INCREASING STUDENTS’ PAST TENSES AWARENESS IN WRITING NARRATIVE TEXT USING PEER-FEEDBACK:
A CLASSROOM ACTION RESEARCH
IN CLASS X9 SMAN 2 YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By
Fransiskus Atita Nahur
Student Number: 081214125

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS AND TRAINING EDUCATION
SANATA DHARMA UNIVERSITY
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on May 8th, 2012
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Faculty of Teachers Training and Education
Sanata Dharma University

Dean
Rohandi, Ph.D.
This Thesis is dedicated to my late great parents:

Papa Anton and Mama Dora
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, May 8, 2012

The Writer

Fransiskus Atita Nahur
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Fransiskus Atita Nahur

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
ABSTRACT


Teaching writing in ESL/EFL classes is one of English teachers’ responsibilities. In this era, in which transportation and communication have been well-developed, English teachers should prepare their students to be able to write well using the language in order to support their career as professional workers, journalists, translators, secretaries, etc. In some educational contexts such as in Indonesia, on one hand, mastering the language is one of the subjects that the students should learn. On the other hand, the nature of the language is obviously different from the students’ first language. In this situation, students in ESL classes need to master either the writing skill or the properties of the target language.

Narrative text is one of the compulsory texts that the students have to master. This kind of text requires the use of past tenses, which is different from what most of ESL/EFL students have in their first language. Class X9 students of SMA N 2 Yogyakarta had the problem with the awareness of past tenses in writing narrative texts. Based on the researcher observation, the students tended to forget to apply the language feature when they had to write narrative stories. Therefore, this research was intended to solve the problem faced by the students of class X9 in SMA N 2 Yogyakarta by using Peer Feedback strategy. The problem formulation of this study is: To what extent does Peer Feedback increase the students’ awareness in using past tenses in writing narrative texts?

The study is based on a Classroom Action Research which implemented peer feedback in editing stage of their writing process. There were 31 students in the class X9 of SMA N 2 Yogyakarta academic year 2011/2012. The research was conducted through two cycles each of which was conducted in two meetings. The data were obtained by using research instruments: observation sheets, field notes, questionnaire, interview and the students’ drafts.

After the data from the instruments were triangulated, it was found that peer feedback really helped the students of class X9 in SMAN 2 Yogyakarta be aware of using past tenses in writing narrative texts. The number of the students who were categorized into having “high” awareness was increasing from 16.13% in the first cycle to 70% in the second cycle. After revising their drafts in each cycle, the number also increased from 70% (in the first cycle) to 100% (in the second cycle). Peer feedback helped the students learn from and remind each other. The students enjoyed doing the activity and experienced how important their friends were.

It is suggested that the English teachers can utilize peer feedback in teaching writing. Besides increasing the students’ awareness of using past tenses in writing narrative, it also helps the teachers to improve students writing skill. The strategy elicited the students to be both good writers and good readers.

Keywords: peer feedback, awareness, past tenses, narrative, errors.
ABSTRAK


Mengajar menulis dalam kelas-kelas di mana Bahasa Inggris merupakan bahasa kedua/asing (English as the Second/Foreign Language) merupakan salah satu tanggung jawab para guru Bahasa Inggris. Pada era di mana transportasi dan komunikasi berkembang pesat, mereka mesti mempersiapkan peserta didiknya agar mampu menulis dengan baik dalam bahasa teresbut, sehingga menopang karir mereka sebagai pekerja profesional seperti wartawan, penerjemah, sekretaris, dan lain-lain. Dalam konteks pendidikan seperti di Indonesia, di suatu pihak Bahasa Inggris merupakan matapelajaran yang wajib dipelajari siswa. Di pihak lain, karakter bahasa tersebut jelas berbeda dengan bahasa asli peserta didik. Dalam situasi seperti ini, para siswa harus menguasai baik kemampuan menulis itu sendiri maupun semua kaidah bahasa Inggris.


Setelah data-data yang telah diperoleh ditriangualsi, dapat disimpulkan bahwa peer feedback sangat membantu para siswa kelas X9 SMA N Yogyakarta dalam menyadari penggunaan bentuk lampau saat menulis teks naratif. Jumlah siswa yang tergolong memiliki “kesadaran tinggi” meningkat dari 16,13% pada siklus pertama hingga ke 70% pada siklus kedua. Setelah draft tulisan mereka direvisi, jumlah siswa dalam golongan tersebut meningkat dari 70% pada siklus pertama ke 100% pada siklus kedua. Strategy pembelajaran peer feedback ini membantu siswa untuk belajar dan mengingatkan satu sama lain. Para siswa menikmati aktivitas tersebut dan mengalami betapa pentingnya peran teman-teman mereka.
Para guru Bahasa Inggris disarankan untuk menggunakan strategi ini dalam pelajaran menulis. Selain meningkatkan kesadaran para siswa untuk menggunakan bentuk lampau, strategi ini secara tidak langsung membantu para guru dalam meningkatkan kemampuan menulis siswa. Strategi ini melatih siswa baik untuk menjadi penulis yang baik, maupun pembaca yang baik pula.

Kata kunci: peer feedback, kesadaran, bentuk lampau, naratif, kesalahan/keliru (errors).
ACKNOWLEDGEMENTS

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Fransiskus Atita Nahur
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGES</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY</td>
<td>v</td>
</tr>
<tr>
<td>LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>viii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>x</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xvi</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xvii</td>
</tr>
<tr>
<td>CHAPTER I. INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>1.1 Research Background</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Research Problems</td>
<td>6</td>
</tr>
<tr>
<td>1.3 Problem Limitation</td>
<td>6</td>
</tr>
<tr>
<td>1.4 Research Objectives</td>
<td>7</td>
</tr>
<tr>
<td>1.5 Research Benefits</td>
<td>7</td>
</tr>
<tr>
<td>1.6 Definition of Terms</td>
<td>9</td>
</tr>
<tr>
<td>CHAPTER II. REVIEW OF RELATED LITERATURE</td>
<td></td>
</tr>
<tr>
<td>2.1 Theoretical Description</td>
<td>13</td>
</tr>
<tr>
<td>2.1.1 Writing Skill</td>
<td>13</td>
</tr>
<tr>
<td>2.1.1.1 The Nature of Writing</td>
<td>14</td>
</tr>
<tr>
<td>2.1.1.2 The Process of Writing</td>
<td>15</td>
</tr>
<tr>
<td>2.1.1.3 Teaching Writing in ESL/EFL Classes</td>
<td>18</td>
</tr>
</tbody>
</table>

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
2.1.2 Narrative ................................................................. 19
  2.1.2.1 Definition and Types of Narratives ............................ 19
  2.1.2.2 Communicative Purposes of Narratives ....................... 19
  2.1.2.3 Generic Structure of Narratives .............................. 20
  2.1.2.4 Grammatical Features of Narratives .......................... 20
  2.1.3 Peer Feedback ....................................................... 21
    2.1.3.1 The Nature of Peer Feedback ................................. 21
    2.1.3.2 The Advantages of Peer Feedback ............................ 22
  2.1.4 Awareness ............................................................ 24
    2.1.4.1 The Nature of Awareness ...................................... 24
    2.1.4.2 The Role of Awareness in Language Learning .............. 25
  2.1.5 Classroom Action Research ....................................... 28
    2.1.5.1 Definition of Classroom Action Research .................. 28
    2.1.5.2 Aims of Classroom Action Research ......................... 29
    2.1.5.3 Characteristics of Classroom Action Research ............. 29
    2.1.5.4 Model of Classroom Action Research ....................... 29
  2.2 Theoretical Framework ............................................... 31

CHAPTER III. METHODOLOGY
  3.1 Research Method ..................................................... 33
  3.2 Research Setting ..................................................... 35
  3.3 Research Participants ............................................... 35
  3.4 Research Instruments and Data Gathering Technique .......... 36
    3.4.1 Field Notes ...................................................... 36
    3.4.2 Observation Sheets .............................................. 36
    3.4.3 Semi-Structured Interview ..................................... 37
    3.4.4 Questionnaire ................................................... 37
    3.4.5 Students’ Drafts ................................................ 38
  3.5 Data Analysis Technique ............................................ 39
  3.6 Research Procedure .................................................. 41
CHAPTER IV. RESEARCH RESULTS AND DISCUSSIONS

4.1 The Implementation of Peer Feedback and the Findings
   in the First Cycle ................................................................. 44
4.1.1 The Implementation of Peer Feedback .................................. 47
4.1.2 The Role of Peer Feedback in Increasing Students’ Past Tenses
   Awareness ........................................................................ 51
4.1.3 Reflection on the Implementation of Peer Feedback in the First Cycle……57

4.2 The Implementation of Peer Feedback and the Findings
   in First Cycle Two................................................................. 59
4.2.1 The Implementation of Peer Feedback ...................................... 62
4.2.2 The Role of Peer Feedback in Increasing Students’ Past Tenses
   Awareness ........................................................................ 63
4.2.3 Reflection on the Implementation of Peer Feedback in the Second Cycle.. 69

4.3 The Improvement of Research Findings in the First and Second Cycles ......69
4.3.1 The Progress of Students’ Opinion on Doing Peer Feedback ............ 69
4.3.1.1 The Students’ Opinion about Themselves .............................. 70
4.3.1.2 The Students’ Opinion about their Friends Role and Contribution .... 72
4.3.2 The Improvement of Students’ Awareness in Applying Past Tenses ......74

CHAPTER V. CONCLUSIONS AND RECOMMENDATION

5.1 Conclusions ...................................................................... 79
5.2 Recommendation ................................................................. 81

REFERENCES ........................................................................ 82
APPENDICES ...................................................................... 86
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 4.1. The Students’ Score of Past Tense Awareness in the First Cycle</td>
<td>56</td>
</tr>
<tr>
<td>Table 4.2 The Students’ Score of Past Tense Awareness in the Second Cycle</td>
<td>68</td>
</tr>
<tr>
<td>Table 4.3 The Improvement of Students’ Awareness in Using Past Tenses</td>
<td>75</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figures</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1 Hyland’s model of writing process (Hyland, 2003:11)</td>
<td>17</td>
</tr>
<tr>
<td>Figure 2.2. The Process Wheel (Harmer, 2007:326)</td>
<td>17</td>
</tr>
<tr>
<td>Figure 2.3 A Framework for Investigating L2 Acquisition (Ellis, 2003)</td>
<td>27</td>
</tr>
<tr>
<td>Figure 2.4. The ‘Action Research Spiral’ (Based on Kemmis and McTaggart</td>
<td>30</td>
</tr>
<tr>
<td>1988:14)</td>
<td></td>
</tr>
<tr>
<td>Figure 4.1 Students’ Past Tenses Awareness in Writing Narrative Text</td>
<td>77</td>
</tr>
<tr>
<td>Figure T1 Students’ Improvement Taken from Students’ Draft</td>
<td>200</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A. Covering Letter for the Headmaster of SMA N 2 Yogyakarta</td>
<td>88</td>
</tr>
<tr>
<td>Appendix B. Covering Letter for the Governor of DIY</td>
<td>90</td>
</tr>
<tr>
<td>Appendix C. Permission Letter from the Governor of DIY</td>
<td>92</td>
</tr>
<tr>
<td>Appendix D. Covering Letter for the Mayor of DIY</td>
<td>94</td>
</tr>
<tr>
<td>Appendix E. Permission Letter from the Mayor of Yogyakarta</td>
<td>96</td>
</tr>
<tr>
<td>Appendix F. Lesson Plan and Teaching Materials of Cycle One</td>
<td>98</td>
</tr>
<tr>
<td>Appendix G. Field Notes of Cycle One</td>
<td>112</td>
</tr>
<tr>
<td>Appendix H. Observation Sheet of Cycle One</td>
<td>123</td>
</tr>
<tr>
<td>Appendix I. Lesson Plan and Teaching Materials of Cycle Two</td>
<td>126</td>
</tr>
<tr>
<td>Appendix J. Field Notes of Cycle Two</td>
<td>135</td>
</tr>
<tr>
<td>Appendix K. Observation Sheet of Cycle Two</td>
<td>143</td>
</tr>
<tr>
<td>Appendix L. Questionnaire</td>
<td>146</td>
</tr>
<tr>
<td>Appendix M. The Raw Data of Questionnaire from Cycle One</td>
<td>150</td>
</tr>
<tr>
<td>Appendix N. The Raw Data of Questionnaire from Cycle Two</td>
<td>155</td>
</tr>
<tr>
<td>Appendix O. Interview Guide</td>
<td>161</td>
</tr>
<tr>
<td>Appendix P. Interview Transcripts</td>
<td>163</td>
</tr>
<tr>
<td>Appendix Q Specific-Rubric for Past Tense</td>
<td>183</td>
</tr>
<tr>
<td>Appendix R. Sample of the Students’ Drafts and Peer Feedback in Cycle One</td>
<td>185</td>
</tr>
<tr>
<td>Appendix S. Sample of the Students’ Drafts and Peer Feedback in Cycle Two</td>
<td>190</td>
</tr>
<tr>
<td>Appendix T. Results and Discussion on the Students’ Improvement in Writing Skill</td>
<td>195</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

In this chapter, the researcher will introduce the field and the background of his research. There are six parts through which the researcher presents the basic information of the research. Those are the research background, problem formulation, problem limitation, research objectives, research benefits and definition of terms used in his research.

1.1 Research Background

In this global era, the ability to write effectively is becoming a compulsion. It is because the rapid development of transportation and communication gives much more ease to people from different backgrounds throughout the world to interact with each other (Weigle, 2002). Through writing, people can show their way of thinking, the way of learning and the way of sharing ideas with others (Zimmerman & Rodrigues, 1992). Even though in this era images are also competing with written or printed media into lesser prominence, writing is still important for professionals and elites in education, economic, social, cultural and political fields (Knapp & Watkins, 2005). Writing in a foreign language such as English thus becomes an important requirement in global communities because this language is considered as the International language (lingua franca). In Indonesia, the ability to write in this English has got big attention from the education stakeholders in order to prepare young Indonesian
generations to communicate, interact and compete with other people in this global era.

Narrative is one of the texts that is used to share ideas and culture through stories. It is not merely aiming to entertain people. It has further social purpose which can be learnt from the texts. Stories are important in humans’ history and culture. Narratives even can be powerful media for changing people’s opinion and attitudes (Knapp & Watkins, 2005). Therefore, the ability to write a narrative text remains crucial in schools curriculum. The students who are successful in writing this text across the curriculum have acquired the knowledge of the features of this genre as well as the target language (Hardy & Klarwein, 1990; Weigle, 2002; Raimes, 1983).

Writing narratives in English is one of the required skills in Indonesian School-Based Curriculum. In the Ministerial Regulation of the Curriculum, point 6.2, it is stated that the students are to be able to express accurately, fluently and acceptably the meaning and rhetoric steps of narrative texts by using written language in daily life context. Dealing with the standard mentioned in the curriculum above, Weigle (2002) emphasizes the importance and extra attention in writing in the second language. Different situation and places affect the use of the second language. The students who have different mother tongue or their first language, which is mostly used by the students, must have good proficiency at least in the case of grammar and vocabulary.

Based on the researcher’s observation, the students of Class X9 in SMA Negeri 2 Yogyakarta had the similar problem to that is proposed by Weigle above.
It is because grammatically this language is different from their first language, *Bahasa Indonesia*. The major problem they had was forgetfulness in applying past tenses in writing narrative texts. In their native language, *Bahasa Indonesia*, there is no change in sentences which describe about past events or experiences. They just need to add adverb of time such as *tadi malam* (last night), *kemarin* (kemarin), *tahun lalu* (last year), or *pada jaman dahulu* (long time ago).

Meanwhile, in English the students must pay attention not only to the adverb of time, but also to the change of verbs. When the students of Class X9 wrote a narrative text, most of them made many errors in using past tenses. It may be caused by their first language. Collins (2007) states that “one source of information can be error that appears to be influenced by a student’s first language” (p.295). This has also been discussed by Krashen (1981) that “the L1 may ‘substitute’ for the acquired L2 as an utterance initiator when the performer has to produce in the target language but has not acquired enough of the L2 to do this” (p.67).

However, when the students were given past tenses exercises, they could do them well. The exercises were about rewriting sentences using the verbs provided in the brackets. This kind of exercise was called discrete point test or Larsen-Freeman’s Task (Krashen, 1981, p.54). The students were asked to change the verbs into past forms. Another type of the exercises was identifying irregular and regular verbs and changing them into past form. The other type was changing the verbs provided in brackets in a short paragraph. The students did not have much problem with the exercises.
This latter fact ensured the researcher that the students had problem when they had to construct their own sentences and produce their own story. In doing the exercises they just focused on changing the verbs. Meanwhile, in writing their own story well, they had to focus on many aspects such as ideas, content, organization and structure (Zimmerman & Rodrigues, 1992). It means that in composing their own narrative texts, the students had lack of awareness in applying the past tenses. In other words, Caroll (1973), as cited in Krashen (1981), states that in that condition, the students have lack of conscious meta-awareness of grammar. In the students’ case, the specific grammar feature was past tenses.

Another fact was that there were some of the students who still had good control in using past tenses in their writings. Those students were the minority in that class. However, they can be the potency to help the other students, who still make errors in using past tenses. Since most of the students still make the same errors, the researcher intends to make a research on this problem in order to improve the students’ awareness in using past tenses in writing a narrative text.

Based on those facts above, the researcher intends to apply a cooperative learning which maximizes the interaction among the learners themselves. Johnson and Johnson (1994), as cited in Anggrahini (2006), state that cooperative learning prepares opportunities for learners to work together to accomplish learning goals and maximize their own and group-mate’s achievement. This requires their peers’ participation. Therefore, in order to treat the problem, Peer Feedback was chosen as the strategy which requires the students to be able to criticize and give comment to their peers’ works. The students who are good enough in using past
tenses can help and support their friends. By doing this, they will not only get feedback from their peers, but also give feedback to their friends. The students even learn to be both better writers and better readers (Brown, 2007).

In teaching writing, peer feedback does not only help the students to involve in the process, but also helps the teacher to monitor the students. Bartels (2003) states that written peer feedback helps the teacher monitor the students’ feedback and to save time, especially in large classes. In correcting their peers’ work, they may focus on particular aspects of the writing (Hyland, 2003). In this case, the students focus on the language feature of narrative texts, especially past forms. By focusing on that aspect, the students support each other in forming or applying appropriate tenses in writing narrative texts. Besides, by doing so, the students will also be involved in either consciousness-raising tasks or grammar practice both of which lead them to the awareness of grammar rules in the target language (Nitta & Gardner, 2005).

