USING PEER FEEDBACK TECHNIQUE TO IMPROVE STUDENTS' WRITING ABILITY AT THE FIRST GRADE OF MAN LAMONGAN

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English

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ABSTRACT

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The students of senior high school consider that writing is one of the most difficult language skills. Because they often make mistakes such in the generic structure and significant lexicon grammatical features of a text. Moreover, they are not able to express their written ideas well. Peer feedback is one way to help the students to solve their problem in writing.

This study was conducted in MAN Lamongan and the subjects were the first grade students. This research was done to find out the answer of three research questions. They were: (1) how is the implementation of peer feedback technique in teaching writing,(2) can the peer feedback technique improve the students' writing ability in language use and mechanic, (3) how are the students' response toward the implementation of peer feedback technique in teaching writing.

This design was collaborative classroom action research. The data in this study was taken from the result of the observation checklist, questionnaire, and students 'score of writing in every meeting especially language use and mechanic.

The results of the study were: for question number 1, the result was: the teaching and learning process when using peer feedback technique can be done based on the planning which was planned. Here, teacher did three activities such are invention, revision and editing. According to the theory the success of peer feedback technique depended how the teacher divide the class, teach the definition and component of narrative text. And also teach the students how to give response or comment towards their peers' writings, revise and edit based on the feedback sheet given.

For question number 2, the result was: the students' score showed that there are significant improvements of the students' score from rough draft until final draft in each cycle in language use, especially in tense. In cycle 1, the students' improvement of language use in rough draft and final draft was 0,77. In cycle 2, the students' improvement was 0,83. In cycle 3, the students' improvement was 0,88. While, there are significant improvement of the students' score from rough draft until final draft in each cycle in mechanic, especially in punctuation and capital letter. In cycle 1, the students' improvement was 0,25. In cycle 2, the students' improvement was 0,33. In cycle 3, the students' improvement was 0, 57.

For question number 3, the result was: 83,72% students' answered that they felt enjoy with the implementation of peer feedback technique and they hoped that peer feedback technique need be applied in their school.

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CHAPTER I

INTRODUCTION

A. Background of the Study

At the senior high school, English is a compulsory lesson and should be well mastered by the students. In Indonesia, it was stated that the purpose of English learning is to improve the students' communication ability both in oral and written. So, we can see that writing is one of communication skill that should be learned by the students. In this level, they are expected to be able to create kinds of text.

To be a good communicator in the target language, someone should get intensive training. In doing something, he or she able to transfer what he or she means to the reader or listener well. For writing, Lado states that the ability to write creatively requires special talent and training.[1] This means that writing can not come automatically, but it needs proper guidance and sustained practice. The students need more practice to master writing.

But in fact, many students of senior high school are not good enough in writing. Students face many difficulties to write in the target language, because they often make mistakes such in the generic structure and significant lexicon

[1] Robert Lado, *Language Testing: The Construction And Use Of Foreign Language Tests*,(London : Longman Group, LTD, 1997), p. 248

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grammatical features of a text, although the teacher has explained it well. Moreover, they are not able to express their written ideas well.

The facts of students' difficulties in writing are those we can find in MAN LAMONGAN especially at the first grade. Based on the premilinary study, most of the students at the first grade are getting difficulty in organize the text well, in express the idea, and feeling afraid to perform grammatical mistakes they usually faced. Those difficulties is caused by some factors; one of them is the teacher seldom gives writing composition task. She used to give much more reading task than writing task.

Fegerson and Mickerson said "writing is a skill that is acquired through study. So, if you have ever felt afraid to write because you were worried about making error remember that making mistakes in writing is a stage that everyone passes through".[2] So, when people are learning to write, they must not let their fear of making mistakes, which can limit their progress, is taking control doing writing exercises often will help people to more confident writer.

It is also supported by Brown who states that what follows an element of the writing process that is especially important, sharing what they have written with others, their readers, to see if they have been successful in conveying their intended meaning.[3] Here, we can see that writing are important and difficult skill

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[2] Fegerson, Laraine and Nickerson, Marie-Louse. *All in one*, (New jersey : Marie Louse Prentice Hall,1992), p.7

[3] Douglas Brown, *Principles of Language Learning and Teaching*,(Longman: San Francisco State University, Fourth Edition, 2000), p. 353

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than the three other skills, are listening, speaking, and reading. Because it involves several components such as content, organization, language use, vocabulary, and mechanic, which have to be considered when a learner is writing.

Considering the problem in mastering writing skill above, the teacher should choose the appropriate technique in order to build the students' writing ability and to distribute the students' creativity in teaching writing. The technique is called peer feedback technique. Peer feedback is the feedback of the students by other students, or where the students are involved to give feedback to their friend's writing, which is by sending back the response from their peer in the same level of age and ability.[4]

Peer feedback can be referred to " peer review "or " peer editing ", it usually goes beyond giving feedback on grammar or style concerns. When it was properly implemented, peer response could generate a rich source of information for content and rhetorical issues, enhance intercultural communication, and give students a sense of group of discussion.[5]

Peer editing usually relates to the peer response, Brown explains that peer editing is a true sharing process, not only do the students get feedback from their classmates, they also give their classmate feedbacks.[6] The students also learn to be better writers and readers. They write a certain composition and then analyze

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[4] J. Liu and J. Hansen, *Guiding Principles for Effective Peer Response. ELT Journal* 2005, vol. 59. No1. www.tesl.org/wordpress/issues/volume Retrieved on 6th May 2010. at 7.00 pm

[5] Ibid.

[6] Douglas Brown, *Principles of Language Learning and Teaching*, p.359

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their work each other. Furthermore, in writing, feedback is very important to help the improvement of writing skill, especially for the student. It is also supported by Johnson and Johnson stated that Peer feedback also fits well with the five basic principles of cooperative learning are positive interdependence, individual accountability, face-to-face interaction, interpersonal and small group skills, and group processing.[7]

There are some researches related to the use of peer feedback technique. Firstly, Ernawati had proved the implementation of peer feedback in teaching writing descriptive text, she found that peer feedback is the other way to improve students' writing ability in content, organization, and grammar.[8] There is similarity between Ernawati's and this research. Both of them apply peer feedback in learning and teaching process, but differ in the design of study is collaborative classroom action research (CCAR). It means that this technique was never implemented before; the researcher will conduct this technique and focuses on language use and mechanic. On the other hand, the previous study used descriptive qualitative research, Ernawati acts as non-participant. She observed the teacher activity when teaching English.

Amrina also researched about peer feedback to teach speaking. she had proven the significant differences in speaking ability between the students who

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[7]D.W Johnson and R.T Johnson, *Learning Together and Alone : Cooperative, Competitive, and Individualistic Learning*,(Boston, MA: Allyn and Bacon, 1998),Fifth edition, (http://www.assessmentforlearning.edu.au/professional_learning/peer_feedback/peer.using.html, 1998), Retrieved on 4th March 2010. At 4.50 pm

[8] Ernawati, *The Implementation of Peer Feedback Technique to Improve the Elevent Grade Students' Descriptive Writing*, Unpublished Thesis,(Surabaya:Unesa 2008), p. 53

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are taught by using peer feedback and those who are not taught in that way. Based on the data the writer conclude that there is a significant difference in the speaking ability between the students who were taught by using peer feedback and those who are not taught with peer feedback technique in some aspects are eye contact, body language or gesture, rate of speech, volume of speech, and the pronunciation.[9]

Based on the description of peer feedback above, the researcher chooses the peer feedback technique to teach writing, because this technique makes the students become more creative in the writing class. In peer feedback, the students have opportunities to work collaboratively with peers in order to improve their grammar, to organize their writing, and to express their idea in their writing. The interaction among the students is important to support learning achievement. The researcher also expects that this technique could lead the students to write better than before.

Those are the reason why the researcher used peer feedback technique to be implemented in writing class of senior high school. It is expected to help the student of senior high school to be more enthusiastic in learning writing.

Here, the researcher wishes having a collaborative classroom action research to apply the peer feedback technique to improve students' writing ability,

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[9] Hafidza Nash'ul Amrina, 2009, *The Use of "Peer Feedback" to Improve the Students' Speaking Ability in the Tenth Grade of SMA Negeri 1 Babat.* Unpublished Thesis, (Surabaya: UNESA 2009), p.46

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because this school never implemented this technique before. And this research was conducted at MAN LAMONGAN.

B. Research Question

Based on the title "Using peer feedback technique to improve students' writing ability at the first grade of MAN Lamongan", and referring to the background of the study, the researcher formulates questions as follows:

1. How is the implementation of peer feedback technique in teaching of writing?
2. Can the peer feedback technique improve the students' writing ability in language use and mechanic?
3. How are the students' response toward the implementation of peer feedback technique?

C. Objective of the study

Based on the problem above, the objectives of this study are:

1. To describe the implementation of peer feedback technique in teaching of writing
2. To describe the improvement of the students' writing ability in language use and mechanic
3. To describe the students' response toward the implementation of peer feedback technique.

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D. Significance of the Study

Looking at the object of the study above, this study is trying to find an alternative way to improve the students' writing ability by using peer feedback technique. The result of this study later is expected to give benefits to the students, to the teacher, to the reader and to the researcher herself.

1. For the Student

   It is expected that the students will be able to understand what their problems are and how they can improve their skill. The students will be motivated in learning English, especially in how to master good writing and not being afraid of making mistakes during the writing activity. Moreover, it makes the students more critical in the way they assess their friends' and themselves in mistakes they did.

2. For the teacher

   It is expected that the teacher will have another way or strategy in providing feedback in teaching and learning of writing to improve students' writing ability. With applying this study, the teacher can gather more information in teaching writing.

3. For the Reader

   It is expected that the reader will acquire information about peer feedback technique in writing class.

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4. For the researcher

It is expected to get feedback for the other researcher to conduct the similar study in different place with other respondent.

E. Scope and limitation

This research was conducted at MAN LAMONGAN. The subject of this study was students at the first grade because according to the English teacher of MAN LAMONGAN, the students at the first grade are low motivated in writing skill, so the teacher usually used peer feedback technique to motivated their students. This study focused on teaching and learning process using peer feedback technique to improve students' writing ability, the students' responses after applying peer feedback technique in teaching writing, and the students' improvement in language use and mechanic.

In this study, the researcher limited her study on the use of peer feedback technique in language use, especially in tense and mechanic, especially in punctuation and capital letter because the students at the first grade still get some difficulties in language use and mechanic. Whereas, about the material, the researcher was focusing on the teaching and learning of narrative text, which is appropriate with the syllabus in second semester. In narrative text, the researcher chose legend as a topic because legend was included familiar story in daily life and the students could get moral message from the story.

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F. Definition of Key Term

To obtain obvious description about the title and the problem of this reseach, the researcher gives definition of the key terms. The purposes is to make clear and to avoid misunderstanding on the concept that is used in this study. The researcher would like to define them as follows:

Feedback

- In this study, feedback means correcting or telling on students' works what they have done in writing class

Peer feedback

- In this study, peer feedback means students give comment or response and correct to their friends' writing in language use and mechanic.
- Students writing ability is the ability of student to compose some word into a sentence, paragraph, or an essay.

Narrative

- In this study, Narrative text means that imaginative story such as folk tales in order to amuse the reader.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some actual theories as references to support this study. It contains at the following sections : the nature of writing, the important of writing, the process of writing, the element of writing, the technique of writing , the teacher's technique for teaching writing, the nature of genre, the narrative genre, the structure of narrative genre, teaching secondary school with narrative in writing class, the nature of feedback , kind of feedback, feedback during written work, the procedure of how do peer feedback in writing class, the setting and training of peer feedback, the advantages of using peer feedback technique, the nature of assessment, peer assessment, and the relation between feedback and assessment in writing, and previous study.

A. Writing

In this section, the researcher will discuss about the nature of writing, the important of writing, the process of writing, the element of writing, the technique of writing and teacher's technique for teaching writing.

1. The Nature of Writing

Writing is part of learning process besides reading, listening and speaking. According to Nunan that writing is the mental work of inventing ideas, thinking about how to express them into statement and paragraphs that

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will be clear to the reader.[10] Thus statement means that writing combination of some word to deliver the ideas in written language. The writers can express their ideas in this form and each writer usually has different style of writing depend on its purpose. To convey the message to the reader effectively, the writers should understand who the reader are because they convince the idea clearly to the readers who are not physically present.

Byrne states that writing is one of the language skills which are used for medium of communication, especially indirect communication.[11] It means that the writer can not do face to face with their readers so writing is regarded as a complex and difficult skill for everyone to master it.

Because of the reason, the writers have to organize words and sentences in such a way that the readers can understand the meaning well without asking questions to the writers.

The teacher usually encourages their students to have a good writing in teaching learning process. In conclusion, writing has important role in our communication to deliver the ideas which the writers physically does not present in front of the readers so the writers have to compose their writings coherently and comprehensively by getting along with reading a lot of books.

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[10] David Nunan, *Practical English Language Teaching*, (Singapore: Mc Graw Hill, 2003), p. 88

[11] As quoted in Rina Kusumadewi, *The Implementation of Stick Figures to Teach Writing Recount Text to the Eight Grade of SMPN Ngoro*, Unpublished Thesis, (Surabaya: UNESA 2009), p.15

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2. The Important of Writing

Learning writing in English subject is very important for the students. Based on the curriculum based competence, "English subject in senior high school has purpose in order the students have the ability to develop communicative competence in oral and written form, to get the functional literary stage".[12] From that statement we know that the student in senior high school should be able to communicate in oral and written form. Writing is a part of written form, so the students should have the competency to write. Moreover, writing is a basic language skill which is important to be learnt as speaking, listening and reading.[13] It means that the students need writing skill to convey their ideas in writing reports, scientific writing, short stories, etc in education field. They can also develop the general into specific ideas which have the details to make the message delivered to the readers clearly.

According to Cahyono writing is a communicative act: it is a way of sharing information, thought, experiences, or ideas, between ourselves and others.[14] It means that we need to say to others about things related to ourselves, such as our lives and our experiences. In conclusion, writing has the benefit not only in the education term but also in the daily communication

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[12] Depdiknas,2004, Kurikulum, 2004, *Standar Kompetensi Mata Pelajaran Bahasa Inggris Untuk Sekolah Menengah Atas dan Madrasah Aliyah,(* Jakarta: Pusat Kurikulum, Balitbang Depdiknas), p.3

[13]Jeremy Harmer, *How to Teach English : An Introduction to the Practice of English Language Teaching*, (England: Addison-Wesley Longman, 1998), p.79

[14]Bambang Yudi Cahyono, *Techniques in Teaching Efl Writing: Practical Guides for English Teacher of Smp/Mts in Indonesia*, (Malang: State University of Malang Press, 2009), p. 16

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to do indirect communication to convey a message exactly as the writer wishes.

3. The Process of Writing

Writing is a process. when someone conducting writing, they do several steps started from their willingness to write until his writing is ready to be read by the others. If we want our writing is readable and understandable, we need some of stages.

According to Oshima there are four main stages in the writing process: prewriting, planning, writing and revising draft, and writing the final copy.[15]

a. Prewriting

Prewriting is the first step in producing a piece of writing, and it will also help you to establish your train of thought and to prepare you to continue with the other steps in writing process. During this stage, students plan and organizational stage consist of a series decision about why to write, what to write about which aspects of the topic to focus on , who the audience will be and which approach to take.

Oshima and Hogue say "write about the topic or something that you are interested in".[16] Then the teacher asks their students to compose their writing and specify the title into details. In conclusion, before the students start to write, they must decide the topic or ideas.

