

CHAPTER I

INTRODUCTION

1.1 The Background of Study

In learning English, students need to master four skills. These include reading, speaking, listening, and writing. Writing is a process in which a person pours thoughts or ideas into a piece of writing. By writing, we can also convey thoughts and feelings that cannot be expressed verbally. For this reason, students really need to learn writing skills from an early age. Because writing is an ability that expresses ideas looks more difficult than we might think. Therefore, by mastering writing skills, students are able to express and export their ideas or thoughts into writing properly.

Writing skill is one of the keys or important components for English learners. People may communicate, convey thoughts both inside and outside of themselves, and improve their lives via writing. Grammar norms can be disregarded when speaking, but they must be taken into account when writing since they affect organization, style, mechanics, and other elements. Students can reassemble their results into concepts that are simpler to comprehend by employing writing. They can also list or write down their thoughts, ideas, and experiences in a paragraph, then examine them to make lessons out of them. We may infer from this reasoning that writing has significant implications for human life.

There was a few things to be aware of when writing. Before they can produce written work, students must first learn vocabulary, grammar, organization, and mechanics. After that, they must utilize their cognitive skills to put words into sentences and paragraphs. Finally, they must

transform ideas into texts that can be read. That way, students will produce writing related to the subject and ensure that each paragraph is coherent.

Researchers conducted observations at SMP N 1 Sei Rampah in March 2023. The researcher saw that there were problems with students' writing abilities at the school. Students find it challenging to express their ideas into writing. Students take a long time to put their ideas into writing when transferring them. These findings support the conclusion that the issue requires immediate attention and further research. Therefore researcher is interest in researching the school.

Based on interviews with teachers at the school, students had difficulty writing because they lacked vocabulary, grammar, structure, and writing procedures. Students also have problem with spelling and word choice. They wanted to ask the teacher when they were having problem writing, but they were too nervous to do so. Students lack writing confidence and are hesitant to make mistakes. Students automatically lack writing proficiency in English. Students also feel less interested in the lesson because learning is monotonous and uninteresting. Therefore, students do not have the intention and motivation in writing so that the writing they produce is not optimal.

Based on observations, students seem to have difficulty writing narrative texts. Due to a lack of knowledge regarding the use of grammar in narrative texts, students often make mistakes in using tenses. Students sometimes use the simple present in writing narrative texts. That way students often make mistakes in using verbs in narrative texts. Students also do not understand generic structures in writing narrative texts. So that the writing they produce is irregular. Based on the problems described above, the researcher concluded that students had difficulties in writing narrative texts. Therefore the researcher chose a narrative text to study.

Based on the issues mentioned above the researcher was interested in evaluating the efficiency of the peer-reviewing technique in the teaching of writing. According to Harmer (2004:115) theory, peer review is an important thing in the writing process. Peer review can encourage collaborative activities among students, which is a skill we want to develop in groups. This solves the problem of students' responses being too passive to the teacher's explanation. Harmer (2004:116) also added that peer review can help students to view colleagues and teachers as collaborators rather than evaluators. However, to be successful, students need guidance from the teacher so they know what to look for when reading the work of their peers (especially when introduced for the first time).

Peer review, often referred to as peer feedback, has been the subject of several research. Peer reviewing may be a useful strategy for raising students' writing assignment marks, according to research by Yalch et al., (2019:5). Students not only enjoyed the process and outcome but also saw a considerable improvement in their writing abilities. According the research by Shokrpour et al., (2013:32), Students enjoyed both the procedure and the end result, but it was also discovered that their writing abilities had changed significantly.

Based on the explanation above, researcher concludes that Peer review technique are crucial for teachers to utilize in the teaching and learning process. Additionally, it gives pupils chances to hone their skills and discover their potential. Peer evaluation will make the learning process more efficient and fun. Therefore, the researcher is interest in testing this technique by conducting research entitled:

The Effectiveness of Peer Reviewing Techniques in teaching writing in narrative text at grade VIII SMP N 1 SEI RAMPAH.

1.2 The Problem of the Study

Based on the description above, the researcher was able to describe the problems in this study as follows:

Is the peer reviewing technique significantly effective in teaching writing ability in narrative text at grade VIII SMP N 1 SEI RAMPAH?

1.3 The Objective of the Study

The study's objective was to find out whether or not peer reviewing technique is significantly effective in teaching writing ability in narrative text at grade VIII SMP N 1 SEI RAMPAH.

1.4 The Scope of the Study

There were several techniques that can be used to teach writing. This case was used by the researcher to emphasize the use of peer review technique when teaching writing, particularly in the teaching of narrative text. The subjects for this research were two classes, which were divided into the control and the experimental group. The goal of this research was to determine the effectiveness of using peer reviewing techniques on students' writing narrative text achievement.

1.5 The Significances of the Study

The result of this study was expected to give some benefits.

1. Theoretically

Using the peer review technique, this study is anticipated to identify areas where pupils struggle so that the teacher may offer encouragement. Teachers may inspire students to come

up with fresh ideas for writing, particularly for narrative text writing, in addition to motivating them.

2. Practically

The findings may be useful for the following practice.

- 1) For English teachers: English teachers can apply peer review techniques to assess their students' proficiency in teaching narrative text composition.
- 2) The research will increase students' enthusiasm in creating material in a lighthearted manner and help them expand their vocabulary. Students will be more inspired to write what they enjoy now that they are unable to write.
- 3) The study's findings can be used as a guide for future research by other academics to learn more about narrative text authoring and peer-reviewing processes.

