadee and Pornrapee Nopakun in 2012, entitled "The Effects of Peer Feedback on Students' Writing Ability"⁵². The aim of this research was to determine the effect of two types of peer feedback on students' writing ability and examine their attitudes toward peer feedback activity. The quasi-experimental research design was employed in this research. Their writing assignments were given to both groups, but one group received feedback from peers on Facebook in contrast to the other group getting feedback from peers in class. From the research, it was found that students in the Facebook group had more positive attitudes than those in the face-to-face group ($\bar{X} = 4.40, 3.98$) with a statistically significant difference ($p < .001$).

It is noted that students in the Facebook group had more positive attitudes toward peer feedback in all items. However, differences were found statistically significant in 4 out of 10 items. The results revealed that although the students in both group significantly improved their writing ability, those in the Facebook group showed better writing performance. Their research had different focus from this research in which their research used feedback technique for both group, in which one group received feedback from peers in class and another group received feedback from Facebook.

Secondly, Septriani (2013). The title of her research was The Effect of Using peer Feedback Technique Toward Students' Achievement in Writing Recount Text (An Experimental Study to the Tenth Grade of MA Negeri 1 Brebes in academic Year 2012/2013). After she applied peer Feedback in writing narrative text, she founds that t-ratio is higher than t-table ($2,44 > 2,024$). It means that there is significant difference of the writing achievement between the students who are taught by using peer feedback and the students who are taught without using peer feedback technique.

Thirdly, Kamimura (2006) has investigated the effect of peer feedback on the students' writing performance. His finding showed that peer feedback had positive effect on the students' writing performance and it had significant improvements on the revisions produced by the students. In addition, peer feedback had an important role for the students compared

with the teachers' comment. Murni and Siregar (2014) find that students who did peer-feedback had higher motivation and enthusiasm than the students who did not. Then, they also got benefits of peer feedback process as their peers told the mistakes that they were not aware of and gave them opinions and suggestions. They also felt free and confident in discussing their point of view in peer feedback.

Fourthly, Honang Adiriyanto(2015) entitled "Improving speaking skill through peer feedback (aclassroom action research for the third grade students of vocational secondary school Pancasila salatiga in the academic year 2015/2016) The result of the research is the students' writing skill can be improved peer feedback. The improvement can be shown by the means of pre-test and post-test is 55.64 increase to 61.92 in cycle 1 meanwhile, the mean of pre-test and post-test is 66.21 increases 71.85 in cycle 2. So, the researcher concludes that there is a significant difference between the speaking skill of the third grade of vocational secondary school pancasila salatiga in the academic year 2015/2016 taught by peer feedback in pre-test and post test. It means that peer feedback can improve the students' writing skill.

Fifthly, Isti Wulan Khosidah (2017) "Improving Student' writin Skill Through Focus Peer Feedback Technique(A Classroom Action Research For The Second Grade Students Of SMP 2 Mertoyudan In The Academic Year Of 2017/2018)" the researcher concludes that the implementation of focus peer feedback for the second grade students of

SMPN 2 mertoyudan can Improve students writing skills. After using focus peer feedback the students writing skill can be better. shown by the mean of pre-test and post-test increase in each cycle, the mean score of the post-test is 92.25.