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[15] Alice Oshima and Ann Hogue. *Writing Academic English 3rd Edition*, (New York: Addison Wesley Longman, 1999), p.3

[16] Ibid , p.3

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b. Planning (Outlining)

After getting the idea to write, students have to plan to organize it well. They can create the outline that contains some consideration about purpose, audience, point of view, and format. Harmer states that writers have to think about three main issues. The first is the purpose of writing; it includes the type of text, the language they use, and the information. Second, the audience they are writing for. It includes the shape of writing and the choice of topic. Third, the content structure of the piece that is best to sequence the fact, ideas or arguments which they have decided to include.[17] In conclusion, the writer should make outline in order to be able to arrange and focus their ideas based on the topic. The basic function of outlining is to understand the important how to organize topic into good paragraph.

c. Writing/Revising Drafts

Revising means the writer constantly revise or change what they have written. There are three stages to the revising process:[18]

1) Writing the First Rough Draft

The first version of a piece of writing has the same meaning as rough draft. The writers are able to write exactly what they want to say and how they want to say it the first time. In fact, most writers make many

[17] Jeremy Harmer, *How to Teach Writing*, (England : Pearson Education Ltd, 2004), p.4-5
[18] Alice Oshima and Ann Hogue, *Writing Academic English 3rd Edition*, p.10

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changes before they finisn writing. It means that the first version of a piece of writing is not perfect. Oshima and Hogue states it is known that no piece of writing ever perfect the first time.[19] It means that the students make the first draft without any revising and editing.

2) Revising content and organization

After you have produced your finish draft, you need to reread your writing to determine if you have included sufficient and appropriate detail to support your ideas. Also you need to check the order in which you express your ideas to be certain that the relationship of the ideas is clear and easy to understand. The teacher and peer corection take the important role in this time.

3) Proofreading

Proofreading is the last step in the writing process, so it should be easiest. Proofreading is the final step in which you make sure your paper is grammatically correct and free of error. In proofreading, students give attention to language use such as tense, pronoun, article and etc. beside that students also give attention to mechanic such as spelling, punctuation, handwriting, and it may also make minor stylistic changes.

Proofreading also has same meaning with editing.

[19] Ibid, p.10

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d. Writing a Final Copy

After writers have edited their drafts that they consider being necessary, they produce their final version. The final version is the best writing that should be taken into score. This represents the whole idea of their writing that is complete and perfect.

The other experts also have the same idea about writing process. According to Hogue states that writing is a process of creating, organizing, writing and polishing.[20] This proves that writing has to follow several steps before it considers being final drafts. In the end, the writers get their best final draft.

From those explanation above we can see that revising stage is important and by using peer feedback technique the students are able to improve their writing performance by giving positive comments and feedback so the students can revise their writing into good writing.

4. The Element of Writing

Heaton said that the writing skills are complex and difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgment elements. the skills necessary for a good writing are:

[20]Ann Hogue, *The Essential of English: A Writers' Handbook,* (New York: Pearson Education, Inc), 2003, p. 255

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a. Organization : criteria to score students' writing ability depends on how well, logic, fluent, and cohesive they organize the text.

b. Content : criteria to score the students' writing ability depends on whether the information is relevant with the topic, whether the text is understandable, then, whether there are several main points discussed and some sufficient supporting details to illustrate, define, compare, or contrast factual information.

c. Vocabulary : criteria to score the students' writing ability depends on effective and appropriate word/ idiom choice usage, word form mastery, logic expression of ideas, and the variety of arrangement and interrelationship the words.

d. Language uses : criteria to score students' writing ability depend on how well they use the right grammar.

e. Mechanic : criteria to score students' writing ability depends on how well they use the right spelling, punctuation, capitalization, and paragraphing.[21]

5. The Technique of Writing

Teacher should plan the technique in teaching writing. In the previous discussion we have already known that writing is complicated activity in teaching learning process. The students usually feel afraid of making mistakes

[21] J.B. Heaton, *Writing English Language Tests*, (New York: Longman Group UK, Ltd, 1998), New Edition, p.135

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in their writing. According to Gower and Philips, "reading and writing activities are important in developing students' written academic language".[22] In this research, the teacher uses peer feedback technique to improve the students' writing ability and their understanding about how to make a good writing.

The technique of writing is often called the process approach or process writing. Kroll correctly points out:

The "process approach" serves today as an umbrella term for many types of writing courses....what the term of capture fact that student writers engage in their writing tasks through a cyclical approach rather than through a single-shot approach.[23]

In other words, these activities serve encourage brainstorming, drafting, writing, feedback, revising, and editing in a cyclical fashion. These types of activities encourage the idea that learning to write is more than creating a final product; it is the learning of a series of skills leading to that product.

6. The Teachers' Technique for Teaching Writing

The teachers should pay attention about the learning situation while planning a course. In this study, teacher should consider how to teach writing

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[22] Roger Gower and Dianne Philips, *New Edition: Teaching Practice Handbook,* (Thailand: Macmillan Heinemann, 1995), p.3

[23]David Nunan, *Second Language Teaching And Learning*, (New York: Heinle and Heinle Publisher , 1999), p.96

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in order the students can get the main idea of the writing course. According to Hook and Evans "the teacher must think of the students first in planning, teaching, and evaluating."[24]There are some principles that every teacher should consider while planning writing course based on Nunan :

a. Understand your students' reason for writing

   Teacher should match the goals of writing instruction with students' reason to write. For example, students have to write narrative, then the teacher should understand it and match the instruction to write narrative.

b. Provide many opportunities for student to write

   Students should be given many opportunities to develop their creativity in writing. After students record information to write about , teacher let them explain it in written from based on their own individual interpretation.

c. Make feedback helpful and meaningful

   After student write text, teacher should give meaningful feedback in order students can develop their writing better than before.

d. Clarify yourself, and for your students how their writing will be evaluated

   It is fair to the students to know how their teacher will be evaluated their writing. This has purpose in order the students know that their teacher gives them exact and fair score. [25]

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[24] JN. Hook and H. William Evan, *The Teaching of High School English,* (New York: John Wiley Suns, 1982), p.173

[25] David Nunan, *Second Language Teaching And Learning,* p. 92

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From the explanation above, it is useful for the teacher to consider what types of writing that students may want or need to do. In other words, the reason they may have for writing, for example: letters to request information or complain, forms and questionnaires, lecture notes, exam essay, report, telling stories, etc. There are many different aspects that the teacher should look at them in their students' writing as state by Gower:

1. Handwriting
2. Spelling

   This is usually a problem of speakers of non-European languages. However, speakers of languages where the spelling and pronunciation are consistent, for example the Indonesian students also need help with spelling.
3. Punctuation

   The conventions of English capital letters and punctuation are not universal and might have to be taught.
4. Sentence construction

   The construction of sentences those are grammatically correct, using the correct word order.
5. Organizing a text and paragraphing

   Dividing the information into paragraphs and knowing when to start a new paragraph. Ordering the paragraph to present a logical argument, tell a story.

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6. Text cohesion

   The appropriate use of linking words and phrases so that the organization of the text is clear to the reader

7. Register/ style.

   Using language (structure and vocabulary), appropriate to the formality and style of the text.[26]

B. Genre

In this section, the researcher will discuss about the nature of genre, narrative genre, the structure of narrative text and teaching secondary school with narrative in writing class.

1. The Nature of Genre

Students can use variety of genres or types of writing accomplish writing tasks. According to O'Malley and Pierce "the writer's selection of genre depends on the purpose and often determines the style, or decisions about language and organization".[27]It means that genres influence our writing. The purpose of our writing include in genres.

Curriculum based competence defines "genres as a kind of text that usually have certain communicative purpose, text structure and linguistics

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[26]As quoted in Kiki Fatmawati, *Using Process Approach to Improve the Ability of Eight Grades In Writing Descriptive Text,* Unpublished Thesis, (Surabaya: UNESA 2006), p.26

[27]Michael J. O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teacher,*(New York: Addison Wesley Publishing Company, 1996) p.138

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features".[28] In modern society who recognizes a written culture, there are some texts such as food recipe, narrative, description, etc. Moreover, genre can be defined both in terms of the intended form and the intended function of the writing, by form is meant such written products as letter, laboratory report, or essay. By knowing the characteristic of each genre, the students can write a certain genre easily. In this study, the researcher is interested in finding out the students' understanding of story genre, especially narrative genre.

2. Narrative Genre/ Text

Narrative is one of texts that should be learned in senior high school. Writing narrative text is very important in senior high school. Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.[29] According to Anderson narrative is a text that tells a story and, in doing so, entertains the audience.[30]According to pradiyono narrative is a text that tells a world event, informative or entertain and past event or present event.[31]O'Malley and pierce also states that narrative or expressive writing is a personal imaginative expression in which the writer produces story or essay.

From the definition above, the researcher concludes that narrative genre has function to amuse, entertain, and hold the readers' interest through

[28] Depdiknas, 2004, Kurikulum, 2004, p. 62

[29]Http://En.Wikipedia.Org/Wiki/Narrative,Retrieved Wednesday, April, 28 2010, 10.00 a.m

[30] Mark Anderson and Kathy Anderson, *Text Types In English,*(Malaysia: Mac Millan educational Australia Pty Ltd, 2003), p. 8

[31] Pradiyono, *Writing Clues For Better Writing Competence*, (Yogyakarta: C.V Andi Offset, 2006), p.163

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its imaginative story. This is line with Depdiknas which is supports the aim of narrative text is to entertain the hearers or reader with actual or various experience. Generally, to hold the readers' in a story, the writer should consider the principle of good narration. The writer should be able to express her thought and feeling to bring the readers in imaginative experience as she wishes. In this case, the writer should have the ability to tell the events clearly, smoothly and influence the readers' feeling to trigger their interest to read the story till the end.

3. The Structures of Narrative Text

According to Anderson and Anderson in their books "Text Types in English", there are five steps for constructing a narrative text.

a. An orientation

The narrator tells the audience about who is in the story, when the story is taking place, and where the action is happening

b. A complication

It sets of a chain of events that influences what will happen in the story

c. A sequences of events

It is where the characters react to the complication

d. A resolution

The character solve the problem created in the complication

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e. A coda

It provides a comment or moral based on what has been learned from the story (an optional step).[32]

4. Teaching Secondary school with Narrative in writing class.

We can see that writing is important skill which has to be learned besides the other skills. The student of senior high school was obligated to learn writing skill. Related to the writing skill, in Indonesia applies a certain model of language that which the students of senior high school was expected to produce a certain text in English way. Based on the explanation above, it shows that the students of senior high school have to learn some texts such as narrative, descriptive, recount, anecdote, and explanation. Then, this research focuses on producing narrative text at the first grade.

According to Adam and Sue states that narrative is used as media in teaching learning English in the classroom.[33] It was supported with Samelson said that the students can learn new words and expression in their varied usage within the context of narrative.[34] It means that narrative was related with producing words. This practice will improve the learners' reading speed comprehension and writing. It will also improve the students' vocabulary.

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[32] Ibid, p.8

[33] Anthony Adam and Sue Briedly, *Teaching Secondary English: Alternative Approach*, (New York: Mc Graw Hill university press, 2007), p. 69

[34] William Samelson, *English as a Second Language : Let's Read*, (United States of America: A Prentice Hall Company, 1975), p.1

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Based on the statement above, the researcher concludes that narrative is one of texts that should be learned in senior high school. Writing narrative text is very important in senior high school. According to Anderson narrative is a text that tells a story and, in doing so, entertains the audience. It means that narrative text has function to amuse, entertain, and hold the readers' interest through its imaginative story. Ronald said that there was some procedure to make narrative text in writing class.[35] The aim of this activity asks the students to use known structure and vocabulary to describe a series of event.

a. Review the difference between the simple present and simple past with the students
b. Give the students a series pictures.
c. Write some difficult words related with the topic and pictures on the blackboard in order to make the students write narrative text with easily.
d. Ask students to make narrative text based on the series picture was given by the teacher.
e. When students have finished, ask them to exchange papers with another students
f. Ask students to read the paper of their partner has written
g. Ask students to help their partner to correct any mistakes in grammar, spelling, punctuation and capital letter.

[35] Ronald V. White, *New Ways in Teaching Writing*, (USA: Teachers of English to Speakers of Other Languages, Inc, 1995), p.157

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h. Asks students to keep their papers and write an additional sentence for each picture in the sequence. Explain to the students that this sentence is to provide more detail and description another action happening in the picture.

i. When students have finished, ask them to repeat step 4 and 5.

j. After the final sentence corrections are made, ask students to return their paper to the owner. Then, the owner can edit their writing by rearranging the sentences as they like.

k. Give 10 minutes of class time for the students to check of their writing about correction and suggestion from their partner.

l. Ask students to write the final draft.

C. Feedback

In this section, the researcher will discuss about the nature of feedback, kind of feedback, and feedback during writing work.

1. The Nature of Feedback

Feedback is widely seen in education as crucial for both encouraging and consolidating learning and this significance also has been recognized by those working in the field of second language writing.[36]

[36] Ken Hyland and Fiona Hyland, *Feedback in Second Language Writing*, (London, University of London, 2006), p. 117

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Feedback practices and issues were also increasingly influenced by interactions theories, which emphasized the significance of the individual reader and dialog structure of writing.

More recently, Feedback has been seen as a key element of students' growing control over writing skills in genre-oriented approaches, where sociocultural theories of scaffold instruction and learning as social practice are important. Here, feedback is important in providing students with the rhetorical choices central to new academic or professional literacy skills and as a way of assisting students in negotiating access to new knowledge and practice.

2. Kind of Feedback

There are kinds of feedback that can give to students' writing to make the students' writing better and improve, they are:

a. Teachers' Feedback

Zhang states that" surveys of students feedback preferences indicates that ESL students greatly value teacher written feedback and consistenly rate it more highly than alternative forms, such as peer feedback and oral feedback in writing conferences".[37] It means that teachers' feedback in writing has high value to the students and there are many teachers have used this kind of feedback in writing especially in written feedback.

[37] Ibid, p.3-6

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Hyland found that "teachers consider not only the errors they find in a piece of writing but also the student responsible to them, basing their comment and what they choose to address on their relationship with the student and what they know of his or her background , needs, and preferences.[38] In other words, we can not ignore either our students needs to produce texts that are regarded as component and successful by their intended audiences and to become self sufficient in constructing acceptably accurate prose.

b. Peer Feedback

The peer feedback process is underway, the students' perception of the value of the enterprise likely to change if they begin to receive useful feedback, or finds that commenting on essays is helping the students more citical of their own writing.

For peer feedback, it is important to conclude a balance of criticsm, suggestion, and praise. The writer need to know both the strong points and the weak points of their writing. The goal of peer feedback is to help the writer. comments should be clear and easy to understand, specific, include suggestions as well as criticsm, and have a balance both of positive (praise, suggestion, advise) and negative comments (criticisms). So, in giving feedback, it should be a specific points and including suggestion for improvement.

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[38] Craigh Chaudron, *Second Language Classroom: Research on Teaching And Learning,* (America: Cambridge university press, 1988), p. 133

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Chaulk states that the teacher feedback is rather general, whereas, the students' response is more specific.[39] Finally, it may be become a critical reader of others' writing makes students more critical reader and revisers of their own.

The writer, however, did not always revise accordingly to the reactions of their peers, and sometimes resented the criticisms. So, that's why there are different responses toward the peer feedback according to the feedback they got by implementing peer writing group, teacher encourage students to give, seek, and react to feedback among themselves as they write. In addition, for reacting to the teacher's traditional comments on finishing paper.

Peer feedback can be define as the use of learners as sources of information, It is sometimes mentioned as peer response, peer review, peer rating, peer assessment, or peer editing. Liu and Hansen define it in a more detail way as "the use of learners as sources of information and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's draft in both written and oral formats in the process of writing.[40] It means that the students use their peer to give the response towards their writings.