In that process they will have not only peer monitoring, but also self-monitoring. In peer monitoring, the students can monitor each other to be both good readers and writers by checking their friends’ writing and written feedback for them. Meanwhile the self-monitoring process helps each of them to reflect on and be aware of the errors they make. These two processes both increase the students’ awareness of their own performance (Harmer, 2007).

Based on those facts found in the class X9 of SMA Negeri 2 Yogyakarta, written peer feedback strategy was applied in order to focus on increasing students’ awareness in using past tenses in writing narrative texts. Besides, written
peer feedback strategy is also chosen because the number of the students in the class was big enough and they were still in the first semester in the school. They came from different Junior High Schools. The learning strategy had not ever been applied yet in that class. Therefore, applying this strategy may lead the students to cooperative learning in revising their drafts while helping the teacher with the practicality to monitor their performances. The strategy can also help them to be aware of applying past tenses in writing narratives.

1.2 Research Problem

The problem formulation of this research is: To what extent does Peer Feedback increase the class X9 of SMA 2 Yogyakarta students’ past tenses awareness in writing narrative texts?

1.3 Problem Limitation

This research is limited only to the increase of the students’ awareness in using past tenses forms in writing narrative text of class X9 students in SMA Negeri 2 Yogyakarta, academic year 2011/2012. Based on the researcher observation during his teaching practice, it was found that the students had enough skill in changing past the verbs into past tenses. However, it was also found that they tended to forget to apply the past forms when they were constructing their sentences and putting down their ideas into written narrative texts. It means that they had lack of awareness in applying the language feature in writing a narrative
text. The Peer Feedback strategy was used to help the students in increasing their awareness on it.

1.4 Research Objective

The objective of the study is to find out to what extent the Peer Feedback strategy improves the students’ awareness in using past tenses in writing narrative texts of class X9 students in SMA N 2 Yogyakarta academic year 2011/2012.

1.5 Research Benefits

This research is expected to give contribution firstly to English teachers. The result of this research helps English teachers in general, and the English teacher of SMA Negeri 2 Yogyakarta in particular, realize that peer feedback increases the students’ awareness in applying particular language feature such as past tenses in writing their narrative texts or the other texts that use past tenses as one of their language features. By knowing the results of this research they are also expected to utilize peer feedback strategy in monitoring the students’ understanding and awareness of English grammar effectively, especially when they are facing time constrain and big classes. This research can give more proof of alternative ways in building their students’ awareness in applying past forms in writing English narrative texts.

Secondly, this research is also intended to give contribution the class X9 students of SMA N 2 Yogyakarta. The processes of peer feedback strategy have led them to involve in cooperative learning process. Knowing that this strategy
improves their awareness of applying past tenses, they are expected to employ it whenever they want to be more aware of it and to improve their writing skill. This strategy does not have to be under the English teacher’s supervision. Therefore, the students can create their own group and employ it.

Thirdly, by knowing the finding of this research, the students of English Language Education Study Program as the candidates of English teachers, are expected to know that peer feedback strategy is useful in increasing students’ awareness in small and particular features of the language. Awareness of small aspects of English as a foreign language is very important for students.

Finally, this research is also expected to give a contribution to further research. The findings of this research focusing on past tenses can be beneficial for further research to focus on other English features and structures of the language. Because peer feedback has many types (as described by Ellis, 2008), the other types of peer feedback can be implemented in treating students problems in learning English.

1.6 Definition of Terms

In order to avoid misconception and misunderstanding in discussing this research, the research will define the following terms:

1.6.1 Writing skill

Writing is an ability to put concepts, ideas, and information into well-structured and meaningful sentences. It has been widely recognized as an
important skill for educational, business and personal reasons. The ability to write is much closer to academic and professional success. Writing skill allows students to involve in many aspects, either in studying or in pursuing career. Being able to write increases students’ mastery and indicates students’ cognitive skills (Raines, 1983, p. 3; Weigle, 2002, pp. 1-4).

Writing in a second language or a foreign language requires much more attention. Students should pay attention to the complexity of the target language dealing with its grammatical rules and sentence structure (Silva, 1993, as cited in Weigle, 2003). In this context, Class X9 students of SMAN 2 Yogyakarta academic year 2011/2012 are concerned with the learning ability in English narrative text. The students are facing the complexity of using past tenses in writing narrative text. Therefore, in this study the term “writing skill” is understood as writing narrative texts which are dealing with the use of past tenses.

1.6.2 Narrative Text

A narrative text is a story-writing text that can be used to inform and entertain readers. However, Knapp and Watkins (2005) emphasize that narrative texts can bring us beyond the entertainment because it has a powerful social role in changing social opinion and attitudes (pp. 220-221). It means that narrative texts picture the real social world because they retell the social experiences of human beings. In this study, the term narrative text is understood as a kind of text that retells human experiences using past tenses as its language feature.
1.6.3 Peer Feedback

Peer feedback is one of cooperative learning strategies through which students learn from each other by giving comments and/or feedback to their peers. Brown (2007) calls this strategy as peer-editing. The students share what they have written with their friends as the readers who will criticize the way they convey meaning and write accurately. It becomes an interesting experience for the learners to read and criticize their peers’ works and also to see what they have written through the eyes of their friends (p. 409).

In this research, this term is understood as a strategy of learning which helps the students of Class X9 in SMA Negeri 2 Yogyakarta to be more aware of the use of past tenses in writing a narrative text correctly. The students are asked to give written comments and feedback on their peers’ works using words or meaningful marks such as underline, question mark, or cross. Those marks are used to show their peers’ errors in writing, especially in using past tenses.

1.6.4 Awareness

Al-Hajin (2002) defines awareness as “an individual’s subject experience of a stimulus or cognitive content” (p. 3). Allport (1988), as cited in Al-Hejin (2002), stated three conditions indicating that someone is aware of a given experience. First, the person shows a behavioral and cognitive change after the experience. Second, the person shows that she/he is aware of the time when she/he got the experience. Third, the person is able to describe the experience.
In this research, this term is understood as the students’ ability in realizing the cognitive content which is past tenses. Referring to Allport’s concept above, the students have good awareness in using past tenses if they are able to use past tense after having been exposed to input (narrative’s language feature) that targets the past tenses. They also must realize that the event they are describing is about the past because of which they apply past tenses at the time of exposure (writing activity).

1.6.5 Errors

Richards (1974) stated that languages are systematically structured. The ignorance to the rules leads language users to errors. In 1982, Dulay, Burt and Krashen defined errors as the flawed side of learners’ speech or writing. Therefore, any systematic deviation from language norms in speaking and writing is considered as error (p.138). In this research, the specific rules are dealing with past tenses rules in English. “Error” in this research is understood as the flawed use of past tenses in the students’ narrative texts.

1.6.6 Students of class X9 of SMAN 2 Yogyakarta academic year 2011/2012.

The students of Class X9 of SMA Negeri 2 Yogyakarta in academic year 2011/2012 are quite typical from other grade Xs. There are 31 students in this class. They are active students who tend to speak all the time. Their writing ability is also good in the matter of generating the ideas.
However, the problem experienced by most of the students in this class was their awareness in using past tenses in writing narrative text. Several students did it well; meanwhile the others had low awareness in using appropriate past forms.
CHAPTER II

REVIEW OF RELATED LITERATURES

In this chapter, the researcher presents the related theories and literatures that underline the research field. The related literatures are discussed here as the basis of answering the research question. There are two parts presented in this chapter. They are the theoretical description and the theoretical framework. In the theoretical description, the researcher will present about writing skill, narrative text, peer feedback, the nature of awareness and classroom action research. In the theoretical framework the researcher presents the steps of implementing the research using peer feedback.

2.1 Theoretical Description

In this part the researcher discusses five theories: writing skill, narrative, peer feedback, awareness, and classroom action research.

2.1.1 Writing Skill

In this part, the researcher discusses three parts of writing skill which relate to this research. They are the nature of writing, teaching writing in ESL classes and process of writing. In the nature of writing the researcher discusses the characteristics of writing. Meanwhile, in writing process, the researcher discusses the steps of producing a composition or a written text. In teaching writing for ESL/EFL classes part the researcher discusses why teaching writing in ESL/EFL classes needs extra attention.
2.1.1.1 The Nature of Writing

Writing is a productive skill, besides speaking, in language mastery. It is used as the means of communication which helps people to express something or convey meaning. This skill is usually compared and contrasted with the other productive skill, speaking. According to Hughey, et al (1983), both of the skills are the use of language symbols in expressing feeling and needs. They are communicative acts which relate to social relationships and expectation in a particular situation.

In presenting the specific characteristics of the skill, Hugley, et al. (1983) contrast writing activity with speaking activity in three factors: psychology, linguistics and cognitive factors.

1) Psychological factor: Speaking is a social act because it deals with the existence of the audience here and now. The speaker can revise his/her performance based on the immediate verbal or non-verbal feedback from the audience. Meanwhile writing is mostly a solitary action because it is formed in isolation in which there is no real audience and no immediate feedback. A writer should imagine the audience.

2) Linguistic Factor: in speaking, a writer can repeat or restate a sentence or phrase to clarify the listeners’ understanding. However, a writer should concern with understandable sentence structures or grammatical correctness. A writer should also clearly construct the cohesion and the coherence of sentences.
3) Cognitive factor: speaking develops naturally and early in language mastery. Meanwhile, writing is usually learned through formal institutions. Writing is dealing with the use of orthographic forms, lexis, syntax and morphemes.

H. Douglas Brown (2007) presents the characteristics of written language based on the following aspects:

1) Permanence: written text can be used (read) again and again.
2) Processing time: readers can adjust their own rates.
3) Distance: written text can be sent across physical and temporal distance.
4) Orthography: written language just needs graphemes and punctuations.
5) Complexity: written language has long sentences and clauses.
6) Vocabulary: written language utilizes a greater variety of lexical items than spoken language.
7) Formality: written language demands the writer to write well-structured and correct sentences.

Based on those characteristics above, it can be concluded that writing is a longer process than speaking. Therefore, teaching writing demands teacher to be aware of its characteristics.

2.1.1.2 The Process of Writing

Writing is not simply a graphic representation of spoken language. It is a composing process which involves thinking, drafting and revising procedures. Every stage of the procedures requires specialized skills (Brown, 2007). In thinking (prewriting) stage, writers try to select, choose and plan one topic to
write. In this stage, a writer may use some techniques such as free-writing, questioning, clustering, or making outline.

In drafting stage, writers go on with stringing up their ideas into sentences and paragraphs. After that, they can continue to revising stage, in which the writers rewrite the draft into more well structured, better and stronger in presenting the idea. Finally, the writers edit the writing to check and correct any errors in grammar, punctuations and spellings (Langan, 2011).

Hyland (2003) states that planning, drafting revising and editing do not always occur in a linear sequence. Those steps are possibly recursive, interactive or simultaneous. Hyland’s model of writing process is shown in Figure 2.1. Harmer (2007) also simply suggests that it is better to consider writing as a “wheel” process in which writers move around the circumstances of and across the wheel (Figure 2.2.)

Therefore, writing seems to be a complicated process in nature. It takes much more time than speaking. The revising and editing process are very important before writers decide or judge it as a final version and ready to be published.
Selection of topics

Prewriting: brainstorming, collecting data, outlining

Composing: getting ideas down on paper

Response to draft: teacher/peers respond to the draft

Revising: reorganizing, style, adjusting to readers, refining ideas

Response to revisions: teacher/peer feedback

Proofreading and editing: checking and correcting form and layout.

Evaluation: teacher evaluates progress over the process

Publishing: by circulation or presentation

Follow up tasks: addressing weaknesses

Figure 2.1 Hyland’s model of writing process (Hyland, 2003:11)

Figure 2.2: The Process Wheel (Harmer, 2007:326)
2.1.1.3 Teaching Writing in ESL/EFL Classes

Teaching writing in English as Second Language (ESL) or in English as a Foreign Language (EFL) classes needs more attention. In Indonesia, English is even a foreign language. Therefore, English teachers need to pay more attention to the characteristics of the language. English teachers should concern themselves with how their students master the language as well. As teachers, they have to think about the appropriate approach and method in teaching the language (Hyland, 2003).

In ESL/EFL contexts, teaching writing is more than just teaching how to communicate with other people using the language. Ann Raimes (1983) presents three advantages of teaching writing in ESL class as follow:

First, writing reinforces grammatical structures, idioms and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, necessary become very involved with the new language; the effort to express ideas and the constant use of eye, hand, brain is a unique way to reinforce learning. (p.3)

Therefore, even though teaching and learning how to write well in ESL classes is more challenging than that in native speakers’ classes, it does help teachers as well as students of ESL classes to learn the language itself. Writing, then, becomes a way of the language learning through which students practice their skills; how the students apply language features and construct good sentences in writing using the target language.
2.1.2 Narrative

In this part, the researcher presents narrative. The discussion elaborates the definition of narrative, communicative purpose, generic structure, grammatical features, and types of narratives.

2.1.2.1 Definition and Types of Narratives

According to Board of Studies New South Wales (1998), narratives are patterns of events that bring a problematic and unexpected outcome which entertains and instructs the readers or listeners. Furthermore, Knapp and Watkins (2005) define narratives as powerful media for changing people’s opinion and attitudes.

Narratives have many types. Narrative texts are including diaries, fables, fantasies, folk tales, historical fiction, legends, mysteries, myths, novels, personal narratives, plays, science fiction, short stories, and personal biography (Kansas State Department of Education, n.d.).

2.1.2.2 Communicative Purposes of Narratives

The communicative purposes of narratives are to entertain and instruct the readers through the message of the story. They are entertaining because they tell unusual and unexpected series of events. Meanwhile they instruct people because they teach the readers to face the problem in life and get the value (Board of Studies New South Wales, 1998). According Knapp and Watkins (2005), the problem in a narrative text should be resolved. Otherwise, a writer leaves the readers with anger or frustration.
2.1.2.3 Generic Structure of Narratives

According to Board of Studies New South Wales (1998) and Hardy & Klarwein (1990), a narrative text usually has generic structures as follows:

1) Orientation: it is the introduction part where the character(s) is (are) introduced. The setting of time and place are also introduced in this part.
2) Complication: this part consists of a sequence of events that brings a problem.
3) Resolution: this part tells the way out of solving the problem, usually by the main character.
4) Coda: this is an optional part. In this part the character(s) may show a different attitude. This part also tells the value that the readers can learn.

2.1.2.4 Grammatical Features of Narratives

According to Hardy and Klarwein (1990), the grammatical features of narratives are:

1) Verb types: action verbs, e.g. went, came, gave, etc. Mental verbs, e.g. couldn’t bear, knew, felt. Relational verbs, e.g. were, had. Auxiliary verbs, e.g. could, would, might.
2) Verb form: Narratives are usually written in past tense, unless quoting direct speech.

Knapp and Watkins (2005) emphasized the importance of grammatical features of narrative. The lack of grammatical control may reduce the nature of a narrative text. The use of verbs, especially, should become teachers’ concern so that students know why all the verbs in the text are in the past form.
2.1.3 Peer Feedback

In this part the researcher discusses two things related to peer feedback. They are the nature of peer feedback and the advantages of peer feedback in second language teaching-learning process.

2.1.3.1 The Nature of Peer Feedback

Peer feedback is an application of a process-based learning and a cooperative learning. It is an encouraging and consolidating learning (Anderson, 1982; Brophy, 1981; Vygotsky, 1978, as cited in Hyland & Hyland, 2006). This practice and issue was influenced by interaction’s theories which emphasized the natural dialogue between readers and writers. In this technique, the students are required to have interaction in response to their peer performance. The readers have important roles in giving response and encouragement to the writer (Hyland & Hyland, 2006).

Jeremy Harmer (2007) argues that giving feedback on writing depends on the kinds of writing task and the purpose to be achieved. Giving feedback to a workbook exercises writer is simpler than to a writer of a creative and communicative writing. For creative and communicative writing, feedback should be more encouraging and constructive toward the better version. As a process based learning, giving feedback will be responding rather than correcting.

Therefore, the way one gives feedback may be different from the others. Peer feedback for written texts can be given in the form of commenting, correcting and putting symbols. The comments should be appearing to be helpful and not censorious. Meanwhile, in correction, symbols and mark can be used.
Each student may have different marks or symbols. Some students may correct the errors by rewriting, or even reformulating, the correct ones (Harmer, 2007). Some other students maybe just put the symbols near or under the errors. The most common symbols used are underline, circle, brackets, and question mark.

Practically, the most common process of peer feedback is by assigning students into small groups. Ken Hyland (2003) states:

Most typically it consists of assigning students to groups of two, three, or four who exchange completed first drafts and give comments of each others’ work before they revise them…L2 learners typically work with a set of peer review guidelines to help them focus on particular aspects of the writing and the conventions of the genre (p. 200).

It means, related to teaching writing in ESL classes, teachers can ask the students to focus on certain aspects which need improving.

2.1.3.2 The Advantages of Peer Feedback

The basic fact of peer feedback is that writing and learning are social processes. As a social process, peer feedback provides the atmosphere where the students help each other create an authentic social context for interaction and learning (Hyland, 2003). In such a process, peer feedback gives the students positive effect of group cohesion through which they are encouraged to monitor each other. If they have good peer monitoring, they would be better in self-monitoring either (Harmer, 2007).

Muncie (2000), as cited in Harmer (2007), states that peer feedback makes the students think much more about their writing rather than if the feedback comes from their teacher. If the feedback is from the teacher, they tend to consider it as
an expert’s comments. Therefore, they feel that they have the obligation to do it. If it is from their friends, they will tend to think about it again.

Through this process, a teacher lets the students encourage themselves from their peers’ feedback and also the way they give their feedback to their peers. Therefore, peer feedback helps the students involve through the process to be a good either writer or reader. The more they involve, the more they develop themselves to be a good writer (Harmer, 2007).

Briefly, Ken Hyland (2003, p.199) proposes the advantages of Peer Feedback as follow:

1) Active learner participation,
2) Authentic communicative context,
3) Nonjudgmental environment,
4) Alternative and authentic audience,
5) Writers’ understanding of reader needs’
6) Reduced apprehension about writing,
7) Development of critical reading skill,
8) Reduces teacher’s workloads.

In ESL context, peer feedback in writing task really helps the learners master English language in producing and expressing ideas.

