UTILIZING PEER FEEDBACK TO IMPROVE THE STUDENTS'
ABILITY TO WRITE NARRATIVE TEXT AT THE ELEVENTH GRADE
OF SMA CERDAS MURNI TEMBUNG

A THESIS

*Submitted to the Faculty of Tarbiyah and Teachers Training, State Islamic
University of North Sumatra (UIN SU) Medan as a Partial Fulfillment of the
Requirement for the Degree of Sarjana Pendidikan(S1)*

By

LENNI AMELIA HARAHAP

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA MEDAN

2020

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

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Skripsi berjudul

**UTILIZING PEER FEEDBACK TO IMPROVE THE STUDENTS'
ABILITY TO WRITE NARRATIVE TEXT AT THE ELEVENTH GRADE
OF SMA CERDAS MURNI TEMBUNG**

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SURAT PENGESAHAN

Skripsi yang berjudul : "Utilizing Peer Feedback to Improve the Students' Ability to Write Narrative Text at The Eleventh Grade of SMA Cerdas Murni Tembung" in the Academic Year 2020/2021" oleh Lenni Amelia Harahap, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

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Assalamualaikum Wr. Wb.

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudari:

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Ability to Write Narrative Text at the Eleventh Grade of

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.
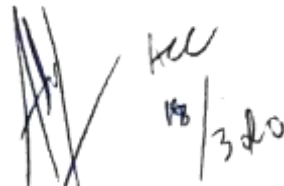
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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiblakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, August 2020

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ABSTRACT

Lenni Amelia Harahap, 34153107 "Utilizing Peer Feedback to Improve the Students' Ability to Write Narrative Text at the Eleventh Grade of SMA Cerdas Murni Tembung. " A Thesis. English Education Program, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatra, 2020"

The purpose of this study is to find out whether the implementation of peer feedback can improve the students' ability to write narrative text at the eleventh grade of SMA Cerdas Murni Tembung. This research was conducted by using CAR design with Hopskin model. The research was conducted into two cycles of action and consisted of six meetings for each cycle. The procedures of the research were planning, action, observation, and reflection. The sample of the research were the eleventh grade of SMA Cerdas Murni Tembung chosen by saturation sampling. Overall, the total number of the sample was 20 students consisting of 10 boys and 10 girls. Furthermore, the techniques of collecting the data were conducted by giving test, interviewing the students and the English teacher, observing the teaching and learning process, researcher's notes and documentation. The instruments used in this research were observation checklist, interview guidelines, notes and test. In analyzing the data, the researcher analyzed the quantitative data by using analytic scoring rubric and then comparing the mean score of the students' writing scores. Meanwhile, the qualitative data were analyzed by making qualitative descriptions by Miles. The result of this research showed that the students' writing ability especially in narrative text could be improved through the use of peer feedback technique. Scores of the students' writing performance indicated an improvement in the students' writing skill. The students' mean scores gradually increased from 57.00 in the pre-cycle test to 60.25 (20%) the mean scores of post-test 1 and the mean score of post-test 2 was 80.75 (80%).The students' attitude toward learning English was also improved in a positive way proven by the improvement of their classroom participation. Therefore, it can be concluded that by utilizing peer feedback technique, the students' writing skill of narrative text can be improved and can create the positive atmosphere in the classroom which makes the students creative in finding the ideas of narrative text.

Keywords: Peer Feedback, Writing Ability, Narrative Text, Senior High School

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Finally, the researcher realizes that this paper is far from being perfect and to suggestion and correction. It is a great pleasure for the writer to receive critics and suggestions in developing this research and it will has some values for the writer and for a better thing in the future. Hopefully this thesis may give the advantages for all.

Medan, August 2020

Lenni Amelia Harahap
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INTRODUCTION

A.   **Background of the Study**

Mastering English as an international language is necessary in this globalization era. It is because globalization has made English the world's most widely spoken language for trade, education, business and tourism. It means English is much used by people of different mother tongues and countries of origin as a language of contact in immediate interactions.[1] According to Rafida, people need English as an international language to connect each other. People must be able to master English well so they can communicate in society widely.[2] As a result, English becomes on obligated lesson for some countries such as Singapore, Irlandia and Indonesia.[3]

In Indonesia, English is taught at Junior High School and Senior High School even in University.[4] In Senior High School level, learning English involves the four language skills namely listening, writing, reading, and speaking. [5] Among the four skills, writing is one of productive skills, which contains of written words and involves a complex process. Harmer stated that writing is a way to produce language and express ideas, feelings, and opinions. In addition, writing

[1] Rahmah Fithriani,(2018*)," Discrimination Behind Nest and Nnest Dichotomy in ELT Professionalism"* in The 1ˢᵗ *"Annual International Conference on Language and Literature, Kne Social Sciences & Humanities*, P.741

[2] Tien Rafida,92017), *the Effect of Advertisement Text on Student's Ability in Writing News at Laboratory Islamic School of UIN Medan,* North Sumatra: Medwell Journals, P. 951

[3] Santi Andriyani, 2016, *The Implementation of English immersion program for facing globalization era,* University of Nahdatul Ulama.

[4] Harsono,(2006), English language teaching in Indonesia :facts, problems and possible solution. English Education journal

[5] Astri Yanti Jafar, (2017) *Improving the students' ability in writing narrative text* , Uin Makassar, P.14

skills are the last process of language learning after listening, speaking and reading skill.[6]

However, among those four language skills, writing is also considered as the most difficult skill to master. According to Fithriani, who analyzed the condition of Indonesia students' perception of English writing, she found that most of the students assume English writing as one of the most difficult skill[7].This statement related to the study of Richard who stated that writing was the most difficult skill for the second language and foreign language learners.[8] It is caused because of some factors such as the idea and the imagination of students still poor and the limitation of time also influence the students to write.[9]

For students of Senior High School level, writing becomes more complicated because based on Curriculum 2013 (K13) of Senior High School, students are expected to master five different genres of text, namely: recount, narrative, procedure, descriptive and report.[10] One of the genres that the students of eleventh grade should learn is Narrative text. Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems.[11] In this text, the students are instructed to understand social function, text structure, and the elements of the narrative text such as in fable based on the context

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[6] Harmer 2004 *Assessing writing.* UK London : cambridge University, P. 37

[7] RahmahFithriani, UtamiDewi, Sholihatul Hamidah Daulay, MaryatiSalmiah, WidiaFransiska, (2019), Using *Facebook in EFL Writing Class: Effectiveness from students' perspectiv*e.Uinsu Medan: AICLL 2019, P.636

[8] Richard and renandya (2002) , *English Learner in writing skill,* University press, P.303

[9] Rahmah Fithriani,. Essay for LPDP Dissertation Scholarship: The Urgency of English Writing Skills in Indonesia Academic Setting. State Islamic University of North Sumatra

[10] Kementrian Pendidikan dan Kebudayaan, *Kurikulum 2013 Kompetensi Dasar Sekolah Menengah Atas dan Madrasah Aliyah*, 2013, p.160

[11] Devigantari Agusta, 2014, *Improving students ability in writing narrative texts using short animated stories at class VIII C.* English education, p.57

function on.[12] In Senior High School level, writing instructions presents that the students are expected to write some kinds of text namely: narrative text, descriptive text, or procedural text.[13] Particularly, they are dominated to get a minimum 75 passing grade it purpose to know the ability in writing text how far the students understand in writing a text.

However, the expertance above is not comparable to the fact in English language teaching (EFL) practice. Indonesian students considered that writing a difficult skill to be learned, because in writing skills the level of difficulty is more significant[14]

Furthermore, from preliminary interview with the students and the English teacher in practice teaching (PPL) at SMA Cerdas Murni Tembung the research found that the students had identical problem with the practice of writing in narrative text. They felt difficult to get and organize the concepts of writing. They also could not choose the appropriate diction, and didn't know how to start their writing. They are not confident with the result of their writing, the students stuck with their writing because based on their own work. Based on the preliminary observation, the researcher found some problems faced by the students in writing narrative text namely: Students difficult to convey the meanings of the whole paragraph, and they are not confident with the result of their writing.

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[12]Agustien, (2014) *English Curriculum : The paradigm, Interpretation, and implementation. Recents issues in English Language Education,P.39*

[13]Depdiknas. . *Kurikulum 2013 Mata Pelajaran Bahasa Inggris.* (Jakarta: Depdiknas. 2013). p.287

[14] Rahmah Fithriani,. Essay for LPDP Dissertation Scholarship: The Urgency of English Writing Skills in Indonesia Academic Setting. State Islamic University of North Sumatra

To solve the problems above, the researcher intended to find the alternative strategy. One of the suitable strategies to improve the students' ability to write narrative text is by using Peer feedback. Peer Feedback enables the students to work cooperatively in a group/peer. The students can give comments on their classmates' writing for better quality writing.[15]

Some studies have conducted researches about the utilizing of peer feedback strategy to the students' writing skill. Fithriani, in her research about Indonesian students' perceptions of written feedback in second language writing, found that students' perception of peer feedback affected their writing skills in to the two domains: affective and cognitive. According to the students, peer feedback technique helped them learn more about writing. The method created a positive learning for students, develop their writing, build relaxation, and bringing fun and simulation to the classroom.[16] Richard Badger found that teacher feedback led to greater improvements in writing this study examines whether peer feedback may provide a resource for addressing this issue by examining two groups of students Additionally, this research also revealed that peer feedback was associated with generate of students' autonomy.[17]

Based on the background above, the researcher was inquisitive about creating an attempt to know whether the utilization of Peer feedback technique can improve the students' writing ability especially in Senior High School level by conducting a research under the title :

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[15] Rahmah, Fithriani. Cultural influence on students' perception of written feedback in L2 writing. *Journal of Foreign Language Teaching and Learning*,Vol.3,No.1, January 2018

[16] Ibid.P.41

[17] Richard Badger, 2003. *Improvements writing ability in English 1 and 2*. Australia: Macmillan Education

'**Utilizing Peer Feedback to Improve the Students' Ability to Write Narrative Text at the Eleventh Grade of SMA Cerdas Murni Tembung in the Academic Year of 2019-2020."**

B.   Identification of the Problem

Based on the background of the study above, the researcher found many problems in the eleventh grade of SMA Cerdas Murni Tembung, there were some problems related as follow:

1. The students writing ability was low.

2. The students' difficulted to get and organize their concepts the written.

3. The students are confused to organize the concept within the written form.

4. The students difficulted to convey the meanings to the whole paragraph.

C. Limitation of the Problem

From identification of the problem that occurred in the eleventh grade class of Cerdas Murni Tembung, it can be seen that there were many problems related to the student's achievement in writing. So it is impossible to solve of all the problems. Therefore, this research limited the problem in using peer feedback to improve student's ability in writing narrative. The limitation was based on the discussion between the researcher and English teacher of the class. This study also tried to reveals the students responses toward the used of peer feedback technique in teaching narrative text.

D. Formulation of the Problem

Based on the limitation of the study above, the researcher formulated the research questions as follows: How the implementation of Peer Feedback technique can improve the students' ability to write narrative text at the eleventh grade of SMA Cerdas Murni Tembung in the Academic Year 2019-2020?

E. Aim of the Study

Based on the formulation of the problem above, the aim of this research is to find out whether the implementation of Peer Feedback technique can improve students writing narrative text at class eleventh grade of SMA Cerdas Murni Tembung in the Academic Year 2019-2020

F. Significance of the Study

Hopefully, the result of this study will give benefit and informative inputs in teaching and learning English as a foreign language especially in practical and theoretical aspects.

1. Theoretical significance

   Theoretically, the result of this study is expected to give contribution of a new knowledge and to support the theories to the next study about the teaching writing and the implementation of peer feedback in teaching learning process.

2. Practical significance

Practically, this study presents a real picture on how Peer Feedback technique is used in the classroom. The findings are expected to contribute as the information for the student in helping and motivating students to improve their writing skill especially in writing narrative texts. In addition, the writer also could gain experiences on both conducting an experimental study and writing an academic report. This study is expected to give some significance for the students, teacher and further researcher.

    a. The Students

The finding of this research is expected to be useful for students, to solve their problems in writing and by using this method the students can be more active during the learning process.

    b. The Teacher

The finding of this research is expected to give them information about the implementation peer feedback in narrative text. Therefore from this result the teacher can use this approach as an alternative method. Especially for English teachers at SMA Cerdas Murni Tembung this study can be supporting method to increase the students writing ability especially in writing narrative text.

    c. The Researcher

This study can be useful as the reference for further researchers who want to conduct a research in the same topic and purpose they can develop the result of researcher and complete it, so it hoped can help them to solve the problem.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

This chapter is presented in order to give clear concept being applied in this study that is improving students skill in writing narrative text using peer feedback technique, so that, in this research there are some theorist explained to support this research namely: writing as a language skill, the process approach in writing EFL context, writing instruction in Indonesian EFL context, Genre of text in EFL writing, narrative text and peer feedback. To support the ideas of this research, some theories and some information will be included and described below to support the ideas of this research and help the writer in designing this research.

A.1. Writing as a Language Skill

Writing is one skill of language that is important to express the idea without sound. Writing also enables its writer to illustrate what their desire through writing.[18] In writing, people learn how to communicate with other people when the people are not around.[19] Allah said in the Holy Qur'an Surah Al-alaq 4-5 :

الَّذِى عَلَّمَ بِالْقَلَمِ ـ عَلَّمَ الإنسَـنَ مَا لَمْ يَعْلَ

The meaning :". He who taught (the use of) the pen, he has taught that which he knew not.[20]

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[18]JhonLangan, College, *Writing skill, (*Singapore: Library of Congress Cataloging,2001), P.13

[19] Arina Nikitina, (2012), *Improve Your Writing Skill*, Ventus Publishing, p. 18

[20] Abdullah yusuf Ali, *The holy Qur'an an : English translation with original 'Arabic text* (New Delhi: KitabBhavan, 2004) p. 669

Based on the verses above, Allah explains that he taught man with a pen (Qalam) He taught everything that which we do not know. Here the pen has big roles, to give information about something. Using pen we can write our ideas and experiences share knowledge for other people by written form.

Writing is fundamental language skill that is vital to academic success and basic requirement for participation in civic life and global economy.[21] Students who are skilled in writing can get better grades than those who are not. It means that writing proposes thinking and studying.

Rod and Cooper stated "Writing is a complex process and as such contains element of mistery and surprise. However we know and believe that writing is a skill that anyone can learn to manage.[22] Therefore, students also can be a part of writing who can convey their ideas, feelings, desire and knowledge by writing.

Bridges and Lunsford said "Writing is the stage in which the writer produces a rough draft of the paper"[23] The important thing of writing for the students is to express their feelings and produce their own language on the paper. To be a good writer, the students can practice and try to write continuously to increase their capability.

Therefore writing is the process that allows the writer to explore thoughts and ideas and make them visible and concrete. These ideas can be collected

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[21] Graham & Perin,(2007), Writing next ;*Effective strategy to improve Writing of Adolescents in Middle and High School*

[22] Rise B. Axel Rod and Charles R. Chopper, *Guide to writing,*(Ney York: St Martin's Press, Inc, 1985),p.3

[23] Charles W. Bridges and Ronald F. Lunsford, *Writing : Discovering Form & meaning, (California :* wads worth publishing company, inv,1984) p.7

from other language skill by listening, speaking, or reading something. Writing encourages thinking and learning for it motivates communication and make thought available to be reflected. A writing product can be served out when the writers acquire some language competence such as the mastery of grammar, spelling and punctuation.

