

**THE EFFECTIVENESS OF PEER REVIEWING IN IMPROVING
STUDENTS NARRATIVE WRITING ABILITY AT THE ELEVENTH YEAR
STUDENTS OF SMA PMDS PUTRA PALOPO**



A THESIS

*Submitted to the English Language of S1 Tarbiyah Department of
State College for Islamic Studies of Palopo in Partial Fulfillment
of the Requirement for S.Pd Degree in English
Education*

By
IAIN PALOPO

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk proses selanjutnya.

Wassalamu 'Alaikum Wr. Wb.

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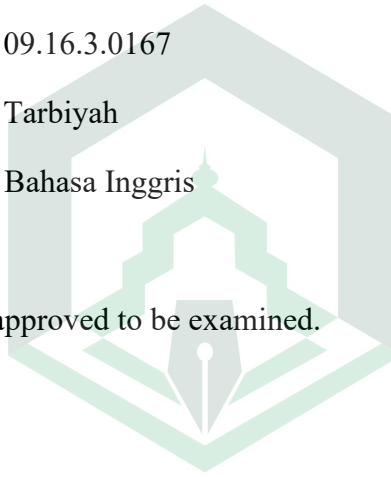
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Palopo , September 2th 2013

SUPIYANI

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CHAPTER I

INTRODUCTION

A. Background

Writing skill will help us transmit our idea to other people especially those who are the distance of time and place. Writing skill will also help to students to reinforce structure and grammar, idiom, and vocabulary. Writing ability as well as other skills is like listening, reading, and speaking. It is also very important as through writing the students can improve and express their idea. Nevertheless, writing is not easy to do because it is very complex. The complexities in writing for example could be obstructing to a child education if they cannot write well. The students are increasingly expected to express what they know about many different subjects through writing. If a student fails to develop certain basic skills, he will be unable to write correctly.

Writing is very important in learning English because it can express our ideas, and process some information through writing. Writing is difficult to master because it needs supported knowledge, namely grammatical, theoretical, conceptual, and judgment elements. All components are related each other. Besides, many people face problem in writing skill, because there are some factors that may cause the difficulties in writing. Such as, The lack of knowledge in to expressing ideas in writing form and learning strategies in teaching writing subject.

The students of SMA PMDS Putra Palopo face difficulties in writing skill. Therefore, the teacher should give more attention to teach writing to upgrade students writing in English.¹

Relating to the problem above, the researcher is interested in doing this research about the students narrative writing ability at the eleventh year students of SMA PMDS Putra Palopo. Eventhough, the students of SMA PMDS Putra Palopo studied about English at school their ability in is still low, this can be known from the teacher's information. Base on the preliminary observation, on the writing skill of the students of SMA PMDS Putra Palopo is fairly low as they cannot arrange the sentence correctly (base on the grammar and good structure). Indeed, this also supported by the teacher who say that the students cannot write a simple sentence. Therefore, the writer is interested in doing research writing skill of the students of SMA PMDS Putra Palopo. Based on the assumption above, the writer thinks that it is necessary to find out the other way in teaching English. So, it is conducted under the topic "The Effectiveness of Peer Reviewing in Improving Students Narrative Writing Ability at the Eleventh Year Students of SMA PMDS Putra Palopo".

¹ Much. Munawir K, *Upgrading Students Writing Skill Through Silent Way to The Eleventh Year of MAN Palopo*, (Palopo: STAIN Palopo, 2010), p. 1.

B. *Problem statement*

Based on reasons in background above, the researcher formulated problem as follows :

“What is the peer reviewing is effective way in improving students narrative writing ability at the eleventh year students of SMA PMDS Putra Palopo”?

C. *Objective of the research*

Based on the research that set above the writer state the specific objective of this research as follow:

“To find out whether the use of peer reviewing is effective in improving student narrative writing ability at the eleventh year students of SMA PMDS Putra Palopo”

D. *Significance of the reasearch*

In this study the writer expects that the research paper has benefits both theory and practise.

1. Theoretically

The result of the research is expected to be useful information for all teacher to use peer reviewing in improving students narrative writing ability.

The result of this research is espected to be useful to make students easy in writing narrative especially for the students of SMA PMDS Putra Palopo.

2. Practically

- a. To give suggestion how to improve students English writing skill, especially narrative text.
- b. To enable teacher in teaching and make students happy in studying.

E. Scope of the Research

This research was focused on the effectiveness of peer reviewing in improving students narrative writing ability at the eleventh years students of SMA PMDS Putra Palopo. It was focused on students content, organization, vocabulary, grammar and mechanics. The researcher focused on improving the students ability in studying narrative by peer reviewing at the eleventh year students of SMA PMDS Putra Palopo.

F. Definition of Terms

The research would like to define the title to avoid any misunderstanding:

1. Peer reviewing is a process of self regulation by a propession or a process of evaluation involving qualified individuals within the relevant field².
2. Narrative is the form of writing used to relate the story of acts or events.

It is place concurrencies in time and tells what happened according to the natural of time sequence.

² [Http://Www.Linfo.Org/Peer_Review](http://Www.Linfo.Org/Peer_Review). Accessed On October 12th 2013.

Types of narration include shorts story, novels and news stories as well as large part of our everyday social interchange in the form of letters and conversation.³

3. Writing is the mental work of investing idea, thinking about how to express them and organizing them, into statements and paragraphs that will be clear to a reader.⁴



³Iskandar Halking, *Contextual Teaching and Learning a Strategy in Teaching Narrative Text of The Seventh Year Students at SMPN 1 Suli*, (Palopo: STAIN Palopo, 2009), p. 34.

⁴Rusnaeni, *The Effectiveness of Using Picture In Improving Students Ability In Writing Procedure Text to The Ninth Year of SMPN 8 Palopo*, (Palopo: STAIN Palopo, 2010), p. 7.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Study

The writer is going to describe the related research that has been conducted for the research as follows:

1. Nurhidayah, “Improving Writing Skill Through Writing Diary At The Eleventh Year Students of PMDS Putri Palopo”. In her thesis said that writing is one skill in language which needs special attention. It means that ideas on the paper, if someone tries to express his ideas on the paper or writing something, he must skill about it.¹ So that using diary is effective to increase ability students writing of PMDS Putri Palopo.

2. Halking Iskandar, “Contextual Teaching and Learning (CTL) a Strategy in Teaching Narrative Text of The Seventh Year Students at SMPN 1 Suli”. Narration or narrative is the form of writing used to relate the story of acts or events.² He concluded that learning activities which are connected to the students daily situations in real life make the learning more interesting and enjoyable. They happy making a reading

¹ Nurhidayah, *Improving Writing Skill Through Writing Diary At The Eleventh Year Students of PMDS Putri Palopo*, (Palopo: STAIN Palopo, 2013), p. 8.

² Iskandar Halking, *Contextual Teaching and Learning a Strategy in Teaching Narrative Text of The Seventh Year Students At SMPN 1 Suli*, (Palopo: STAIN palopo, 2009), p. 34.

exercises related to the narrative text and happy reading narrative text. So that using narrative text is effective in teaching a strategy

All these researcher have similarities and differences. The similarities are using proses teaching and developing the students writing skill. And the differences are all researcher using different method in their research. This research the researcher using peer reviewing for teaching narrative to make students understand about writing especially narrative.

B. The Concept of Writing Skill

1. Definition of Writing

Writing is an activity that using language in written form. Writing activity is a key indicator of language ability and the basic ability for studying various subjects. It is influence to a significance action national quality and educational performance. More importantly, writing encourages personal learning property designed assignment require students to not only collect knowledge but to determine which knowledge to retain. Which to discard, and how to present it.³

Writing is one of skill in language which needs special attention. It means that try to put ideas on the paper. If someone tries to express his ideals on the paper or write something, he much have skill about it. Writing is transmitting our idea to other people especially those who are a distance of time and place .

³ Leo Sutanto, *English For Academic Purpose Essay Writing*, (Yogyakarta: Andi, 2007), p. 1.

Writing skill will also help the student for teaching this skill and marked success in learning it. Writing as a process of expression ideas or thoughts in words should be done at our leisure.

How can we do something that we do not enjoy? Writing can be very enjoyable as long as we have the ideas and the means to achieve it.