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[39]Ken Hyland and Fiona Hyland, *Feedback in Second Language Writing* , p.8

[40]Yanhong Zeng, *Peer Feedback in College SLW classroom*, Vol.3,No.3, (http//www.jstor.org/pss,2006), Retrieved on 4th April 2010, at 4.00 pm

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Peer feedback also referred to as "peer review" or peer editing" it goes beyond giving feedback on grammar or stylistic concern. When properly implemented. Peer feedback can generate a rich source of information for content and rhetorical issues. Enhance intercultural communication, and give students a sense of group cohesion.[41] The students will work together and interact with one another when they give the response towards their peer writing and also give the response in the two ways street communication. The negotiate communication happen in this case and students' writing is the media to make the communication among them.

c. Computer Mediated Feedback

As technology develops and computer facilities become more widely available, the role of the computer in delivering and mediating feedback has become another way in teaching learning. These technological developments can empower students and make writing classes more collaborative. According to Warschauer et al (in Hyland),"computer-mediated communication (CMC) allows students to take a more active and autonomous role when seeking feedback, since they can rise questions when they want to and take the initiative in discussion".[42]

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[41] J. Liu and J. Hansen, *Guiding Principles for Effective Peer Response. ELT Journal* 2005, vol. 59. No1. (Www.Tesl.Org/Wordpress/Issues/Volume, 2005), Retrieved on 6th May 2010.at 7.00 pm

[42] Ibid, p.8

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This kind of feedback has disadvantage also to the students because the lack of face to face communication and the time pressure may have a negative affect on the quality of peer interaction. According to Liu and Sadler states "comments made by a peer reviewers in technology-enhanced and traditional face to face contexts and students using CMC, made a greater number of comments, but that these were more superficial, perhaps due to the pressure to respond immediately.[43]

3. Feedback During Written Work

a. Written Feedback Technique

The decision about how to give feedback to the written work is depend on the kind of writing task the students have undertaken, and the effect we wish to create.

There were two ways to give feedback in written work, namely:

- Responding : giving written comment on students' written work by giving detailed information on how well his or her writing.
- Coding : using symbols or codes in the body of the writing or in a corresponding margin in the students' written work so that the students can correct.[44]

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[43] Ibid, p.9

[44] Jeremy harmer, *The Practice of English Language Teaching,(*Cambridge : Cambridge University, 2003), p.111-112

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Symbols	Meaning	Example
S	Incorrect spelling	I recieved your letter
w.o	Wrong word order	We knew well this city Always i am happy here
T	Wrong tense	If he will comes it will be too late
C	Concord, subject, and verb don't agree	The policeman has come The news are bad today
Wf	Wrong form	We want that you come That table is our
S/p	Singular or plural form wrong	We need more informations
λ	Something has been left out	They said λ was wrong He hit me me on λ shoulder
[ ]	Something is not necessary	It was too much difficult
?M	Meaning is not clear	Come and rest with us for a week The view from here is very suggestive
NA	The usage is not appropriate	He requested me to sit down
P	Punctuation wrong	Whats your name He asked me what i wanted?

We can decide on the particular codes and symbol we use with our students, making sure that they are quite clear about what our symbols mean through demonstration and example. Finally, the researcher concluded that there were two technique to give feedback in writing. They are responding and coding. It can help students to improve their writing after they got feedback from the teacher or their friends self. But in this study, the researcher was suitable to give feedback by giving comment or response to their friend's written than giving code. Because according to the researcher, the students were easier to give comment or response than code. It supported by Harmer that the types of feedback about responding can be more useful to the students than a draft covered in correction

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mark.[45] It means that giving comments or response can help students to improve the students' writing.

b. Finishing the Feedback Processes

Written feedback is designed not just to give an assessment of the students' work, but also to help and teach. We give feedback because we want to affect our students' the component of writing such as content, organization, vocabulary, language use and mechanic.

When we response to first and second written drafts of a written assignment we expect a version to be produced which will show how the students have responded to our comments. In this way, feedback is learning process, and we will have not wasted our time. The feedback process is only really finished once they have made these changes. In conclusion, feedback is giving chance to the students to change and correct their writing into good writing. And feedback we have given has had a positive outcome.

D. Peer Feedback

In this section, the researcher will discuss about the procedure of how do peer feedback in writing class, the setting training of peer feedback, and the advantages of using peer feedback technique.

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[45] Ibid, p. 112

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1. The Procedure of How Do Peer Feedback in Writing Class

According to Zhu states the peer response procedure consists of two main components.[46] In each group, the writer first read aloud his or her essay while peers followed along on copies of the essay. Then, peers comment on the paper and provide suggestion for revision. The students are provided with peer feedback sheet to record written feedback instructed to fill out the feedback sheet in class and give them to the writers at the end of the response session. The basic procedure of peer feedback is the core applying peer feedback in an appropriate way in order to know the impact of applying peer feedback in the students' writing.

The procedure will be better if it also follow the stage of doing peer feedback. peer feedback activities usually includes three main parts: pre-peer feedback, while-peer feedback and post-peer feedback although different people have different ideas on the procedure of peer feedback and different contexts require different focuses on certain steps. Teachers should adapt it according to their own contexts and their own purposes. Flash also says there are three stage in peer feedback. They are invention, revising, and editing or proofreading.[47] Each stage has its steps. In addition, in this study the peer feedback covered with invention, revising and editing or proofreading. It will be clear if the writer make the draft as follows:

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[46] W. Zhu, *Interaction and Feedback in Mixed Peer Response Group, Journal of Second Language Writing*, 2001, vol.10, (Http//www.jstor. org//, 2001), Retrieved on 8th May 2010.at 7.00 pm

[47] P.Flash, *Teaching With Writing: Peer Response Workhshop*, (Http://Writing.Umn.Edu/Tww/Responding-Grading/Peer Workshop.Html), retrieved on 6th July , 2010, at 08.00 am

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a. Pre-peer feedback

Teacher should see clearly both the advantages and disadvantages of peer feedback as well as knowing exactly how to do the activities before she comes to the classroom so that she can make the students aware that doing peer feedback is not for teacher's time-saving, but it's the process in helping them become a critical reader and writer. In this way students would probably become more cooperative with the teacher. Rollinson shows that pre-training can help to have "awareness raising, productive group interaction and productive response and revision".[48]

b. While-peer Feedback

1) Invention

a) Peer workshop topics' theses

b) Students write and distribute first draft

2) Revising stage

a) Peer workshop the first draft or rough draft

b) Students turn in the second draft or revised draft with revision memo for instructor response

3) Editing or proofreading

a) Peer focus on specific stylistic / grammatical/ formats issues of revised draft

[48]P.Rollinson, *Using Peer Feedback in the ESL Writing Class. ELT Journal*, 2004(59), (Http//www.eitj.oxfordjournals.org, 2004), Retrieved on 6 th July , 2010, at 09.00 am

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b) Students turn in final draft with all other drafts and cover letter.

c. Post-peer Feedback

In fact it is very important for the students to have a reflection on what they have done in the peer feedback as well as their thinking on their peers' feedback, as Hansen and Liu mentioned above. For example, what comments has he received from his peers? Will he revise his paper following their comments? What achievements has he got in the peer feedback? Students can write these on a reflection sheet and hand in to the teacher with the final draft. Students' self-evaluation is a good way for them to see what they have achieved and what needs to improve.

Here, the teacher as assessor. The teacher explains to the students about their mistakes when doing peer feedback technique.

In conclusion, those stages above are the sequences of applying peer feedback. The students should follow those steps to give response towards their peers writing. The success of peer feedback depends on how the students give response towards their peers' writings.

2. The Setting and Training of Peer Feedback

The success of peer feedback depends on how the teacher trains him or her students in using peer feedback. Rollinson states without such training, it is more likely that students' response will be in appropriate.[49] It may also tend to deal with surface matters rather than issues of meaning and content, or it

[49] Ibid.

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may be perspective and authoritarian rather than collaborative and supportive. In any case, Berg also supported as a result of such lack of preparation, the peer response activity is often unsatisfactory experience for students and frustrating one for a teacher.[50] Rollinson also suggest creating effective peer response group regrading both practical pendagogical issues, such as: 1) properly setting up the group and establishing effective procedure, 2) adequate training that ic coaching students in the principle and practices of effective peer group interaction and response. It means that the teacher are interested in using peer feedback first has to make a number of important decisions in setting up of the group. In term of basic procedures, issues to consider will include: size of group (three or four), number of draft to be written: (often two), evaluation: (feedback be evaluated or graded by the teacher).

Second point is adequate training. It is divided into pre-training and intervention training. According to Rollinson there are a number of pre-training activities that can be effective.

a. The propaganda phrase. This activity can be the explanation of the value of peer response and the reason why peers at the same level can give helpful feedback.
b. Class discussion of the purpose of peer response and the role of the responder. Comparing the role of the peer reader with that of the teacher

[50] E.C. Berg, *The Effect of Trained Peer Response on ESL Students' Revision Types and Writing Quality , Journal of Second Language Writing,* 1999, Vol.8.No.3, (Http//www.sciencedirect.com, 1999), Retrieved on 7 th July , 2010, at 09.00 am

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reader. Discussion of the role of the reader as a collaboration rather than corrector.

c. Non-threatening practice during which there is class modeling and discussion of adequate commenting. The teacher can show a variety of authentic comments for the class to analyze and evaluate. Then, the class could response to a sample paragraph, discussing possible improvement as well as how these suggestions might be expressed clearly and supportively. The teacher can also model effective collaborative comments: that is, those providing a balance of explanation of weakness or problems with concrete and extensive suggestion for improvement.

d. Small group work. Collaborative writing of short texts and group response (either written or oral) to the writing of other groups. This could be followed up by self evaluation activities and groups or class discussion of experience, uncertainties, doubt regarding method and so on.

e. Discussion of effective revision. Not all students may find it easy to revise systematically from reader comments, so there could be some modeling of adequate revision strategies. Discussion of the writers' sense obligation to revise versus freedom to reject comments.

In addition, intervention training should follow after pre-training. According to Rollinson states that the objective of intervention training is to maximize the benefits of peer response activity for each group and each

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student.[51]It means that the teacher deals with specific problems in the feedback or revising strategies of particular groups or individuals they arise and suggest technique for improving response or revision behaviors of techniques. The teacher can identify the problems by maintaining a very close contact with each group by means of informal discussion. She can request the writer to note their feeling and reactions to the comments received or ask them to note their reason for rejecting particular feedback. In this case, the teacher is in position to suggest for improving the readers' commenting or writers' revision.

During applying peer feedback, the teacher may leave the groups relatively free to develop their own feedback procedures. The teacher always bears in mind the state objective of helping the writer do a better next draft. She can also remind the students to focus on particular aspect of writing rather than others.

3. The Advantages of Using Peer Feedback Technique

The peer feedback technique will generate many advantages towards the students' writing. Both Rollinson and Caulk found from their experiences that their students considered over 80% percents of the peer comments were valid and useful and peer writers can and do revise effectively on the basis of comments from peer readers. Chaulk also pointed out that teacher feedback

[51]P. Rollinson,*Using Peer Feedback in the ESL Writing Class. ELT Journal*, 2004(59), (Http//www.eitj.oxfordjournals.org, 2004), Retrieved on 6 th July , 2010, at 09.00 am

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was rather general, whereas student responses were more specific.[52] It means that peer feedback technique can provide useful feedback. Peer feedback is viewed as one of the effective ways experimented in foreign language writing classroom.

According to Hedgcock and Lefkowitz says second language writing also found that peer response comments can lead to meaningful revision and that compared with teacher feedback, revision based on peer comments can be better in vocabulary, organization, and content.[53] Meanwhile, Peterson has found that the students made far fewer spelling and punctuation changes than they did changes to words, sentences and phrase. Those indicate that appropriate peer feedback technique give the contribution towards the students' writing. As stated before, the appropriate peer feedback technique depend on how the students can assess their peer writing well.

Furthermore, the other experts have tried to find out the effect of teachers and peer feedback towards the students' writing. According to Chaudron has found no overall differences between improvement based on the teacher or peer feedback.[54] It means that this technique can be used in writing class. In other hand, Ferris states the students attend to and appreciate

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[52] Yanhong Zeng, *Peer Feedback in College SLW Classroom.*

[53] J.Hendgcock and J. Lefkowitz, *Collaborative Oral / Aural Revision in Foreign Language Writing Instruction, Journal of Second Language Writing,* 1992,Vol. 1,(Http//www.linkinghub.elsevier.com), Retrieved on 6 th July , 2010, at 09.00 am

[54] C. Chaudron, *The Effect of Peer Feedback on Students' Composition Revision, RELC Journal*, 1999, vol.15, no.2, (Http//www.jstor.org, 1999), Retrieved on 6 th July , 2010, at 09.00 am

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their teachers pointing out their grammar problems.[55] This statement indicate that the teachers' assessment just focuses on correcting their students' grammar, in spite of other components of writing such as content, organization, language use, vocabulary and mechanic.

In conclusion, peer feedback technique is useful in teaching writing. peer feedback can enhance students' communicative power by encouraging students to express and negotiate their ideas. Peer response activities help students gaining confidence and reducing apprehension by allowing them to see peers' strengths and weaknesses in writing, Sharing individual strengths and weaknesses in the group encourages connectivity in the learning community.

E. Assesment

In this section, the researcher will discuss about the nature of assessment, and peer assessment.

1. The Nature of Assesment

Nowdays, the term of assesment is used rapidly in education especially language teaching. Johnson and Johnson define the meaning of assesment as a collection of information about the quality and quantity of a change in a

[55] D. Ferris, *Students' Reactions to Teachers Response in Multiple Draft Composition Classroom, TESOL Quarterly,* 1995, vol. 29, (Http//rel.sagepub.com/content/abstract, 1995), Retrieved on 6 th July , 2010, at 09.00 am

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student or group.[56] It means that assessment is used to know the students' ability in using a language. Nunan states the same idea that assessment is the act of collecting information and making judgment on language learners' knowledge of a language and the ability to use it.[57] People usually judge assessment as test. They can not distinguish between testing and assessing. According to Brown says tests are formal procedures, usually administered within strict time limitations, to sample the performance of a test-taker in a specific domain. Assessment connotes a much broader in that most of the time when teachers are teaching. Assessment includes all occasions from informal impromptu observations and comments up to and including tests.[58]

Johnson and Johnson also states that assessment and evaluation are interrelated.[59] The teachers usually do evaluation after they have given assessment to their students. It means that they get the information provided by assessing to evaluate. They can know the students' ability in term of strengths and weaknesses of using language. Nunan agrees assessment is a sub component of evaluation.[60] It means that the teachers can not have evaluation without assessment. It can be concluded that the quality of assessment largely determiners the quality of the evaluation. Johnson and

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[56]David W.Johnson and Roger T. Johnson, *Meaningful Assesment: A Manageable and Cooperative Process,* (Boston: A Pearson Education Company, 200)2, p.27

[57]David Nunan, *Practical English Language Teaching,* (Singapore: McGraw Hill, 2003), p. 310

[58]H.Douglas Brown, *Language Assessment: Principles and Classroom Practice,* (NY: Pearson Education, Inc, 2004), p. 251

[59] Ibid, p.2

[60] David Nunan, p.85

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Johnson agree that the failure of assessment can cause the failure evaluation. In this case, a valid judgment can only be made if an accurate and complete assessment has taken place.[61]

The assessment can be done by the teacher and the students. In our education system, the teachers have a big role in assessing his or her students. The teacher dominates the teaching learning process. This phenomenon makes the students have no creativity and the class seems monotonous. In other hand, the students also have the ability to conduct teaching learning process independently if the teachers can train them. In this study, the researcher used analytical scoring to assess their students to know the progress of the students in writing after peer feedback technique be implemented.