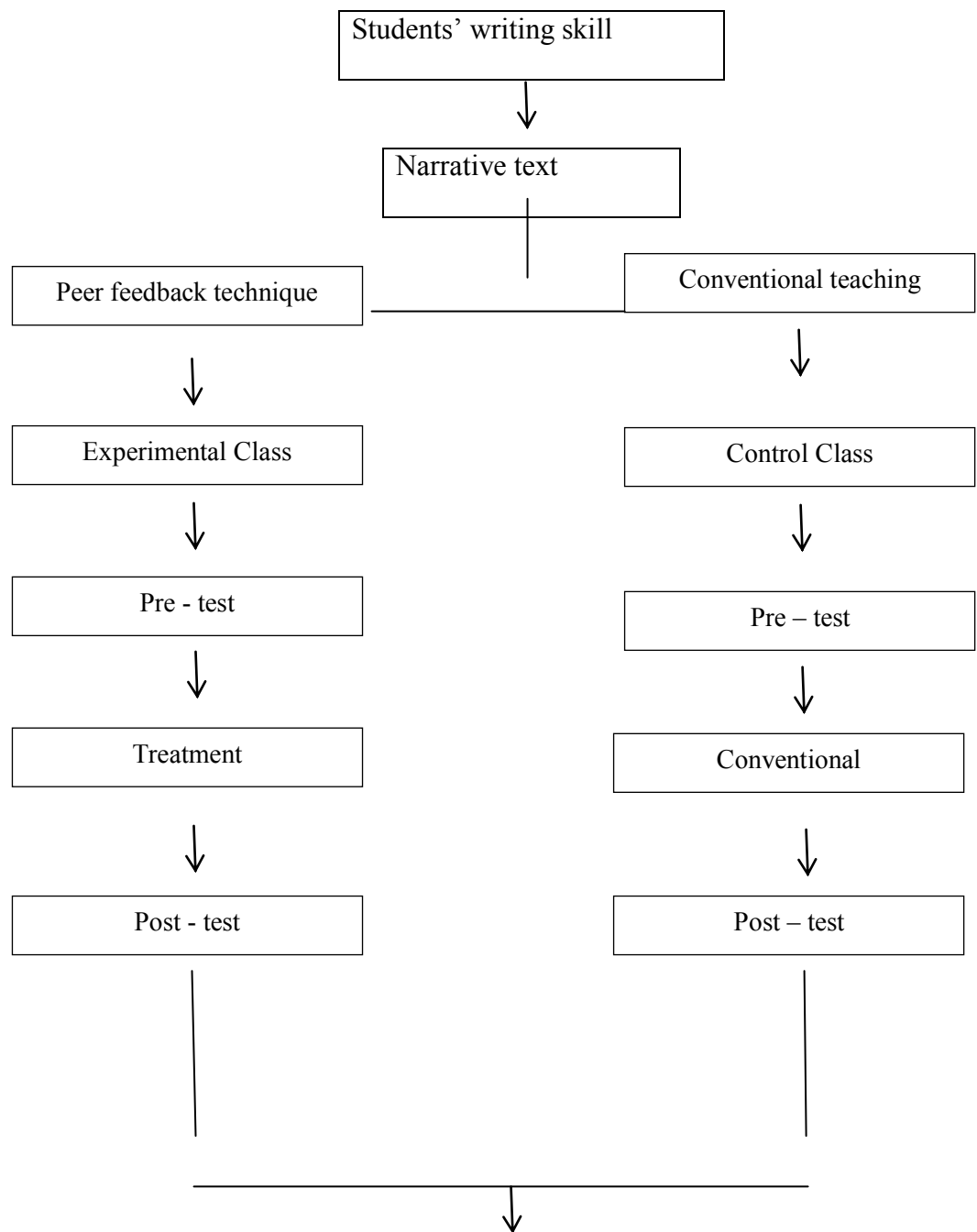
Based on the research related finding above to reinforce the result of the effectiveness of Peer Feedback, the researcher has different research. In this research, the researcher wants to know the students' ability in writing skill using Peer Feedback in narrative text. The researcher to find out the Peer Feedback is effective or not to be used and what effect of the technique and this research focus on the effect of Peer Feedback towards students Writing skill in narrative text.

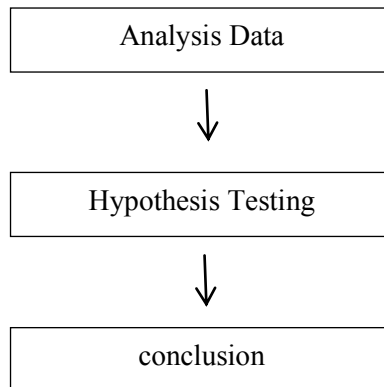
C. Conceptual framework

The theoretical work of this research had been done served on the following figure :

Figure. 1

Conceptual framework





Based on the figure above, In students writing skill, some the students SMP Islam Kepenuhan still difficult to determine the content, organization, grammar, and vocabulary of the text, and still difficulties to express their ideas, expecially in writing narrative text. Based on the problem above, one a way to improve the students' in writing narrative text was used peer feedback technique. In used this technique the researcher's had two classes. There were experimental class and control class and two classes haad done a writen test. In two classes used the pre – test and post –test. In experimental class used treatment and control class used convetional teaching. The treatment is peer feedback technique.

After the best finished, the researcher was gathers the data on best result of students. The researcher analyzed the test result of the students with three steps. Firtsly, the researcher used the normalize Data to know the variable X and Y distributed or not,secondly, homoganize data to know the two sets of data varianceor not, finally was t-test, it was to know

there was significance difference between the students' writing and to know there is significance effect between in the pre- test and post- test. To search for these result, the researcher used the SPSS program.