Writing is not a talent, it is a skill that can be learned. Every body can be a writer because writing needs only the planning and the organizing of the words to be a sentence, the sentence to be a paragraph until the paragraphs to be a writing.⁴

Writing is letters or symbols that are written on a surface to represent that sounds or words of a language. Basically, writing means producing oral message into written language.⁵ It involves an active process to organize, formulate, and develop the ideas into a piece of paper, so that the readers can follow the writer message as well as in oral form. Writing is one of the ways to give information to the readers so that in giving information to the readers, the writing should be clearly and useful for the reader need.

2. Types of Writing

Students are involved in a variety of writing experiences through out their education. The following list explains most of the these forms of writing :

⁴ Anis Makrub, *Guide Book For Advanced Conversation Class*, (Lamasi: I.E.G, 2008), p. 5.

⁵ Nasir, *The Effectiveness of Using Mind Mapping in Teaching Writing to The Students at The Second Year Students of SMA Negeri 4 Palopo*. (Palopo: Thesis Cokroaminoto University, 2009), p. 4.

- a) Narrative writing, tells personal experience or a story and always includes characters, setting, and plot (examples : short stories, journals, autobiographical, writing about people)
- b) Discriptive writing, creates a vivid image in the readers mind and uses precise details to paint “ Word Pictures” for the reader (examples : reearch paper, essay, report)
- c) Persuasive writing, informs to convince the reader to take the same stand (example : movie review, restaurant critique, letter to editor, editorial)
- d) Technical writing, use research to present specialized information, but just because it is technical does not mean it has to be dull (examples : a VCR manual, drivers manual, a legal document, a cookbook).

3. The Problems In Writing

- a) Cannot observe and appraise that idea as objective.
- b) There is not planning how we start to write we do not thing and speaks orderly.
- c) We do not know the ability and potential our selves.
- d) Never look for and dominate information relationship with the topic which is write.
- e) The idea not organization as systematic and give expression as writer.

4. The Writing Process

There is a few things which shall be passed through deep writes: prewriting (pre writes), drafting (early copy writing), revising (fixed up), and editing (proof reading and substansi).⁶

a. Prewriting is thought process to determine to the effect writing, adjusting lingual style and discussion with reader, choosing topic.

b. Writing Drafting or Composing The First Draft. Begin to write by writes first copy, crude copy. Write before what do be at carry the wind, one that remembers. Even, forget before all theory write. Besides, not necessarily notices spelling or word problem standard sentence in phase “ write free ” (free writing) this. Write only, set down all Your one know and think up about topic already be determined.

c. Rewriting The Revising Stage. Rewrite or fixs previous startup copy, adjust with outline. Title looking at, shall aptly represent copy content. Fix word fault, sentence, or spelling.

Avoid sentence repeat. All important, Ensure Your writing is clear and easy apprehended. Ensure, You have written sentence aright, Effective, and is clear. Ensure also each connect's paragraph with topic that is worked through.

⁶ [Http://Romeltea.Com](http://Romeltea.Com) Writing-Skill-Kiat-Menjadi-Penulis. Accessed On October 26th 2013.

d. Editing Correcting The Version's Final. This is phase “ Finishing Touch ” before your writing is publicized or is sent. Correction each word! Also punctuation marks, as semicolon.

5. Components of Writing

There are five components of writing namely: content, organization, vocabulary, languages use, and mechanic.

a. Content

The content of writing should be clear to a reader. So that the reader can understand message conveyed and gain information from it. There are at last think that can be measure in connecting with component, the composition should contain one central purpose only, should be developed.

b. Organization

In organization of writing concert with the way he writes arrange and organization the ideas or the message in the writing the purpose of organizing materials. In writing involves coherence order of importance, general of which happened from the beginning to the end.

c. Vocabulary

The effective use the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the component of writing to express ideas, we always deal with to compose what they are going to say, because she/he feels difficult to choose what appropriate will help the writers to compose the writing and also make readers easy to understand.

d. Language use (grammar)

Language use in writing description and other from writing involves correct language and point of grammar. An adequate grammar should be one that capable of producing grammar. We should not be able to do anything more than litter separate items of language function. And also grammar can help students improve the use of formal language

e. Mechanics

There are two parts of mechanics in writing, namely function and capitalization. Function important as the way to clarify meaning. In English writing capital latter have to participation the first they used to distinguish between particular and the second, they used adjective, act. This aspect is very important since it leads reader to understanding or recognize immediately what the writer means to express definitely.⁷

C. Peer Reviewing

1. Definition of peer reviewing

Peer reviewing is a process of self regulation by a propesion or a process of evaluation involving qualified individuals within the relevant field. Peer reviewing methods are employed to maintain standards, improve performance and provide

⁷ Minarsih, *Improving Students Writing Skill By Using Portofolio Assessment Method at the Eleventh Year Students Tehnik Kendaraan Ringan (TKR) of SMKN 2 palopo*, (Palopo: STAIN Palopo, 2013), p. 13-14.

credibility. In academia peer review is often used to determine and academic suitability for publication.⁸

Peer review can be categorized by the type of activity and by the field or profession in which the activity occurs. In general, those involved in a given profession or particular organization identify their particular process by the generic term "peer review". So, even when qualifiers are applied the elements of peer review may appear to be inconsistent.

Peer review is the evaluation of creative work or performance by other people in the same field in order to maintain or enhance the quality of the work or performance in that field. It is based on the concept that a larger and more diverse group of people will usually find more weaknesses and errors in a work or performance and will be able to make a more impartial evaluation of it than will just the person or group responsible for creating the work or performance. Peer review utilizes the independence, and in some cases the anonymity, of the reviewers in order to discourage *cronyism* (favoritism shown to relatives and friends) and obtain an unbiased evaluation. Typically, the reviewers are not selected from among the close colleagues, relatives or friends of the creator or performer of the work, and potential reviewers are required to disclose of any conflicts of interest.

Peer review helps maintain and enhance quality both directly by detecting weaknesses and errors in specific works and performance and indirectly by providing

⁸ Darwin: [Http://www. Linfo. Org/Peer Review. Html](http://www.Linfo.Org/Peer%20Review.html), Accessed On April 3rd 2013.

a basic for making decisions about rewards and punishment that can provide a powerful incentive to achieve excellence.

Peer review is used extensively in a variety of professional fields, including academic and scientific research, medicine, law, accounting and computer development. Even trial by jury is a form of peer review. Peer review is legislatively mandated in some situations, particularly in law and medicine. In others it is required by tradition and or by administrative rules, such as in academia. In some fields, such as software development, it occurs naturally without any formal structure or requirements.

In the case of *peer reviewed journals*, which are usually academic and scientific periodicals, peer review generally refers to the evaluation of articles prior to publication.

But in a broader sense, it could also refer to articles following publication, as such articles often continue to be studied and debated for a longer period and by a much wider audience.

Despite its advantages, there have also been some criticisms of peer review. One is that it can be slow, particularly in the case of academic journals, for which many months or even a year or longer are sometimes required for submitted articles to be reviewed and published.

Some critics believe that peer review has a built-in bias against highly original works and results because reviewers (as do people in general) tend to be more tolerant of works and results that are consistent with their own views and more

critical of those that contradict them. It should be kept in mind that history is replete with examples of innovations that were originally ridiculed by their peers because they contradicted the common wisdom of the day.

2. Types of Peer Review

You may find it helpful to have a passing acquaintance with the different peer review approaches a journal may take to parsing your craft work. Knowing a journal's editorial structure and approach will prepare you for the kind of response you may receive.⁹

a. Single editor, external review

The simplest form of peer review involves a single editor and an external review panel. Panelists are usually volunteers, selected for their eminence in the field. They may take their time, but they usually give you a detailed critique of your manuscript.

b. Editorial board, some external review

Many academic journals use a system of unpaid editors who serve on an editorial board. In this system, a central group of one or more editors reviews all submissions and forwards those worthy of closer scrutiny to appropriate members of the board. The manuscripts that advance to that level receive detailed critique.

⁹ Gardner: [Http://www.Publishnotperish.Org/Module4/Peer_Review_Types.Htm](http://www.publishnotperish.org/module4/peer_review_types.htm). Accessed On April 5th 2013.

c. In house staff, external review

Some publications have an in-house, paid editorial staff. Staff members are generally knowledgeable about the field, and the interests of their readers.