1.6 Hypothesis

A hypothesis is a temporary guess/answer that is determined to be proven true. Jhon. W. Creswell (2012:126) said that, if hypotheses are used, there are two forms: (a) null and (b) alternative. The researcher hypothesis is formulated as follows:

Ha: there is significant effectiveness of peer reviewing in teaching writing skills in narrative text at grade eight SMP Negeri 1 Sei Rampah.

Ho: there is no significant effectiveness of peer reviewing in teaching writing skills in narrative text at grade eighth SMP Negeri 1 Sei Rampah.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter provides a review literature and an explanation of related materials. Several viewpoints are required to fully describe the concepts or terminologies utilized in research. This was done to avoid misunderstandings between readers and authors. The fundamental idea of research has to be given from the outset to provide readers and authors with a clear understanding of the approaches taken to accomplish research goals. In order to support the findings, the study should thus incorporate the following keywords: First and foremost, theory is necessary for research since it provides the theoretical framework for further study.

2.2 Writing

Writing is one of the important language skills and must be mastered by students. There are some experts who have put forward the meaning of writing. Harmer (2004:31) states that writing is a process of expressing thoughts, feelings, and views orally. He said that because writing is a process and genre limitations frequently affect what individuals write, such aspects must be included in language that derives from ideas, thoughts, or views that are the outcome of the writer's activity. Writing requires both physical and mental work in order to translate ideas into meaningful language.

According to another expert, Purnamasari et al. (2021:101) state that writing is an English skill that students must master because it can improve their cognitive abilities and help develop other language skills. One can develop their critical thinking and creativity through writing.

Additionally, Saori & Sugianto (2023:125) assert that one of the English language's abilities that aims to express or transmit thoughts and feelings is writing.

According to Cheung (2016:183) writing is a linguistic ability that is used to communicate with others indirectly or virtually. Writing gives us the ability to compile knowledge into notes, summaries, and complete texts that we can subsequently use, keep, and share with others. In order for people to grasp new ideas and utilize them for communication or recording, they must be presented in a comprehensive, clear, and sound textual form. This is where writing skills come in. Additionally, writing is a skill that has to be developed through practice. Through a string of written words, one can express meaning, thoughts, ideas, and feelings.

Based on the explanation above, the writer concludes that writing is the capacity of an English speaker to express intents, meanings, ideas, thoughts, and feelings, as well as to come up with new ideas and present them in a full, coherent, or documented manner. Writing may therefore improve your thinking skills, and as you get better at it, other talents may also improve.

2.3 The Purpose of Writing

Naturally, there is a reason why we write when we do. There are three goals for writing while learning the English language, according to J. Michael O'Malley and Lorraine Valdez Pierce (1996:268). Those goals are:

1. Informative

It indicates that the writing's main goals are to enlighten readers, provide them with guidance, and allow them to interact with it. In order to convey information that can be significant to the readers, informative writing comprises recounting theorizing about cause and repercussions of events or experiences, and coming up with original ideas.

2. Expressive

It implies that the writer's main goal is to present a personal or creative viewpoint. It often consists of the author's articles or short fiction.

3. Persuasive

It indicates that the writer wants to influence the reader to take a certain action. It's an effort to persuade others to take action or change. This kind of writing covers analyses of movies, consumer goods, novels, and contentious topics.

2.4 The Proseses of Writing

When writing, there are processes and stages that must be followed. The writing process is the necessary steps, starting from planning, compiling, revising, until the final version, to produce well and clear writing

Harmer (2004:4) in using written materials, there is a process at play and that process may be influenced by the writing's substance (subject matter), style, and medium. The writing process consists of four steps. Those are:

1. Planning

Planning refers to the preparation an author makes before writing. Before beginning to write, they make an effort to decide what they want to say. They must first consider their writing's purpose, since this will affect not just the text they want to produce but also the language they choose and the information they decide to include. Second, experience will have an effect on the language employed as well as the writing's structure. Third, authors must evaluate the structure

of the piece's content and arrange the information, concepts, or arguments they have chosen to provide.

2. Drafting

The authors usually makes the first version of his writing that is the initial draft of an article. Preliminary draft of a text is common practice to write an earlier draft of a text knowing that it will eventually be amended. On the way to the final version, a number of drafts may be written while the writing is being edited.

3. Editing (reflecting and revising)

Editing entails making changes to the manuscript they have written. Beginning with grammar, spelling, and mechanics. Then look at typical issues and the general framework. Other readers (or editors) who remark and give ideas may frequently assist with reflection and rewriting. Another reaction to a piece of writing will assist the author in making the necessary modifications.

4. Final version

The final version is created after the writers have revised their draft and made any adjustments they believe are required. Because things have changed over the editing process, it may seem very different from the initial plans and early drafts, but the writer is now ready to give the written material to the target audience.

According to the explanation above, there are processes and stages that must be followed when writing. The writing process is the sequence of necessary steps, starting with planning, compiling, and revising until the final version, to produce well-written and clear writing.

2.5 The Genres of Writing

Hyland (2009:15) states that genre is a term used to categorize texts and shows how authors frequently utilize language to address recurrent themes. The text types serve as a frame of reference for selecting and arranging text parts, rhetorical structures, communicative aim, language use, and the distinctions between text types and others so that the text may be carried out efficiently. According to Sanggam Siahaan (2011:1), there are thirteen writing genres:

1. Recount

A recount text is one that discusses events or experiences from the past, such as trip stories or childhood experiences.