2. Peer Assessment

According to Brown states peer assessment is simply one arm of a plethora of tasks and procedures within the domain of learned-centered and collaborative education. It involves their peer to assess his writing.[62] In this case, the researcher hopes peer feedback towards her writing better in collaborative learning method. It appears to similar principal of cooperative learning. Many people never appreciate the value of collaboration in learning the benefit of community of learners capable of teaching each other

[61] David W. Johnson and Roger T. Johnson, *Meaningful Assesment: A Manageable and Cooperative Process* p.2

[62] H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, p.270

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something. However, the researcher tries to use the value of this assessment in education field.

Talking about peer assessment, it is important to distinguish among several different types of peer assessment. According to Brown type of peer assessment of specific performance, indirect assessment of performance, metacognitive assesment, assessment of socioaffective factors and students self-generated test. He also states assessment of (a specific) performance is a student typically monitors him or herself in either oral and written production or readers some kind of evaluation of performance.[63] Peer editing is an excellent example of direct assessment of a specific performance. Brown also supports one of writing tasks which consider peer assessment is revising written work with a peer (peer editing).[64]

3. The Relation of Assessment and Feedback in Writing

In this study, Feedback encompasses not only correcting or commenting students, but also offering them an assessment of how well they have done, whether during a drill or after a longer language production exercise. The way to assess and correct students will depend not only upon the kind of mistakes being made, but also on the type of activity the students are taking part in. in conclusion, there are relation between assessment and feedback in writing.

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[63] H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, p. 271
[64] H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, p. 278

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According to Hedge assessments is the more inclusive term; it refers to the general process of monitoring or keeping track of the learners' progress.[65] It means that the aim of assessment is used to know the progress of the students, especially in teaching writing of narrative text. Assessment is actually an exercise of power, of the teacher as the assessor and the students as the assessee.

There are two function of assessment:

a. Formative assessment

It means the teacher will use information gained from assessment about a learner's progress as the basis for further classroom work and provide feedback concerning progress toward learning goals.

b. Summative assessment

It means that the teacher want to measure or summarize the learner's achievement. For example: private language school.[66]

Based on the function of assessmet above, the researcher concludes that there were relation between assessment and feedback. The purposes of assessing are to diagnose students' present level of knowledge and skill, to monitor progress toward learning goals especially in teaching writing. And the feedback is the way to know the students' ability in teaching

[65] Tricia Hedge, *Teaching and Learning in the Language Classroom,*(New York: Oxford University Press, 2000), p.376

[66] Ibid, 7

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writing. After the feedback was done, the teacher can assess their students' work.

Actually, in this study, the researcher uses peer feedback technique to improve students' ability in writing skill. It means that feedback and assessment in writing are very important for the teacher and students. After the students giving feeback to their friend in their writing then the teacher do assessment related with the students' writing. After the teacher gives assessment to the students' writing, she gives evaluation about their writing.

F. Previous Study

In Conducting this study entitled " using peer feedback technique to improve students' writing ability at the first grade of MAN Lamongan. That researcher relates this study with two previous research. Firstly, with the research was done by Ernawati who conducted a study "the implementation of peer feedback technique to improve eleventh grade students' writing descriptive ability. She used descriptive qualitative research. This study had been implemented before in SMAN 1 Driyorejo. She just described the implementation of peer feedback in the classroom, and students' improvement in the use of peer feedback. Ernawati used observation checklist, and interview guidelines to gain the data. Finally, she found the result that different terms of feedback can influence the terms of students' writing improvement. She also concluded that

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peer feedback can improve the students' writing ability in term of content, organization, and grammar.

Secondly, with the research that was done by Amrina who conducted a study "the use of peer feedback to improve the students' speaking ability in the tenth grade of SMA Negeri 1 Babat. She used experimental research to investigate the significant difference in speaking ability between the students who are taught by using peer feedback and who are not taught by using peer feedback. Amrina used statistical analysis by using t-test to gain the data. Finally, she found that there was significant difference in the speaking ability between the students who were taught by using peer feedback and who are not. She concluded that there are some aspects which have the significant improvement and which do not have it. The speaking aspect which had the significant improvement was the students' eye contact, body language or gesture, rate of speech, volume of speech and pronunciation. Whereas, the speaking aspect which had no the significant improvement was the students' grammar.

From the previous study above, there are some differences from this study but also it had the same technique in teaching English. The researcher used classroom action research as a research design. This kind of study was never implemented before. She focused on the implementation of peer feedback technique in the class, students' response, and students' improvement in writing. The researcher used observation checklist, questionnaire, and analytical score to

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gain the data. It was concerned with the students' writing ability focused on language use and mechanic. And she used narrative text as a material.

Actually, the object of the research of the writer and amrina was in the same place in lamongan. But there were some reason why the researcher conducted her research in Islamic senior high school although it was same the same place in Lamongan too. According to researcher in Islamic senior high school Lamongan was better than SMA Negeri 1 Babat. First, in Islamic senior high school Lamongan the facilities were complete such as laboratory, library, free hotspots, and many others. Second, the location of Islamic senior high school was also could support the process of teaching learning process, because the location was strategies and included the education are. Besides that, the teacher and the students in Islamic senior high school Lamongan were samewhat creative, discipline, competence, and responsibility. Based on the explanation about Islamic senior high school above, it could support the researcher to conduct this research in that school.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter is devoted to the description of the steps that are taken to conduct the study. The description involves the research design, research prosedure, the subject of the research, the setting, research instrument, data collection technique and data analysis. This research aims to find the reasonable answer to the research problems in the previous chapter in order to clarify the problems.

A. Research Design

The design of this study was collaborative classroom action research (CCAR). Collaborative classroom action research (CCAR) is part of action research in which the researcher collaborates with the English teacher at the first grade of MAN LAMONGAN. The researcher chose this design because she wanted to know the students' improvement in writing ability using peer feedback technique and to solve the classroom's problems in the teaching of writing. The design of collaborative classroom action research was provided for teacher who want to understand about teaching and learning, develop teaching skills and knowledge, and take an action to improve students' learning.

Here, the researcher and her collaborative english teacher directly conduct it. The collaborative english teacher was one of the english teacher at the first grade of MAN Lamongan, especially in X-B class. In this study, the researcher

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collaborates with the collaborative English teacher to make preparation to be implemented in the class based on the result of the preliminary study from planning, acting, observing, and reflecting.

This research was done in three cycles. Before the researcher conducted this research by using peer feedback technique, she finished a preliminary study. It had been done to find and identify the class problem. After finding of the preliminary study then analyzed. Then, the plan was made by the researcher based on the findings in the preliminary study.

For the first and third cycles the researcher acts as the practitioner who taught the students using peer feedback. Meanwhile, the collaborative English teacher acts as the observer who observed the teacher and students' activities when teaching and learning take place. While, for the second cycle the collaborative English teacher acts as the teacher who taught the students using peer feedback and the researcher acts as observer who observed the process of teaching and learning in the classroom.

The design of classroom action research used in this study was a cyclical process adapted from spiral model of Lewin which consist of four steps: planning, acting, observing, and reflecting.[67]

The detailed model of classroom action research was illustrated as follows:

[67] Dr. Iskandar, M.Pd, *Penelitian Tindakan Kelas*. (Ciputat: Gaung Persada Press, 2009), p.30

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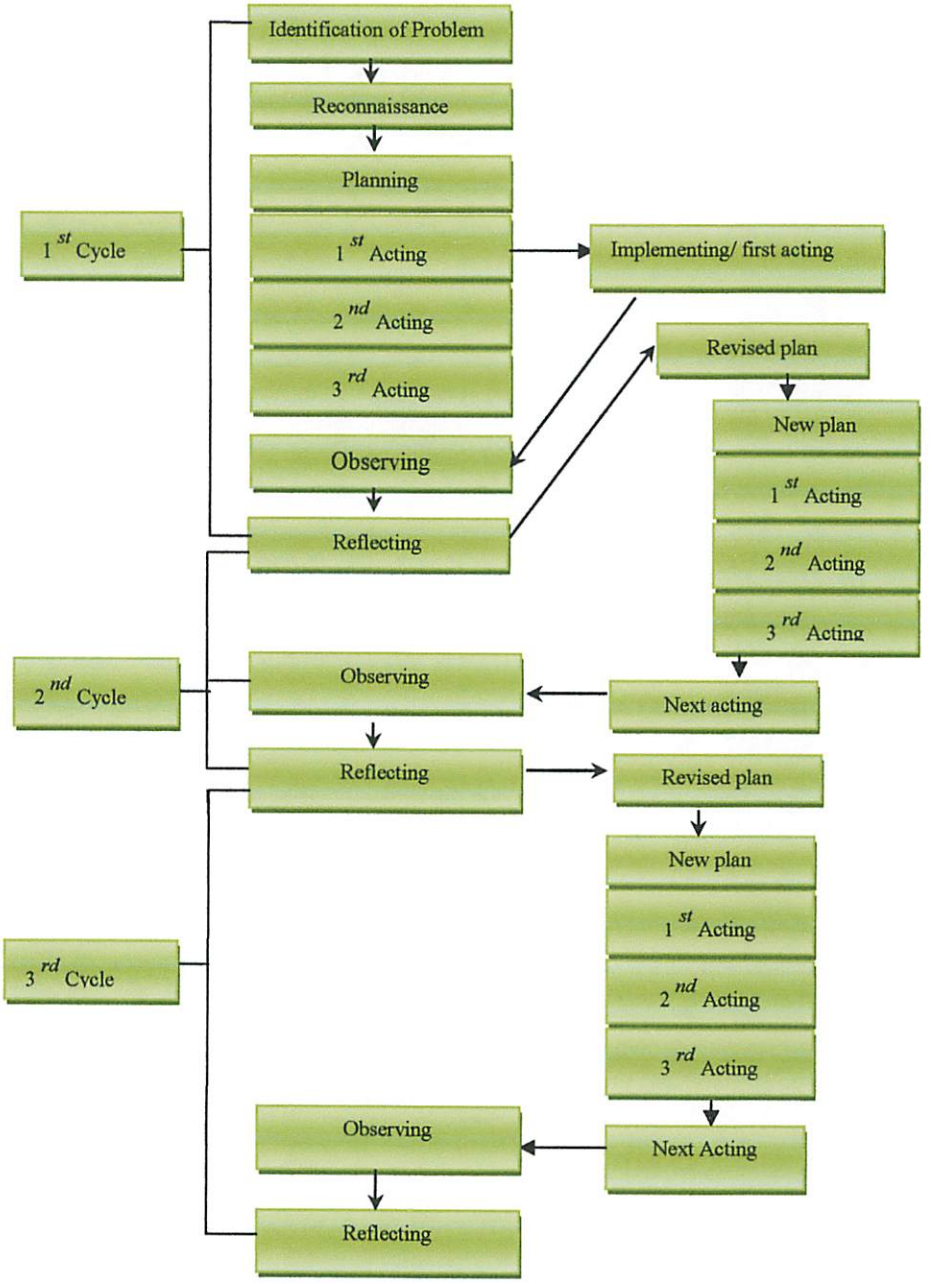

The first step of the study was begun by doing preliminary study toward the teaching of writing at the first grade of MAN LAMONGAN particularly the students' writing activity to identify the class problems. After findings the

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preliminary study, the researcher and collaborative English teacher discussed the class problem. Then, the researcher and the collaborative English teacher made plan based on the findings of preliminary study.

In the planning step, the researcher and collaborative English teacher prepared lesson plan for teaching writing class, prepare media, observation checklist, field note, teaching strategy and peer feedback sheet. In the implementing step, the researcher and collaborative English teacher implemented the teaching learning process in writing class based on the planning stage. Meanwhile, in the observation step, the researcher recorded and collected the data about the students' and teachers' activities in the classroom, the material, and the students' response toward the teaching learning process by using peer feedback technique.

Finally, in the reflecting step, the researcher and collaborative English teacher made judgment whether the study successful or not. And then, the researcher and collaborative english teacher made some revisions on the teaching strategy. Here, the researcher and collaborative English teacher conducted the reflection with analysis and feedback.

B. Research Procedure

The study was conducted under the following procedures: preliminary study, planning stage, acting stage, observing stage, and reflecting stage.

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1. Preliminary Study

A preliminary study was conducted by the researcher to identify and get information about the model of teaching and learning English at MAN Lamongan, especially in teaching writing. The aim of this activity was to get information about the students' problem in teaching and learning process, especially in writing.

In the first preliminary study, the researcher met with the chief of the curriculum to talk about the plan to do in the research at that school. In the second preliminary study, the researcher met the English teacher of first grade students for an informal interview and doing direct observation in the teaching and learning process in the writing class. It was held on April, 19th 2010.

After conducting the informal interview with the English teacher and classroom observation, the researcher conducted the analysis. From this analysis, it was found that the students' writing achievement was still insufficient. It might be caused the teaching and learning strategies or technique was not effective and interesting. After the researcher knew about the problem and got the data from those, then she used it to set up an action plan.

2. Planning stage

After the problem had been identified by preliminary study, the plan of action was done to improve the present situation. In the planning stage, the

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researcher and her collaborative English teacher prepared a suitable model of lesson plan, instructional material and media.

a. Lesson plan

In this study, the researcher and collaborative English teacher make a lesson plan for teaching English, especially for teaching writing. It consists of inventing, revising and editing. In the lesson plan usually there are three steps, namely: opening activity, main activity and closing activity.

b. Instructional material and media

In this study, the teacher and collaborative English teacher made a suitable material and media for teaching writing skill. About the material was taken from text book, newspaper, internet or other sources. The researcher also prepared peer feedback sheet and observation checklist to support in teaching and learning English.

c. The Criteria of Success

The criteria of success was set up in order to judge whether the implementation of the action is effective or not. Therefore, the criteria of success was used to see whether the application of using peer feedback technique in the teaching of writing succeeded or failed.

There were three criteria used in this research to measure the success of the action, they are as follows:

1) The teacher had good performance in implementing of peer feedback technique. For example: the teacher gave clear explanation about the

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material, the teacher monitored the students' activities when they made narrative text, and the teacher have had a louder voice.

2) The students were enthusiastic and approximately 75 percent of them participate during the teaching and learning process
3) More than or equal 60% of the students could improve their score especially in language use and mechanic after peer feedback was implemented.

3. Acting stage

After doing planning stage, the researcher acts as the English teacher who teaches the students in writing class based on the lesson plan had been made. And the collaborative English teacher acts the observer in doing teaching and learning process in class. Here, the students did peer feedback technique in teaching writing skill.

In this study, the researcher did some activities namely in invention, revising, and editing. Those activities was suitable with Flash that there are three stages in peer feedback. They are invention, revising and editing.[68]

a. Inventing Stage

First, the researcher taught their student about the definition and generic structure of narrative text. The teacher also gave the explanation about the procedure of peer feedback and example of narrative text.

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[68]P. Flash, teaching with writing : peer response workshop, (Http//writing.umn.edu/tww/responding-grading/peerworkshop.html), retrieved on july 6, 2010, at 4.20 pm.

