THE USE OF PEER REVIEWING TECHNIQUE IN TEACHING NARRATIVE WRITING

A Thesis

Submitted as a Partial Fulfillment of the Requirements of Seminar

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ABSTRACT

This research discussed about Peer Reviewing Technique in writing Narrative text for the Tenth Grade of SMA Negeri 15 Bandar Lampung. The purpose of this research to describe the process of teaching and learning narrative writing by using peer reviewing technique, teacher's problem in teaching narrative writing by using peer reviewing technique and student's problem in learning narrative writing by using peer reviewing technique.

This research was descriptive qualitative research. The researcher used purposive sampling technique to determine the sample. The researcher chose class X IPS 2 which consisted of 35 students because the peer reviewing technique has been applied in there. In collecting the data, the researcher used kinds of instruments, they were: observation, interview, and questionnaire. The researcher used Miles and Huberman's procedures for data analysis namely data reduction, data display and conclusions drawing.

The researcher analyzed the data and got three points of results. The first, in the process of teaching narrative writing by using peer reviewing technique at SMA Negeri 15 Bandar Lampung was run well based on the observation guideline, the researcher found some problems during observation some of students were making noise, they having many laughs with their friends and they cannot focus on reviewing. The second, the teacher got the problem in teaching narrative writing by using peer reviewing technique teacher did not evaluate and gave the feedback for the student's draft, she only gave the score based on the peer reviewer because the teacher felt the students can revise by themselves based on peer reviewer sheet and they do not have much time to learn English. The third, the problem faced by the students in learning narrative writing by using peer reviewing technique were confuse and worried in giving feedback because the students felt their feedback was not useful and the teacher's feedback was more important. Therefore, they did not trust their peer to do peer review.

Keywords: *Teaching Writing, Peer Review Technique, Narrative Text*

DECLARATION

I am a student with the following identity:

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Certify that this thesis definitely my own work. I completely responsible for the contents of this thesis. Other writer's opinion or research findings included in the thesis are quoted or cited in accordance with ethical standards.

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MOTTO

كُتِبَ عَلَيۡكُمُ ٱلۡقِتَالُ وَهُوَ كُرۡهٞ لَّكُمۡۖ وَعَسَىٰٓ أَن تَكۡرَهُواْ شَيۡئٗا وَهُوَ خَيۡرٞ لَّكُمۡۖ وَعَسَىٰٓ أَن تُحِبُّواْ شَيۡئٗا وَهُوَ شَرّٞ لَّكُمۡۚ وَٱللَّهُ يَعۡلَمُ وَأَنتُمۡ لَا تَعۡلَمُونَ ٢١٦

"War is enjoined on you, even though it be disliked by you; and it may be that you dislike a thing and it is actually good for you and it may be that you love a thing and it is actually bad for you. And Allah knows while you do not know." (QS. Al-Baqarah : 216)
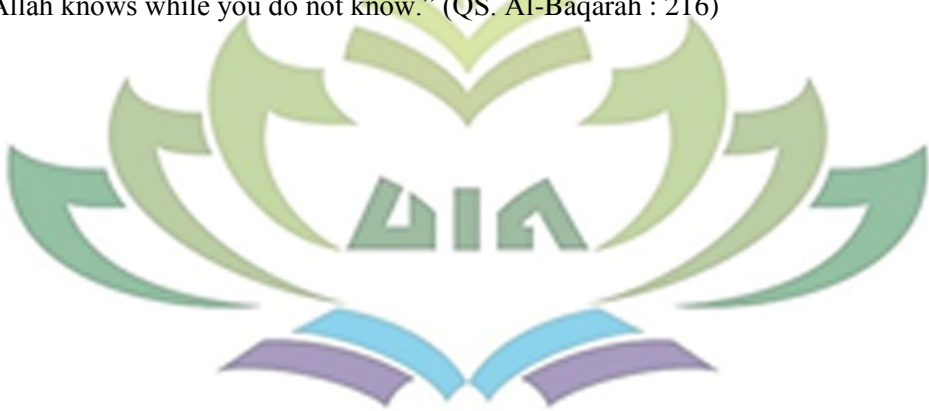
DEDICATION

Praise and gratitude be to Allah SWT the Almighty for his abundant blessing for me and from my deep of heart and great of love, this thesis is dedicated to:

1. My beloved parents, my father Mr. Yan Ramlan and my mother Mrs. Yulianti who always pray for my success also who always give motivation for me.
2. My beloved husband Asep Alfiantoro also my beloved sister and brother Putri Dian Utami, Zulaika Yolandari, and M. Akbar Habibulloh. Thanks for being such a supportive.
3. My beloved Almamater UIN Raden Intan Lampung, thanks for having contribution for my self-development.
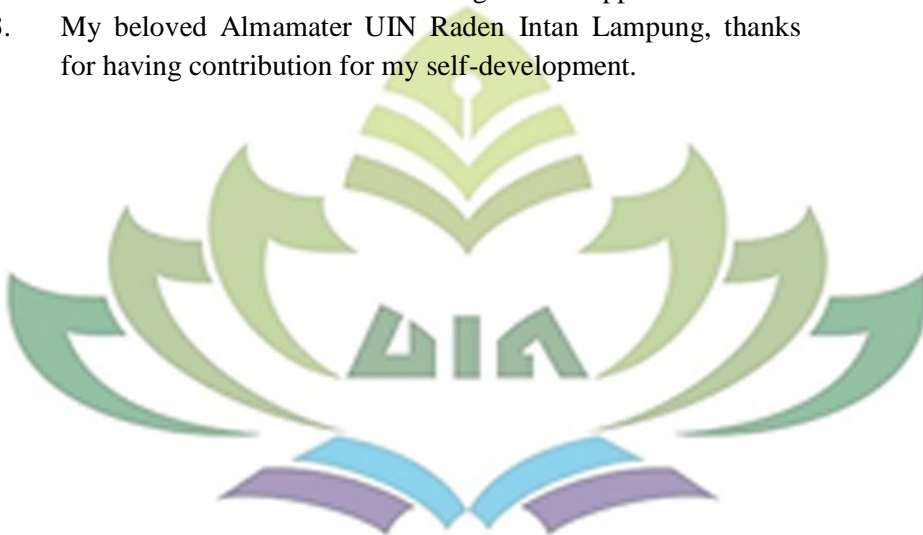
CURRICULUM VITAE

The name of the writer is Adinda Pertiwi. She was born on June, 19th 1998 in Tanjung Karang. She lived at Jl. Pengiran Yang Tuan, Labuhan Ratu, Bandar Lampung. The writer is the second child of fourth child of Mr. Yan Ramlan and Mrs. Yulianti. The writer has two sisters and one brother namely Putri Dian Utami, Zulaika Yolandari, and M. Akbar Habibulloh.