2. Narrative

A narrative text is a text that is typically used as material for stories or fairy tales with the goal of amusing and conveying a story from the past.

3. Spoof

A spoof text is a text about a tale that ends with a twist, surprise, or something hilarious.

4. Description/Descriptive

A descriptive piece of writing is one that seeks to describe or explain in depth to the reader a person, location, animal, item, or other thing.

5. Report

A report text is a piece of writing that comprises written information on whatever occurs.

6. Procedure

A procedure text is a text that explains or instructs how to do something, such as how to prepare rice or knot shoelaces.

7. Hortatory Exposition

Hortatory expositions are texts that are organized based on the writer's thoughts or ideas about a topic in order to provide guidance or suggestions to the reader.

8. Analytical Exposition

Analytical exposition text is a text that seeks to persuade the reader that the issue offered is worth discussing or paying attention to by presenting viewpoints or arguments in favor of the main idea or topic.

9. Anecdote

Anecdote text is a text that both informs the reader on odd historical events and helps to amuse them. Anecdote text contains stories about unique and funny incidents.

10. Explanation

The explanation text is written to answer "how" queries. As a result, explanation texts are precise and logical in character and serve to explain how something might happen.

11. Discussion

Text that may be used to communicate thoughts and debates regarding current events is known as discussion text.

12. Argumentative

An argumentative text is one that gives many viewpoints from diverse points of view on a subject in order to persuade readers or listeners by presenting particular opinions or arguments.

13. News Item

A news item text is a text prepared with the intention of presenting or showing genuine news in order to provide information about current events.

2.6 Narrative

According to Otong Setiawan (2007:41), a narrative text is a kind of text that tells a legend and the resolution of the story to amuse and delight readers. Pardiyono (2007:94) said that narrative is a story that talks about past activities or events that are problematic in order to teach readers. Anderson & Anderson (1997), define narrative text as a type of text that tells a story using spoken or written language. It may be transmitted by newspapers, radio, books, television, or computer files, as well as through pictures, facial expressions, and camera angles.

From the opinions of the experts above, narrative text is a sort of text that narrates legends or previous events that may be transmitted through many media, one of which is a book that attempts to entertain readers.

2.6.1 The Generic structures of Narrative Text

- a. Orientation comprises the introduction of people and places engaged in the contents of the tale.
- b. Complication contains details about the conflict and what would happen in the story.
- c. Resolution, a sections that contains problem solving by characters.
- d. Reorientation (coda) contains the final conclusion of the story that contains a moral message for the readers.

2.6.2 The Language Features of Narrative Text

- a. The tenses employed in narrative text are past tense.
- b. Use temporal adverbs such as "once upon a time", "last year", "tonight", and many more.
- c. Using time-related conjunctions
- d. Using noun phrases like "beautiful girl"
- e. Using an action verb to indicate that the subject is taking action.

2.7 Teaching Writing

According to Nunan (2003:5), excellent writing begins with adhering to established standards and concepts. The teacher's role is to communicate these guidelines, and pupils are then instructed to write replies to the written content they choose using appropriate writing rules. Essays prepared by students are assessed based on their content, language, and structure.

Suhaili & S (2023:431) said that writing is an ability that encourages students' brains to think actively since they must become solid thinkers in order to draw connections between facts and ideas. Writing forces authors to document, clarify, and organize their thoughts and experiences, making them active learners. As a result, the goal of teaching English is for pupils to comprehend the meaning of a text.

Teaching writing is an activity that assists pupils in putting their thoughts into writing. According to Cheung (2016:183), while teaching writing, we must clearly teach the writing processes as well as particular tactics to help students improve their writing skills. It is beneficial for writing teachers to understand different ways of teaching writing. However, teachers must recognize that simply assisting students with idea development and preparation, as well as teaching the rhetorical techniques of certain genres, is insufficient to help students improve their writing.

According to Caldwell (2012), there is no single, consistent technique or strategy that is ideal for academic writing. As a result, instructors and educators must create their own curriculum and teaching to match the requirements of their pupils, which may require them to educate with ambiguous aims. As a result, pupils' academic writing requirements will not be satisfied. Another issue with instructors is that they do not have enough time to offer relevant feedback or support to pupils in order to help them improve.

Based on the explanation of the experts above, the researcher concludes that teaching writing is a knowledge-sharing activity that focuses on writing with the goal of increasing students' abilities in the writing process, which plays an essential part in human existence.

2.7.1 The Purpose of Teaching Writing

Teaching writing improves students' writing skills. With the aim, so that students can produce effective writing based on their needs. According to Harmer (1998:79), teaching writing serves numerous purposes, including:

1. Reinforcement

Some students learn language only through verbal or aural sources, but the majority of us gain immensely from seeing written language. Visual representations of language structures are essential for both understanding how they fit together and memorizing a new language. Students frequently find it beneficial to begin writing phrases in a new language as soon as they learn it.

2. Language development

We're not sure, but it seems that writing—like speaking—helps us learn as we go. The mental effort necessary to produce suitable written material is a component of a lifelong learning process.

3. Learning styles

Some learners pick up languages rapidly just by observing and hearing. For the rest of us, it could take a little bit longer. For many students, it is essential to have time to consider things carefully and form words slowly. Writing is appropriate for such students. Instead of hurrying and being angry with face-to-face contact, it may alternatively be a calm and reflexive action.

4. Writing as a skill

The fact that writing is a fundamental language skill, much like speaking, reading and listening, makes it important to teach it to students. Students are expected to be able to produce letters, written reports, ad responses, and increasingly, electronic media. They must understand with some writing conventions (paragraph design, punctuation, etc.), as well as how to pronounce spoken English well.

