

THE APPLICATION OF PEER FEEDBACK STRATEGY TO IMPROVE STUDENTS' WRITING ACHIEVEMENT IN NARRATIVE TEXT

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ABSTRACT

This study concerned on the application of peer feedback strategy to improve students' achievement in writing narrative text. The objective of this study was to investigate to what extent the application of Peer Feedback strategy in teaching improved students' narrative writing achievement. This research applied classroom action research. Subjects of this research were the first year students of SMA Negeri 18 Medan class X-1 consisted of 34 students. This research was conducted in two cycles. Each cycle was organized in four steps, namely Planning, Action, Observation, and Reflection where Cycle II was the improvement of Cycle I. Quantitative data (writing test) and qualitative data (observation sheet, questionnaire sheet, field note) were collected. Findings showed that students' mean score improved from Post-Test in Cycle I to Post-Test in Cycle II. Students' mean score in Post-Test in Cycle I was 68.08, and in Post-Test in Cycle II was 74.70. The data gathered from observation sheet and field note showed that students' expression and enthusiastic also improved. Thus, it was found that the application of peer feedback strategy in teaching significantly improved students' achievement in writing narrative text. It is suggested that English teachers apply this strategy in teaching narrative text writing.

Keywords: Peer Feedback Strategy, Writing, Narrative Text.

INTRODUCTION

The Background of study

Communication is the activity of conveying meaningful information and ideas from one person to another. Wood (2009:3) states that communication is a systemic process in which people interact with and through symbols to create and interpret meanings. When we are communicating to one another we need language as a tool of communication. Clark and Clark (1977:3) assert that language is indispensable as the main vehicle of human communication. Clark and Clark (1977:25) state that the

fundamental function of language is communication. Halliday (1994:106) explains that language enables human beings to build a mental picture of reality, to make sense of what goes on around them and inside them. It is used to express their ideas, to interact with other people, to establish relation to one another, to influence their behavior and so on. Therefore, language plays an important part of human life.

As known communication can be achieved by using oral and written as medium communication. Oral communication is the way to communicate which is uttered directly through the speech organ includes discussion, speeches, presentations, interpersonal communication and many other varieties. Written communication is more complex than oral communication. Written communication is expressed by writing text.

In the *Kurikulum Tingkat Satuan Pendidikan* English subject syllabus of the first year students of senior high school require student to be able to write some genre in writing. They are recount, narrative, procedure, descriptive, news item. Hyland (2003:70) states that an effective writing syllabus will include a balance of writing skills and text knowledge and a variety of topics, task types, genres, and input, with discussions, talk, and data gathering as input for writing. Narrative text is one of the genres which taught in senior high school based on the curriculum. It means narrative text is important.

Writing is still hard and often frustrating the learners when they are asked to do it although English has been taught since from junior high school class. Students are getting confused to start their writing because they are not interested in writing. Even though they have some ideas on their mind, but they do not know how to express the idea into good composition. Allan and Vallette (1981: 5) state that writing is considered as the most difficult one to study for many students. It is not easy for students to write in English. And they feel bored because their teacher just asks them to open dictionary when they want to write. Leo et al (2007: 13) shows that problems in writing are as follows: limited vocabulary 8%, difficulty in organizing ideas 16 %, no ideas to write 20 %, no motivation to write 20 % and lack of confidence 36 %. This study is focused on the problem of difficulty in organizing ideas. An organization idea in writing is how ideas are presented. Typically, organization ideas refer to the larger parts of a piece of writing, although it also refers to how paragraphs and sentences are written. The flow of a piece of writing affects how readers interpret ideas. In narrative text, the writer

presents the text in chronological order based on the generic structure to organized ideas, namely orientation, evaluation, complication, resolution and re-orientation.