The in-house staff vets all submissions prior to sending a subset out for specialist review. Quality and detail of the critique varies a great deal.

3. *Why Use Peer Review*

Peer reviewing is very important to be using in teaching, especially in teaching writing.¹⁰ Because Peer review helps maintain and enhance quality both directly by detecting weaknesses and errors in specific works and performance and indirectly by providing a basis for making decisions about rewards and punishment that can provide a powerful incentive to achieve excellence.

Peer review provides benefits for both the instructor and student.

- a. Frequent writing assignments that do not increase the grading workload. Peer review enables frequent student writing in introductory-level courses without overloading the instructor with papers to grade.
- b. Students develop key skills such as abstracting, developing arguments, describing, assessing, criticizing, analyzing, and reviewing. With the assignments, students encounter engaging ideas, important issues, and develop critical thinking skills.
- c. Student learning may be enhanced in the overall field of science. Peer review allows students to experience first-hand the collaborative process of construction and

¹⁰ [Http://Serc.Carleton.edu/Introgeo/Peer Review/Why.Html](http://Serc.Carleton.edu/Introgeo/Peer%20Review/Why.Html). Accessed On May 7th 2013.

refinement of knowledge, the subjective nature of evaluation and peer review, and the role of creativity in research.

d. New technology enables electronic peer review outside of class hours, increasing the flexibility of this type of assignment. With students balancing their academic, personal, and or professional lives, having students work on peer review outside of class and or the use of technology makes peer review more convenient. Students can work around their individual schedules instead of trying to coordinate meeting times. Students have the option to use the technology necessary from home in addition to school facilities.

4. Why is peer review important?

Because Peer Review help maintain and enhance quality both directly by detecting weaknesses and errors in specific works.

- a. Science has a system for assessing the quality of research before it is published.
- b. Peer review means that other scientific experts in the field check research papers for validity, significance and originality and for clarity.
- c. Editors of scientific journals draw on a large pool of suitable experts to scrutinise papers before deciding whether to publish them.
- d. Many of the research claims you read in newspapers and magazines.
- e. Unpublished research is no help to anyone. Scientists can't repeat or use it and as a society we can't base decisions about our public safety or our family's health.

f. So, no matter how exciting or compelling new scientific or medical research is, you must always ask.¹¹

5. The Performing Procedure

- a. Asking the students to writing narrative
- b. Evaluation
- c. Discussion
- d. Giving feedback

6. Excess and Lack For Peer Reviewing

Excess peer reviewing

- a. imbedding collaboration and tolerance to have say others and increases ability declares for idea.
- b. inuring correction self and writes draft cycle where student as writer become its the most reader faithful.
- c. pushing student mutually studying in working group and presents job atmosphere that they will world deep nature professional in the future.

¹¹ Trautmann: [Http://Serc.Carleton.Edu/Introgeo/Peer Review/Why. Html](http://Serc.Carleton.Edu/Introgeo/Peer%20Review/Why.html). Accessed On June 8th 2013.

Lack for peer reviewing

- a. be hard it get colleague who can be cooperative
- b. in working group oftentimes gotten by alternative overdose or confusing repair tips
- c. confiscate a lot of instructor and participant time is taught

7. Strategy of Peer Reviewing

- a. Answer the question
- b. Making paragraph or narrative
- c. Peer Correction
- d. Evaluation



D. The Concept of Narrative Text

1. Definition of Narrative Text

According to wiratno in hasan states that narration is tell about the real story or fictions. Narration text is the text tell an event that had happened, so that the form of the tense is used is past tense.¹²

A narrative text is a text that entertains and instructs the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted,

¹² Wiratno, *Mencerna Buku Teks Bahasa Inggris Melalui Pemahaman Gramatika*, (Yogyakarta: Pustaka Pelajar, 2006), p. 5.

and attempts made to resolve them. The text incorporates patterns of behaviour that are generally highly valued.¹³

2. Social function

To amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

3. Generic Structure

- a. Orientation. Set the scene and introduces the participants. It is about the opening paragraph where the characters of the story are introduced.
- b. Evaluation. A stepping back to evaluate the plight.
- c. Complication. A crisis arise. Where the problems in the story developed
- d. Resolution. The crisis is resolved. Where the problem in the story is solved
- d. Re-orientation. Optional.

4. Significant Lexicogrammatical Structure

- a. Focus on specific and usually individualized participants.
- b. Use of material processes, behavioral and verbal processes.
- c. Use of relational processes and mental processes.
- d. Use temporal conjunctions and temporal circumstances.
- e. Use of past tense.

¹³ Slamet, *Modul Bahasa Inggris*, (Surakarta: Hayati Tumbuh Subur, 2010), p. 7.

narration meaning a story or instance. A narrative text is an imaginative story to entertain people.¹⁴

A narrative is meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random sequence always involves an arrangement in time and usually other arrangements as well. A straightforward movement from the first event to the last constitutes the simple chronology. However chronology is sometimes complicated by presenting the events in another order. For example, a story may open with the final episode and then flash back to all that preceded it.

A narrative has meaning in that it conveys an evaluation of some kind. The writer reacts to the story he or she tells, and states or implies that reaction. This is the meaning sometimes called the theme of a story: he must manifest that truth in the characters and the action. Characters and action are the essential elements of any story. Also important, but not as essential, is the setting, the place where the action occurs. Characters are usually people sometimes actual people. As in history books or newspaper stories, sometimes imaginary ones, as in novels. Occasionally characters are animals (as in an Aesop fable). And sometimes a dominant feature of the environment functions almost like a character (the sea an old house).

¹⁴ Thomas: [Http://www.englishindo.com/2012/01/narrative-text-penjelasan-contoh.html](http://www.englishindo.com/2012/01/narrative-text-penjelasan-contoh.html). Accessed On July 30th 2013.

Stories can be very long and complicated, with many characters, elaborate plots, and subtle interpenetration of character, action, and setting. In writing that is primarily expository, however, narratives are shorter and simpler.

Most often they are factual rather than imaginary, as when an historian describes an event. And often in exposition an illustration may involve a simple narrative.

Being able to tell a story then, while not the primary concern of the expository writer, is a skill which he or she will now and again be called upon to use.

5. *Narrative types*

There many different types of narrative texts, among others:

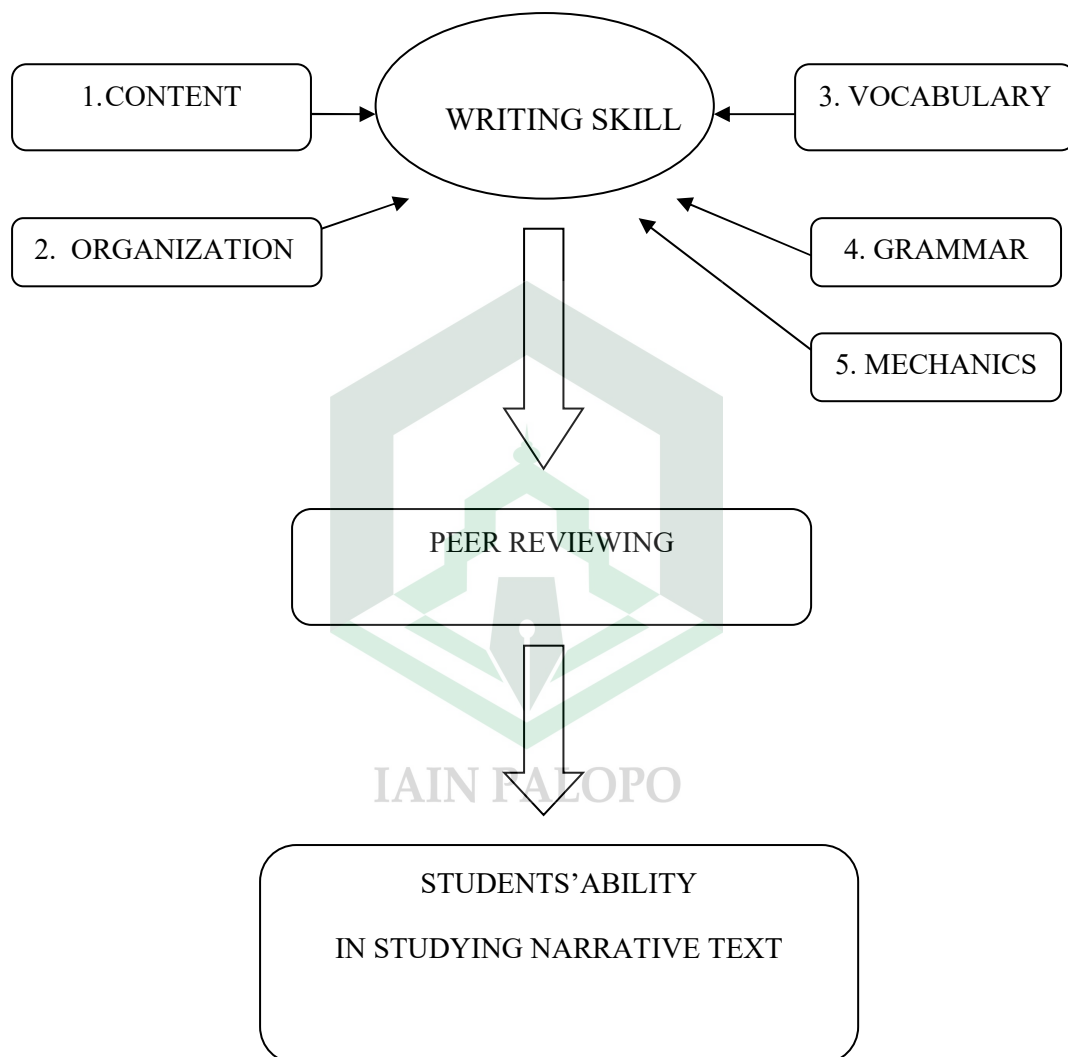
1. Humor
2. Mystery
3. Romance
4. Fantasy
5. Crime
6. Science Fiction
7. Diary Novels
8. Theoretical fiction
9. Adventur¹⁵