The writers are also required to be able to arrange clauses into a sentence, the main clause, subsidiary ideas became subordinate clause and so on. There are four stages of writing[24]:

a. Prewriting

Prewriting is important as it is the first stage, where a writer choose the topic and narrow down the points as well as he determines the purpose of his writing. Additionally, the writer should consider his audience whom he needs to address. Find your idea and then try to develop your idea and accumulate pertinent information that support your idea. The next step is to plan and structure your idea.

b. Drafting

Drafting is nothing but putting your points and ideas on paper and arrange these points in a readable manner. Writers usually research about their topics at the prewriting stage and then they accumulate the entire information at this stage. First, the writers do a rough draft and then they try to arrange their points in a best possible way and gradually prepare a final draft.

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[24] Sally Barr Ebest, Gerald J.Alred, Charles T.Brusaw, Walter E. Oliu. *Writing from A to Z,(N*ew york :McGraw- Hill Companies,2005), page 6

c. Revising

Revising is another imperative stage, where a draft is scrutinized thoroughly and points incorporated in the draft are rearranged. At this stage, new points are added and some points are replaced and removed as per the requirements. However, revision is indispensable to make the outlook of the writing catchy and cogent.

d. Editing

Fine the tone of the writing and check each line thoroughly. Check spelling, grammar, punctuation, sentence structure, document format and other things. Check the entire content as mistakes should not leave behind. However, editing is the stage where writers can modify their lines as well as theme. It is always better to give your writing to someone for editing.

e. Publishing

Publishing is the last stage where writers submit their work to the publisher. Make sure your written document should be completed before giving to the publisher. However, each writer's goals is to publish his work and reach to the reads.

Based on the stage of writing, writing process allows the writer to explore and ideas to make it visible and concrete. Writing encourages thinking, learning and it motivates communication and make thought available to be reflected. A writing product can be served out when the writers acquire some language competence. In this study the researcher

used four stage of the writing for students are prewriting, drafting, revising and editing.

A.2 The Process Approach in Writing EFL Context

In Indonesia context, the process approach focused on varied classroom activities. According to Hasan and Akhand, a process approach tends to focus more on varied classroom activities which promote the development of language use: brainstorming, group discussion and rewriting.[25] The process approach is also an effort to get advantage of the nature of written code. Brown states that process approach is an attempt to take advantage of the nature of the written code to give students a chance to think as they write.[26] In other words, process approach writing in Indonesia is a process which includes some stages to writing they are: prewriting, drafting, revising and publishing. Sun and Feng stated that the process approach to writing should be a process including several stages, namely prewriting or invention activities (brainstorming, group discussion, and assessing ideas); drafting; seeking feedback from peers or the instructor; revising on the whole-text level (looking at the overall focus, reconsidering organization, deciding whether there is enough evidence, etc.); followed by revising at the paragraph or sentence level, proofreading, and "publishing" the final text.[27]

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[25]Hasan and Akhdan, *The process approach writing in Indonesia*, University Press,2010, P. 79

[26] Brown, *Teaching writing by Using Genre Process Approach, University Press, 2007,P.392*

[27] Sun and Feng, English Language Writing : *The Process Approach*, University Press,2009, p. 15

A.3 Writing Instruction in Indonesian EFL Context

In Indonesia, English has become the only mandatorily foreign language taught from secondary up to university level and has even been extended during the last view years to schools in capital cities in Indonesia.[28] Moreover, allotted time to learn English is different from one level to another.[29] Therefore, curriculum can be used as a guide to be approved, implemented, and agreed on the result of learning activities.

Curriculum has an important role in teaching and learning practice in the classroom. It usually contains the objective, content, evaluation, media, sources and method of learning where the teacher should prepare before implementing the teaching instruction the students.[30] In current implemented curriculum 2013, it is stated that, standard competency of English subject at senior high school for writing skill is telling various meanings from various short and simple essay of functional in form of recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion, and review in daily life context.

Furthermore, based on syllabus of Senior High School level, the students are expected to analysis, the social function, structure and language features of the text in these various genres[31]. Each genre has differences in the functions,

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[28] Rahmah, Fithriani. Cultural influence on students' perception of written feedback in L2 writing. *Journal of Foreign Language Teaching and Learning*,Vol.3,No.1, January 2018
[29] *Ibid*, p.27
[30] Graham &Perin, (2007), *Writing next: Effective Strategies to Improve Writing of Adolescents in Middle and High School-A Report to Carnegie Corporation of New York*, Washington DC: Alliance for Excelent
[31] Kementrian Pendidikan dan Kebudayaan, *Kurikulum 2013 Kompetensi Dasar Sekolah Menengah Atas dan Madrasah Aliyah*, 2013, p.160

structure and language features. In order to achieve this standard competency of writing, the teacher is expected to be creative in designing various classroom activities.[32] They are expected to get a minimum 75 passing grade because the ability in writing needed to measure how far the students' understanding about writing a text. However the expectance above is not comparable to the fact in English language teaching (EFL) practice, writing has always been considered a difficult skill to be learned by Indonesian students, because the level of difficulty is more significant in writing skills[33]

A.4   Genre of Text in EFL Writing

According Nikitina, genre is a grouping of similar kinds of text types.[34] Moreover, according to Hyland, genre is not a form or type of text, but a way to achieve each communicative goal by using text as its main tool.[35] Meanwhile Swales, genre is a communicative events aggregation accomplishes general social function.[36] Those are some understandings of some expert that shows various perceptive of genre. Thus, genre can be understood as rhetorical ways and rhetorical respond in communicative events. It will simulate the students' skill especially in writing to understand the text context. The use of particular structure and grammatical form in

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[32]Badan Nasional Standar Pendidikan,(2006),*Standar Isi untuk satuan Pendidikan Dasar dan Menengah, Standar Kompetensi dan Kompetensi dasar SMP/MTs,* Jakarta: BSNP.

[33] Rahmah Fithriani,. Essay for LPDP Dissertation Scholarship: The Urgency of English Writing Skills in Indonesia Academic Setting. State Islamic University of North Sumatra

[34] Hendri Saputra & Lenny Marzulina, (2014), *Teaching Writing By Using Process Genre Approach To The Eight Grade Students of SMP Negeri 22 Palembang*, Jurnal Pendidikan dan Pengajaran, Palembang: Edukasi, p. 5.

[35] Mutiara O Panjaitan, (2012), *Analysis of Content Standards for English in Junior Secondary School and Senior Secondary School*, Jakarta Pusat: Pusat Kurikulum dan Perbukuan, p. 145

[36] Wicaksono, (2018), *What and How to Teach and to Learn Writing,*Jakarta pusat .P.8

different genres can reflect the goal of the genre, different genres of writing are typified by a particular structure and by grammatical forms that reflect the communicative purpose of the genre. One genre does not have to be realized in one whole text, or otherwise one whole text can utilize several genres at one. Based on First Steps Writing 2nd Edition, there are six genres in EFL writing such as:[37] a) Narrative Writing , b) Recount Writing, c) Procedural Writing, d) Report Writing, e) Explanation Writing, f) Persuasive Writing In this research, the researcher choose narrative text genre as the variable of the research. The researcher developed the students writing narrative text by using peer feedback technique

A.5 Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. According to Anderson narrative text is a piece of text, tells a story and entertains or informs the reader or listener.[38] Noviansari stated that narrative text is a text telling about an event or audience would find engaging.[39] Another expert, such as Mayers stated that "Narrative text is one of the most powerful ways of communicating with others.[40] An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. Composing stories, whether spoken or written, involves a set of skills and

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[37] Sally Barr Ebest, Gerald J.Alred, Charles T.Brusaw, Walter E. Oliu. *Writing from A to Z,(N*ew york :McGraw)p.25

[38] Mark Anderson and Kathy Anderson, (1997), *Text Types in English 3*, South Yarra:Macmillan, p. 24.

[39] Dwi noviansari and Ari Widayanti, (2016). *English Alive,*Jakarta: Yudhistira, p. 16

[40] Mayers, 2005, *Primary Support For Waiting, N*ew york. p.56

authorial knowledge but it also an essential means for children to express themselves creatively and imaginatively.[41] Based on the definition above, it can be deduced that narrative text is a story tells us about something interesting that has purpose to amuse and entertain the readers or viewers. We used narrative when we tell a friend about something interesting that happen to us at work or at school. The social function of this text is to entertain or to amuse the reader. The generic structure of this text is orientation, complication, and resolution. Grammatical features of narrative are nouns that identify the specific characters and places in the story, adjectives that provide accurate description of the characters and settings, verbs that show the actions that occur in the story, and time words that connect events, telling when they occurred. The grammatical features of this text are using action verb, sentence structure (a short phrase is used to create poignant effects)

A.5.1 Elements of Narrative Text

Generally, there are three elements of narrative text (Generic structure of narrative text):[42]

a. Orientation

In this paragraph, the teacher tells the students who is in the story, when it is happening, where it is happening and what is going on.

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[41] The National Strategies, *Primary Support For Waiting, N*ew york: 2008 page 1
[42] Siti Fatimah, Journal of English and Language Teaching, Vol. 1, No2, 2017

b. Complication

This is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger. It will rise into a climax of the problem.

c. Resolution

In this part of the narrative, the complication is sorted out or the problem is solved. Resolution is the end of the paragraph. In this section it can be closed with a pleasant ending (Happy ending) or (sad ending).

A.5.2 Language Features of Narrative Text

Beside the generic structure of narrative text, the writer also should know about the language features that used in narrative text. Language features is an element of language contained in a text, the language features that used in narrative text are:[43]

1. Nouns that identify the specific characters and places in the story
2. Adjectives That provide accurate description of the characters and settings
3. Verbs that show the occur in the story
4. Time words that connect events well then they occur, the use of simple past tense.

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[43] Alice Oshima and Ann Hogue, (2007), Writing Academic English, third edition, (Newyork: Pearson Longman). P.25

It seems that narrative text has many language features. We have to identify the specific characters, places, and time in order to make the reader easy to understand the way of the story and give the information about what characters will do. To illustrate how is the narrative text, it can be seen the following example:

The Example of Narrative Text

Malin Kundang

Orientation

Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious. One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island.

Complication

Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument… and finally he sailed with the big ship. Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beautiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered.

Resolution

His mother very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone. Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault

that rebellious his mother. He bowed down and became a stone.

The language feature of narrative text of the passage above is to inform the reader than there are some adjectives (rich, poor, near, beautiful, happy), time conjunction (when, then, suddenly), the text show past tense (sailed, kicked, kept, lived, closed, asked, went, brought), adverb of time (once upon time, one day).

A.5.3 Technique in Teaching Writing

The problems of teaching are not only the teaching material, but also the strategy or technique in teaching. Meier stated technique in teaching is a total system for speeding and enhancing both the design process and teaching writing.[44] The teaching process will not give a good result if the way of teaching is not suitable to the students' condition. There are so many approaches technique in teaching writing, such as Communicative language teaching (CLT), Problem best Learning (PBL), Peer Feedback Technique (PF) and so on. In this study, the researcher focused on Peer Feedback Technique.

Fauziati argues that technique in teaching writing is implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance use to accomplish an immediate objective.[45] Technique in teaching must be consistent with a method, and therefore in harmony with an approach as well. Thus, technique encompasses the actual moment to

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[44] Dave maier,(2000), *The accelerated learning handbook, New York. Mcgraw Hill,p.17*
[45] Yuli Irmawati, *Method of teaching writing to the seventh grade students,*
Muhammadiyah Paciran Lamongan.2015.P.4

moment practice and behaviors that operate in teaching a language. This is the way the classroom activities are integrated into lesson and used as the basic for teaching and learning.

According to David Nunan , there are some techniques in teaching writing, namely: writing models, group writing (using technique of peer feedback), talking and writing box, writing centers, writing conferences, inventive spelling, and word walls.[46] Based on the procedure of teaching writing, the writer concluded that the technique in teaching writing to the students in this research was group writing.

A.6   Peer Feedback

Including feedback as part of second language writing instruction is the Vygotsky theoretical framework of sociocultural theory. [47] According to Vigotsky, human development is inherently a socially situate activity, thus the source of learning development is found in social interaction rather than solely in the mind of an individual. Vigotsky, furthermore claims that the secret of effective learning lies in the nature of the social interaction between two or more people with different levels of skills and knowledge.[48]

Furthermore, when the concepts of social interaction and intellectual imitation are applied in the feedback process in writing classrooms, a learner can work with a peer to provide comments or critiques on each other's draft in both written and oral formats in the process of writings. This process is known

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[46] Ibid.P.5

[47]Rahmah Fithriani, *Zone of Proximal development and the study of Feedback in second Language Writing,* Islamic University of North Sumatera, 2019

[48]RahmahFithriani, *Zone of Proximal development and the study of Feedback in second Language Writing,* Islamic University of North Sumatera, 2019

as peer feedback process, through which teacher gives comments an revision on students on writing drafts with the goal to improve students writing quality. In this process model the kind of thinking needed to improve the students' writings.[49]

There are number of terms that are used interchangeably and refer to peer feedback such as a review and peer response, but all of them share the same ideas where students offer constructive criticism after reading and evaluating each other's work. To illustrate, peer feedback refers to the suggestion or comments, question or inquires that learners offer each other after reading any piece of writing with the aim of producing reader based prose.[50] Liu and Hansen defined it as" the use of learners as sources of information and interact for each other in such a way that learner assumes roles and responsibilities normally taken by 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.[51]

Higgins argue that feedback in language writing classroom is strongly related to the issues of power and emotion because of the particular nature of the power relationship in feedback process in which the teacher occupies the

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[49]Rahmah Fithriani, *Zone of Proximal development and the study of Feedback in second Language Writing,* Islamic University of North Sumatera, 2019, P.556

[50] Rahmah Fithriani, *Zone of Proximal development and the study of Feedback in second Language Writing,* Islamic University of North Sumatera, 2019

[51] Mohammed A farah, *The impact of Peer Feedback On Improving the Writing Skills,* Hebron University,2010. P.4

dual role of both assisting and passing judgment on the students' writing. Feedback in writing instruction may be either written or oral in form.[52]

The researcher modified the peer feedback to teach writing a narrative text of eleventh grade students of senior high school.[53]Peer feedback is used in the teaching and learning process of writing to improve motivation. Therefore, in this research it was used to improve students' motivation in writing.

A.6.1 Types of Feedback

Feedback is divided according to the degrees of explicitness of error correction. There are two different types of peer feedback used in the study. These are (1) direct feedback (2) indirect feedback.[54]

1) Direct feedback

   In the literature of error correction, the similar kind of direct feedback can be referred to direct correction, direct feedback refers to teacher providing correct linguistic form for students (e.g. word, morpheme, phrase, rewritten sentence, deleted word [s] or morpheme.

   Example of direct feedback: I don't like Supha because she is talk active

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[52] Higgins, Writing Ability Using Peer Feedback Technique. 2014.P. 42
[53] Joklova, Katerina. 2009. *Using peer feedback in Teaching writing.* Masaryk University.
[54] *Ibid.*P.57

2) Indirect Feedback

Any error feedback in general, includes some of the following general features: identification of the type of errors, location of errors, mention who made errors, selection for remedy; provision of correct mode; and identification of improvement. Therefore, the writer consider that it may be helpful for the students and more effective for the teacher to correct selective written errors by using combination of direct and indirect techniques depending upon the types and frequencies of errors that a student produces. A growing number of studies have also been conducted to investigate students preferences for the focus of feedback they would like to receive on their writing drafts with the results showing different conclusions.