The writer started studying Elementary School at SD N 1 Labuhan Ratu and finished in 2010. After that, the writer continued to Junior High School at SMP N 8 Bandar Lampung and finished in 2013. For Senior High School, the writer studied at SMA N 15 Bandar Lampung and graduated in 2016. After graduated from Senior High School, the writer took English Education major to continue her study at UIN Raden Intan Lampung. In 2019, the writer implemented Praktik Pengalaman Lampangan (PPL) at MTs N 2 Bandar Lampung. On December 2020, the writer became a private English Teacher.
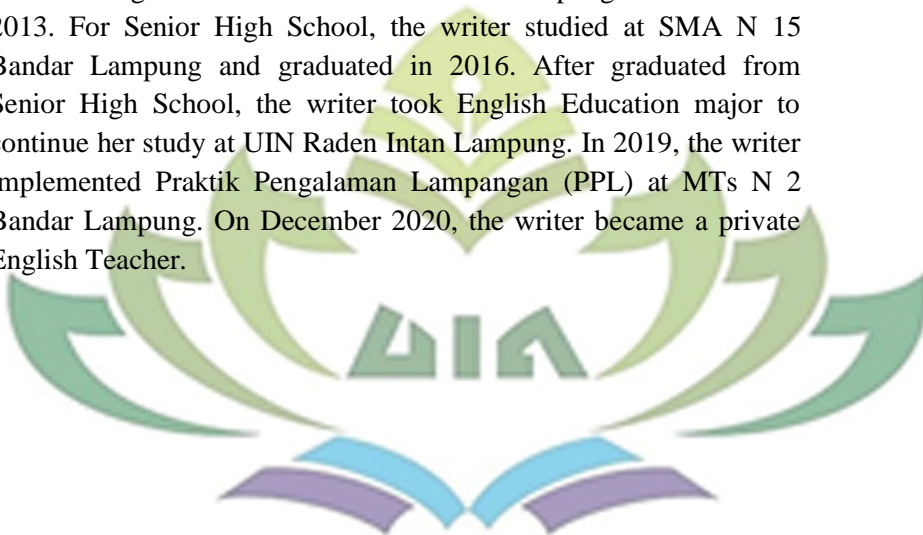
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Praise be to Allah SWT, the almighty, for the mercy and blessing. Peace and salutation always be upon to our prophet Muhammad SAW, who bring us from the darkness to the lightness, from stupidity to cleverness.

The thesis entitled **"The Use of Peer Reviewing Technique in Teaching Narrative Writing"** is submitted as compulsory fulfillment of the requirement for S-1 degree of English Education Study Program, Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University of Lampung.

This thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore, the writer would like to thank to the following people:

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2. Dr. Moh. Muhassin, M. Hum. The Chairman of English Education Study Program of UIN Raden Intan Lampung.

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Finally, none is perfect of this thesis, any corrections, comments, and critics for the betterment of the thesis are always welcomed.

Bandar Lampung, June 2023
The Writer,

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CHAPTER I
INTRODUCTION

A. Title Affirmation

The researcher explained some terms as the first step to avoid misunderstanding. There were restrictions on the meaning of the sentence in this research was expected of getting a clear explanation of the intended meaning.

The use referred to this research was the use of peer reviewing technique in teaching writing.

Peer Reviewing Technique in this research was a technique used in teaching writing by exchanging the student's drafts in their pair. After reading the pair's draft, they gave some comments and suggestions based on the aspects of writing are content, organization, vocabulary, language use, and mechanic.

The use of peer reviewing technique in this research was how an implementation of the peer reviewing technique used by English teachers in teaching writing in the tenth grade.

Teaching narrative writing referred to this research as the process of teaching and learning in writing narrative text. The teacher applied peer review techniques in teaching narrative writing in the tenth grade of SMA Negeri 15 Bandar Lampung.

Based on the explanation of the term above, the researcher meant by the title of the research about **The Use of Peer Reviewing Technique in Teaching Narrative Writing** conducted to describe how the implementation of peer reviewing technique in teaching narrative writing in the tenth grade SMA Negeri 15 Bandar Lampung include teacher and student's problem in applying.

B. Background of the Problem

Writing is one of the language skills to share ideas about what students think.[1] It was means writing was one of the English skills which asked the writer to learned and develop their English

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[1] Ma'rifatul F, *The Effectiveness of Written 'Peer Review' Towards English 3 Students' Writing Skill*. (UIN Walisongo Semarang, Semarang, 2017), p. 62

by expressing and the way of thinking. During expressing ideas, writers need more time to think and needed references to support their writing. As Harmer stated when writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference materials to help them.[2] The students can find out the information from any references when they wrote to help them in expressing their idea.

Writing is the written form of one's idea, opinion, feeling, or experience that be written through arranging words, clauses, phrases, and paragraph in a second or foreign language with considering the grammar of the sentences and the correct flow of ideas so that the writing can be understandable.[3] So, writing was complex and sometimes difficult to learned by students because requiring mastery not only of how the students can write some words or arrange based on grammatical structures. As Raimes stated that writing also reinforces grammatical structures, idioms, and vocabulary.[4]

Teaching writing for Indonesian high school students encompasses by several genres; those genres are recount, narratives, procedure, descriptive, news item, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review text are genres that should be taught and mastered by the students for teaching English in senior high level.[5] Indonesian students used those genres by the time they were obliged to understand. In addition, most of the Indonesian students face challenges regarding grammatical structures in English and

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[2] Jeremy Harmer, *How to Teach Writing*, (England, Longman, 2004), p. 31

[3] Nurhardiyanti Adam, *Challenge in Teaching Writing Skills: Lessons Learnt from Indonesia High School English Language Teachers*, (Jambura Journal of English Teaching and Literature Vol.2: 2021), p.13

[4] Ann Raimes, *Techniques in Teaching Writing*, (New York: Oxford University Press, 1987), p.3

[5] Frederick Lukas Tahapary, *The Challenges of Online Peer Review of Students' Narrative Writing in Instagram*. (Journal of Universitas Negeri Surabaya, Surabaya, 2020), p. 210

delivering the content of their writing compositions.[6] We can see from the statement above they were very useful for the teacher to achieve the instructional goals of the teaching-learning process. In fact, the students found difficulties in writing because many several genres and grammatical structures should be mastered by them.