Based on the explanation above, the researcher concludes that the objective of teaching writing is not simply to give work, knowledge, and amusement; it also strives to assist students in creating texts based on their thoughts, ideas, and experiences. Discover how to blend words and phrases, as well as their roles.

2.7.2 The Aspects of Teaching Writing

Brown (2001:380) identifies five components of writing that serve as standards for judging writing competence. They are as follows: content, organization, vocabulary, language use, and mechanics described as follows:

1. Content

There are at least two parts of content that may be measured, namely the points conveyed and the formal signals supplied to readers to help them comprehend the issue correctly.

2. Organization

There are several factors to consider while gathering material in writing, including sentence coherence and cohesiveness, order of meaning from particular to general, chronological order, and special sequence patterns.

3. Vocabulary

Vocabulary is one of the linguistic qualities associated with the writing process. Where the writer is continuously thinking about how to put words into sentences and sentences into paragraphs to create a piece of writing. As a result, one area that requires care is vocabulary.

4. Language use

The use of language in writing necessitates precise use as well as grammatical or structural concerns. Grammar is an essential component of writing. It listens in on our conversations to verify that they are proper and tidy. As a result, it has a considerable influence on the quality of the writing.

5. Mechanics

It is also vital to pay attention to the method of writing while writing information. Capitalization, spelling, and punctuation are all part of the writing machinery. As a result, the reader will be able to grasp the meaning of the text more readily.

Based on the explanation above, in examining the writing characteristics that are utilized as a benchmark in order to improve the writing.

2.8 Types of Teaching Writing Technique

There are various writing approaches that may be applied. The writer outlines many sorts of writing approaches below.

1. Individual work

Individual work is an activity in which the teacher gives assignments to each student, who then processes and implements them independently. Individual working conditions include student motivation, self-control capacity, and differentiation. Students can apply their own personal learning methods and techniques, learn at their own pace, and be confident in what they know and what takes more time.

2. Mind Mapping

Mind mapping is a method of taking notes on a certain topic before writing. This approach is organized and demonstrates the hierarchy of concepts. You may map your information in a way that will improve your ability to absorb and recall content by concentrating on the key ideas that you have provided in your own words and searching for connections between them.

3. Think Pair Share

Think Pair Share is a cooperative learning technique that fosters individual engagement and can be applied in various areas since it consists of three core actions that take place before, during, and after classes. There is no restriction on the grade levels or class sizes for this approach. During the 'think' stage, the teacher encourages students to consider an issue or problem. Students assemble at the 'duo' stage to discuss possible solutions or responses to the challenge. During the last stage, 'share,' pupils are requested to share with the entire class.

4. Freewriting

Freewriting is a writing approach in which there is no obvious framework, no outlines, cards, notes, or editorial concern. In freewriting, authors follow their own mental impulses, allowing inspiration and ideas to strike unexpectedly. Freewriting also implies that authors do not stop writing and do not take the time to fix or modify their work, even if it contains errors. Ideas in freewriting exercises are designed to be unorganized.

There are many ways to teach writing. However, in this study, the researcher used the peer review technique. Because, according to researcher, peer review technique can make learning more effective and enjoyable, especially when studying narrative texts. So that when they learn writing in narrative text with peer review, students will more easily develop ideas by giving each other feedback on their respective writings.

2.9 Peer Reviewing Technique

A technique is a method or means of directing actions toward the achievement of goals. The success in this situation is the formation of effective learning, particularly in the process of learning to write. Because they can revise, competent writers rethink, restructure, and rework much of their prose. The process of revising involves examining the adjustments that may be required to bring it closer to what you want to communicate. Revising is a vital part of the writing process. While your writing is still in process, other students' input might provide an outlet for it. Speaking with others might help you improve and discover ideas for fixing challenges in your writing. Therefore, Working in groups may be a fruitful and pleasurable activity in your writing process.

2.9.1 Definition of peer reviewing

According to Baker (2016:189), Peer review is a technique or method that involves students actively and has the potential to enhance learning in a subject, assist the development of self-

evaluation skills, and ultimately help students become independent thinkers and writers. Furthermore, Harmer (2004:115) claims that peer review solves the problem of pupils reacting too passively to instructor comments. According to Kustati and Yuhardi (2014:74), peer review provides students with numerous possibilities to brainstorm on one another's work as well as proofread and edit for each other.

Based on the explanation above, it can be inferred that the peer review approach is a method for assessing classmates' writing while also offering suggestions to help them write more effectively. Based on qualities of effective writing, they will be required to pinpoint issues in their classmates' writing and offer criticism on these issues as well as recommendations for raising the writing standard. Additionally, they were expected to actively engage, give ideas, and demonstrate responsibility by helping their peers with their writing. It is thought that this would also help them write better.

2.9.2 Procedure of Peer Reviewing Technique

Hyland claims that peer review may occur at many stages of the writing process and can take many different forms. Students are typically divided into groups of two, three, or four in order to exchange polished first draft. Before editing each other's work, provide input. Some peer sessions involve students presenting their work to other students for criticism, even though some teachers choose to have each group member read their writing in front of the class so that each group can respond to the writings of the other groups.