Provided with five options of corrective feedback; 1) direct correction with the correct expression given; 2) indirect correction with errors underlined; 3) indirect correction with errors underlined and error codes provided; 4) no need for error feedback; 5) others (please specify), the majority of the students.

Feedback in writing instruction is written in form, therefore in this research the researcher used written feedback takes the forms of direct correction. A number of researchers have tried to investigate which form of feedback students prefer to receive during feedback process. The findings indicate indefinite conclusion of students' preferences for the

form of feedback. As L2 students place a high premium on accuracy in writing, they wanted direct feedback from the other.[55]

Using this type students easier to correct the mistakes written by their peers, and they were given clues and also a more active role to play in the feedback process. One of the results showed that the participants' preferences of error correction techniques leaned to direct form of feedback. Particularly, most students preferred their errors to be either located and indicated or corrected with an explanation for the correction. While the least preferred technique of error indication was by simply indicating that they made an error in the sentence by putting a cross next to it without locating or correcting the error.[56]

A.6.2   Focus of Feedback

Among the hot topics in the debate about written feedback, one which is often questioned is related to the focus of feedback. It has been heavily debated feedback for L2 students writers should focus on :[57]

1) local issues

2) Global issues.

Ideally, teachers' feedback should address all aspects of writing which are included in local and global issues. Ferris states that teacher's feedback

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[56] Dr. Y. K. Singh, (2007). *Teaching of English*. New Delhi: Chaman Enterprises, p. 171.
[57] Rahmah Fithriani, *Zone of Proximal development and the study of Feedback in second Language Writing,* Islamic University of North Sumatera, 2019.60

provision on student writing has changed over time from focusing mostly on local issues particularly grammar to wider aspects of writing which include both local and global issues.[58]

Research in the area of whether to focus on local or global issues when giving feedback has come to various conclusions. Some researchers believe that teachers should provide comments on content and organization first before giving any comments on grammar, while some other affirm that concentrating on local issues is useful in helping students improve their writing ability. Furthermore, Research examining what teachers focus on when giving feedback has shown that some teachers focus more on local issues such as grammar and mechanics than on global issues such as a content and organization.[59]A growing number of studies have also been conducted to investigate students' preferences for the focus of feedback they would like to receive on their writing drafts with the results showing different conclusions.

A.6.3 Forms of Peer Feedback

Students utilizing feedback forms for peer review can give effect on students' deeper understanding of how their writing affects different readers, reinforce familiarity with revising strategies, and assists the

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[58] Rahmah Fithriani, *Zone of Proximal development and the study of Feedback in second Language Writing,* Islamic University of North Sumatera, 2019.P.62
[59]*Ibid* , p.36-37

students' in developing a familiarity expectations. There are two forms of peer feedback used in the study.[60]

1) Oral feedback

Oral feedback, also known as oral conference, refers to personal consultation between teachers and students during the evaluation of composition. The major problem in conducting this feedback is that the teachers need to have sufficient time.

2) Written feedback

In written feedback Comments, correction and/or marks are given to students' written work draft. The marks may be on the words or quick symbols such as underlining, circles, and other signs. The teacher should provide the specific comments on students' errors with suggestion about how to improve as well as with the comments of the positive aspect of the work.

Oral feedback fits well in younger students since it can help the students to pin-point and correct the misconception immediately, whereas written feedback is effective for older students. Therefore, in this research the researcher focused on applying written peer feedback because it is compatible to the Senior High School students categorized as older students.

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[60] Carleton, *Peer review, How to use peer review.* University of Hawaii at monoa's Writing Program.2019.P.3

B. Related Studies

To support this research, the researchers reviewed some of the related studies. There are three related studies in this research because there were few studies related to the utilizing peer feedback to improve the students' ability to write narrative text. Thus, the three previous researches are explained below:

1. Rahmah Fithriani (2017) in her research about Indonesian students' perceptions of written feedback in second language writing, found that students' perception of peer feedback affected their writing skills in to the two domains : affective and cognitive. According to the students, peer feedback technique helped them learn more about writing. The method created a positive learning environment, inducing relaxation, and bringing fun and simulation to the classroom.

2. Richard Badger (2006) found that teacher feedback led to greater improvements in writing this study examines whether peer feedback may provide a resource for addressing this issue by examining two groups of students at Chinese university writing essay on the same topic, one receiving topic feedback from the teacher and one from their peers. Additionally, this research also revealed that peer feedback was associated with generate of students autonomy.

3. Basma Majari (2010) conducted a research to the 10th grade secondary L2 students in one private school in Lebanon. Both qualitative and quantitative data were obtained and triangulated. Findings showed that teacher feedback was preferred to peer

feedback. No statistically significant data was obtained concerning the impact of the teacher and peer feedback on their writing quality.

4. The last previous study was conducted by Nasrin Shokprour, Nikta Kesha Varz, and Seyed Mohammed Jafari in Khazar Journal of Humanities and Social Science who conducted a research entitled, " The Effect of Peer Review on writing Skill of EFL students". The result of the study showed that the writings skills of the students using peer feedback improved more than those in the control group. In addition this study proved that using peer feedback helped the students in writing process; planning, drafting, editing and final draft. Then, this study explains that the use of peer feedback could improve the students' skills in organization and content aspect. It helped the students to generate ideas into a chronological order. In addition, the use of peer feedback increased the students' motivation in teaching and learning process of writing.

Referring to the four previous studies stated above, it can be seen that peer feedback writing can be implemented in practicing and improving writing skill. It can be seen, moreover, that the participants in those studies are both college students'. The difference between those studies and this present research, a result, is the research site which was conducted at Senior High School with the eleventh grade students as the participant and it was done to know the utilizing peer feedback to improve the students writing.

C. The Conceptual Framework

In the basic competency that should be achieved in the writing English subject is the students have ability to develop and write simple functional text such as narrative text. There are many factors that affect the students' ability to learn English especially in writing narrative text. They are related to the ideas, organization, vocabulary, sentence structure, capitalization, punctuation and spelling.

Writing is a complex process that consists of planning, drafting, revising, and editing. In the revising stage, writing skill is one of language skills which is needed to be mastered by students, including students of senior high school. Writing skill has significances in deciding the students' communicative competence in the target language.

The students' difficulties to write narrative text are commonly happened based from many problems that they faced such as lack of vocabulary. Moreover, the students also have memories about the word but it is difficult for them to convey the meanings to the whole paragraph. Finally it makes the students' confused to organize the concept within the written form.

There are many methods or approaches that can be used by teachers in teaching. One of them is peer feedback technique. The purpose of Peer Feedback is to make the students work cooperatively with their partners to give comment on each other's papers or drafts instead of only depending on teachers' feedback, to revise their writing, to analyze and correct their own mistakes after finishing their writing. Peer feedback technique is expected to be effective because the use

of them can avoid the weaknesses of conventional teaching that are common to be used in teaching writing.

The previous studies show positive results of the use peer feedback technique. Therefore, the researcher proposed that peer feedback technique in teaching writing text in English language can improve students' ability in writing narrative text.

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

This research applied Classroom Action Research design, it is an action research conducted by teachers in the classroom. This action research tries to identify the problem that happened in teaching-learning process and decides an action to overcome the problems. The classroom action research focuses on particular group of students in a certain classroom.[61]

The mains point of classroom action research are: (1) the series of activities in an effort the quality of learning practice, (2) the problem studied are learning problems, (3) CAR begins and ends with the reflection of the teacher, (4) CAR is carried out by various actions of teachers for the process improvement, (5) CAR is carried out in real situation, the meaning of action carried out learning setting that does not actually interface with the planned learning program.[62]

From The definition above, it can be conducted that action research is done by individuals on their own fields to improve their skill or job, for example, a teacher who wants to improve their teaching. The research is evaluative and reflective which means that the action can be evaluated then can be used to reflection to make a better result. Besides, the research needs at least one collaborator to record and discuss the action that has been done.

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[61] Rochiati Wiriatmadja,(2014), *Penelitian Tindakan Kelas (Clasroom Action Research)*. Bandung ; Remaja Rosdakarya,p. 11.

[62] RusyddiAnanda& Friends, (2015), *PenelitianTindakanKelas (Clasroom action Research),* Bandung: CiptaPustaka Media,P.21

Therefore, researcher concluded that using CAR as a research design is appropriate to apply in analyzing peer feedback technique to solve the students writing problems in narrative text.

B. The Subject of Research

According to Sugiyono, the population means generalization region consists o: object/subjects that have certain qualities and characteristic and they are determined by investigators to be studied and then drawn conclusion.[63] In this study the population were the eleventh grade students' of SMA Cerdas Murni Tembung. The researcher chose eleventh grade students based on the purpose of this study and consideration of the factors of the problems found regarding their abilities such as the students are still difficult in writing, especially learning writing narrative text The process of selecting the subject in this study uses saturation sampling. In saturation sampling, researchers use expert judgment to select respondents who represent the population. This is because the population will be taken in one class and the researcher took students in eleventh grade.[64]

The sample will be taken in grade XI which consists only one class in that school, there were 20 students in the classroom, with detail 10 male and 10 female. Beside of the problems found regarding the student abilities in writing narrative text. Another reason to choose this class was because at this grade, the English syllabus is in according to the objective of the study comparing to the 10th 12th grades.

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[63]Heryanto,(2013), The Analysis of Educational Marketing and the Influence on students' choice to the study, UniversitasPendidikan Indonesia, P.36

[64] Surya Darma,(2014), Tingkat kejenuhanmahasiswa, UniversitasPendidikan Indonesia, P. 29

C. Time and Place of the study

This research was conducted at SMA Cerdas Murni Tembung on 6th March until 7th April 2020, and this research was conducted in six meetings. The researcher chose this location because: (a) this school was not so far from the researcher's place. (b)The Researcher wanted to show an alternative approach for teaching writing skill. (c) The students' problem in writing Narrative text were found here. By doing this research, the researches hoped this research contributed to give problem solving.

D. The Procedure of Research

The cycle of the classroom action research was depended on the indicators: whether the cycle can be achieved in one cycle or the researcher needs to continue to the next cycle. Therefore, the cycle in the classroom action research happened continually. However, in this research, the researcher merely continued the researcher in two cycles. Those two cycles were then conducted based on Hopskin, model by forming a downward spiral which starting from the feel of the problem, the planning, carry out of the action, making observation and do a reflection and make plans again and so on.[65] In detail, the model can be seen as follow:

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[65] Prof Dr Syamsudin AR MS. Metode Penelitian Pendidikan Bahasa. (Bandung :Rosda,2006). p.240
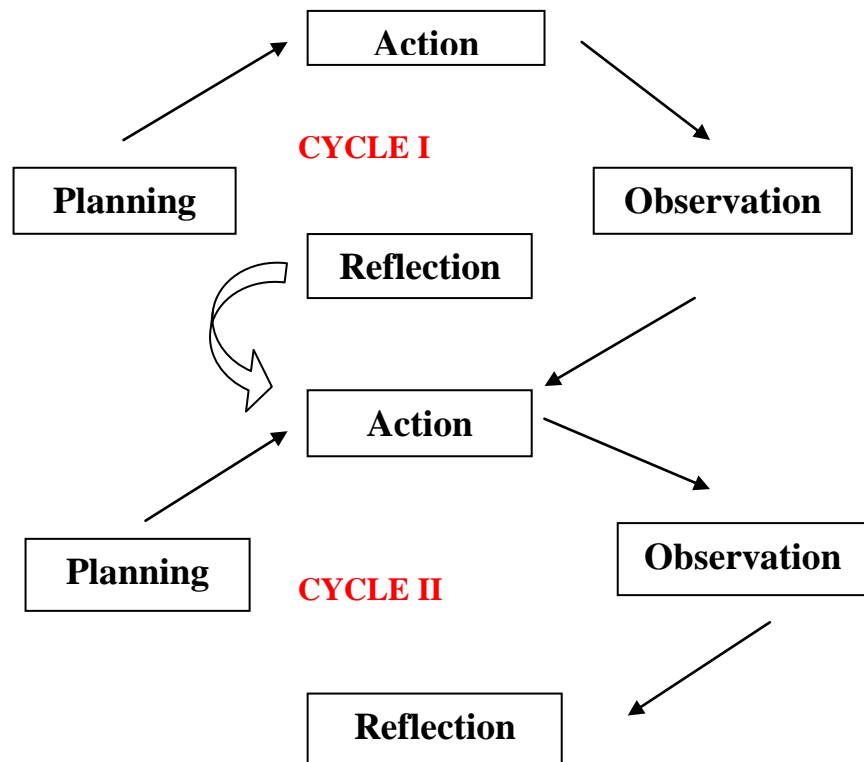
Figure 3.1: Classroom Action Research Model by Hopskin

The selection of the classroom action research method was based on an effort to increase the effectiveness of learning that takes places in the cycle stage. This research was preceded by a preliminary study, which was followed by cycles. The first cycle was conducted based on the problems faced by the students' in peer feedback technique found in preliminary study when the researcher conducted Practical Teaching Program (PPL). After accomplishing the first cycle, it was found that the students' writing performance still could not achieve the passing grade score. Thus, it is necessary to continue to the second cycle in line with the same concept of the first cycle. The details of the actions research design are outlined as follows:

a. Planning

In this step, the researcher planed some actions which were feasible to be implemented in the field. Firstly, creating lesson plans. Lesson plans were made based on an analysis of the problems founds in the classroom. Further, the action was implemented were based on the lesson plan applied in the class. Then, the material were prepared for teaching process such as lesson plan about writing paragraph **(see appendix III)** and designing the test before and after action with the topic "Timun Emas as a pre-test and Malin Kundang as a post-test**" (see appendix V and VI)**. Preparing list of students' name and scoring. Preparing observation sheet and interview for classroom observation (to know the students' motivation of teaching process when media is applied), **(see appendix XII)**.

b. Action

This step is the implementation of the use of Peer Feedback as a technique in teaching and learning process. The detailed actions can be seen in the table below:

Table 1.
Research Actions

Cycle 1		
Actions	Topic	Activities
Planning	- Arrange an activity schedule -Designing the test before and after action with the topic"Timun Emas as a pre-test and Malin Kundang as a post test**" (see appendix V and VI)**. -Arrange a plan For implementing Peer feedback -Compile research instruments -Preparing list of students' name and scoring. Preparing observation sheet and interview for classroom observation (to know the students' motivation of teaching process when media is applied), **(see appendix XI)**.	-Schedule available -step activities -Available plan for implementing peer feedback learning -Available research instrument