2.1.4 Awareness

In this part, the researcher elaborates the Awareness in language learning field. The researcher will describe the nature of awareness and its role in language-writing skill.
2.1.4.1 The Nature of Awareness

Many authors state that awareness is synonymous with consciousness, noticing, attention and even understanding. These terms are interchangeably used in literatures (Schmidt, 1994, as cited in Al-Hejin, 2002). Huffman, Vernoy & Vernoy (2000) in their Psychology in Action (5th Ed.), state that “consciousness is generally defined as the awareness of external and internal stimuli”(p.136). In 1996, Lier stated that someone must firstly notice something to learn. By noticing that learning material, one is aware of its existence which is enhanced and obtained by paying attention to it.

Schmidt (1994), as cited in Al-Hejin (2002), considerer awareness as one of the dimensions in the concepts of consciousness. According to Schmidt, consciousness has four dimensions, namely intension, attention, awareness and control. Intention refers to the stimulus deliberated to the learner. Attention refers to how the learner detects the stimulus. Awareness refers to the learner’s knowledge or experience in detecting the stimulus. Meanwhile control is dealing with the mental process of the output from the learning experience (p. 2).

Furthermore, Huffman, Vernoy & Vernoy (2000) explain that consciousness has two processes, controlled and automatic. Controlled process requires focused attention and generally interferes with other ongoing activities. For example, when we are too focusing on reading, we even do not pay attention to time or other noise. Meanwhile, automatic process requires minimal attention and generally does not interfere with other ongoing activities. For example, when we
have been well-learned in driving a car, we can do it while we are listening to music, chatting with friends or thinking about a lesson (p. 138).

2.1.4.2 The Role of Awareness in Language Learning

According to Carter (2003), awareness refers to “the development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language” (p. 64). Tomlinson (2003) defines language awareness as a mental attribute which develops through paying attention to language in use. This mental attribute helps the learners gain insights into how a language works. It is an internal and gradual realization of how a language is used. This realization is gained through learning experience as the stimulus for a learner. Language awareness, therefore, refers to an individual’s subjective experience of a cognitive experience, learning. This process requires three conditions proposed by Allport (1988), as cited in Al-Hejin (2002). The first condition requires the learners to show behavioral or cognitive change as the result of the experience. He clearly gives the example: the learner begins to use –ed endings as the result of an input given of past tenses. The second condition requires the learners to be aware of the time when the experience takes place. For example, the learners should use –ed endings in the end of regular verbs to tell the experience at the time of exposure. The third one requires the learners to describe the experience. For example, they are able to articulate the morphological rule of regular past tense.

Carter (2003) reports that the enhanced-noticing and consciousness-raising processes were important issues in Second Language Acquisition (SLA) researches. Even though Krashen (1982) distinguished conscious learning and
unconscious acquisition in SLA, many researches and arguments have adequately enriched Krashen’s concept of language inquiry. In 1990, Schmidt, as cited in Pamularsih (2005, p 13), stated that noticing is a necessary condition in L2 acquisition. *Noticing* is important because it accounts for which features in the input are attended to and become *intake*. Figure 2.3 shows how noticing plays important part in L2 acquisition. Input is the first stage of acquisition. It consists of *noticing* as the result of saliency of the features themselves and of the learner’s existing L2 knowledge. Not all input is comprehended. Therefore, not all comprehended input becomes intake into internal knowledge (Ellis, 2003).

Meanwhile, consciousness-raising was an approach in language teaching which focuses on an attempt to call learners’ attention to the target language’s formal properties (Rutherford & Smith, 1988, as cited in Djiwandono, 2003). It has three features, namely, 1) the attempt to isolate a certain grammatical element, 2) the linguistic data that exemplify the target grammatical element, and 3) a cognitive effort to comprehend the targeted grammatical feature (Ellis, 1993, as cited in Djiwandono, 2003). Furthermore, Ellis (1997), as cited in Nitta & Gardner (2005), defines grammar consciousness-raising tasks as a pedagogic activity which provides L2 data and requires the learners to perform some operation with it in order to achieve an explicit understanding of some linguistic properties of the target language.
Consciousness-raising task has been widely accepted by the practitioners and applied by English teachers as the learning technique to increase learners’ awareness of the target language rules (Ellis, 2003). It means that the role of awareness in the language learning is expected not only to notice or obtain the learner’s attention in the learning process (input), but also to show the change of learner’s behavior and production in exposure. Schmidt (1990), as cited in Ellis (2003, p. 361), distinguishes three senses of consciousness. First, consciousness as awareness, which emphasizes the noticing process as the availability of a verbal report and requires focal awareness. Second, consciousness as intention, which gives basic understanding that not all intentions are conscious. Third one is consciousness as knowledge, which draws the input into memory and language skill. Furthermore, in the language exposure, Allport (1988), as cited in Ellis (2003) categorizes the degree of awareness into three levels: low-awareness, medium and high-awareness. The categorization was made for the practicality in the practice area of L2 acquisition.
2.1.5 Classroom Action Research

This part elaborates Classroom Action Research (CAR). There are four parts discussed here, they are the definition of CAR, its purposes, its characteristics and its model.

1.2.5.1 Definition of Classroom Action Research

Many experts give the definition of Classroom Action Research. John Elliot (1991) defines action research as a study of social situation which aims to increase the quality of action in it. It is related to concrete issues and particular social groups or communities. Nunan (1992), as cited in Burns (1999), states that the research is conducted in naturally occurring setting using qualitative method which involves all the members of the actual community.

This research is a kind of investigating study which is made to increase teachers’ understanding of teaching and learning in classrooms and to bring change in the classroom practice (Gregory, 1988; Kemmis and McTaggart, 1988, as cited in Richards & Lockhart, 1996). According to Dave Ebbutt (1985), as cited in Hopkins (2008), an action research:

is about the systematic study of attempts to improve educational practice by group of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions (p.48).

Wallace (1998) defines action research as a research which is done based on the everyday data collected to analyze and plan about what future practice should be. Furthermore Elliot (1991) suggests that this research should be tried out collaboratively by the practitioners to evaluate their situations and plan new strategies to improve their work.
2.1.5.2 Aims of Classroom Action Research

Based on the definitions above, it is obvious that the aim of this research is to improve performance by solving the existing problem in a certain situation. Robert Rapoport (1970), as cited in Hopkins (2008) states that an action research aims to contribute the practical concern in a certain problematic situation and helps the practitioners achieve goals in social science by collaborating in a mutual framework. Wallace (1998) states that action research aims to develop professionals’ performances.

Steven Kemmis (1983), as cited in Hopkins (2008) argues that an action research aims to improve (a) teachers’ social and educational practices, (b) teachers understanding of the practices, and (c) teacher understanding of the real situation in which the action is carried out.

2.1.5.3 The Characteristics of Classroom Action Research

Anne Burns (1999:30) presents the characteristics of Classroom Action Research as follows:

1) Action research is contextual, small scale and localized – it identifies investigates problems within a specific situation.
2) It is very evaluative and reflective as it aims to bring about change and improvement in practice.
3) It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
4) Changes in practice are based on the collection of information or data which provides the impetus for changes.

2.1.5.4 Model of Classroom Action Research

Kemmis and McTaggart (1988), as cited in Hopkins (2008), developed the work of Lewrence Stenhouse in order to apply the action research in educational
field. The model of their approach is summarized in Figure 2.4. According to Kemmis and McTaggart (1988, p.10), as cited in Anne Burns (1999, p. 32), an action research occurs in a dynamic and complementary process which consists of four steps. They are planning, action, observation and reflection. Through these steps the participants of the research should undertake to:

1) Develop a plan of critically informed action to improve what is already happening,
2) Act to implement the plan,
3) Observe the effects of the critically informed action in the context in which it occurs, and
4) Reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.

Figure 2.4. The ‘Action Research Spiral’
(Based on Kemmis and McTaggart 1988:14)
2.2 Theoretical Framework

In this part, the researcher relates the theories with this research. The students in Class X9 of SMA Negeri 2 Yogyakarta had problem with the use of past tenses in writing narrative texts. Most of the students forgot to apply past tenses in their writing. Based on that problem, the researcher planned to do a classroom action research. This kind of research was conducted because it aimed to improve the quality of all practitioners who deals with the problem (Elliot, 1991). Through the action, teachers could understand deeply their practice and real situation in the social and educational setting (Kemmis, 1988, as cited in Hpkins, 2008). In conducting the action research, the researcher used Kemmis and McTaggart’s model which requires four steps: planning, action, observation and reflection.

In conducting the research, the researcher used peer feedback as the problem solution. This strategy was chosen because it required process based leaning which let the students work in group and monitor each other. The process related to the theory of writing which also required some kinds of process.

Because the main focus of the research was on increasing the students’ awareness in using past tenses in writing, the students were asked to learn and write a narrative text. In this case, the researcher referred to the theory of teaching writing in ESL classes which did not only focus on the genre, but also in learning the target language. The researcher also referred to the theory of narrative text which required past tenses as one of its grammatical features.
By doing peer feedback, the students involved themselves in the cycle of writing process of their peers’ work. This peer monitoring became the process of self-monitoring which increased the students’ awareness in using past tenses in their written narrative texts.
CHAPTER III

METHODOLOGY

In this chapter, the researcher will present the research method, research setting, research participants, instrument and data gathering technique, data analysis technique, and research procedure.

3.1 Research Method

The researcher found the problem of applying past tenses in writing narrative text in class X9 of SMA Negeri 2 Yogyakarta. The researcher aimed to solve the problem by applying a real action. Therefore, in this research, the researcher used Classroom Action Research methodology (CAR). Wallace (1998) stated that a classroom action research is a process of deciding about what someone should do in the future practice based on the data collected. It is an empowering procedure which helps professionals to be better. For teachers, it is more than simply an additional teaching burden, because it creates a new kind of expertise.

The definition above was also previously stated by Elliott (1991) that a classroom action research is a social study which is used to improve the quality of the action in it. It supports the real action on a real situation as well as people in improving their intelligences and skills. In educational field, Mills (2003), as cited by Hopkins (2008), states that:

Action research is any systematic inquiry conducted by teacher researchers to gather information about the ways that their particular
school operates, how they teach, and how well their students learn. The information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general, and improving the student outcomes (p. 48).

It implies that a classroom action research aims to improve teaching and learning process. Hopkins (2008) himself gives a further explanation of this research as the act which is undertaken by teachers to improve at least three aspects. Firstly, it helps the teachers to enhance their own or colleague’s teaching. Secondly, it tests the assumptions of educational theory in practice. Thirdly, it is used as a means of evaluating and implementing whole school priorities.

In this research, the researcher conducted a classroom action research in class X9 of SMA Negeri 2 Yogyakarta. The students in the class faced a problem in applying their knowledge of past tenses in writing narrative texts. Hereby, the researcher aimed to solve the problem faced by the students. In conducting the research, the researcher used Kemmis and McTaggart’s model which required the researcher to do the research in four steps in each cycle. The first step is planning the action based on the problem found in the class. The researcher found the problem in the previous experience when the researcher taught the students and observed the learning process. Having related to literatures, the researcher decided peer feedback as the way to overcome the problem.

The second step is action through which the researcher implemented the planning. While implementing the action, the researcher did the next step: observation. In this step, the researcher observed the learning process and made
field notes on whatever happened in the classroom. Observation was also done by a collaborative observer by filling checklist sheets.

The last step was reflection. In this step the researcher reflected the action and the implementation of peer feedback in the class. The researcher criticized what worked well and what did not. Based on the reflection, the researcher revised and planned the action for the next cycle. This step was also made in order to conclude how peer feedback improved the students’ awareness of using past tenses in writing narrative text.

3.2 Research Setting

This research was conducted in Class X9, SMA Negeri 2 Yogyakarta on Jalan Bener, Tegalrejo, Yogyakarta. It was also conducted during November 2011, the odd semester of academic year 2011-2012.

3.3 Research Participants

During his teaching practice in SMA Negeri 2 Yogyakarta, the researcher found that the problem of using past tenses was significant more in Class X9 than that in the other grade X classes. Therefore, the researcher chose to focus on class X9 as the sample as well as the population. Since this research was a Classroom Action Research, which is also a qualitative research, focusing on a particular group/class helped the researcher treat the particular case (James, Milenkiewicz, & Bucknam, 2008, p.14). Furthermore, Fraenkel & Wallen (2009) state that
“Action Research problems almost always focus on only a particular group of individuals…and hence the sample and population are identical” (p.594).

There were 31 students in the class, 14 males and 17 females. The students were in their odd semester in academic year 2011-2012. They graduated from different Junior High Schools. Therefore, the class was their first semester in that Senior High School. Generally, in learning activities, most of the students were active and able to do past tenses exercises well. However, they had problem with using appropriate past tenses in writing narrative texts. Based on this problem, the researcher chose this class to be the participants and to increase their awareness in using past tenses in writing narrative texts.

3.4 Research Instruments and Data Gathering Technique

There were some instruments used in conducting this research. The researcher used field notes, observation checklist, interview, questionnaire and students’ drafts on narrative text.

3.4.1 Field Notes

Field-notes helped the researcher jot down the students’ activity and behaviors during the implementation. According to Hopkins (2008), field notes help the researcher report the observations, reflections and reactions to classroom problems. Therefore, field notes would also be used as a report of what the researcher found in the class during the implementation.
3.4.2 Observation Sheets

Observation sheet was used and filled by an outside observer during the learning process. This instrument aimed to get feedback for teaching and learning process. In this research, the collaborator observer was the students’ English teacher. Elliot (1991) describes the role of an outside observer as someone who can collect information and convey it to the researcher. The importance of the observation checklist is to know what really happened in the classroom during the implementation.

3.4.3 Semi-structured Interview

Interview helped the researcher get more information from the students based on their opinion about their problem. It helped the researcher ensure and clarify the impression he gained through observations (Burns, 1999, p. 120; Fraenkel & Wallen, 2009, p.445). In this research the researcher used semi-structured interview because the researcher wanted to focus more on the problem faced by the students without neglecting their additional information. In 2007, D. Gall, P. Gall and Borg stated that semi-structure interview “involves asking a series of structured questions and then probing more deeply with open-form questions to obtain additional information” (p. 246). The interview was conducted to ten students as the random sample of class X9 students of SMA Negeri 2 Yogyakarta. The interview was conducted at the end of the research in response to the researcher’s perception of the other data (Frankel & Wallen, 2007).
3.4.4 Questionnaires

According to Hopkins (2008), questionnaires are quick and simple way to obtain broad and rich information about aspects of classroom or teaching method. In this research, the researcher distributed the questionnaires to all students of class X9 in order to get information from the students themselves whether peer feedback helped them mind their tenses in writing a narrative text. The researcher used two of the three types of items responses mentioned by Burns (1999). They are close items, scale items and open ended items. In this research the researcher used scale items and open-ended items. The questionnaire would be distributed at the end of each cycle.

3.4.5 Students’ Drafts

The students’ drafts were the students’ authentic works which were used to examine and/or record the students’ improvement (Ary, Jacobs, & Sorensen, 2010). They also enabled the researcher to assess the progress that they made (Burns, 1999, p. 140). The Students’ drafts helped the researcher get more information as well as evidences on the students’ problem in using past tenses. The drafts are students’ individual works on narrative in which they apply the past tenses. There were four drafts; two drafts in each cycle. At the end of each cycle the students would submit their first draft which had feedback and comments from their peers; and the revised works which they wrote after they got their peers’ feedback and comments.
In conducting this classroom action research, the researcher gathered the data by conducting two cycles. However, before the researcher applied the first cycle, he did several observations which helped him find out the real situation and problem faced by the students in the class. After finding the problem, the researcher planned to solve the problem using peer feedback. The researcher did a real teaching in the class while observing the students.

This first teaching was also observed by the outside observer using observation checklist. The students were also asked to write their narrative text using picture series in order to help them find and plot their ideas. After that, the students were asked to be in group of three to correct their peer’s work. After that, they revised their work based on their peers’ comments and feedback. The first draft and the revision were submitted to the researcher. At the end of each cycle, the researcher distributed questionnaires and interviewed some students.

The researcher then reflected on the result of using peer feedback in increasing students’ awareness of applying past tenses in writing a narrative text. The reflection of the first cycle was used to plan the action for the second cycle. Meanwhile, in reflecting on the action of the second, the researcher concluded the benefits of peer feedback in increasing the students’ awareness in using past tenses in writing their narrative text.

3.5 Data Analysis Technique

In analyzing the data, the researcher referred to answering the problem formulation and the literatures and theories in Chapter II. In order to make the
research valid and reliable, the researcher used triangulation. The data gathered through the research instruments were compared and contrasted each other to assess the significant findings. The triangulation also involved three different points of view which were from the teacher observer, the students and the researcher himself (Elliot & Adelman, 1976, as cited in Hopkins, 2008).

The researcher would present the data in two ways. They were percentage and description. Field notes would be used as the description of anything happened during the implementation process. However, the field notes might tend to be subjective. Therefore, the researcher compared it with other data form observation checklist; whether some cases were supported by the observer’s observation or not.

In order to make sure that the data were valid and reliable, the researcher also clarified them through students’ opinions and experiences which they stated in the questionnaire and interview. The students’ answers in the questionnaires would be presented in percentage. Based on the percentage, the researcher would describe the data while answering the problem formulation. Meanwhile the students’ statements in interview would be used to give further information about the data.

However, the researcher would also use the students’ drafts as the other data. The researcher would observe the students’ progress in their narrative drafts whether peer feedback could increase their awareness in using past tenses in their writing or not. In order to measure the students’ awareness in the drafts, the researcher would use a specific rubric which was designed by the researcher (see
Appendix Q). The researcher also assessed the students writing in general; whether it was improved or not. The students’ drafts would be analyzed by a modified scoring profile devised by John Anderson, as cited in Hughes (1989, pp. 91-93). If the students’ revised draft were better than the first draft and if the draft in the second cycle were better than that were in the first cycle, it indicated that the students made good progress. It meant that the implementation was successfully done. The researcher could end the implementation of the research.

3.6 Research Procedure

There were some steps taken by the researcher in conducting this research. The researcher, firstly, found a problem in the class X9 of SMA Negeri 2 Yogyakarta. The students were able to do past tenses exercises. Meanwhile, when they had to write a narrative text which recommended them to apply past tenses, they tended to forget it. The researcher analyzed the problem in order to find the solution. After reading some related literatures, the researcher finally offered peer feedback to improve those students’ awareness in applying past tenses in their writing.