To solve this problem, there are many strategies that can be applied in teaching writing. Teacher can select an appropriate strategy in teaching and learning activity. Teacher should make variation in teaching and make the class enjoyable. Peer feedback strategy is one of the strategies used by the teacher as a strategy in teaching writing. This strategy encourages the students' writing. Peer feedback is defined as feedback that is given by peer. In writing activity, peer feedback means having other writer to read and to give feedback on what other writer has written. Organizing idea by using peer feedback focuses on generic structure of genre. Student as writer will get the input to organize ideas from other peer's feedback. Peer feedback is understood as having other students to read and to give comments, corrections, criticisms, and suggestions on what other students have written.

Based on that explanation, this research focuses on investigating written feedback given by peer to improve the students' achievement in writing, especially in writing narrative text.

Research Question

In line with the background of the study, the research problem is formulated as follows: "Does Peer Feedback Strategy significantly improve students' achievement in writing narrative text?"

The Objective of Study

In relation to the problem, the objective of this research is to find out the improvement of students' achievement in writing narrative text by using Peer Feedback Strategy.

The Scope of Study

Based on the curriculum in senior high school grade one, there are some genre of writing that must be learnt. In this case, the research focuses on writing narrative text by using Peer feedback as strategy in teaching. This research will be applied in SMA Negeri 18 Medan class X.

The Significance of Study

The findings of this research are expected to be useful for:

- 1) English teachers to use Peer Feedback Strategy to improve the students' achievement in learning English especially in writing narrative text.
- 2) English learners to apply their knowledge to write enjoyable by read and to give comments, corrections, criticisms, and suggestions on what other students have written to improve their writing achievement and other skills.
- 3) The readers who will conduct related research.

Conceptual Framework

Method, Technique and Strategy

Anthony (1963) in Patel and Jain (2008: 71) defines the term 'Method' as: "It is a particular trick, strategy or contrivance used to accomplish an immediate objective. It must be consistent with a method and harmony with an approach as well. Method is a systematic that required by the teacher in how teaching effective, both in selection of materials and techniques of teaching.

Brown (2001:16) said that technique is a variety of exercises, activities or devices used in language classroom for realizing lesson objective. A technique is a procedure used to accomplish a specific activity or task in classroom that were consistent with a method and therefore were in harmony with an approach.

Strategy is a process of learning activity that should be done by teacher and students in order to get effective learning and efficient. Then, in this term contains the planning, it means that strategy is conceptual about decisions which will be taken in learning process. Pendergast and Bahr (2005: 113) state that a strategy is a consciously applied way of achieving goals or solving problems.

So many strategies can be applied in teaching writing class, but in this research only study about a Peer Feedback strategy in writing narrative text.

Peer Feedback

Peer (Cambridge Advanced Learner's Dictionary: 2008) is a person who is the same age or has the same social position or the same abilities as other people in a group. Feedback is information or statements of opinion about something, such as a new product, that provide an idea of whether it is successful or liked. In writing class activity, Peer feedback is as feedback that is given by peer (students), it means

students not only composed their own text but read and to give comments, corrections, criticisms, and suggestions on the text written by other students.

Mendonça et al in Atay and Kurt (2007:14) asserts Peer feedback is seen as a way of giving more control to students since it allows them to make active decisions about whether or not to use their peers' comments as opposed to a passive reliance on teachers' feedback. Peer feedback aims at encouraging the development of students' writing and is regarded as critical in improving and consolidating learning Hyland (2003:177). Topping (2000) state in Atay and Kurt (2007:15) Peer feedback has also proved to have an impact on affect, increasing motivation through the sense of personal responsibility, and improving self-confidence.

Since student reviewers soon perceive that other students experience the same difficulties in writing that they do, peer feedback also leads to a reduction in writer apprehension and an increase in writer confidence. Responding to peer's work involves students in each other's writing, so that they can see similar problems and weaknesses in their own writing (Grabe and Kaplan, 1996).