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Second, the researcher made lottery and asked the chief of the class to take it to decide the title that would be used. After choosing one of the titles, the teacher distributed the picture series. Then, the teacher asked the students to write a narrative text. After finishing their writing, the student gave their writing to their peer.

b. Revising stage

The teacher asked the students to distribute their rough draft to their peer in a group. Then, the teacher asked to read it. The aim of reading is to avoid misreading to the students' handwriting. It was line with Zhu that the peer response procedure consists of two main components. In each group, the writer first read aloud his or her essay while peers followed along on copies of the essay.[69]

Here, the student as a corrector. The student gave comment and correct to their peer rough draft in group based on the peer feedback sheet that was given by the teacher. This activity is then followed by the other groups.

c. Editing Stage

After revising their writing, the teacher asked the student to read their revise draft from their peer. Then, the teacher asked the students to

[69] W. Zhu, *Interaction and Feedback in Mixed Peer Response Group, Journal of Second Language Writing*, 2001, vol.10,

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edit their writing based on peer feedback sheet from their peer in a group to become the final draft and good writing.

4. Observing Stage

Observation is an activity to collect record and document from any indicators or aspect of interaction that happen on teaching and learning process in the classroom. In this stage, the collaborative English teacher acts as observer. She observes and monitors the implementation of peer feedback by observation checklist and field note. She observed whether the teacher does each step of the action well or not. Beside that, the observation is to monitor the students' responses of the action was given by the teacher during the teaching learning process.

5. Reflecting Stage

According to Iskandar reflection was an evaluation and feedback toward the result of observation about the implementation of learning result to make revision in the next cycle.[70]Here, the researcher and collaborative English teacher conducted the reflection with analysis and feedback. When the collaborative English teacher acts as observer, she observed the teacher and students' activity in implementing stage. The teacher and observer interpreted the data to decide whether the action done was successful or not. If it was not successful; the teacher would decide a new plan for next cycle to be better result than the previous one.

[70] Ibid, p.24

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C. Subject of the Research

The subject of the study was the students of the first grade of MAN Lamongan, in academic year 2009-2010. The researcher took class X-B as the subject of the study. This class consists of 43 students, 38 girls and 5 Boys. The researcher took this class because the students at the first grade had learnt narrative text in junior high school but it was not detail. The researcher wanted to discuss narrative text more detail than before. Besides, some of the students at the first grade also had low ability and motivation in writing skill. It was proved by the student' writing score in preliminary study. Finally, the researcher was intended to mix them about above average, average, and below average students in some groups. It was line with scaffolding theory by Bruner that is the child-adult peers are engaged in close and ended tasks. However, some of adaptation is required to make the concept meaningful in the context of acquiring writing skills.[71]

D. Setting of the Research

This study was conducted at MAN LAMONGAN, which was located on Jalan Veteran 43 LAMONGAN. The researcher was interested to conduct the research in this school because the students were from heterogeneous background. Of course, they had different ability in learning English. Beside that, peer

[71] Hyland Key and Hyland Fiona, *Feedback in Second Language Writing: Contexts and Issues*, p. 248

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feedback was never implemented before. The researcher expected that the result of her study could be used as information to help the teacher for motivating the student in order to make them interested in writing and develop the students' writing ability.

E. Research Instrument

An instrument is device to get the data.[72] The instrument which was required in this research was observation checklist, field note, questionnaire, and assessment form for the result of the students' ability in writing in the classroom.

First, observation checklist was used to check the application of peer feedback technique, the materials and the activities in teaching and learning process. Observation checklist referred by put a mark or tick to statements of process writing was done. The observation checklists for the teacher was used to check the teachers' activity when she taught in the classroom. The observation checklist for the students was used to observe the students activity during the teaching and learning process in the classroom with used peer feedback. Observation checklist was always done by the researcher in every meeting (see appendix XIV-XIX).

Second, the field note contained the description of what the observer heard, saw, experienced and thought when collecting the data during the teaching

[72] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 2002), Edisi Revisi 5, p.136

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and learning process in the classroom. This activity was done when the researcher was doing observation.The aim of researcher used field note was prepare to note down some aspects of the teaching and learning which are not covered in the observation checklist.

Third, the assessment form for result of the students' ability in writing in the classroom. It contained some scores to measure the students' ability in writing with peer feedback technique. The researcher scored the students' writing by using analytical score which a piece of writing was scored on the basis of the quality of each writing component that makes up the whole to get the overall score.

The researcher used ESL composition profiles adapted from Joy M.Reid. The researcher used it because the researcher wants to know the result of improvement the students' writing ability in the classroom those used peer feedback technique in every meeting. The criteria of scoring the students' writing ability were about organization, content, vocabulary, language use and mechanic. But in this study, the researcher only focused on language use especially in term of grammar. And mechanic, especially in term of punctuation and capital letter. The assessment was conducted by the researcher after peer feedback technique was applied. And it was always done for three meeting (see appendix XI).

And the last instrument is questionnaire. The questionnaire was used to know the student's response after the implementation of using peer feedback

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technique. The researcher gave the questionnaire in the last meeting. The questionnaire consists of 12 questions (see appendix XX).

F. Data Collection technique.

Data collection technique is the way to get the data research. In collecting data, the researcher used two ways as follows:

1. Observation

Observation is aimed at recording and describing behaviour as it occurs.[73] In this research, the researcher used observation checklist to observe the situation of teaching and learning process in the classroom (the student and teacher activity in the classroom), students' response when peer feedback was implemented, and the material that was given by the teacher. Observation checklist referred by put a mark or tick to statements of process writing was done.

2. Questionnaire

Questionnaire is some question to the students about some problems that have purpose to get opinion of the students.[74] The students must answer about the question based on what they got after the teacher had applied a peer feedback as media to motivate students in learning English.

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[73] David W. Johnson and Roger T. Johnson, *Meaningful Assesment : A Manageable and Cooperative Process*, Boston: A Pearson Education Company, 2002, p. 136

[74] Burhan Nurgiyantoro, *Penilaian Dalam Pengajaran Bahasa Dan Sastra*, (Yogyakarta: PT BPFE, 2001), p.57

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The Questionnaire was given to the student in order to know what the students do with the material given, what the students' responses on the task given by the teacher, and what the problems of that are faced by students when using peer feedback in writing. Here, the researcher used questionnaire with Indonesia language in order to the student can understand more clearly about what the researcher means was.

G. Data Analysis

After getting the data, the researcher analyzed the data with descriptive manner. The researcher describe the data to give any information in which peer feedback had been used as means of teaching English, especially for writing skill.

There were three kinds of data gathered in the study. First, data was concerned with the result of teaching and learning process. Second, data was concerned with the students' response during the teaching and learning process. And the last data was concerned the students' score of writing class during applying of peer feedback technique.

In the process of analyzing the result of teaching and learning process, the researcher done observation checklist. For the students' activity, observation checklist was needed to know whether the implementation was good or not. It can be known from the students' performance in teaching learning process when using peer feedback technique.

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Whereas, for the teacher, The observation was needed to know the teachers' performance during teaching and learning process using peer feedback technique. It means that the researcher can develop the peer feedback technique and do appropriate steps based on the good lesson plan.

In the process of analyzing the result of students' response and the students' difficulties during the teaching and learning process in the class, the researcher collected the data used questionnaire in teaching learning process. The questionnaire was needed to measure the students' response toward the process of teaching learning using peer feedback technique. Then the results of questionnaire were analyzed by using presentation technique, that is:

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

P : the total score

F : The total earned

N : Total of the students

The last step was analyzing the students' score of writing class during applying of peer feedback technique. The researcher used ESL composition profile adapted from Joy M. Reid. The researcher used it to measure the students' writing ability while peer feedback technique is implemented. The researcher can analyze that the students can improve their score in every criteria (language use and mechanic).

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CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher analyzed the data that have collected during the research. This chapter presents the results of the observation checklist, questionnaire, and students' writing score by using assessment form of ESL Composition profile. The explanation covers the answer of the research questions proposed in chapter I, they are, the implementation of peer feedback technique, the students' improvement in language use and mechanic, and the students' response toward the implementation of peer feedback technique. Furthermore, in this chapter, the researcher also provides the discussion of the results.

A. The Description of Object the Research

MAN LAMONGAN was included famous school in LAMONGAN. The location was near the highway, exactly at Jl. Veteran 43 lamongan where the area was very conducive to make students comfortable in teaching learning process because the environment around them was included education area from TK up to university. Besides that, there were many Islamic boarding schools near with thus school.

In 2009, MAN LAMONGAN opened up a program called RMBI program (Rintisan madrasah bertaraf internasional). After opening RMBI program, in 2010, MAN Lamongan would receive students in acceleration program.

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All the teacher of Islamic senior high school Lamongan were very competent, creative, discipline and responsible with their duties. The facility was also completed such as laboratories, canteen, mosque, library, UKS, internet hotspot free, and guidance and counseling public and cooperation.

All the students of Islamic senior high school were considered as selected students who have many achievements. The students' interaction with their teacher was very good. In this research, the researcher focused in X-B class. There are 43 students consist of 5 boys and 38 girls. The students of X-B had sufficient knowledge in English school.

B. The Findings of the conducted research

1. The result of teaching and learning process

a. The First Cycle

The first cycles was conducted in two meetings. First meeting was held on May, 4th 2010 and second meeting was on May, 8th 2010. The implementation of action plan in two meetings covered invention, revising and editing stage.

1) Planning

The time was used 4x45 minutes. The researcher prepared everything needed in peer feedback technique. First, the researcher and

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the collaborative English teacher prepared the lesson plan covered the opening activity, main activity and closing activity. In main activity covered invention, revising and editing (see Appendix I). Second, the teacher and the collaborative English teacher prepared three titles: they were **Malin Kundang, Sangkuriang, and Timun Emas**. They also made a lottery to determine the title and asked the chief of the class to take the lottery. Then, they also prepared pictures series as a media. The topic was given is taken from internet. The collaborative English teacher and the researcher also prepared peer feedback sheet to the students' writing.

2) Acting

After doing the planning, the collaborative English teacher did some activities in invention, revising and editing. Here, the researcher act as practitioner and the collaborative English teacher acts as observer.

In invention stage, the researcher gave explanation about the definition and generic structure of narrative text. After giving explanation about narrative text, the researcher gave them the examples of narrative text in order to the students understand more clearly about narrative. After that, the researcher explained the procedure of peer feedback technique. She also gave example to the

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students how to give response or feedback to their friends, how to revise and edit their writing.

Then, the researcher made lottery and asked the chief of the class to come forward and took it to decide the title that would be used. In the first meeting, the topic was selected about "Legend". The title chosen was **Malin Kundang** (See Appendix IV).

After choosing the title, the researcher divided the students into some groups. Each group consisted of three people. The member of groups was heterogeneously. It means the group consists of above average, average, below average. The researcher was intended to mix them based on the scaffolding theory which was fundamental theory of peer feedback. Those groups were chosen based on the students' score in writing test. The researcher got the students' score in preliminary study.

Then, the researchers distributed some pictures series about Malin Kundang and asked the students in every group to discuss the pictures. Then, she asked them to write narrative text based on the pictures individually in one group. The aim of this activity was to train the students in writing narrative text, to give chance to the students to express their idea in writing narrative text, and to know the students' understanding in narrative text.

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Then, the researcher continued her activity in revising stage. After the students have finished writing, the researcher asked the students to give their rough draft to their peer in one group. This activity was followed by the other groups. Then, the researcher distributed the first peer feedback sheet consist of the strength and weakness of their writing in language use (see appendix VII). After they had finished giving peer feedback sheet, the researcher asked them to give again the rough draft and peer feedback sheet to the owner. Then, the researcher asked them to revise their writing based on the feedback was given by their peer.

After revising their writing, the researcher asked them to give their revise draft to their peers to check their writing after they had revised it. Then, the researcher gave them the second peer feedback sheet in mechanic (see appendix VIII).

In editing stage, the students exchanged their revised drafts with their peer in one group. The teacher reminded them to write the line to the sentence or paragraph that should be edited. It was done to make their peer find the mistakes easily. Then, they began to give response to their peer in second peer feedback sheet. After they had given the response towards their peer mistakes, they gave back the second peer feedback sheet and revised draft to the owner. Finally, they edited

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their revised draft based on their peer's recommendation. After that, they wrote it into final draft.

3) Observing

Here, the collaborative English teacher acts as the observer. Her name was Elvi Laelativa. The researcher collected the information about the topic, material and the teachers' and the students' activities during acting stage by using observation checklist and field note. She ticked the observation checklist in term of yes, no and some (see appendix XIV-XV). She also noted down some aspects of the teaching and learning which had not been covered yet in the observation checklist by using field note.

As a result of observation checklist on the first cycle, the collaborative English teacher found some problems when teaching and learning was conducted. According to the collaborative english teacher the situation in the first cycle was very crowded. It was caused by some of the students get difficulties to produce vocabulary and English pattern while they wrote narrative writing. The students used to write the narrative text in indonesia before translating it into english. So, they asked each other about their difficulties.

For about the material was quite good. It means that the material could make the student interesting. The students also have been known

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KEMENTERIAN AGAMA PERPUSTAKAAN IAIN SUNAN AMPEL SURABAYA

about the material before because it was included familiar story. But, the teacher forgot giving motivation to the students about writing.

According to the collaborative English teacher, the teacher could not control the time. She didn't give limitation time to the students when they wrote of narrative text. Therefore, the teaching and learning process with using peer feedback technique could not finish that day.

While, for about the researcher' performance as the teacher was quite good. For example: the researcher gave explanation about narrative text and procedure of peer feedback technique with clearly. When the researcher explained the material, she walked around to the students in order to help the students could hear her voice clearly. She also gave clear instruction to the students. Finally, the students could understand about the teacher said, but there were still some students who asked their difficulties about the material.

Then, the researcher always walked around to monitors the students activities during teaching and learning process using peer feedback technique was applied.

4) Reflecting

Based on the result of observation in the first cycle, the collaborative English teacher and the researcher discussed the problem on teaching and learning process to make some reflection. First, in the next cycle, the teacher must manage the classroom effectively because

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the situation and the students' condition were very crowded in the first cycle. It was caused the students asked each other about their difficulties in vocabulary and English pattern. So, the researcher could not control it well. Second, the teacher must control the time in order to the students could finish their writing on time. As a result the teacher could not control the time; the students did not have the time to finish their writing. And the last, the teacher must obligate all of the students to bring the dictionary and memorize a lot of vocabulary in order to make the students easy to write narrative text.

b. The Second Cycles

The second cycles was conducted in two meetings. First meeting was on May, 11th2010 and second meeting was on May, 15th2010. The implementation of action plan in three meetings covered invention, revising and editing stage.

1) Planning

The first reflection was very useful for the researcher and the collaborative English teacher to prepare the second planning could be better.

The time was used 4x45 minutes. As usual, the researcher prepared everything needed in peer feedback technique. First, the researcher and the collaborative English teacher prepared the lesson

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plan covered the opening activity, main activity and closing activity. In main activity was covered in invention, revising and editing (see appendix II). Second, the teacher and the collaborative English teacher prepared three titles: they were **Sangkuriang, Panglima tobo ali, and Timun emas**. They also prepared a lottery to determine the title and asked the delegation of student to take the lottery. Then, they also prepared pictures series as a media. The topic was given is taken from internet. The collaborative English teacher and the researcher also prepared peer feedback sheet to the students' writing.

In the second cycles, the collaborative English teacher was really control the time and manage the classroom, because in the first cycles the student took along time to make narrative text and was very crowded.

2) Acting

Before the teacher started the lesson, the collaborative English teacher had given some questions about the material in the last meeting. The aim of this activity was to check the students' understanding about the material was given in the first cycle. Here, the collaborative English teacher acts as practitioner, and the researcher acts as the observer.

After the collaborative English teacher giving question to the students, she reviewed the definition of narrative text and the structure

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of narrative text. After she explained all about narrative text and the students understood about narrative text well, the teacher gave them an example of narrative text entitled "Danau Toba" and asked the students to evaluate it. The aim of this activity was just to remind and check how far the students' understanding about narrative text.