According to Morran, the steps involved in the peer review approach are as follows:

1. Introduce clarify peer review technique in class.
2. Students submit their work and make it available for feedback.

3. Assemble pupils into groups of three to four. Students then read their papers, respond to other students' queries, and the teacher delivers directions.
4. Paperwork from students. The author has a wonderful opportunity to explain unclear recommendations during this face-to-face meeting.
5. The students turn in the last draft. Instructors might look for proof that the author took reviewers' remarks into account by comparing the original and final manuscripts.

Based on the statement above, the process for applying peer review approaches has the following structure:

1. The co-assessment process is accepted by the students. We make sure students comprehend the peer review process by outlining it in this phase. In this exercise, the proper way to do a peer review is explained, shown, and most importantly, given examples.
2. The first draft of a narrative text based on a predetermined theme is required of the students.
3. After completing an experience evaluation in pairs, students are instructed to swap their first and second drafts. Students are required to collaborate in pairs at this point. By submitting a peer-review sheet and a peer-review guide, each student reviews and analyzes a classmate's manuscript. To determine if the peer review approach has been used correctly or not, the researcher makes rounds.
4. Students are invited to comment on their peers' evaluations. After reviewing the manuscripts of their peers, the students now provide their comments and ideas. Students pay close

attention to the structure, the content, the grammar, the punctuation, the spelling, and the expressive stylistics.

5. The initial draft and instruction sheet must be returned to the owner by the students.
6. Students are instructed to edit the narrative text in light of the feedback from their peers.

From the explanation above, it can be concluded that the peer review technique is an effective editing tool for writers. They need to be more imaginative and critical, offering helpful criticism to other team members and empowering them to assess the grammar, organization, spelling, context, punctuation, and style of their writing.

2.9.3 The Advantages of Peer Reviewing Technique

Harmer (2004:115) says that Peer review provides benefits in encouraging students to work cooperatively when working in groups. Harmer continued, Peer review also solves the issue of pupils responding too passively in response to instructor comments.

The following are some of the advantages of peer reviewing such as:

1. Motivate students by letting them hear what their classmates have to say.
2. Gives pupils the chance to collaborate directly with others to enhance their writing. In working together, exchanging ideas, and defending ideas with one another, people are inspired to further others' learning.
3. A stress-relieving activity is peer review. Students don't have to worry about the teacher's grades when they check and talk with their friends. They are allowed to come up with and support suggestions to make their writing better. Therefore, a student's grade won't be affected by a mistake. Consequently, peer review is a fun pastime.

4. By reviewing a variety of subjects, including grammar, vocabulary, diction, punctuation, conjunctions, and spelling, peer review enables students to become self-reviewers. It aids students in comprehending and analyzing the material, allowing them to enhance their own work.

2.9.4 The Disadvantages of Peer Reviewing Technique

Each technique has disadvantages, as well as peer reviewing techniques. Here are a few drawbacks to the peer review technique:

1. Limited readership.

These restrictions unintentionally discourage users from successfully leaving comments. They have a hard time giving criticism and often make remarks that are incorrect due to their lack of grasp of technical writing.

2. Readers sometimes lack the confidence to provide suggestions or reviews.

As previously stated, readers are uneasy because they are unable to comment.

3. The author's suspicion of his colleague's remarks.

4. Individual authors find it challenging to use peer review processes.

Every teaching technique has flaws that can be fixed. The use of peer reviews typically consumes too much time throughout the teaching and learning process. So that we may allocate time for each lesson plan step. For a teacher to speak with one kid or watch each group independently, it takes a lot of time. So it's an additional means of communication for the entire class. The teacher must read every student's draft before discussing the language, structuring, writing style, and conceptual strengths and flaws of the majority of the students. The instructor then offers advice about the areas of weakness. The teacher provides appropriate writing assignments, encourages students to eliminate negative attitudes when giving and receiving

feedback, and is outfitted with special instructions for students to make them happy throughout the course of learning in order to encourage students to behave more confidently.