In implementing the solution, the researcher asked for permission from Dinas Perijinan DIY so that the researcher would be allowed to make the research. The researcher also made lesson plans which applied the peer feedback strategy in editing stage of the writing activity. After obtaining the permission, the researcher implemented the action plan. The researcher taught in the class. While
the researcher was implementing the action, the teacher of the class observed the process and then gave feedback at the end of each cycle.

At the end of each cycle, the students would submit their first draft and the revised one to clarify whether their work improved or not. After that, the researcher distributed questionnaire to all of the students to clarify whether peer feedback improved their awareness in applying past tenses in writing their narrative texts or not. At the end of the research, the researcher conducted the semi-structured interview to ten students who were chosen randomly.

Finally, based on the data gathered, the researcher analyzed and reflected on what worked well and what did not. The reflection on the first cycle was also used to evaluate and plan the next action in the second cycle. If the researcher found the significant and satisfying improvement, then the researcher concluded that peer feedback really improved the awareness of class X9 students of SMA Negeri 2 Yogyakarta in applying past tenses in writing narrative texts.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This section will present the research results and discussion in implementing peer feedback to increase students’ awareness in using past tenses in writing narrative texts. The research was conducted in two cycles which were applied in two meetings for each cycle. The research was conducted on November 5th, 12th, 17th and 26th 2011. In the last three meetings, there was one student who did not attend the class because of sickness. However, the student’s absence did not really influence the findings.

In conducting the research, the researcher played teacher’s roles in the class. Therefore, in this section, the researcher will present and discuss the results in three parts, namely 1) the implementation of peer feedback and the findings in the first cycle, 2) the implementation of peer feedback and the findings in the second cycle, and 3) the improvement of the research findings from the beginning to the end of the research. In each of the two former parts, the researcher will present how the peer feedback strategy was implemented, the students’ opinion and behavior during the learning processes, the score of the students’ past tenses awareness and the researcher’s reflection. Meanwhile, in the last part of the three, the researcher describes and discusses how the students’ opinion and scores improved from the beginning to the end of the research.
4.1 The Implementation of Peer Feedback and the Research Findings in the First Cycle

The first cycle was conducted in two meetings. The first meeting was conducted on November 5th 2011. In the first meeting, the researcher opened the class by making a short set induction. The students were very enthusiastic, moreover because the researcher had ever taught them when the researcher did his teaching practice or Program Pengalaman Lapangan (PPL) at that school. As the introduction to the topic, the students were asked about what their favorite stories were in their childhood. After exploring the students’ favorite stories and their knowledge about the stories, one student was able to guess that they were going to learn a lot about Narrative texts.

Before going on to narrative texts, the researcher asked the students to play a past tenses game by rearranging jumble words on slides into good sentences while changing the verbs into past forms. They were asked to play the game by competing groups. Therefore, the students were divided into three groups. The students were so enthusiastic that the game seemed to be quite easy for them. They found it little bit difficult just because the words were automatically disappeared fast in some seconds. Some students could do it fast and correctly. Meanwhile some other students could form good sentences but forgot to change the verbs into past form, although the sentences had adverbs of time such as last night, yesterday, last week, etc. The researcher found it as the indicator of the problem the researcher was researching. The students were so focusing on
constructing the sentences that they were not aware enough of changing the past forms though the adverbs of time were also shown.

The observer (the collaborator teacher) also agreed that the students responded the tasks given well. The observer stated that students’ attention and respond were about 76-100%. This score was also given by the observer in her observation checklist to the items which focused on whether the students understand the teacher’s (the researcher) explanation and instruction or not. The observer also believed that – checking on the same percentage range (76-100%) – the students enjoyed the learning process.

After playing the game, the researcher asked them to play another game. The game was also a rearranging game. In the second game, the students were asked to rearrange jumbled sentences into a good story. The story was about *Calonarang*, a Balinese story. Actually, it was a narrative text which was used to recall students’ memory about narrative texts; because they had learned narrative texts at the beginning of the semester. The researcher suggested them to do it with their friends. Guiding pictures of the story were also provided. However, some students tried to rearrange it alone. The researcher did not force them because it might be better for them to do it individually. After discussing together the correct arrangement of the story, the students were asked to read the story and discuss the new vocabulary they found. After that, they also discussed the questions provided including the generic structures and language features of the narrative text. In discussing the questions, some students actively shared opinion and asked some
questions. According to the observer, there were about 51-75% students asked questions during the class activities.

For the next 35 minutes, the students were to write their own narrative texts. Therefore, the researcher presented another picture series on the slide and asked them to look at the pictures and think what the pictures were about. They were to construct their own ideas and sentences into a good narrative text. The printed version of the picture series were also distributed to each of the students. That was the way the researcher asked them to compose their own narrative texts as the first draft. In writing their first draft, there were some students who consulted their dictionaries to find new words. Some others just asked the researcher about the English meaning of some Indonesian words. The observer stated that the students who opened their own dictionary were less than 25%.

The picture series were helpful for them in plotting their idea. Moreover, the researcher added some guiding key words under each picture. Therefore, the planning stage in Harmer's (2007) Writing Wheel was supported by the pictures series. Then, the students could directly do the drafting stage. There were three female students who wrote faster than the others. When the researcher asked whether they had ever known the story, they said that they knew the story well. However, it was still found that there were some errors in changing the verbs into past tenses. The researcher did not remind them about that; just let them write as much as possible. It was also found that there were also some students who were in difficulty to plot their idea. They confessed that they were still not in a good condition in which they almost did not have inspiration. The researcher let them
think as creatively as possible. Somehow the students also consulted the researcher about grammar, how to express certain Indonesian expressions in English. At the end of the meeting, the students submitted their first drafts and the researcher made a short review. The first cycle was to be continued in the second meeting. In the second meeting, the researcher would like to implement the Peer Feedback.

4.1.1 The Implementation of Peer Feedback

Peer Feedback strategy was only implemented in the editing stage of the writing process. It was because the researcher wanted to focus on how peer feedback worked in editing stage and gave effect to the students’ awareness of using past tenses in their writing. Besides, the picture series provided had given much more ease to the students in planning or selecting the topic and the drafting process.

Therefore, after receiving the students’ drafts, the researcher observed the students’ writing, focusing especially on the use of past tenses. The researcher classified the students’ drafts into three categories: good, fair and poor. There were some students who were good enough in applying past forms. Those were whom the researcher meant as the minority in the class. Based on those categories, the students were divided into groups of three which consisted of the students from those three categories. This strategy was made in order to make the students learn each other in the peer feedback process.

In the second meeting of the first cycle, which was conducted on November 12th 2012, the students did their peer feedback activity. However,
before the students went into their group, they were asked to play a warming up game. There were 18 incorrect sentences which had wrong tense forms in them. The students were about to identify the errors and correct them fast. The researcher divided the students into two big groups because the game was presented on Power Point slide shows. The students were very enthusiastic in playing the game because they were challenged to compete against each other. It seemed to be easy for them. Some students just stayed calm. The researcher asked them to tell the reason or correct the errors. Actually, they were able to answer it correctly. On the slide shows the errors were pointed by using animation (circling, underlining, question marks, moving, and crossing). That was the way how the researcher introduced them the way how to identify the errors and making indirect corrective written feedback.

After plying the game, the students were asked to criticize the narrative text about Calonarang, which they had discussed in the previous meeting. There were ten past tenses errors, which were made in purpose by the researcher, in the text. The students were able to find and correct them all. The researcher also asked the students to give comments on the text relating to its language features and genres. Some students tried to express it though it was difficult for them to formulate their comments in English. By doing the activity, the students were also introduced to Peer Feedback activity, the way how they criticized their friends work.

The peer feedback strategy used was an indirect written one. It meant that the students were to give feedback to their friends by writing their comments and
giving some signs/marks without correcting and giving verbal feedback. This kind of feedback was used because the researcher wanted to let the students think and involve in the process. By looking at their friends’ feedback, the students were to think and criticize what their friends meant by the marks and written comments. In addition, the implementation of that kind of feedback did not consume much time.

There were some steps that the researcher asked the students to do in implementing peer feedback.

1) Grouping: the students joined their groups and sat face to face or made a circle. After that, the researcher provided for each of them a pen which had four ink colors: red, green, blue and black.

2) Rereading: the researcher distributed their first draft and let them read again their own draft without making any correction. This aimed to refresh the students’ minds with the topic and the story they wrote in the previous meeting, which was in one week before.

3) First Switching: after reading their own drafts, the students switched their drafts to their peers on their right side in their groups. After receiving their friends’ drafts, the students became the first proofreaders for the texts they were holding. The first proofreaders used red ink in checking and giving comment on the texts.

4) Checking, Marking and Commenting: based on the examples that the researcher had presented through the games, the students were to check, mark and give comment to their friends’ writing. In this activity, the students were
dealing with two tasks. First one was that they were to give marks on their 
friends writing using circle, underline, question mark, or exclamation mark. 
The second one was that the students had to give comments on feedback forms 
(see Appendix F) provided behind each of their drafts. In the forms, the 
students were also asked to comment on their friends writing dealing with the 
generic structure of the text and grammar, especially the language feature, past 
tenses.

5) Second Switching: after the first proofreaders finished their job, the students 
switched again the drafts to the friends on their right side to be the second 
proofreader. The second proofreaders were to use green ink.

6) Checking, Marking and Commenting again: the second proofreaders were also 
to check, mark and comment their friends work which had been checked and 
criticized by the first proofreaders. The feedback form was also provided and 
attached behind the first feedback form. The importance of providing the 
second proofreader was to give more input and consideration on their friends’ 
work. The more input they got from their friends, the more stimuli they had 
for their awareness of their errors.

7) Revising: after receiving their friends’ comments, the students were to think 
and criticize again their writing and their friends’ comments. They did it while 
they were revising their writing.

There was no problem with those steps because the students understood 
the instruction well. The students just requested to allow them to state their
comments in *Bahasa Indonesia*. The researcher allowed them because it could help them express their comments in detail accurately.

### 4.1.2 The Role of Peer Feedback in Increasing the Students’ Past Tenses Awareness

In this part, the researcher presents to what extent peer feedback increases the students’ past tenses awareness in writing narrative texts. Therefore, the researcher presents the students’ behavior and opinion in doing peer feedback. Students’ score in past tenses awareness is also presented in this part as the proof of the effect of peer feedback on the students writing performance.

#### 4.1.2.1 The Students’ Behavior and Opinion on doing Peer Feedback

After gathering the students in groups, the researcher distributed the students’ works from the previous meeting. Two feedback forms were attached behind each of their work. Firstly, they were asked to read again their own work. Some students expressed that they found some grammatical mistakes and past tenses errors in their writing. However, they let their friends check it. After that, the students changed their work to each other to check and give some comments on their friends’ work. The students asked the researcher whether they were allowed to write their comments in *Bahasa Indonesia* or not. They confessed that it was still difficult for them to express their detail comment in English. For the sake of accuracy, the researcher allowed them to do so, although the researcher still encouraged them to write it in English.

While the students were doing the peer feedback, the researcher walked around the classroom to observe each group. It was found that some students
tended to pay attention to their friends who were checking their writings. Some argued that they did not really mean to forget the past tenses. Some other students even could notice their own errors and told it to their friends who were checking their writing. Some students actively asked the researcher about sentence structures and word meaning. However, the other students were busy with their own responsibility to check their friends’ writings.

The researcher also found some expression in some students’ faces. They just did not like the activity. There were 5 of 31 students (16.13%) stated in the questionnaire that they did not like it. They confessed that they did not like that activity because they did not like if their friends knew their errors. However, based on the same questionnaire, there were 21 out of 31 students (67.74%) agreed that they like working in group and giving feedback to each other. Five of 31 students (16.13%) even strongly agreed it.

Another student confessed that he did not brave enough to criticize his friend’s writing. On the contrary, there were 17 students (54.84%) stated in the questionnaire that they liked their friends criticized their writings. Ten other students (32.26%) even stated that they really liked their friends criticized their writing. These data thus relate to the students’ trust in their friends’ feedback and in their own feedback. On one hand, in the same questionnaire, 25 out of 31 students (80.65%) believed in their friends’ feedback. Meanwhile there were 5 students (16.13%) did not believe in their friends. On the other hand, the students (61.29%) also agreed that they were sure with their feedback to their friends’ writing. Two other students (6.45%) were even really sure with their feedback.
However, a few students were not sure with their feedback. There were 8 students (25.80%) who did not agree if they were sure with their feedback. A male student confessed that he actually found too many errors in his friend’s writing, but he still commented it as it had been good enough.

The data above show that most of the students were interested in working in group especially in giving feedback to each other. Moreover, knowing that most of them believed in their friends’ feedback and their own feedback, the researcher concludes that the students were also serious in reading and giving the feedback comments to their friends.

In doing the peer feedback activity, the students were to read and comment on their friends’ writing. Rollinson (2005) stated that peer readers can provide useful feedback. Besides, peer writers are also able to revise effectively on the basis of comments from peer readers. In this research, the researcher found that the students helped each other not only increase their awareness in using past tenses, but also improve their writing ability. In the first questionnaire, 19 of 31 students (61.29%) agreed that their friends helped them to be aware of their errors in writing an English text. Nine other students (29.03%) strongly agreed with that idea. In addition, there were 20 students (64.52%) agree that by correcting their friends’ writing, they learned more about how to use past forms and other grammatical rules. Meanwhile, there were nine other students (29.03%) strongly agreed with the idea. The results of the students’ improvement in writing skill are shown in Appendix T.
4.1.2.2 Students’ Awareness in Using Past Tenses

Through the process, the students’ lack of awareness in using past tenses was also treated. Seventeen of thirty one students (54.84%) agreed that before the learning with peer feedback they often forgot to change verbs into past forms in writing a narrative text. This number is also supported by 8 students (25.80%) who strongly agreed that their awareness was low before the peer feedback activity. However, there were still 6 students (6.45%) who did not agree with that. It is obvious that those students may be included the minority in the class who had good grammatical control in writing. Therefore, the questionnaire shows that 17 of 31 students (54.84%) agreed that peer feedback helped them be more aware of using past tenses in writing narrative texts. Moreover, 13 of the 31 (41.93%) strongly agreed with it. There was only one student (3.22%) who disagreed with it.

After doing the peer feedback, the students revised their writing. The researcher emphasized that they could add more creative ideas to their writings. The revision was done in the first meeting of the second cycle because after doing the peer feedback on the second day of the first cycle, the students did not have enough time to revise it. In doing the revision, the students were enthusiastic enough although some students just rewrote their first draft and changed the errors with the correct ones. However, there were some students who really expanded their writing by adding some creative ideas and sentences.
Table 4.1 The Students’ Score of Past Tense Awareness in the First Cycle

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<tr>
<th>Students Number</th>
<th>1st Cycle</th>
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Percentage of students who were categorized into having “HIGH” past tenses awareness (≥ 70).

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<td>16.13%</td>
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Table 4.1 The Students’ Score of Past Tense Awareness in the First Cycle
In addition, when the students were revising their writings, they opened their dictionaries more often than when they wrote their first draft. They consulted the past forms of some verbs. The students also asked questions to the researcher about grammar and vocabulary.

Table 4.1 shows the students’ score focusing on their awareness in using past tenses. The students’ awareness was measured by a rubric which categorizes the students’ awareness into three levels: low, medium and high. From the table, in writing their draft, there were only 5 of 31 students (16.13%) who were categorized into having “high” awareness of using past tenses. It shows that the students still tended to make many past tenses errors in writing a narrative text. That was so poor.

However, peer feedback (or peer-editing, as stated by Brown, 2007, p. 409) process helped the students make good progress in revision process. There were 21 of 30 students (70%) who were categorized into having “high” awareness of using past tenses. That was not surprising, indeed, since the revision must be better than the draft version. In that table, there were three students who achieve the highest awareness with the score was 100. It did not mean that those students were absolutely perfect, because they still had just a few errors which therefore showed that they were almost perfect.

Nevertheless, the students realized that doing peer feedback gave them advantages for both themselves and their friends. Therefore, it is important to consider the students’ opinion on their roles in doing peer feedback. In answering
the first questionnaire whether checking and giving feedback to their friends’
writing helped them to be more aware of past tenses, some students stated:

Ya, karena dengan mengoreksi dan memberi koment atas tulisan teman, saya harus berpikir kritis dan ingat akan kesalahan saya sendiri.
(Yes, because it helped me think critically and be aware of my errors)

Ya, karena dengan mengoreksi pekerjaan teman, secara tidak langsung saya juga belajar dari teman.
(Yes, because by checking my friends’ work I could learn from my friend indirectly).

Based on the students’ confession, peer feedback did help the students
either be aware of past tenses or learn from their friends’ work. In this process
they learnt to be good both writer and reader (Brown, 2007). As the consequence,
the students also did make progress in writing. The students writing skill in other
aspects was also assessed using Hughe’s scoring profile. The results of the
students’ improvement in writing are presented and discussed in Appendix T.

4.1.3 Reflection on the Implementation of Peer Feedback in the First Cycle

The researcher found the first cycle was not enough. There were some
problems in the teaching-learning processes that might affect the implementation
of the research. The main problem was time. There were some activities that
consumed time more than that was allocated in the lesson plan. However, the
researcher did not reduce the time for writing draft and peer feedback activities.
Consequently, the students’ could not revise their drafts in the second meeting of
the cycle. Learning from this problem, the researcher planned to give more time to
the students for writing and giving feedback. It was possible because in the second
cycle, the researcher would not give long and detail explanation anymore about narrative texts.

However, the researcher also planned to let the students explain and share their feedback to their friends in group. It would be helpful for the students who really could not understand their friends’ comment. They had to explain at least what their comments were about so that their friends understood them well. In addition, the researcher would ask some students to share their experiences in writing and giving feedback to their friends in front of the classroom.

Another problem was the feedback form. Because this research focused on students’ awareness in using past tense, the researcher planned to modify the feedback form for the second cycle. In this first cycle, the there was not clear and specific question dealing with the use of past tenses. In the second cycle, the form would help the reader to focus also on whether the writer used past tenses consistently and accurately or not.

The other problem was the students’ enthusiasm. Even though the researcher found that the students’ enthusiasm was good enough, it still needed attention in order to anticipate the students’ boredom. In the second cycle, the students were to write their draft, give feedback to their friends and revise their writing again. Those monotonous activities might cause some students bored. Realizing that there were 7 out of 31 students (22.58%) did not like writing in English, the researcher planned to give more motivation to the students. That was very possible because all of the students agreed to be able to write in English well. There were 11 students (35.48%) agreed it, meanwhile 20 students (64.52%)
strongly agreed it. Therefore, the researcher would motivate them by telling about the benefits of being a good writer.