After that, she explained again the role of peer feedback more clearly. Because there were some of students still did not understand about it in the first cycle. After that, she took examples of their students' feedback toward their peer writing and explained about the mistakes in giving response. To make their students understand well, the teacher also gave their students the appropriate examples how to give response, revise and edit their draft based on the feedback was given. After everything was explained clearly, she did invention stage.

Invention stage, the collaborative English teacher made lottery and asked one of the student to come forward and took it to decide the title that would be used. In the second meeting, the topic was selected about "Legend". The title chosen was Sangkuriang (see appendix V). After choosing the title, the collaborative English teacher divided the students into some groups. Each group consist of three people. The member of groups was heterogeneously. The researcher was intended to mix them based on the scaffolding theory which was fundamental theory of peer feedback. The collaborative English teacher was chosen

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those groups based on the writing score in the first cycle. It was consisted of above average, average and below average.

Then, the collaborative English teacher distributed the picture series one by one to the students in one group. After that, the collaborative English teacher asked the students in every group to discuss what the pictures talked about. During the students discussed the picture, the teacher wrote some difficult word related with the story on the blackboard. The aim of this activity is to make the students wrote narrative text easily. After discussing the picture, the collaborative English teacher asked the students in every group to make narrative text based on the picture series. After they have finished writing, the collaborative English teacher asked the students to give their rough draft to their peer in one group. Then, the collaborative did revising stage.

In revising stage, the students exchanged their rough draft to their peer in one group. The collaborative English teacher distributed the first peer feedback sheet consist of the strength and weakness of their writing in language use (see appendix VII). Then, the collaborative English teacher asked one of the students to read his or her rough draft while their peer followed along his or her rough draft in one group. And the aim of reading is to avoid misreading of the

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students' narrative text because the students got many misunderstanding about the spelling in the first cycle.

After finishing reading it, their peer did same thing in turn. This activity was followed by the other groups. After that, the students gave feedback or response towards their peer writing. And she reminded their students to give the feedback operationally and wrote the line to the sentence, word or paragraph that should be revised. It was done to make their peer could revise their writing better. After the students had given response in first peer feedback sheet, the collaborative English teacher asked them to give back the rough draft and peer feedback sheet to the owner and revised it. Then, the students revised their rough draft based on first peer feedback sheet was given by their peer. Their peer did the same thing. Then, the collaborative English teacher went in editing stage.

In editing stage, the collaborative English teacher asked them to give their revise draft to their peers in the right side in one group to check their writing after they had revised it. Then, the students exchanged their revised drafts with their peer in one group. The collaborative English teacher reminded them to write the line to the sentence or paragraph that should be edited. It was done to make their peer find the mistakes easily. After that, the collaborative English teacher distributed second peer feedback sheets in mechanic (see

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appendix VIII). The collaborative English teacher also asked the students to read his or her revise draft to their peer by silent reading. After that, they gave response to their peers' writing. All of the students did it in turn and each of students in one group got two second peer feedback sheets.

After giving response in second peer response sheets, the students gave back the second peer feedback sheets and also their revised drafts to the owner. Finally, they edited their revised draft based on their peer's recommendation. After that, they wrote it into final draft. And, the collaborative English teacher ordered the captain of the class to submit it.

3) Observing

Here, researcher acts as the observer. The researcher collected the information about the topic, material, and the teachers', and the students' activities during acting stage by using observation checklist and field note. She ticked the observation checklist in term of yes, no and some (see appendix XVI-XVII). She also noted down some aspects of the teaching and learning which had not been covered yet in the observation checklist by using field note.

As a result of observation checklist on the second cycle, the collaborative English teacher found some problems when teaching and

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learning was conducted. According to the researcher, the situation and the condition in the second meeting was better than before. The students could enjoy to do peer feedback technique. They also had motivation to do that. But the students still made mistakes in giving response to their friends. So, the teacher must give them more explanation about it.

For about the material was quite good. It means that the material could make the student interesting. The students also have been known about the material before because it was included familiar story.

According to the researcher, in the second meeting, the collaborative English teacher could not control the time again. Although she had given limited time to the students when they wrote narrative text but they still asked more time to finish their writing on time. It might caused by the students still get difficulties in producing vocabulary and English pattern. So, they felt confused to make narrative text.

While, for about the collaborative English teacher performance as the teacher was good. For example: she gave clear explanation and instruction. Her voice also could be heard by the students in the back. Beside that, the collaborative English teachers always walk around to monitor the students' activity.

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4) Reflecting

Based on the result of observation in the second cycle, the collaborative English teacher and the researcher discussed the problem on teaching and learning process to make some reflection.

First, in the next cycle, the teacher must control the time be on time. Second, the teacher must give more motivation to them to write because the students still felt difficult to make narrative text. Other that, the teacher must monitor them more often when they did writing activity. The teacher acts as facilitator to the student. At the last the teacher gave clear explanation about the procedure of peer feedback technique.

c. The Third Cycles

The third cycles was conducted in two meetings. First meeting was on May, 18th 2010 and second meeting was on May, 22th 2010. The implementation of action plan in three meetings covered invention, revising and editing stage.

1) Planning

The second reflection was also very useful for the researcher and the collaborative English teacher to prepare the second planning could be better.The time was used 4x45 minutes. As usual, the researcher and the collaborative English teacher prepared everything needed in peer

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feedback technique. The first, the researcher and the collaborative English teacher prepared the lesson plan covered with opening activity, main activity, and closing activity. In main activity covered in invention, revising and editing stage (see appendix III). After that, the researcher and the collaborative English teacher prepared three titles: they were **Panglima tobo ali, Ali baba and Timun emas**. They also prepared a lottery to choose the title that would be composed. Then, the collaborative English teacher and the researcher also prepared pictures series. The topic was given is taken from internet. Beside that, they also prepared peer feedback sheet to the students' writing.

In the third cycles, the collaborative English teacher was really control the time, because in the first and second cycle the student took along time to make narrative writing.

2) Acting

In this meeting, the researcher controlled the time. Because in the first and second cycle the time uncontrolled well. It was caused by the students faced some problems when they were making narrative writing.

Before the teacher started the lesson, the teacher had asked the students about the problems reducing faced in the first and second cycles. Here, the researcher acts as practitioner. After analyzing the problems, the researcher asked some questions to the students about

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the material in the second cycle. It was done to check the students' understanding about the material more detail. After the collaborative English teacher giving question to the students, then, she did invention stage.

In invention stage, the researcher made lottery and asked one of the student to come forward and took it to decide the title that would be used. In the third meeting, the topic was selected about "Legend". The title chosen was Timun emas (See appendix VI). After choosing the title, the researcher divided the students into some groups. Each group consist of three people. The member of groups was heterogeneously. The researcher was intended to mix them based on the scaffolding theory which was fundamental theory of peer feedback. The researcher was chosen the group based on the writing score in the second cycle. Then, the researcher distributed the picture series randomly. After that, the collaborative english teacher asked the students to arrange the pictures in series.

Then, the researcher asked the students in every group to discuss what the pictures talked about.During the students discussed the picture, the teacher wrote some difficult word related with the story on the blackboard. The aim of this activity is to make the students wrote narrative writing easily. After discussing the picture, the researcher asked the students to write a narrative text.

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individually based on the picture series in one group. The researcher asked the students to give the rough draft to his or her peer in one group. Then, she continued in revising stage.

In revising stage, the students exchanged their rough draft to their peer in one group. The researcher distributed the first peer feedback sheet consist of the strength and weakness of their writing in language use (see appendix VII). Then, the researcher asked one of the students to read his or her rough draft while their peer followed along his or her rough draft in a group. The aim of reading is to avoid misreading of the students' writing because the students got many misunderstanding about the spelling in the first and second cycle.

After finishing reading it, their peer did same thing in turn. This activity was followed by the other groups. After that, the students gave feedback or response towards their peer writing. The teacher reminded their students to give the feedback operationally and wrote line in order that their peer could revise their writing better. After the students gave response in first peer feedback sheet, the researcher asked them to give the rough draft and peer feedback sheet back to the owner. Then, the students revised their rough draft based on first peer feedback sheet was given by their peer. Their peer did the same thing. Then, the researcher did in editing stage.

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In editing stage, the researcher asked them to give their revise draft to their peers in the right side in one group to check their writing after they have revised it. Then, the students exchanged their revised drafts with their peer in one group. The teacher reminded them to write the line to the sentence or paragraph that should be edited. It was done to make their peer find the mistakes easily. After that, the researcher distributed second peer feedback sheets in term of mechanic (see appendix VIII). The researcher also asked the students to read his or her revise draft to their peer by silent reading. After that, they gave response to their peers' writing. All of the students did it in turn and each of students in one group got two second peer feedback sheets.

After giving response in second peer response sheets, the students gave back the second peer feedback sheets and also their revised drafts to the owner. Finally, they edited their revised draft based on their peer's recommendation. After that, they wrote it into final draft. Then, the researcher ordered the captain of the class to submit it.

3) Observing

The collaborative English teacher collected the information about the topic, material, and the teachers', and the students' activities during acting stage by using observation checklist and field note. She ticked the observation checklist in term of yes, no and some (see

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appendix XVIII-XIX). Here, the collaborative English teacher acts as the observer. Her name was Elvi Laelativa. And the researcher acts as the practitioner

As a result of observation checklist on the second cycle, the collaborative English teacher found some problems when teaching and learning was conducted. According to the researcher, the situation and the condition in the third meeting was better than before. The students could enjoy to do peer feedback technique. They also had motivation to do that. But some of the students still made mistakes in giving response to their friends. So, the teacher must give them more explanation about it.

For the material was quite good. It means that the material could make the student interesting. Beside that, the students have been known and ever read about the material before because it was included familiar story.

According to the researcher, in the third meeting, the researcher could control the time be better than before She gave limitation time to the students when they wrote narrative writing. But they still asked more time to finish their writing on time. It might caused by the students still get difficulties in producing vocabulary and English pattern. So, they felt confused to make narrative text .

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While, for about the researcher performance as the teacher was good. She gave clear explanation and instruction. Her voice also could be heard by the students in the back. Beside that, the researcher always walked around to monitor the students' activity.

4) Reflecting

To describe whether the action done in the third cycles was successful or not, the researcher and the collaborative English teacher did reflection that focused on the analysis of the teaching and learning process. This was included the last meeting for the researcher applied peer feedback technique. This was included the last meeting to conduct this technique, the teacher must control the time be on time. Second, the teacher must give more motivation to them to write because there were some of the students still felt difficult to make essay. Other that, the teacher must monitor them more often when they did writing activity. The teacher acts as facilitator to the student. And the last the teacher gave clear explanation about the procedure of peer feedback technique. Because there were some of students still made mistakes when giving feedback. It might caused the students did not pay attention when the teacher explained the role of peer feedback.

2. The Result of Questionnaire

To answer question number 2, the researcher used questionnaire To know the students' responses. The teacher gave questionnaire to the students

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and then analysis it. The analysis of questionnaire would be explained in discussion. In the questionnaire, the teacher used 12 questions. The question number 1 until 5 decribed the students' response about the implementation of peer feedback technique in writing class. The question number 6 until 7 described the students' response about the improvement of writing after peer feedback technique be implemented. The question number 8 and 9 described the students' response about the material. The question number 10 and 11 described the students' response about giving feedback to their students. And the question number 12 describes the Below were the result of questionnaire which was given to the students while the last meeting. To make them clear, the teacher analyzed every number of the question one by one. To measure about the students' responses, the researcher used pattern:

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

P : the total score

F : The total earned

N : Total of the students

The question of questionnare could be seen in appendix XX.

a. The students' opinion about the implementation of peer feedback technique.

For question number 1, do peer feedback technique need to be applied at Islamic senior high school Lamongan? The results were:

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Table 1.1

No	Criteria	N	F	Total
1	Sangat perlu		25	58,14%
2	Perlu		8	18,60%
3	Kurang perlu		7	16,28%
4	Tidak perlu		3	6,98%
Total		43	43	100%

For question number 2, does the students need to know the procedure of peer feedback technique before this technique be implemented in writing class? The results are:

Table 1.2

No	Criteria	N	F	Total
1	Sangat perlu		29	67,44%
2	Perlu		14	32,56%
3	Kurang perlu		0	0%
4	Tidak perlu		0	0%
Total		43	43	100%

For the question number 3, how is your opinion about the implementation of peer feedback technique in writing class?

Table 1.3

No	Criteria	N	F	Total
1	Sangat menyenangkan		10	23,26%
2	Menyenangkan		26	60,46%
3	Kurang menyenangkan		4	9,30%
4	Tidak menyenangkan		3	6,98%
Total		**43**	**43**	**100%**

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For the question number 4, do the peer feedback techniques help the students to express their idea in writing class?

Table 1.4

No	Criteria	N	F	Total
1	Sangat membantu		13	30,23%
2	Membantu		23	53,49%
3	Kurang membantu		7	16,28%
4	Tidak membantu		0	0%
Total		**43**	**43**	**100%**

For the question number 5, does your teacher often motivate you by using peer feedbak technique in writing?

Table 1.5

No	Criteria	N	F	Total
1	Sangat sering		23	53,49%
2	Sering		20	46,51%
3	Kurang sering		0	0%
4	Tidak sering		0	0%
Total		**43**	**43**	**100%**

b. The students' opinion about the students' improvement in writing after peer feedback technique be implemented

For question number 6, are there progression in writing after peer feedback technique be implemented? The results are:

Table 1.6

No	Criteria	N	F	Total
1	Sangat ada		12	27,91%
2	Ada		27	62,79%
3	Kurang ada		4	9,30%
4	Tidak ada		0	0%
Total		**43**	**43**	**100%**

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For question number 7, does the topic given by the teacher during peer feedback technique improve the students' writing ability? The results are:

Table 1.7

No	Criteria	N	F	Total
1	Sangat membantu		12	27,91%
2	Membantu		28	65,12%
3	Kurang membantu		3	6,97%
4	Tidak membantu		0	0%
Total		**43**	**43**	**100%**

c. The students' opinion about the material

For the question number 8, is the topic given while applying peer feedback technique interesting?

Table 1.8

No	Criteria	N	F	Total
1	Sangat menarik		12	27,91%
2	Menarik		29	67,44%
3	Kurang menarik		2	4,65%
4	Tidak menarik		0	0%
Total		**43**	**43**	**100%**

For the question number 9, do you understand about the material given by the teacher easily?

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Table 1.9

No	Criteria	N	F	Total
1	Sangat memahami		13	30,23%
2	Memahami		27	62,79%
3	Kurang memahami		3	6,98%
4	Tidak memahami		0	0%
Total		**43**	**43**	**100%**

d. The students' response in giving feedback

For the question number 10, how is your response while getting feedback from your friend?

Table 1.10

No	Criteria	N	F	Total
1	Sangat senang		12	27,91%
2	Senang		23	53,49%
3	Kurang senang		5	11,63%
4	Tidak senang		3	6,97%
Total		**43**	**43**	**100%**

For the question number 11, do you understand about the feedback given by your friend?

Table 1.11

No	Criteria	N	F	Total
1	Sangat memahami		11	25,58%
2	Memahami		25	58,14%
3	Kurang memahami		7	16,28%
4	Tidak memahami		0	0%
Total		**43**	**43**	**100%**

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e. The students' response about the difficulties

For the question number 12, do you often get difficulties to produce vocabulary when you make narrative writing?