2.10 Previous Study

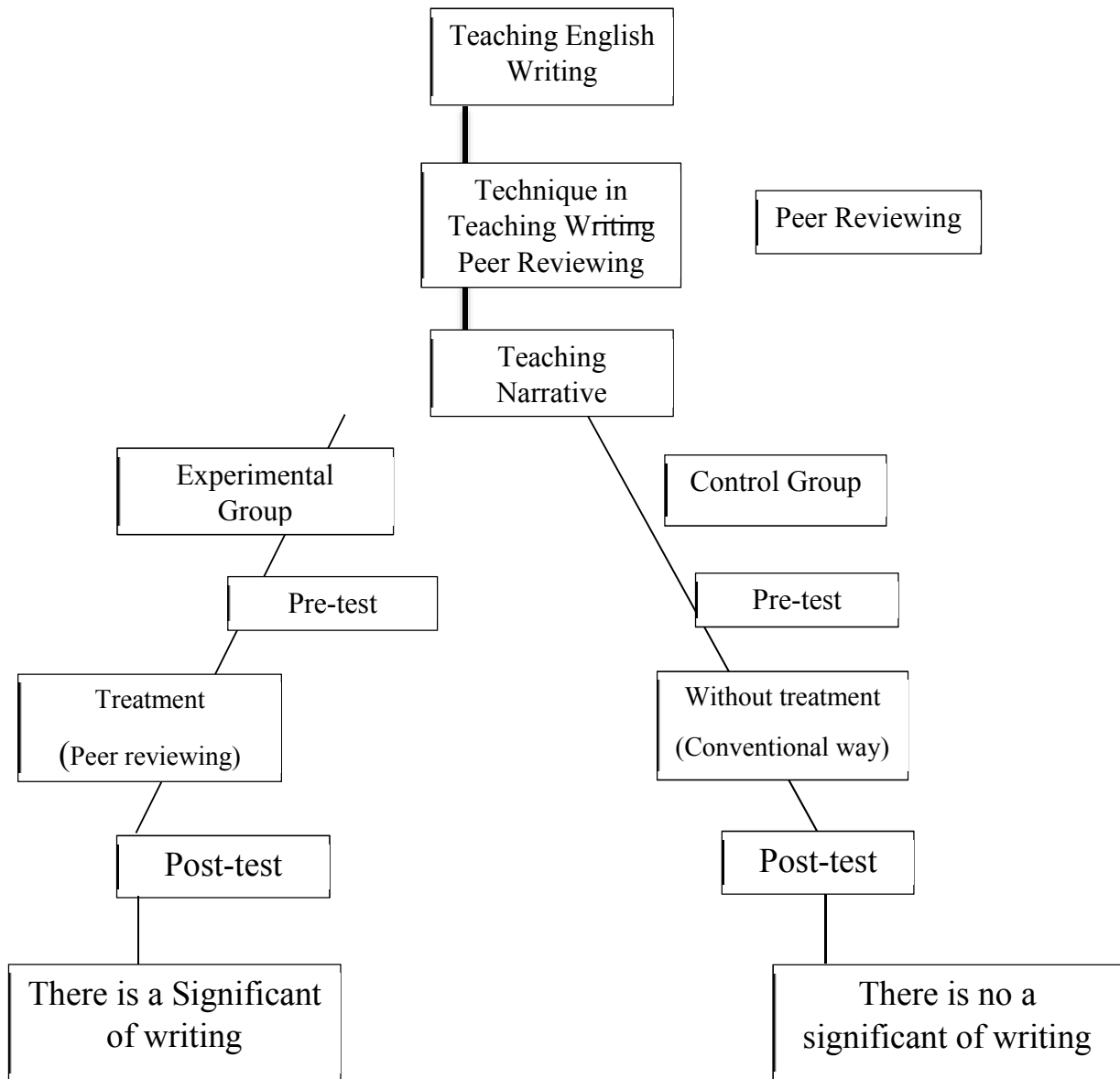
This technique has been used by some researchers. Here the writer presents three previous researches. The first research was conducted by Harutyunyan & Poveda (2011), the title “*Students’ perception of peer review in an EFL classroom*”. Even though there are a lot of information regarding the benefits of peer review has been published, it is difficult to find evidence about how the process is seen by its intended audience—students—or what they could anticipate from it. In this study examines student perceptions of the use of the peer review method which is used as the main tool to improve the composition of the final project. The purpose of this research was to ascertain the perceptions of 44 students from one of Ecuador's top institutions who had just finished an academic writing course that heavily relied on peer review to enhance the quality of final essays. This study is anchored on Vygotsky's sociocultural approach and supports and builds upon other studies on the subject by offering a more thorough and realistic viewpoint. Participants who have utilized this methodology remark on its advantages and/or disadvantages. The findings showed that group members who used the peer reviewing technique thought they benefitted from it. This result was reached after reviewing the replies provided by students to a questionnaire that included open-ended and closed-choice questions on the same three peer review-related topics: critical thinking, collaborative work, and composition quality. To collect data, researchers use questionnaires. In the research, examines the analysis of student perceptions of peer review which is used as the main tool to improve the composition of the final essay. While in this study, the researcher will conduct research in a junior high school and will directly conduct an experiment in the classroom by applying the peer

review technique to eighth grade students. If the research uses qualitative research, the writer uses quantitative experimental research.

The second research was conducted by Candra Arifiana (2015) with the title "*Improving Students' Skill in Writing Recount Text by Using Peer Review Technique*". The problem was brought up in this study because writing was the hardest skill for pupils to learn. Writing is a skill many students find challenging to develop. They lack vocabulary and tend to limit their usage of terms they are familiar with in writing. They also struggle with developing their thoughts and structuring sentences into coherent paragraphs. Additionally, they use poor grammar in their writing. The teacher believes that it is challenging to teach writing. The goal of this study is to determine how peer review might be used to help students write recount texts more effectively. The researcher uses the theory from Arikunto (2006). Action research was developed and used in this study to meet these objectives. The findings revealed a notable improvement in the students' writing recount texts. The pre-test, formative test, and post-test average scores of 63.00, 74.29, and 79.50 respectively serve as proof of this. In each exam, students' writing abilities (including content, organization, grammar, punctuation, style, and expression quality) increased. He did his research at the Eighth Grade Students of SMP N 4 Batang Year 2014/2015 with the sample being 38 students. The study was a Classroom Action Research design. To get the data he did use questionnaires, observation sheets, and written tests. The research is about teaching writing recount texts using peer review techniques to eighth grade students of SMP Negeri 4 Batang in the 2014/2015 academic year. Whereas in this study, the researcher used a quasi-experimental design to determine the effectiveness of peer reviewing techniques when used in teaching narrative writing at eighth grade students of SMP N 1 Sei Rampah in the 2022/2023 academic year.