As the result of the preliminary research was conducted in SMAN 15 Bandar Lampung. The data were gained by interviewing Ms. Riza Mei Afrisa, S.Pd as a teacher in the tenth grade. There were X IPS 1, X IPS 2, and X IPS 3. There were 104 students which X IPS 1 consisted of 34 students, X IPS 2 consisted of 35 students, and X IPS 3 consisted of 35 students. Ms. Riza added any problems faced by her students in writing skills. First, students cannot express their idea well so they did not know what they want to wrote during the writing process. Second, the students were shy to ask the teacher when they found difficulties that's why the students have difficulties in composing words and making sentences. The teacher also stated the students had low motivation in writing, which made the class condition not attractive. Here was the student's score for the English Subject that can be seen:

Table 1
The student's score for English Subject at the X Grade of SMA N Bandar Lampung

Score	Class			Total	Percentage
	X IPS 1	X IPS 2	X IPS 3		
<75	23	29	21	73	70%
≥75	11	6	14	31	30%
Total	34	35	35	104	100%

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[6] Theresia Adventris Ndohna Ruru, *Peer Review in writing activities: outcomes and perceptions of EFL students*. (Journal of Univeristas Kanjuruhan Malang, Malang, 2020), p.127

From those problems, Ms. Riza wanted the teaching and learning process can be effective and interactive by using some techniques to deliver the material, especially the writing lesson. One of the techniques applied by the teacher to writing skill was the peer reviewing technique which used to taught the narrative text.

Peer reviewing is another one of technique to teaching writing that can be used to improve student's writing. In recent years, peer review has been proved as an effective approach to improve the writing skill and since the prevalence of the communicative approach; it is increasingly conducted in writing classes. It increases motivation to write, and to learn how to treat writing as collaborative social activity.[7] From the definition above peer reviewing technique had proved more effective to increase student's writing motivation.

Peer-review activity is an interactive process of reading and commenting on a classmate's writing. You will exchange rough drafts with a classmate, read each other's work, and make suggestion for improvement.[8] Carr in Sibarani refers to peer review as an important teaching technique in which students read and make comments about their peer's written work.[9] It was means, when the students conducted peer reviewing technique in writing they accepted the comments and suggestion from their peer. The students were able to know the mistakes and can revise the next draft based on the feedback.

Ms. Riza applied peer reviewing technique for writing narrative text that expected the students was motivated and interested. By applying peer review, the students also knew what

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[7] Arina Hafadhotul Husna, *The Effect of Peer Review on EFL Students' Writing Skill in Writing "Nursing Care Documentation"*. (Journal of Cendekia Utama Health College, Kudus, 2017), p.111

[8] Jepri Bobby Sirait, *Using Instagram as a Tool for Online Peer Review Activity in Writing Descriptive Text For Senior High School Students*. (Journal of English Language Teaching Universitas Negeri Padang, Sumatera Barat, 2018), p. 295

[9] Yuliana Sibarani, *The Influence of Using Peer Review Technique Towards Student's Ability in Writing Report Text at the second semester of the Eleventh Grade of SMA Negeri 1 Penawartama in the Academic Year 2020/2021*, (A Thesis of English Education Study Program Teacher UIN Lampung: 2021), p.4

was missing from their draft. After that, the students can revise their draft and increase understanding of what they wrote. Correcting mistakes by peers does only enable students to be more aware of their peer's mistakes, but it also promotes their level of academic writing in general.[10] The process of peer reviewing technique in teaching narrative writing is the teacher ask the students to write narrative text based on the given topic; after done the students are asked to conduct peer review in pairs and exchange draft with pair; each student makes comment and suggestions based on a peer reviewer sheet so their pair can revise text based on the peer feedback. As Hyland stated peer response sheets help structure peer review activities by providing guidance on what participants should look for as they read. These, can be more or less specific, but the objective is to build students' responding skills and to focus their attention on relevant issues.[11]

Besides the benefit of the peer reviewing technique above, the peer-reviewing technique has a negative side. The fact that learners are rhetorically inexperienced means that they may focus heavily on sentence-level problems rather than ideas and organization. Moreover, peers are not trained teachers and their comments may be vague and helpful, or even overly critical and sarcastic.[12] The researcher concluded that in implementing the peer reviewing technique the teacher and students had difficulties in teaching and learning the writing process. It was because the technique involved the students being more critical in giving the argument.

From the statement above, the researcher was attracted to the used of peer reviewing technique in teaching narrative writing. The result of this research was about how the use of peer reviewing technique in teaching narrative writing included

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[10] Theresia Adventris Ndohna Ruru, *Peer Review in writing activities: outcomes and perceptions of EFL students*. (Journal of Univeristas Kanjuruhan Malang, Malang, 2020), p.128

[11] Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2003), p.205

[12] *Ibid*. p.198

teacher and student problems in applying it. The result of this research gave a reference for other teachers. So, they can evaluate it. Finally, based on the whole explanation above the researcher proposed research entitled "The use of Peer Reviewing Technique in Teaching Narrative Writing at the tenth grade of SMA Negeri 15 Bandar Lampung in the academic year of 2022/2023".

C. Focus and Sub-Focus of the Research

To be sure, some students had difficulties in arranging words during the writing process. They only wrote without gaining an understanding of the readers. They also had low motivation in writing. Therefore, the teacher applied some techniques in teaching writing to made students were interested. The teacher wanted to made the students conducted the writing process which was editing and revising before they submitted their draft to scoring. One of the techniques in teaching writing that was used by the teacher in the classroom was the peer reviewing technique. This technique used in teaching writing for narrative text. Therefore, this research only focused about peer reviewing techniques and writing narrative text.

Based on that statement, the researcher conducted the observation to knew how the use of peer reviewing technique in teaching narrative writing by the teacher at the tenth grade of SMA Negeri 15 Bandar Lampung.

D. Formulation of the Problem

Considering the focus and sub-focus of the research above the researcher formulated the problem as followed:

1. How was the process of teaching writing of narrative text by using peer reviewing technique at the tenth grade of SMA Negeri 15 Bandar Lampung in the academic year of 2022/2023?

2. What were the teacher's problems in applying peer reviewing technique in writing narrative text in the tenth grade of SMA Negeri 15 Bandar Lampung in the academic year of 2022/2023?

3. What were the student's problems in applying peer reviewing technique in writing narrative text in the tenth grade of SMA

Negeri 15 Bandar Lampung in the academic year of 2022/2023?

E. Objective of the Research

1. To explained the process of teaching narrative text by using peer reviewing technique in writing skill at the tenth grade of SMA Negeri 15 Bandar Lampung in the academic year of 2022/2023.

2. To knew the teacher's problems in applying peer reviewing technique in writing narrative text in the tenth grade of SMA Negeri 15 Bandar Lampung in the academic year of 2022/2023.

3. To knew the student's problems in applying peer reviewing technique in writing narrative text in the tenth grade of SMA Negeri 15 Bandar Lampung in the academic year of 2022/2023.

F. Significance of the Research

1. Theoretically

This research was important because the result of this research can be used to knew how the process of teaching writing skills by peer reviewing technique.

2. Practically

   a. For teachers, this research can be used by the teachers as a reference for the kind of technique or method which can improve student's writing skill.

   b. For the students, as the technique to developed student's motivation in learning English especially in writing skill.

   c. For other researchers, can know deeply about the theory of this research and the result of this research may help the others researchers in finding references for further research.