Table 1.12

No	Criteria	N	F	Total
1	Sangat sering		3	6,97%
2	Sering		21	48,84%
3	Kurang sering		12	27,91%
4	Tidak sering		7	16,28%
Total		**43**	**43**	**100%**

3. The result of the students' score in writing

To answer the research question number 3, the researcher used analytic scoring by Joy M. Reid. It could be seen in appendix XVII. The aim of this activity was in order to know the students improvement in writing ability. The teacher used the score of the students in each meeting. One of the most widely used analytical scales for ESL writing was the composition profile.

a. The students' score in Language Use

Peer feedback gave the contribution towards the students' language use in every cycle. The students' score of rough and final drafts always showed the significant improvement in each cycle. This proved that the students edited their language use mistakes based on peer feedback sheet given and they understood how to edit their drafts. In this

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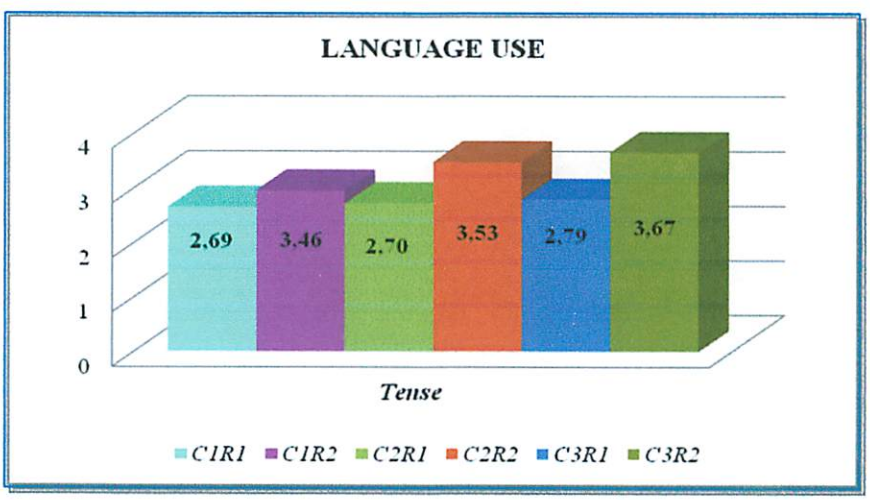
case, the students understood how to edit because their mistakes in term of language use, especially in tense were easy to identify. Then usually did not have any consistency in using past tense verbs in writing narrative text. The score below described that the students' language use better than the previous cycle. To make understand well, the diagram was presented below:

Table 1.13



Note: C1R1 : Cycle 1 rough drafts' score of language use
C1R2 : Cycle 1 final drafts' score of language use
C2R1 : Cycle 2 rough drafts' score of language use
C2R2 : Cycle 2 final drafts' score of language use
C3R1 : Cycle 3 rough drafts' score of language use
C3R1 : Cycle 3 final drafts' score of language use

The diagram above is the mean score of language use of the students' rough and final draft in cycle 1, cycle 2 and cycle 3. In cycle 1, rough drafts' mean score was 2, 69 and final drafts' mean score was 3,46. The improvement score was 0, 77. In cycle 2, rough drafts' mean score

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was 2,70 and final drafts' mean score was 3,53. The improvement score was 0,83. In cycle 3, rough drafts' mean score was 2,79 and final drafts' mean score was 3,67. The improvement score was 0,88. It could be seen in appendix XII.

In cycle 1, the tense used in narrative text was simple past tense. However, the students had many mistakes in term of using past tense . they sometimes switched to use simple present tense in their writing. The students' rough draft mean score was 2,65 and final drafts' mean score was 3,46. The improvement was not significant because they could not edit the mistakes in language use correctly, especially in tense. In addition, the teacher did not give the adequate training on how to edit it.

In cycle 2, the teacher guided the students on how to correct their peer grammatical error by checking the regular and irregular verbs in the dictionary. She also trained them how to give response and edit the mistakes in term of using simple past tense. The other mistakes were the use of to be. The students' rough drafts mean score was 2,70 and final drafts' mean score was 3,53. The different score was 0,83. The improvement was caused by the students had given response towards the language use and they edited them based on the response given.

In cycle 3, the teacher asked her students to write the paragraph and lined the words that should be edited. This was to avoid time consuming. Then she also gave her students explanation how to edit their

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writing. The students' rough drafts mean score was 2,79. In the end of this cycle, the final drafts' mean score was 3,67. There was an improvement score. It was 0,88. The improvement score was caused by the teacher who also had guided her students step by step intensively on how to edit their peers' writing and also they edit their words based on the response given. The students' response in the second peer feedback sheet could be seen in appendix VII.

In order to know the result of the students' writing after being taught by using peer feedback, the researcher analyzed their writing that were collected in the end of the cycle. The analysis was only focused on language use. The researcher tried to find out the peer feedback contribution towards language use. She took one of the students' rough drafts as follows:

Rough drafts

Malin kundang the child of the widow **is** very obedient child. He always **helps** his mother. He told to this his mother that he **want** to go away to try his fortune to changed his life. His mother realized that his child' wish because actually their life were very hard. Not long afterward, he permitted to his mother to leave his mother. He **go** to the city to try his fortune.

Then, he **meet** a richman. The richman took Malin for work for him. After a few years, malin **become** a richman. And then the boss **ask** him to marry with his daughter.

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Final drafts

Malin kundang the child of the widow **was** very obedient child. He always **helped** his mother. He told to this his mother that he **wanted** to go away to try his fortune to changed his life. His mother realized that his child' wish because actually their life were very hard. Not long afterward, he permitted to his mother to leave his mother. He **went** to the city to try his fortune. Then, he **met** a richman. The richman took Malin for work for him. After a few years, Malin **became** a richman. And then the boss **asked** him to marry with his daughter.

The students were aware that their writing had many mistakes in term of the language use. He did not have any consistency in using past verb. They tried to edit their writing based on the response given on the first peer feedback sheet. Generally, there was significant contribution towards the language use when peer feedback technique was applied.

In conclusion, the students paid attention to the mistakes of language use especially tense, because, the teacher always reminded them about it. The improvement was the result of the teacher had trained her students on how to edit their language use , guided them step by step and also the students edited their draft based on the response given.

b. The Students' Score in Mechanic.

Peer feedback gave the contribution towards the students' mechanic in every cycle. The students' score of rough and final drafts always showed the significant improvement in each cycle. This proved that the students edited their mechanic mistakes based on peer feedback

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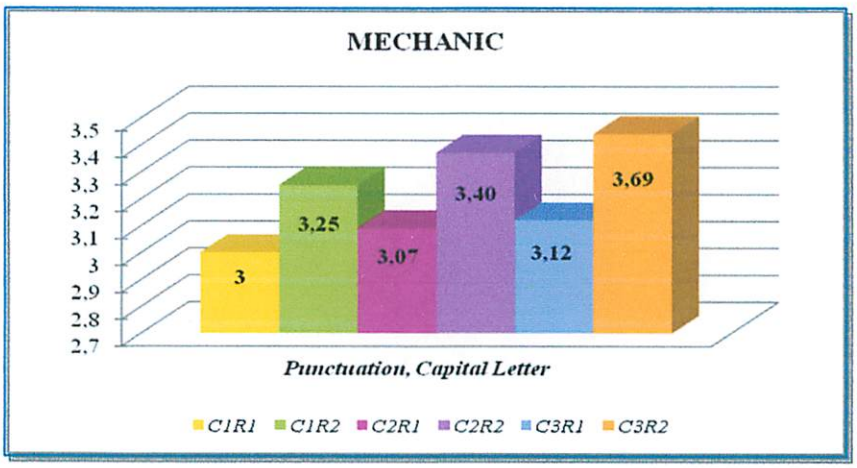
sheet given and they understood how to edit their drafts. In this case, the students understood how to edit because their mistakes in term of mechanic, especially in punctuation and capital letter.

The score below described that the students' mechanic better than the previous cycle. To make understand well, the diagram was presented below:

Table 1.14



Note: C1R1 : Cycle 1 rough drafts' score of mechanic
C1R2 : Cycle 1 final drafts' score of mechanic
C2R1 : Cycle 2 rough drafts' score of mechanic
C2R2 : Cycle 2 final drafts' score of mechanic
C3R1 : Cycle 3 rough drafts' score of mechanic
C3R1 : Cycle 3 final drafts' score of mechanic

The diagram above is the mean score of mechanic of the students' rough and final draft in cycle 1, cycle 2 and cycle 3. In cycle 1, rough drafts' mean score was 3,00 and final drafts' mean score was 3,25. The improvement score was 0,25. In cycle 2, rough drafts' mean score was

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3,07 and final drafts' mean score was 3,40. The improvement score was 0,33. In cycle 3, rough drafts' mean score was 3,12 and final drafts' mean score was 3,69. The improvement score was 0,57. It could be seen in appendix XIII.

In cycle 1, the teacher taught the students how to response towards the mechanic. However, her students did not give any response towards it. They were confused how to give response because their teacher never taught in daily teaching learning process. They was also assumed that mechanic was not important in the element of writing so they ignored it. This was proved by their mean score of mechanic in cycle 1. It showed that there was a little improvement.

In cycle 2, the teacher guided the students on how to correct their peer error in punctuation and capital letter, especially to take comma or dot in their writing. She also trained them how to give response and edit the mistakes in term of punctuation and capital letter. The students' rough drafts mean score was 3,07 and final drafts' mean score was 3,40. The different score was 0,33. The improvement was caused by the students had given response towards the mechanic and they edited them based on the response given.

In cycle 3, the teacher reminded them to edit their peer writing in mechanic. She also taught them the mechanic that should be corrected. For instance: Punctuation and Capital Letter. Then, she guided them step by

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step. The students' rough drafts' mean score was 3,12. In the end of this cycle, the final draft' mean score was 3, 69. There was an improvement score was 0,57. It meant that they concerned to edit their peer mechanics after they understood the rule. Finally, there was an improvement about the students' writing ability in mechanic. The students' response sheet could be seen in appendix VIII.

The researcher took one of the students' rough drafts that were collected in the end of the cycle. The researcher wanted to know whether the students edited their mechanics or not based on the peer response given. This analysis only focused on the mechanics.

Rough Drafts

When he worked at the ship, he worked as labor. He always showed a good attitude. Suddenly the merchant's daughter who named **lilian** princess felt in love with **malin kundang. Because**, she thought **malin** is kind, responsible with his job and **malin** also had a good attitude. They loved each other and **lilian** permitted to her father for married with **malin kundang** and her father was disagree with her. **Because** , she always forced her father. Finally her father gave her permit to marry with **malin kundang.**

Final drafts

When he worked at the ship, he worked as labor. He always showed a good attitude. Suddenly the merchant's daughter who named **Lilian** princess felt in love with **Malin Kundang, because** she thought **Malin** is kind, responsible with his job and **Malin** also had a good attitude. They loved each other and **Lilian** permitted to her father for married with **Malin Kundang** and her father was disagree with her. **Because** she always forced her father. **Finally,** her father gave her permit to marry with **Malin Kundang.**

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Based on the explanation about the language use and mechanic above, the researcher concluded that the students could improve in language use, especially grammar. The improvement could be seen in mean score of the students. Beside that, in language use usually taught by the teacher in daily of teaching learning process. In addition, students could understand more clear about the language use especially in tense.

While, the students also could improve in mechanic, especially punctuation and capital letter. Although, it could be seen that the students' improvement in mechanic was not significant like in language use. It might be caused by the teacher seldom gave attention about the mechanic. So, the students thought that mechanic was not important to be studied. Finally, students could not understand more clear about the mechanic especially punctuation and capital letter.

C. Discussion

In this section, the discussion would be divided into three matters, namely the discussion of the teaching and learning process, the discussion of questionnaire and the discussion of the students' score in writing. The discussion was described as follows:

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1. The Discussion of Teaching and Learning Process

This study was to investigate the implementation of peer feedback in teaching writing narrative text. The teacher did some activities such as: opening activity, main activity and closing activity. The researcher found the teacher did three activities before implementing peer feedback technique. First, the teacher explained the definition, and generic structure of narrative text. Second, She explained the procedure and gave the appropriate example on how to give response to revise and to edit their rough drafts based on the response given. Third, the teacher divided the students into 14 groups. Those activities it was suitable with the theory of line Rollinson suggest that creativiting effective peer response group regarding both practical and pendagogical isiues, such as 1) Property setting up the group and establishing effective procedure. 2) Adequate training, that is coaching students in the principle and prachces of effective peer group interactive and response.[75] The researcher also found the success of improving peer feedback technique depended on how the teacher trained his students to give response, revise and edited their writings based on the response given. Rollinson supports without such training, it is more likely that students response will be inappropriate.[76] It may also tend towards dealing with the surface matter rather than collaborative and supprortive. Those statements were totally proven because

[75] P. Rollinson, *Using Peer Feedback in the ESL Writing Class. ELT Journal*, 2004(59)
[76] Ibid, p.27

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this technique used the students center and collaborative learning technique as a core of teaching learning process. It meant the students should conduct their learning independently. In this case, the duty of the teacher was to prepare the students how to conduct peer feedback. This technique would be unsatisfactory if the teacher failed to train them how to give response, revise and edit their writings based on the response given.

Finding of this research indicated peer feedback Technique made beneficial contribution to the students writing in term of language use and mechanic. This finding was in line with Hedgcock and Leftcowitz that peer feedback comments can lead to meaning ful revision and that compared with teacher feedback , revision based on peer comments can be better in vocabulary, organization. language use, mechanic and content. [77]

Another reason was some of the subject in this research made the mistakes in term of language use, especially grammar. They were not consistent in using past verb by editing their mistakes based on the response given by their peer.

In language use, the students' score improved significantly. In the other hand, there was one of writing component which was improved slightly. It was mechanics. The researcher found that the students did not have the appropriate ability and always ignored it when they assessed their peer

[77] J Hendgcock and J. Lefkowitz, *Collaborative Oral / Aural Revision in Foreign Language Writing Instruction, Journal of Second Language Writing*, vol.1, (http//www.linkinghub.elsevier.com, 1992), Retrieved on 6th May 2010. at 7.00 pm

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writing. They assumed that mechanics did not important because mechanics did not influence to understand their writings completely. In fact, mechanics influenced the students understanding about good writing.

2. The Discussion of Questionnare

The result of questionnare in every number would be analyzed one by one.

a. The discussion of students' response about the implementation of peer feedback technique.

For question number 1, it could be known that 76,74% students answered that peer feedback technique need to be applied in their school and 23,26% students were not. For question number 2, it could be known that 100% students answered that the role or procedure of peer feedback technique must be known by them before the teacher conducted thus technique. For question number 3, it could be known that 83,72% students answered that they feel enjoyed with the implementation of peer feedback technique and 16,28% students were not. For question number 4, it could be known that 83,72% students answered that peer feedback technique helped the students to express their idea in writing and 16,28% students were not. For question number 5, it could be known that 100% students answered that the teacher often motivate the students in writing by using peer feedback technique.

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b. The discussion of students' improvement in writing by using peer feedback technique

For question number 6, it could be seen that 90,7% students answered that there were progression in writing when peer feedback technique was applied and 9,30% students were not. For question number 7, it could be seen that 93,03% students answered that the topic given by the teacher during peer feedback technique help the students to improve their writing and 6,97% students were not.

c. The discussion of students' response about the material

For question number 8, it could be known that 95,35% students answered that the topic was interested and 4,65% students were not. For question number 9, it could be known that 93,02% students answered that the students could understand the material easily and 6,98% students were not.

d. The discussion about the students' response when giving feedback

For question number 10, it could be known that 81,4% students answered that the students could response the feedback from their friend and 18,6% students were not. For question number 11, it could be known that 83,72% students answered that the students could understand the feedback which was given by their friend and 16,28% students were not.

