



**THE EFFECT OF PEER FEEDBACK TECHNIQUE
ON STUDENTS' WRITING NARRATIVE TEXT ABILITY
AT XI GRADE MAN TAPANULI SELATAN**

A THESIS

Submitted to State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement for the
Graduate Degree of Educational Scholar (S.Pd.) in English

Written By:

EVA FITRIANI PASARIBU

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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2021



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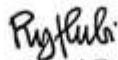
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After reading, studying and giving advice for necessary revise on thesis belongs to **EVA FITRIANI PASARIBU**, entitle "**THE EFFECT OF PEER FEEDBACK TECHNIQUE ON STUDENTS' WRITING NARRATIVE TEXT ABILITY AT XI GRADE MAN TAPANNULI SELATAN**", we assume that the thesis has been acceptable to complete the assignment and fulfill for the degree of Graduate of Education (S.Pd) in English, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

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ABSTRACT

This research is intended to investigate the effect of Peer Feedback Technique on Students' Writing Narrative Text Ability at XI Grade MAN Tapanuli Selatan. The problems that faced by students in writing narrative text were: 1) The students are lack on vocabulary, 2) The students are confused to write and did not how to express their writing, 3) The teachers did not have various technique in teaching writing, 4) Students have difficulty arranging a word in writing.

The formulation of the problem in this research were: 1) How is the students' writing narrative text ability before using peer feedback technique, 2) How is the students' writing narrative text ability after using peer feedback technique, 3) Is there any significant effect of using peer feedback technique on students' writing narrative text ability at XI grade MAN Tapanuli Selatan. The purpose of this research was to answer the formulation of the problem in this research.

This research uses experimental quantitative method with pre-test and post-test design. The populations were all of the students at XI Grade MAN Tapanuli Selatan. The sample were XI MIA 1 as experimental class that consisted of 20 students and XI MIA 2 as control class that consisted of 20 students. The data were collected through pre-test and post-test in essay test form and analyzed by using Statistical Package for Social Sciences (SPSS) with T-test.

The result of research showed that the mean score of experimental class was higher than the mean score of control class after using peer feedback technique. The mean score of experimental class in pre-test was 63.60 and the mean score of control class in pre-test was 62.35. Meanwhile, the mean score of experimental class in post-test after doing treatment by using peer feedback technique was 70.85 and the mean score of control class in post-test was 66.15. In addition, after doing T-test, the researcher found that the t-test value was sig (2-tailed) < 0.05 ($0.017 < 0.05$). Therefore, alternative hypothesis (H_a) of this research was accepted null hypothesis (H_0) was rejected. It can be concluded that there was significant effect of using peer feedback technique on students' writing narrative text ability at XI grade MAN Tapanuli Selatan.

Key Words: *Peer Feedback Technique, Writing Narrative Text Ability.*

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ABSTRAK

Penelitian ini fokus pada pengaruh dari teknik peer feedback terhadap penulisan teks naratif siswa pada kelas XI MAN Tapanuli Selatan. Ada beberapa masalah-masalah yang dihadapi siswa dalam menulis teks naratif diantaranya: 1) Siswa lemah dalam kosa-kata, 2) siswa bingung untuk menulis dan tidak tau menuangkan tulisannya, 3) , guru tidak memiliki teknik yang bervariasi dalam mengajar menulis 4) siswa mengalami kesulitan dalam menyusun kata.

Rumusan masalah dalam penelitian ini adalah 1) Bagaimana kemampuan menulis teks naratif siswa sebelum menggunakan teknik *peer feedback*, 2) Bagaimana kemampuan menulis teks naratif siswa setelah menggunakan teknik *peer feedback* , 3) Apakah ada pengaruh yang signifikan penggunaan teknik *peer feedback* terhadap kemampuan menulis teks naratif siswa pada kelas XI MAN Tapanuli Selatan. Penelitian ini bertujuan untuk menjawab rumusan masalah dalam penelitian ini.

Penelitian ini menggunakan metode kuantitatif eksperimen dengan desain *pre-test* dan *post-test*. Populasinya adalah keseluruhan murid kelas XI MAN Tapanuli Selatan. Sampelnya adalah kelas XI MIA 1 sebagai kelas eksperimen yang terdiri dari 20 siswa dan XI MIA 2 sebagai kelas kontrol yang terdiri dari 20 siswa. Data dikumpulkan melalui *pre-test* dan *post-test* dalam bentuk soal essay dan dianalisis menggunakan rumus T-test.

Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelas eksperimen lebih tinggi daripada kelas control sesudah menggunakan teknik *Peer feedback*. Rata-rata skor dari kelas eksperimen di *pre-test* adalah 63.60 dan skor rata-rata kelas control di *pre-test* adalah 62.35. Sedangkan skor rata-rata kelas eksperimen di *post-test* setelah melakukan treatment menggunakan teknik *Peer feedback* adalah 70.85 dan skor rata-rata kelas control di *post-test* adalah 66.15. Selain itu, setelah dilakukan uji-t ditemukan bahwa sig (2-tailed) < 0.05 (0.017 < 0.05). Oleh karena itu, hipotesis alternative (H_a) dari penelitian ini diterima dan hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa ada pengaruh yang signifikan teknik *peer feedback* terhadap kemampuan menulis teks naratif siswa kelas XI MAN Tapanuli Selatan.

Kata Kunci: Umpan balik teman sebaya, Kemampuan Menulis Teks Naratif.

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Researcher

Eva Fitriani Pasaribu
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Writing is a person activity to convey ideas in written language so that can be understood by readers. Writing actually begins the process of written communication when a writer prepares a message to be read later by another individual. Lindemann defined that writing as a process of communication which uses a conventional graphic system to convey a message to a reader.¹ Students should improve their writing skill, for which teachers have to motivate them to have good writing skills, by providing instruction in writing process and rules of writing, such as grammar rules and writing practice.

According to Caroline, writing is combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in manner is polished and comprehensible to readers.² Writing is the way to share someone thought, it can be formal like thesis, statement or it can be informal like diary. To produce a good result, someone should do the process well.

Writing is the most difficult language skills and it is also considered the most complicated language skill to be learned, compared to other language

¹Robert L. Baker Evelyn J. Rex, Alan J. Koenig, Diane P. Wormsley, *Foundations of Braille Literacy* (New York: AFB Press), p. 48.

²Caroline T. Linse, *Practical English Language Teaching: Young Learners*, ed. David Nunan (New York: McGraw- Hill Companies, 2005), p. 98.

skills. Writing process always involve thinking skill and creative skill. That is writing activities that can be carried out by everyone by developing and training.

From explanation above the researcher can conclude that writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments and to convey meaning through well-constructed text.

In MAN Tapanuli Selatan Sipagimbar, teaching learning process happened every day in this school. There are many teachers teach the students in different skills and subject. In MAN Tapanuli Selatan there are two teachers that ever teach English subject, they are Mrs. Siti Kholijah Tambunan and Mrs. Yanti. Two of these English Teachers, when they teach in the classroom, they did not use many strategies or methods especially in teaching writing English. Mrs. Siti Kholijah Tambunan said, her techniques to teach writing with explain about the tenses and the teacher writes on the white board first, then the students can write it because the student has difficult to write the word.³ According to Mrs. Yanti, her techniques in teaching writing is with the techniques that are, writing by paying attention to tenses first, teaches students to write text in accordance with the prevailing tenses and the teachers often suggest students to be diligent in writing and start with the easy

³Siti kholijahTambunan, *Private Interview to the English Teacher of MAN TapanuliSelatan*, (Sipagimbar: MAN Tapanuli Selatan, September 26nd, 2020)

things first while still paying attention to the tenses and the structure of the writing.⁴ The teacher do not have a good strategy, methods or technique in teaching writing and also the students do not have a strategy to learn writing.

When teaching writing in the classroom, the teacher enter in the classroom the teacher just explain the tenses and structure of writing text, then teacher ask students to write the text and after finishing write the text, the teacher asking the students to collect their task. So, the teachers in MAN Tapanuli Selatan Sipagimbar do not have a good strategy in teaching writing.

The researcher found that there are some problems of writing ability can be caused by many factors. The first, the students are lack on vocabulary, to be able to understood text the students use a dictionary to translate the text. The second problem is students are confused to write and do not how to express their writing.⁵ With that problem, the students do not know how to systematize the writing, how to start writing and organize their ideas. The third problem is the teachers did not have various techniques in teaching writing. Teacher just taught the theory and focus on grammar explanation. It makes students bored and make the process of the learning material is uninterested. The fourth problem is students have difficulty arranging a word

⁴Yanti, *Private Interview to the English Teacher of MAN Tapanuli Selatan*, (Sipagimbar: MAN Tapanuli Selatan, September 26nd, 2020)

⁵Novita Dongoran, Riski Putri & Wani Hasibuan, *Private Interview to the Students of MAN Tapanuli Selatan*, (Sipagimbar: MAN Tapanuli Selatan, September 26nd, 2020)

in writing.⁶ It is also caused assignment and students do not confident to show up their writing because still many mistakes in arranging the sentence, structure, word or pattern of tenses. So, this technique can solve problem of the second problem is students are confused to write and did not how to express their writing.

Based on the problem above, teachers' creativity is needed to make students more active in classrooms activities. It means that in learning process in writing, the students should be more active. To make students interest in studying English especially writing narrative text, the teachers should have various technique. There are some techniques that can be used by the teacher in teaching writing, such as parallel writing technique, chain writing technique, and combining sentence. However, the researcher used a different technique. The technique that will be used is peer feedback technique. Harmer says that peer feedback is a valuable element in the writing process.⁷ From the Harmer theory the researcher interest to evidence the theory is good or not for writing ability.

Based on explanation above, the researcher is motivated to conduct peer feedback technique to teach writing at grade XI students of MAN Tapanuli Selatan. The researcher also wants to know whether peer feedback

⁶Yade Safitri, *Private Interview to the Students of MAN Tapanuli Selatan*, (Sipagimbar: MAN Tapanuli Selatan, September 26nd, 2020)

⁷Jeremy Harmer, *How to Teach Writing* (Essex: Pearson Education limited, 2004), 115.

technique will have the significant effect to students' writing ability in writing narrative text.

B. Identification of the Problem

Based on the problem above, it could be seen that some problems in writing ability at grade XI of MAN Tapanuli Selatan following are:

1. The students are lack on vocabulary
2. The students are confused to write and did not how to express their writing
3. The teachers did not have various technique in teaching writing
4. Students have difficulty arranging a word in writing

C. Limitation of the Problem

As mention above, the researcher does not discuss all the factors. The researcher just focuses one factor is the technique. It is about the teacher technique in teaching especially in writing text. There are several techniques that can be used in teaching writing but researcher just focus with peer feedback technique also many text genres that students study but the researcher limit the research with narrative text. In this research, the researcher only uses one technique is peer feedback technique in teaching narrative text at grade XI MAN Tapanuli Selatan.

D. Formulation of the Problem

Based on identification of the problem above, the researcher can formulated the problems as follows:

1. How is the students' writing narrative text ability before using peer feedback technique?
2. How is the students' writing narrative text ability after using peer feedback technique?
3. Is there any significant effect of peer feedback technique to students writing narrative text ability

E. Objectives of the Research

From the above formulation, the purposes of this research are:

1. To describe the students' writing narrative text ability before using Peer Feedback Technique at XI grade MAN Tapanuli Selatan.
2. To describe the students' writing narrative text ability after using Peer Feedback Technique at XI grade MAN Tapanuli Selatan.
3. To examine the significant effect of using Peer Feedback Technique on students writing narrative text ability at XI grade MAN Tapanuli Selatan.

F. Significances of the Research

The significances of this research are:

1. For the headmaster, to motivate English teacher to teach English in good way.
2. For the teacher, to develop teaching English especially in teaching writing and to help the teacher to make students' learning in teaching process more enjoyable.
3. For the students, as the information which can enlarge their knowledge and their ability in writing text by using this technique.
4. For the researcher, the result of this research is expected can be the useful information and to increase knowledge and to create another idea about a good technique for teaching writing especially in narrative text.

G. The Definition of Operational Variables

To avoid vagueness and misunderstanding between the researcher and the reader, the writer has conveyed some theories of each variable. Writer can conclude both variables as follow:

1. Peer feedback technique is a technique that can be used to help the student's in writing activity. Peer feedback is an activity which involves students where students can share their work to their peers, and then their peers give ideas or comments on the result of their peers' work and use this technique to improve their work.
2. Writing Narrative Text Ability

Writing is an activity to express ideas, thoughts, experiences and knowledge in the form notes using symbols that are made systematically so that can be easily understood by readers. Narrative text is a type of text that tells a story with the aim to entertain the readers or audience. Writing narrative text ability is the ability of arranging a text to tell the reader and to entertain the readers.

H. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow: in chapter one, it is consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, significances of the research, and systematic of the thesis.

In chapter two, it is consists of the theoretical description, which consists of sub chapters such as theoretical description of writing ability, and description of peer feedback Technique. Then review of related findings, conceptual frame work and hypothesis.

In chapter three, it is consist of research methodology which consists of time and place of the research, research methodology, population and sample, instrument of research, the techniques of data collection and the last the technique of data analysis and outline of the thesis.

In chapter four, it is the result of the research talking about the analysis of data. This chapter four, it is consist of description of data, hypothesis testing, discussion and the threats of research.

Finally, in chapter five consists of conclusion that is giving conclusion about the result of the research and suggestion that given suggestion to the students and teachers by researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Writing Skill

1. The Definition of Writing

Writing is a way of communication by transforming information or ideas into written language as correct as possible. That similar with Lubis opinion, writing is an activity for producing and expressing. It is producing the words and sentences that it expressing with the meaning of ideas, thus writing skill is the activity to transfer ideas though words and sentences, the idea will change to scientific.¹ Therefore, writing it is self can be read by another people as a product of some ideas that has meaning. So, writing is the communication tools to communicate with the readers. Many people use writing to share, communicate and express their ideas to another people.

According to Brown, “writing is the process of putting ideas down on paper to transform thoughts into words, to sharpen your main ideas, to give them structure and coherent organization.² In another word, writing can be defined as way of communication by transforming observation, information, or ideas into written language

¹Rayendriani Fahmei Lubis, “Writing Narrative Text,” *English Education* 02 (2014): p.61, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/155/104>.

²H.Douglas Brown, *Teaching by Principles* (San Francisco State University: Pearson Longman, 2007), p. 392.

so that can be understood by reader. It is also added by Harmer who states “writing as one of the four skills of listening, speaking, reading and writing has always formed part of the syllabus in the teaching of English”.³ However it can be used for variety of purposes, ranging from being merely a backup for grammar, where mastering the ability to write effectively is seen as a key objective for learners. Writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities.⁴It means this gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult.

From above explanations the researcher can get conclusion, writing is an activity to create a note or information on a media by using characters. Writing is usually done on paper media using tools such as pens or pencils.

2. Process of writing.

There are five in process of writing, they are:

a. Prewriting

During the prewriting phase, students choose a topic and generate ideas.

b. Drafting

Next they begin writing. As they compose their first draft, they are encouraged to let their ideas freely without

³Harmer, *How to Teach Writing*, p. 31.