G. Relevant of the Research

First, Hilda Eriva Sani conducted her research under the title "The Influence of Using Peer Reviewing Technique Towards Students' Recount Text Writing Ability at the Second Semester

of the Regular Eight Grade of MTs Negeri 2 Bandar Lampung in 2016/2017 Academic Year". Her research aimed to know whether there is an influence of using peer reviewing technique on students' recount text writing ability or not. The data obtained by the students regular from class VIII B and class VIII C through pre-test and post-test. The result was there is a significant influence of using peer reviewing technique towards student's recount text writing ability.[13]

Second relevant research from Frederick Lukas Tahapary with titled "The Challenge of Online Peer Review of Students' Narrative in Instagram" This research aimed to describe the difficulties of students from the implementation of online peer reviews in teaching English writing at the vocational secondary student level. The subject of this research was a teacher and 32 students, consisting of 7 male and 25 female disciples. This research was qualitative with a close-ended interview. The result of this research is how online peer review can be used as a positive alternative to replacing teaching methods that feel monotonous. It can be used to create productive activities for the students however student's understanding of the text or topic that used also the practice of online peer reviewing should be important to be understood before implementing online peer review on social media.[14]

The third relevant, Firdha Khairani Siregar with the title "The Effect of Using Peer Reviewing Technique on Student's Achievement in Writing Narrative" this research aimed to find out the significant effect of using peer reviewing technique on student's achievement in writing. The populations were 56 students which were distributed in two classes XI IPA and XI IPS of SMAS Al-Fattah Medan at the academic year 2017/2018. The data in this research were acquired by administrating a written

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[13] Hilda Eriva Sani, *The Influence of Using Peer Reviewing Technique Towards Students' Recount Text Writing Ability at the Second Semester of the Reguler Eight Grade of MTs Negeri 2 Bandar Lampung in 2016/2017 Academic Year*, (UIN Lampung: 2017, p.1

[14] Frederick Lukas Tahapary, *The Challenges of Online Peer Review of Students' Narrative Writing in Instagram.* (Journal of Univeristas Negeri Surabaya, Surabaya, 2020), p.210

test which was given in pre-test and post-test. The data was analyzed by using the t-test formula. The result of the analysis showed that the t-test was higher than the t-table (4.61 > 1.67) with a level significant 0.05% and the degree of freedom (df) = 54. The finding showed that the student's achievement in writing narrative by using the peer reviewing technique was more significant than those without using the peer reviewing technique.[15]

Fourth relevant from Nilna Rifda with the title "The Implementation of Peer Review Technique in Teaching Writing of Recount Text" the purpose of this research is: to explain the implementation of peer review technique in teaching writing. this research used a qualitative method which used descriptive qualitative to analyze the data. This research was conducted on eight grade students and the English teacher of MTs Husnul Khatimah 02 Semarang. The findings in this study show that the use of peer review techniques in this study can make students write recount text structurally.[16]

The last relevant of the research from Martin Kustati, the title is "The Effect of Peer-Review Technique on Students' Writing Ability" this research aimed to investigate if there could be a significant positive effect of using Peer-Review Technique (PRT) on student's ability in writing English. This research was an experimental research method. A writing test based on the indicators of Jacobs, et al. (1981) was completed by 65 undergraduate students in English from the English Department at the Faculty of Education and Teacher Training in the State Institute for Islamic Studies Imam Bonjol at Padang. The findings showed PRT gave a significant improvement effect on the students writing abilities. This research is expected to serve as (1) data for further developing PRT; (2) input for lecturers in writing

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[15] Firdha Khairani Siregar, *The Effect of Using Peer Reviewing Technique on Student's Achievement in Writing Narrative*, a thesis of English Education Program (Universitas Muhammadiyah Sumatera Utara), 2018

[16] Nilna Rifda, *The Implementation of Peer Review Technique in Teaching Writing of Recount Text*, a thesis of Education in English Language Education (UIN Walisongo, 2020)

to develop critical and cooperative learning theories in teaching writing; and (3) additional material for the development of critical and cooperative learning theories in teaching writing.[17]

Based on the research above, the researcher found similarities in part which used peer reviewing technique in teaching writing. Hilda Eriva Sani and Martin Kustati found that the peer review technique was one of the good strategies for motivating students in learning English, especially writing. Frederick Lukas Tahapary also found that the teacher using online peer review can encourage student's writing ability. Meanwhile, Firdha Khairani Siregar found the student's achievement in writing narratives by using the peer reviewing technique was more significant. Last from Nilna Rifda, was found that the use of peer review techniques in this study can make students write recount text structurally.

H. Research Methodology

1. Research Design

Research design is the procedure of this research. According to Creswell research designs are plans and procedures for the research that span decisions from broad assumptions to detailed methods of data collection and analysis.[18] In this research, the researcher used qualitative research in collecting and analyzing the data. Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.[19]

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[17] Martin Kustati, *The Effect of the Peer-Review Technique on Students' Writing Ability.* (Journal State Institute For Islamic Studies Imam Bonjol, Padang, 2014), p.71

[18] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches 3rd Edition*, (United States of America: Sage Publication), p.1

[19] *Ibid*. p.1

Based on the statement above, there were some methodologies that included in this research: participant observation; unstructured interviews; and questionnaires. Therefore, this research conducted to describe the process of teaching and learning narrative writing using the peer reviewing technique, and also to knew the problem faced by both the teacher and students in implementing the peer reviewing technique.

2. Research Subject

The number of participants or population were all subject of the research. A population is a group of individuals possess one characteristic that distinguishes them from other groups.[20] Meanwhile, the sample is the group of participants in a study selected from the target populations from which the researcher generalizes to the target population.[21] The subjects of this research were the English teacher and the students in the tenth grade of SMA Negeri 15 Bandar Lampung.

The researcher used a purposive sampling technique in choosing the sample. The purposive sampling technique is select the people or sites who can best help us understanding our phenomenon and to develop a detailed understanding.[22] The researcher chose English teacher that used peer reviewing technique in teaching narrative writing in class X IPS 2.

3. Data Collecting Technique

Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.[23] It was means, the researcher collected some types of information by asking people and they may add new forms of data during the study to answer their questions.