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¹⁵ [Http: /blogspot](http://blogspot). Accessed On May 11th 2013.

E. Conceptual Framework



a. Content

The content of writing should be clear to a reader. So that the reader can understand message conveyed and gain information from it. There are at last think that can be measure in connecting with component, the composition should contain one central purpose only, should be developed.

b. Organization

In organization of writing concert with the way he writes arrange and organization the ideas or the message in the writing the purpose of organizing materials. In writing involves coherence order of importance, general of which happened from the beginning to the end.

c. Vocabulary

The effective use the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the component of writing to express ideas, we always deal with to compose what they are going to say, because she/he feels difficult to choose what appropriate will help the writers to compose the writing and also make readers easy to understand.

d. Language use (grammar)

Language use in writing description and other from writing involves correct language and point of grammar. An adequate grammar should be one that capable of producing grammar. We should not be able to do anything more than litter separate items of language function. And also grammar can help students improve the use of formal language.

e. Mechanics

There are two parts of mechanics in writing, namely function and capitalization. Function important as the way to clarify meaning. In English writing capital letter have to participation first they used to distinguish between particular and thing second, it used adjective, act. This aspect is very important since it leads reader to understanding or recognize immediately what the writer means to express definitely.

Writing is one of the important ways of expressing your thoughts, and communicating ideas and views to others. People can communicate with others when they are not where are or at a different time than you are. In other words, writing is one tool of communication over time and space.

In the methods of teaching writing, there are at least five elements that will be assessed, including: content, organization, vocabulary, grammar and mechanic. The method of peer reviewing, the five elements are included in the assessment. If the fifth element has been achieved by students marked the achievement of a predetermined value, it can be said the students' writing ability is good, and can proceed with the development of sustainable

Peer reviewing can be an interesting way to teach narrative because it can increase the student's creativity by retelling their adventures. By using this method, students can learn to write their experiences, so that they will easily understand the use of time signals. thus consciously or not, they have begun to learn on their own,

without feeling pressured by the over-regulated learning path as in the book. With the spirit and consciousness of their own, the students will find it easy to write because they have experienced it. If so, automatically they will learn tenses in it, grammar and others. This will improve their writing skills.

However, this ways have usefulness when student must writing by using all tenses. This way can improve the students ability in writing.



CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Method

The method applied in this research *classroom action research* (CAR) Using method of a research is very necessary, because it will be able to help a researcher to get data easily. The method can help me to do research which have purpose to make improvements in various aspects of learning. Action research has been employed in school based curriculum development, profesional development, school improvement programs, and systems planning and policy development. Action research is the way groups of people can organize the conditions under which they can learn from their own experience accessible to other Kemmis and Mc Taggart, 1982.¹

research is an exploratory activity that doing to terminological orderly scientific method to find scientific information and technological new proving is hypothesis so gets to be formulated by theory and social phenomena process.²

1. Characteristic of Action Research

- a. On-the job problem oriented
- b. Problem-solving oriented
- c. Improvement-oriented
- d. Ciclic, Partisipatory, collaborative

¹Sukardi, *Metodology Penelitian Pendidikan*, (Jakarta: Bumi Aksara, 2003), p. 210.

²Kunandar, *Langkah Mudah Penelitian Tindakan Kelas*, (Jakarta: Rajawali Pers, 2011), p. 42.

2. The Importance of Action Research

There are several reasons why CAR is a need for teachers to improve the professional a teacher:

- a. making teacher susceptible to learning dynamics at class
- b. increasing teacher performance
- c. teacher becomes creative
- d. reflectif teaching
- e. teacher can solve problem

3. The Steps in Doing Action Research

there are several essential processes in doing action research is needed (cyclical) as follows:

- a. Planning

After making sure about the problem of the research, researher needs to make a preparation before doing an action researcher. The kind of preparation can be seen are as follow:

1. The steps and the activities during the research.
2. Preparation for teaching facilities.
3. Prepation of data analysis during the research process.
4. Preparation for all research in order not to make a mistake during the research such as alternative actions to solve the problem of the research.

b. Action

Doing an action research is the main cycle of action research. These are followed by observation, interpretation and also the reflective activities.

A researcher must be very careful in practicing the classroom research; he or she has to follow the procedure or action planning during the research.

c. Observation

In this step, a researcher has to observe all events or activities during the research. Observation of usual step when a researcher is observing or assessing the decision of research during teaching learning process as the result of learning interaction among the learners.

d. Reflection

A reflection is an effort to inspect what has or has not been done, what has or has not yet resulted after having an alternative action. The result of reflection is used to establish the next steps of the research. In other words, a reflection is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research.

B. Location of Research

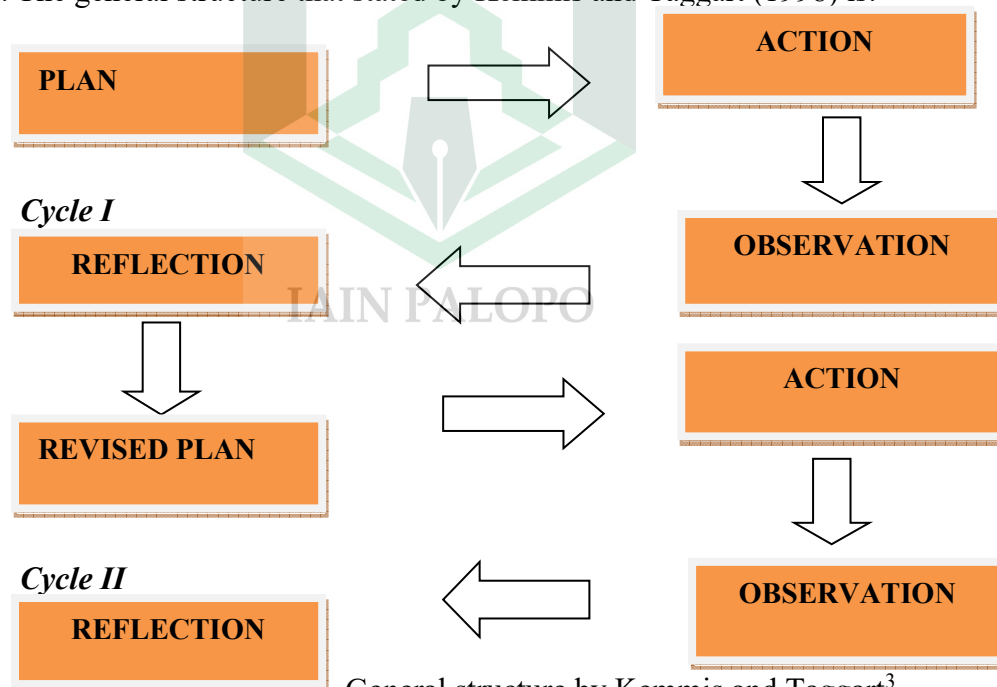
This research is conducted at the eleventh year students of SMA PMDS putra palopo in academic year 2012/2013. Research Time The planning of the researcher was begun on August 26th 2013 until September 2th 2013.