⁴Harmer, p. 32.

over worrying the details of grammar, punctuation and spelling.

c. Revising

After completing the first draft, students reread their paper, receive feedback from their teacher or peers, than begin revising.

d. Editing

Revision focus on conveying ideas effectively.

e. Publishing

Finally, in preparation in publishing, the paper is edited for correct punctuation, spelling and grammar.⁵

In conclusion, the process of writing is the stages that must be done in writing, so that the result of the writing is good and satisfying.

The stages should be in chronological from the first stage until the last stage.

In addition, Anthony Seow state the proses of writing occurs in several stages:

- 1) Planning is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away for having to face a blank page toward generating tentative ideas and gathering information for writing.
- 2) Drafting, at drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.
- 3) Responding to students writing by the teacher or by peers has a central role to play in the successful implementation of process writing.
- 4) Revising, when students revise, they review their texts on the basis of feedback given in the responding stage.
- 5) Editing, at this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher.

⁵Suzanne F. Peregoy and Owen F. Boyle, *Reading, Writing and Learning in ESL*, Seventh Ed (New York: Pearson Education, 2017), p.290.

- 6) Evaluating, in evaluating students writing, the scoring may be analytical base on specific aspects of writing ability or holistic base on global interpretation of the effectiveness of that piece of writing.
- 7) Post- writing, this includes publishing, sharing, reading aloud, transforming texts for stage performances or merely displaying texts on notice-boards.⁶

Based on explanation above, the researcher concludes the process of writing is the stage for developing ideas or information obtains from the writing. The process of writing is the stages that writers have to through to in sequence to produce the result of writing in written form.

There are purpose of writing phases, they are:

- a. The purpose of prewriting:
 1. Generating and gathering ideas for writing.
 2. Preparing for writing.
 3. Identifying purpose and audience for writing.
 4. Identifying main ideas and supporting detail.
- b. The purpose of drafting:
 1. Getting ideas down on paper quickly.
 2. Getting a first draft that can be evaluated purpose and audience for paper.
- c. The purpose of revising:

⁶Jack C. Richards and Willy A. Renandya, *Methodology In Language Teaching* (New York: Cambridge University Press, 2002), p. 316–19.

1. Reordering arguments or reviewing scenes in a narrative.
2. Reordering supporting information.
3. Reviewing or changing sentences.
- d. The purpose of editing is correcting spelling, grammar, punctuation.
- e. The purpose of publishing is sharing writing with one another, with students, or with parents, showing that writing is valued, creating a classroom library, motivating writing.⁷

From the explanation above, the researcher concludes that there are many purposes of writing and also gives information to reader about what is the purpose of writing it.

3. Characteristic of Good Writing

According to Cynthia A. Boardman and Jia Frydenberg.
Characteristic of good writing:

1. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the teacher can understand your ideas easily. The principles for ordering depend on the type of paragraph you are writing.

2. Cohesion

There are many kinds of connectors that provide cohesion.

⁷Suzanne F. Peregoy and Owen F. Boyle, *Reading, Writing and Learning in ESL*, p. 292.

3. Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence. The following paragraph is a description of a Laotian monument. All the supporting sentences should be part of the description, but one sentence is not. A sentence that does not belong in a paragraph is called an irrelevant sentence.⁸

Based on the explanation above, the researcher can conclude that a good writing should have characteristics such as; coherence, cohesion, and unity.

4. Writing Assessment

Based on Longman Dictionary of Language Teaching, assessment can be defined as the systematic approach in collecting information of the learners or the learning process.⁹ Assessment can be conducted through several sources. Test, questionnaires, interview, observation, are the common sources for the assessment. Through those things, information can be gained as to control and to evaluate the learning process.

Brown defines assessment by revealing the difference between the test and the assessment. Although to test and to assess are usually misunderstood

⁸Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate*, third edition (United States of America: Pearson Longman, 2008), p. 18.

⁹Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (London: Pearson Education limited, 2002), p. 46.

as the same term, they are technically different. Test is used to measure a persons' knowledge, ability, or performance in a given domain. Meanwhile, assessment is an ongoing process which encompasses a wider domain. Hence, test is subset of assessment. Assessment allows the teacher or the learner to evaluate the learning process. This evaluation requires the information as the data and assessment provides the information.¹⁰ Hence, assessment helps the teachers and the learners to improve their learning process so that the learners can develop their writing ability.

According to Sara Cushing Weigle, there are three types of scoring in writing, they are:

1. Primary trait scoring, in primary trait scoring, the rating scale is defined with respect to the specific writing assignment and essays are judged according to the degree of success with which the writer has carried out the assignment.
2. Holistic scoring, in a typical holistic scoring session, each script is read quickly and the judged against a rating scale, or scoring rubric, that outlines the scoring criteria.
3. Analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a single score. Depending on the purpose of the assessment, scripts might be rated on such features as content, organization, cohesion, register, vocabulary, grammar or mechanics.¹¹

Based on the scoring types description above, the researcher uses analytic scoring, because it is simple and can make the teacher or

¹⁰ Nada Raudhotul Muthoharoh, "Using Feedback in Teaching Writing Descriptive Text," *English Studies Journal* V. 11, no. 01 (2018): p. 17, <https://media.neliti.com>.

¹¹ Sara Cushing Weigle, *Assessing Writing* (New York: Cambridge University Press, 2002), p. 110-114.

researcher know the students' ability whether their weakness or students' strength.

Table 1

The Analytical Scoring Guidance by Brown and Bailey¹²

Categories	Maximal Score
Content	30
Organization	20
Vocabulary	20
Syntax	25
mechanics	5
Total	100

The explanation for writing elements in analytical scoring can

seen as follows:

- a. Content : the relevant things with the topic.
- b. Organization : logical sequencing.
- c. Vocabulary : appropriate word.
- d. Syntax : effective construction.
- e. Mechanics : mastery of convention.

5. The Reasons for Teaching Writing.

There are many reasons for getting students to write, both in and outside class. Firstly, writing gives there more thinking time than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing that is thinking about language whether they are involved in study or activation.

¹² H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (America: Pearson Education, 2004), p. 246.

When thinking about writing, it is helpful to make a distinction between writing for learning and writing for writing. In the case of the former, writing is used as an aide-mémoire or practice tool to help students practice and work with language they have been studying. Writing for writing, on the other hand is directed at developing the students' skill as writers. In other words, the main purpose for activities of this type is that students should become better at writing.

There are good real life reasons for getting students to write such things as emails, letters and report and whereas in writing for learning activities it is usually the language itself that is the main focus of attention, in writing for writing look at the whole text. This includes not just appropriate language use, but also text construction, layout, style and effectiveness.¹³ It is clear that the way to organize students' writing and the way we offer advice and correction would be different, depending what kind of writing they are involved in.

¹³Harmer Jeremy, *How To Teach English*, p . 118.

B. Peer Feedback Technique.

1. Definition of technique

Technique is the specific activities manifested in the classroom, which are consistent with a method and therefore in harmony with an approach as well.¹⁴ Technique is wide variety exercise, activities or task used in the language classroom for realizing lesson objectivities.

Technique is the way that adopted toward and objective by the teacher to direct the learners' activity. In fact, technique is kind of strategy to make a lesson more understandable to the students.

2. Kinds of Technique

There are a lot of techniques to get writing process effectively such are:

a. Conventional Technique

Conventional learning technique is traditional learning technique or also known as lecture method. Learning in the conventional technique, students listen more to the teacher's explanation in front of the class and, which are often used in conventional learning, including the lecture method, the question and answer method, the discussion method, the assignment method

¹⁴Brown, *Teaching by Principles*, p. 14.

b. Parallel writing

Parallel writing is a way the freest kind of controlled writing. Instead of making changes in a given passage or writing according to an outline or given sentences, students read and study a passage and then write their own on a similar theme.¹⁵ This technique is way to improve students' writing ability.

c. Sentence Combining

Sentence combining as a technique to help students with their writing.¹⁶ In this technique the students combining the text to another text.

3. Definition of Peer Feedback Technique

According to Richard and Schmidt, peer feedback can be defined as an activity in the revising stage of writing in which students receive feedback about their writing from other students –their pairs. Typically students work in pairs or small groups, read each other's compositions and ask question or give comments or suggestions.¹⁷ It also added by Harmer who states" peer review is valuable element in the writing process. Peer review, therefore is less authoritarian than teacher review and helps students

¹⁵Ann Raimes, *Technique in Teaching Writing*, ed. William E. Rutherford Russell N, Campbell (New York: Oxford University Press, n.d.), p. 107.

¹⁶Raimes, p. 109.

¹⁷Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, p. 390.

to view both colleagues and teacher as collaborators rather than evaluator”.¹⁸ However, in order for it to be successful especially when first introduced, students will need guidance from their teacher so that they know what to look at when they read their classmates’ work.

Peer feedback is collaborative two- way exercise in which students give and receive constructive and respect full feedback during the writing process. It provides information to support learning so that students may gather insight about their writing, take feedback into account and make improvements to their texts.¹⁹ A successful peer feedback session is well planned, explicitly teaches students how to give and receive feedback and offers teacher guidance and support throughout.

Liu and Hansen state that “peer feedback is an activity which involves students to exchange information or ideas”.²⁰ It means that peer feedback is an activity which involves students where students can share their work to their peers, and then their peers give ideas or comments on the result of their peers’ work.

It also added by Susanti concludes that peer feedback can be seen as a formative developmental process that gives writers the opportunities to

¹⁸Harmer, *How to Teach Writing*, p. 115.

¹⁹Core and Enriched, *Peer Feedback in the Writing Process Handbook* (Ministere de l’Education, 2015), p. 5.

²⁰ Aryuliva Adnan Jonggoria Najogi, “Using Peer Correction Towards Students Writing Ability in Writing Analytical Exposition Text at Senior High School,” *Journal of English Language Teaching* 8, no. 1 (2019): p.131, <http://ejournal.unp.ac.id/index.pho/jelt>.

discuss their texts and discover others' interpretations of them.²¹ By using peer feedback technique in learning process, the way of learning writing process will be more easy and interesting.

Based on statement above the researcher can conclusion, peer feedback is practice in language education where feedback is given by one student to another. Peer feedback usually used in writing first language and second language classes to give students more opportunities to learn from each other.

4. The Procedures of Teaching Writing by Using Peer Feedback Technique.

According to Ferris there are several steps in the procedures of peer feedback. They are:

- a. Utilize peer feedback consistently.
In utilize peer feedback consistently, the teachers must to it as an option, communicate from the outset that it will be a regular part of the class, and allow adequate, regular time for it.
- b. Explain the benefits of peer feedback to students.
Students sometimes do not feel comfortable with their peer comment since they might think that their peers are less competent though they love peer feedback technique. Hence, the teacher must explain and assure them about this technique and they get more enthusiastic toward this technique.
- c. Prepare students carefully for peer response.
In this step, the preparation included careful examination of series of essay drafts written by students in

²¹ Ken Hyland & Fiona Hyland, *Feedback in Second Language Writing: Context and Issue* (Cambridge: Cambridge University Press, 2006), p .6.

as previous course to pinpoint vague or unclear sections of text.

- d. Forming pairs or groups thoughtfully.

In forming pairs or groups, the teacher can be strict to the stable pairs and group. But it would be better if the students are given freedom to choose their partner as the chemistry of them can help the learning process as well.

- e. Provide structure for peer feedback sessions.

This step can lead to successful learning technique. The teacher must provide good structure for peer feedback so that the students can make the best of it and according to Ferris argued that it would be better if the peer feedback is in written form since it can give students more time to think.

- f. Monitoring peer review sessions.

In monitoring the peer review sessions, the teacher should be also involved but not too intrusive. It is because the students will tend to wait for the teacher to give them lead when the teacher is too involved.

- g. Hold students responsibilities for taking peer feedback opportunities seriously.

The teachers in this steps should underline the peer feedback is important that the students can learn and benefit from the activities.²²

Based on explanation above, the procedures of peer feedback technique can divided into seven step, those are: utilize peer feedback consistently, explain the benefits of peer feedback to students, prepare students carefully for peer response, forming pairs or groups thoughtfully, provide structure for peer feedback sessions, monitoring peer review sessions, and the last hold students responsibilities for taking peer feedback opportunities seriously.

²²Dana R. Ferris, *Response to Student Writing* (New Jersey: Lawrence Erlbaum Associates, 2003), p. 184.

5. Advantages of Peer Feedback Technique.

According to Ferris, there are some advantages of peer feedback, they are:

- a. Students gain confidence, perspective and critical thinking skills for being able to read texts by peers writing on similar tasks.
- b. Students get more feedback on their writing than they could from the teacher alone.
- c. Students get feedback from a more diverse audience bringing multiple perspectives.
- d. Students receive feedback from no expert readers on ways in which their texts unclear as to ideas and language.
- e. Peer review activities build a sense of classroom community.²³

From the explanation above, the researcher can concludes that there are many advantages of peer feedback which can increase someone knowledge what the advantages of peer feedback.

In addition, Harmer states the advantages of peer feedback are:

1. Encouraging students to work collaboratively.
2. Gets round the problem of students reacting too passively to teacher response.
3. Less authoritarian than teacher review and help students to view both colleagues and teachers as collaborators rather than evaluator.
4. Reduces their self-reliance in the editing process.
5. There are occasions where teacher correction and feedback may be extremely useful, still we want to develop our students' ability to edit and revise when they are on their own.
6. Students will need guidance from their teacher so that they know what to look at when they read their classmates' work.²⁴

²³Ferris, p. 70.

²⁴ Harmer Jeremy, *How To Teach English*, p. 115-116.

Based on explanation above, the researcher can concludes that knowing the advantages of peer feedback can be a reference whether the technique can be applied in the teaching and learning process.

6. The Disadvantage of Peer Feedback Technique.

On the other hand, there are some disadvantages of peer feedback, they are:

- a. Student writers do not know what to look for in their peers' writing.
- b. Do not give specific, helpful feedback, that they are either too hard or too complimentary in making comments.
- c. Peer feedback activities take up too much classroom time.²⁵ It means the implementation of peer feedback in the process teaching and learning takes a long time.
- d. Sometimes difficult for students to see such response from their teacher as anything other than commands which to be obeyed.²⁶ It can be said make students difficult to see response to another people.

From the explanation above, the researcher can concludes that can increase someone's knowledge that in fact peer feedback also has weakness.

²⁵Ferris, *Response to Student Writing*, p. 70.

²⁶Harmer Jeremy, *How To Teach English*, p. 115-116.

C. Description of Narrative Text

1. Definition of Narrative Text

Narrative text is a text that tells a story. Narratives are generally imaginative but can be based on real events. Narratives can be of variety of forms, such as short stories, myths, poems and fairytales.

Narrative text is a kind of writing that tells a story. It is written to entertain and engage readers in an imaginative experience. For that purposes, this writing allows students to express themselves in a creative ways.²⁷ Narrative writing has some elements which build the story of a narrative: introduction, plot, characters, setting, climax and conclusion.