First Meeting	The researcher did introduction and explained to the students what would the researcher did in the class, after that the researcher gave the pretest to all students in order to know their ability to write narrative text.	Researcher entered to the class and gave greeting to the students so there was English environment since the first meeting, prayed together. Teacher checked the attendance list of students. Teacher delivered the purpose of the learning material. Gave the pretest to all students in order to know their ability to write narrative text.
Second Meeting	The researcher explained about the material and peer feedback technique as a clear.	The researcher gave the clear explanation to the students with full of attention in learning process, and also explained the procedure of using Peer Feedback Technique on the students'
Third Meeting	Carry out learning in accordance with the draft and applying peer feedback technique to the students	Students wrote the first draft of narrative text. Once they finishing providing feedback, they returned the draft to their partner and wrote

		the second draft using the feedback provided.
Fourth Meeting	Carry out learning in accordance with the draft and applying peer feedback technique	The meetings were similar to choose in the third one, with the difference only on the focus of peer feedback. After receiving feedback on local issues, students wrote the third draft and submitted to the instructor to get the feedback. And then the students received back their third draft with feedback on both global and local issues and wrote their final draft of narrative text
Fifth Meeting	Carry out learning in accordance with the draft and applying peer feedback technique	After finishing all their draft, the researcher let the students to submit text with the title Malin Kundang based on their own words individually.
Sixth Meeting	giving post-test 1 to the student to know understanding students about narrative text	giving post-test 1 to the student to know understanding students about narrative text

Observation	Document learning activities	-Data about students learning activity
		-Data suitability plan and action
		-Data about supporting factors and inhibitors of action
Evaluation	Analyzing data concludes success	The success of the minimum actions that have been set
Reflection	Review various things that happened and what should be done	Information for the next plan

Cycle 2		
Actions	Topic	Activities
Planning	- Re-arrange an activity schedule	-Schedule available
	-Re-design the test before and after action with the topic"Malin Kundang as a post test **(see appendix V and VI)**.	-step activities
		-Available plan for implementing peer feedback learning
	-Re-arrange a plan For implementing Peer feedback	-Available research instrument
	-Re-Compile research instruments	
	-Re-Preparing list of students' name and scoring. Preparing	

	observation sheet and interview for classroom observation (to know the students' motivation of teaching process when media is applied), **(see appendix XI)**.	
First Meeting	The researcher entered to the class and re-explained to the students what would the researcher did in the class	Researcher entered to the class and gave greeting to the students so there was English environment since the first meeting, prayed together. Teacher checked the attendance list of students.
Second Meeting	The researcher re-explained about the material	The researcher more explanation to the students with full of attention in learning process.
Third Meeting	Re-Carry out learning in accordance with the draft and re-applying peer feedback technique to the students	Students wrote the first draft of narrative text . Once they finishing providing feedback, they returned the draft to their partner and wrote the second draft using the feedback provided.
Fourth Meeting	Re- Carry out learning in accordance with the draft	The meetings were similar to choose in the

	and re- applying peer feedback technique to the students	third one, with the difference only on the focus of peer feedback. After receiving feedback on local issues, students wrote the third draft and submitted to the instructor to get the feedback. And then the students received back their third draft with feedback on both global and local issues and wrote their final draft of narrative text
Fifth Meeting	Re- Carry out learning in accordance with the draft and re- applying peer feedback technique to the students	After finishing all their draft, the researcher let the students to submit text with the title Malin Kundang based on their own words individually.
Sixth Meeting	Giving post-test II to the student to know understanding students about narrative text	Giving post-test II to the student to know understanding students about narrative text
Observation	Document learning activities	Suitability of Plans and actions
Evaluation	Analyzing data with percentage techniques	Researchers are skilled at implementing feedback activities
Reflection	The researcher made a	The cycle stopped here

	conclusion after comparing the student's score between cycle I and II to find out how far the improvement of students' ability in writing narrative text. In this cycle a score of the students' grades were increased, because the final score reached the Standard Minimum Scored of English Subject that is 75.	

c. Observing

Observation was carried out to monitor the learning process in the classroom directly. The activities observed were done by the students and the researcher during the teaching and learning process in the class. In addition, observation was used to check whether the students did the scenario they were supposed to do in peer feedback technique planned, whether they were enthusiastic, and whether there is a sign of being highly motivated. This observation aimed to determine the suitability of students' to the action with the plan that has been prepared and to find out how far the action can produce changes that were in accordance with the researchers desired.

d. Reflecting

After carrying out the teaching and learning activities in the classroom by using peer feedback technique, the researcher recited the occurrences in the classroom as the effect of the action. Then, the researcher evaluated the process and the result of the implementation of peer feedback technique in the class. This evaluation benefits decided what the researcher should do in the next cycle. Based on the data that has been collected, teacher as collaborator and researcher discussed and made evaluation that researcher process in cycle one was needed to be continued to the next cycle because it has not reached the achievement goal which was KKM 75.

Furthermore, the researcher conducted cycle II based on the reflection in cycle I. Afterwards, at the end of the research, the researcher made a conclusion by comparing the student's score between cycle I and II to find out how far the improvement of students' ability in writing narrative text. In this cycle a score of the students' grades were increased. Therefore, the cycle stopped in cycle II.

E. Technique of the Collecting Data

This section explains how the researcher collected the data. Data collection is one of the most important things in one study. To get the information needed, the researcher also used references from the library several journals and reference books that supported this research. In this research there were five ways to collect data, namely tests, interview, observation, researchers' notes and documentation.

Test was a method that was used by researcher to measure the abilities and knowledge of students in the writing skill. The result of the test which was measured by the researcher aimed to determine the ability to master students' writing skill in narrative text. The type of test that was used in this study was the writing test. Observation was used to see the situation, the development in the teaching process and the students' reactions when they were taught by utilizing the peer feedback technique. Documentation was used to show the condition during the learning process. Then, the research notes were the most important things to write that happened in the class. Besides, interview also used to add the information about the effect of process learning writing skill in recount text with picture series media.

1. Test

The purpose of this test was to measure the students writing ability in narrative text. There were two kinds of test distributed to the students in this research, namely: pre-test and post-test. The result of the test was measured to know the students' writing ability in narrative text. In this research, the test was in the form of writing test in which the students needed 30 minutes to do the test.

This research used test in different level, they were 4 sentences with the topic in pre-cycle test 1: "Timun Emas" and post-test cycle 1 "Malin Kundang" and the topic of post-test in cycle 2: "Timun Emas" (see appendix V, VI, VII).Then, the researcher evaluate the students writing, the researcher used the analytic scoring rubric. It was included some

aspects of writing such as content, organization, vocabulary, and mechanics, grammar and sentence structure (see appendix IV).

It is considered successful if the students results of each test were increasing.   The test was then distributed twice as pre-test and post-test. Pre-test was distributed before Peer feedback technique was implemented in order to know the students competence in writing Narrative text. Post-test was distributed after implementing the peer feedback technique in teaching writing Narrative text.

2. Interview

Interview was applied for the English teacher before and after the action research was implemented. The applied interview was conducted firstly with the English teacher before the classroom action research and after classroom action research. It is applied before classroom action research to know the students difficulties in writing skill, the students' participation in writing class, and the teaching strategy in teaching writing. Meanwhile, it was conducted after classroom action research to know the students' response about the learning strategy focus on the implementation of Peer Feedback technique in teaching writing English. Furthermore, secondly, the interview was conducted with 15 students. This interview was used to add the information about the students' difficulties in English writing skill and to know the effect that the students got after using the peer feedback technique in learning narrative text, and the researcher did the interview before and after doing the pre-test and post-test**(see appendix XII).**

3. Researchers' notes

Researchers' notes were used to write students activities in the classroom during the teaching and learning process. The researchers' notes consist of personal evaluations of researcher regarding the events in the class whether the progress or new things were discovered during the research (see Appendix XIII).

4. Documentation

The documentation of this research was taken in order to show the situation that was happening at the time of teaching and learning activities in the classroom. Therefore, the documentation was taken in the form of some media such as photos, students' writing manuscript, and everything related to the focus of the research (see Appendix XIV).

F. Technique of Analyzing Data

In process of analyzing the data, the researcher categorized the data into two kinds of data. There were qualitative data and quantitative data. For the detail the explanations of the steps to analyze the data can be seen as follows:

1. Qualitative Data

Qualitative data was obtained to describe the situation during teaching and learning process. The obtained data analyzed here were taken from observation, researchers' notes and interview. According to Miles and Huberman, there are three steps of qualitative analysis, as follow:

a. Data reduction

In this stage the researcher classified, directed and organized the data focusing on the main data. The data appearing in researcher's notes, field notes and interview transcript were then selected, edited, simplified, and focused. Afterwards, the data were conceptualized and explained. There were much data which have been collected during the research. Besides, the researcher' needed to reduce the data for process of analyzing the data. It made the researcher easier to find the data needed.

b. Data display

After reducing the data, the next step was displaying the data. In data display there were some steps conducted by the researcher, namely: 1) collecting the result of data reduction, 2) Arranging the relevant data of the research, and data display refers to show the data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data. In displaying the data the researcher described the data that have been reduced into sentence form.[66]

c. Conclusion and verification

The last process of qualitative analysis is conclusion or verification. The conclusion aims to make clear explanation that has already presented in data display. Then the researcher selected, identified and focused on the data by referring to formulation of the research problem. Afterwards, the researcher did the verification by using peer debriefing and member check technique. Hyland defines peer debriefing as

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[66] Cohen,(1994), *Research Method In Education*. New york: Routledge. P.21

the process of exposing oneself to a disinterested peer in a manner paralleling an analytic session and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer's mind.[67] There was one peer debrief, the researcher consulted to the lecturer in order to reflect on what went right(or wrong)in each stage of data analysis.

The second was member check. In member check, the researcher was re-check the data that already obtained from the students or the English teacher as the collaborator. The researcher answered interview sheet from the students and collaborator to ensure that their answer was same with the interview transcripts.

2. Quantitative Data.

In analyzing the quantitative data, the data were taken from the students writing test and analyzed it through the analytic scoring rubric of Narrative Writing. Analytic scoring requires readers to judge a text against a set of criteria important to good writing and give a score for each category[68]. There were some aspects of assessment in writing such as format, punctuation and mechanics, content, organization, grammar and sentence structure **(see appendix III).** Furthermore, the researcher uses the formula to know the mean and the percentage of the students that improved the writing ability of narrative text by using peer feedback technique. According to Burns the formula of the mean of the test can be

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[67] Ken hyland,(2007) Genre and second language writing, London : The University of Muchigan ,p.102

[68] Astrina L,*Writing Assestment Model,*.academia aducation.P.15

calculated as follow. According to Burns the formula of the mean of the test can be calculated as follow:

$$X = \frac{\Sigma X}{N} \qquad Y = \frac{\Sigma Y}{N}$$

In which:

X : mean of posttest 1 scores

Y : mean of posttest 2 scores

N : the number of samples

Σ X : The sum of pre-test score

Σ Y : The sum of post-test score

Furthermore, the researcher uses the formula of the percentage score of the students to know the improvement of the writing ability of narrative text by using peer feedback technique. The formula below is used to find the students' percentage in writing skill.

$$P = \frac{Posrate - Baserate}{Baserate} \text{ X } 100\%$$

P: the improvement of Students' Achievement

Posrate: the mean of achievement after action research

Baserate : the mean of achievement before action research[69]

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[69] M. BagusNawawi, 2011, *Improving Students' Writing Skill of Descriptive Text Through Guided Questions*, Thesis, Jakarta: SyarifHidayatullah State Islamic University, p. 49

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The data of this research were analyzed by qualitative and quantitative analysis. The qualitative data were taken from the observation sheet, interview, and documentation, while, the quantitative data were taken from the mean of the students' score in writing test. This research was conducted for the students of eleventh class that consisted of 20 students. This research was conducted by 2 cycles. Each Cycle was done by doing 4 stages, namely: planning, acting, observing, and reflecting. This research was preceded by a preliminary study, which was followed by cycles. The first cycle was conducted based on the problems faced by the students in peer feedback technique found in preliminary study when the researcher conducted Practical Teaching Program (PPL). After accomplishing the first cycle, it is found that the students writing performance still could not achieve the passing grade scores. Thus, it is necessary to continue to the second cycle in line with the same concept of the first cycle. The first cycle consisted of six meetings including pre-test and post-test, giving material and test in cycle I. Similarly, in cycle 2 the actions were implemented in 6 meetings. The researcher gave the material and the test in the Cycle 2, the test was post-test II.

A.1. Preliminary Study

Before describing the First Cycle, the researcher did the preliminary study. In this preliminary data, the researcher conducted interview and observation. The interview and observation were done before conducting the first cycle. From the result in interview with the students and English

teacher, it can be seen that the students got some problems in writing narrative text **(see appendix IX, transcript interview XII).** The students still had not understood about the narrative text and they were lack of vocabulary and students confused to organize the concept within the written form. Thus, they didn't know what they should write for. It was supported from the result of the interview with the English teacher:

> *(At the teaching English process, I explained the definition of the narrativetext and give examples of it, perhaps they were bored of the method that Iapplied so that they had difficulties to understand. It could be prove from their low scores)*
>
> *(*Interview Transcript with the teacher See Appendix XII)

From the result of the interview with the English teacher above, it can be concluded that there was a problem in teaching of writing narrative text. The students' difficult to start their writing to the paragraph this was evidenced by the interview below:

Researcher : Apakah kalian sulit dalam menulus kalimat naratif teks? Kenapa ?

> *Do you have any difficulties to write the narrative text? Why ?*

Student A.N : Lumayan sulit, untuk memulai menulis paragrahrap nya.
It's Difficulty enough, to start writing the paragraph

(Interview Transcript with Students, See appendixXII)

From the data above, it showed that writing the narrative texts is one of the skills the students still didn't master it yet. It was because they still had difficulty to start writing the paragraph.

Researcher   : Apakah kalian sulit menulis naratif teks ?Kenapa ?

> *Do you have any difficulties to write the narrative text? Why ?*

Student L.A.H: Yaa,kadang di kata kerja
> *Well, sometimes in verbs*

> (Interview Transcript with Students,See appendix XII)

Researcher : Apakah kalian sulit dalam menulis kalimat naratif teks? Kenapa ?

> *Do you have any difficulties to write narrative text ?Why ?*

Student L.A.H: yaa kadang bahasa Inggris itu ada kata-kata yang tidak tau artinya

> *Well, we sometimes we have some difficult words that we don't know the meaning*

> (Interview Transcript with Students, See appendix XII)

From the result of the interview data, the students' writing is still not good yet. It was because when the researcher interviewed some student's, they said they felt difficult to write and they lacked of vocabulary. The observation sheet was used to measure the level of the students' activities during teaching and learning process. Based on the preliminary observation, the researcher observed some problems faced by the students in writing narrative text namely: Students difficulties to convey the meanings to the whole paragraph, and the less of concentration. Therefore, based on the result of interview and observation above, the researcher found there were many problems faced by students in teaching and learning process. Therefore, the researcher continued to the pretest.

The preliminary study was held on 29th February 2020 as the first meeting. In this step, the researcher gave the pretest to all students in order to know their ability to write narrative text. There were 20 students who followed the pretest. The result of the pre-cycle showed that the students' total score was 1.140 and the mean of the score was 57.00. This score indicated that the students' writing ability was low. It was still far minimum passing grade (KKM) which was 75. Thus, they felt difficult to write narrative text. Therefore, the researcher intended to improve the student's writing through Peer feedback technique. Therefore, the cycle 1 was conducted.

A.2. Reports of Cycle I

Based on the preliminary study, the researcher had done some steps, in the first cycle they were; planning, action, observation and reflection. There were two kinds of analyses data that the researcher had done, namely: qualitative and quantitative data. The qualitative analysis was taken from observation sheet, researcher's notes and interview. Besides, the quantitative data was taken from the mean of student's score in writing narrative text that the researcher had given it in the last meeting of cycle I.