The third research was conducted by Hilda Eriya Sani (2017) with the title “*the influence of using peer review technique towards students’ recount text writing ability*”. According to preliminary data at MTs Negeri 2 Bandar Lampung, 70.9% of regular eighth-grade students do not satisfy the teacher's minimal accomplishment standards. The Quality Standard Minimum (KKM) score is 75. This research tries to ascertain whether or not the Peer Review Technique has an impact on students' capacity to produce recount texts. The theory used in this research is John W. Creswell (2012) theory. Based on data analysis using John W. Creswell theory, the result of the independent sample t-test is 0.001. This result is compared to the Sig. (pvalue) = 0.05 score of the significant value obtained. H_0 is so passed over whereas H_a is accepted. In other words, it is known from this research that the students' capacity to write recount texts may be influenced by peer review approach. It may be concluded that adopting the peer review approach has a substantial impact on students' capacity to write recount texts. She did her research in the eighth grade of MTs Negeri 2 Bandar Lampung with a sample of 35 students. The research was a quasi-experimental design. To get the data she did use an independent sample t-test. This study examined the influence of using the Peer Review Technique on students' ability to write recount texts by determining the standard KKM scores to be achieved. While in this study, the researcher wants to test the effectiveness of peer reviewing in teaching writing narrative texts for eighth graders at SMP Negeri 1 Sei Rampah.

2.11 Conceptual Framework



Scheme 2. 1 Conceptual Framework of the Effectiveness of Peer Reviewing Technique in Teaching Writing Narrative Text

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research design

The goal of research design is to debate and evaluate research issues by methodically and logically integrating research aspects. In this research, the researcher uses an experimental quantitative design. Based on John W. Creswell theory (2012:295), the only sort of study that can test hypotheses to determine causal linkages is experimental research. For example, you would account for every variable that may affect the outcome of a "high score on the quiz" while comparing two groups that participated in lectures and discussions. You make sure that all groups are tested under identical settings for personal aptitude and test questions. All factors that might influence the result are controlled for, with the exception of variations in the method of teaching (lecture vs. discussion). Therefore, using an experimental design, researchers will examine this impact by giving one product or activity to one group while withholding it from other groups.

In this study, there were two variables: writing, which is the dependent variable, and peer review techniques, which is the independent variable. Two student groups participated in this study: the experimental group and the control group, both of which received pre-test and post-tests. While the control group will be taught using traditional methods, the experimental group will be taught using peer review techniques.

3.2 Population and Sample

3.2.1 Population

The population was the people, occasions, or items that you wish to investigate in your research. According to John W. Creswell (2012:142), a population is a collection of people who share a certain trait. The population of this study was class VIII students of SMP NEGERI 1 SEI RAMPAH. Consists of nine classes with a total of 285 students.

3.2.2 Sample

According to John W. Creswell (2012:142), a sample is a collection of people of the population sample which a researcher wishes to analyze. This study used a cluster random sampling technique in selecting the sample. The researcher took two classes with 60 students, 30 each class. Researcher used class VIII-1 as the experimental group and class VIII-2 as the control group.

The cluster random sampling procedure involved the following steps:

- a. Made a small piece of paper with the names of each class was written on, folded up, and placed in a box.
- b. Two of the rolled papers were then removed after shaking the box.
- c. Finally, taking the first paper is the experimental group, then taking the second paper is the control group.

3.3 Instrument of Collecting Data

Researcher used a written test as an instrument to collect data for this study. The pre-test and post-test were given, and the researcher used a subjective test which included an essay test about narrative text. Before using peer review, researchers tested students' basic understanding of

narrative texts with a pre-test, and conducted a post-test to see whether peer review had an effect on their ability to produce stronger narrative texts.

3.4 Procedure of Collecting Data

Quantitative data was collected through a written test given by the researcher. Pre-test, treatment (learning presentation), and post-test are the three procedures that researchers used to collect data for this study.

3.4.1 Pre-test

Before starting treatment, both the control group and the experimental group carried out a pre-test. The researcher gave a pretest and gave the class a written test to see how well the students understood the narrative text. This initial test is useful for determining how well students understand narrative text.

3.4.2 Treatment

After knowing the pre-test findings, the researcher used the same material for the narrative text that would be presented in the control class and experimental class. Only the experimental group received a treatment consisting of four meetings. The author uses peer-review techniques as a student learning strategy for narrative material in experimental classes.

3.4.3 Post-test

The post-test tries to determine if student learning outcomes have improved following therapy. The writer administered a post-test to each student in both the control and the experimental group after the material was presented to the control and the experimental groups in order to gauge the students' proficiency in writing narrative texts, particularly those abilities that were taught utilizing peer review.

3.5 Scoring of the Test

The teachers must have the correct understanding of writing evaluation in order to properly evaluate written work and gauge students' mastery of the skill. Based on Jacob's theory in Ghanbari, Barati, and Moinzadeh (2012:94), there are five components in assessing the written test for ESL. They are:

Table 3.1 Scoring Writing Narrative Text

Score	Level	Criteria Comment
Content	30 – 27	excellent – very good: informed, substantial, with a well-developed argument, and pertinent to the given subject.
	26 – 22	good – average: Somewhat informed, appropriate scope, restricted thesis development, mainly pertinent to topic, but lacking in specifics.
	21 – 17	fair – poor: subject-specific ignorance, a lack of content, and insufficient topic development.
	16 – 13	very poor: does not demonstrate topic expertise, is insubstantial, inappropriate, or inadequate to be evaluated.
Language use	25 – 22	excellent – very good: effective, complicated compound contractions, minimal mistakes of agreement, tense, number, word other/function articles, pronouns, and prepositions.
	21 – 18	good – average: effective but basic constructs, a few faults of agreement, tense, number, word other/function, articles, pronouns, and prepositions, but meaning is seldom lost in complicated compositions.
		fair – poor: almost no command of sentence construction rules, dominated by mistakes,