4.2 The Implementation of Peer Feedback and the Research Findings in the Second Cycle

The second cycle was also conducted in two meetings. Unlike the previous meetings, which were done on Saturdays, the first meeting of the second cycle was conducted on Thursday, November 17th 2011. There was a sudden announcement from the school that the students would have a comprehension test on Saturday November 19th 2011. Consequently, the meeting was conducted on that Thursday at 11.15 a.m.; after the students had an English lesson with another English teacher.

The students’ enthusiasm on the first day of the second meeting was not as good as that in the previous meetings. They had been quite tired at the time. The English lesson they attended before might make them bored. The time might also become the other factor because it was already at 11.15 a.m. The observer wrote that the students’ readiness was in 51-75%. This influenced the students’ attention and response. The observer also agreed that the students’ attention and response to the teacher’s (the researcher) instruction were 51-75%. The students also tended to be passive. There were only a few students asked questions. The observer stated that the students’ enthusiasm in asking questions was 26-50%. These data showed that the students’ enthusiasm was less than that was in the previous meetings.
As the researcher had planned before, the first 45 minutes of the meeting was the chance for the students to revise their first draft from the previous cycle. After making set induction and motivating the students, the researcher distributed the students’ first draft and feedback forms that their friends had completed. After that the students were asked to revise their writing referring to their friends’ feedback. After finishing the revision, the students had a 30-minute break.

Therefore, the second cycle was actually started in the last 45 minutes of the meeting. After the break, the students were to write their new first draft again. A new picture series was presented again. Knowing that they had to write again, some students showed their complaint. The researcher persuaded them that he wanted to make sure whether they could make it better than previous one or not. Moreover, the researcher challenged them whether they could overcome their bad mood or not. The researcher also told that nowadays there are many young writers that have been successful in selling their novels. Those motivations seemed to work well.

The pictures were about *Bawang Putih dan Bawang Merah*, a Malay folktale. Unlike the previous picture series, the notes above each picture were stated using words and phrases. Some students could not recognize what the picture series was about. Meanwhile the others could recognize it fast. However, the researcher did not tell them what the pictures were about. The researcher just asked them to imagine and create their own story based on the sequence of the pictures. They did not have to retell the story about *Bawang Putih Bawang Merah*. Each student was
given one picture series so that they could concentrate on their papers in front of their face while they were imaging and writing.

During the writing activity, the researcher found some students wrote it directly referring to the guiding notes above each picture. They looked new words up in their dictionaries. In the observer’s opinion, it was about 51-75% of the students used their dictionary during the class activity. Some other students actively asked the researcher about complex sentence constructions. Meanwhile, the other students were stuck thinking about their new version and creativity. The researcher suggested them to refer to the notes because they just had 40 minutes to finish their first draft. Even though the students seemed to be quite tired, they still tried to do the work seriously. The observer agreed that the students were serious (70-100%) in doing the task given by the teacher.

At the end of the meeting, the researcher asked the students to submit their writing. There were various responses from the students because some of them had not finished their writing yet. Several students suggested having more time. Meanwhile the others refused because they would have another lesson. Therefore, the researcher suggested having more time to expand their idea after the peer feedback. The students agreed with the researcher.

After collecting the students’ drafts, the researcher made a short review about narrative texts. The students easily answered some questions dealing with the language features used in narratives. When the researcher asked whether they applied past tenses in their writing recently, most of them say ‘yes’. However,
there were still some students who expressed differently. They seemed to forget applying past tenses again.

4.2.1 The Implementation of Peer Feedback

Like in the Cycle One, peer feedback was implemented in the second meeting. The second meeting of the second cycle was conducted on Saturday, November 26th 2011. On that day, the students were more enthusiastic than in the previous meeting. As usual, the researcher prepared the students’ readiness and asked them some eliciting questions about their first draft. Some students answered that they were not satisfied enough because in the previous meeting they could not finish their drafts. After that, the students were asked to join their groups for the peer feedback activity. In this second cycle, the students were to work in the same groups which were like in the first cycle. Being in the same groups was effective because the students had the experience with the same friends in the previous peer feedback activity.

There was no more game before they did the activity so that the students would have much more time to do the peer feedback activity. The researcher just reviewed a little about how to check and give feedback to their friends’ writing. The researcher also explained them about the modification in the feedback form. Past Tenses use was specified in that form (see Appendix I).

In doing peer feedback activity in this second cycle, the researcher asked the students to do the same steps which were like in the first cycle. Nevertheless, the researcher found that verbal feedback was also important so that the students
could clearly understand their friends’ feedback and comments. Therefore, there was an additional step which was a chance for each student to tell orally what he/she meant by his comment. Besides to clarify the students’ feedback and comment, this step also gave more experience and input to the students to become more aware of using past tenses in their writing.

After doing the peer feedback, three students were asked to share their experiences in checking and giving feedback to their friends’ writing. The students shared that they enjoyed doing it, although they found some difficulties dealing with their friends’ handwriting and complex sentences. Besides, they were also in difficult to state their comment in English well and accurately. As the consequence, most of them might use Bahasa Indonesia. Listening to them, the other students nodded showing their agreement with their friends’ sharing.

The researcher then asked the students to look and read their friends’ feedback. They were asked to understand and discussed what the comments meant so that they could revise their writing easily. After that, the researcher asked them to revise their writing and add more additional and creative ideas in it. The students did it seriously. Two students revised and expanded their writing up to two pages. In the last ten minutes the researcher distributed another questionnaire.

4.2.2 The Role of Peer Feedback in Increasing the Students’ Past Tenses Awareness

In this part, the researcher presents to what extent peer feedback increases the students’ past tenses awareness in writing narrative texts. Therefore, the
The researcher also presents the students’ behavior and opinion during the peer feedback activity. As the result of the process, students’ score in past tenses awareness is also presented in this part.

4.2.2.1 The Students’ Behavior and Opinion on doing Peer Feedback

In their groups, the students were to check and give feedback to their friends’ writing. They were also asked to give the feedback by writing their comments on the feedback forms provided. Before the students started to do so, they were asked to read again their own work. Some students still expressed their regret showing their forgetfulness. Some other told their friends that they did not finish it because they did not have more idea to write the drafts. Meanwhile, the other students just read their work calmly without any comment. The researcher did not allow them to change any word in their writing until their friends found it.

After reread their work, the students changed their work to each other and started to check and comment their friends’ work. The researcher still persuaded them to write their comments in English, although most of them unconfidently agreed. Therefore, the researcher let them write in *Bahasa Indonesia* just if they were really in difficulty to express their detail ideas.

While the students were doing the peer feedback, the researcher observed them and walked form one group to another group. The researcher found the students were able to do the task easily. They also tended to be very serious. That meant that the students had already understood what they had to do. The observer stated that the students were very serious in doing their task. In her opinion, the
students were about 75-100% serious in doing the tasks given by the teacher. The students were also actively open their dictionaries to consult some words, especially past forms, they were not sure about. The observer also gave the same opinion about that. Based on her observation, the students’ activity in opening dictionaries was 51-75%.

In this last meeting, the students did the feedback activity for the second time. Based on the second questionnaire, there were 2 of 30 students (6.67%) who still disliked it. Meanwhile, 26 of them (86.67%) agreed that they liked working in group. Two other students (6.67%) stated that they strongly agreed it. However, they had different opinion when they were asked whether they liked specifically checking and giving feedback to their friends’ writing or not. There was one student (3.33%) who strongly disagreed with it. Six other students (20%) disagreed. Most of the students still agreed with that. There were 22 of 30 students (73.33%) agreed that they liked the activities. The other one (3.33%) stated that he strongly agreed with that. These data still show that most of the students really liked to work in group and give feedback to their friends.

Like the previous cases, most of the students also liked to be criticized by their friends. There were 23 students (76.67%) who agreed that they like their friends criticize their writing. Six other students (20%) even stated that they strongly agreed with that. There was only one student (3.33%) who disagreed that he liked his friends criticize his writing. These data relate to the students’ trust in the feedbacks’ quality. Most of the students believed in their friends’ correction and comments. There were 28 of 30 students (93.33%) agreed that they believed
in their friends’ comments and feedback. The two other students (6.67%) disagreed with it.

Meanwhile, when the students were asked whether they were sure about their correction and comments to their friends, there were 6 students (19.35%) who disagreed that they were sure. However, the students who agreed if they were sure about their feedback were still the majority. There were 20 students (66.67%) who agreed and 4 students (13.33%) who strongly agreed with it. It means that students’ interest in peer feedback also support either their confidence or their trust to one another.

4.2.2 Students’ Awareness in Using Past Tenses

The data above can be used to assume that the students were able to help each other. They were able to increase their friends’ awareness in avoiding errors, especially in applying past tenses. All of the students agreed that their friends helped them to be aware of their errors in writing an English text. Twenty three of 30 students (76.67%) agreed and 7 students (23.33%) strongly agreed with it. Seventeen students (56.67% agreed) and 5 other students (16.67% strongly agreed) confessed that before learning with peer feedback technique they often forgot to change verbs into past forms. However, the other 8 students (26.67%) disagreed with that.

Even though there were 8 students who did not forget to change the verbs into past forms before the peer feedback activity, all students agreed that peer feedback helped them be more aware of using past tenses in writing narrative
texts. Eighteen students (60%) agreed with it. The other 12 students (40%) even strongly agreed with it. Not only in the case of using past tenses, all of the students also agreed if their friends’ feedback helped them in applying good grammatical control in their writing. Twenty two students (73.33%) agreed with it, while the eight other students (26.67%) strongly agreed with it.

Table 4.2 on the following page shows the students’ score improvement focusing on their awareness in using past tenses. From table 4.2, it was satisfyingly showed that students’ past tenses awareness increased in writing the first draft in the second cycle. Even though some of them stated that they were not satisfied in writing the first draft, their past tenses control was high. There were 21 of 30 students (70%) were included into having “high” awareness of past tenses. This showed that students experience in doing peer feedback improved their awareness in using past tense in writing their first draft.

After revising their writing, all of the students (100%) were highly aware of using past tenses in their writing. The researcher found that the students’ first drafts were mostly simpler and shorter than their revised version. It means that in doing the revision, they added new ideas as well as new sentences. Therefore, even though they constructed new sentences, they still had high awareness in using past tenses. It was also found that the students’ enthusiasm in the last meeting was good. They students wrote longer than their first draft and put much more creative ideas in their revision. Appendix T shows the students’ improvement in writing skill.
Table 4.2 The Students’ Score of Past Tense Awareness in the Second Cycle

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Percentage of students who were categorized into having “HIGH” past tenses awareness (≥ 70): 70% 100%

Table 4.2 The Students’ Score of Past Tense Awareness in the Second Cycle
4.2.3 Reflection on the Implementation of Peer Feedback in the Second Cycle

The researcher found that in this second cycle many things worked well, such as the students’ understanding in the use of past tenses accurately, how to give comment to their friends and what they should pay attention to in their friends’ writing. Moreover, they could explain it verbally to their friends. It meant that they knew what they did and they could clarify it well. The improvement was also proved through the way the students gave their comments and revised their own writing. Even though in revising their draft they constructed new sentences and new ideas, the students were still aware of using past tenses accurately. The proofs gave encouragement to the researcher that the implementation of peer feedback strategy in increasing the students’ past tenses was successfully done.

4.3 The Improvement of Research Findings in the First and Second Cycles

The results of using peer feedback in increasing the students’ past tenses awareness were obvious. In this part, the researcher presents the improvement of students’ opinion toward peer feedback, the improvement of the students’ awareness in applying past tenses and the improvement of the students’ writing score.

4.3.1 The Progress of Students’ Opinion on Doing Peer Feedback

In the learning process, the students experienced something that attracted their attention and enriched their knowledge. This concept was stated also by Allport (1988), as cited in Al-Hejin (2002), that the main important requirement
of language awareness is experience. Furthermore, in describing the consciousness-raising task, Lier (1996) stated that one must notice something to learn. Peer feedback required the students to be more intensively involving themselves in the learning process (Hyland, 2003). Therefore, the students’ experiences and interaction during the peer feedback were the important things to be discussed.

At the end of each cycle, the researcher distributed questionnaire which prompted students’ opinion about writing and peer feedback activity dealing with their awareness in using past tenses. It was obvious that the number of the students who have positive opinion about peer feedback increased. In this part, the researcher discusses on two issues. They are the students’ opinion about themselves and the students’ opinion about their friends’ role/contribution.

4.3.1.1 The Students’ Opinion about Themselves

Based on the first and the second questionnaires, all of the students agreed that they wanted to be able to write in English well. The number increased in the second questionnaire. In the first questionnaire, there were 11 of 31 students (35.48%) agreed and 20 students (64.52%) strongly agreed. Meanwhile, in the second questionnaire, 5 of 30 students (16.67%) agreed and 25 of the 30 students (83.33%) strongly agreed it.

Another case was about the students’ likeness toward the group work of peer feedback. In the first questionnaire, there were 26 of 31 students (80.65%) agreed that they liked working in group and giving feedback to their friends’ writing. Twenty one of them agreed and the five others strongly agreed.
Meanwhile in the second questionnaire, there were 28 of 30 students (93.33%) agreed it. Twenty six of them (86.67%) agreed and the two others (6.67) strongly agreed.

Specifically, when they were asked whether they agreed if they liked checking and giving feedback to their friends’ writing or not, most of the students still consistently agreed. In the first questionnaire, 18 of 31 students agreed it. Seventeen of them (54.84%) agreed and one student (3.22%) strongly agreed. In the second questionnaire, there were 23 of 30 students agreed. Twenty two of them (73.33%) agreed and one of them (3.33%) strongly agreed.

The other case was about the students’ self confidence in giving feedback to their friends. In the first questionnaire, there were 21 of 31 students agreed that they were sure of the correctness of their feedback. Nineteen of them (61.29%) agreed and two of them (6.45%) strongly agreed. In the second questionnaire, the number increased. Twenty four of 30 students agreed it. Twenty of them (66.67%) agreed and four of them (13.33%) strongly agreed.

Those data were also supported by the students’ answers in the questionnaires. Some students reflected on their errors from their friends’ work they read and commended. No. 24 wrote in answering the second questionnaire:

*Ya, saya jadi tahu salahnya di mana. Terus juga dengan begitu saya mengoreksi diri dan lihat kemampuan saya dalam menulis dengan bentuk past tense.*

(Yeah...by doing it I finally knew in which part I made errors. Besides, by doing so I could correct myself and assess my ability in writing using past tenses).
Student no.23 wrote:

*Ya, dengan begitu saya juga menyadari kesalahan yang mungkin perbuat.*

(Yeah, by doing so, I became aware of the errors I might have done).

Student no. 14 also answered in the interview:

*Ya..karena ya..itu kan bisa meningkatkan dan membangun introspeksi diri saya.*

(Yeah..because the activity could increase and build my self-introspection).

Based on the students’ opinion, it showed that peer feedback as a cooperative learning (Heyland, 2003) was good and useful for the students. Self introspection was the internal stimulus which was prompted by external stimulus in consciousness (Huffman, Vernoy & Vernoy, 2000). In this process, comprehended input to intake process works well (Ellis, 2003).

4.3.1.2 The Students’ Opinion about their Friends’ Role and Contribution

The students’ opinion about their friends’ role and contribution were also interesting to be discussed. The other case was about the students’ likeness of being criticized by their friends. Based on the first questionnaire, there were 27 of 31 students agreed with it. Seventeen of them (54.84%) agreed and the ten others (32.26%) strongly agreed. Meanwhile in the second questionnaire, there were 29 of 30 students agreed. Twenty three of them (76.67%) agreed and the six others (20%) strongly agreed.

The case above was related to the students’ trust in their friends’ contribution. The number of the students who believed in their friends’ feedback was also increased. Generally, in both the first and second questionnaires, most of
the students agreed that they believed in their friends’ comments. In the first questionnaire, there were 25 of 31 students (80.65%) agreed it. Meanwhile in the second questionnaire, there were 28 of 30 students (93.33%) agreed it.

Therefore, the students also consistently agreed if their friends helped them be more aware of using past tenses in their writing. In the first questionnaire, there were 28 of 31 students agreed. Nine of them (29.03%) even strongly agreed with it. In the second questionnaire, all of the 30 students (100%) agreed that their friends helped them a lot in increasing their awareness in using past tenses. Seven of them strongly agreed.

Student no. 30 in answering the second questionnaire wrote:

*Ya, karena saya terkadang lupa...Jadi dengan diteliti teman-teman saya jadi ingat kembali.*

(Yes, sometimes I forgot [to change the past tenses]... So, when my friends checked it again, I became aware of it again)

Student no.29 also wrote:

*Ya, karena dengan metode pembelajaran ini kita saling belajar berdiskusi, dan saling memperbaiki kesalahan.*

(Yes, because this learning method made us learn to discuss and correct each other).

In answering the interview, student no.12 stated:

*Ya, menurut saya teman-teman sangat membantu jadi saya mengerti di mana letak kesalahannya dalam menulis past tense.*

(Yes, in my opinion, my friends really helped me understand my errors in writing using past tense).

The students felt that their friends’ role was very helpful in reminding them again about the use of past tense. Harmer (2007) stated that in such a process
peer feedback gives students positive effects which encourage each other. If they have good peer monitoring, they would be better in self-monitoring. Therefore, the students’ opinion about themselves above was closely related to their opinion about their friends. Ellis (2008) agrees if the L2 acquisition is also controlled by external factor. The interaction between the learners also provided the adequate data they need for the acquisition (p.205).

4.3.2 The Improvement of Students’ Awareness in Applying Past Tenses

The students’ opinion about the effect of the peer feedback was proven in their drafts and revisions. The result was also satisfying enough because the students’ past tense awareness in writing their first draft in the first cycle and the second cycle improved. Table 4.3 shows the students improvement in being aware of using past tenses. The students’ awareness was classified into low, medium and high levels.