The researcher collected the data according to Creswell's theory, there were:

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[20] John W. Creswell, *Educational Research 4th Edition*, (Boston: Pearson, 2012), p.381
[21] *Ibid*. p.381
[22] *Ibid*. p.206
[23] Op.Cit, John W. Creswell, *Educational Research 4th Edition*, p.9

a. Observation was unstructured text data and pictures taken during observations by the researcher. Here, the researcher did not involve in the classroom activity but only made a note during the teaching and learning narrative writing process using the peer reviewing technique. The researcher took notes, analyze, and made an inference that was conducted in X IPS 2 of SMA Negeri 15 Bandar Lampung.

b. Interviews occurred when the researchers asked one or more participants general, open-ended questions and then transcribe and type the data into a computer file for analysis. The researcher did not interview the students but only focused on the teacher. In addition, the researcher took some notes related to problems might the teacher face during the teaching narrative writing process using the peer reviewing technique. The interview was conducted in SMA Negeri 15 Bandar Lampung.

c. Questionnaires asked some questions that are open-ended. the researcher gave questionnaires to the students in order to knew the student's difficulties during learning narrative writing using the peer reviewing technique. The researcher asked the question to all the students X IPS 2 class which consisted of 35 students. It shared after the teacher finish her teaching and learning by using the peer reviewing technique.

4. Research Instrument

The instrument of this research was the researcher who collected the data needed for this research. The researcher was the observer which only observed the activities during the teaching and learning process. So, the researcher was a nonparticipant observer. A nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants.[24] It was means the researcher did not join or participate in the activity of this research subject. The description of the instruments as followed:

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[24] *Ibid*. p.214

a. Observation, the researcher conducted direct observation which the researcher observed directly the process of teaching and learning narrative writing using peer reviewing technique. The observation conducted based on observation guidelines.

b. Interview, the researcher asked some question to the teacher. The question's classified: as the process of peer reviewing technique used by the teacher and the difficulties faced by the teacher in teaching narrative writing by using the peer reviewing technique. The questions based on the aspect of teacher's problems in using peer reviewing technique was found by the other researcher.

c. Questionnaire, the question consisted of ten questions that wanted to know the student's difficulties during peer reviewing technique in learning narrative writing. The questions based on the aspects of the student's problem in implementing the peer reviewing technique were found by the other researcher.

5. Research Procedure

From the data collection, the researcher applied to gain the data by observation, interview, and questionnaire. Furthermore, the research procedures were distributed as follow:

a. Determined the subject of the data. the researcher took X IPS 2 class of SMA Negeri 15 Bandar Lampung.

b. Observation. The researcher came to the class with the English teacher, then made a note based on observation guidelines during the teaching and learning narrative writing in the classroom.

c. Interview. The researcher gave the question during the interview to the teacher. It supported the data about teaching and learning narrative writing using peer reviewing technique.

d. Questionnaire. The researcher gave some questions to get data about the student's difficulties in learning narrative writing.

6. Data analysis

In analyzing the data, the researcher used the method described by Miles and Huberman. Miles and Huberman stated analysis can be defined as consisting of three streams of activities, namely data reduction, data presentation, and conclusion drawing/ verification.[25]

a. Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcription.[26] The researcher assumed that the data reduction was the transformation of numerical alphabetical digital information derived empirically or experimentally into a corrected, ordered, and simplified form.

b. Data Display is an organized and compressed collection of information that permits conclusion drawing and action.[27] The data displays can take several forms but share the benefit of helping to condense large amounts of data into more manageable forms. They can also help to convey information in a visually stimulating format where presentation time or column space may be limited.

c. Conclusion Drawing are also verified as the analysis proceeds. Verification may be as brief as fleeting second thought crossing the analysis's mind during writing, with a short excursion back to the field notes, or it may be through elaborate, with lengthy argumentation and review or with extensive efforts to replicate a finding in another data set.[28] The final stage of this research was to conclude. Here, the researcher drew conclusions and verified the answer to research questions that were done in display data by comparing observation data, interview data, and questionnaire data. Finally, the researcher took conclusion the teaching and learning narrative writing

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[25] Miles B Matthew and Huberman A Michael, *Qualitative Data Analysis*, (London, Sage Publication, 1994), p.10
[26] *Ibid*. p.11
[27] *Ibid*. p.11
[28] *Ibid*. p.11

using the peer reviewing technique in the tenth grade of SMA Negeri 15 Bandar Lampung.

7. Trustworthiness of Data

In a study, the researcher must obtain valid results so that readers believe in the validity of the research results. The validity test in qualitative research was used to determine the applicability of the results from the perspective of researchers and readers. Researchers must verify the data so that the data used was accurate and relevant to the research results. Miles and Huberman noted that there are several types of data triangulation methods, including:

a. Triangulation data source: triangulation data source was used to test the credibility of data by verifying data obtained from various sources.

b. Methodological triangulation: this method was used to triangulate data from the results of other studies using different methods.

c. Investigator triangulation: this method was used to triangulate data by using various experts to investigate and analyze the research results.

d. Theoretical triangulation: this method was used to triangulate data by using various theories compatible with investigating analytical data (such as journals, articles, books, etc.)

Based on the types of triangulation mentioned above, the researcher would use investigator triangulation in this research to check validity of the data. The source of data to the observation sheet, interview and questionnaire. The data would check by asking the experts.

I. **Systematic Discussion**

1. Chapter I Presentation, this chapter provided the assertion of title, foundation of the issue, research center, issue definition, research targets, research benefits, relevant research and research methods.

2. Chapter II Theoretical foundation, explaining the theories regarding the relevant titles.
3. Chapter III Description of the object, make sense of the overall portrayal of the article and the introduction of realities and data information.
4. Chapter IV Data investigation, make sense of the investigation of data information and data discoveries.
5. Chapter V Closing, there are conclusion and suggestion.

CHAPTER II
LITERATURE REVIEW

A. Concept of Writing
1. Definition of Writing

Writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. [29] Harmer states when writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.[30] It was means, writing was one of skill in English which asked the students to express their idea into written form and organize it. In writing, the students also did not only produce some words but also make a sequence of sentences.

Writing requires composing, which implies the ability either to tell or retell pieces of information in the form of narrative or description, or to transform information into new texts as in expository or argumentative writing. Furthermore, writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities.[31] It can conclude that, student can find new information, master the fact, also communicate their mind into written texts by writing.

From all the statement above, it can conclude that writing was a thinking activity and encouraged students to focus on accurate language. In express their thoughts into written, the students can write what they knew in their minds.

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[29] Donn Byrne, *Teaching Writing Skills*, Longman. 1993, p.1

[30] Jeremy Harmer, *How to Teach Writing*, (England, Longman, 2004), p. 31

[31] Fika Alisha, *Students' Difficulties in Writing EFL*, (Journal of IKIP Siliwangi vol.2 no.1, 2019) p. 20

This was means that writing can be a reflection of the mind of the student.

2. Writing Process

In practicing writing the students had follow the process to made their writing more effective. There were four steps according to Harmer in writing process:

a. Planning

Experienced writers plan what they are going to write. Before starting write or type, they try and decide what it is the are going to say. For some writers this may involve making detailed notes. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.) but also the choice of language, for example, it is f   informal in tone. Thirdly, writers have to consider the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version. Sharing and responding is a step on writing process when the writer shares his/her writing. The writer asks his friends to review his/her writing.

c. Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another readers' reaction to a piece of writing will help the author to make appropriate revisions.