Narrative text is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative.²⁸ Narrative text is a kind of the text that exactly to tell the activities or event in the past, that how problematic experience and

²⁷ Magdahalena Tjalla, "Peer Feedback Technique In Teaching Writing Skill of the Third Semester Students of IAIN Parepare," *EDUVELOP (Journal of English Education and Development)* 2, no. 1 (2018): p. 15, <https://ojs.unsulbar.ac.id>.

²⁸ Rodearta Purba, "Improving the Achievement Narrative Text Through Discussion Starter Story Technique," *Advances in Language and Literary Studies* 9, no. 1 (2018): p. 29, www.all.s.aiac.org.au.

resolution means to amuse oftentimes meant to give moral lesson to the readers.

2. Generic Structure of Narrative Text.

The generic structure of narrative text consists of five parts:

- a. Orientation, in this paragraph, the teacher tells the student who is in the story, when it is happening and what is going on.
- 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 of the problem is solved.
- d. Coda, the narrator includes a coda if there is to be a moral or message to be learned from the story. It is considered as optional so that the writer is free to add this part or not.²⁹

Those elements must exist in narrative text and it gives more explanation in order to make the story clear and understandable about narrative text.

²⁹ Hanafi, *English Text: Developing English Material* (Jember, Jawa Timur: CV: Pustaka Abadi, 2019), p. 34.

3. The Materials for Teaching Narrative Text

PINOCCHIO³⁰

6.6 Examples of Narrative Text

PINOCCHIO



Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never feel lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. Pinocchio was alive. He really was happy. He taught Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grows longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thief was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.

In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire.

They went home back together, and lived happy forever after.

(Source: <http://brechonana.blogspot.com/2015/01/contoh-narrative-text-bahasa-inggris.html>)

³⁰ Hanafi, p. 36.

4. Language Features of Narrative Text

There are several language features of narrative text, such as:

- a. The use of noun phrases (a handsome prince, a beautiful princess)
- b. The use of connectives (first, before, that, then, finally)
- c. The use of simple past tenses(he went to jungle)
- d. The use of adverbial phrases of time and place(in the garden, two days ago)
- e. The use of action verb(walk, went)
- f. The use of saying verb (say, tell, ask)

5. Procedures of Peer Feedback Technique in Narrative Text

The researcher will apply the procedures according to Ferris. The researcher modified the procedures to use in narrative text. The procedures are:

1. The teacher explains the meaning of narrative text and generic structure of narrative text.
2. The teacher gives examples of narrative text to students.
3. The teacher explains the technique that will be used in the process of writing, namely the peer feedback technique.
4. The teacher explains and convinces students about peer feedback technique and the benefits of peer feedback technique.
5. The teacher prepares students to write and respond to writing.
6. The teacher gives students time to write the text.

7. The teacher form students into pair, but it would be nice if students are given the freedom to choose their partner.
8. The teacher provides a good feedback structure (peer feedback) so that students can make the most of it.
9. The teacher asks students to share their writing with their friends for review.
10. The teacher asks students to check and provide comments on peer-to-peer writings using some of the checklist provided.
11. The teacher collect the worksheet then give it to the student in question
12. The teacher asks students to rewrite and correct their writing.
13. The teacher monitors students during the learning process until it finished.
14. The teacher explains again to the students that peer feedback is important so that students can learn and get benefits from the activity.
15. The teacher collects the final results of the students' writing.

6. Teaching Narrative Text by Using Lecture Technique

Lecture technique is a learning method by presenting subject matter through oral presentation and in a prominent manner to students. Until now, the lecture technique is still used by teacher. The use of this lecture technique on the other hand is based on several

considerations. In teaching writing, this is the technique which is used by teachers in MAN Tapanuli Selatan in teaching writing. The researcher will use the lecture technique in teaching writing narrative text in control class. The procedure of teaching narrative text by lecture technique above that usually done by the teacher in MAN Tapanuli Selatan as follows:

1. The teacher explains the meaning of narrative text and generic structure of narrative text.
2. The teacher gives examples of narrative text to students.
3. Students read narrative text about the text given by teacher.
4. Students listen and respond carefully to the introduction of narrative text.
5. Students pay close attention to the explanation of vocabulary and grammar related to writing narrative text.
6. The teacher provides topics from narrative text to be written by students.
7. The teacher asks students to write narrative text from the topic has been determined by the teacher.
8. The teacher give time for students to write the text based on the topic that has been determined by the teacher.
9. The teacher monitors students during the learning process until it is finished.

10. The teacher collects the final results of the students' writing.

D. Related Findings

This research is not the first research that had been done, there are some research related to this research the first is Maya Oktavia Nirmala that she conclude that the teacher feedback and peer feedback are effective in teaching writing. The students when given treatment by through technique showed that they can master grammar especially vocabulary, and mechanic writing. They also can interaction with their friend. Meanwhile the students were given treatment by using teacher feedback, this technique teacher can monitor the students in learning process, the students can be more understanding when the teacher error mistake in their writing.³¹ Teacher feedback and peer feedback are effective to be implementing in teaching writing of the second grade in MTsN 1 Batu because the result of the calculate the significant effect after using peer feedback.

The second Mochammad Noor that he can conclude that students' writing is found improved through peer feedback. Student responses toward peer feedback activity in EFL writing classroom were mostly positive. It can be concluded that peer feedback was an interesting alternative besides teacher feedback. Under certain condition, peer

³¹ Maya Oktavia Nirmala, "The Effectiveness of Peer Feedback on Writing Narrative Text," *Jurnal Penelitian, Penelitian Dan Pembelajaran* 13, no. 01 (2019): p. 54, www.riset.unisma.ac.id.

feedback was said more intensive than other approach and this gives them chances to be aware on their mistakes in writing.³² Overall students' revised version drafts are more developed and this is in line with previous research result that peer feedback is beneficial and advantageous.

The third, Utari Novialita Zulkarnaen, Yenni Rozimela and Saunir Saun that they can conclude it was found that the students who was given peer feedback technique have higher score than students who was given conventional strategy. This can be seen from the mean score of students post- test from experimental and control group. The students mean score in experimental group was 55.68. This higher than the mean score in control group which was 50.44.

Then, the value of t_{observed} was bigger than the value of t_{table} at the level of significance 0. 05 ($t_{\text{observed}} > t_{\text{table}} = 2.13 > 2.03$). It can be concluded that the difference of students writing ability between two groups was significant. From the result, it was decided that alternative (H1) hypothesis was accepted while the null (H0) hypothesis was rejected.³³ It means that the peer feedback technique gives positive effect in improving students' ability in writing a hortatory exposition text.

³²Mochammad Noor, "Improving the Ability in Writing Narrative Text of Junior High School Students Through Peer Feedback," *Indonesian Journal of Language Teaching and Applied Linguistics* 1, no. 1 (2016): p. 19, www.ijeltal.org.

³³Yenni Rozimela and Saunir saun Utari Novialita Zulkarnaen, "The Effect of Peer Feedback Strategy on EFL Students' Writing Skill of The Hortatory Exposition Text At Second Grade of Senior High School: An Experimental Research In SMAN 2 Sawahlunto," *Journal of English Language Teaching* 7, no. 1 (2018), <http://ejournal.unp.ac.id/index.php/jelt>.

The fourth, Giantina FajarWati and Intan Puspita Sari that they can conclude that there was significant increase of students' writing achievement after applied the treatment peer editing in second grade of SMK TI Pemabangunan Cimahi. After being taught by using peer editing, it can be seen that the score average of students was increased. The mean of the post test was higher than pre- test. It showed that there was significant of students' writing with average score 49 in pre-test, 52 in post-test 1 and in post-test.³⁴ it means peer editing is one appropriate method to increase students' writing skill.

The last, Syafrizal, Nurmala, Fargianti, Yusti that they can conclude that peer feedback technique in teaching writing, where the students could write a text and then they could use peer feedback for their friends, so students could be better. The objective of the research is to know the influence of using peer feedback technique towards students' writing skill in procedure text. In this research, the result of analyzing in independent t-test that $t_{count} > t_{table}$ with the level of significance 0.05 (5%) > 2.00. it means that the alternative hypothesis was received and the null hypothesis was rejected.³⁵ It could be concluded that there was an

³⁴ Giantiana Fajar Wati and Intan Puspita Sari, "The Use of Peer Editing to Improve Students' Writing Skill," *Professional Journal Of English Education* 2, no. 3 (2019): p. 280, <http://journal.ikipsiliwangi.ac.id>.

³⁵ Fargianti and yusti Syafrizal, Nurmala, "The Influence Of Using Peer Feedback Technique Towards Students' Writing Skill In Procedure Text At The Ninth Grade Of SMPN 1 Ciruas," *English Education Journal* 12, no. 1 (2019): p. 159-160, <http://ejournal.radenintan.ac.id/index.php/ENGEDU>.

influence of using peer feedback technique toward students' writing skill in procedure text.

E. Conceptual Framework

By the concepts of Peer Feedback technique is to make easier the writer in writing the text. The conceptual framework, they are: in the context of English Communicative competences includes four major aspects categorized in to main ways was receptive competence and productive competence. Many people believe that writing is the most effective way to get information from a write clearly. By writing, people can get the information in a text and make meaning from it. But, in the fact there were still many problems appearing in the process of teaching writing.

The effects of Peer Feedback technique to writing ability can be seen as picture follow:

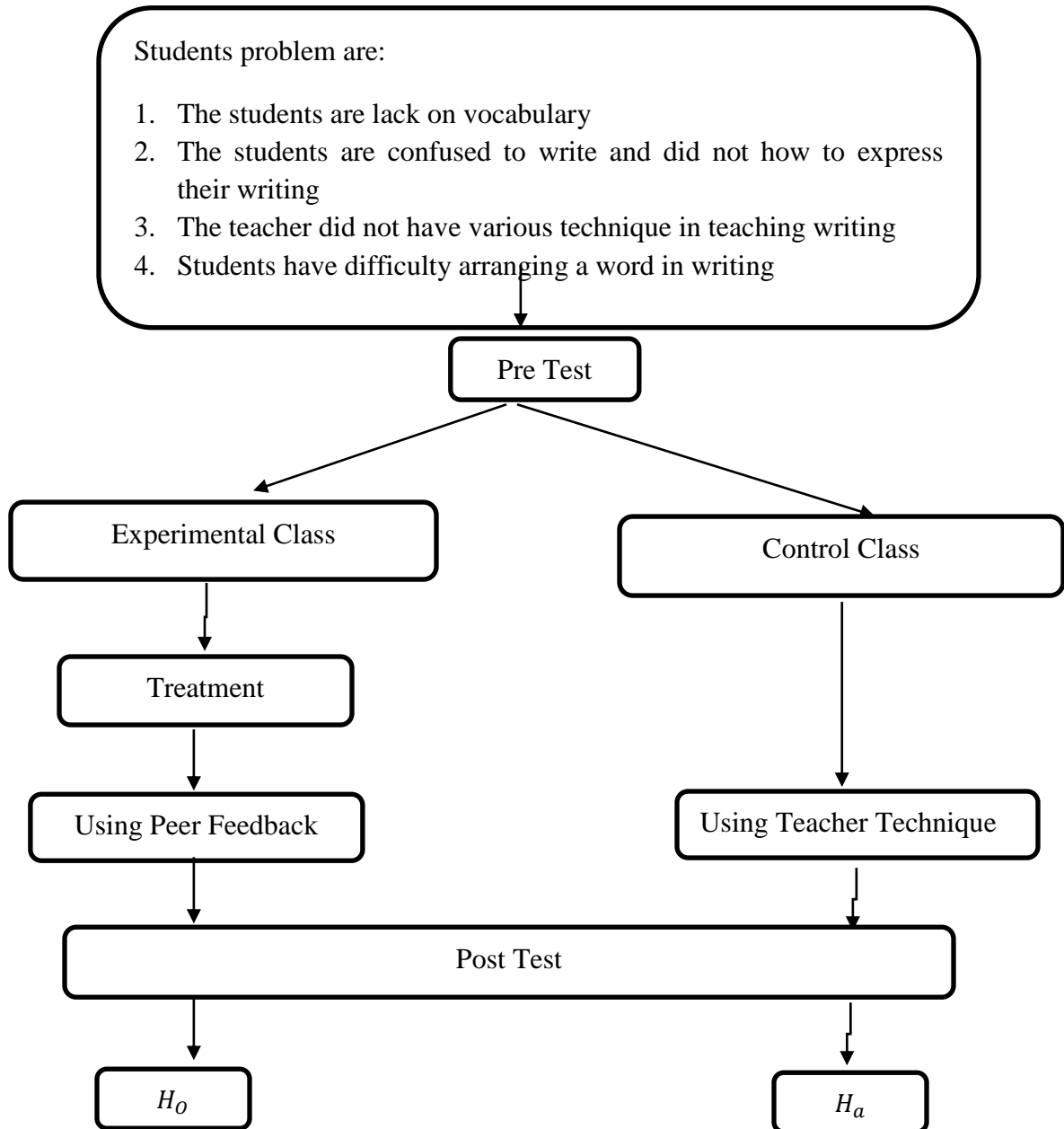


Figure 1: Conceptual framework

Based on above picture, Peer Feedback technique is a teaching strategy used by the teacher to teach writing ability. Peer Feedback is one of technique in writing that can make students easier and help students' problem in writing ability. First, the researcher gives pre-test to know the students' writing ability before treatment. Then, researcher gives treatment with Peer Feedback technique for experimental class and teacher strategy for control class. The last, researcher gives post- test to find out the effect of using Peer Feedback technique on students' writing narrative text ability at XI grade MAN Tapanuli Selatan.

F. Hypothesis

The researcher formulates the hypothesis of the research stated that: Alternative hypothesis (H_a): there is significant effect of using Peer Feedback technique on students' writing narrative text ability at XI grade MAN Tapanuli Selatan.

Null hypothesis (H_0): there is no significant effect of using Peer Feedback technique on students' writing narrative text ability at XI grade MAN Tapanuli Selatan.

CHAPTER III
RESEARCH METHOD

1. Place and Time of Research

The location of this research is at MAN Tapanuli Selatan. It is located in Tolang Street, Sipagimbar district, North Sumatera Province. The researcher has started on 26nd September 2020 until finish.

2. Research Design

The kind of this research is quantitative research with experimental method type true experimental design with pre-test - post-test control group design. The researcher used two classes, experimental class and control class. The experimental class is the class that thought with peer feedback technique. Meanwhile the control class is the class that thought by using teacher technique.

Table 2

Table Design of Collecting Data True Experimental Design with Pre-Test-Post-Test Control Group Design

Class	Pre-test	Treatment	Post-test
Experimental class	✓	✓ Peer feedback	✓
Control class	✓	Teacher Technique	✓

3. Population and Sample

a. Population

The population is the whole the students at XI grade of MAN Tapanuli Selatan. The research was done for the grade XI MIA of MAN Tapanuli Selatan. The population of this research consisted of 2 classes with 67 students. It can be seen from the table follow:

Table 3

The Population of the XI MAN Tapanuli Selatan

No	Class	Total Students
1	MIA 1	32
2	MIA 2	35
TOTAL		67

b. Sample

In this research, the researcher used sample random sampling. The researcher chose two classes. The researcher chose XI MIA-1 consisted of 20 students such as experiment class and XI MIA- 2 consisted of 20 students such us control class.