C. *Subject and Object of Research*

his research was carried out at PMDS Putra Palopo. The subject was taken from in the eleventh year students in 2012/2013 academic year and the total number this school is two, but the writer chooses the X1 IPA 1. The total number of students is 15 students. The object of research is the implementation of real object as media to encouraging students to learn narrative (personal experience) and the research would focused in how to manage the learning process well and the students are encouraged to learning process.

D. *Procedure of Research*

. The general structure that stated by Kemmis and Taggart (1998) is:



General structure by Kemmis and Taggart³

³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p. 97.

Cycle 1

a. Planning

1) Studying about curriculum of English language subject for PMDS PUTRA Palopo especially at class XI.

2) Made a lesson plan about the teaching narrative.

3) Making learning unforgettable experience.

4) Teacher was gave the explanation to students about simple past tense.

5) The students was guided to write sentence simple past tense.

b. Acting

1) Motivating the students to improve their interest in learning process.

2) The teacher gave explanation to the students about a narrative and example.

3) The students was guided to write narrative individually.

c. Observing and evaluating

The teacher evaluated the action step by using observation sheet.

Instrument

1. Essay test: Asking the student to answer the question of teacher.

2. Writing test : Asking the students to write a narrative text.

3. Observation list : Based on the teacher explanation to the researcher.

previously, the student's difficulties were they lack of vocabulary, misunderstanding in using tense especially about time signal, and lack of knowledge about narrative.

Therefore, the researcher thought to develop the students ability in mastering.

narrative in order to apply the technique well. It was useful to observe the students' participation during to teach narrative text by peer reviewing. It was also used as the basic instrument in motivation part among the teacher and the collaborators as a way to make reflection in each cycle. The data which collected in every observation in each cycle were analyzed descriptively through percentage technique.

The result of cycle 1 in observation step was analyzed whether the action that have been improving the students' ability to compose narrative text. The result of data analysis was used as a guide for the next cycle.

Cycle 2

a. Planning

- 1) Studying about curriculum of English language subject for PMDS PUTRA Palopo especially at class XI IPA I.
- 2) Making a lesson plan about the teaching narrative text.
- 3) Making learning unforgettable experience.
- 4) Teacher was gave the explanation to students about simple past tense.
- 5) The students was guided to write sentence simple past tense.

b. Acting

- 1) Teacher did review about the lesson have done (narrative text, simple past).
- 2) The teacher was asked students to write narrative text.

c. Observation and evaluating

Teacher evaluates the action step by using observation sheet.

d. Reflecting

The result of cycle 2 in observation step was analyzed whether that action that had to improve the students ability to writing narrative text. The result of data analysis was used as guided for students ability.

E. *The Procedure of Collecting Data*

1. The data source: the data source in this research was the students of PMDS Putra Palopo.

2. The data analysis

The type of the data which will receive consist of:

- a) The result of the study as quantitative data.
- b) The result of observation as qualitative.

3. The way in taking data

- a) The result of students data was take by giving the test to the students.
- b) The activity of students data in the class in action research was taken from the process of observation format. There are five components that to be concerned of the researcher in this research to measure the writing achievement. To measure the writing score, developed the following rating scale.

1. Content

No.	Score	Classification	Criteria
1.	27- 30	Very Good	Clear, focused, and interesting detail, complete rich. Well focused, main idea stand out secondary ideas do not unsure to much attention.
2.	23- 26	Good	Clear and focus, even though the overall result may not be especially captivating. Support is attempt but in may be limited or obvious insubstantial, too general
3.	12-22	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking one purpose or not
4.	9-11	Poor	Not fluent, does not communicated information is very limited, boring.
5.	5-8	Very Poor	Not organization, not enough to evenotmeaningful.

2. Organization

No.	Score	Classification	Criteria
1.	18-20	Very Good	Fluent expression, ideas clearly stated Effective word choice, and usage specific and accurate

2.	14-17	Good	Adequate range occasional error of word/ idiom choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning.
3.	10-13	Fair	Quiet creal, some words may lack precision the writer struggle with eliminated vocabulary, grouping for words
4.	7 – 9	Poor	Many error words / idiom, choice and usage. Language is so vague and abstract. So redundant, devoid or detail that only the broadest, many repetitions, often words simply do not feat the test, verb are weak and view in number; (is, are) were dominated.
5.	5 – 7	Very Poor	Almost the words used are wrong, colorless not enough to evaluate, and many wrong spelling.

3.Vocabulary

No.	Score	Classification	Criteria
1.	18-20	Very Good	Effective word, choice, and usage specific and accurate
2.	15-17	Good	Adequate range occasional error of word/ idiom choice and usage the language communicated but

			rarely captures the reader imagination, while the overall meaning.
3.	12-14	Fair	The writer struggle with a limited vocabulary grouping for words
4.	9-11	Poor	Many error words/ idiom, choice and usage Language is so vague and abstract. So redundant devoid or detail that only the broadest, many repetitions, often word simply do not feat the test verb are weak and view in number; (is, are) were dominated.
5.	5-8	Very Poor	Almost the words used are wrong, colorless not enough to evaluate, and many wrong spelling.

4. Grammar

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No.	Score	Classification	Criteria
1.	23-25	Very Good	Effective complex constructions few error of agreement, tenses, number, word order function, pronouns prepositions
2.	20-22	Good	Effective but simple construction minor problem in complex construction several error of tense

			word order, function, pronouns, and preposition but meaning seldom or cured
3.	16-19	Fair	Major problem in simple construction, frequent error of negative, agreement, tense, word order function. Pronoun, preposition and or fragments does not communication.
4.	9 – 15	Poor	Dominated by error of grammar, can not be understood and evaluated
5.	5-8	Very Poor	Virtually no mastery of sentences construction rules.

5. Mechanic

No.	Score	Classification	Criteria
1.	27- 30	Very Good	Demonstration mastery of convention, no problem of spelling, punctuation, capitalization paragraph
2.	23- 26	Good	Few errors of spelling, capitalization paragraphing but not observed
3.	12-22	Fair	Some error of spelling, punctuation capitalization

4.	9-11	Poor	Many error of spelling, punctuation capitalization
5.	5-8	Very Poor	Illegible writing. ⁴

F. Research Instrument

In this research, the researcher used some instruments for collecting data:

1. Essay test
2. Writing test
3. Observation sheet

Observation sheet aimed in finding out the students' data about their attendance and activeness in teaching learning process.

G. The Data Analysis Technique

To analyze the data in the classroom action research was done quantitatively. The quantitative data was analyzed by using descriptive analysis. The descriptive analyses that used were mean score, distribution of frequency, minimum value, maximum value, and percentage.

a. To calculate the mean score of the students' test result. The writer was used the following formula:

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

⁴ Bunga Rapang, *Teaching Narrative Text By Composing Jumbled Paragraph Which Was Conducted at The First of Class XI of MAN Palopo*, (Palopo: STAIN Palopo, 2013), P. 40-45.

Where:

\bar{X} = Mean score

$\sum X$ = the total number

N = the number of sample.

b. To know development of the students' writing skill, research was used percentage technique.

$$P = \frac{X^2 - X^1}{X^1} \times 100$$

Where:

P : percentage of the students

X^1 : The first main score

X^2 : The second main score

c. To describe the students' writing achievement in every cycle, the writer used table distribution of frequency and percentage with the following steps that is explained by Tiro, Muhammad Arif :

1) Deciding the range value, with the following formula:

$R =$ The highest score – The lowest score

2) Deciding the interval class is needed. The amounts of the class depend on the necessity, but usually use five classes until twelve.