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.[32]

From the statement above, it can conclude that there were several steps in writing activity. The students should consider in producing good writing, because in having good writing there were some process that are called writing process. The processes are planning, drafting, editing, and final version.

3. **Assessing Writing**

Assessment designates four related processes: deciding what to measure, selecting or constructing appropriate measurement instruments, administering the instruments, and collecting information.[33] It was means, assessment was not a simple task for the teachers. The teacher selected, measured and collected student's writing. An assessment for example when the teacher asks the students to respond the question, make a comment or try a new word. Here, the teacher must be clear about the objectives and the criteria of assessment. One of best known and most widely used analytic scales in ESL

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[32] Jeremy Harmer, *How to Teach Writing*, (England, Longman, 2004), p. 4-5
[33] James D. Williams, *Preparing to Teach Writing*, (New York: Pearson Education, 2003), p.297

was created by Jacobs *et.al*. In the scale, scripts are rated on five aspects of writing: content, organization, vocabulary, language use, and mechanics. The five aspects are differentially weighted to emphasize first content (30 points) and next language use (25 points), with organization and vocabulary weighted equally (20 points) and mechanics receiving very little emphasis (5 points).[34]

Based on the statement above, writing assessment was measurement of the student's writing. In this research, the indicator of writing assignment used by the teacher as the guiding to evaluate the student's writing narrative after the students conduct peer reviewing technique.

4. **Aspect of Writing**

Writing had some aspect that should be done by the writer in order to better writing. There were five aspects to measure writing test in the profile of writing are adopted by Jacobs in Laras:

a. Content

The measure the content of written product is not easy to do. In order to make the teacher or evaluator simple to count it, he applies several descriptors; knowledgeable, substantive, through development of thesis, and relevant to assigned topic.

b. Organization

In organization there are six descriptions that have to take in good written text. They are fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing and cohesive.

c. Vocabulary

The good writers have to enrich their vocabularies for their writing's quality. But it is not enough without chosen the correct vocabulary to the text. Jacob states vocabulary into four descriptors; sophisticated range,

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[34] Sara Cushing Weigle, *Assessing Writing*, (Cambridge University: series edited by J.Charles Alderson, 2006), p.115

effective word/idiom choice and usage, word form mastery, and appropriate register.

d. Language Use

As like the vocabulary, in writing evaluation, language use consists of eight descriptors; effective complex constructions, agreement, tenses, number, word order/function, articles, pronouns, and preposition.

e. Mechanics

Mechanics are description about the spelling, punctuation, capitalization, paragraphing, and handwriting in written product.[35]

From the aspect of writing above, it can help the teacher to focus on student's writing which they needed to give special attention. In this research, the teacher asked the students as reviewer that will complete the peer reviewer sheet during peer reviewing technique in teaching narrative writing (in appendix 5). This sheet based on the aspect of writing there are content, organization, vocabulary, language use, and mechanics.

5. **Teaching Writing**

Teaching writing predominantly involves developing learner's skills in producing patterns, and responding to writing means identifying and correcting problems in the student's control of language system.[36] It was means teaching writing which developed the students in writing skill. Here, the teacher must respond the student's writing would identify and corrected their problems during teaching writing process.

In this research, the teacher asked the students writing narrative text by using peer reviewing technique. The role of the teacher as one of facilitator and coach in teaching process. According to Brown, as a facilitator the teacher offers

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[35] Laras Sekar Tanjung, *The Effect of Guided Writing Strategy Toward Student's Writing Skill at Senior High School 1 Ulakan Tapakis*, (Padang: Imam Bonjol University, 2017), p.30-31

[36] Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2003), p.3

guidance in helping students to engage in the thinking process of composing but, in a spirit of respect for student opinion, must not impose his or her own thoughts on student writing.[37]

In addition, the teacher can be a motivator, resource, and feedback provider for the students based on Harmer states as follows:

a. Motivator, one of teacher principal roles in writing tasks will be motivate the students, creating the right conditions for the generations of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

b. Resource, during more extended writing tasks, the teacher should be ready to supply information and language where necessary. The teacher needs to tell students that teacher is available and be prepared to look their work as it progresses, offering advice and suggestions in a constructive and tactful way.

c. Feedback provider, teacher should respond positively and encouragingly to the content of what the students have written. When offering correction, teacher will choose what and how much to focus on, based on what students need at this particular stage of their studies and on the tasks they have undertaken.[38]

Researcher concluded that the teacher supplied the information and gave the guidance. During the students expressed their thoughts in writing process, the teacher can identify student's problem but the teacher was not to be an author. Teacher also gave the respond such as feedback. So, the students can increase their writing skill to producing patterns and language system in learning writing.

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[37] H. Doughlas Brown, *Teaching by Principles 2nd Edition*, Longman, p. 340

[38] Jeremy Harmer, *The Practice of English Language Teaching 4th Edition,* (Longman: 2007), p. 330-331

B. **Concept of Narrative Text**
   1. **Definition of Narrative Text**

Narrative is a story, of happening or events, either real or imaginary which the narrator considers interesting or important.[39] It was means that narrative described attractive events real or imaginary from the narrator.

Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse oftentimes meant to give moral lesson to the readers.[40] Mayers in Rony adds narrative text is one of the most powerful ways of communicating with others. The purpose of narrative text is to entertain the reader with the story which can be fiction of non-fiction.[41] So, narrative text was a text who made by the writer which tell events in the past, show conflict and its resolution. This aimed to entertain the reader. Neo in Karolina stated there are many different types of narrative texts are Humor, Romance, Crime, Real Life Fiction, Theoretical Fiction, Mystery, Fantasy, Science fiction, Diary Novels, Adventure.[42]

Based on the definition above, narrative text told about writer's experiences either real or imaginary in the past with several problems in it and their solutions, whose function was to entertain and give a moral message to the reader. In this research, the researcher observed student's writing process of narrative text which meant a text from writer's story in past and the basic purpose of narrative was to entertain, and get reader's interest.