Peer feedback given by peer can be in spoken or written, but in this research focused on written feedback, so that's why writer prepare devices that will be used in peer feedback activity. It can be used by the student to give feedback correctly. Written peer feedback is given in form of marks, written comments, written correction, and there is form provided for students to give more suggestion. To lead student to understand what their focuses are, the feedback form given should contain leading question. The students may do chatting activity while peer feedback activity is being done. Another important thing must be paid attention in the process. Students must be made aware that they are collaborators rather than correctors. So the students do not only correct mistakes found in their peer's writing, but also offering meaningful and useful inputs for their peer's writing further development. Based on the feedback from peer, student will revise their writing when they read and find inspiration or inputs from their peer's feedback. Feedback that is given may various, such as praise, criticism, and suggestion in explicit or implicit way. Feedback will focus on grammar, mechanics, and organization. Feedback should be iterative, or opens to be re commented by writer.

Stages in Peer Feedback Activity

There are the stages to done the peer feedback, namely:

- 1) Students must be introduced with related concepts, namely peer feedback activity and narrative writing. The teacher should carefully teach the students about peer feedback activity. The importance to introduce those concepts is to avoid the peer feedback disadvantages as well as possible.
- 2) Distributing devices that will be used in the peer feedback activity to lead students to understand what their focuses are.
- 3) Training students to do peer feedback activity, because student needs to understand peer feedback activity completely by doing that.
- 4) Group students
- 5) Students start writing their draft that is narrative text and then sharing their draft to other students
- 6) Other students reading and giving feedbacks in their peer are writing.
- 7) Revising their draft
- 8) The last activity is reflection from what they have done in peer feedback activity.

Writing

Patel and Jain (2008:125) stated that writing is a skill which must be taught and practiced. Writing is a challenging process that requires a wide range of skills. Among them are clear thinking, imagination, and the ability to organize ideas. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. The main purpose of content writing is to convey information to others (Urquhart and McIver, 2005: 21). Writer should make writing with a simple sentences and familiar word in order to be easier to understand by the reader. And mastering the tools of the writing trade; vocabulary, grammar usage, sentence structure, and spelling, used as a means of communication to transfer ideas effectively and to share thoughts or experience to others, even to communicate to one.

Harmer (2004:4) states writing process is the stages a writer goes through in order to produce something in its final written form and the process has four main elements:

1) Planning

Planning is the first step in writing. Before starting to write, writers plan what they are going to write, they try and decide what it is they are going to say, because when

planning to write, writers have to consider about three main issues, namely the purpose of their writing, audience and the content structure.

2) Drafting

Drafting refers to the first version of a piece of writing. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing (reflecting and revising)

Reflecting and revising are often helped by other readers or editor who comment and make suggestions. It can be from peer, teacher, etc. another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4) Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.

Narrative Text

Narrative text is any written English text in which the writer wants to amuse, to entertain people, and to deal with actual or vicarious experience in different ways (Siahaan&Shinoda: 2008:73). Usually after reading a narrative text, the reader is entertained and caught the purpose of the story or the advice explicitly stated from the story.

Generic Structure of Narrative Text

According to Siahaan&Shinoda (2008: 73-74) Generic structure of narrative text is constituted by the generic structures of orientation, evaluation, complication, resolution, and re-orientation.

- 1) Orientation: sets the scene, introduces the participants and personal attitudes.
- 2) Evaluation: a stepping back to evaluate the plight, usually to make the story more interesting.
- 3) Complication: a crisis arises; the complication can be one or more.
- 4) Resolution: the crises is resolves, for better or for worse
- 5) Re-orientation (optional): a brief summary which is aimed to give or submit a moral lesson to the reader.

Grammatical Feature of Narrative Text

- 1) Using material process, relational process and mental process:

2) Using past tense

3) Using temporal circumstances and temporal conjunctions

Organizing Ideas by Using Peer Feedback in Narrative Writing

An organization idea in writing is how ideas are presented. Typically, organization ideas refer to the larger parts of a piece of writing, although it also refers to how paragraphs and sentences are written. The flow of a piece of writing affects how readers interpret ideas. If the organization does not provide readers with the information they are looking for in an orderly manner, they will quickly lose interest. Unorganized writing makes readers search for the information they need. In narrative text, the writer presents the text in chronological order based on the generic structure, namely orientation, evaluation, complication, resolution and re-orientation.