Table 4

The Sample of the XI MIA MAN Tapanuli Selatan

No	Class	Total Students
1	MIA 1	20
2	MIA 2	20
TOTAL		40

4. Instrument of the research.

Instrument is a toll that can use by the researcher to collect the valid and reliable data. In this research, the researcher will use the test, the test is essay test as the instrument to collect the data.

To know the students' writing skill improved, there are some criterions that must be considered. Ngadiso formulates that there are five indicators should be measured in writing test, namely: content, mechanic, vocabulary, grammar, and organization of ideas.¹ Those all indicators of writing are correct, but the researcher limited the indicators in scoring the test only on students need based on the purpose and definition of writing itself in senior high school. Based on the teacher's book in PERMENDIKBUD k13 version, the indicators of writing test are The

¹Ngadiso, "Assessing The Students' Writing Skill."

selected idea, Organization/structure text and content, Grammar, and Vocabulary.² It can be seen in the table below:

Table 5
Indicators of Writing

Criteria	Skor 4	Skor 3	Skor 2	Skor 1
The selected idea	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
structure text and content	The text is suitable with genre, the term and features are followed perfectly, the information is relevant, the content of the text is very easy to understand.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
Grammar	There is no mistakes with grammar. The content and the meaning of the text can be understood and very clear.	There are some mistakes, but do not interfere the meaning and content.	There are many mistakes, but do not interfere the meaning and content.	Too much mistakes and interfere the meaning and content.
Vocabulary	Effective word or idiom choice and usage.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.

Assessment:

$$\frac{\text{Students'score}}{\text{Score maximum}} \times 100$$

²Hasanah, Bashir, and Sinyanyuri, *Bahasa Inggris*.

Note:

The total score obtained by students is the number of scores obtained students from criteria 1 to 5. The maximum score is the result of multiplying the highest score (4) by the number of criteria defined. So, the maximum score = $4 \times 4 = 16$

5. Validity and Reliability Instrument

a. Validity

The test is this research used writing test. So a good test must have validity and reliability. A valid instrument refers to the extents to which an instrument measures what is supposed to measure. In this research, the researcher used construct validity to validity the test. Construct the validity is the process of how the test establishes the representativeness of the item in a certain domain of the ability, tasks, knowledge and another aspect that are being measured.

b. Reliability

The reliability is synonyms with the consistency of a test, survey, observation, or other measuring device.³ Reliability means consistency and accuracy in scoring that would have come from one measure which is investigated. Reliability is one of the characteristic of good test. It refers to the consistency of the measurement.

³Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: PT:Rineka Cipta, 2010), p. 221.

6. Procedures of Collecting Data

To gathering the data from the students, the researcher collected the data by giving the test for the students. They were pre-test, treatment, post-test like in below:

a. Pre-test

The pre-test was conducted to find out the homogeneity of the sample. Pre-test was given before the treatment. Pre-test can be interpreted as an activity to test the level of participants' knowledge of the material to be delivered. The benefits of holding a pre-test are to determine the participants' initial abilities regarding the lesson delivered. In this research pre-test was given for both classes (experimental class and control class) to the students' narrative text ability before the application of peer feedback technique. The researcher used the steps of pre-test, they were:

1. The researcher distributed the test to the students by explaining the instruction
2. The researcher made example of narrative text
3. The researcher asked students to write narrative text based on the topic given by teacher
4. The researcher gave the limited to do the test
5. The students done the test
6. The researcher collected their paper test

7. Then, the researcher evaluated the students' writing and gives the students' score.

b. Treatment

After giving the pre-test, the students were given the treatment. The experimental class and control class were given with the same lesson topics which talked about narrative text, but it was given by different ways. The experiment class was given treatment by using peer feedback technique and control class just taught by teacher technique.

c. Post Test

Post-test was conducted to know the differences score both of classes (experimental class and control class). Post-test was held after treatments were conducted. The writing test in post-test was managed after the students had been handling with peer feedback technique and also lecture technique. The researcher gave the students post test in order to see the result whether the technique is effective or not. There were some steps that the researcher did in giving post- test, as follows:

1. The researcher distributed the test to the students by explaining the instruction
2. The researcher made example of narrative text

3. The researcher asked students to write narrative text based on the topic given by teacher
4. The researcher gave the limited to do the test
5. The students answered the test
6. The researcher collected their paper test
7. Then, the researcher evaluated the students' writing and given the students' score.

7. Technique of Data Analysis

To see significantly whether there is no different between students ability that taught by Peer Feedback Technique and teacher strategy, so the researcher have do requirement test as first by using normality test and homogeny test.

a. Requirement Test

1. Normality Test

The normality test it is used to know whether the data both of groups have normal distribution or not. The researcher analyzed the data by using Statistical Package for Social Sciences (SPSS) with *Shapiro-wilk* formula.

The interpretation of the test of normally can be concluded as follows:

- a. If the value Asymp. Sig. (2-tailed) is greater than the rate of 5% Alpha. (Asymp.sig. (2-tailed) > 0.05) it can be concluded that the data derived from sample is normally distributed.
- b. If the value of Asymp. Sig. (2-tailed) is smaller than the Alpha level of 5% (Asymp. Sig. (2-tailed) < 0.05) it can be concluded that data derived from the sample distribution is not normal.

2. Homogeneity test

Homogeneity test is used to get the assumption that sample research came from a same condition or homogenous. It is used to know whether experiment class and control class that are have the same variant or not. If both of class are variant same, it is can be called homogenous. So, this test is used to ensure that the data come from the same sample. Interpretation of the result of the homogeneity test is by looking at the value of Sig. (2-tailed).

The interpretation can be concluded as follows:

- a. If the significantly based on mean (Sig. (2-tailed) > 0.05), the variants are significantly similar (homogeneous).
- b. If the significantly based on mean (Sig. (2-tailed) < 0.05, the variant differ significantly (not homogeneous).

b. Hypothesis test

1. Paired Sample T-Test is used to determine the average difference between two pairs of samples, this test can be done if the data is normally distributed.

The interpretation can be concluded as follows:

- a. If the significance is lower 0.05 (Sig. (2-tailed) < 0.05), accordingly H_0 is rejected and H_a is accepted.
- b. If the significance is higher than 0.05 (Sig. (2-tailed) > 0.05), accordingly H_0 is accepted and H_a is rejected.

2. Independent Sample T-Test

The independent sample t-test is used to determine whether there is a difference in the mean of the two unpaired samples. This test is performed if the data is normally distributed and homogeneous.

The interpretation can be concluded as follows:

- a. If the significance is lower than 0.05 (Sig. (2-tailed) < 0.05), accordingly H_0 is rejected and H_a is accepted.
- b. If the significance is higher than 0.05 (Sig. (2-tailed) > 0.05), accordingly H_0 is accepted and H_a is rejected.

CHAPTER IV

RESEARCH RESULT

As mentioned in earlier chapter, in order to find out the effect of using peer feedback technique on students' writing narrative text ability at XI grade MAN Tapanuli Selatan, the researcher had calculated the data using pre-test and post-test. The researcher conducted the research by conducting pre-test to know the students' writing narrative text ability before giving treatment and post-test to know the students' writing narrative text ability after giving the treatment by using peer feedback technique. After getting the data, the researcher used the formulation of T-test to test the hypothesis. Next, the researcher described the data as follows:

A. Description of Data

1. The Description of Data before Using Peer Feedback Technique

a. Score of Pre-Test in Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test about "The Legend of Lake Toba, Sangkuriang and Timun Mas"

After getting the students' score of experimental class in pre-test, the researcher found the total score. Then, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The

researcher calculated it to get the mean score, median, modus, range, interval, variants and standard deviation.

The total score of experimental class in pre-test was 1.272, mean was 63.60, median was 64, modus was 64, range was 35, interval class was 7, variants was 90 and standard deviation was 9.47. The researcher got the highest score was 75 and the lowest score was 40.

The score of experimental class in pre-test can be seen in the following table:

Table 6
The Score of Pre-Test in Experimental Class

Descriptive	Statistics
Total score	1.272
Highest score	75
Lowest score	40
Mean	63.60
Median	64
Modus	64
Range	35
Interval	7
Variants	90
Standard deviation	9.47

After getting the result of mean, median and modus, the researcher moved to the next step, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval class between 40-46 was 1 student (5%), interval class between 47-53 was 3 students (10 %),

interval class between 54-60 was 3 students (15 %), interval class between 61-67 was 6 students (30 %), interval class between 68-74 was 5 students (25 %) and the last interval class between 75-81 was 3 students (15%). The frequency distribution of the students' score of experimental class in pre-test could be applied into table frequency distribution as follows:

Table 7
Frequency Distribution of Students' Score

Interval Class	Mid Point	Frequency	Percentages
40-46	43	1	5%
47-53	50	2	10%
54-60	57	3	15%
61-67	64	6	30%
68-74	71	5	25%
75-81	78	3	15%
$i=7$		20	100%

In order to get the description of the data clearly and completely, the researcher presented them in histogram on the following figure:

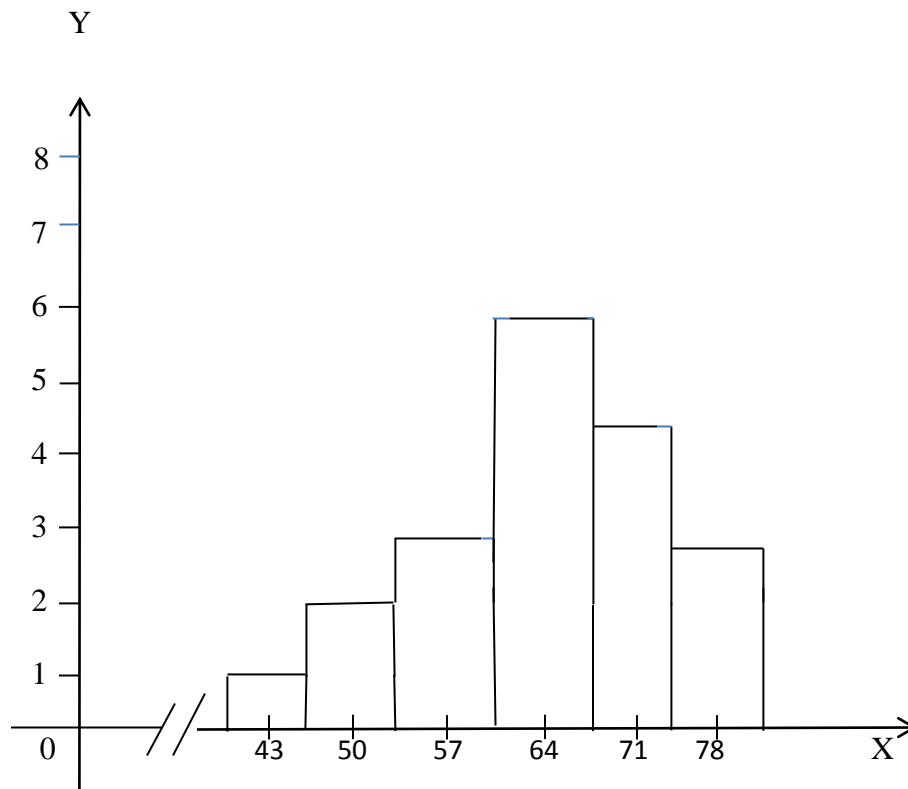


Figure 2: Description Data of Students' Writing Narrative Text in Experimental Class (Pre-Test)

From the histogram above that, the data was normal.

b. Score of Pre-Test in Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test about “The Legend of Lake Toba, Sangkuriang and Timun Mas”.

After getting the students' score of control class in pre-test, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on

statistic formula. The researcher calculated it to get the mean score (average), median, modus, range, interval, variants and standard deviation.

The total score of control class in pre-test was 1.247, mean was 62.35 median was 65, modus was 65, range was 35, interval was 7, variants was 89 and standard deviation was 9.43. The researcher got the highest score was 75 and the lowest score was 40.

The score of pre-test control class can be seen in the following table:

Table 8
The Score of Pre-Test in Control Class

Descriptive	Statistics
Total score	1.247
Highest score	75
Lowest score	40
Mean	62.35
Median	65
Modus	65
Range	35
Interval	7
Variants	89
Standard deviation	9.43

After calculating and getting the result of mean, median and modus, the researcher moved to the next step, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval between 40-46 was 1 student (5%), interval class between 47-53 was 3 students (15 %), interval class between 54-60 was 3 students (15 %), interval class between 61-67 was 6 students (30 %), interval class between 68-74 was 5 students (25 %) and the last interval class between 75-81 was 2 students (10%).

Then, the computed of the frequency distribution of the students' score of control class in pre-test could be applied into table frequency distribution as follow:

Table 9
Frequency Distribution of Students' Score

Interval Class	Mid Point	Frequency	Percentages
40-46	43	1	5%
47-53	50	3	15%
54-60	57	3	15%
61-67	64	6	30%
68-74	71	5	25%
75-81	78	2	10%
$i=7$		20	100%

In order to get the description of the data clearly and completely, the researcher presented them in histogram on the following figure:

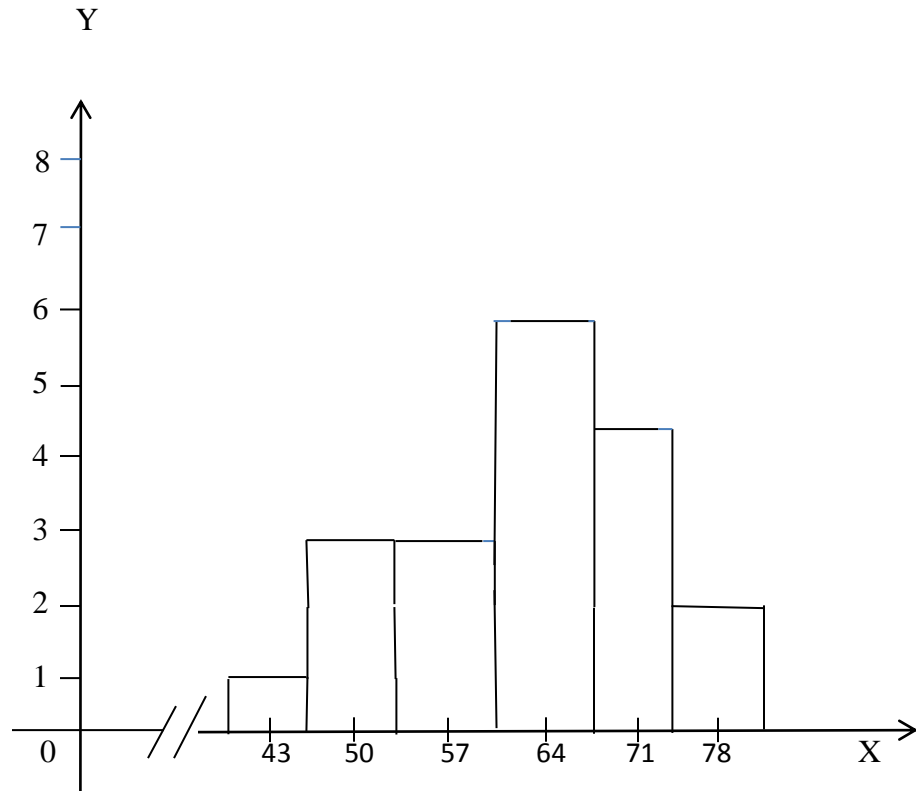


Figure 3: Description Data of Students' Writing Narrative Text in Control Class (Pre-Test)

From the histogram above shows that, the data was normal.