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[39] Juliani Dameria Pardosi, *An Error Analysis of Students in Writing Narrative Text*, (English Education and ART (LEEA) Journal: 2019) p. 165

[40] Rodearta Purba, *Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique*, (Medan: State University of Medan), 2018, p. 29

[41] Rony Tua Parasian Sinaga., *The Student's Difficulties in Writing a Narrative Text at Grade Ten of SMA Negeri 4 Pematangsiantar*, (a Journal of English Teacher at SMP Negeri Tebing Tinggi: North Sumatera, 2020), p.27

[42] Intan Karolina, *Teaching Narrative Text in Improving Writing to the Tenth Grade Students of SMA Negeri 1 Petarukan, Pemalang*, (A thesis Universitas Negeri Semarang, 2016), p.18

2. Generic Structure of Narrative Text

Narrative dealt with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. There were five generic structure of narrative text:

a. Orientation: sets the scene and introduces the participants
b. Evaluation: a stepping back to evaluate the plight
c. Complication: a crisis will arise
d. Resolution: the crisis is resolved, for better or for worse
e. Re- orientation: optional[43]

3. Language Features of Narrative Text

a. Focus on specific and usually individualized Participants
b. Use of material processes (and in this text, Behavioral and Verbal Processes)
c. Use of Relational Processes and Mental Processes
d. Use of temporal conjunction, and temporal Circumstances
e. Use of past tense[44]
f. In the topic should be chronological development and the sentences are arranged in chronological order.
g. Time sequences are first, next, second, last, finally.[45]

4. Example of Narrative Text

Here is the example of Narrative Text[46]

The Legend of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang.

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[43] Linda Gerot, *Making Sense of Functional Grammar*, (edited by Berti Nurul Khajati: STKIP Panca Sakti Bekasi, 2013) p. 162
[44] *Ibid*. p.162
[45] Manisha Koilara, *Student's Difficulties in Writing Narrative Text*, (English Journal of Indragiri (EJI), vol.4: Prima Indonesia University, 2020), p.160
[46] Kementerian Pendidikan dan Kebudayaan, *Buku Bahasa Inggris kelas X semester 2*, (Kementerian Pendidikan Kebudayaan, Jakarta), 2014, p. 64

Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he was a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last, Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" after that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger.

Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

C. Concept of Peer Reviewing Technique

1. Definition of Peer Reviewing Technique

Peer review is where the students make suggestions for revision regarding the evaluation of work by one or more people of similar competence to control the producer of the work. The students pinpointed content and organization as the main areas that peer reviews improved. In particular, they emphasized that peer reviews lead them to consider different ideas about their topics and helped them to develop and clarify these ideas. These comments suggest that peer review can make students more aware of the needs and expectations of their audience.[47] Peer review was valuable element in the writing process. This technique encouraged the students to be aware of their draft because they got comments and suggestion which conducted by the reviewer. It will develop and clarify student's ideas for next draft. Based on Skwire and Wiener in Sirait stated that the purpose of those comments helped the writer produce the next draft.[48]

Harmer adds peer review is less authoritarian that the teacher review, and helps students to view both colleagues and teachers as collaborators rather than evaluator. Students will need guidance from their teacher. So, they know what to look at when they read their classmate's work.[49] Tricia Hedge suggests in Harmer letting the students decode (with teacher guidance) what they think the most important things to look out for in a piece of writing are. They can give their opinion about whether spelling is more important than handwriting, or whether originality of ideas should interest the feedback giver more than grammatical correctness.[50] It was means, peer review asked the students to be reviewer but they still needed

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[47] Ira Adinegara, *The Use of Peer Reviewing in Overcoming Phonological Errors in English Pronouncian*, (Journal of Applied Linguistics and Literacy: 2019), p. 3

[48] Jepri Bobby Sirait, *Using Instagram a Tool for Online Peer Review Activity in Writing Descriptive Text for Senior High School Students*, Journal of English Language Teaching, (Universitas Negeri Padang: 2018), p.295

[49] Jeremy Harmer, *How to Teach Writing*, (England, Longman, 2004), p. 115

[50] Jeremy Harmer, *The Practice of English Language Teaching 4th Edition,* (Longman:2007), p.150

teacher's guidance during peer review technique. Here, the teacher as facilitator which only controlled student's problem rather than evaluator.

It concluded that the peer review technique was a language learning activity for students individually construct their ideas and working collaboratively through several drafts then consulted to the teacher also got suggestions and comments from their classmate. Addition, the teacher withdrew into monitoring, assisting, and providing feedback on drafts.

2. Procedures of Peer Reviewing Technique in Teaching Narrative Text

Mc Morran in Hilda Eriva stated that the procedures of peer reviewing technique were:

a. Introduce peer review in the class
b. Students submit papers and they are distributed for review
c. Assign students to groups of 3-4. Their assignment for next weeks to read each other's papers and answer question. The teacher can use the guidelines.
d. Students workshop papers. This face-to-face session is a good opportunity for writers to clarify confusing advice.
e. Students submit a final draft. The teacher can look for evidence of how the author incorporated the reviewers' comments by comparing the first and final draft.[51]

Next, Rathvon in Yuliana states some step for conducting peer review technique:

a. Lecturer explain the characteristic of the text;
b. Lecturer demonstrate how to do peer review;
c. Students make a first draft

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[51] Hilda Eriva Sani, *The Influence of Using Peer Reviewing Technique Towards Students' Recount Text Writing Ability at the Second Semester of the Reguler Eight Grade of MTs Negeri 2 Bandar Lampung in 2016/2017 Academic Year*, (A thesis of English Education Study Program Teacher UIN Lampung: 2017), p. 27

    d.   Peer reviewer read the text

    e.   Peer reviewer discusses his suggestion with the author;

    f.   Students work independently to revise their own paper.[52]

From the statement above, there were procedures of using peer reviewing technique in teaching writing narrative that used by the teacher in this research were arranged as follow:

    a.   The teacher asked the students to choose one topic of narrative text.

    b.   The teacher asked the students to red and understanding part of the narrative text topic.

    c.   The teacher encouraged the students to write narrative text.

    d.   The teacher introduced and explained how to do peer review and ensured that the students understanding.

    e.   The teacher gave a peer reviewer sheet and explain how to fill. This step the teacher only controlled and monitoring the students to checked the peer reviewing techniques was already good applied or not.

    f.   The teacher inquired the students to exchange the first draft with their peer.

    g.   The teacher asked the students to returned their draft and result of peer reviewer sheet to their peer.

Based on the procedure above, the teacher must control the students tried not to overwhelm their peer with too much commentary. Follow the peer reviewer sheet and the issues they are supposed to address. Be careful not to let student own opinions bias their review (for example, do not suggest that their peer completely rewrite the paper just because they do not agree with peer point of view).

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[52] Yuliana Sibarani, *The Influence of Using Peer Review Technique Towards Student's Ability in Writing Report Text at the second semester of the Eleventh Grade of SMA Negeri 1 Penawartama in the Academic Year 2020/2021*, (A Thesis of English Education Study Program Teacher UIN Lampung: 2021), p.23

3. Advantages and Disadvantages of Peer Reviewing Technique

a. Advantages

Peer review are proposed by Liu and Hansen in Martin stated that the benefits of peer review include those listed. Benefits of peer review for the student author:

1) Refines their ideas as a result of the feedback their receive.
2) Focus on writing as a process that emphasizes editing and revisions.
3) Develops a better sense of audience.
4) Improves their work before it is submitted for grading.
5) Are motivated to produce higher-quality work, since they know their peers will be critiquing it.