A learning process by using peer feedback strategy is a learning process that focuses on student activity. Students are expected to provide comments, correction, criticism and suggestions from other peer's worksheet. Peer feedback given by peer can be in spoken or written, writer prepare devices that will be used in peer feedback activity. It can be used by the student to give feedback correctly. Written peer feedback is given in form of marks, written comments, written correction, and there is form provided for students to give more suggestion. To lead student to understand what their focuses are, that is organizing ideas based on the generic structure. Beside that students may do chatting activity while peer feedback activity is being done.

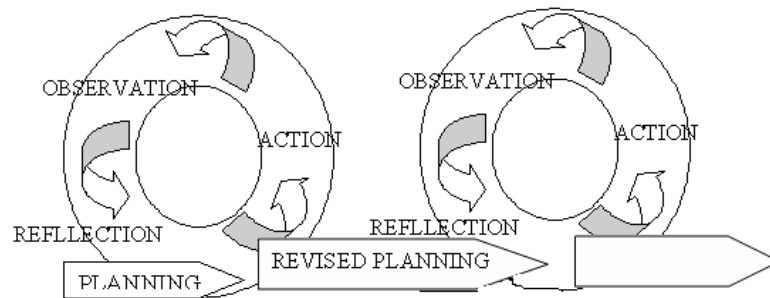
Students must be introduced with related concepts, namely peer feedback activity and narrative writing. Students start writing their draft that is narrative text and then sharing their draft to other students. Other students reading and giving feedbacks based on generic structure of narrative text. After that, they revise their draft based on the comments, correction, criticism and suggestions from other peer.

Methodology

Research Design

This research applied classroom action research. Action research was a process of solving problems and making improvement which consisted of two cycles; cycle I and Cycle II, had been conducted in six meetings. There were three meetings in every cycle including administrating pre-test and post-test. Each cycle was organized in four

steps, namely Planning, Action, Observation, and Reflection where Cycle II was the improvement of Cycle I.



Picture 3.1 Kemmis Model Cycle

- 1) Planning was concerned action or arrangement of doing something. It must be prospective the action, and must be forward looking. Planning means the reflection of the action will be done.
- 2) Action is careful and thoughtful variation of practice. It is the implementation of planning. Action is thus fluid and dynamic, requiring instant decision about what is to be done and exercise of practical judgment appropriate to students' condition. The implementation of action plans will assume the character of a material, social, and political struggle towards improvement.
- 3) Observation is used to establish objective data concerning what goes in most classrooms, or in a range of classrooms. It is investigation about the various kinds of moves (structuring classroom activity, soliciting responses) which teacher use in their teaching. It is done when the classroom action research is going on by collaborator. Observation foreshadows the achievement of reflection.
- 4) Reflection recalls action as it has been recorded in observation. Reflection has an evaluative aspect that asks action researchers to weigh their experience, to judge whether effects are desirable. Reflection is the evaluation of actions that has been done. The reflection is done to recover the problem that is happened in the previous cycle.

Subjects of Research

The subjects of this research were the first year students of SMA Negeri 18 Medan class X-1 consisted of 34 students

The Instruments for Collecting Data

The followings were some instruments used in collecting the data of this research.

1. Written test was used to assess the students' narrative writing achievement.
2. Observation sheet was prepared to investigate the situation and the problems found during the teaching and learning process.
3. Questionnaire sheet was used to know students' opinion about English subject, narrative writing, and Peer Feedback Strategy.
4. Field note was written to note personal evaluation about the situation of the class while teaching-learning process related to progression achieved.

The Procedure of Treatment

The treatment was divided into two cycles; cycle I and cycle II. Planning, action, observation, and reflection were applied in every cycle where each cycle was carried out in three meetings. The steps in conducting this research were as follows:

Scoring Writing Test

Based on the generic structures and grammatical features of narrative writing, the scoring of narrative writing test can be seen in Table 3.1.