2. The Description of Data after Using Peer Feedback Technique

a. Score of Post-Test in Experimental Class

In post-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test about “The Legend of Sampuraga, Malin Kundang and Cinderella”.

After getting the students' score of experimental class in post-test, the researcher arranged it from the low score until the high score in

students' score form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the mean score (average), median, modus, range, variants and standard deviation.

The total score of experimental class in post-test was 1417, mean was 70.85 median was 70, modus was 64, range was 40, interval was 7 variants was 121.9 and standard deviation was 11.04. The researcher got the highest score was 94 and the lowest score was 54.

The score of post-test experimental class can be seen in the following table:

Table 10
The Score of Post-Test in Experimental Class

Descriptive	Statistics
Total Score	1.417
Highest score	94
Lowest score	54
Mean	70.85
Median	70
Modus	64
Range	40
Interval	7
Variants	121.9
Standard deviation	11.04

After calculating and getting the result of mean, median and modus, the researcher moved to the next step, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval between 54-60 was 3 students (15%), interval class between 61-67 was 4 students (20%), interval class between 68-74 was 6 students (30%), interval class between 75-81 was 5 students (25%), interval class between 82-88 was 0 student (0%) and the last interval class between 89-95 was 2 (10%) .

Then, the computed of the frequency distribution of the students' score of experimental class in post-test could be applied into table frequency distribution as follow:

Table 11
Frequency Distribution of Students' Score

Interval Class	Mid Point	Frequency	Percentages
54-60	57	3	15%
61-67	64	4	20%
68-74	71	6	30%
75-81	78	5	25%
82-88	85	0	0%
89-95	92	2	10%
$i=7$		20	100%

In order to get the description of the data clearly and completely, the researcher presented them in histogram on the following figure:

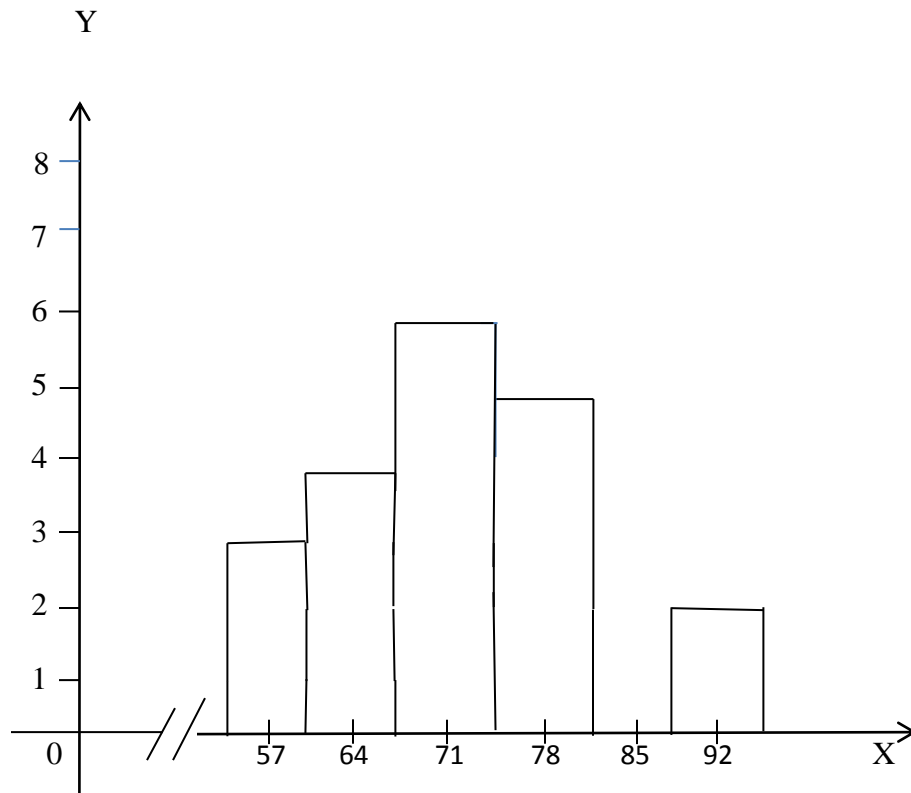


Figure 4: Description Data of Students' Writing Narrative Text in Experimental Class (Post-Test)

From the histogram above shows that, the data was normal.

b. Score of Post-Test in Control Class

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test about “The Legend of Sampuraga, Malin Kundang and Cinderella”. After getting the students’ score of control class in post-test, the researcher arranged it from the low score until the high score students score. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the

mean score (average), median, modus, range, variants and standard deviation.

The total score of control class in post-test was 1323, mean was 66.15, median was 68, modus was 75, range was 35, interval was 7, variants was 105.08 and standard deviation was 10.25. The researcher got the highest score was 80 and the lowest score was 45.

The score of post-test control class can be seen in the following table:

Table 12
The Score of Post-Test in Control Class

Descriptive	Statistics
Total Score	1323
Highest score	80
Lowest score	45
Mean	66.15
Median	68
Modus	75
Range	35
Interval	7
Variants	105.08
Standard deviation	10.25

After calculating and getting the result of mean, median and modus, the researcher moved to the next step, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval class between 45-51 was 2 students (10 %), interval class between 52-58 was 3 students (15 %),

interval class between 59-65 was 2 students (10 %), interval class between 66-72 was 7 students (35%), interval class between 73-79 was 5 students (25%) interval class between 80-86 was 2 students (10%) and the last interval class between 87-90 was 0 student (0%).

Then, the computed of the frequency distribution of the students' score of control class in post-test could be applied into table frequency distribution as follow:

Table 13
Frequency Distribution of Students' Score

Interval Class	Mid Point	Frequency	Percentages
45-51	48	2	10%
52-58	55	3	15%
59-65	62	2	10%
66-72	69	7	35%
73-79	76	5	25%
80-86	83	2	10%
$i=7$		20	100%

In order to get the description of the data clearly and completely, the researcher presented them in histogram on the following figure:

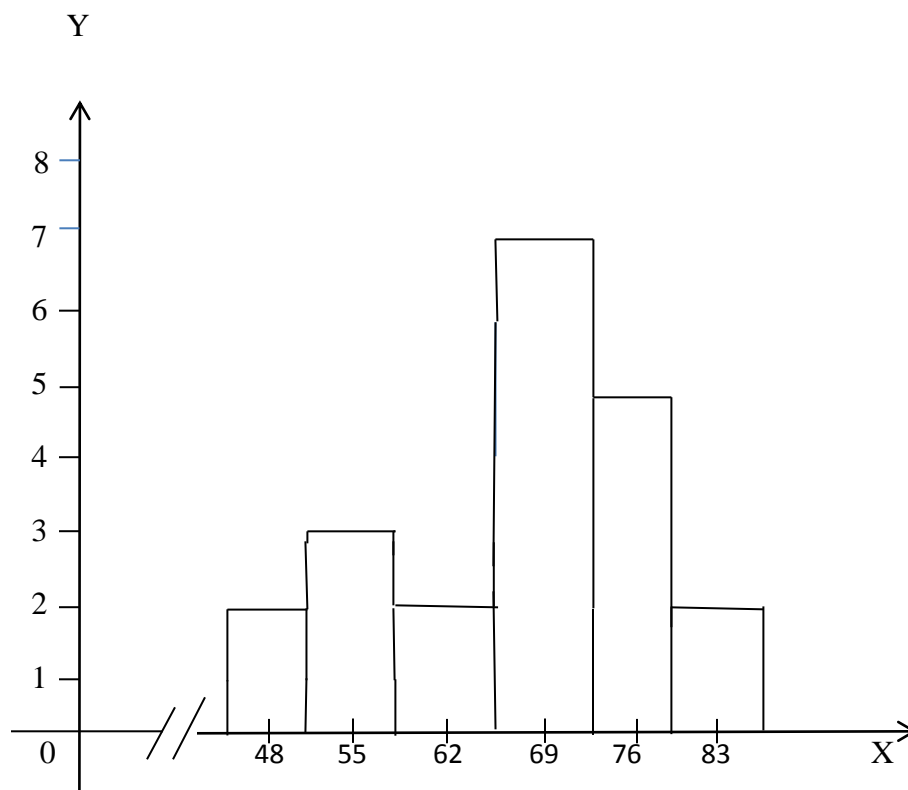


Figure 5: Description Data of Students' Writing Narrative Text in Control Class (Post-Test)

From the histogram above shows, the data was normal.

3. Hypothesis Test

Independent Sample-T test used for the truth or falsity of a hypothesis which states that between two sample means unpaired. Independent T-Test used of experimental class post -test data with post -test control data. The researcher used Independent Sample T-Test by using SPSS to analyze the hypothesis. After calculating the data of post-test, the researcher has found that post-test result of experimental class and control class is normal and homogeneous. Hypothesis of the research was” there is the effect of using peer feedback on students’ writing narrative text ability at XI grade MAN Tapanuli Selatan”.

Table 14

Independent T-Test of Post-Test in Experimental Class and Control Class

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar	Post-test (Ex)	20	70.8500	11.04191	2.46905
Siswa	Post-Test (Cont)	20	66.1500	10.25093	2.29218

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	.022	.883	1.395	38	0.17	4.70000	3.36902	-2.12021	11.52021
	Equal variances not assumed			1.395	37.7 92	0.17	4.70000	3.36902	-2.12145	11.52145

Based on table 14, the researcher found that independent sample t-test of students' at experimental and control class in post- test was found sig. (2 tailed) of $0.017 < 0.05$, it means H_0 was rejected and H_a was accepted, while mean of students at experimental class in post-test was 70.85 and mean of students at control class in post-test was 66.15. It can be concluded hypothesis of the research was "there is the effect of using peer feedback technique on writing narrative text ability at XI grade students MAN Tapanuli Selatan.

4. Gain Score of Experimental Class and Control Class

The gain score of experimental class and control class can be seen in the following table:

Table 15

Gain Score of Experimental Class and Control Class

Class	Pre-Test	Post-Test	Enhancement	Gain Score
Experimental	63.60	70.85	7.25	11.05
Control	62.35	66.15	3.8	

Based on the table 15, the researcher found that the gain score of students at experimental class was 11.05.

B. Discussion

Based on the data analysis that had found by the researcher, shown that there was significant effect of using peer feedback technique on students' writing narrative text ability at XI grade MAN Tapanuli Selatan, where the result mean score experimental class was higher than control class. The researcher had been count the result in data analysis where the mean score in pre-test experimental class was 63.60 and control class was 62.35, in post-test mean score in experimental class was 70.85 and control class was 66.15. It means there is a significant effect by using peer feedback technique on students' writing narrative text ability at XI grade MAN Tapanuli Selatan. The theory of Harmer significant with this research that said peer feedback is valuable element in the writing

process.¹ From his statement that the research has proved this theory to MAN Tapanuli Selatan at XI grade.

The same result also found by Annisa Ayunda Citra.² She concluded there was significant effect of using peer feedback technique to students' achievement in writing recount text. it was proved from the result of t-test which was 13.07 and t-table was 1.99 (t-test > t-table, 13.07>1.99). It can be concluded that there is a significant effect of using peer feedback technique on students' achievement in writing recount text.

The second is Rizki Ramadhani's research.³ He concluded that the use of peer feedback was effective in improving students, skill in writing hortatory exposition text. It was proved by the value of t-test between two means of experimental and control group was 6.25 with *df* was 55, the degree of significance in the level of 5% which in the table of significance showed that level 5% of *df* 55 was 2. It means, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that there significant influence of using peer feedback in writing hortatory exposition text.

¹ Harmer, *How to Teach Writing*, p. 115.

² Annisa Ayunda Citra, "The Effect of Using Peer Feedback Technique on Students' in Writing Recount Text," 2017, p. 49, <http://repository.umsu.ac.id>.

³ Rizki Ramadhani, "The Effectiveness of Peer Feedback in Improving Students' Skill in Writing Hortatory Exposition Text," 2019, p. 43, <https://digilibadmin.unismuh.ac.id>.

Another some result also found by Antonius Maria K. Naro and Ahmad Nasikin.⁴ In their research based on the finding of the research data, the collected data have been analyzed by t-test find out whether or not the use of peer feedback is effective in teaching writing narrative text. The result obtained that (t-table) is lower than (t-observation) in significance. The null hypothesis (H_0) is rejected and hypothesis (H_a) is accepted. It means the use of peer feedback is effective in teaching writing narrative.

From the result of the research that was previously stated from the first, the second, and the third researcher it was proved that the students' score who were taught by using peer feedback technique got better score. As in this research, the mean score of experimental class in post-test got higher result than the mean score of control class in post-test ($75.45 > 58.40$).

Based on the above explanation, the researcher concluded that hypothesis alternative was accepted and there was significant effect of using peer feedback technique on students' writing ability.

C. Threats of the Research

The researcher found threats of the research as follows:

1. Some of the students were not serious in answering the pre-test and post. Some of them still were cheating. It made the answer of the test was not too pure because some of them did not do it by themselves.

⁴ Ahmad Nasikin Antonius Maria K. Naro, "The Using of Peer Feedback In Teaching Narrative Writing In The Eight Grade Students of SMP Negeri 1 Waigate In The 2017/2018 Academic Year," 2019, p. 18.

2. The learning implementation was not too effective because the time is limited.
3. The students were noisy while the learning process. They were not concentrating in the following learning process. Some of them talked to their friends in outside of the topic lesson that given by the teacher.
4. Some of them were not interested in learning English and give the impact to their answer.
5. The researcher couldn't explain the material by using English fully because some of the students did not understand English well.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, the conclusions of this research are:

1. The students' writing narrative text ability at grade XI MAN Tapanuli Selatan before learning narrative text by using peer feedback technique in experimental class was 1.272, while in control class was 1247. It also can be seen from the students' mean score of pre-test. The mean score of experimental class was 63.60 and the mean score of control class was 62.35.
2. The students' writing narrative text ability at XI grade MAN Tapanuli Selatan after learning narrative text by using peer feedback technique in experimental class was 1.417 and also can be seen from the students' score of post-test, the higher score after using peer feedback technique (experimental class) was 94 and the lowest score was 54.
3. There was significant effect of using peer feedback technique on students' writing narrative text ability at XI grade MAN Tapanuli Selatan. It can be seen from the result of independent sample t-test of students' at experimental and control class in post- test was found sig. (2 tailed) of $0.017 < 0.05$, it means H_0 was rejected and H_a was accepted, while mean of students at experimental class in post-test was 70.85 and mean of students at control class in post-test was 66.15. It can be concluded that

the students' score of experimental class was higher than the students' score of control class.