A.2.1. Qualitative Data

The finding of the implementation of Peer Feedback Technique in improving students' ability to write narrative text at the eleventh grade of SMA Cerdas Murni Tembung, Medan will be discussed as follow:

1.   The Implementation of Peer Feedback Technique in Cycle I

There were six meetings in the cycle I. The meetings date were: 6th march, 7th march,10th march, 13th march 14th march,16th march 2020. Every single meeting had same procedure in implementing Peer Feedback Technique. Before the researcher implemented the Peer Feedback Technique, there were some activities that the researcher had done, namely: (1) researcher entered to the class and gave greeting to the students so there was English environment since the first meeting, (2) prayed together, (3) Teacher checked the attendance list of students, and (4) Teacher delivered the purpose of the learning material. The implementing Peer Feedback Technique were involved in three steps:(1) explaining narrative text (2) applying Peer Feedback Technique (3) submitted the result to the researcher. The aim of the research is to apply peer feedback technique to the students, was the students can improve their writing. There were three steps in implementing the core activity of the plan in every meeting.

1)   Explaining Narrative text

This stage needed the high concentration from the students and researcher itself. The researcher gave the clear explanation to the students with full of attention in learning process. Besides, the researcher created the enjoyable situation among the students. The researcher gave the students narrative text about Malin Kundang as the example and then the researcher asked the students to identify the generic structure, social function and characteristics of narrative text.

"What the text is it?" asked the researcher. "A Narrative text" said the all of students. "Yes, you are right! So we will understand of meaning about MalinKundang." said the researcher.

(Researcher notes, see appendix XII)

By that text the researcher would explained all the students how to write narrative text. The researcher gave the detail explanation about narrative text and gave the example of narrative text with title Malin Kundang. The researcher also gave the used of social function and structure text in writing narrative text such as preposition, verb, pronoun, adverb of time and past tenses. The researcher continued to explain about the generic structures in narrative text and asked them to analyze it together.

The researcher asked the students what paragraph to include orientation, complication and resolution. Several students answer simultaneously "the first paragraph is orientation, the second is complication, the third paragraph is resolution". "That's right !" said the researcher.

(Researcher notes see appendix XII)

After explained about narrative text completely, the researcher told the students the goal by learning narrative text.

2)   Applying Peer Feedback Technique

In this stage, the researcher let the students to practicing their ability in writing narrative text. There were some activities that the researcher had done, as follows: first, the researchers explained what Peer Feedback Technique and also explained the procedure of using Peer Feedback Technique on the students'. Second, the researcher asked the students to choose the theme that the researcher had choosen it first. For

the first cycle, so the researcher also give them example to play the peer feedback technique step by step.it was showed as follow :

The researcher	: "*Apakah kamu pernah mendengar tekhnik pengajaran peer feedback technique*
Students I	:"*Ga pernah miss"*
Students II	:"*Baru pertama miss*"
Students III	:"*Pernah miss"*
	(Interview transcript, s*ee appendix XII)*

In this stage, the researcher divided the students worked in pairs who were randomly chosen to provide feedback on their partner's draft. Meeting one was used for peer feedback, students wrote the first draft of Narrative text. After finishing their first draft, students worked in pairs who were randomly chosen to provide feedback on global issues on their partner's draft. Once they finishing providing feedback, they returned the draft to their partner and wrote the second draft using the feedback provided. The first and the second draft were then submitted to the researcher before left the class. For the last activity, students ask to write the first reflective essay which could be done at home but should be submitted in the beginning of the second meeting.

Activities in the third meeting were similar to choose in the second one, with the difference only on the focus of peer feedback. After receiving feedback on local issues, students wrote the third draft and submitted to the instructor to get the feedback. And then the students received back their third draft with feedback on both global and local issues and wrote their final draft of narrative text.

3) Submitted the result to the researcher

In this stage, the researcher let the students to submit text with the title Malin Kundang based on their own words individually. In this stage, the researcher wanted to ensure whether every student can create their own narrative text or not. Then, the students submitted their assignments to the researcher.

2. The Problems Faced by the Researcher after Implementing Peer Feedback Technique in Cycle I

After the researcher was implementing Peer Feedback Technique to improve the students' ability to write narrative text in cycle I, the researcher found some problems that faced in learning process in the class were:

1) The students lack of vocabulary

This problem happened when the researcher asked the students to translate narrative text asked the students to mention some verbs and adjectives but most of students didn't know that words in Indonesia language and English. When the researcher asked them to open dictionary, there were merely three or four students who opened the dictionary. It was because they still confuse to find the word in the dictionary. It was supported by the teacher that said the students' still felt confuse to find the word they mean.

2) The students hardly pouring their ideas

The researcher needed the extra effort to stimulate the students to pour their idea and express it into written form. Most of the students were unconfident and lazy to show their works to the researcher. However, the

researcher believed that the students had the ability to write something in English.

3) The students ignoring the instruction from the researcher

This situation often happened when the researcher asked the students to make the students worked in pairs who were randomly chosen to provide feedback on their partner's draft. The students didn't pay the attention for the researcher who gave the instruction. When researcher was speaking they were also talking with their friends.

From the qualitative data above it showed that there were only some students who active in the English class and some of them still had no confident.

A.2.2. Quantitative Data

The researcher took the quantitative data from the result of the test that had given to the students. The test that the researcher had given was based on the material that had been learned in the class previously. To evaluate the result of their writing have done by researcher and collaborator in order to more objective in evaluating.

Table.4

The improvement of students' achievement in cycle 1

Score Explanation	Pre Test	Post Test
Sum of the Score	1.140	1.205
The number of the Students	20	20
Students mean Score	57.00	60.25
Mean score improvement	325	

Based on the result of post-test I in this cycle, the data showed that the mean score of post-test was 60.25 it was about 7 students who had succeed the test from 20 students. Besides, the percentage of the students who passed the test was 20%. The mean score of the students' score was 67.45. The percentage of the students' score was 45%. Thus, based on the data above, the post-test of the cycle I, their writing product still low but for the skill aspect of the students in writing narrative text was improved.

A.2.3. Reflection

Based on the problem found in cycle 1 above, it can be concluded that, the implementation of peer feedback technique in the class didn't running well. Many problems made the teacher find some difficulties when collecting the data. There were some plans which didn't apply in the class.

Therefore, it needed to be revised before the implementation of the next cycle. The reflection conducted by collecting the interview and observation sheet that fulfill by the English teacher as a collaborator and the students. In this session, the researcher needed the help from the English teacher as a collaborator in order to measure the students' work in writing narrative text and analyzed which the action or plans that worked in the class or didn't work.

The researcher found that there was an improvement of the students' between preliminary and cycle I, although the result of the students' score was not significant. From the information above, the researcher decided to continue in cycle II. However the implementation of next cycle needed the evaluation. Based on the problems faced by researcher in cycle I, the researcher tried to find the solution to solve the problems, as follows:

1.   The researcher obligated the students to bring their dictionary

2.   The students work with a peer to provide comments or critiques on each other's draft in both written and oral formats in the process of writing.

3.   Giving the explanation for the students how to find the words in the dictionary easily.

4.   Researcher could set class well and know their behavior.

5.   Giving the motivation to the students and made a role that every student had to present, so they would be given time to prepare their selves before presentation.

A.3.   Reports in Cycle II

Cycle II was purposed to solve the problem that occurred in cycle I or in the other words there were some solution to the problem in cycle I. It was the reason why the researcher decided to continue the research to the cycle II. The focus of the cycle II was same as the cycle I. Therefore, the researcher still used peer feedback technique as the method to improve the students' writing ability. There are two kinds of data, they are: qualitative data and quantitative data. The qualitative data was taken from the observation sheet, interview and researcher's note. While the quantitative data was taken from the students' score of writing test that has give in last meeting of cycle II.

A.3.1. Qualitative Data

The finding of the implementation Peer Feedback Technique in improving students' writing ability in cycle 2 described as follow:

1.   The Implementation of Peer Feedback Technique in Cycle II

The implementation of the cycle II was held on in four meetings. They were on 20th March, 21[th]March, 28th March, 30th March, 6th April, 7th April 2020.The researcher was as a teacher in this action, while the English teacher as a collaborator research of the teaching learning process. This action also focused on improving the students' writing ability. Before the

researcher entering the core activity, the researcher did the opening activity first. Those activities were:(1) researcher entered to the class and gave greeting to the students so there was English environment since the first meeting, (2) prayed together, (3) Teacher checked the attendance list of students, (4) teacher gave the purpose of the learning material.

In the core activity, the activities that had done by the researcher were: The implementing of Peer Feedback Technique was involved in 3 steps:

(1)   Explaining Narrative Text. This stage is a stage where the teacher explained more detail the knowledge of narrative text to all the students. The researcher used the media while explaining the material. In this research, the researcher used the picture as the media to teach writing narrative text. This stage needed the high concentration from the students and researcher itself. The researcher gave the clear explanation to the students and full of attention in learning process. Besides, the researcher created the enjoyable situation among the students. The researcher gave a material about the use the of language features in writing narrative text such as singular and plural nouns, adjectives, preposition, and past tenses. The researcher continued to explain about the generic structures in narrative text and asked them to analyze it together. The researcher asked the students to identified characteristic, generic structure and social function of narrative text.

(2)   Applying the Peer Feedback Technique. In this stage, the researcher let the students to practicing their skill in writing narrative text. The researcher also would ask the students to choose the theme to write

such us; Timun Emas and Malin Kundang. So in this step, every student had to write their chosen story. After finishing their writing, students worked in pairs who were randomly chosen to provide feedback on local issues on their partner's. For the last activity, students ask to write the first reflective essay which could be done at home but should be submitted in the beginning of the second meeting. This activity could increase the students' writing ability .It can be seen from the result of the interview with the some of the students:

The researcher : Apakah pengajaran yang miss kasih menurut kalian efektif atau tidak untuk kalian bisa meningkatkan atau bisakah kalian menulis teks naratif?
Are the teachings that miss giving effective or not for you to be able to improve or can you write narrative texts?

Student M.F.L   : "Sangat Efektif

Very Effective

Students N.H : ya sangat bagus miss

(*Interview Transcript, see appendix XII*)

From the result of the interview above, it indicated that almost all of the students in the class able to write narrative text. After let the students make their own works in group by using the same theme, then the researcher asked each to come in front of the class one by one and presented their narrative text including the generic structure and language features.

(3) Submitted the result to the researcher

In this stage, the researcher let the students to submit text with the title Malin Kundang based on their own words individually. In this stage, the

researcher wanted to ensure whether every student can create their own narrative text or not. Then, the students submitted their assignments to the researcher.

2. The Problems Faced by the Researcher After Implementing Peer Feedback Technique in Cycle II

After the researcher implemented Peer Feedback Technique in cycle II in order to improve the students' writing ability, the researcher found one problem, it was: the students still difficult to determine grammar in narrative text and lack of vocabulary. Thus, the researcher had to make sure that the students were understood about grammar that they got from peer feedback technique. To solve this problem the researcher decided to help them in translating some difficult words.

C.3.2   Quantitative Data

The quantitative data was taken from the result of the test that had been given to the students. The test that the researcher had been distributed was based on the material that had been learnt in the class.

Table 5
The improvement of students' writing skill of narrative text in cycle 2

Score explanation	Post Test 1	Post Test 2
Sum of the Score	1.140	1.615
The number of the students	20	20
Students mean score	57,00	80,75

The result above shows that there are 20 students who follow the writing test. The total score of the students is 1.665 and the mean of the students' score is 83.25. It means that the result of writing test in cycle II is higher than pre-cycle and cycle I. the diagram below is the comparison between cycle I and cycle II. The percentage of students' score of writing narrative can be seen in diagram below.
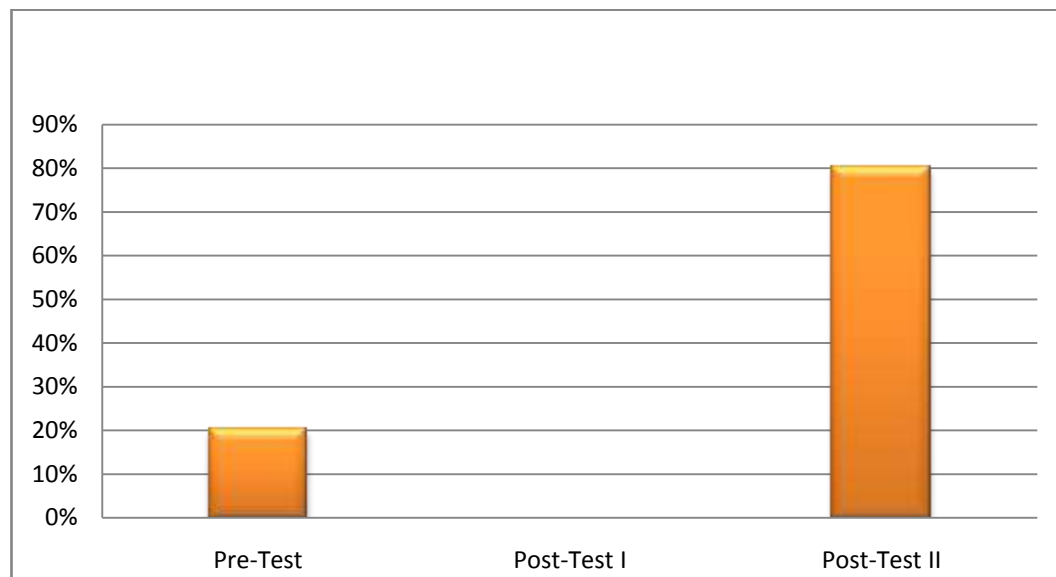
Diagram 1
The Percentage of Students' Score of Writing Narrative text

The data above indicated that there was an improvement from the pre-cycle, cycle I and cycle II. In the cycle I there were 7 of 20 students who got score up to KKM or we can say that it just about 45% students were success. The last is cycle II, there were 16 of 20 students who were success in the test or about 80%. So the improvement of students' writing test score from pre-cycle test to the cycle II test was 60%. While the

improvement of the students' score in writing test from the cycle I to the cycle II was 35%.

It means that the researcher did not need to revise the plan. The following data above are the detail information related to the implementation of peer feedback technique to improve their writing.

The reflection of Classroom Action Research (CAR) was carried out after getting the result of narrative text test. The researcher was satisfied in as much students' improvement in understanding narrative text can be realized. The students were easier to understand the material. It was proved by the improvement of their scores from the pre-test to the post-test I and post-test II.

According to the result of the evaluation that has been done by the researcher, it could be assumed that the implementation of Classroom Action Research to teach narrative text through Peer Feedback Technique was appropriate with the planning that had been discussed by the researcher and collaborator. In this case, each action was planned as good as possible so that the learning activities could be accomplished well.

A.3.2 Reflection

The implementation of Peer Feedback Technique to improve the students' writing ability in Cycle II of course there were many obstructions. Because of that reason the researcher reflected the implementation of the action. The researcher saw that there was an improvement in students' writing ability. It shows from the students' score

in writing test from pre-cycle, cycle I and cycle II. It can be seen from the mean score of the students' score was increase.

Not only from the students' score but also from the result of the observation sheet, it showed that the motivation, participant and the enthusiastic of the students in following the teaching and learning writing narrative text by using peer feedback technique was increase. Based on that data the researcher and the collaborator felt that the cycle could be stopped because the students' writing ability by using peer feedback technique was improved.