Table 3.1 Scoring of Writing Narrative Text

Components	Criteria	Score
Generic Structure	Having orientation	15
	Having evaluation	15
	Having complication	15
	Having resolution	15
	Having re-orientation	10
Grammatical Features	Using the right tense (past tense)	15
	Using temporal conjunctions	15
Total		100

Technique of Data Analysis

This research applied qualitative and quantitative data. The qualitative data were taken from the observation sheet, questionnaire sheet and field note. The result of qualitative data was transcription of the activity of the students and researcher in classroom. While quantitative data taken from the students' writing test score were to analyze the improvement of the students' writing achievement in each cycle. The result of the qualitative and quantitative data would be combined and explained by the

researcher. It would show the improvement of students' achievement in writing narrative text by applying the peer feedback strategy.

The quantitative data was analyzed by calculating the score of writing test. To find out the class mean score in each cycle, the following formula was applied.

$$\bar{X} = \frac{\sum x}{N}$$

Where: \bar{X} = Class means score

$\sum x$ = total score

N = the total number of student

To categorize the number of master student, the following formula is applied

$$P = \frac{R}{T} \times 100\%$$

Where: P = Percentage of student getting score 70

R = Number of student getting score 70

T = the total number of student taking the test

FINDINGS AND DISCUSSIONS

Data and Data Analysis of Cycle I

The cycle I started with the implementation of planning, action, observation, and reflection.

Planning

The writer chose SMA Negeri 18 Medan as the institution. The writer also had a well-prepared plan and test items that the writer made before doing the research. Besides, the writer prepared the media which would be used, feedback sheet. In the last, the writer prepared a lesson plan as guidance in teaching and learning process.

Action and Observation

At the beginning of the research, in this activity the researcher decided to give a questionnaire to the students first, the researcher needed to gather the data which supported this action research to know their needs and their interest in writing. Most of them stated that English are important for them. There was only 17% stated that English is not important for them. There was only 47% reviewed their English material at home regularly. The rest that was about 44% studied English if only they had a test. They had

limited facilities in learning English. Most of them had no reference book. They only had the compulsory book. There was only 38% among them who had other English book. Most of them confessed that they forgot the generic structure and the language features of narrative text. There was only 25% stated that they still remembered the material about narrative given to them.

The researcher also made a pre-test in the first meeting. The pre-test was conducted on May 10th, 2012. The pre-test asked students to arrange a text in order of the generic structure of narrative text and to correct the grammatical features into a good narrative text. The researcher found students still have difficulty in determining paragraphs which was appropriate in order of the generic structure of narrative text. There were 10 students or 29% still have difficulty in determining an evaluation of the narrative text, 27 students or 79% was incorrect in determining the complication of the narrative text, 24 students or 70% was difficulty in determining resolution, and 17 students or 50% was difficulty in determining re-orientation. And most of students were still difficulties in using the correct tenses; it was around 30 students or 88%. The teacher is expected to enhance students' ability to understanding narrative texts according to the criteria of narrative text namely the generic structure and the language feature.

The second activity was conducted on May 16th, 2012. The competence was about writing narrative text. Before the researcher started the teaching and learning process, the researcher previews the preview lesson which has been taught by asked the students some questions related to the competence. It was done to refresh their memory about narrative text. The researcher introduced the concept of peer feedback activity and all devices which use in the activity, such as feedback sheet to avoid the peer feedback disadvantages as well as possible. The researcher also trained students to do peer feedback activity in producing narrative text because student needs to understand peer feedback activity completely by doing that. Most of the students were very enthusiastic to follow the teaching and learning process, because it was their first time in learning English by using peer feedback strategy. There were also some of the students who still looked confused. The situation made some of the students very noisy and could not follow the lesson quietly. The teacher review the material and about the concept of peer feedback by asking student.

The third activity was conducted on May 17th, 2012, the writer reviewed the lesson. There was held the post test I. The researcher asked student to choose the topic to make a free narrative text by applying peer feedback activity. After the action that had been done, it would be reflected and evaluated. The score of the students would be analyzed. From the result of the analysis, the researcher checked their understanding of narrative text in the criteria instead of the story itself. There were some students who got problem to write evaluations, some of them difficult in write complication and resolution and the using of the right tenses. But after applying the peer feedback strategy, it could be visible difference or improvement from 1st draft to 2nd draft after getting feedback from their peers. The improvement can be seen in Table 4.1.