B. Suggestions

The researcher got many information and knowledge in English teaching and learning after finishing this research. From this research, the researcher saw some things need to be improved. It makes the researcher give some suggestions, as follow:

1. For the head master of MAN Tapanuli Selatan, it is hoped to inform the English teacher in the school to use peer feedback technique in teaching writing. The researcher and other proved that peer feedback technique was effective to be applied in classroom.
2. For the English teacher, it is hoped to use this technique while teaching writing especially narrative text because this technique had been proved and can help the students in understanding and creating the narrative text.
3. For the students, it is hoped can be useful to improve their writing ability after using this technique.
4. For the next researcher, this research can help the other researcher who will conduct further research in the same topic. It is hoped that other researchers can get many information from this experimental research, even do a comparison between this researches with another research with the similar variables.

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CURICULUM VITAE



A. Identity

Name : Eva Fitriani Pasaribu
Registration Number : 17 203 00011
Place/ Date of Birthday : Hajoran, 25th November 1998
Gender : Female
Religion : Islam
Address : Batang Parsuluman, Kecamatan Saipar Dolok Hole,
Kab. Tapanuli Selatan.
Phone Number : 082365958336
Email : evafitrianipasaribu26846@gmail.com

B. Parent

Father's Name : Ibrahim Pasaribu
Job : Farmer
Mother's Name : Amelina Sitompul
Job : Farmer

C. Educational Background

Elementary School : SDN 101010 Parsuluma (2011)
Junior High School : MTsN 2 Sipagimbar (2014)
Senior High School : MAS YPKS Padangsidimpuan (2017)
College : IAIN Padangsidimpuan (2021)

APPENDIX 1

LESSON PLAN (EXPERIMENTAL CLASS)

Sekolah	: MAN Tapanuli Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Genap
Alokasi Waktu	: 2x45

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan pergaulan dan keberadaanya.
3. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan ramah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai dengan kaidah keilmuaan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar: Mampu memahami text yang sedang dipelajari dengan benar
2. Indikator:

- a. Siswa terampil memahami teks narrative berbentuk fabel dan sederhana untuk memperoleh hiburan.
- b. Menggunakan ungkapan dengan struktur teks yang runtut sesuai dengan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu memahami text narrative dengan baik dengan bantuan teknik yang diberikan guru.
2. Siswa diharapkan mampu menulis sebuah teks yang berbentuk narrative.

D. Materi Pembelajaran

1. Narrative adalah teks yang menceritakan sesuatu yang imajinatif atau sesuaatou yang hanya khayalan belaka dan tujuannya untuk menghibur pembaca.
2. Generic structure/ciri-ciri narrative teks: Orientation, Complication, Resolution, Re- orientation/ coda.
 - a. Orientation: in this paragraph the narrator tells the audience who is in the story, when it is happening, where it is happening and what is going on.
 - b. Complication: this the part of the story where the narrator tells about something that will begin at a chain of events. These events will affect one or more of the characters, the complications is the trigger. Tells the beginning of the problem which leads to the crisis of the main participants.
 - c. Resolution: in this part of the narrative, the complication is solved out or the problem is solved. The problem is revolved, either in a happy or in a sad ending.
 - d. Re-orientation/ coda: this is closing remark to the story and it is optional, it is includes a coda if there is a moral or message to be learned from the story.

3. Grammatical Features

- a. The use of noun phrases (a handsome price, a beautiful princess)
- b. The use of connectives (first, before, that, then, finally)
- c. The use of simple past tenses(he went to jungle)
- d. The use of adverbial phrases of time and place(in the garden, two days ago)
- e. The use of action verb(walk, went)
- f. The use of saying verb (say, tell, ask)

4. The example of Narrative Text

PINOCCHIO

6 . 6 Examples of Narrative Text

PINOCCHIO



Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never feel lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised, Pinocchio was alive. He really was happy. He taught Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grows longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thief was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.

In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire.

They went home back together, and lived happy forever after.

(Source: <http://brechonana.blogspot.com/2015/01/contoh-narrative-text-bahasa-inggris.html>)

E. Metode Pembelajaran

-Metode Pembelajaran: Peer Feedback Technique

F. Media pembelajaran

1. Media

- a. worksheet atau lembar kerja(siswa)
- b. the copy of materials

2. Alat/Bahan

-Spidol dan papan tulis

G. Langkah-langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 Menit)
Kegiatan Pendahuluan
<ol style="list-style-type: none">a. Greeting (salam dan tegur sapa)b. Berdoac. Guru memeriksa kehadiran siswad. Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan dalam kelas.
Kegiatan Pembelajaran /Kegiatan Inti
<ol style="list-style-type: none">a. Guru menjelaskan tentang pengertian narrative text dan generic structure text narrative.b. Guru memberikan contoh narrative teks pada siswa.c. Siswa mendengarkan dan merespon dengan cermat introduction tentang penulisan narrative text.d. Siswa memperhatikan dengan seksama penjelasan tentang kosakata. dan tata bahasa yang berkaitan dengan penulisan teks narrative.e. Guru menjelaskan teknik yang akan digunakan dalam process menulis narrative text yaitu teknik peer feedbackf. Guru menjelaskan dan meyakinkan siswa tentang peer

feedback teknik dan manfaat dari peer feedback teknik.

- g. Mempersiapkan siswa untuk menulis dan menanggapi tulisan.
- h. Memberi waktu untuk siswa untuk menulis teksnya.
- i. Membentuk pasangan atau kelompok, namun alangkah baiknya jika siswa diberikan kebebasan untuk memilih pasangannya.
- j. Guru memberikan struktur umpan balik (peer feedback) yang baik sehingga siswa dapat memanfaatkannya sebaik mungkin.
- k. Mintalah siswa untuk membagikan hasil tulisannya kepada temannya untuk diperiksa.
- l. Mintalah siswa untuk mengecek dan memberikan komentar terhadap hasil tulisan teman sebaya menggunakan beberapa checklist yang tersedia.
- m. Mengumpulkan worksheet tersebut kemudian berikan pada siswa yang dimaksud.
- n. Mintalah siswa untuk menulis kembali dan memperbaiki tulisan mereka.
- o. Guru memantau murid selama proses pembelajaran berlangsung sampai selesai.
- p. Guru menjelaskan lagi kepada murid bahwa pentingnya peer feedback agar siswa dapat belajar dan mendapatkan manfaat dari kegiatan tersebut.
- q. Guru mengumpulkan hasil akhir tulisan siswa.

Penutup

- a. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic.
- b. Guru menanyakan kesulitan siswa selama proses belajar mengajar.

- c. Mengakhiri pelajaran.
- d. Mengingatkan siswa untuk belajar di rumah.
- e. Salam

Pertemuan Ke-2 (2 x45)

Kegiatan Pendahuluan

- a. Guru memberi salam
- b. Berdoa
- c. Guru memeriksa kehadiran siswa
- d. Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas.
- e. Guru memberi motivasi belajar siswa secara kontekstual
- f. Guru menanyakan kembali terkait pemahaman siswa terhadap materi pada pertemuan pertama

Kegiatan Inti

- a. Elaborasi memfasilitasi peserta didik melalui pembelajaran tugas, dan lain-lain
 - 1. Mengingatkan kembali materi/teks yang sudah dipelajari
 - 2. Siswa menjawab soal yang diberikan guru.
- b. Konfirmasi
 - 1. Guru menanyakan kembali terkait materi pemahaman siswa terhadap materi pada pertemuan pertama.

Kegiatan Penutup

- a. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahai topic
- b. Siswa dan guru membuat kesimpulan terhadap materi yang telah diajarkan.
- c. Siswa dan guru menutup pembelajaran dengan membaca do'a.

H. Penilaian:

I. Indikator, Teknik, Bentuk, dan Contoh Soal

Indicator	Teknik	Bentuk	Contoh soal
Membuat text narrative dengan memperhatikan fungsi sosial, dan unsur kebahasaan secara benar dan sesuai konteks.	Tes tertulis	Tugas individu	Write a narrative text 3-4 paragraph consist of orientation, complication, resolution and re-orientation/ coda, the topic is about The Legend of Lake Toba

Rubric penilaian:

Criteria	Skor 4	Skor 3	Skor 2	Skor 1
Ide yang dipilih (The selected idea)	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
Organisasi/ Struktur teks dan isi (organization/ structure text and content)	The text is suitable with genre, the term and features are followed perfectly, the information is relevant, the content of the text is very easy to understand.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
Tata bahasa (Grammar)	There is no mistakes with grammar. The content and the meaning of the text can be	There are some mistakes, but do not interfere the meaning and	There are many mistakes, but do not interfere the meaning	Too much mistakes and interfere the meaning and content.

	understood and very clear.	content.	and content.	
Perbendaharaan kata (Vocabulary)	Effective word or idiom choice and usage.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.

Pedoman Penilaian :

$$\frac{\text{jumlah skor yang diperoleh siswa}}{\text{skor maksimal}} \times 100$$

Keterangan :

1. Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa kelima kriteria
2. Skor maksimal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria). Jadi skor maksimal adalah $4 \times 4 = 16$

Padangsidempuan, Desember 2020

Mengetahui

Validator

Siti Kholijah Tambunan, S.Pd

Peneliti

Eva Fitriani Pasaribu

NIM. 1720300011

APPENDIX 2

LESSON PLAN (CONTROL CLASS)

Sekolah : MAN Tapanuli Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Genap
Alokasi Waktu : 2x45

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan pergaulan dan keberadaanya.
3. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan ramah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai dengan kaidah keilmuaan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar: Mampu memahami text yang sedang dipelajari dengan benar
2. Indikator
 - a. Siswa terampil memahami teks narrative berbentuk fabel dan sederhana untuk memperoleh hiburan.

- b. Menggunakan ungkapan dengan struktur teks yang runtut sesuai dengan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu memahami text narrative dengan baik dengan bantuan teknik yang diberikan guru.
2. Siswa diharapkan mampu menulis sebuah teks yang berbentuk narrative.

D. Materi Pembelajaran

2. Narrative adalah teks yang menceritakan sesuatu yang imajinatif atau sesualau yang hanya khayalan belaka dan tujuannya untuk menghibur pembaca.
3. Generic structure/ciri-ciri narrative teks: Orientation, Complication, Resolution, Re-orientation/ coda.
 - a. Orientation: in this paragraph the narrator tells the audience who is in the story, when it is happening, where it is happening and what is going on.
 - b. Complication: this the part of the story where the narrator tells about something that will begin at a chain of events. These events will affect one or more of the characters, the complications is the trigger. Tells the beginning of the problem which leads to the crisis of the main participants.
 - c. Resolution: in this part of the narrative, the complication is solved out or the problem is solved. The problem is resolved, either in a happy or in a sad ending.
 - d. Re-orientation/ coda: this is closing remark to the story and it is optional, it is includes a coda if there is a moral or message to be learned from the story.
4. Grammatical Features
 - a. The use of noun phrases (a handsome prince, a beautiful princess)

- b. The use of connectives (first, before, that, then, finally)
- c. The use of simple past tenses(he went to jungle)
- d. The use of adverbial phrases of time and place(in the garden, two days ago)
- e. The use of action verb(walk, went)
- f. The use of saying verb (say, tell, ask)

5. The example of Narrative Text

6.6 Examples of Narrative Text

PINOCCHIO



Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never feel lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised, Pinocchio was alive. He really was happy. He taught Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grows longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thief was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.

In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire.

They went home back together, and lived happy forever after.

(Source: <http://brechonana.blogspot.com/2015/01/contoh-narrative-text-bahasa-inggris.html>)

E. Metode Pembelajaran

-Metode Pembelajaran: Teacher Strategy

F. Media pembelajaran

1. Media

- worksheet atau lembar kerja(siswa)
- the copy of materials

2. Alat/Bahan

- Spidol dan papan tulis

G. Langkah-langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 Menit)
Kegiatan Pendahuluan
<ul style="list-style-type: none">a. Greeting (salam dan tegur sapa)b. Berdoac. Guru memeriksa kehadiran siswad. Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan dalam kelas.
Kegiatan Pembelajaran /Kegiatan Inti
<ul style="list-style-type: none">a. Guru menjelaskan tentang pengertian narrative text dan generic structure text narrative.b. Guru memberikan contoh narrative teks pada siswa.c. Siswa membaca teks narrative tentang teks yang diberiksan oleh gurud. Siswa mendengarkan dan merespon dengan cermat introduction tentang penulisan narrative text.e. Siswa memperhatikan dengan seksama penjelasn tentang kosakata. dan tata bahasa yang berkaitan dengan penulisan teks narrative.f. Guru menyuruh siswa untuk menulis sebuah text narrative.g. Guru memberikan topik dari text narrative yang akan ditulis oleh

siswa.

- h. Guru bertanya pada siswa tentang topic yang akan mereka tulis.
- i. Memberi waktu untuk siswa untuk menulis teksnya berdasarkan topic yang telah ditentukan oleh guru.
- j. Guru memantau murid selama proses pembelajaran berlangsung sampai selesai.
- k. Guru mengumpulkan hasil akhir tulisan siswa.

Penutup

- a. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic.
- b. Guru menanyakan kesulitan siswa selama proses belajar mengajar.
- c. Guru menyimpulkan hal-hal yang telah dipelajari kepada murid.
- d. Mengakhiri pelajaran.
- e. Mengingatkan siswa untuk belajar di rumah.
- f. Salam

Pertemuan Ke-2 (2 x45)

Kegiatan Pendahuluan

- a. Guru memberi salam
- b. Berdoa
- c. Guru memeriksa kehadiran siswa
- d. Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam klas.
- e. Guru memberi motivasi belajar siswa secara kontekstual
- f. Guru menanyakan kembali terkait pemahaman siswa terhadap materi pada pertemuan pertama

Kegiatan Inti
<p>a. Elaborasi memfasilitasi peserta didik melalui pembelajaran tugas, dan lain-lain</p> <p style="padding-left: 40px;">a. Mengingat kembali materi/teks yang sudah dipelajari</p> <p style="padding-left: 40px;">b. Siswa menjawab soal yang diberikan guru.</p> <p>b. Konfirmasi</p> <p>1. Guru menanyakan kembali terkait materi terhadap pemahaman siswa terhadap materi pada pertemuan pertama.</p>
Kegiatan Penutup
<p>a. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic</p> <p>b. Siswa dan guru membuat kesimpulan terhadap materi yang telah diajarkan.</p> <p>c. Siswa dan guru menutup pembelajaran dengan membaca do'a</p>

H. Penilaian:

1. Indikator, Teknik, Bentuk, dan Contoh Soal

Indicator	Teknik	Bentuk	Contoh soal
Membuat text narrative dengan memperhatikan fungsi sosial, dan unsur kebahasaan secara benar dan sesuai konteks.	Tes tertulis	Tugas individu	Write a narrative text 3-4 paragraph consist of orientation, complication, resolution and re-orientation/ coda, the topic is about The Legend of Lake Toba

Rubric penilaian:

Criteria	Skor 4	Skor 3	Skor 2	Skor 1
Ide yang dipilih (The selected idea)	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
Organisasi/ Struktur teks dan isi (organization/ structure text and content)	The text is suitable with genre, the term and features are followed perfectly, the information is relevant, the content of the text is very easy to understand.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
Tata bahasa (Grammar)	There is no mistakes with grammar. The content and the meaning of the text can be understood and very clear.	There are some mistakes, but do not interfere the meaning and content.	There are many mistakes, but do not interfere the meaning and content.	Too much mistakes and interfere the meaning and content.
Perbendaharaan kata (Vocabulary)	Effective word or idiom choice and usage.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.