From Table 4.3, the students made significant progress. In the first drafts in the first cycle, there were 16.13% of the students who were included into having “high” awareness category. Meanwhile, 77.42% of them were in medium level. The other 6.45% of the students were in low level. That was obvious, since peer feedback had not been implemented yet. The students still made many errors, although they just have done correcting games and discussed the language feature of Narrative texts. Moreover, the researcher also provided guiding sentences under each picture in the picture series.
Table 4.3 The Improvement of Students Awareness in Using Past Tenses

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<th>Percentage based on the three Categories</th>
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<th>Medium (41-70)</th>
<th>High (&gt;70)</th>
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<td>Medium (41-70)</td>
<td>77.42%</td>
<td>30%</td>
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<td>High (&gt;70)</td>
<td>16.13%</td>
<td>70%</td>
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<td></td>
<td>100%</td>
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</table>

Table 4.3 The Improvement of Students Awareness in Using Past Tenses
In making the first draft in the second cycle, the students made more progress. Even though the researcher just provided words and phrases above each picture of the picture series, the students still showed their good awareness. Seventy percent of the students achieve the high level. Meanwhile, the other 30% were in medium level. No one stayed in the low level anymore. It meant that the students’ awareness improved well.

The students’ improvement in the first draft in the second cycle was exactly the same with that in their revision in the first cycle. After doing the peer feedback, the students revised their writing. In the revision of the draft in the first cycle, 70% of the students achieved high level and the other 30% just achieved medium level. However, it was satisfying enough since the students still made progress. The increase of their awareness was moving more satisfyingly in the revision in the second cycle than that was in the first cycle. All of the students achieved high level although the exact points were different. The students who made the fewest errors even achieve the highest score, 100. The Chart in Figure 4.1 shows the improvement of the students’ awareness in using past tenses.

The results shown in Table 4.3 and Figure 4.1 were consistently supported by the students’ opinion in the questionnaires and the interview. In the questionnaires, there were some significant changes. At the end of the first cycle, most of the students (80.64%) agreed if they often forgot to change the verbs into past forms (V2) before doing the peer feedback activity. Seventeen of 31 students (54.84%) agreed and eight of them (25.80%) strongly agreed. Meanwhile, at the
end of the second cycle, the numbers decreased to 73.33%. Seventeen of 30 students (56.67%) agreed and five of them (16.67%) strongly agreed.

Besides, the students were also asked whether peer feedback helped them be aware of using past tenses in writing narrative texts. In the first questionnaire, there was only one of 31 students (3.22%) disagreed with the statement. The other 30 students agreed; even 13 of them strongly agreed. In the second cycle, all of the 30 students agreed it. Twelve of them (40%) strongly agreed.

In answering the question in the interview, most of the students answer; “Ya, kadang-kadang atau sering masih lupa” which meant that they sometimes even often forgot to change the sentences into past forms. Student no. 14 also stated that peer feedback helped him be more aware of using past tense. The same
statement was also stated by the other interviewees. However, the students also had some other problems dealing with their knowledge. Student no.12 confessed:

*Kesulitannya juga itu belum begitu memahami bentuk past tense itu gimana pemakainnya...ya belum begitu hafal semua. Jadi, kan perlu bantuan kamus dan kan ada juga verb 3 kan ngga tahu dipastikan pakai verb 3itu gunannya apa gitu kan...*  
(I also had the difficulty in understanding past tenses, how were they used...yeah I hadn’t memorized yet. Therefore, I needed dictionaries and because there was also V3, weren’t it? I did not know ye the function of V3)

The student’s problem with the lack of memory of past tense was actually not an indication of the problem with the awareness. By stating that he had to open his dictionary, it meant that he was still aware of using past tense. The problem was the past form (V2) of certain verbs. This case was also the same with the problem of the use of V3. By consulting dictionaries, the students were aware of the past tenses.
CHAPTER V

CONCLUSIONS AND RECOMMENDATION

In this chapter, the researcher presents the conclusions and recommendation of this research. The conclusions contain the summary of the research findings based on to what extent peer feedback increased the class X9 students of SMA Negeri 2 Yogyakarta, in academic year 2011/2012. In the latter part, the researcher intends to give recommendation for the future research and English teachers.

5.1 Conclusions

In solving the students’ problem dealing with the awareness of using past tenses in writing narrative texts, the researcher implemented Classroom Action Research using peer feedback in checking and editing their written works. Through the processes implemented within this strategy, the researcher got some significant results. Two cycles were conducted in this research. Based on the improvement the students showed in each cycle, the researcher concluded that the use of peer feedback was helpful for the X9 students of SMA Negeri 2 Yogyakarta in increasing their awareness of using past tenses in writing Narrative texts.

The use of peer feedback helped them learn from their friends, their own critical thinking as well as self-awareness, and their friends’ comments in the feedback form. The first two processes happened simultaneously when they were
doing the peer feedback activity. In this activity they read and criticized their friends’ works. By doing so, the students learned from their friends’ writing and reflected on their own writing. These gave them time to introspect themselves as well as increase their awareness. In the latter process, the students had their writing commented by their friends (peers). By noticing on the symbols and comments made by their friends, the students realized their errors and became aware of them. As the other consequence, the use of peer feedback also helped the students increase their writing ability in narrative texts.

However, the researcher found some limitations of this research. It could not be detected well whether the self introspection process happened in each person. Peer feedback also might tempt certain lazy students to rely on their friends’ correction. That was why this research recommended the students to give indirect feedback by underlining or circling the errors. Nevertheless, to some extent, their feedback might be still so discouraging that their peers became listless.

5.2 Recommendation

The research recommends some suggestions for English teachers and future researchers who are interested in conducting the similar research.

5.2.1 For English Teachers

Even though many researchers or authors do not suggest teaching grammar directly in ESL class, it is still crucial in writing skill. Good grammar is required for a good writing. Peer feedback can be used as an effective strategy in
increasing the students’ awareness as well as control of using past tenses in their writing. Besides increasing their awareness, peer feedback also helps English teacher monitor students’ improvement in writing ability and understanding to certain language properties. It is also practical in large classes when the time is limited (Bartels, 2003). Therefore, peer feedback should be well-planned. The students should know well what they have to do. The teacher’s clear instruction and model are recommended.

5.2.2 For Future Research

This research might be still far from perfection. However, this research can be used a resource for further research on the same topic. In order to make peer feedback effective, the future researchers are recommended to plan and monitor it well. Since it is a cooperative leaning through which we let students/participants work independently in groups, good control and accurate observation are also recommended. Therefore, this research is also expected to encourage the future researchers to evaluate, reconstruct and revise this study with further researches.
REFERENCES


APPENDICES
Appendix A
Covering Letter for the Headmaster of SMA N 2 Yogyakarta
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix B
Covering Letter for the Governor of DIY
Nomor : [Nomor]
Hal : Permohonan Ijin Penelitian

Kapada
Yth. Bpk. Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Dit Tempat

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,
Nama : Fransiskus Atita Nahur
No. Mahasiswa : 081214125
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Semester : VII (Tujuh)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi/Makalah, dengan ketentuan sebagai berikut:
Lokasi : SMA Negeri 2 Yogyakarta
Waktu : November 2011 s.d. April 2012

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 1 November 2011
u.d. Dekan,
Ketua Jurusan Bahasa dan Seni

C. Tuyvendel, S.Pd., M.Pd.
NPP.P. 1680

Tembusan Yth:
1. 2. Dekan FKIP
Appendix C
Permission Letter from the Governor of DIY
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepahlawan, Darunireja, Telepon (0274) 562811 - 562814, 512243 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN
Nomor : 078/572/IV/2011

Membaca Surat : Dekan Fak. Keguruan dan Ilmu Pendidikan USD Yogyakarta

Tanggal Surat : 1 NOVEMBER 2011

Perihal : Ijin Penelitian

Mengingat :

DIJINKAN untuk melakukan kegiatan survei, penelitian, pendataan, pengembangan, pengajian, studi lapangan *) kepada :

Nama : FRANSISKUS ATITA NAHUR
NIP/NIM : 081214125
Alamat : Jl. MiharapTNopol pos 29 Yogyakarta
Judul : INCREASING STUDENTS AWARENESS IN USING PAST TENSES IN WRITING NARRATIVE TEXT USING PEERFEEDBACK A CLASSROOM ACTION RESEARCH IN CLASS X 9 SMAN 2 YOGYAKARTA

Lokasi : Yogyakarta
Waktu : 3 (tiga) Bulan
Mulai tanggal : 2 November / sd / 2 Februari 2012

Dengan ketentuan :
1. Menyerahkan surat keterangan ijin survei, penelitian, pendataan, pengembangan, pengajian, studi lapangan *) dan Pemerintah Provinsi DIY kepada Bupati/Walikota melalui instansi yang benar-benar mengeluarkan ijin dimaksud;
2. Menyerahkan sofware hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) dan menunjukkan cetakan asli yang sudah disahkan dan dibuat oleh instansi;
3. Ijin ini hanya diperpanjang untuk keperluan ilmiah, dan pemegang Ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ke dalam bentuk berakhir waktu ini;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang Ijin ini tidak mampu tetapkan yang berlaku.

Diketahui di : Yogyakarta
Pada tanggal : 31 Oktober 2011
An. Sekretaris Daerah
Agama : Pemangkinan dan Pembangunan
Kepala Biro Administrasi Pembangunan

Tembusan diajukan kepada Yth.:
1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta Cg. Dinas Pendidikan
3. Kepala Dinas Pendidikan Provinsi DIY
4. Dekan Fak. Keguruan dan Ilmu Pendidikan USD Yogyakarta

Yang Berkepikahan
Appendix D
Covering Letter for the Mayor of DIY
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
Mrican, Tromol Pos 29 Yogyakarta 55002, Telp. (0274) 513301, 515352, Fax. (0274) 562383

Nomor : 200/Pn/PrkJur/IBPS/IV/2011
Hal : Permohonan Ijin Penelitian

Kapada
Yth. Bpk. Kepala Dinas Pendidikan
Kota Yogyakarta
Di Tempat:

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,
Nama : Fransiskus Atita Nahir
No. Mahasiswa : 0812141425
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Semester : VII (Tujuh)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi/Makalah, dengan ketentuan sebagai berikut:

Lokasi : SMA Negeri 2 Yogyakarta
Waktu : November 2011 s.d. April 2012

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 1 November 2011
u.b. Dekan,
Ketua Jurusan Bahasa dan Seni

Tembusan Yth:
1. 
2. Dekan FKIP
Appendix E
Permission Letter from the Mayor of DIY
PEMERINTAH KOTA YOGYAKARTA
DINAS PERIZINAN
Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 562982
EMAIL: perizinan@jogja.go.id EMAIL INTRANET: perizinan@intr.a.jogja.go.id

SURAT IZIN
NOMOR: 070/2257

Dasar:
1. Surat izin / Rekomendasi dari Gubernur Daerah Istimewa Yogyakarta
   Nomor: 070/7672/V/2011
   Tanggal: 31/10/2011

Mengingat:
1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah

Dijinkan Kepada:
Nama: FRANSISKUS ATITA NAHUR
Pekerjaan: Mahasiswa FKIP - USD Yogyakarta
Alamat: Mncan, Tromol Pos 29 Yogyakarta
Penanggungjawab: Ag. Harri Prasetyo, S. Pd., M. A
Keperluan: Melakukan Penelitian dengan judul Proposal: INCREASING STUDENTS’ AWARENESS IN USING PAST TENSES IN WRITING NARRATIVE TEXT USING PEER-FEEDBACK: A CLASSROOM ACTION RESEARCH IN CLASS X9 SMAN 2 YOGYAKARTA

Lokasi/Responden: Yogyakarta
Waktu: 02/11/2011 Sampai 02/02/2012
Lampiran: Proposal dan Daftar Pertanyaan
Dengan Ketentuan:
1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Co. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan sebaiknya

Tanda tangan
Pemegang Izin
FRANSISKUS ATITA NAHUR

Diketahui di: Yogyakarta
pada Tanggal: 02/11/2011

Dia: HARONO
NIP: 1955041019801210013

Tembusan Kepada:
1. Walikota Yogyakarta (sebagai laporan)
4. Kepala SMAN 2 Yogyakarta
5. Ybs.
Appendix F
Lesson Plan and Teaching Materials of Cycle One
LESSON PLAN
First Cycle

School : SMAN 2 Yogyakarta
Subject : English
Class/Semester : X/I
Skill : Writing
Time allotment : 4x 45 minutes

A. Competence Standard
6. Expressing meaning in short written functional texts and simple essays in the form of recount, narrative, and procedure in the context of daily life.

B. Basic Competence
6.2. Expressing meaning and rhetoric steps in written texts and simple essays using written language pattern accurately, fluently, and acceptably in daily life context in the form of narrative.

C. Indicator
1. The students are able to identify the communicative purpose of a narrative text (Activity D.1)
2. The students are able to identify the rhetoric steps of a narrative text (Activities D.2)
3. The students are able to identify the language features of a narrative text (Activity D.3).
4. The students are able to identify the detail information and meanings of new words in the narrative text provided (Activities A,B and C)
5. The students are able to use past tenses in a narrative text correctly (Arranging game, activity E, F and G)
6. The students are able to write good narrative texts (Activity E, F and G).
D. **Learning Purpose:**

By the end of this study the students are able to apply past tenses correctly in writing a narrative text.

E. **Learning material:** Narrative Text

F. **Learning Strategy:** presentation, game, individual task, and peer feedback.

G. **Learning Activities**

**First Meeting**

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<td>1) Greeting</td>
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<td>2) Short introduction.</td>
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<td>2</td>
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<td>1) Exploration</td>
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<td>a) The students are asked to remember their favorite story.</td>
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<tr>
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<td>b) Some students are asked to share what their favorite story about.</td>
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<td></td>
<td>c) The students play a past tense game: Rearranging sentences</td>
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<td></td>
<td>2) Elaboration</td>
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<td>a) The students are asked to rearrange jumbled paragraphs in good order.</td>
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<td></td>
<td>b) The students answer the questions provided.</td>
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<td>c) The students discussed the generic structure and the language features of a narrative text referring to the text they have ordered.</td>
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<td></td>
<td>d) The students write a narrative text based on the picture series provided.</td>
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<td>e) The students submit their daft.</td>
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### Second Meeting

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<td>2) The students are asked about the previous lesson</td>
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<td></td>
<td>3) Tic Toe Tied game: the students are asked to identify the errors in a text.</td>
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<td>1) The students are gathered into groups of three or four.</td>
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<td></td>
<td>2) The students receive their draft from the previous lesson.</td>
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<td>3) The students listen to teacher’s explanation about peer feedback and how to apply it in groups.</td>
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<td>4) In groups, the students are asked to criticize and give feedback to their friends’ draft.</td>
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<td>5) The students revise their draft based on either their friends’ feedback or their own awareness.</td>
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<td>6) The students submit the first draft and the revised version.</td>
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<tr>
<td>3</td>
<td>Post learning activities</td>
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<td>1) The students make review on the language features of a narrative text.</td>
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<td>2) Questions and answers.</td>
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<td>3) The students answer the questionnaire distributed by the teacher researcher.</td>
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H. Source and teaching media:
   English on Sky for Junior High School Students Year VII. Jakarta:
   Erlangga.
2. Teacher’s handout.
3. LCD, white board

I. Assessment:
Form: Written: Students’ drafts

Rubric: Hughes’ scoring profile (Hughes’, 1989: 91-93)

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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>make comprehension virtually impossible.</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary</td>
<td>5</td>
<td>Very Good Occasionally uses inappropriate terms or relies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Good Uses wrong or inappropriate words fairly frequently;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Fair Limited vocabulary and frequent errors clearly hinder</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Poor Vocabulary so limited and so frequently misused that</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Very Poor Vocabulary limitation so extreme as to make</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>comprehension virtually impossible.</td>
</tr>
<tr>
<td>3</td>
<td>Mechanics</td>
<td>5</td>
<td>Very Good Occasional lapses in punctuation or spellings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Good Errors in punctuation or spelling fairly frequent;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Fair Frequent errors in spelling or punctuation; lead</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Poor Errors in spelling or punctuation so frequent that</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Very Poor Errors in spelling or punctuation so severe as</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to make comprehension virtually impossible.</td>
</tr>
<tr>
<td>4</td>
<td>Fluency</td>
<td>5</td>
<td>Very Good Occasionally lack of consistency in choice of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>structures and vocabulary which does not, however, impair</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>overall ease of communication.</td>
</tr>
<tr>
<td>Score</td>
<td>4 Good</td>
<td>3 Fair</td>
<td>2 Poor</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Grammar</td>
<td>‘Patchy’, with some structures or vocabulary items noticeably inappropriate to general style.</td>
<td>Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.</td>
<td>Communication often impaired by completely inappropriate or misused structures or vocabulary items.</td>
</tr>
<tr>
<td>Organization</td>
<td>5 Very Good</td>
<td>Material well organized; links could occasionally clearer but communication not impaired. The orientation is well-organized and the sequence of events is in good order.</td>
<td>Some lack of organization; re-reading required for clarification of ideas. The orientation is well-organized but some events are not written in correct order.</td>
</tr>
</tbody>
</table>

A. Please rearrange the following texts into a good story based on the pictures series!

**Calonarang**

A Balinese story

1. Calonarang had a daughter. Her name was Ratna Manggali. She was very beautiful. Yet, nobody wanted to marry her because they were afraid of her mother. People began to talk about Ratna Manggali.

2. A long, long time ago, in Girah Village, there lived an old woman. Her name was Calonarang. She was a very powerful woman. She had magical power.
3. The King sent his best soldiers to arrest Calonarang, but they failed.
4. Calonarang did not like people talking about her daughter. She loved Ratna Manggali very much. When she heard people talking about her daughter, she got angry. She cursed the village. People got ill and died.
5. The King called Mpu Baradah. The King asked for his help.
6. One day Mpu Bahula asked Rata Manggali to steal her mother’s magic book. When Calonarang was asleep, Ratna Manggali stole her mother’s magic book and gave it to her husband.
7. Mpu Baradah sent his student, Mpu Bahula to Girah village.
8. Then Mpu Bahula gave the book to Mpu Baradah.
9. Mpu Barada told Mpu Bahula to propose Ratna Manggali.
10. After he knew Calonarang’s magic secret, Mbu Baradah came to Girah village. Calonarang and Mpu Baradah had a fight. Calonarang lost the fight because she did not have her magical book anymore. That was the end of Calonarang.
11. Calonarang was very happy when Mpu Bahula proposed Ratna Manggali. She knew that people would not talk about her daughter anymore. She gave her daughter a bog wedding party.
12. The story about Calonarang reached the King.