Benefits of peer review for the student reviewer:

1) Gain insights for their own work from reading the assignments of others.
2) See other approaches to an assignment or other perspectives to an issue.
3) Become familiar with important aspects of the assignment as they use the rubric or criteria to perform their review.
4) Improve their ability to read paper critically.
5) Strengthen their communication skills, especially in respect to critiquing and providing feedback.
6) Gain knowledge of a wider variety of course topics.[53]

Another statement the advantages of peer review from F. Hyland:

1) Active learner participation
2) Authentic communicative context
3) Nonjudgmental environment

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[53] Martin Kustati, *The Effect of the Peer Review Technique on Student's Writing Ability*, (State institute for Islamic Studies Imam Bonjol: Padang), 2014, p.74-75

4) Alternative and authentic audience
5) Writers gain understanding of reader needs
6) Reduced apprehension about writing
7) Development of critical reading skills
8) Reduces teacher's workload[54]

In conclusion, peer review had the benefits for motivated the students to produce and improved their draft before submitted to the teacher. Then they were be given criticism and feedback from reviewers to editing and revising their next draft. Also, this can help to clarified and reinforced the reviewer's knowledge. It was because they encouraged the development of their critical skill and higher order cognitive skill.

b. Disadvantages

Students may dislike evaluating another student's work. For example, note that some students resent being required to review and comment on other student's work, because they hold the belief that assessment is the "teacher responsibility". Another reason for student's discomfort is because they may lack confidence in their own ability to evaluate their peer's work. They may similarly doubt the competence of other student reviewers.[55] It was means that the students as a reviewer did not know or understand how to review their classmate's drafts and also the students as a writer did not revise based on their classmate's comments and suggestions because they only believed in the teacher response. Another disadvantage of the peer review technique based on F. Hyland:

1) Tendency to focus on surface forms
2) Potential for overly critical comments
3) Cultural reluctance to criticize and judge
4) Students unconvinced of comment's value

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[54] Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2003), p. 199
[55] Jon Pearce, *Involving Students in Peer Reviewing*, Centre for the Study of Higher Education: The University of Melbourne, 2009. p. 5

5) Weakness of reader's knowledge
6) Students may not use feedback in revisions
7) Students may prefer teacher feedback[56]

From the statement above, it concluded that the peer review technique had some weaknesses. The teacher should know the weakness to avoided student's difficulties or misunderstandings during conducted peer review. Those statements also made the researcher easily recognized the student's difficulties in learning writing using peer reviewing technique during the observations.

4. Teacher's Problem in Implementing Peer Reviewing Technique

Nilna Rifdha in her thesis stated problem found during the teaching learning process was the lack of preparation on the implementation of peer review technique. Because teacher must explain clearly about peer review technique in order the students understand.[57]

Hu stated that a lack of adequate teacher follow-ups to the student work had been a major contributing factor. In fact, the only follow-up consisted in collecting written peer comments together with first and revised drafts.[58]

Mualifah found there were three problems faced by the teacher. First problem, student's characteristics were various. They have different abilities in writing and giving comments. They also less confidence in giving feedback. The second problem was creating active peer feedback groups. The third problem was setting up the training section in the peer feedback strategy needed significant effort. All the students must be trained well before reviewing their peer's work. Here,

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[56] Ken Hyland, *op.cit*, p. 199

[57] Nilna Rifda, *The Implementation of Peer Review Technique in Teaching Writing of Recount Text*, (A thesis of Education in English Language Education: UIN Walisongo, 2020), p.52

[58] Guangwei Hu, *Using Peer Review with Chinese ESL Student Writers*, (National Institute of Education: Nanyang Technological University), p.336

the teacher gave clear instructions and guided students to do peer feedback step by step.[59]

Based on the problems above the researcher needed to construct teacher's problem in implementing peer reviewing technique into five points:

a. Preparation for conducting peer review. The teacher had difficulties explaining clearly the implementation of the peer reviewing technique in teaching writing.

b. The teacher only collected student drafts based on peer feedback without follow-up and gave the teacher's feedback.

c. Difficult to analyze student's characteristics.

d. Controlled the student's attractiveness in giving feedback.

e. Effort teacher's guide to conducting peer reviewing technique. The teacher gave lot of effort to managed the classroom condition to made peer reviewing technique run well.

5. Student's Problem in Implementing Peer Reviewing Technique

Nilson stated that most students are loath to find fault with one another's products, or at least loath to express those faults. They may fear "if I do it to them, they will do it to me", or students may be concerned that giving insightful critiques may raise the teacher standards. They may reason that the teacher will think "if the students are so good at picking out weakness of others, then there is no excuse for their handing in their own work with weaknesses".[60]

Kurniawati revealed another statement there are terms of the challenges faced by EFL university students in peer

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[59] Siti Mualifah, *The Implementation of Peer Feedback Strategy in Teaching Writing Recount Text*, (Research on English Language Teaching in Indonesia Vol. 9 No.1, 2021), p.99

[60] Linda B. Nilson, *Improving Student Peer Feedback*, (Washington DC: Heldref Publications: 2003), p.35

feedback implementation: (1) dealing with disagreements, (2) getting unclear feedback and without reason given, (3) having different level of proficiency, (4) difficulty to accept or distrust in the feedback given or received, (5) do not know if the feedback is right or wrong, (6) feeling afraid of being wrong in giving or receiving the feedback, (7) worrying about ruining their friendship.[61]

Hu stated there were various problems are most of students distributed their peer's ability to critique each other's writing, felt unable to judge the validity of peer comments, were reluctant to respond-critically, made only a limited number of comments and suggestions, paid predominant attention to language and mechanics in response, expressed comments in inappropriate ways, and incorporated few peer comments in revision. On the other hand, several students suggested that peer review should be dropped in response to 'what could be done to make this course better?'.[62]

Based on the statement above, the researcher constructed the student's problems in implementing peer reviewing become five points are followed:

a. The students were not convinced of their peer to give the feedback, because they preferred to teacher feedback.

b. The students felt that they will give rude critique to their peer so it made ruin their friendship.

c. They were not confident and unable to give their feedback. They lack knowledge of English and did not know their feedback was right or not.

d. The students did not revise their draft based on their peer feedback. They had difficulties to accept or distrust on their peer feedback.

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[61] Heny Nursela Kurniawati, *Perceptions and Challenges on Peer Feedback of EFL University Student's Writing*, (Research on English Language Teaching in Indonesia: Universitas Negeri Surabaya), 2021, p.183

[62] *Op.Cit*, Guangwei Hu, *Using Peer Review with Chinese ESL Student Writers*, p.331

e. The students got unclear feedback. Their peer made only limited number of feedback and unwilling critically respond.

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