Pedoman Penilaian :

$$\frac{\text{jumlah skor yang diperoleh siswa}}{\text{skor maksimal}} \times 100$$

Keterangan :

3. Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa kelima kriteria
4. Skor maksimal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria). Jadi skor maksimal adalah $4 \times 4 = 16$

Padangsidempuan, Desember 2020

Mengetahui

Validator

Siti Kholijah Tambunan, S.Pd

Peneliti

Eva Fitriani Pasaribu

NIM. 1720300011

APPENDIX 3

(Students' Pre-test Experimental Class)

Writing Test

Mata Pelajaran :

Nama :

Kelas/ Semester :

Hari/ Tanggal :

Soal

Read these instructions before doing the test!

1. Write a narrative text 3-4 paragraphs consist of orientation, complication, resolution and re-orientation/ coda, the topic is about **The Legend of Lake Toba, Sangkuriang and Timun Mas**, choose one of these theme!
2. You have 60 minutes to do your task

Mengetahui,

Validator

Siti Kholijah Tambunan, S.Pd

APPENDIX 4

(Students' Pre-test Control Class)

Writing Test

Mata Pelajaran :

Nama :

Kelas/ Semester :

Hari/ Tanggal :

Soal

Read these instructions before doing the test!

1. Write a narrative text 3-4 paragraphs consist of orientation, complication, resolution and re-orientation/ coda, the topic is about **The Legend of Lake Toba, Sangkuriang and Timun Mas**, choose one of these theme!
2. You have 60 minutes to do your task.

Mengetahui,

Validator

Siti Kholijah Tambunan, S.Pd.

APPENDIX 5

Form of Construct Validity for Writing Matery Test

Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI/ II
Penelaah : Siti Kholijah Tambunan, S.Pd

A. Petunjuk pengisian format pengisian butir soal

1. Analisilah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2. Berilah tanda cek (√) pada kolom “ya” apabila soal yang ditelaah sudah sesuai dengan kriteria
3. Berilah tanda cek (X) pada kolom “tidak” apabila soal yang ditelaah tidak sesuai dengan kriteria
4. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Form of Construct Validity for Writing Matery Test (Pre-Test)

No.	Aspek	Ya	Tidak	Catatan
1.	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas XI di semester II?			
2.	Apakah isi materi dan topic sesuai dengan jenjang sekolah atau tingkat kelas?			
3.	Apakah instruksi dapat dipahami?			
4.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			
5.	Apakah alokasi waktu sudah cukup?			

Mengetahui,
Validator

Siti Kholijah Tambunan, S.Pd.

APPENDIX 6

(Students Treatment Experimental Class)

Post test

Mata Pelajaran :

Nama :

Kelas/ Semester :

Hari/ Tanggal :

Soal

Read these instructions before doing the test!

1. Write a narrative text 3-4 paragraphs consist of orientation, complication, resolution and re-orientation/ coda, the topic is about **The Legend of Sampuraga, Malin Kundang and Cinderella**, choose one of these theme!
2. You have 60 minutes to do your task!
3. Give the results of your writing to your friends for review!
4. Check and comment on your friends' writing!
5. After your friend checks your writing then rewrite and correct your writing!

Mengetahui,

Validator

Siti Kholijah Tambunan, S.Pd.

APPENDIX 7

(Students' Post Test Control Class)

Writing Test

Mata Pelajaran :

Nama :

Kelas/ Semester :

Hari/ Tanggal :

Soal

Read these instructions before doing the test!

1. Write a narrative text 3-4 paragraphs consist of orientation, complication, resolution and re-orientation/ coda, the topic is about **The Legend of Sampuraga, Malin Kundang and Cinderella**, Choose one of these theme!
3. You have 60 minutes to do your task!

Mengetahui,

Validator

Siti Kholijah Tambunan, S.Pd.

APPENDIX 8

Form of Construct Validity for Writing Matery Test

Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI/ II
Penelaah : Siti Kholijah Tambunan, S.Pd

A. Petunjuk pengisian format pengisian butir soal

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2. Berilah tanda cek (√) pada kolom “ya” apabila soal yang ditelaah sudah sesuai dengan kriteria
3. Berilah tanda cek (X) pada kolom “tidak” apabila soal yang ditelaah tidak sesuai dengan kriteria
4. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Form of Construct Validity for Writing Matery Test (Post-Test)

No.	Aspek	Ya	Tidak	Catatan
1.	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas XI di semester II?			
2.	Apakah isi materi dan topic sesuai dengan jenjang sekolah atau tingkat kelas?			
3.	Apakah instruksi dapat dipahami?			
4.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			
5.	Apakah alokasi waktu sudah cukup?			

Mengetahui,
Validator

Siti Kholijah Tambunan, S.Pd

APPENDIX 9

Score of Experimental Class in Pre-test

No	Name	Total
1.	Adelina Maharani Smibolon	50
2.	Adinda Gultom	64
3.	Aman Harahap	64
4.	Annisa Fitri	64
5	Aslam Hudiriah Pasaribu	68
6	Efrida Wati Pasaribu	68
7	Elina Pasaribu	57
8	Hoirul Pasaribu	64
9.	Ilham Siregar	75
10	Muhammad Fadli Ramadan	68
11	Nurianti Ritonga	75
12.	Novita Dongoran	40
13.	Riski Putri	57
14.	Sabda Rambe	65
15.	Sahrulka Siregar	64
16.	Susi Susanti Simatupang	74
17.	Santosa Sipahutar	50
18.	Sandan Tiara Rambe	73
19	Umiyati Pane	57
20	Yade Safitri	75

APPENDIX 10

Score of Control Class in Pre-test

No	Name	Total
1.	Ali Imran	70
2.	Andri Lutfi	40
3.	Ahmad Mujahir	65
4.	Elsa Marisa	57
5	Eka Susanti	50
6	Gita Marina	65
7	Habibillah	50
8	Julfahmi	75
9.	Lanna	50
10	Mutia	68
11	Nursaida	65
12.	Nursanti	65
13.	Paisal	65
14.	Rahmawati	54
15.	Rosalinda	63
16.	Sari Mawaddah	72
17.	Usmi Lidia	68
18.	Yulinda	75
19	Yusniati	60
20	Yen Enjel	70

APPENDIX 11

Score of Experimental Class in Post-test

No	Name	Total
1.	Adelina Maharani Smibolon	64
2.	Adinda Gultom	70
3.	Aman Harahap	70
4.	Annisa Fitri	64
5	Aslam Hudiriah Pasaribu	75
6	Efrida Wati Pasaribu	54
7	Elina Pasaribu	64
8	Hoirul Pasaribu	64
9.	Ilham Siregar	94
10	Muhammad Fadli Ramadan	54
11	Nurianti Ritonga	80
12.	Novita Dongoran	70
13.	Riski Putri	73
14.	Sabda Rambe	68
15.	Sahrulka Siregar	70
16.	Susi Susanti Simatupang	94
17.	Santosa Sipahutar	56
18.	Sandan Tiara Rambe	80
19	Umiyati Pane	78
20	Yade Safitri	75

APPENDIX 12

Score of Control Class in Post-test

No	Name	Total
1.	Ali Imran	75
2.	Andri Lutfi	69
3.	Ahmad Mujahir	70
4.	Elsa Marisa	45
5	Eka Susanti	45
6	Gita Marina	68
7	Habibillah	67
8	Julfahmi	80
9.	Lanna	68
10	Mutia	75
11	Nursaida	54
12.	Nursanti	64
13.	Paisal	68
14.	Rahmawati	56
15.	Rosalinda	56
16.	Sari Mawaddah	64
17.	Usmi Lidia	75
18.	Yulinda	80
19	Yusniati	69
20	Yen Enjel	75

APPENDIX 13

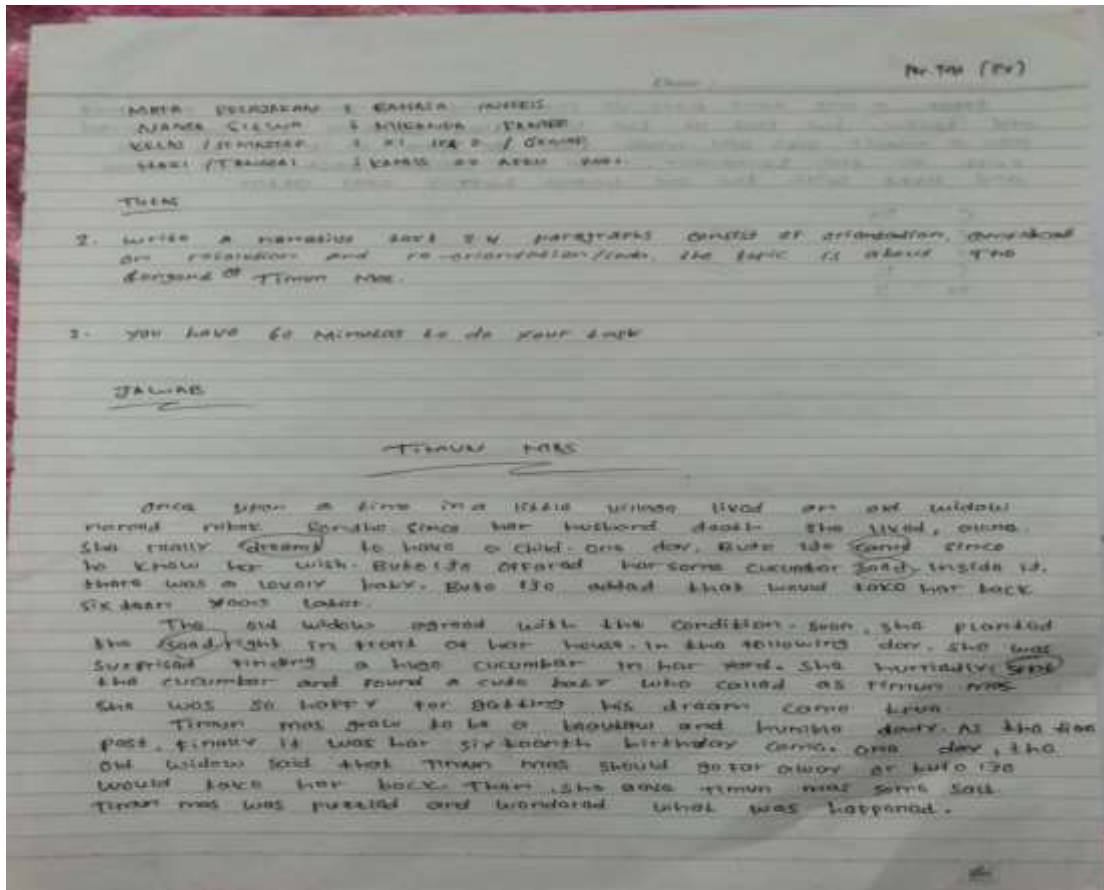
Data Descriptive Statistics (Data SPSS)

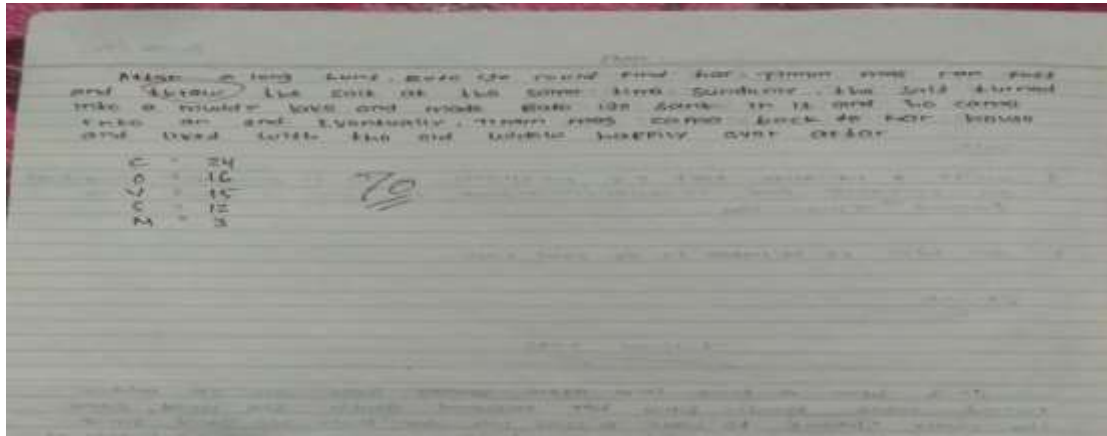
		Statistics			
		Pre-Test Ekspriment	Post-Test Ekspriment	Pre-Test Control	Post-Test Control
N	Valid	20	20	20	20
	Missing	0	0	0	0
Mean		63.60	70.85	62.35	66.15
Std. Error of Mean		2.118	2.469	2.109	2.292
Median		64.00	70.00	65.00	68.00
Mode		64	64 ^a	65	75
Std. Deviation		9.472	11.042	9.433	10.251
Variance		89.726	121.924	88.976	105.082
Range		35	40	35	35
Minimum		40	54	40	45
Maximum		75	94	75	80
Sum		1272	1417	1247	1323

a. Multiple modes exist. The smallest value is shown

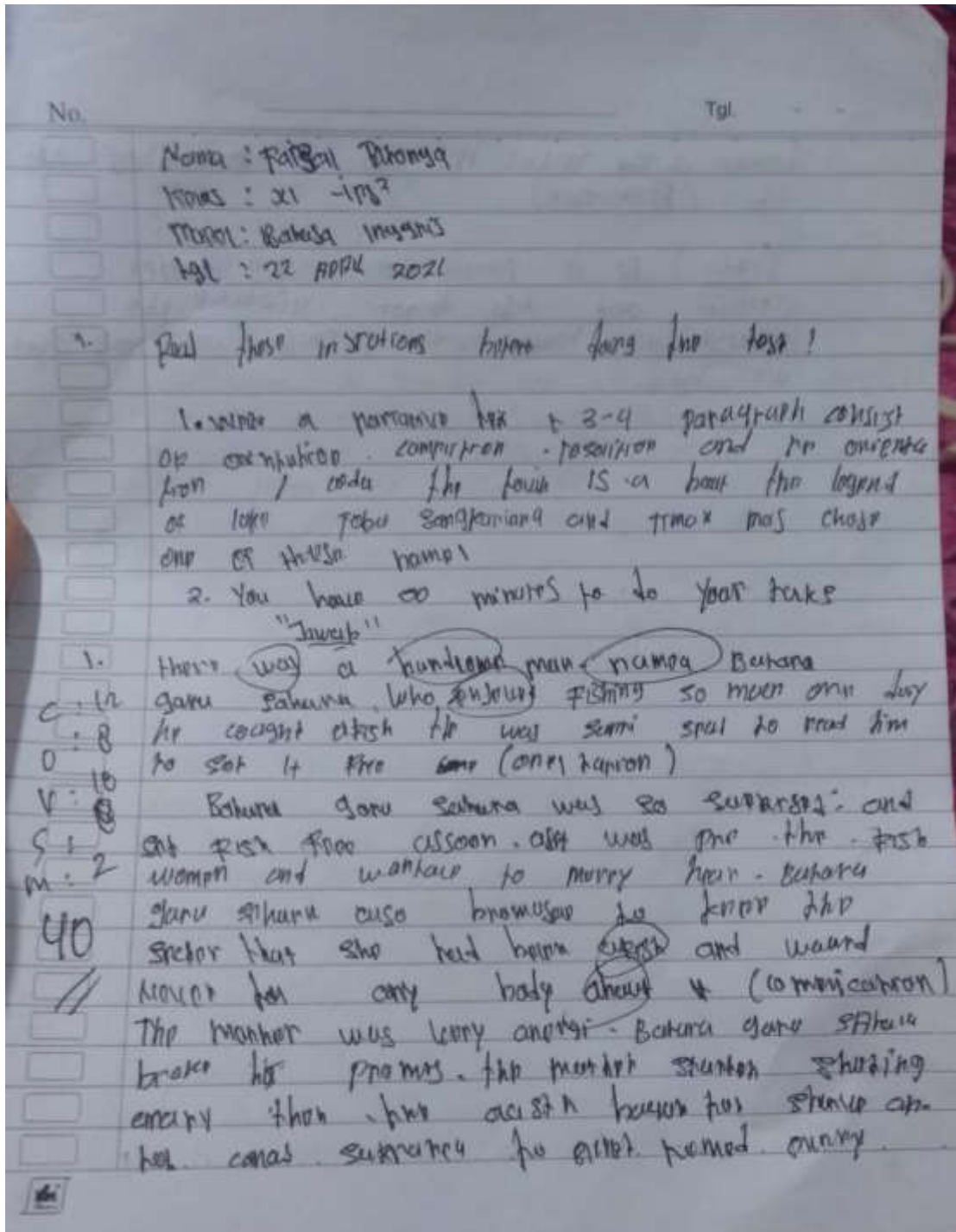
APPENDIX 14

Students' highest score (Pre-Test Experimental Class)





Students' lowest score (Pre-Test Experimental Class)



Students' highest score (Pre-Test Control Class)

No.