Table 4.1 The improvement of students' writing

No	Criteria	Percentage before being given feedback (1 st draft)	Percentage after being given feedback (2 nd draft)
1.	Having orientation	88 %	100 %
2.	Having evaluation	26 %	35 %
3.	Having complication	59 %	73 %
4.	Having resolution	79 %	88 %
5.	Having re-orientation	11 %	15 %
6.	Using the right tense (past tense)	15 %	70 %
7.	Using temporal conjunctions	73%	79 %

And based on the calculation from the student writing 2nd draft, the average value obtained by students in the post test I was 68.08. There were some students who got less than 70 points. The average percentage of the achievement of the post-test I was 61.76 % or 21 students got up to 70. The percentage showed that the cycle I test result was successful. But, it did not get the maximum percentage of achievement yet.

Reflection

At the beginning of the first cycle students are very enthusiastic to perform peer feedback strategy. Intuitively, they have applied peer feedback strategy but the class is very noisy. The students were absorbed in giving feedback to their peers writing (1st draft). They did not pay attention to the instructions provided by the teacher, so the class was very noisy and disturb other classes. At the end of the meeting in the first cycle of peer feedback strategy has been running smoothly and effectively, but the feedback has not enough. The writer decided to develop the teaching and learning

process in the cycle II by adding a treatment that might support the improvement the students' ability in writing narrative text.

Data and Data Analysis of Cycle II

Planning

In the cycle II, the writer made a well-prepared plan. The writer prepared lesson plan, test items, and also questionnaire.

Action and Observation

The fourth activity was conducted on May 23rd, 2012. The researcher explained more detail how to make a good narrative text by followed the generic structure. The researcher also asked students to identify generic structure on the text. The researcher asked students to sharing their 2nd draft to other students to read. After this activity, the researcher asked the difficulties of students and discussed it together and evaluates the whole activity. The situation was better than the first activities in the cycle I. Most of the students followed the lesson quietly. They were very enthusiastic and interested to follow the teaching and learning process. There were also some of the students who still looked confused.

On May 24th, 2012 the writer conducted the fifth activity. The researcher reviewed the lesson and also held the post test II. The researcher re-explains about the concept of peer feedback activity. The researcher re-explains it because students did not give right feedback to their peers in the cycle I. After the action that had been done, it would be reflected and evaluated. In this meeting the class ran well and the researcher change the member of the group. Member of the group was divided based on score in cycle I, they are consist of three person which got the higher score, middle score and the lower score. Researcher also re-explained about feedback sheet to make all of student understood how to give feedback.

At the end of cycle II on May 30th, 2012, the researcher asked students to give some comments about the whole meetings. The questionnaire sheets were also given at the end of the meeting. After getting the questionnaire sheet of the students, it can be concluded that they had difficulties in writing narrative text. They were also difficult to write the text. After studying writing narrative text by applying peer feedback strategy, the student admitted that they found easier to write narrative text because they could find the strategy how write their idea. The results showed that they were enthusiastic in

teaching learning process. Peer feedback helped them to explore their ideas to write. Students got the input to organize ideas from other peer's feedback, such as: comments, corrections, criticisms, and suggestions on their writing.

After doing the post-test II, researcher got the result of the cycle II test. The scores in the sixth showed the improvement in students' writing. The average value obtained by students in the post test II was 74.70. There 2 students were who got less than 70 points. The average percentage of the achievement of the cycle II test was 94.11 % (appendix C). It was higher than the post-test I (2nd draft). The students are mastery in making an orientation, complication and resolution also and writing in right tenses.

Table 4.2 The improvement of students' writing

No	Criteria	Percentage before being given feedback (2 nd draft)	Percentage after being given feedback (3 rd draft)
1.	Having orientation	100 %	100 %
2.	Having evaluation	35 %	35 %
3.	Having complication	73 %	97 %
4.	Having resolution	88 %	91 %
5.	Having re-orientation	15 %	15 %
6.	Using the right tense (past tense)	70 %	85 %
7.	Using temporal conjunctions	79 %	83 %

The percentage showed that the cycle II test result was successful.