There were two hypotheses In this study, the research proposed the hypotheses there were, alternative hypothesis(H^1) and the null hypothesis (H^{01}), the alternative Hypothesis (H_2) and the null hypothesis (H_{02}). Based on the explanation above, the researcher conclude that researcher hope taht this technique succesfully, not only that, the researcher also hope students were able to write text with learned this technique.

D. Hypothesis

A Hypothesis is a temporary answer of research, until it could be proved by data collection. Hypothesis taken from *hypothesa*, which is consist of two words, *hypo* mean under and *these* mean truth (Arikunto, 2006:71). So the meaning of hypothesis is a temporary answer of research problem that it is truth must be verified empirically.

In this study, the researcher proposed two hypotheses. There was follow:

1. The alternative hypothesis (H^1)

H^1 = there is any significant effect in post – test of using peer feedback technique of the seventh grade SMP Islam Kepenuhan.

null hypothesis (H^{01})

H^{01} = there is no significant effect in post – test of using peer feedback technique of the SMP Islam Kepenuhan.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher discusses about the research design, setting of the research, in the setting of the researcher explained about the place was taken for doing the research, population and samples, in the population and sample the researches was was taken from the second grade students of SMP Islam Kepenuhan, instrumentation of the research technique in collecting the data, procedure of the research, technique of analyzing the data, the complete explanation can be read on the following this chapter.

A. Research Design

This research was “*quasi-experimental research designs*” examine whether there is a casual relationship between independent and dependent variable. Simply defined the independent variable is the variable influence and the dependent variable is the variable that is being influenced (Loewen & Plonsky,2006). In other words, the independent variable is expected to bring about some variation or change in the dependent variable.

The design of this research is quasi-experimental research type pre-test and pots-test. Post-test score are compered to determine the effectiveness of the treatment. This research consist of two variable; the independent variable symbolized by “X” that is Peer Feedback and the

dependent one as “ Y” refers to students’ writing skill narrative text. In brief the research can be designed by following table :

Table 3.1:
Design of the Study

Class	Pre-test	Treatment	Post-test
Experiment	Y ₁	T	Y ₂
Control	X ₁	-	X ₂

B. Setting of the Research

The research is conducted at the second grade students of SMP Islam Kepenuhan in March 2020. It is located at Jendral Sudirman street, Kepenuhan sub-district of Rokan hulu regency.

C. Population and Sample

a. Population

Population is all of the subject research. According to Sugiyono (2018:90). As population of this research were the second grade students at SMP Islam Kepenuhan in the academic year 2019/2020. The total population 42 students’. The are two classes VIIIA and VIIIB where each classes consists of 21 students and 21 students. Furthermore, the total of population can be seen from the table below:

Table 3.2

Population of the Research

No	Class	Total Ppopulation
1.	VIIIA	21
2.	VIIIB	21

b. Sample of the Research

Sample was more specific than population. According to Sugiyono (2018:81) sample is part of the characteristic number possessed by the population. Sampling is the process of selecting a number of individuals for a study in such a way that individuals represent the larger group which they were selected. In this research, the researcher was used total population is less than 100". The sample of this research consists of two classes, experimental class and control class which will be chosen by using total sampling.

Table 3.2

Sample of the Research

No	Class	The Number of the Students		Total Ppopulation
		Male	Female	
1.	A	8	13	21
2.	B	6	15	21

Total	14	28	42
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D. Instrumentation of the Research

The instrument was used to measure students' understanding in a particular subject to be observe. In the preliminary observation the researcher use observation, and interview to knowing the students' problem in learning English Writing Skill. Meanwhile, to know the effect of teaching Peer Feedback, the researcher will use a written test that is Narrative test. The researcher will be used pre-test and post-test design. According to (Sugiyono, 2011, p. 133), the research instrument was used to measure the value of the variable under study. Thus the number of instruments to be used for research depends on the number of variables studied.

In this research, the instrumentation will provide test to the students. The test will be in the form of a pre-test and post-test design. The pretest is aim to measure the students writing before giving treatment and post-test to find out the students writing after giving treatment. Treatment will used peer feedback. To get the score, the researcher will analyzed the writing test for students' writing mastery by using writing narrative text. The scoring of components consist of five criteria: vocabulary, Content and Organization. Score are reported in the range of 1 until 4.