3) Deciding distance of the class p, with the following procedure:

$$p = R/n$$

Where: p = Distance of the class

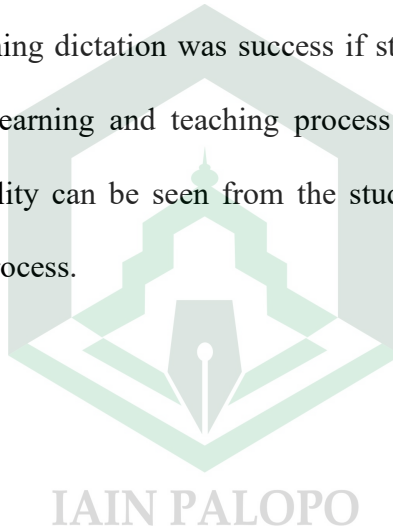
R = Range

n = Amount of the class

- 4) Choosing the lowest class as the first interval class and the table was finish by using the values on the data.
- 5) Then, the data also was make in the percentage form.

H. Working Indicators

The using of running dictation was success if students' average score is 75 or more. The quality of learning and teaching process increased from first cycle to second cycle. This quality can be seen from the students' behavior emerge during learning and teaching process.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of the finding of the research and discussion that contains of data analysis in detail. The findings of classroom action research deal with the answer of the problem statement which its aim was to improve students to narrative text. The findings consisted of students ability in studying narrative text. The findings of the research cover the result of the data cycle 1 and cycle 2 about students ability in writing narrative text. The data of student's ability in writing narrative text consists of five items namely: content, organization, vocabulay, grammar, and mechanics.

A. Findings

The findings of the research explain the cycle of teaching process during the current research. In this explanation there are two cycle it can be seen in the following chart:

Cycle 1

1. Planning

To carry out this action research, researcher needs some created and developed before by the current school namely: Lesson Plan (RPP) about "Narrative " teaching of classroom management. To make the good management in the classroom, the researcher take all of the students of this class namely; 15 students to be the subject of the research in order the narrative text get the significant useful for the English

teacher and the students. The test was made by ask the students to read a text, and answer the question about unforgettable experience and then making a paragraph.

2. Acting

In this action, the researcher gave the students explanation about simple past tense by focused on its time signal. It is one of the primary elements of narrative text. Then the researcher gave them narrative unforgettable experience on a sheet of paper to read individually. After that, the researcher asked the students to answer the question. Then they asked to making paragraph and retelling the narrative.

3. Observation

- a. The conditions of the classroom were quiet, but the students confuse when heard narrative text, because they were not familiar.
- b. When the researcher explained the topic, the students focused their attention.
- c. And after the researcher explained about narrative text and its elements, mostly of them still did not understand about the use of time signal and lack of vocabulary to retelling the story.
- d. Evaluation showed that students understanding

Table I**The Raw Score Of Student's Understanding In Cycle 1**

Respondent	Content	Organization	Vocabulary	Grammar	Mechanic	Total (X)
X-1	17	13	12	18	3	63
X-2	18	11	12	17	3	61
X-3	13	11	12	15	3	54
X-4	23	13	15	20	4	75
X-5	11	9	10	15	3	48
X-6	17	12	12	17	3	61
X-7	24	16	15	21	4	80
X-8	23	14	15	20	3	75
X-9	19	13	14	18	4	68
X-10	21	15	16	20	4	76
X-11	22	15	14	21	3	75
X-12	22	15	15	20	4	76
X-13	11	10	11	15	3	50
X-14	13	12	14	19	3	61
X-15	23	15	18	22	4	82
Total	277	194	205	278	51	1005
Mean score	18,46	12,93	13,67	18,53	3,4	67

a. Mean score of Content

$$X = \frac{\sum x}{N} = \frac{277}{15} = 18,46$$

b. Mean score of Organization

$$X = \frac{\sum x}{N} = \frac{194}{15} = 12,93$$

c. Mean score of Vocabulary

$$X = \frac{\sum x}{N} = \frac{205}{15} = 13,67$$

d. Mean score of Grammar

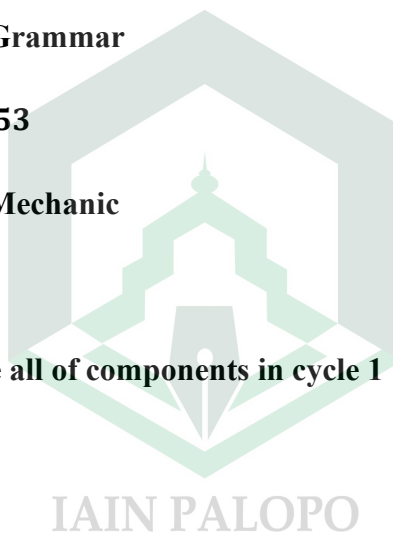
$$X = \frac{\sum x}{N} = \frac{278}{15} = 18,53$$

e. Mean score of Mechanic

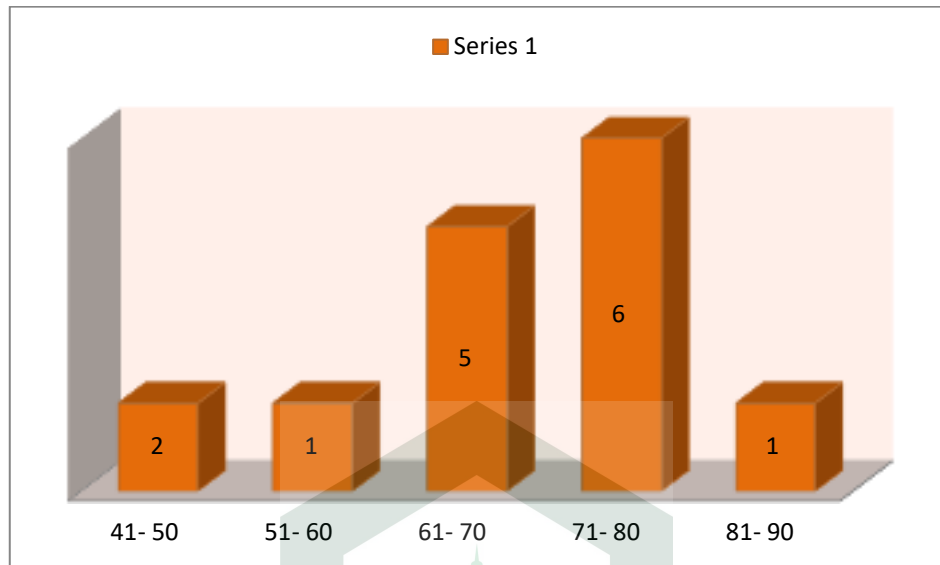
$$X = \frac{\sum x}{N} = \frac{51}{15} = 3,4$$

f. The mean score all of components in cycle 1

$$X = \frac{\sum x}{N} = \frac{1005}{15} = 67$$



Cycle 1 Score



Graphic Cycle I

The table above showed that the highest score was 81- 90 and the lowest score was 41-50. The result of observation students activities during the teaching and learning process can be seen in the following table:

Table II

The result of observation on the student's activities in Cycle 1

No.	Respondents	Not Active	Less Active	Active	Very Active
1.	X-1				
2.	X-2				
3.	X-3				

4.	X-4				
5.	X-5				
6.	X-6				
7.	X-7				
8.	X-8				
9.	X-9				
10.	X-10				
11.	X-11				
12.	X-12				
13.	X-13				
14.	X-14				
15.	X-15				
Total		2	8	5	0