Reflection

The result showed that they were enthusiastic and active in teaching learning process. Peer feedback help to explore their ideas to write. Based on the reflection above it was no needed to do Cycle III.

Discussion

Based on the data analysis, it could be concluded that all of students got improvement on their score. It was proved by the data which showed the mean of students' score was better in every test; score in the second cycle (74.70) was higher than in the first cycle (68.08). Although 2 students did not get score up to 70, but their scores showed improvement from post-test I to post-test II.

Based on qualitative data gathered from questionnaire, observation sheet, and field note during cycle I and Cycle II, it was found that students also made improvement while teaching-learning process.

At the beginning of the first cycle students are very enthusiastic to perform peer feedback strategy. Intuitively, they have applied peer feedback strategy but the class is very noisy. The students were absorbed in giving feedback to their peers writing (1st draft). They did not pay attention to the instructions provided by the teacher, so the class was very noisy and disturb other classes. Teachers also give the examples of narrative text and explain the language features are used to facilitating the students in giving feedback. They did not pay attention to the instructions provided by the teacher, so the class was very noisy and disturb other classes. Teachers also give the examples of narrative text and explain the language features are used to facilitating the students in giving feedback.

After doing the post-test I, the researcher got the result of the post-test I. From the result of the analysis, the researcher checked their understanding of narrative text in the criteria instead of the story itself. There were some students who got problem to write evaluations, some of them difficult in write complication and resolution and the using of the right tenses. But after applying the peer feedback strategy, it could be visible difference or improvement from 1st draft to 2nd draft after getting feedback from their peers. Improvement of the students understanding in writing narrative text can be seen from the changing of 1st draft to 2nd draft students.

The researcher re-explained about the concept of peer feedback activity to avoid the miss understanding in giving feedback to others students. The researcher re-explained it because in the cycle I, students didn't give right feedback to their peers. After the action that had been done, it would be reflected and evaluated. In this meeting the class ran well, the researcher was change the member of the group also the feedback sheet and it made all of student had understood how to give feedback.

The observation showed that the application of peer feedback strategy helped them in writing narrative text so that they were more interested in studying. The questionnaire indicated that the application of peer feedback strategy in writing helped them to organize idea of narrative text and made teaching-learning process more enjoyable. It made them produce a good narrative text. Observation sheet showed that at

first the students was lack of motivation to study and did not do the assignments individually. Some students even made some noise in the classroom. However, gradually they became enthusiast and active either in asking or answering question and did the assignment with all their best. Field notes recorded that at first some students did not pay good attention to the teacher and when being asked to do Pre-Test, some students cheated from text book. But, after the teacher gave chance to re-write their assignment again, they paid more attention to the teacher and did their assignment without cheating from books. It was found that the students response positively toward the strategy that had applied. This strategy was assumed as an enjoyable strategy.

In line with quantitative and qualitative data analysis result, therefore, it was concluded that the application of a Peer Feedback strategy improved the students' achievement in writing narrative text.

CONCLUSION AND SUGGESTION

Conclusion

After analyzing the data, it was found out that the students' writing score improved from cycle I until cycle II. It was showed from the improvement of the mean score from the first test (first meeting of the cycle I) which was 59.64, the second test (in the end of cycle I) 64.76 and the last meeting (cycle II) 79.74.the students' score continuously improved in each writing test. From the improvement, it can be concluded that peer feedback strategy can improve students' achievement in writing narrative text.

Suggestion

Related to the conclusion above, some suggestions are pointed out in the following:

1. English teachers apply aPeer Feedback strategy in teaching narrative text since this strategy can improve students' writing achievement in narrativetext.
2. Students apply this strategy to improve their skills not only writing skill but also other language skills. Besides, this strategy motivates students to communicate and build relationship with other students.
3. Other researchers develop the related study to improve teaching and learning strategies.

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