Table 3.3

Components of writing	Scores	Indicators
Content	4	The topic is complete and clear and details are relating to the topic.
	3	The topic is complete and clear but details are not relating to the topic.
	2	The topic is complete and clear but details are not relating to the topic.
	1	The topic is not clear and the details are not relating to the topic.
Organization	4	Orientation is complete and the complication are arranged with proper connectives.
	3	Orientation is almost complete and the complication are arranged with proper connectives.
	2	Orientation is not complete and the complication are arranged few misuse connectives.
	1	Orientation is not complete and the complication are arranged with few misuse connectives.
Vocabulary	4	Effective choice and words and word form.
	3	Few misuse of vocabularies, word forms, but not change the meaning.
	2	Limited range confusing words, and word form.
	1	Very poor knowledge of words, word

		forms, and not understandable.
Grammar	4	Very few grammatical or agreement inaccuracies.
	3	Few grammatical or agreement inaccuracies but not effect the meaning.
	2	Limited range confusing words, and word form.
	1	Very poor knowledge or words, and words forms, and not understandable.

E. Procedure of the Research

E.1. The Procedure of the research for Control Group

a. Pre- Test

The research was given pre- testto VIIIB as control group. Pre – test was given to know the previous students’ writing in narrative text. In pre – test, the teacher asked students to write narrative text same with experimental group in pre –test. The researcher given the topic “ Malin Kundang “ as topic for pre – test.

b. No Treatment

There was no treatment in control group. Students learned in conventional teaching. Students had ordinary ways in writing. In order word, control group no teach by peeer feedback technique in writing.

c. Post – Test

The post – test was done after done pre – test. It had aimed to know is there any significant different. The researcher gave the topic “Malin Kundang “ as topic for post – test. This topic same with experimental group in post – test.

Table 3.4

List of Meeting In Control Class

Meeting 1	Meeting 2-5	Meeting 6
Pre – test (bawang merah and bawang putih)	Treatment (peer feedback) Narrative text (Cinderella) Narrative text (Timun Mas) Narrative text (lake toba)	Post- test (Malin Kundang)

Table 3.5

Teaching activities in control Class

No.	Activities	Teacher’s Activities	Students’ Activities
1.	Pre – Activities	Take the students’ attention Greeting the students	Pay attention Greeting the teacher

		Take the register/call role Opened the lesson by asked many think that related to last lesson	Answer the register Opened the book
2.	Whilst teaching	– 5) The teacher explained the material subject about narrative text 6) The teacher explained the generic structure and text organization in narrative text, 7) The teacher gave the example narrative text.	The students gave the active response
3.	The result	The teacher asked students to write narrative text based on the topic given.	The students gave the active response
4.	Post Activities	– Gave them opportunity for asked Gave them follow up homework or exercices	Gave the students gave the asked the teacher if here was still unclear about the topic write the homework

E.2. The Procedure research of the Experimental Class

a. Pre – Test

Students were given pre – test before they got treatment. The researcher gave pre – test to VIII A as experimental group. The aimed for given the test was to know the previous students activity in writing. In pre – test, the teacher asked students to write narrative based on the topic. The topic was same with control group in pre – test. The topic was “ Timun Mas “. Before treatment, the students in experimental group were given pre – test. The purposed of experimental research was to know students writing in narrative text.

b. Treatment (Peer Feedback Technique)

After given pre – test, the researcher did the treatment using peer feedback technique to write a text. This treatment was taken in order to know is there significant effect on students writing students of narrative text after used peer feedback technique. Treatment had done for four meeting. The treatment was given to experimental group only. The step are :

Meeting 1: the first meeting on treatment was the teacher explained about social function, generic structure, and language feature of narrative text and then teacher gave more example of narrative text and gave some exercises that has related with the text

Meeting 2 : Teacher introduced about peer feedback technique to the students. The teacher had shown the procedure of peer feedback technique and relation with material : Cinderella “. After the teacher explained how to develop a topic “ Malin Kundang “.

Meeting 3.: In this meeting, the teacher explained about simple past tense, which is one language feature of narrative text. Then the teacher gave some exercises that related the materials. In this meeting, teacher asked the students to write narrative text. Teacher gave a “Lake Toba “ to develop by them together, absolutely using peer feedback technique.

Meeting 4.: This last meeting in treatment. The teacher asked students to write narrative text. The teacher gave some topics, such as “ Timun Mas “, and develop it become narrative text.

c. Post – test

The purpose of given post – test was to find the effect on students’ writing of narrative text after peer feedback technique. Post – test was given to experimental and control group. The topic was “ Timun Mas “ same with control group in post – test.