B. Discussion

The aim of the research is to find out the improvement of students' writing ability by using peer feedback technique in eleventh grade students. The discussion of this research were Pre-Cycle, Cycle I and Cycle II. The result shows that there is an improvement of students' writing ability. It can be seen from the table of students' score improvement in appendix. It is because there is teamwork between the researcher and the collaborator and their collaboration and participation to provide feedback to their friends and teacher also still anticipate them in making feedback. Therefore, the implementation of peer feedback technique can run well.

Regarding the findings of this study that is about the implementation of Peer feedback technique, Richard Badger (2006) in his journal stated that applying of Peer feedback technique can be creative, improvements, positive emotions. The results are so interested and motivation in learning process. The researcher also noticed that implementing the Peer feedback technique in teaching learning

process also made the students more active in the class. In addition, the findings that researcher got in the class is same that the peer feedback technique can help the students to improve their ability in writing narrative text, the students can make their own narrative text even just a simple narrative text.

Majari in his research found that there was achievement of the students' writing of narrative text. From the result of first cycle, the students score was 60.25. The score presents that it need effort to gain the goal. Then, the second cycle should be conducted. In the second cycle, the students score was 80.35. It can be concluded that the students shown their good progress. It was proved that the score of the students test fulfilled the minimum learning mastery.

In this research, the researcher had proved. First, the improvement could be seen from the increase of the students' score from the pre-test to the post-test of cycle I and cycle II. In the cycle I there were 7 of 20 students who got score up to KKM or we can say that it just about 45% students were success. The last is cycle II, there were 16 of 20 students who were success in the test or about 80%. So the improvement of students' writing test score from pre-cycle test to the cycle II test was 60%. While the improvement of the students' score in writing test from the cycle I to the cycle II was 35%.

Based on the qualitative data that was taken from the observation sheet, interview and researcher's note, it shows that the situation of the English class is effective. The students had given good attention, motivation, enthusiastic, and they also participate during the teaching learning process. Regarding to the study Nasrin Shokprour, Nikta Kesha varz, and Seyed Mohammed Jafari in their journal, that using peer feedback helped the students in writing process; planning,

drafting, editing and final draft. Then, this study explains that the use of peer feedback could improve the students' skills in organization and content aspect. It helped the students to generate ideas into a chronological order. In addition, the use of peer feedback increased the students' motivation in teaching and learning process of writing.

It indicated that the implementation of peer feedback technique is one of the ways to build the spirit of the students in studying English, especially in writing. Using peer feedback technique influenced the classroom activities become more comfortable and enjoyable. Students feel more confidence to learn and teacher will also teach well. The researcher concluded that the implementation of peer feedback technique can improve the student's ability to write narrative text at the eleventh Grade of SMA Cerdas Murni Tembung.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter provides the conclusion and suggestion of the study. The conclusion is made by the findings of the study with referenced to the problem statement and the objectives of the study. Suggestions are made for educators who are concerned to the teaching writing.

1. Conclusion

Based on the research findings, the result of the classroom action research that conducted in two cycles showed that, the improvement of students' ability in writing narrative text can be seen from the improvement of the mean score of pre-test, first post-test and second post-test. From the pre-test mean score is 57.00 increasing to 60.25 in the first post-test and increasing to 80.75 in the final post-test. The result of the percentage of students' first cycle is 20% and second cycle is 80%. It means that second cycle is higher than first cycle. Thus, the result of second cycle could show that the writing ability of the students under study improved significantly after they had been taught narrative text through Peer Feedback Technique.

Furthermore, the result of qualitative data analysis, it showed that the class condition during teaching learning process creates the positive atmosphere in the classroom, and also makes students creative in finding the ideas. Besides, the result of observation sheet showed that the students gave positive responses to the

implementation of peer feedback in the teaching and learning process of writing. Moreover, peer feedback would be alternative method in teaching writing.

Therefore, the utilizing of peer feedback is believed can help the students improve the students' writing skill. This approach implemented well in the teaching and learning process of English at SMA eleventh grade Cerdas Murni Tembung.

2. Suggestions

Based on the conclusion stated above the result of this research shows that there is an improvement of the student's writing skill on narrative text by using peer feedback. Regarding the result of the research, the researcher wants to suggest some practitioners as follow:

a. For the students, they should pay attention to the lesson that has been explained by the teacher and may not be afraid of making mistakes in English writing because it can be solved by doing exercise.

b. For the English teachers in applying the Peer Feedback Technique, it can give special attention to the students with writing narrative. The teacher should give or prepare good technique to make the students more interested in learning, because the teaching technique give influence to the students understanding. The teachers also have to know what students' difficulties in writing, and help to solve their problem.

c. For the principal in order to be able to support the teacher through the provision of media and learning tools so that the teacher can carry out

English language learning especially on the application of Peer Feedback Technique.

d. For further researcher, it has been known from the result of the study that using peer feedback technique can make students more effective in writing ability. It was an appropriate technique in teaching writing based on the result of the research. Therefore, the result of this research is expected to encourage other researchers to conduct further study deals by peer feedback series in other skills area such as speaking and writing. This study still need revise by the other researchers not only in the same topic with this study but also in different topics and aspects which are closest related to this research topic.

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Appendix 1. Schedule Learning Activity

Research Schedule

NO	Date	Activity	Time
1	February 29rd 2020	Pre-Observation	08.30-10.00
2	March 6rd 2020	Introduction	08.25-09.35
3	March 6rd 2020	Pre-test	14.30-15.30
4		Cycle 1	
	March 6rd 2020	Meeting 1	08. 25- 09.35
	March 7rd 2020	Meeting 2	14.30-15.30
	March 10rd 2020	Meeting 3	14.30-15.30
5	March 13rd 2020	Meeting 4	14.30-15.30
6	March 14 2020	Meeting 5	14.30-15.30
7	March 16 2020	Meeting 6 (Post test)	08.25-09.35
		Cycle II	
	March 20rd 2020	Meeting 1	08. 25- 09.35
	March 21rd 2020	Meeting 2	14.30-15.30
	March 28rd 2020	Meeting 3	08. 25- 09.35
	March 30rd 2020	Meeting 4	14.30-15.30
	April 6rd 2020	Meeting 5	11.10 - 12.25
	April 7rd 2020	Meeting 6 (Post test 2)	14.30-15.30

APPENDIX II

LESSON PLAN

Cycle 1

School   : SMA Cerdas Murni Tembung

Subjects   : English

Class / Semester   : XI

Material   : Narrative Text

Meeting   : 1-3

Time   : 6x 45 minutes

A. Core Competence	B. Basic Competence
1. Live and practice the teachings of the religion he adheres to	1. Being grateful for the opportunity to learn English as the language of instruction in international communication is realized in the spirit of learning.
2 . Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in positioning ourselves as a reflection of the nation in world relations.	2.1. Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends. 2.2. Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends. 2.3. Demonstrate responsibility, caring, cooperation and peace-loving behavior in carrying out functional communication.
K3. Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science,	3.8 Analyzing social functions, text structure, and linguistic elements of several oral and written narrative texts

technology, art, culture with insight into humanity, religion and state and apply procedural knowledge to specific fields of study according to their talents and interests to solve problems	by giving and asking for information related to folk legend, simple tales, according to the context of their use
K4 Processing, reasoning, and presenting in concrete and abstract realms related to the development of what is learned in school independently, and being able to use methods according to scientific rules	4.5.1 Explain contextually meaning related to social functions, text structure, and language elements of narrative, oral and written texts, related to short stories 4.5.2 Conclude contextually meaning related to social functions, text structure, and linguistic elements of narrative, oral and written texts, related to short stories 4.8 Capturing the meaning of oral and written narrative texts in the form of simple short stories.

C. **Indicators of Achievement of Competence**

1. Spiritual

   - Express gratitude every time you get the opportunity to learn English.

2. Social

   -Students are responsible during the learning process

   - Students show a sense of care during the learning process

   - Students are able to work together during the learning process

   - Students are able to show peace of mind during the learning process

3. Knowledge

   - Students are able to identify social functions from the text narrative in the form of fairy stories

   - Students are able to identify linguistic elements in text narratives in the form of fairy stories

   - Students are able to write text narratives in the form of fairy stories from written examples that have been given. (Writing)

4. Skill

- Students are able to identify the generic structure of the text narrative in the form of a fairy story

- Students are able to identify linguistic elements in text narratives in the form of fairy stories.

- Identify the main ideas of the narrative.

- Identify specific information from the text

- Knowing the meaning of words contained in the narrative text.

D. **Learning Objectives**

1. Spiritual

   - At the end of the lesson, grateful students have the opportunity to learn English by making personal reflections (the benefits of learning narrative texts in the form of fairy stories) with correct English.

2. Social

   - By learning material in narrative texts in the form of a fairy story, students are able to be responsible for the tasks given consistently.

   - By learning material in narrative texts in the form of a fairy story, students are able to

   - show a sense of caring for the environment during the learning process actively.

   - By learning material in narrative text in the form of a fairy story, students are able to work together in groups and with others during the learning process in collaboration

   - By learning material in narrative texts in the form of a fairy story, students are able to show a sense of peace consistently.

3. Knowledge
   - After learning matari in narrative text in the form of a fairy story, students are able to identify social functions in a text narrative especially in the form of the fairy story using the right English.
   - After learning matari in narrative text in the form of a fairy story, students are able to identify elements of language in narrative text in the form of fairy stories using correct and correct English.

- After learning matari in narrative text in the form of a fairy story, students are able to identify the generic structure in narrative text in the form of a fairy story using correct and appropriate English.

- After learning matari in narrative text in the form of a fairy story, students are able to identify the generic structure of the text narrative (fairy story) which is presented in the form of audio and verbally using good and correct English.

4. Skill

- After learning matari in narrative text in the form of fairy story students are able to make short and simple narrative writing in good and correct English

E. Learning Materials

Teks Naratif

• Malin Kundang

Narrative Text:

• Narrative text

1. **Social Function:**

• Getting entertainment, entertaining and teaching noble values through characters

2. **Text structure**:

Main ideas and detailed information

• Introducing characters, places, times, occurrences of stories (orientation).

• Provide an evaluation (evaluation) of the situation and condition of the occurrence of the story.

• Describe the crisis that happened to the main character (complications)

• Describe the end of the story, where the crisis ends (resolution) happily or sadly.

• Give general reasons or comments (reorientation), optional.

3. **Language Elements**

• Some linguistic elements that characterize fables include,

• Verbs in the form of Past tense: Simple, Continuous, Perfect,

• There were many direct and indirect sentences (quoted and reported), Vocabulary includes the name of the animal and the place, time, and situation associated with the character,

• Use of adverb connecting time, such as first, then, after that, before, at last, finally, etc.

• Adverb and prepositional phrases for the timeline: a long time ago, one day, in the morning,

the next day, immediately, etc.
• The use of nominal singular and plural precisely with or without Deictic (a, the, my, etc.),
• Content, vocabulary, use of language and punctuation,
•Handwriting.
Narration Text

Malin Kundang

Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious. One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island.

Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument… and finally he sailed with the bigship. Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cakewhich brought by his mother until scattered.

His mother very broken heart because MAlin rebellious to her, who had growth him. Then, his mother cursed Malin became stone.Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

A. Media, Tools and Learning Resources

a. Media	b. Alat	c. Sumber
- Picture	- White board	Internet
- Narrative Text	- Spidol	

B. Learning Strategy
Peer Feedback

C. Steps to Learning Activities

FIRST MEETING

    a. Preliminary activities
      - Greetings
      - Students attendance
      - prayer
      - Brain gym
      - Ask about previous material
      - Present the outline of today's material and the purpose of learning.
      - Ask how much students know about the material that has been taught.

    b. Core Activities

Students	Teacher
Observe - Students listen to the teacher's explanation - Students see examples of narrative texts Students read narrative texts - Students listen to examples of narrative texts that are heard by the teacher	-The teacher explains the meaning of narrative texts, types of narrative texts and language features and the generic structure of narrative texts - The teacher shows students examples of narrative texts - The teacher asks students to read the text the narrative
Questioning - formulating questions related to social functions, and the structure of the text, as well as elements of language in the text that has been witnessed. - Students try answer to the question about social functions, and the structure of the text, as well as elements of language in the text that has been witnessed.	-The teacher provokes students to ask questions related to social functions, and the structure of the text, as well as elements of language in the text that has been witnessed. - Ask students some questions to ensure that students have understood about social functions, and the structure of the text, as well as elements of language in the text that has been witnessed.
Explore	-The teacher gives students the

- Students look back at the text being studied trying to find difficult words in the text - Students identify verbs -Students trying to write (prewriting, drafting) narrative text	opportunity to review difficult words in the text -The teacher asks students to underline the verbs in the text

Associate
   - Students receive one of a specific picture of sequence
   - Discuss within their group
	-Teacher gives each students one specific picture of sequence
	 -Assign students in each group to discuss and describe the events in the picture

Communicate - Presenting the results of their story texts based on the picture sequences in front of the class.	-Ask each group to present the result of their story text based on the picture sequence in front of the class. . -The results of their story text are based on the picture sequences in front of the class.

c. Closing Activity:

- Teachers and students collectively summarize the material that has been studied at this meeting.

- The teacher asks questions to students to help them reflect on the learning activities they have done.

- The teacher reminds students to relearn today's material at home. The teacher explains the plan for future learning activities.

SECOND MEETING

a. Preliminary activities
- Greetings
- Students attendance
- prayer
- Brain gym
- Ask about previous material
- Present the outline of today's material and the purpose of learning.
- Ask how much students know about the material that has been taught.

b. Core Activities

Students	Teacher
Observe -Students see the same narrative text	-The teacher presents the same narrative text
Questioning -With the guidance and direction of the teacher, students question the meaning of the narrative text	-The teacher provokes students to ask questions about The meaning of the narrative text
Explore -Students try to capture the meaning of the narrative text in accordance with the generic structure -Students continue the writing (revise, editing) Narrative text	-The teacher helps students to capture the meaning of the narrative text in accordance with the generic structure
Associate -Students fill the blank space of the text with appropiate answer in the box individually	-Teacher asks fill the blank space of the text with appropiate answer in the box individually
Communicate -Students present the results of their assignments	-The teacher asks students to correct and present the results of their assignments

c. Closing Activity:

- Teachers together with students make a summary of learning,

- Provide feedback on the learning process and results,

- Delivering the lesson plan at the next meeting

THIRD MEETING

a. Preliminary activities

- Greetings

- Students attendance

- prayer

- Brain gym

- Ask about previous material

- Present the outline of today's material and the purpose of learning.