Rearrangement:

B. Please match the following words with their meanings!

<table>
<thead>
<tr>
<th></th>
<th>Powerful</th>
<th>…</th>
<th>a. to take something without the permission or knowledge of the owner and keep it</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Soldier</td>
<td>…</td>
<td>b. to size someone by legal authority.</td>
</tr>
<tr>
<td>3</td>
<td>Magical</td>
<td>…</td>
<td>c. a person who is in an army and wears its uniform, especially someone who fights when there is a war.</td>
</tr>
</tbody>
</table>
4. Curse  …  d. having a lot of strength or force
5. Reached  …  e. to ask someone to marry you.
6. Propose  …  f. having a strong feeling against someone who has behaved badly, making you want to shout at them or hurt them
7. Steal  …  g. the power of influencing others or events by using mysterious or supernatural forces.
8. Angry  …  h. a marriage ceremony and any celebrations such as a meal or a party which follow it
9. Arrest  …  i. to arrive at a place or someone
10. wedding  …  j. to say magic words which are intended to bring bad luck to someone

C. Based on the story, please choose whether each of the following statements is true (T) or false (F)!

1. Ratna Manggali hated Calonarang.  
   3. Mpu Baradah was Mpu Bahula’s teacher  
   4. Calonarang killed many people in the village.  
   5. Mpu Bahula married Ratna Manggali because he loved her.

D. Look at the text again!
1. What is the communication purpose of a narrative text?

2. Do you still remember what the generic structures of a narrative text are?
   a. What does a complication tell about? Which sentences or paragraphs tell the orientation of the story?

   b. What is complication? Which sentences or paragraphs tell the complication of the story? What is the problem in the story?
c. How does the main character solve the problem? Which sentences or paragraphs tell the resolution?

3. What are the language features of a narrative text? What kind of tense used in a narrative text?

Can you mention some adverbs indicating time in a narrative text?
E. Look at the following pictures! Please write your own narrative text based on the pictures!

1. Mr. Mouse deer stole Mr. Farmer's cucumber.
2. Mr. Farmer and his wife made a trap.
3. Mr. Mouse deer was trapped.
4. Mr. Farmer caught Mr. Mouse deer.
5. Mr. Mouse deer was put in a cage.
6. Mr. Farmer's dog guarded Mr. Mouse deer.
7. Mr. Mouse deer changed place with the dog.
8. Mr. Mouse deer escaped.
9. Mr. Farmer got angry and asked his dog to chase after Mr. Mouse deer.
First Draft

Name: ________________________________________
Class/SN: ________________________________________

Title: ____________________________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
F. Group work: *Peer Feedback*

**Peer Feedback Form**

Title: __________________________________________________________

Writer : __________________________________________________________

Reader : __________________________________________________________

*Please read your friend’s writing at least twice! Give a check mark (✓) in the appropriate column of each aspect and give your comment on it!*

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Very poor</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Grammar:</strong> How does the writer construct sentences? Are the sentences well-structured?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td><strong>Language features:</strong> How does the writer use the language features? Does the writer use adverbs of time? Does the writer use V2 (past tenses) consistently and correctly?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Generic structures:</strong> Orientation: Does the writer clearly describe the characters, place, and time in his story? Complication: How does the writer tell the sequence of conflict/problem? Resolution: How does the writer describe the problem solving? Coda (optional): Is there any coda? How does the writer tell the moral message or comments of the story?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Additional comment:
G. Students Revise their writing

**Revised Version**

Name: ____________________________________________
Class/SN: _________________________________________

Title: ____________________________________________

________________________________________________________________________
________________________________________________________________________
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Appendix G
Field Notes of Cycle One
I arrived at SMA N 2 Yogyakarta at 08.15 a.m. I waited for the teacher finishing her teaching in another class. I would teach at 08.45 a.m. The teacher came out at 08.30 a.m. and had a short chat with me about my readiness. I said that I was ready. Before we went into class X9, we had a discussion about the observation sheets that would be used by the teacher. Besides, I talked again some other things about my research. As the bell rang at 08.45 a.m., we went to class X9 and entered the class. The teacher asked me to let her have about 10 minutes to distribute and explain about homework for the students. The teacher greeted the students and opened the meeting by talking about their homework. After that, the teacher introduced me to the students. So, I started my teaching at 08.55 a.m.

That was my first meeting of my first cycle. The students actually had shouted my name as they saw me outside the class. They knew me because I practiced my Program Pengalaman Lapangan (PPL) there before. When I started teaching, I greeted them telling that I also missed them. I thanked them for their willingness to let me teach them again. They were very enthusiastic. Some students looked not as noisy or overacting as what I observed during my PPL. I checked their presence that no one was absent.

They were also enthusiastic when I elicit them by asking questions about their favorite stories when they were children. Some students mentioned their favorite stories from actual TV serial program. Some other mentioned Cinderella and Kancil (Mouse deer). When I asked about the story of Jaka Tarub and Tangkuban Perahu, the students said that they did not really know and like about those stories. So, I encouraged them to know more about our local tales.

After exploring the stories they knew, I asked them to guess what material we were going to learn. One female student directly answered “Narrative.” I gave her a direct non-verbal reinforcement by holding up my right-thumb. The other
students understood that I agreed with her. Then, the other students murmured, “O…”

As what I had in my lesson plan, I asked them to play a past tense game before they went further with narrative. I planned to deliver the game in ten minutes. However, it took 15 minutes. In that game the students were asked to arrange jumbled words into a good sentence in ten seconds; I presented it through Power Point animation slides. They were also asked to change the verbs into past tense. Mostly the students did it well. When they could not answer at all, I repeated the slide again. Some other students could arrange the words correctly. I reinforced them by saying “Great!” or “Exactly” and showing my thumb. However, because they did it in groups, some students relied on their friends. They were enthusiastic enough, but they never answered. The groups were to say their password when they had to answer. Those students just shouted their groups’ passwords, but when I asked them to answer, they tended to ask their friends. When I asked them why they could not answer, some said that the words disappeared so fast.

After playing the game, I distributed a jumbled text about Calonarang, a Balinese story. I also provided pictures to guide them in arranging the sentences and paragraph. Besides, I also showed the pictures in the slide to make it clearer. I let them discuss it with their friends next to them. Some students did it, meanwhile the other did not. I did not force those students who did want to discuss with their friends because they might work well if they did it individually. While they were doing it, I walked around and observed them. I found two students could finish it quickly. I asked them whether they had ever read or known the story before. They said that they’d never known, but the pictures helped them a lot. Meanwhile for the other students, they needed more little time to arrange it. But, as long as I observed, most of them did it well.

After the students finished arranging the story, I asked them to discuss it together. I found the students were able to do it easily. So, I went deeper with the text by clarifying the meaning of the new words and the detail information from the text. I also asked the students to make a review on the communicative
purpose, generic structures and the language features of a narrative text. Some students were very enthusiastic in recalling their memory about the narrative’s rhetoric steps. Actually, narrative has already been taught at the beginning of the semester. That is why I asked the students themselves to define the generic structures and find them in the text.

The students had different opinion in determining which sentences or paragraph should be considered as orientation and complication. It was interesting that the students had different opinion about what actually the conflict in that text was. I was glad that some students tried to state their arguments. I let them argue and defend their opinion. After that I gave them some guidance question which led them to same idea about the story. Consequently, I had a problem with my time management again. I went so deeply with the text that I spent more than I allocated before.

For the last 35 minutes, I distributed another picture series – which consisted of nine pictures – and a blank paper to each student. I asked the students to write a story individually based on the pictures series. The pictures were about a local famous tale: A Mouse deer stole a farmer’s cucumbers. Again, to make the pictures clear and good enough, I also showed the pictures in a slide. I put a key sentence under each picture to help the students generate their idea to write.

While the students were writing, I walked around and observed. Some students were reluctant to show their writing, but some others were not. Generally, the students were serious and able to start writing immediately. The pictures seemed to be helpful for them. I found that there were three female students writing faster than the others. When I asked whether they had already written the story before, they replied that they knew the story well.

However, I also found some students who were not able to develop their idea easily. I asked one of them why it was quite difficult for him. He said that he was not in a good condition to think. The student even just rewrote the key sentences for the last part of his writing.

The students mostly used dictionary, either printed dictionaries or electronic dictionaries such as AlfaLink and cell phones. Some students frequently
asked the meaning of new words, phrases or sentence construction to me. There were only a few students who consulted or discussed with their friend about the past form of certain verbs. Dealing with past tense forms, I also found that the students were still not aware with the change of verbs into past tenses. Some students had difficulty in changing to be forms and modals. I did not remind them about that. I just let them write as many as they could.

Before they submitted their writing, I asked for five minutes to make a review on the communicative purpose, generic structures and the language features of narrative texts. The students answered my questions easily, though some students were still busy finishing their writing. Because I started the class lately, I asked them to stay 10 minutes more so that they had more time to write. The students agreed, though my collaborator teacher asked to let her leave the class earlier, at 10.15 a.m. She gave me some feedback about the observation check list. After the last 10 minutes, I thanked the students and left the class at 10.25 a.m.

I found that I had problem in time management because I spent more time for the game and discussion of the text’s generic structures. Because theoretically the students had already known the generic structures of a narrative, they were also interested in discussing the text, the conflict and the resolution. However, I reminded them about the languages features.

Writing is time consuming, indeed. I remember the theories about writing that I found and read in the library. Writing skill needs much more time than speaking, reading and listening. The students might need more time to finish their first draft. However, they had written much about their idea through which they were concerned with the use of past tenses. I got more assurance that they really had low awareness in changing the verbs into past tenses when they were constructing their own sentences.

I had a problem with time management. That was why I tried to have them write in 35 minutes as I had I allocated in my Lesson Plan, though I just had 5 minutes for reviewing. On one hand, I was lucky because the students agreed to have additional time. On the other hand I learned from that experience. Even
though this kind of research must be realistic in nature, I have to pay attention my
time allocation.

Yogyakarta, November 5th 2011
The Researcher
Fransiskus Atita Nahur
Field Notes 2
Second Meeting of the First Cycle

Like the previous meeting, I arrived at the school at 08.15 a.m. I waited for the teacher coming out from another class. At 08.35 a.m. she came out and asked me to have a cup of tea and short discussion. We discussed about the observation sheet that I had changed in the checklist part. As the bell rang at 08.45 a.m. we went to class X9. The teacher asked for 10 minutes to distribute and explain homework for the students. Actually, it took 15 minutes, because she had to get the students’ attention after the previous lesson.

I was nervous because it was still out of my prediction and time management in the lesson plan. In that 15 minutes I should have finished with the game I prepared. I started the class at 09.00 a.m. I did not think that I had to omit the game because for me the game was important as the exploring activity which trained the students to identify errors in sentences. Moreover, the students asked me to begin the class with the game. They were so enthusiastic that I thought that the game would be good for them.

After knowing that no one was absent, I asked them to play the Tic Toc Tied game. In that game, I prepared 18 incorrect sentences dealing with the use of past tenses and singular/plural forms. I divided the students into male and female groups because the game required two groups. The students enjoyed playing the game at the beginning because it was easy for them to identify and change the past form errors. However, as the more complicated sentences were shown, some students were not able to identify the errors easily. This case was obvious in male group. Some of them could identify and correct the errors, but they did not have enough courage to say it. After I showed the correct answer, they tend to express to their friends: “Oalaaahh...itu to...? Aku wis bilang, tapi tadi masih ragu.” (O, that’s it. I had already told it, but I was still hesitant). Meanwhile, female students were able to identify the errors easily. There were some female students who were conspicuous in identifying the errors and correcting the sentences. I tried to make
sure that the other students knew why it was incorrect. So, I asked some students who seemed to be silent. Actually, they could say the reason.

By observing the students’ behaviors in playing the game and answering my questions, I noticed that they did not have much problem with past tenses. They might need enough time to identify the errors, but finally they could do it well. I got two points from that finding. First, I saw many errors in their first drafts. Almost all students made mistakes dealing with the use of to be, past tense and singular/plural forms. Nevertheless, when they were playing the game in groups, they were able to do it well. That phenomenon led me to my assumption that they would also be able to identify errors in their writings; moreover if they did it in groups. Therefore, even though the game took 15 minutes, I was glad to identify their problem obviously.

After playing the game I told them that they would identify errors in their friends’ writing. I explained them what peer feedback is. Furthermore, I explained them how to give feedback to their friends’ writing and fill the feedback form I provided. I showed them an example on the slide. After they had got the idea, I showed their group members on slide. They were to be in group of three or four. There was only one group which had four members. So, there were 10 groups.

When they saw their group members’ names, some students were glad because they were in group with their friends they wished. The other students did not really show their feeling. I asked them to find and sit with their group members. I pointed the place for each group, but it was quite difficult for me to manage them to be in group soon because the students tended to wander around the class. I also gave them their first draft which they wrote in the previous week. Behind each draft, I clipped two feedback forms. Finally, I gave them pens which had four colors. They were happy to have the pens. I chose this kind of pen because I wanted them to underline and give feedback to their friends’ draft in different color. Because there were mostly about three members in their groups, I asked them to use red color for the first corrector and green for the second corrector. Using those colors might help me analyze the data later on.
Unfortunately, it was almost 09.30 a.m. when they had to start to work in group; the time to have the first break. I was told by the teacher that the school no longer allowed teachers to switch the break to the end of meetings. I let the students have the break and reminded them to be on time coming into the classroom again.

All of the students went out. I sat on teacher’s chair thinking about my trouble time management. I thought that it was impossible to finish their revision at the end of this meeting. I thought that I should have shortened the game and escaped some explanations. However, I also realized that if I had made so, I would not have got clear information and data for this research. I also had to give them clear instruction. I thought that was not a matter of time, but the nature of the implementation. I had a trouble indeed, because I did not predict and anticipate some unexpected problems. I realize that I had trouble time management, but I got additional clear information and data about the students’ behavior and problem. Therefore, I planned to let the students revise their writing in the next meeting. The important was that they could do the peer feedback well without being in a hurry.

I waited for the students coming again into the class. Some female students came on time and gathered with their group. Some other students were late until about 5 minutes. Some students were ready to be in group; meanwhile some others were eating and chewing their snacks. I reminded them that they were late, so that they had to be ready soon to work in group.

The students started to work in group at 09.50 a.m. (They should have started at 09.45 a.m.). I walked around the class and observed each group. Some students who had not really understood yet what they had to do asked me questions. I explained again briefly. Some students asked about some irregular verbs because they were not so sure about that. I asked them to discuss it.

I found that there were some students who did not really like working in group because they saw their peers underlined so many errors on their work. They were regret that they did not mean to write the present form. For those students, I encouraged them to be calm down and stay focus on their peers’ work in their
hands. It was an obvious behavior that they did not like their stupid errors were identified by their friends.

I also noticed that the students used dictionaries when they were not really sure with some past forms. Some other students discussed it with their friends. I also found that indentifying past tenses errors was not really difficult for the students. What made them confused and unsure was grammar, dealing with sentence structure. The students had not understood yet how to form parallel sentence especially in forming compound and complicated sentences. That was why they did not pay much attention on grammar.

Another problem they found during the peer feedback activity was giving comment. When they were asked to write comment in feedback sheets, they said it was difficult to express it in English. They asked me to write it in Bahasa Indonesia. I allowed them because the more important for me was the content of their comments. However, I still recommended them to write their comments in English.

After the students finished writing peer feedback, I distributed questionnaire to them. They had ten minutes to answer the questionnaire. Some students who had not finished their feedback filled the questionnaire in five minutes before I closed the meeting. I asked them to complete the questionnaire honestly based on their personal experiences.

From what I had observed above, I found peer feedback was effective for them to be aware of using past forms. When they felt uncomfortable with their friends’ feedback they tended to clarify that they did not mean to write the wrong forms. On one hand, few students honestly confessed that they did not know the past form. However, on the other hand, the other students mostly confessed that they did know that they should have changed the verbs. This indicated that they affirmed themselves and their friends that they knew it. It was just a matter of forgetfulness.

Those who did not like this peer feedback felt uncomfortable because they hated their friends knew their mistakes. One student honestly said that he did not like that activity. I saw some students wrote their comment just to comfort their
friends. When I asked them whether they were sure with their word “Good” in the feedback paper, they just smiled and said, “Ra penak e, Mas” (I do not feel OK with it). It meant that they did not feel comfortable to commend or criticize their friends honestly. Here I found that the culture also helped them be aware of using past forms in writing narrative.

Yogyakarta, November 12th 2011
Researcher

Fransiskus Atita Nahur
Appendix H
Observation Sheets of Cycle One
**Observation checklist on the Activities of the Teacher**

**School**: SMA Negeri 2 Yogyakarta  
**Class**: X9  
**Day**: Saturday, November 5 and 12, 2011  
**Time**: 08:45 - 12:30

Please give check (√) on the right column based on the teacher’s performance during the observation! Give additional comment if it is needed.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Percentage</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher checks the readiness of the students to follow the lesson.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The teacher gives instructions clearly.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher explains the material clearly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The teacher masters the material.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The teacher uses English most of the time</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The teacher teaches the students based on the lesson plan.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The teacher’s voice is clear.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The teacher responds students’ questions well.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The teacher asks questions to the students.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The teacher gives verbal and non-verbal reinforcement to the students</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The teacher uses appropriate media while teaching.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The teacher motivates the students</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The teacher just sits in his chair during the lesson.</td>
<td>⬜</td>
<td>√</td>
</tr>
<tr>
<td>14.</td>
<td>The teacher controls the students in groups.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>The teacher accomplishes the objectives of the teaching and learning activities.</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

Observer: [Signature]

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**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
Observation checklist on the Activities of the Students

School : SMA Negeri 2 Yogyakarta
Class : X9
Day : Saturday, November 5 and 12, 2011
Time: 08:45 to 10:30

Please give check (✓) on the right column based on the students' activities during the observation! Give additional comment if it is needed.

<table>
<thead>
<tr>
<th>No</th>
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<th>Percentage</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>&lt; 25%</td>
<td>26-50%</td>
</tr>
<tr>
<td>1.</td>
<td>The students are ready to start the class</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The students pay attention to the teacher's instructions</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The students respond actively to the teacher</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The students do the task given by the teacher seriously</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The students ask questions</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The students understand teacher's explanation and instruction easily.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The students make some important notes during the class</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The students use their dictionary to find the meaning of new words.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The students enjoy the learning process</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The students are bored during the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The students are sleepy during the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The students mostly use English during the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The students enjoy discussing with their friends in group</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>The students complain about their friends' feedback</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Students complain about the tasks given by the teacher very often.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Observer: ____________________________
Appendix I
Lesson Plan and Teaching Materials of Cycle Two
LESSON PLAN
Second Cycle

School : SMAN 2 Yogyakarta
Subject : English
Class/Semester : X/I
Skill : Writing
Time allotment : 4x 45minutes

A. Competence Standard
6. Expressing meaning in short written functional texts and simple essays in the form of recount, narrative, and procedure in the context of daily life.