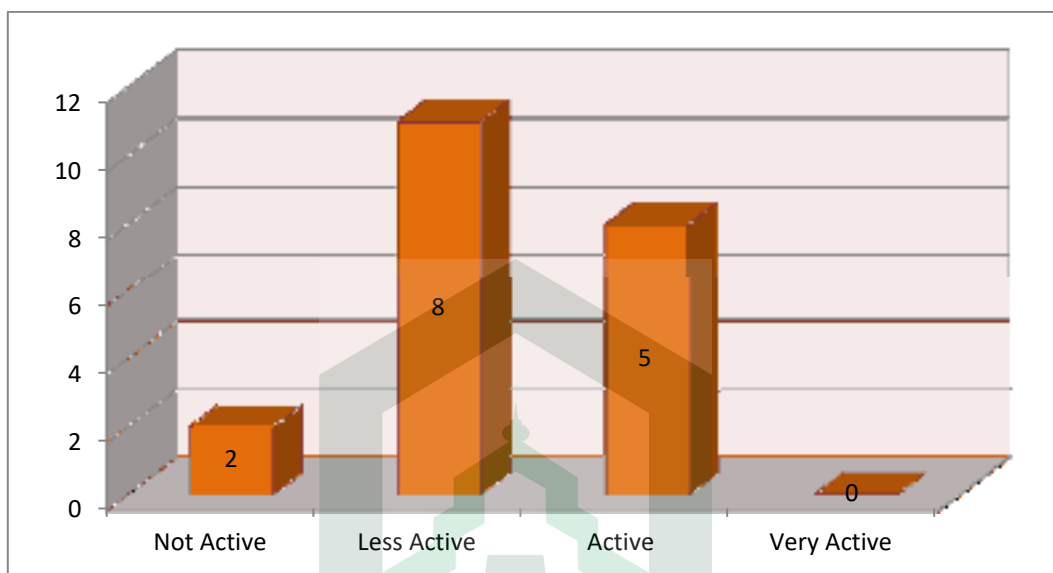
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The table above explain that the students very active were nothing, students active were 5, the students less active were 8 ,and the students got not active were 2.

1. **Not active** : the student does not give respon to the material, she/he looks confused, bored and some times leaves the class
2. **Less active** : the student pays attention and gives respons once in a while.
3. **Active** : the student respons the material by writing and interact with the teacher and the others.

4. **Very active** : the student is responsive and participate fully in all activities in the learning teaching process.

Students Activities in Cycle



Graphic II

4. Reflection

There were weakness in cycle 1 namely: many of students confuse about narrative text, because they were not familiar, mostly of them still did not understand about the use of time signal and lack of vocabulary to retelling the story. Evaluation showed that students understanding is still low and lack of vocabulary. Some of students did not really active in learning activities, only 5 students were active, no students were very active, 8 students were less active, and no students were not active. It means that the student's active in the class only 37% and 60% did not really active.

The evaluation mean score was only: 67. In the discussion, there were only some students active in giving responds to talk about the topic that the researcher given.

Based to result of that test, the researcher planned to revised the planning and repaired some weakness for next cycle.

Cycle 2

1. Planning

In order to improve the weakness and keep the successful the first cycle, the second cycle was planned as follows:

- a. Give motivation the students in order to be active in writing and learning process.
- b. Give more explanation and intensive guidance to the students who got difficulties when writing.
- c. Give chance the students who got good score to share their knowledge in writing.

2. Acting

Like in the first cycle, in this action the researcher gave more explanation about the material in studying narrative text and gave guidance to the students how to write in a good way. After that, the researcher gave the review of the previous lesson to the students. Then the researcher gave the students a few minutes to think about the material and discuss with the researcher or their friends. Then researcher asked them to do some exercises individually.

3. Observation

Table III

The raw score of student's understanding in cycle II

Respondent	Content	Organization	Vocabulary	Grammar	Mechanic	Total (X)
X-1	25	16	17	23	5	86
X-2	22	14	15	21	3	75
X-3	24	16	15	22	3	80
X-4	27	17	18	21	5	88
X-5	25	17	18	22	4	86
X-6	26	18	17	23	3	87
X-7	22	20	21	23	4	90
X-8	26	18	18	23	4	89
X-9	25	17	18	21	5	86
X-10	21	16	16	22	3	78
X-11	23	18	17	22	4	84
X-12	23	16	16	21	5	81
X-13	22	17	18	21	5	83
X-14	23	19	20	24	4	90
X-15	23	15	15	22	4	79
Total	357	254	259	331	61	1262
Mean score	23,8	16,93	17,26	22,06	4,06	84,13

Mean score of Content

$$X = \frac{\sum x}{N} = \frac{357}{15} = 23,8$$

Mean score of Organization

$$X = \frac{\sum x}{N} = \frac{254}{15} = 16,93$$

Mean score of Vocabulary

$$X = \frac{\sum x}{N} = \frac{259}{15} = 17,26$$

Mean score of Grammar

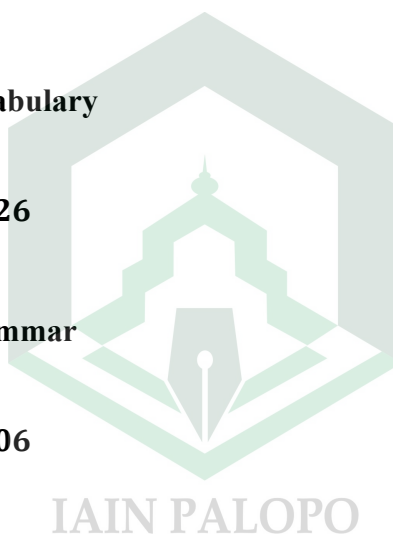
$$X = \frac{\sum x}{N} = \frac{331}{15} = 22,06$$

Mean score of Mechanic

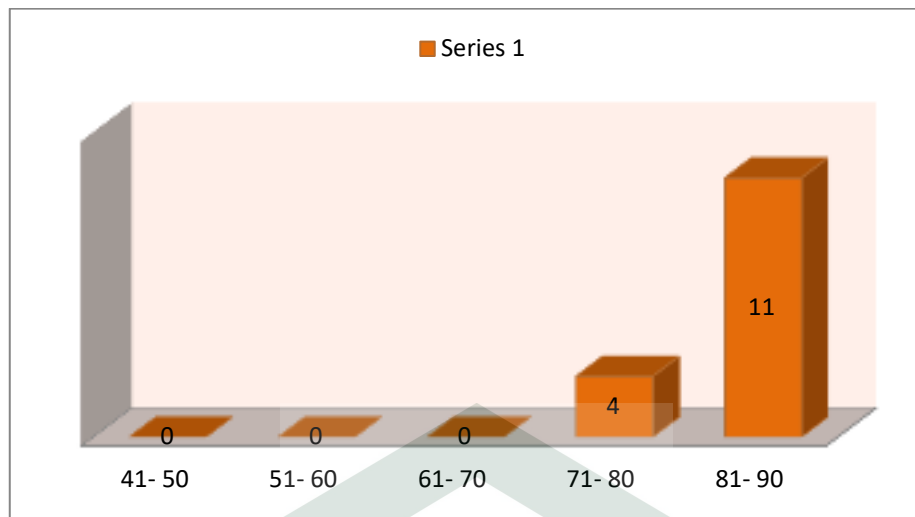
$$X = \frac{\sum x}{N} = \frac{61}{15} = 4,06$$

The mean score all of components in cycle 2

$$X = \frac{\sum x}{N} = \frac{1262}{15} = 84,13$$



Cycle II Score



Graphic III

The result of observation students activities during the teaching and learning process can be seen in the following table:

Table IV

The result of observation on the student's activities in Cycle II

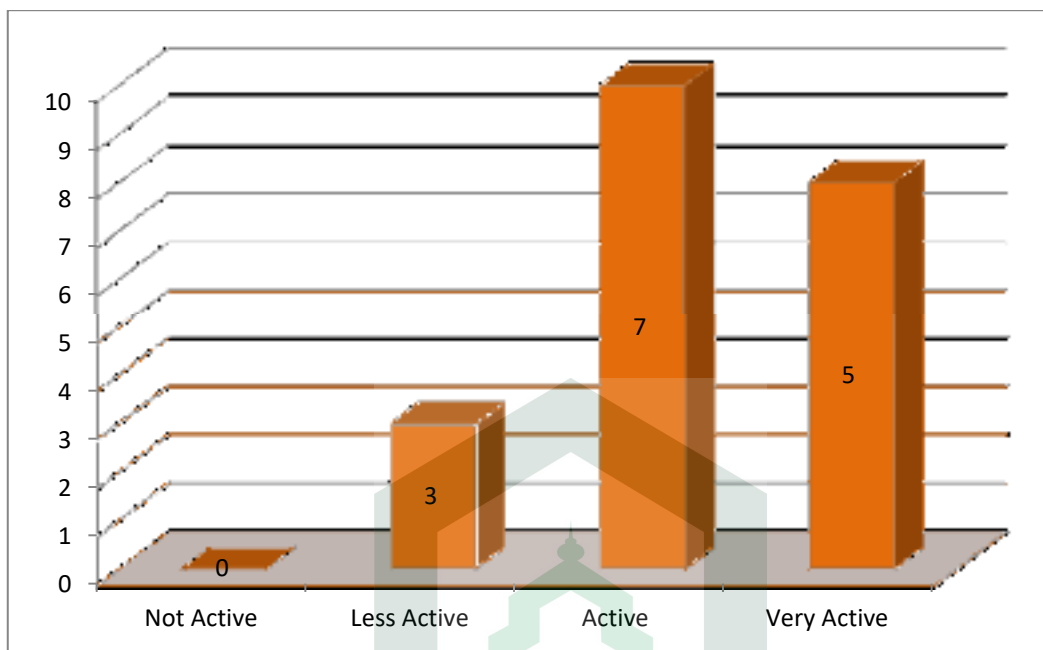
No.	Respondents	Not Active	Less Active	Active	Very Active
1.	X-1				
2.	X-2				
3.	X-3				
4.	X-4				
5.	X-5				