- Ask how much students know about the material that has been taught.

    b. Core Activities

The Students doing revision and editing in their writing text narratives. Students create each group and giving Peer feedback to proofread their writing

    c. Closing Activity:

- Ask the students to submit their writing
- Interview students after finishing writing narrative texts

Analytic Scoring Rubric of Narrative Writing

Aspect of witing	Scores	Levels	Indicators
Content	4	Excellent	Present complete generic structure of narrative text (orientation, complication, and resolution) and easy to understand
	3	Sufficient	Presents some generic structure of narrative text (orientation, complication, and resolution) and easy to understand
	2	Insufficient	Presents quite generic structure of narrative text (orientation, complication, and resolution) and quite easy to understand
	1	Unsatisfactory	Provide little generic structure of narrative text (orientation, complication, and resolution) and not easy to understand
Organization	4	Excellent	Well organized and utilize the effective use of transition words
	3	Sufficient	Fairy well organized and utilize the effective use of transition words
	2	Insufficient	Very disorganized and utilize little of the effective use of transition words
	1	Unsatisfactory	Has no organization and do not utilize the effective use of transition words
Vocabulary	4	Excellent	Exhibits good words choice and word forms
	3	Sufficient	Has simple and unvaried words choice and word forms
	2	Insufficient	Has some incorrect words choice and word forms

	1	Unsatisfactory	Has incorrect in all of words choices and word forms
Mechanic	4	Excellent	A few errors of spelling, capitalization and punctuation
	3	Sufficient	Occasional errors of spelling,capitalization and Punctuation
	2	Insufficient	Frequent errors of spelling, capitalization and punctuation
	1	Unsatisfactory	Dominated by errors of spelling, capitalization and punctuation
Grammar	4	Excellent	No errors in the use of sentence
	3	Sufficient	Some errors in the use of Sentence
	2	Insufficient	Many errors in the use of Sentence
	1	Unsatisfactory	Almost all sentences contain errors

Analytic Scoring Rubric of Narrative Writing
Score

Content ___+ Organization___+ Vocabulary___+ Mechanic___+ Grammar___ =

$$\text{Final scores} = \frac{\text{Gain score}}{\text{Maximum score}} \times 100$$

Medan,   August 2020

Agreed by   Researcher
English Teacher

Ahmad Rifai Ritonga, M.Pd   **Lenni Amelia Hrp**
                                                                    NIM.34.15.3.107

Approved by
Headmaster of SMA Cerdas Murni

Ibrahim Arbi, S.Ag, S.Pd.I

APPENDIX III

Cycle II

School: SMA Cerdas Murni
Subjects: English
Class / Semester: XI
Material: Narrative Text
Meeting: 4-6
Time: 6x 45 minutes

A. Core Competence	B. Basic Competence
1. Live and practice the teachings of the religion he adheres to	1. Being grateful for the opportunity to learn English as the language of instruction in international communication is realized in the spirit of learning.
2.Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in positioning ourselves as a reflection of the nation in world relations.	2.1. Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends. 2.2. Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends. 2.3. Demonstrate responsibility, caring, cooperation and peace-loving behavior in carrying out functional communication.
K3. Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture with insight into humanity, religion and state and apply procedural knowledge to specific fields of study according to their talents and interests to solve problems	3.8 Analyzing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to folk legend, simple tales, according to the context of their use

K4 Processing, reasoning, and presenting in concrete and abstract realms related to the development of what is learned in school independently, and being able to use methods according to scientific rules	4.5.1 Explain contextually meaning related to social functions, text structure, and language elements of narrative, oral and written texts, related to short stories 4.5.2 Conclude contextually meaning related to social functions, text structure, and linguistic elements of narrative, oral and written texts, related to short stories 4.8 Capturing the meaning of oral and written narrative texts in the form of simple short stories.

C. **Indicators of Achievement of Competence**

1. Spiritual

    - Express gratitude every time you get the opportunity to learn English.

2. Social

    - Students are responsible during the learning process

    - Students show a sense of care during the learning process

    - Students are able to work together during the learning process

    - Students are able to show peace of mind during the learning process

3. Knowledge

    - Students are able to identify social functions from the text narrative in the form of Indonesian legenda stories

    - Students are able to identify linguistic elements in text narratives in the form of Indonesian legend stories

    - Students are able to write text narratives in the form of Indonesian legend stories from written examples that have been given. (Writing)

4. Skill

    - Students are able to identify the generic structure of the text narrative in the form of an Indonesian legend story

- Students are able to identify linguistic elements in text narratives in the form of Indonesian legend stories.

- Identify the main ideas of the narrative.

- Identify specific information from the text

- Knowing the meaning of words contained in the narrative text.

D. Learning Objectives

1. Spiritual

   - At the end of the lesson, grateful students have the opportunity to learn English by making personal reflections (the benefits of learning narrative texts in the form of Indonesian legend stories) with correct English.

   Social

   - By learning material in narrative texts in the form of an Indonesian story, students are able to be responsible for the tasks given consistently.

   - By learning material in narrative texts in the form of an Indonesian legend story, students are able to show a sense of caring for the environment during the learning process actively.

   - By learning material in narrative text in the form of an Indonesian legend story,

2. students are able to work together in groups and give peer feedback with others during the learning process collaboration

   - By learning material in narrative texts in the form of an Indonesian legend story, students are able to show a sense of peace consistently.

3. Knowledge

   - After learning matery in narrative text in the form of an Indonesian legend story, students are able to identify social functions in a text narrative especially in the form of the fairy story using the right English.

   - After learning matery in narrative text in the form of an Indonesian legend story, students are able to identify elements of language in narrative text in the form of fairy stories using correct and correct English.

- After learning matari in narrative text in the form of an Indonesian legend story, students are able to identify the generic structure in narrative text in the form of a fairy story using correct and appropriate English.

- After learning matari in narrative text in the form of an Indonesian legend story, students are able to identify the generic structure of the text narrative (fairy story) which is presented in the form of audio and verbally using good and correct English.

4. Skill

- After learning matari in narrative text in the form of Indonesian legend story students are able to make short and simple narrative writing in good and correct English

E. Learning Materials

Teks Naratif

• Timun Emas

Narrative Text:

• Narrative text

1. **Social Function:**

• Getting entertainment, entertaining and teaching noble values through characters

2. **Text structure**:

Main ideas and detailed information

• Introducing characters, places, times, occurrences of stories (orientation).

• Provide an evaluation (evaluation) of the situation and condition of the occurrence of the story.

• Describe the crisis that happened to the main character (complications)

• Describe the end of the story, where the crisis ends (resolution) happily or sadly.

• Give general reasons or comments (reorientation), optional.

3. Language Elements

• Some linguistic elements that characterize fables include,

• Verbs in the form of Past tense: Simple, Continuous, Perfect,

• There were many direct and indirect sentences (quoted and reported),

Vocabulary includes the name of the animal and the place, time, and situation associated with

Thecharacter,

• Use of adverb connecting time, such as first, then, after that, before, at last, finally, etc.

• Adverb and prepositional phrases for the timeline: a long time ago, one day, in the morning, the next day, immediately, etc.

• The use of nominal singular and plural precisely with or without Deictic (a, the, my, etc.),

• Content, vocabulary, use of language and punctuation,

•Handwriting.

Narration Text: Timun Emas

Once upon a time, an old widow wanted a daughter to live with her in the village. Knowing her wish, a huge giant visited her house. He gave her a cucumber seed. He told the old widow that there will be a a baby inside the cucumber. The giant promised to come back for the baby once she turned sixteen.

The old widow planted the seed in her yard. By the next morning, a cucumber grew. She cut it open and found a baby girl inside. The old widow was so happy and named the baby Timun Mas. Day by day, Timun Mas grew into a beautiful lady. The widow remembered what the giant had warned her. So when Timun Mas turned sixteen, the widow told her to run into the jungle with a bag of salt. "You must not let the giant catch you," the widow cried out as Timun Mas ran into the jungle.

The giant came and asked the widow for Timun Mas. The widow refused to tell him and so he went into the jungle. He angrily called out for Timun Mas. Timun Mas heard his voice and ran away from him. The giant chased her. Timun Mas threw the salt that the widow had given her. It turned the jungle into a muddy field. The muddy field swallowed the giant and he was never seen again. Finally, Timun Mas returned home and lived happily ever after with the old widow.

F. Media, Tools and Learning Resources

b. Media **b. Alat**
- Picture   - White board
- Narrative Text - Spidol

G. Learning Strategy

Peer Feedback

H. Steps to Learning Activities

FIRST MEETING

a. Preliminary activities

- Greetings

- Students attendance

- prayer

- Brain gym

- Ask about previous material

- Present the outline of today's material and the purpose of learning.

- Ask how much students know about the material that has been taught.

b. Core Activities

Students	Teacher
Observe - Students listen to the teacher's explanation - Students see examples of narrative texts Students read narrative texts - Students listen to examples of narrative texts that are heard by the teacher	-The teacher explains the meaning of narrative texts, types of narrative texts and language features and the generic structure of narrative texts - The teacher shows students examples of narrative texts - The teacher asks students to read the text the narrative
Questioning - formulating questions related to social functions, and the structure of the text, as well as elements of language in the text that has been witnessed. - Students try answer to the question about social functions, and the structure of the text, as well as elements of language in the text that has been witnessed.	-The teacher provokes students to ask questions related to social functions, and the structure of the text, as well as elements of language in the text that has been witnessed. - Ask students some questions to ensure that students have understood about social functions, and the structure of the text, as well as elements of language in the text that has been witnessed.
Explore - Students look back at the text being studied trying to find difficult words in the text - Students identify verbs	-The teacher gives students the opportunity to review difficult words in the text -The teacher asks students to underline the verbs in the text
Associate - Discuss within group the rhetorical stages of Toba Lake text. - Students have to complete the table	-Teacher gives exercise -Assign students in each group to discuss and describe the events in the table based on generic structure
Communicate - Presenting the results of their story texts based on the generic structure	-Ask each group to present the result of their assigment

SECOND MEETING

a. Preliminary activities
   - Greetings
   - Students attendance
   - prayer
   - Brain gym
   - Ask about previous material
   - Present the outline of today's material and the purpose of learning.
   - Ask how much students know about the material that has been taught.

b. Core Activities

Students	Teacher
Observe - Students see the same narrative text	-The teacher presents the same narrative text
Questioning - With the guidance and direction of the teacher, students question the meaning of the narrative text	-The teacher provokes students to ask questions about The meaning of the narrative text
Explore - Students try to capture the meaning of the narrative text in accordance with the generic structure - Students continue the writing (revise, editing) Narrative text	-The teacher helps students to capture the meaning of the narrative text in accordance with the generic structure
Associate - Students fill the blank space of the text with appropiate answer in the box individually	-Teacher asks fill the blank space of the text with appropiate answer in the box individually
Communicate - Students present the results of their assignments	-The teacher asks students to correct and present the results of their assignments

c. Closing Activity:
   - Teachers together with students make a summary of learning,
   - Provide feedback on the learning process and results,
   - Delivering the lesson plan at the next meeting

THIRD MEETING

a. Preliminary activities

   - Greetings

   - Students attendance

   - prayer

   - Brain gym

   - Ask about previous material

   - Present the outline of today's material and the purpose of learning.

   - Ask how much students know about the material that has been taught.

b. Core Activities

   The Students doing revision and editing in their writing text narratives. Students create each group and giving Peer feedback to proofread their writing

c. Closing Activity:

- Ask the students to submit their writing

- Interview students after finishing writing narrative texts

Analytic Scoring Rubric of Narrative Writing

Aspect of witing	Scores	Levels	Indicators
Content	4	Excellent	Present complete generic structure of narrative text (orientation, complication, and resolution) and easy to understand
	3	Sufficient	Presents some generic structure of narrative text (orientation, complication, and resolution) and easy to understand
	2	Insufficient	Presents quite generic structure of narrative text (orientation, complication, and resolution) and quite easy to understand
	1	Unsatisfactory	Provide little generic structure of narrative text (orientation, complication, and resolution) and not easy to understand
	4	Excellent	Well organized and utilize the effective

Organization			use of transition words
	3	Sufficient	Fairy well organized and utilize the effective use of transition words
	2	Insufficient	Very disorganized and utilize little of the effective use of transition words
	1	Unsatisfactory	Has no organization and do not utilize the effective use of transition words
Vocabulary	4	Excellent	Exhibits good words choice and word forms
	3	Sufficient	Has simple and unvaried words choice and word forms
	2	Insufficient	Has some incorrect words choice and word forms
	1	Unsatisfactory	Has incorrect in all of words choices and word forms
Mechanic	4	Excellent	A few errors of spelling, capitalization and punctuation
	3	Sufficient	Occasional errors of spelling, capitalization and Punctuation
	2	Insufficient	Frequent errors of spelling, capitalization and punctuation
	1	Unsatisfactory	Dominated by errors of spelling, capitalization and punctuation
Grammar	4	Excellent	No errors in the use of sentence
	3	Sufficient	Some errors in the use of Sentence
	2	Insufficient	Many errors in the use of Sentence
	1	Unsatisfactory	Almost all sentences contain errors

Analytic Scoring Rubric of Narrative Writing
Score

Content ___+ Organization___+ Vocabulary___+ Mechanic___+ Grammar___ =

$$\text{Final scores} = \frac{\text{Gain score}}{\text{Maximum score}} \times 100$$

Medan,   August 2020
Agreed by   Researcher
English Teacher

Ahmad Rifai Ritonga M.Pd   **Lenni AmeliaHarahap**
                                                         NIM.34.15.3.107

Approved by
Headmaster of SMA Cerdas Murni

Ibrahim Arbi, S.Ag, S.Pd.I

Appendix IV Scoring of Narrative Writing

Analytic Scoring Rubric of Narrative Writing

Aspect of witing	Scores	Levels	Indicators
Content	4	Excellent	Present complete generic structure of narrative text (orientation, complication, and resolution) and easy to understand
	3	Sufficient	Presents some generic structure of narrative text (orientation, complication, and resolution) and easy to understand
	2	Insufficient	Presents quite generic structure of narrative text (orientation, complication, and resolution) and quite easy to understand
	1	Unsatisfactory	Provide little generic structure of narrative text (orientation, complication, and resolution) and not easy to understand
Organization	4	Excellent	Well organized and utilize the effective use of transition words
	3	Sufficient	Fairy well organized and utilize the effective use of transition words
	2	Insufficient	Very disorganized and utilize little of the effective use of transition words
	1	Unsatisfactory	Has no organization and do not utilize the effective use of transition words
Vocabulary	4	Excellent	Exhibits good words choice and word forms
	3	Sufficient	Has simple and unvaried words choice and word forms
	2	Insufficient	Has some incorrect words choice and word forms
	1	Unsatisfactory	Has incorrect in all of words choices and word forms
Mechanic	4	Excellent	A few errors of spelling, capitalization and punctuation
	3	Sufficient	Occasional errors of spelling,capitalization and Punctuation

	2	Insufficient	Frequent errors of spelling, capitalization and punctuation
	1	Unsatisfactory	Dominated by errors of spelling, capitalization and punctuation
Grammar	4	Excellent	No errors in the use of sentence
	3	Sufficient	Some errors in the use of Sentence
	2	Insufficient	Many errors in the use of Sentence
	1	Unsatisfactory	Almost all sentences contain errors

Appendix 5

<div style="text-align: center">

PRE TEST

</div>

Subject   : English

Kind of Text   :Narrative

Grade   : XI

Time Allocation   : 45 minutes

Instructions
1. Write down your name and class.
2. Choose one of the picture below
3. Write your own narrative text based on the picture that you choose
4. You may use your dictionary.

Picture 1 Timun Emas   Picture II Malin Kundang

Appendix 6 Post Test

Test Cicyle 1

Subject	**: English**
Kind of Text	**: Narrative**
Grade	**: XI**
Time Allocation	**: 2 x 45 minutes**
Theme	**:Malin Kundang**

Instructions
1. Write down your name and class.
2. Write your own narrative text with theme **Malin Kundang**
3. You may use your dictionary.