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e. The discussion about the students' difficulties

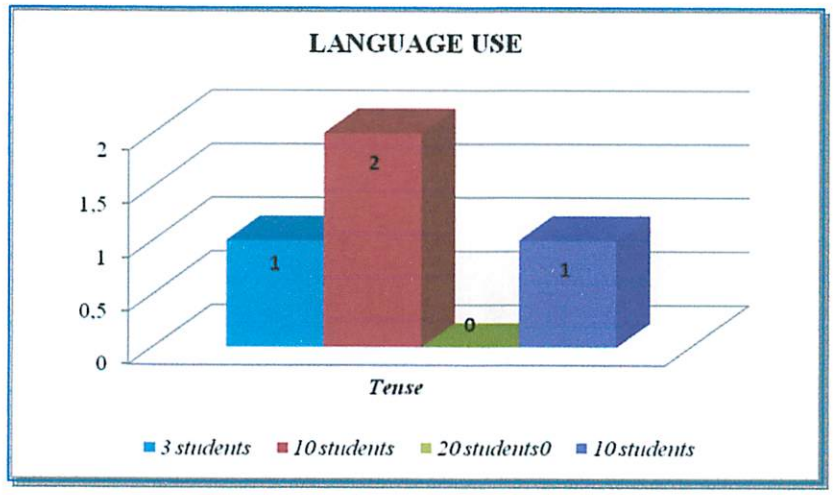
For question number 12, it could be seen that 55, 81% students answered that the students often got difficulties to produce vocabulary when they made narrative writing and 44,19% students were not.

3. The discussion of the students' score in writing

To answer number 3, the researcher used analytical scoring by Joy M. Reid. The researcher used it in order to know the students' improvement in writing in every meeting. The researcher could analyzed the students could improve their score in language use and mechanic. Every student had differences about the improvement score in every criteria of assessing the students' writing ability.

For the cycle 1

a. In assessing of language use, especially in tense, the result were:



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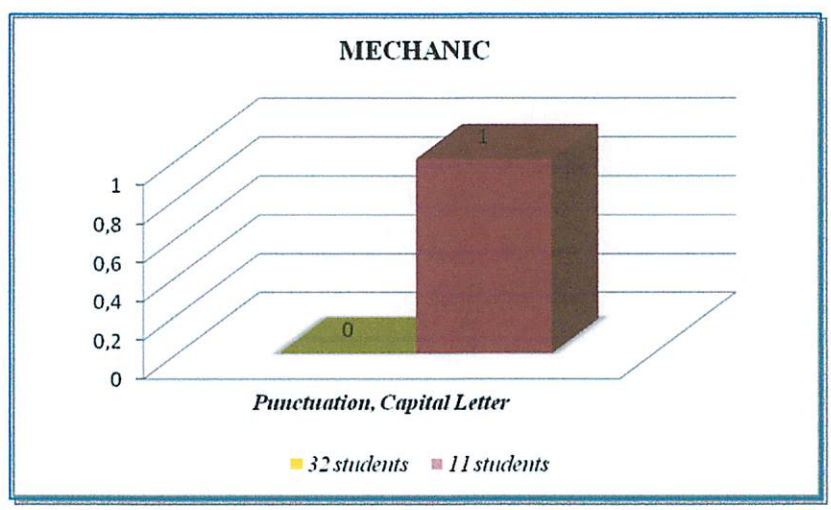
According to language use especially in tense, there were three students who got 2 points in rough drafts and they got 3 points in final drafts. The improvement was 1. There were ten students who got 2 points in rough drafts and they got 4 points in final drafts. The improvement was 2. There were twenty students who got 3 points in rough drafts and they got 3 points also in final drafts. The improvement was 0. There were ten students who got 3 points in rough drafts and they got 4 points in final drafts. The improvement was 1. In conclusion, there were students' improvements in writing ability by using peer feedback technique.

b. In assessing of mechanic, especially in punctuation and capital letter, the result were:



According to mechanics especially in punctuation and capital letter, there were thirty two students who got 3 points in rough drafts and they got 3 points in final drafts. The improvement was 0. There were

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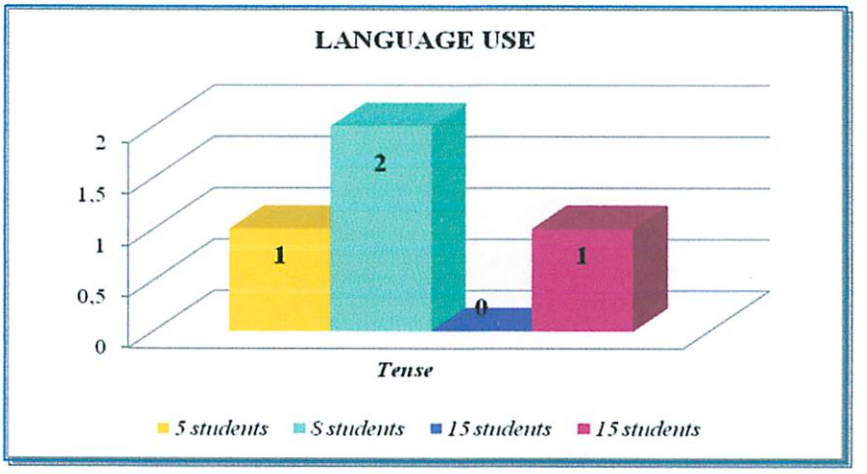
eleventh students who get 3 points in rough drafts and the got 4 points in final drafts. The improvement was 1.

In conclusion, there was a little students' improvement in writing ability by using peer feedback technique.

For the cycle 2

a. In assessing of language use, especially in tense, the result were :



According to language use especially in tense, there were five students who got 2 points in rough drafts and they got 3 points in final drafts. The improvement was 1. There were eight students who got 2 points in rough drafts and the got 4 points in final drafts. The improvement was 2. There were fifteen students who got 3 points in rough drafts and they got 3 points also in final drafts. The improvement was 0.

There were fifteen students who got 3 points in rough drafts and they got 4 points in final drafts. The improvement was 1. In conclusion, there were

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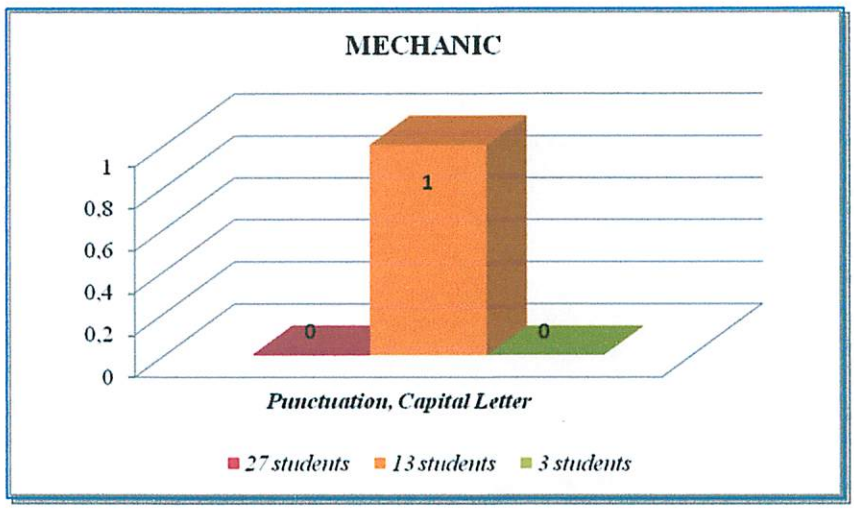
students' improvements in writing ability by using peer feedback technsique.

b. In assessing of mechanic, especially in punctuation and capital letter, the result were:



According to mechanics especially in punctuation and capital letter, there were twenty seven students who got 3 points in rough drafts and they got 3 points in final drafts. The improvement was 0. There were thirteen students who got 3 points in rough drafts and the got 4 points in final drafts. The improvement was 1. There were three students who get 4 points in rough drafts and the got 4 points in final drafts. The improvement was 0. In conclusion, there was a little students' improvement in writing ability by using peer feedback technique.

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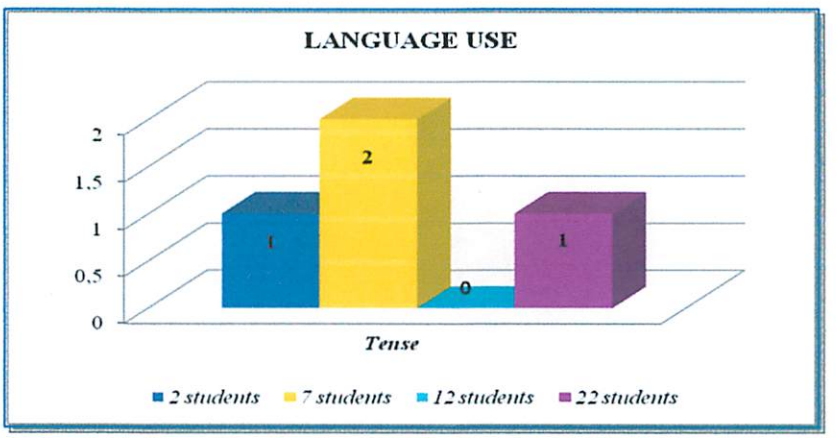
For cycle 3

a. In assessing of language use, especially in tense, the result were :



According to language use especially in tense, there were two students who got 2 points in rough drafts and they got 3 points in final drafts. The improvement was 1. There were seven students who got 2 points in rough drafts and the got 4 points in final drafts. The improvement was 2. There were twelve students who got 3 points in rough drafts and they got 3 points also in final drafts. The improvement was 0. There were twenty two students who got 3 points in rough drafts and they got 4 points in final drafts. The improvement was 1. In conclusion, there were students' improvements in writing ability by using peer feedback technique.

b. In assessing of mechanic, especially in punctuation and capital letter, the result were:

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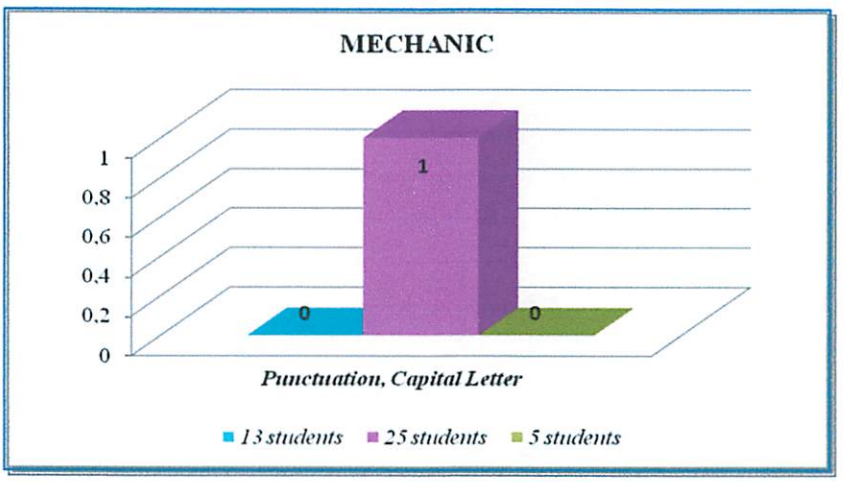

According to mechanics especially in punctuation and capital letter, there were thirdteen students who get 3 points in rough drafts and they got 3 points in final drafts. The improvement was 0. There were twenty five students who get 3 points in rough drafts and the got 4 points in final drafts. The improvement was 1. There were five students who get 4 points in rough drafts and the got 4 points in final drafts. The improvement was 0. In conclusion, there was a little students' improvement in writing ability by using peer feedback technique.

From the explanation above, we can conclude that every students can improve their score in different criteria. It means that this study was success to improve their writing ability especially in narrative text which could be seen from their score in writing class. Althought in the cycle 1 their score was not quite good but the students can improve their score in every meeting.

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CHAPTER V

CONCLUSION

A. Conclusion

1. The Implementation of Peer Feedback Technique in the Teaching of Writing

The teaching and learning process when using peer feedback technique could be done based on the planning which was planned. Here, teacher did three activities such are invention, revision, and editing. First in the invention stage, the teacher explained the definition, and generic structure of narrative text. Then, she explained the procedure and gave the appropriate example on how to give response to revise and to edit their rough drafts based on the response given. And the last, the teacher devided the students into Fourteen groups. Second in revision stage, the students exchanged their rough draft to their peer. Then, the teacher distributed the peer feedback sheet in term of language use, especially in tense. After that, the students gave response to their peer based on peer feedback sheet was given by the teacher. And the last, the students gave the students' rough draft to the owner and asked them to revise it. Third, in the editing stage, the students gave their revised draft to their peer and exchanged it. Then, the teacher gave second peer feedback sheet about mechanic, especially punctuation and capital letter.

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After that, the students gave response to their peer based on peer feedback sheet was given by the teacher. After giving response in second peer feedback sheets, the students gave back the second peer feedback sheets and also their revised drafts to the owner. Finally, they edited their writing. Beside that, there were some difficulties when peer feedback technique was implemented, but both the teacher and the researcher could solve it together. The teacher could do her job maximally and the researcher could too. The problem which was found that the students got difficulties when they made narrative text. But for about materiatl and the technique can be accepted by the student.

2. The students' improvement in writing ability after peer feedback technique was implemented

For about the students'score in writing could improve when peer feedback technique applied. The students' writing ability could improve in every meeting. It could be seen based on the students' score in language use, especially in tense and mechanic, especially in punctuation and capital letter. The mean score of language use of the students' rough and final draft in cycle 1 was 2,69 and final draft 3,46. The improvement was 0,77. In cycle 2, rough drafts' mean score was 2,70 and final drafts' mean score was 3,53. The improvement was 0,83. In cycle 3, rough drafts' mean score was 2,79 and final drafts' mean score was 3,67. The improvement was 0,88. While, the mean score of mechanic of the students' rough and final

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draft in cycle 1 was 3,00 and final draft 3,25. The improvement was 0,25. In cycle 2, rough drafts' mean score was 3,07 and final drafts' mean score was 3,40. The improvement was 0,33. In cycle 3, rough drafts' mean score was 3,12 and final drafts' mean score was 3,69. The improvement was 0,57. From the explanation about the score of the students in language use and mechanic means that peer feedback could help the students to improve their writing ability.

3. Students' responses in using peer feedback technique in the teaching of writing

From the questionnaire could be known that almost of students gave positive responses to the use of peer feedback technique in the teaching of writing. It could be known by the qestionnaire which was given to the students in the last meeting. And the researcher has analyzed it. In fact, there were 83,72% students answered that they felt enjoy with the implementation of peer feedback technique and they hope peer feedback technique could be applied in their school although the research has done. Beside that, the student can be responded goodly all of question. In conclusion, peer feedback technique included into one of the effective ways experimented in foreign language writing classroom based on the experience that Rollinson and Caulk have founded.

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B. Suggestion

1. Teacher

- The teacher must motivated the students to write English when they learn English. Because when the researcher applied peer feedback tecnique in the classroom, more that a half students still get difficulties in vocabulary when they made narrative text.
- Peer feedback is an activity which needs long duration to play. Therefore, The teacher must control the time when she taught writing by using peer feedback technique in the classroom.
- The teacher must control the class, because the situation in the classroom was crowded, it might caused there were many students in one class or from the school can minimize total the students in one class, might be 25 or 30 students in one class, because 43 students in one class was too much, so it was natural when the classroom was crowded.
- The teacher should teach more detail and give more pay attention about the component of writing such as content, organization, vocabulary, language use and mechanic. It was important to know and understand by the students.

2. Students

- The students must memorize many vocabularies in learning english. It could make them to be easier when they made narrative text.

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