6.	X-6				
7.	X-7				
8.	X-8				
9.	X-9				
10.	X-10				
11.	X-11				
12.	X-12				
13.	X-13				
14.	X-14				
15.	X-15				
Total		0	3	7	5

The table above explain that the students got not active were nothing, students active were 7, the students less active were 3 ,and the students very active were 5.

1. **Not active** : the student does not give respon to the material, she/he looks confused, bored and some times leaves the class
2. **Less active** : the student pays attention and gives respons once in a while.
3. **Active** : the student respons the material by writing and interact with the teacher and the others.
4. **Very active** : the student is responsive and participle fully in all activities in the learning teaching process.

Students Activities in Cycle II



Graphic IV

4. Reflection

Some successful point in the cycle 2 namely: most of students were familiar with narrative text. More of students were active in learning activities, 5 students were very active, 7 students were active and only 3 students were less active and 0 students not active. It means 83% students active in learning process and only 12 % were not really active. The condition was not noisy and full attention. The ideal mean score have achieved: 84, 13. In writing narrative the student's were actively and involved in learning process and they got good score.

B. Discussions

Peer review is the evaluation of creative work or performance by other people in the same field in order to maintain or enhance the quality of the work or performance in that field.¹ Peer review helps maintain and enhance quality both directly by detecting weaknesses and errors in specific works and performance and indirectly by providing a basic for making decisions about rewards and punishment that can provide a powerful incentive to achieve excellence. Peer review is used extensively in a variety of professional fields, including academic and scientific research, medicine, law, accounting and computer development.

By looking the finding, the researcher presented the discussion of data which were derived from student's, the section presents the result of the data analysis. It aimed to describing the student's development in studying narrative text.

Based to the data finding, the researchers presented the discussion of data given to the students. The second years students of 2 IPA1 of PMDS Palopo were low in the cycle I than cycle II. In this case, the writer divided discussion into two parts: part (1) discussion about data analysis, which was intended to find out the improvement on the students' writing ability with the application of narrative, it was identified through the result of cycle I and cycle II. (2) the discussion about the students' attitude in learning English writing with the application of narrative that can be

¹ [Http://Wikipedia.Org/Wiki/Peer_Review](http://Wikipedia.Org/Wiki/Peer_Review). Accessed On September 15th 2013.

analyzed from the result of the test in the cycle 2. At the second cycle, student activity began to increase in the seriousness of learning. This can we take a look at the table of active students in the second cicle, where students who are very active up to 5 people, 7 people active, less active and inactive 3 people cut no more.

The improvement on the students narrative writing ability through effectiveness peer reviewing, the researcher discusses the result of the data analysis in accordance with the scope of this research. It intended to know the students' improvement in writing English through the application of effectiveness

1. The first cycle

Based on the analysis from the students' test in cycle I, the mean score in the first cycle is 67 while the minimum mastery criterion (KKM) was 75 or more. It means the students' capability are low, under the minimum mastery criterion. Based on observation activities made by researcher in the first cycle, she found some weaknesses in teaching English attitude in writing narrative text. They are :(a) the condition class was noise when the students discuss their story. (b) The students seemed not to be discipline (c) the students still less active (d) learning process was not interesting because some students just read the story , e). most student were still not familiar with narrative text. f). some of student did not really active in learning activities only 5 students was active, 8 students less active and 2 students not active.

So the researcher needed to do reflection to get the best way in teaching narrative text. The researcher present the students' attitude in writing narrative text in cycle I is low interest.

2. The second cycle

The mean score in the second cycle increased to be 84,13. The result of the observation students activities showed that student active was 85 % in learning process.

The mean score of the students' test in the second cycle is 84,13. The minimum mastery criterion (KKM) was 75. It means students' writing skill in the second cycle improved than cycle I, it indicates after giving the reflection based on observation made researcher and collaborators. The students have better achievement and the researcher has known in the application of appropriate way teaching narrative text related the students' attention was focused in learning, and the students were easy to understand the lesson. The students' attitude in learning narrative text especially in relating to the data analysis based on the test in cycle II the students have good response. It can be seen by increasing of their spirit in learning English writing and the students' self confidence in retelling the story again.

Based on the result of data analysis, the researcher concludes that the eleventh year students of class 2IPA1 of PMDS Palopo in learning English especially in learning narrative have good response. Therefore, the teacher can apply effectiveness peer reviewing in teaching English especially narrative text in teaching learning process.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter contains conclusion and suggestion based on the research findings in previous chapter.

A. CONCLUSION

The researcher can conclude that the way using peer reviewing to teach narrative writing is effective. The result of teaching and learning process that peer reviewing could improve the students ability in writing narrative text at Class X1 IPA 1 of SMA PMDS Putra Palopo. The implementation of peer reviewing can help the students in learning about narrative. Students ability was developed, it was proved by students score. Their mean score in cycle 1 only 67 and cycle 2 the score develop to be 84, 13. It means the students ability in writing narrative text at the Eleventh year of Class X1 IPA 1 of SMA PMDS Putra Palopo developed.

B. SUGGESTIONS

Based on the findings above, the researcher stated some suggestions as follows:

1. It is suggested English teacher or lecturer should have a good ways or method in teaching narrative text, as one of the alternative ways is peer reviewing. Beside that, they should be more creative in giving the material.

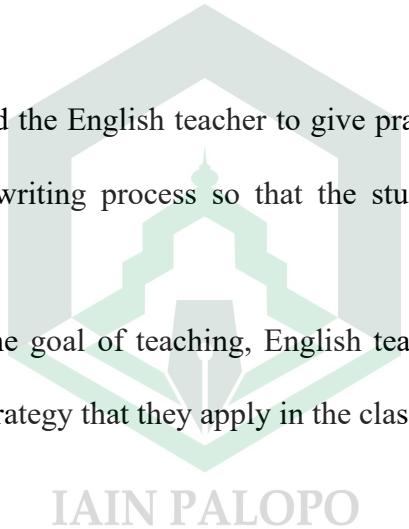
2. In using this method, try to avoid using a variety of tenses in a few paragraphs, because it will be difficult for students, especially for those who have learning difficulties.

3. The students are expected to improvement their ability in learning write narrative by using peer reviewing.

4. It is suggested to the English teacher to maximize guidance to the students in learning and teaching writing process so that the students able to understand the material easily.

5. It is suggested the English teacher to give practice more to the students in learning and teaching writing process so that the students able to understand the material easily.

6. To achieve the goal of teaching, English teacher or lecture should adapt between material and strategy that they apply in the classroom.



MOTTO AND DEDICATION

MOTTO

Summon (People) to the Way of Thy Lord With Wisdom and Good Lesson

Serulah (manusia) kepada jalan Tuhanmu dengan hikmah dan pelajaran yang baik

Whoever Earnest Than He Will Get It

Siapa yang bersungguh-sungguh maka ia akan mendapatkannya

DEDICATION

This Thesis is Especially Dedicated to

My Beloved Parents

My Beloved Brother and Sister

And All My Beloved Family

All Classmates Big C

All My Friends in STAIN Palopo

And Also to Myself

And My Beloved Someone

You are My Best Partner in My Life

I Do Love You All

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