Tgl.

Nama : Rahmat P. Riongo

Kelas : XI-IPS-2

Mapel : Bahasa Inggris

Tgl : 22-APRIL-2021

1. Read these instructions before doing the test!

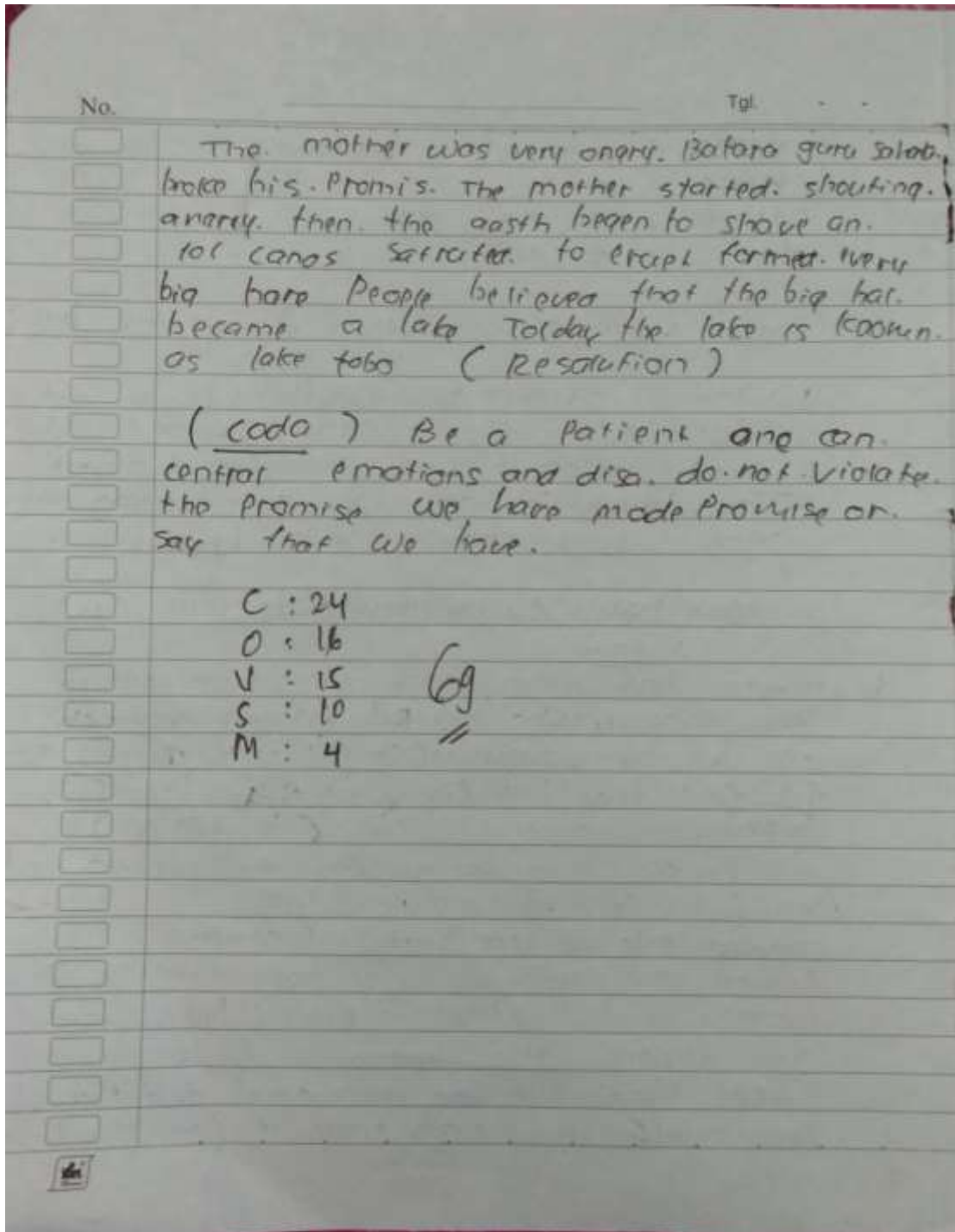
1. Write a narrative text 3-4 paragraphs consist of orientation, complication, resolution and re-orientation / coda. The topic is about The legend of lake Toba, Sangkuniang and Timun mas. Choose one of these themes

2. You have 60 minutes to do your task.
"Jawab"

1. There was a handsome man named Batara guru Sahara, who enjoyed fishing so much one day, he caught a fish. He was surprised to find that the fish came to him and begged him to set it free. (orientation)

Batara guru Sahara was so surprised and set the fish free as soon as possible was possible. The fish changed into a year beautiful woman.

Batara guru Sahara fell in love with that fish woman and wanted to marry her. Batara guru Sahara also promised to keep the secret that she had been a fish and would never tell any body about it. (complication)



Students' lowest score (Pre-Test Control Class)

Matkul/program : Ps. inggris

Nama : piana dgr

Kes / semester : 21 jpr (2) semester (2)

hari / tanggal : Kamis 22 April 2021

6) there was a hand come when name
betara guru shara uha. enjoyed
fishery see much one day he caught
fish re as surpr soul to pino
that the fish came that

By antara guru shara was so
surprised an got the fish pro
keseoan asit was pre the job into a.
yari beautiful

the mother was for angri betara
guru shara bruk tu
promosi the mother started shouting angry
than

(Coko) the du patient are can central
emotions dual dieu do not
pore loko the promisi was
have made promise or say that one hope.

C : 12

O : 12

V : 10

S : 8

M : 2

44

//

BOSS

Students' highest score (Post-Test Experimental Class)

Date: Post-Test (Experiment)

Mata pelajaran : Bahasa Inggris
 Nama : Ilham Siregar
 Kelas / Semester : XI MIA 1 / Semester 2

Mata pelajaran : Bahasa Inggris
 Nama : Ilham Siregar
 Kelas / Semester : XI MIA 1 / Semester 2

Mauin Kunday

A long time ago, in a small village near the beach in west Sumatra lived a woman and her son, Mauin Kunday, Mauin Kunday and his mother had to live hard because his father had passed away when he was a baby. Mauin Kunday was a healthy, strong and just an strong boy, the strong wanted to sea to.

After getting fish he would bring it to town. One day, when Mauin Kunday was sailing he saw a merchant's ship

having guided by a band of pirates
 with his crew's main fundam
 he paid the merchant defeat the
 pirates.

To thank him the merchant
 allowed main fundam spread to
 the hope to get a better life.
 He left his mother alone, many
 years later main fundam became
 wealthy, he had a huge ship
 and a lot of crew who worked
 loading these nice goods.

Had change to had → look again how to write word
 went change to went } use simple past
 left change to left }

→ Main Kerkung

A long time ago, in a small village
near the beach, there was a man and
a woman and her son, named Kerkung
and his mother had a boat
because his father and passed away
when leaving a baby, named Kerkung
was a lovely child and always had
the island where he lived.

After getting sick, he would bring to the
town. On that day when, named Kerkung
was sailing he saw a merchant's ship
being pulled by a band of
pirates with his lovely, named Kerkung
he had the merchant against the pirates
to that time the merchant allowed

named Kerkung moved to the house to
get a better life, he left his mother
and, many years later named Kerkung
began working to build a big ship and
a lot of crew who worked together
these many spots.

C : 30
O : 20
V : 20
S : 20
M : 4

94

Students' lowest score (Post-Test Experimental Class)

Date: Post-test (ex)

Nama : M. Fadli Ramadan
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI - MIA - 1 / II

Sampuraga

Orientation
once upon a time, in North Sumatra there (live) a widow with a son named sampuraga. They lived in a (Shack) (small) in the woods.

Complication
One day, Sampuraga ~~asked~~ asked to her mother for ~~where~~ went to left ~~their~~ village and want a better life for him. one day he reached a town in pidoli kingdom, in mandailing. These, he tried to apply for a job.

B

20/10/2020

Date: his

and Samparada ~~to~~ be succes
but he ~~forgot~~ her mother and
she ~~don't~~ admit his mother
Resu forgotten did not

Resurrection

While still crying she his mother
prayed to Allah SWT
Suddenly, the sky turned dark, thick
cloud cover, Rain fall followed by
a storm. All the guests tried to run
away, but they could not escape
the storm. Within a short time,
no one was safe, including Samparada
and his wife.

Sampuraya

Orientation

once upon a time in North Sumatra there lived a widow with a son named sampuraya. They lived in a small shack in the woods.

Complication

one day, sampuraya asked to go to his mother for want to leave their village and want a better life for him. one day he reached a town in ruler's kingdom. In mandaring there, he tried

to apply for a job and sampuraya to be success but he forget his mother and he does not visit his mother.

Resolution

while still crying his mother prayed to Allah SWT suddenly, the sky turned dark, thick cloud cover. Rain fall followed by a storm. All the guests tried to run away, but they could not escape the storm. within a short time, no one was safe, including sampuraya and his wife.

c : 18
o : 12
v : 15
s : 16
m : 4

65

Students highest score (Post-Test Control Class)

Nama : Yulinda
Mata Pelajaran : Bahasa Inggris
Kelas : XI-MIA-2/2

No. Tgl. (BKA-Test) (Control)


Malin Kundang

A long time ago, in a small village near the beach in west sumarto lived a woman and her son, malin kundang. malin kundang and his mother had to live hard because his father and passed away when he was a baby. malin kundang was a healthy, diligent and strong boy. He usually wanted to sea to.

After getting fish he would bring in to town. on day, when malin kundang were sailing he saw a marchant's ship being raided by a band of piratar, with his bravery malin kundang halpad the marchant defeat the pirates.

To thank him, the marchent allowed malin kundang to sail with him malin kundang agreed in the hope to gat a better life. He left his mother alone. many years later malin kundang become wealthy he had a hugo ship and a lot of crows who worked loading freeding goods.

C : 21
O : 16
V : 20
S : 16
M : 9



Students' lowest score (Post-Test Control Class)

Nama
Mata pelajaran
Kelas

• Eka Susanti
• Bahasa Inggris
• XI MIA 2 / Sem 2

MALIN LUNDANG

A long time ago, in a small village near the beach in East Sumatra lived a woman and her son, Malin Lundang. Malin Lundang and his mother had to live hard because his father had passed away when he was a baby. Malin Lundang was a healthy, diligent, and strong boy. He usually went to sea to

After getting fish he would bring it to his mother, or, sell the caught fish in the town. One day, when Malin Lundang was sailing, he seen a merchant's ship

being ruined by a band of pirates. With his treasure, Malin Lundang had had the merchant desert the pirates.

The merchant allowed Malin Lundang to sail with him. Malin Lundang agreed in the hope to get a better life. He took his mother along. Many years later, Malin Lundang became wealthy. He had a huge ship and a lot of crews who worked loading & trading goods.

C : 12
O : 12
V : 10
S : 12
M : 3

4/5

APPENDIX 15

Research Documentation

Pre-Test Experimental Class



Pre-Test Control Class



Post-Test Experimental Class



Post-Test Control Class





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihatang 22733
Telepon (0634) 22060 Faksimile (0634) 24022

Nomor : B - 306 /An.14/E.1/TL.00/03/2021
Hal : Izin Penelitian
Penyelesaian Skripsi.

19 Maret 2021

Yth. Kepala MAN Tapanuli Selatan
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Eva Fitriani Pasanbu
NIM : 1720300011
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

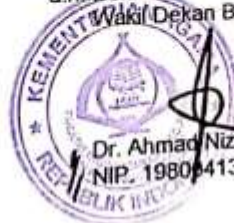
adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Peer Feedback on Students' Writing Narrative Text Ability at XI Grade MAN Tapanuli Selatan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.,
NIP. 19800413 200604 1 002





KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN TAPANULI SELATAN
MADRASAH ALIYAH NEGERI TAPANULI SELATAN
AKREDITASI "A" (UNGGUL)

SK Nomor : 893/BANSM/PROVSU/LL/XII/2018
Jalan Simangambat Kelurahan Bungabondar Kecamatan Sipirok Kabupaten Tapanuli Selatan
e-mail : mansipirok@kemenag.go.id / man_sipirok@yahoo.com Kode POS 22742

SURAT IZIN PENELITIAN

Nomor : B.282/Ma.02.28/PP.00.6/05/2021

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri Tapanuli Selatan memberikan Izin Kepada :

Nama : EVA FITRIANI PASARIBU
NIM : 1720300011
PRODI : Tadris / Pendidikan Bahas Inggris
FAKULTAS : Tarbiyah dan Keguruan
ALAMAT : Dusun Batanggarut, Desa Batang Parsuluman

Untuk mengadakan Penelitian sebagai tahapan dan mekenisme penyusunan Skripsi di Institut Agama Islam Negeri Padangsidimpuan di MAN Tapanuli Selaran, dengan judul "The Effect of Peer Feedback on Students' Writing Narrative Text Ability at XI Grade MAN Tapanuli Selatan"

Demikianlah surat izin penelitian ini dibuat dengan sesungguhnya, untuk dapat dipergunakan seperlunya.

Sipirok, 19 Mei 2019

Kepala Madrasah,



SABBAN SIREGAR, S.Pd
NIP.19691012 199903 1 006