Appendix 7 Test Cycle 2

<p align="center">Test Cicyle 2</p>

Subject   **: English**
Kind of Text   **: Narrative**
Grade   **: XI**
Time Allocation **: 2 x 45 minutes**
Theme   **: Timun Mas**

Instructions
1. Write down your name and class.
2. Write your own narrative text with theme **Timun Mas**
3. You may use your dictionary.

Appendix 8 Question Sheet Class

NAME: **CLASS:**   **DATE:**

TITLE

....

Orientation

_____

_____

_____

_____

_____

Complication

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Resolution

_____

_____

_____

_____

_____

Appendix 9 Pre Test Score

Pre Test

Students Initial Name	Score Pre Test
AP	60
AB	50
AM	45
AO	50
AH	50
AR	75
AN	75
BD	60
CM	50
DM	55
FR	50
GA	50
HL	50
HK	75
LK	60
MN	55
MF	50
MFR	60
NF	50
FMD	70
SUM	**1.140**
MEAN	**57,00**
MINIMUM SCORE	**45**
MAXIMUM SCORE	**75**

Appendix Post Test 10 Score I

Post Test I

Students Initial Name	Score Pre Test
AP	60
AB	50
AM	75
AO	50
AH	65
AR	75
AN	60
BD	50
CM	55
DM	80
FR	65
GA	80
HL	70
HK	70
LK	70
MN	50
MF	50
MFR	50
NF	50
FMD	50
SUM	**1.205**
MEAN	**60,25**
MINIMUM SCORE	**50**
MAXIMUM SCORE	**80**

Appendix 11 Post Test 2 Score

Post Test II

Students Initial Name	Score Pre Test
AP	85
AB	70
AM	80
AO	70
AH	85
AR	90
AN	90
BD	80
CM	75
DM	90
FR	75
GA	60
HL	85
HK	85
LK	80
MN	85
MF	80
MFR	85
NF	80
FMD	85
SUM	**1.615**
MEAN	**80.75**
MINIMUM SCORE	**70**
MAXIMUM SCORE	**90**

Appendix 12

The students doing the test and also giving peer feedback

Teacher : Menurut si S.D.

A.P, A.B, A.M,A.O, A.H , dan C.M bagaimana belajar bahasa Inggrisnya tadi ?

According to the .A. P, A.B, A.M,A.O, A.H, and C.M, how did you learn English?

A.P : Menarik Mis.... (*Interesting Miss ....)*

A.B: Membosankan (*Boring*)

A.M : Biasa aja.... (*Just so so.....)*

C.M : *no respon*se

A.H : So have fun

H.K.P : Yaa gak terlalu tegang miss....

Yeah, not too tense, miss ...

N.H : Lumayan *(not bad)*

M.F.R : Lumayan *not bad*

R.N : Sangat menyenangkan *so funny*

L.H : good-good

Teacher : Apakah kalian sudah pernah mendapatkan pelajaran menulis teks ?

Have you ever had a text writing lesson?

A.P : Sudah pernah *(I have already)*

A.B : Sudah pernah miss *(I have already miss)*

A.M : Sudah *(I have)*

Teacher : Apakah kalian sulit menulis teks naratif ?

Do you have any difficulties to write the narrative text? Why?

A.P : Tidak ! *(No!)*

A.B : Gak terlalu sulit *(Not too difficult)*

A.M: Biasa aja *(just so so)*

C.M: ada sulit ada gampang

Well, it's hard and easy

A.H: Lumayan *(not bad)*

L.A.H : Yaa,, kadang di kata kerja

Well,, sometimes in verbs

A.N : Lumayan sulit, untuk memulai menulis paragraphnya

It's difficult enough to start writing the paragraph

L.A.H : Yaa,, kadang bahasa inggris itu ada kata kata yang tidak tau artinya

We,, sometimes have some difficult words that we don't know the meaning

Teacher : Bagaimanakah biasanya kalian belajar menulis dalam bahasa Inggris ?

How do you usually learn to write in English?

A.P : Di suruh menulis narrative dengan menggunkan bahasa sendiri

C.M : Sudah pernah (*I have already*)

Teacher : Jenis teks apa yang sudah pernah dipelajari ?

What type of text have you learned?

A.P : Naratif teks (*narrative text*)

A.B : Naratif teks (*narrative text*)

A.M : Experience

C.M : Naratif Teks (*narrative text*)

Teacher : Selain naratif ada lagi ?

Besides narrative, is there anything else?

A.P: Ada banyak *(There are many)*

Teacher : Coba sebutkan! *(Try to mention!)*

C.M : Procedure Text*(Procedure text)*

M.H : Naratif teks, conditional teks

Narrative text, conditional text

M.F.L : Naratif dan conditional

Narrartive and conditonal text

N.H : Past tense

The researcher :Apakah pengajaran yang miss kasih menurut kalian efektif atau tidak untuk kalian bisa meningkatkan atau bisa kalian menulis teks naratif?

Student M.F.L : "Sangat Efektif

Very Effective

Write narrative text by own language

A.P : Biasanya disuruh jelasin dulu baru disuruh menulis

Usually told to explain first and then told to write

A.M: Biasanya meringkas dulu lalu dijelaskan kembali dengan bahasa sendiri

Usually summarize first and then explained again in their own language

C.M: diterangin baru nulis

I just wrote it

M.F.H: ehh dengan pertama dengan menulis judulnya terus strukturnya seperti ehh orientation, complication dan resolution

ehh with the first by writing the title and the structure continues like ehh orientation, complication and resolution

M.H: biasanya jelaskan strukturnya dulu. Struktur teks itu misalnya kata kerja ini baru atau termasuk past tense atau future tense gitu miss

Are the teaching that miss giving effective or not for you to be able to improve or can you narrative texts?

Appendix XIII

RESEARCH NOTES

Cycle/Meeting : I / 1 (One)

Day/Date : March 6rd 2020

Time : 08.25-09.35

1. Happens in the classroom
   ➢ From the students' side
     • Some students not pay attention on teacher's explanation
   ➢ From the research side
     • The researcher's chose the good method in teaching writing through peer feedback technique
2. Things to consider
   ➢ From the students' side
     • Students need clear explanation of the material using peer feedback technique
   ➢ From the teacher's side
     • Researcher should have a loud voice so that students can pay attention to the researcher's explanation

Cycle/Meeting : I / 2 (Two)

Day/Date : March 7rd 2020

Time : 14.30-15.30

1. Happens in the classroom
   ➢ From the students' side
     • The students' so noisy
   ➢ From the researcher's side
     • The researcher's explained what is peer feedback technique
2. Things to consider
   ➢ From the students' side
     • Students need clear explanation of the material using peer feedback technique
     • Students need to give interesting explanation
   ➢ From the researcher's side
     • Researcher's should have a loud voice so that students can pay attention to the teacher's explanation

Cycle/Meeting : I / III

Day/Date : March 10rd 2020

Time : 08.25-09.35

1. Happens in the classroom
    ➢ From the students' side
        • Some students pay attention on teacher's explanation
        • More students look enthusiast the example of writing
        • Students looked so motivated to make the paragraph
        • Students wrote the first draft and second draft
    ➢ From the researcher's side
        The research gives a good activity and also good choice to get the goal of teaching. The research gave exercise to the students to make writing paragraph
2. Things to consider
    ➢ From the students' side
        • Students need to explore their vocabulary hard. Some students don't look to try hard to find out the vocabulary they need.
    ➢ From the researcher's side
        • research' should give the way how to get the vocabulary, because most of students have lack in vocabulary field.

Cycle/Meeting : 1 / IV

Day/Date : March 13rd 2020

Time : 14.30-15.30

1. Happens in the classroom
    ➢ From the students' side
        • More students pay attention on a new topic
        • Students continuous the third draft to the fourth draft
    ➢ From the researcher's side

        • Researcher's checked the students' work by walking to their table
2. Things to consider
    ➢ From the students' side
        • The class still was noisy.
    ➢ From the researcher's side
        • Research should make sure if the students are ready to listen to her explaining. If the students are not ready yet, try to make them ready so what she explains can be understood.

- The research should make her voice louder.

Cycle/Meeting : 1 / V

Day/Date : April 06rd 2020

Time : 11.10-12.15

1. Happens in the classroom
   ➢ From the students' side
      - After they are finished on their writing the students apply peer feedback techniqu to their other friend on their writing
   ➢ From the research side
      - Research checked the students' work by walking to their table.

2. Things to consider

   ➢ From the students' side
      - The class already controll
   ➢ From the researcher's side
      - Research should make sure if the students are ready to listen to her explaining. If the students are not ready yet, try to make them ready so what she explains can be understood.
      - The research should make her voice louder.

Cycle/Meeting : 1 /VI

Day/Date : March 16rd 2020

Time : 08.25-09.35

2. Happens in the classroom
   ➢ From the students' side
   ➢ Students wrote the paragraph giving by teacher in post test From the teacher's side
      - The research walking in front of their table
      -
3. Things to consider
      - The teacher should check the students to make sure that they are understand about the instruction.

Cycle/Meeting : II/ 1 (One)

Day/Date : March 20rd 2020

Time : 08.25-09.35

1. Happens in the classroom
   ➢ From the students' side
     • Some students already understand the construction of the research
     • The students continuous on their writing after applying peer feedback technique
   ➢ From the research side
     • The researchers gave the correct instruction for peer feedback
2. Things to consider
   ➢ From the students' side
     • Students must focused on their writing
   ➢ From the teacher's side
     • Research have togive that assignment to the students

Cycle/Meeting : II/ II

Day/Date : March 20rd 2020

Time : 08.25-09.35

3. Happens in the classroom
   ➢ From the students' side
     • Some students already understand the construction of the research
     • The students continuous on their writing after applying peer feedback technique
   ➢ From the research side
     • The researchers gave the correct instruction for peer feedback
3. Things to consider
   ➢ From the students' side
     • Students must focused on their writing
   ➢ From the teacher's side

Cycle/Meeting : II/ III

Day/Date : March 21rd 2020

Time : 14.30-15.30

1. Happens in the classroom
   ➢ From the students' side
     • Some students already understand the construction of the research
     • The students revising that have been checked by other students

- ➢ From the research side
  - The researchers looking on their tasks correctly
2. Things to consider
   - ➢ From the students' side
     - Students must focused on their writing

Cycle/Meeting : II/ IV

Day/Date : March 28rd 2020

Time : 08.25-09.35

1. Happens in the classroom
   - ➢ From the students' side
     - Students already understand the construction of the research and no longer noisy
     - The students continuous their writing in the cycle II
   - ➢ From the research side
     - The researchers looking the assignments

Cycle/Meeting : II/ V

Day/Date : March 30rd 2020

Time : 14.30-15.30

Time : 08.25-09.35

2. Happens in the classroom
   - ➢ From the students' side
     - Some students already understand the construction of the research
     - The students continuous on their writing after applying peer feedback technique
   - ➢ From the research side
     - The researchers gave the correct instruction for peer feedback
3. Things to consider
   - ➢ From the students' side
     - Students must focused on their writing
   - ➢ From the teacher's side
     - Research have togive that assignment to the students

Cycle/Meeting : II/ VI

Day/Date : April 7rd 2020

Time   : 11.10-12.15

Time   : 08.25-09.35

1. Happens in the classroom
   ➢ From the students' side
       • The students very active and understand what should they do
       • The students finished their writing post test two
   ➢ From the research side
       • The researchers gave the assignments to the students
4. Things to consider
   ➢ From the students' side
       • Students must focused on their writing

Appendix XIV

DOCUMENTATIONS

Cycle 1

The Researcher start to share the test　　　　**The Students write Narrative**

to the students To write narrative by their own Language (Pre Test)

The Researcher give the explanation about narrative text

The Researcher try to explain generic structure of narrative text

The Researcher Give the exercise to write narrative text to the students

The students focus to write narrative text by their own language (Malin Kundang)

The students focus on their Peer Feedback

CYCLE II

The researcher give the material of narrative text

The students Focus to teacher Explanation

The Teacher give the task to the students

The teacher give the instruction and the test

Appendix 14

BIOGRAPHY

Name   : Lenni Amelia Harahap

Reg. Number   : 34.15.3.107

Faculty/Department   : English Education

Place/Date of Birth   : Siancimun, July 27th 1997

Address/ Email   :Jl. Suka rela Timur No.19 A

Amelia27harahap@gmail.com

Phone Number   : 081240450522

Advisor   : 1. Rahmah Fithriani, Ph.D

                                        2. Drs. Achmad Ramadhan, MA

Thesis Title   : Improving Students' Ability To Write Narrative Text

Using Peer Feedback at SMA Cerdas Murni Tembung

Motto   : Do the best and pray. God will take care of the rest

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Nomor : B-3888/TK/TK.V.3/PP.00.9/11/2019   Medan, 06 Maret 2020
Lampiran : -
Hal : Izin Riset

Yth. Ka. SMA Cerdas Murni Tembung

Assalamu'alaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:
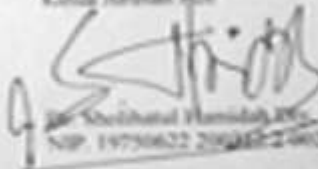
Nama : LENNI AMELIA HARAHAP
Tempat/Tanggal Lahir : Siascimun, 27 Juli 1997
NIM : 34153107
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat : Jl. Sukarela Timur No. 19 A

untuk hal dimaksud kami mohon memberikan izin dan bantuannya terhadap pelaksanaan Riset di **SMA Cerdas Murni Tembung**, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

"IMPROVING STUDENTS ABILITY TO WRITE NARRATIVE TEXT USING PEER FEEDBACK TECHNIQUE AT SMA CERDAS MURNI TEMBUNG"

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Daulay, M.Hum
NIP. 19750622 200312 2 002
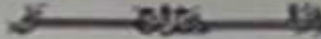
Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

YAYASAN ADLIN MURNI
PERGURUAN ISLAM
SMA CERDAS MURNI

Sekretariat : Jl. Beringin No. 33 Telp. (061) 7384820 Pasar VII Tembung Kec. Percut Sei Tuan Kab. Deli Serdang

SURAT KETERANGAN
No. 046.8K : 162/YMKA-CM/X.I/IV-2020

Yang bertanda tangan dibawah ini :

Nama	: Ibrahim Adri, S.Ag, S.Pd.I
Jabatan	: Kepala SMA CERDAS MURNI
Alamat	: Jl. Beringin No. 33 Pasar VII Tembung

Menerangkan bahwa, telah member izin kepada :

Nama	: LENNI AMELIA HARAHAP
NIM	: 34153107
Jurusan	: Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)

Untuk melakukan Penelitian guna memenuhi syarat penyusunan Tugas Akhir / Skripsi yang akan dilaksanakan di SMA CERDAS MURNI Kab. Deli Serdang dari 06 Maret 2020 hingga 08 April 2020 dengan judul :

"IMPROVING STUDENTS ABILITY TO WRITE NARRATIVE TEXT USING PEER FEEDBACK TECHNIQUE AT SMA CERDAS MURNI TEMBUNG".

Pada kami beritahukan bahwa dalam pelaksanaan pengambilan data yang bersangkutan telah memenuhi ketentuan yang ditetapkan.

Demikian Surat Keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Tembung, 10 April 2020

SMA CERDAS MURNI

Ibrahim Adri, S.Ag, S.Pd.I