	17 – 11	fails to convey, or is insufficient for evaluation.
	10 – 5	very poor: almost no command of language structure rules, mostly mistakes, does not convey, or not enough to assess.
Vocabulary	20 – 18	excellent – very good: comprehensive vocabulary, wise use of words and idioms, command of word forms, and suitable register.
	17 – 14	Good – average: appropriate scope, sporadic grammatical and usage faults that don't impede message.
	13 – 10	fair – poor: restricted scope, frequent mistakes in word/idiom choice, use, and unclear or muddled meaning.
	9 – 7	very poor: basically, translation, a lack of vocabulary, idiom, or word form expertise in English, or a lack of evaluation.
Organization	20 – 18	excellent – very good: expression that flows smoothly, that is clearly expressed and substantiated, that is concise, well-structured, logically ordered, and coherent.
	17 – 14	good – average: a little choppy, loosely structured, but the major concepts are clear; little support; and logical but insufficient sequencing.
	13 – 10	fair – poor: Ideas are disjointed or jumbled together, and there is a lack of logical growth and sequencing.
	9 – 7	very poor: does not organize, communicate, or assess sufficiently.

Mechanics	5	excellent – very good: exhibits command of convention with few mistakes in spelling, punctuation, capitalization, and paragraphing.
	4	good – average; occasional spelling, grammar, function, and paragraphing problems, yet message is not lost.
	3	fair – poor; numerous typographical, handwriting, capitalization, paragraphing, and meaning composition or obscurity faults.
	2	very poor; errors in spelling, grammar, capitalization, paragraphing, and legibility of handwriting predominate when there is a lack of convention mastery.

According to the analytical scale for ESL described above, the following table's total score of 100 might be summed up as follows:

Table 3.2 Total Score

No	Aspect of writing	Score
1.	Contents	30
2.	Language/ use/ Grammar	25
3.	Vocabulary	20
4.	Organization	20
5.	Mechanics	5
Total		100

3.6 Validity and Reliability of the Test

Validity and reliability are two key points in analyzing a text. According to the theory of John W. Creswell (2012:159) states that validity and reliability are intricately intertwined. Sometimes these two concepts are mutually exclusive, while other times they overlap. When evaluating the selection of an instrument, validity may be considered of as the broader, more inclusive concept. Since it is a measure of consistency, reliability is typically simpler to comprehend. Scores must be steady and constant in order to be significant; if they are not, they are not legitimate. Additionally, scores may be more valid the more consistently accurate they are from an instrument (even though scores may still not measure the specific construct and may still be incorrect). Scores that are genuine and dependable are the most ideal.

3.6.1 Validity

According to Arthur (2003:26), the validity test is carried out to see if the test obtains the anticipated outcomes. It means that we can determine whether or not the test we've conducted is legitimate by performing a validity test. Then, Best and Kahn (1995:218) assert that a test is valid if it gets the information that it purports to. The test's content and construct validity were employed in the case study to determine if it had excellent validity or not.

1. Content Validity

According to Best and Kahn (1995:219), content validity is based on a careful examination of course textbooks, syllabi, objectives, and the opinions of specialists in the field. It describes the extent to which the test actually measures, or is specifically related to, the traits for which it is designed. Therefore, the material taught has better match the curriculum. In the first semester of the standard eighth grade, narrative texts are taught.

2. Construct validity

According to Best and Kahn (1995:219), construct validity is the extent to which results of tests can be accountable by the explanatory construct of a valid theory. As therefore, construct validity should concentrate on the capacity to write narrative texts, which will be measured.

In this study, a writing exam was developed to gauge students' proficiency in recount text writing using a few criteria from the scoring rubrics. They are made up of vocabulary, organization, language, and mechanic.

3.6.2 Reliability

Brown (2004:20) asserts that reliability is consistent and dependable. That is, if the same test is administered to the same students or if the same students are matched on two separate dates, the test should result in results that are comparable.

The researcher uses the Kuder Richardson 21 formula (KR21) as follows to determine the test's reliability:

$$(KR_{21}) = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KSD^2} \right)$$

Where:

KR_{21} = Reliability of the text

K = Number of items in the test

M = Mean of the test

SD^2 = Standard Deviation

According to Arikunto (2010:313), is a statistical instrument used to compare the measurement outcomes of two separate variables to ascertain the strength of the association between different variables. The types of coefficient correlation are as follows:

0.00 – 0.20 = the reliability is very low

0.21 – 0.40 = the reliability is low

0.41 – 0.60 = the reliability is fair

0.61 – 0.80 = the reliability is high

0.81– above = the reliability is very high

3.7 Technique of Analyzing Data

The study applied the quantitative data. The quantitative data is utilized to evaluate student performance. The steps in data analysis are:

1. Calculating the mean score for each group using the results of the pre- and post-tests for the experimental group and the control group by using:

$$M = \frac{\Sigma x}{N}$$

Where:

M : Mean

ΣX : total of score

N : total of students

2. Compiling the control and experimental group data.
3. Comparing the score by using t-test. In this study, a t-test is utilized to support the hypothesis that states “There is a significant effectiveness of peer reviewing in teaching writing skills”.

$$t = \frac{Mx - My}{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}$$

Where:

t = the result/effect

M_x = the experimental group's mean

M_y = the control group's mean

dx^2 = the score's standard deviation for the experimental group

dy^2 = the score's standard deviation for the control group.

N_x = the total number sample for the experimental group.

N_y = the total number sample for the experimental group

4. Concluding the finding.