Table 3.6**Teaching Activities in**

No.	Activities	Teacher's Activities	Students' Activities
1.	Pre – Activities	Take the students' attention Greeting the students Take the register/call role Opened the lesson by asked many think that related to last lesson	Pay attention Greeting the teacher Answer the register Opened the book
2.	Whilst – teaching	a. The teacher asked students to change the peers. b. The teacher asked students exchange papers. c. The teacher gave the students rubric sheets. d. The teacher asked students put their own names on the papers they are to edit. e. The teacher asked students read the narrative text. f. The teacher asked editors underline the mistakes. g. After finished, the teacher	Gave the response Gave the response The students gave the active response Gave the response The students gave the active response

		<p>asked students got their papers back.</p> <p>h. Based on the feedback they receive, teacher asked students to correct their mistakes.</p> <p>i. While corrected their mistakes, they should be consult the editor for for clarification.</p> <p>j. Teacher remind them to negotiate their mistakes with the editir and it is not guaranteed though that all the papers suggestiona are correct.</p> <p>k. Teacher was correct after students correcting their mistakes</p>	
3.	The result	The teacher ing the students to analyzed narrative text	<p>Take the conclusion orally</p> <p>Analyze the content and organization of</p>

			text.
4.	Post – Activities	Teacher were given them opportunity for asking Teacher were given follow up homework or exercise	Gave the response by asked the teacher if here was still unclear about the topic write the homework

Table 3.7

Blue print Teaching Materials

No.	Meeting	Topic	Teaching Process
1.	1st	Malin Kundang	Pre – test
2.	2nd	Cinderella	Treatment peer feedback
3.	3nd	Malin Kundang	
4.	4nd	Lake Toba	
5.	5nd	Malin Kundang	
6.	6nd	Timun Mas	Post – test

A. Technique of Collecting the Data

According to Widoyoko (2012: 33), to collect the data, the researcher could use many methods, there were questioner, interview, observation, and test. In this research, the researcher used post-test only to

collect the data. The steps in collecting the data as follows; Firstly, the researcher gave a treatment using peer feedback in the experiment class and in the control class there was no any treatment given in teaching writing.

Secondly, In the experiment class and control class, the researcher gave a post-test with some topics and the students can choose one topic. Thirdly, the student discussed the story and found the generic structure of the story, after the students discussed, students told the story. Fourthly, the researcher recorded the students' speaking in telling the story. Lastly, the data was scored by the raters and then the data was analyzed by the researcher.

B. Technique of Analyzing the Data

There were many components that influence writing activity, namely: content, vocabulary, language use, mechanic and organization, grammar, spelling, but in here the researcher analyzed the students skill in narrative text by using by formula (Harahap in permai,2007),

$$M = \frac{X}{N} \times 100\%$$

N

Notes :

M= Each students score

X= Total of correct answer

N= Total of items

After calculate the data was classifeid in to good to excellent, evarage to good, poor to evarege, and poor using the following scales :

Table.8
Scoring Rank

No.	Test Score	Level of Ability
1.	80 – 100	Good to excellent
2.	60 – 79	Avarage to Good
3.	50 -59	Poor put Average
4.	0 -49	Poor

(Harris in Larasati :2014)

To find out how many students who got the percentage poor, poor to average to good, and goodto excellent, the researcher using formula;

$$P = \frac{E}{N} \times 100\%$$

N

P= Percentage of students

F= Number percentage of each latter case

N= Number of students

The researcher calculated deviation between pre – test and post – test of experimental and control group. To analyze the data, the researcher used the static test, the researcher’s used the SPSS. There are ;

a. Normality Data

Normality test aims to see whether the data was normality distribution or not, this is used to determine the slope formula. To know variable X and Y distributed or not. So the researcher use Lilifort test because the data was a nominal data. Sudayana (2010 : 83) argue the normality of data distribution is a requirement to determine what kind of statistics are used in subsequent analyzes.

b. Homogeneity Data

Homogeneity the test was used to find out whether the two sets of data have a homogeneous variance or not. If both the sample is normal, continue with the second test of homogeneity of variance. To find two classes with the test, have the same basic skill.

c. T-test

In analyzing the data, the researcher analyzed by using T-test by Sundayana (2010) That was used to know significant effect between using peer feedback and without using peer feedback in the post-test. Sundayana(2010: 148) in a study, if the research data is knowing the distribution