B. Basic Competence
6.2. Expressing meaning and rhetoric steps in written texts and simple essays using written language pattern accurately, fluently, and acceptably in daily life context in the form of narrative.

C. Indicator
a. The students are able to apply the rhetoric steps of a narrative text in their writing.
b. The students are able to apply the language features of a narrative text.
c. The students are able to use past tenses in a narrative text correctly.
d. The students are able to write good narrative texts.

D. Learning Purpose:
By the end of this study the students are able to write a good narrative text and apply past tenses correctly in it.

E. Learning material: Narrative Text

F. Learning Strategy: presentation, individual task, and peer feedback.
### G. Learning Activities

#### First Meeting

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-learning activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Greeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4) Short introduction and distribution of homework.</td>
<td></td>
</tr>
</tbody>
</table>

2. Main Activities

- b) The students are asked to observe their writings which have been checked by their friends.
- c) The students are to revise their writing based on their friends’ feedback and their own experiences in giving feedback to their friends’ writing.
- d) The students submit their revised version.
- e) The students make a review on narrative texts.
- f) The students write a new narrative based on the picture series provided.
- g) The students submit their writing.

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Post-Learning Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4) Confirmation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) The students make a review on the language features used in a narrative text.</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>d) Questions and answers.</td>
<td></td>
</tr>
</tbody>
</table>

#### Second Meeting

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre learning activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Greeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) The students are asked about the previous lesson</td>
<td>10’</td>
</tr>
</tbody>
</table>
2. **Main Activities**
   7) The students are gathered into groups of three or four.
   8) The students receive their draft from the previous lesson.
   9) The students listen again to the teacher’s explanation about *peer feedback* and how to apply it in groups.
   10) In groups, the students are asked to criticize and give feedback to their friends’ draft.
   11) The students revise their draft based on either their friends’ feedback or their own awareness.
   12) The students submit the first draft and the revised version.
   5’

3 Post learning activities:
   4) The students make review on the language features of a narrative text.
   5) Questions and answers
   6) The students answer the questionnaire distributed by the teacher researcher.
   10’

**H. Source and teaching media:**
   a. Teacher’s handout.
   b. LCD, white board

**I. Assessment:**
Form: Written: Students’ drafts
Rubric : Hughes’ scoring profile (Hughes’, 1989: 91-93)

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Score</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grammar</td>
<td>5</td>
<td>Some errors grammar or words order which do not, however, interfere with comprehension.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very Good</td>
<td>Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good</td>
<td>Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader’s part.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fair</td>
<td>Errors of grammar or word order very frequent; reader often has to rely on own interpretation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poor</td>
<td>Errors of grammar or word order so severe as to make</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>comprehension virtually impossible.</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>2. Vocabulary</strong></td>
<td>Very Good</td>
<td>Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fair</td>
<td>Limited vocabulary and frequent errors clearly hinder expression of ideas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>Vocabulary limitation so extreme as to make comprehension virtually impossible.</td>
<td></td>
</tr>
<tr>
<td><strong>3. Mechanics</strong></td>
<td>Very Good</td>
<td>Occasional lapses in punctuation or spellings which do not, however, interfere with comprehension.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fair</td>
<td>Frequent errors in spelling or punctuation; lead sometimes to obscurity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>Errors in spelling or punctuation so severe as to make comprehension virtually impossible.</td>
<td></td>
</tr>
<tr>
<td><strong>4. Fluency</strong></td>
<td>Very Good</td>
<td>Occasionally lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>‘Patchy’, with some structures or vocabulary items noticeably inappropriate to general style.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fair</td>
<td>Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>Communication often impaired by completely inappropriate or misused structures or vocabulary items.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>A ‘hotchpotch’ of half learned misused structure or vocabulary items rendering communication almost impossible.</td>
<td></td>
</tr>
<tr>
<td><strong>5. Organization</strong></td>
<td>Very Good</td>
<td>Material well organized; links could occasionally clearer but communication not impaired. The orientation is well-organized and the sequence of events is in good order.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>Some lack of organization; re-reading required for clarification of ideas. The orientation is well-organized but some events are not written in correct order.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fair</td>
<td>Little or no attempt at connectivity, though reader can deduce some organization. The orientation is not well-organized and some events are not written in correct order.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>Individual ideas may be clear, but very difficult to deduce connection between them. The orientation and events are not well-organized.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>Lack of organization so severe that communication is seriously impaired. There are no orientation and sequence of events.</td>
<td></td>
</tr>
</tbody>
</table>

**SCORE:** (gram: ___ + Voc: ___ + Mecha: ___ + Flu: ___ + Org: ___ ) X 4 = ____
**Learning Materials**

J. Please rearrange the following texts into a good story based on the pictures series!

| 1 | A beautiful girl | 2 | lived with her aunt | 3 | cooked |
| 4 | punished | 5 | aunt’s daughter | 6 | King’s messenger |
| 7 | aunt’s daughter sang | 8 | The Prince disliked | 9 | the beautiful girl sang |
| 10 | The prince liked | 11 | introduced to the King | 12 | married |
First Draft

Name: ____________________________

Class/SN: ____________________________

Title: ____________________________

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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
K. Group work: *Peer Feedback*

**Peer Feedback Form**

Title : ____________________________________________________________

Writer : ____________________________________________________________

Reader: ____________________________________________________________

*Please read your friend’s writing at least twice! Give a check mark (✓) in the appropriate column of each aspect and give your comment on it!*

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Very poor</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Grammar: How does the writer construct sentences? Are the sentences well-structured?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Language features: How does the writer use the language features? Does the writer use adverbs of time? Does the writer use V2 (past tenses) consistently and correctly?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Generic structures: Orientation: Does the writer clearly describe the characters, place, and time in his story? Complication: How does the writer tell the sequence of conflict/problem? Resolution: How does the writer describe the problem solving? Coda (optional): Is there any coda? How does the writer tell the moral message or comments of the story?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Additional comment:
L. Students Revise their writing

**Revised Version**

Name: __________________________________________________________

Class/SN: ______________________________________________________

Title: __________________________________________________________

________________________________________________________________

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________________________________________________________________

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Appendix J
Field Notes of Cycle Two
Field Note 1
First Meeting of Second Cycle

Today was the first meeting of the second cycle of my research. Unlike the previous meeting, this meeting was held on Thursday because last Saturday (November 19th, 2011) the students had *Evaluasi Pendalaman Materi*. So, I asked my collaborator teacher to have the meeting on Thursday. Thank God that my collaborator helped me get it. I arrived at the school at 10.45 a.m. because I would teach at 11.15 a.m. I met the teacher collaborator at 11.12 a.m. in front of the class where she was teaching. As the bell rang, she and I went into class X9. As usual, she asked for 5 minutes to distribute homework to the students. Then she pleased me to begin the teaching.

I greeted the students and they answered me enthusiastically. I was glad because of that good first impression. There were two students who were not in the class. One student was in teachers’ room; he came back to the classroom after 10 minutes. The other one was sick. I asked the students some questions enthusiastically. I asked them about what their previous lesson was. Actually, the previous lesson was also English. So, I said that they were lucky to have much time to learn English. Unfortunately, the students responded that they were little bit tired learning English. I promised them that they would only write and write again. As I had planned before, I motivated them by telling the benefits of learning English through writing. They did not show any specific expression hearing my words. However, I still found some students enthusiastic enough listening to my words.

Actually, in this first meeting of the second cycle I allocated the first 45 minutes to let them revise their first draft of the first writing. I asked them to gather in their group again. I distributed again their writing and the feedback from their friends. I asked them to observe first what they had written and what their friends had commended on their writing. The students showed specific expressions. Some of them just smiled looking at their writing. Some other directly asked their friends what they meant with the underline, question mark and
brackets. They wanted to confirm with their friends about the comment also. While they were observing their work, I distributed a blank paper for their revision. After that I asked them to revise their writing based on their friends’ feedback and their own knowledge. They were also allowed to expand or add some other ideas in their writing. The time was exactly like what I had allocated in my lesson plan. They had 30 minutes to revise their writing.

I walked around when they were revising their writing. Sometimes I had to answer some students asking about things that they were not sure. Mostly students asked new words in English, though they had dictionaries. Some others asked about sentence structure. And, the others asked about past tense forms such as V2. I asked them to consult their dictionaries, though somehow I told them the answer. I found that case as the indicator of their awareness dealing with the past tenses.

Some students just relied on their friends’ feedback. Those students just rewrote their writings and changed the errors they friends had underlined. Knowing that they did so, I told them that it was very possible for them to expand by adding more ideas or sentences in their writings. The students mostly reacted that they were tired and bored. This condition made them had no more ideas.

However, I also found the other students tried their best to add more ideas and sentences. They paid attention to not only the V2 errors, but also the content and ideas. One of the students made it up to two pages. She asked me a blank paper again. I gave her enthusiastically telling her that I appreciated her hard work. I asked orally some students whether they became more aware about the use of past tenses or not. They answered ‘yes’ with confident expression. After 30 minutes, I asked them to submit their revised version. After that they had 30 minutes for the second break. So, they had break at 12.00-12.30 a.m.

In the last 45 minutes, after the break, I provided another picture series for the second cycle. There were only a few students who were late coming into the class. I got more complain from the students because I asked them to write again. Now, I asked them to construct new idea based on the new pictures. I knew some faces showed that they did not like to write again. However, because my collaborator teacher was in the class, they did not show me explicit reactions. At
that time, I honestly begged their help and understanding telling that I just wanted
to know whether their writing became better and better or not. Furthermore, I
motivated them by challenging them whether they would work under mood or not.
After making sure that they chose not to be the slaves of their mood, I let them
think and go on with their writing.

Looking at the new picture series, some students asked me what the
pictures were about. Actually, the notes of the second picture series were different
from those in the previous one. In the previous picture series, the notes are stated
in sentences. Meanwhile in the second one, the notes were just stated in words and
phrases. I told them that they can imagine any ideas about the pictures based on
the words and phrases. Some students still did not catch the plot of the idea of the
pictures. The other directly found that the idea was taken from the story about
Bawang Putih dan Bawang Merah. So, the students who did not catch the plot of
the story finally realized that and showed their expression saying, “O gitu to...?”
(O, I see...). I motivated them again by telling that I wanted to know whether their
draft would be better than the previous one or not.

I walked around and observed the students. I repeatedly told them that they
had only 35 minutes to make the draft. Some students wrote directly, but the
others were still stuck thinking about their idea. Those who were stuck confessed
that they did not have idea. I asked why they did not start with the notes provided
above each pictures. One of the students told me that he wanted to make it more
interesting. He just wanted to make it different from what his friends might do. I
reminded him to pay attention to the time, though I also still let him think
creatively.

As the result, at the end of the meeting when they had to submit their
writing, I saw some students had not finished it yet. They looked unsatisfied
because I had to stop them. So, I told them that they still had the chance to revise
and develop their writing. The more important was that they became more aware
of using past tenses and constructing their idea according to the generic features of
a narrative text.
Based on the facts, students’ expressions and everything happened I found in the class today, I also realized some things. I realized that the students were getting tired with English. In my assumption, their tiredness and boredom were affected by two possibilities. Firstly, the previous English lesson, which was before my teaching on that day, made their mood down. When I asked them, at the beginning of my teaching, about what they learnt in the previous English lesson, some students expressed differently showing that they did not like to discuss furthermore about it. I inferred that as the indication of their uncomfortable feeling.

Secondly, I also suspected that the time made the students did not enthusiastic enough. They were enthusiastic answering my question at the beginning indeed, but when they came to the main activities, they tended to complain. The class started at 11.15 a.m. and ended at 01.15 p.m. I understood that they were tired enough. At such time, their brain might be weak enough to think creatively. I realized it and tried to overcome it by motivating the students. The situation might be quite hard but inner motivation could support the students to think and do it. I found that they did it, though I knew that they were not maximal enough.

I realize that time was also an important factor in writing process. Bad time condition might affect the students’ awareness and creativity. However, I did not think that the students would do worse than before. I found that the students were more aware the use of past tenses. They asked many times about many V2 of words they would use in their draft. They were just lazy to open their dictionary, but they did not forget to change the verbs again. It means that their tiredness did not affect much their awareness in using past tenses.

Yogyakarta, November 17th 2011
Researcher

Fransiskus Atita Nahur
Field Note 2
Second Meeting of Second Cycle

Today was the last meeting of my second cycle. As usual, I arrived at the school at 08.15 and waited for the time to teach. I met collaborator teacher and discussed about that last meeting for awhile. After that she shared about her business in making some report. Besides, my collaborator teacher confessed that she was not in good condition because she got a fever. I was sorry for that. She asked me about the possibility to leave the class early. I did not have other choice except to please her to do so. I understood her condition and even suggest her to have more rest.

We came into the class (X9) exactly when the bell was ringing. I let my collaborator teacher to have 5 minutes to distribute her additional exercises for the students. After that she let me teach. So, I started my set induction: greeting the students and asking about their condition. They were still enthusiastic. There was one student who was absent today. He was the student who was sick in the previous meeting. After making sure that they all were in good condition, I asked about their feeling in writing their draft on the last Thursday (November 17th 2011). Most of them shared that they were not satisfied enough because they were quite tired at that time so they had no ideas. Some of them did not finish making the drafts. So, I emphasized them that they would have more time to revise their draft. But, before they revised it, they had to go into their group again and did their peer feedback.

I gave them 35 minutes to be in group doing their peer feedback. Before they did it, I explained again about how to give marks and comments on their friends’ writing. I walked around the class again when they were doing their peer feedback. Most of them had understood enough what they had to do with their friends’ work. I saw some female students did it easily, especially in checking the past tenses form. They were more serious than before. They opened their own
dictionary and consulted some words they were not sure about. There were only a few students discussing about past tenses and grammar. That was the questions dealing with the grammatical confusion were less than those in the previous cycle. I was also glad because I saw them doing better also in giving comment to their friends. Even though they used Bahasa Indonesia, I saw the comments were more qualitative than what they did in the first cycle. Most of the students finished it earlier because most of them did not finish the draft on last Thursday.

At 09.25 a.m. I saw them all finished with their work. So, I asked them to share about their experiences in doing peer feedback. Some students shared that they were getting used to do that activity though they were not sure whether they had been good enough or not. They shared that they did not find difficulty in checking the use of past tenses. They only had little problem in giving the comments because their friends’ work had been finished yet. I appreciated and encourage them that I liked looking at them so serious and good in doing the activity. After that I let them have 15 minutes for break. My collaborator teacher asked me to handle the class by myself after the break because she felt dizzy and cold. I thanked her for her cooperating and kindness in helping me, even in her bad physical condition.

The students came into the class at 09.45 a.m. Even though there were some students came at 09.50 a.m., I was glad looking most of them directly joined with their groups. I thought it was a good start for them to revise their writing. However, before I let them revise their writing, I asked three students to share about their experiences in doing peer feedback. The students shared one by one that they found the activity helpful for them, especially in either improving writing skill or understanding narrative texts. One of them shared that giving comments was not easy for her because she was not sure with her English in expressing her ideas. So, she preferred to write it in Bahasa Indonesia.

After the sharing section, I asked all students to observe their own writing and their friends’ feedback. I let them discuss for a while if they were still confused with their friends’ feedback. I found no problem at all because most of
them understood why their friends gave certain marks or comments on their writing. Then I let them revise their writing using the paper I had prepared.

As usual, I walked around the class again and observed them doing it. I thought they were doing it seriously because they were not satisfied with their unfinished draft. Even though I still found some students were having a chat during the activity, I still saw some other students were so serious in revising and developing their ideas. They also open their printed and electronic dictionaries either to find additional new words or to consult the past form of certain verbs. Somehow they asked me about some difficult sentence structure or phrase. I answered them personally with short additional explanation so that I would not disturb the other students.

I asked them to submit at 10.20 a.m. so that I still had time to make a short review, distribute the questionnaire and express my gratitude. Some students could finish earlier. Some others finished it on time, and the other students were still writing at 10.20 a.m. I let them finish it while I was making a review and distributing my questionnaire. At the end of the meeting I expressed my deep appreciation and gratitude for their cooperation and hard work. I promise them that I will give them present as my appreciation for them. I asked them to answer the questionnaire after the class on the second break time. But the students answered it soon after I distributed it because the teacher for the next subject pleased them while he prepared teaching materials.

I was happy today because the students showed good progress in writing narrative especially in forming the tenses into past form. I hope their drafts and revision can be the proof and data for my research. More than that, I hope this process can help them increase their awareness in using past tenses when they are writing narrative text or the past form texts.

Yogyakarta, November 26th 2011

Researcher

Fransiskus Atita Nahur
Appendix K
Observation Sheets of Cycle Two
### Observation checklist on the Activities of the Teacher

**School**: SMA Negeri 2 Yogyakarta  
**Class**: X9  
**Day**: Saturday, November 12 and 26, 2011  
**Time**: 08.45 - 10.30

Please give check (✓) on the right column based on the teacher’s performance during the observation! Give additional comment if it is needed.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Percentage</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher checks the readiness of the students to follow the lesson.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The teacher gives instructions clearly.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The teacher explains the material clearly.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The teacher masters the material.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The teacher uses English most of the time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The teacher teaches the students based on the lesson plan.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The teacher’s voice is clear.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The teacher responds students’ questions well.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The teacher asks questions to the students.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The teacher gives verbal and non-verbal reinforcement to the students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The teacher uses appropriate media while teaching.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The teacher motivates the students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The teacher just sits in his chair during the lesson.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The teacher controls the students in groups.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The teacher accomplishes the objectives of the teaching and learning activities.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Observer: [Signature]

[Signature space]
### Observation checklist on the Activities of the Students

**School**: SMA Negeri 2 Yogyakarta  
**Class**: X9  
**Day**: Saturday, November 17 and 26, 2011  
**Time**: 08.00-10.20

Please give check (✓) on the right column based on the students activities during the observation! Give additional comment if it is needed.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Percentage</th>
<th>Note</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>25-50%</td>
<td>51-75%</td>
</tr>
<tr>
<td>1.</td>
<td>The students are ready to start the class</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The students pay attention to the teacher’s instructions</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The students respond actively to the teacher</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The students do the task given by the teacher seriously</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The students ask questions.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The students understand teacher’s explanation and instruction easily</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The students make some important notes during the class.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The students use their dictionary to find the meaning of new words.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The students enjoy the learning process</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The students are bored during the lesson</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>11.</td>
<td>The students are sleepy during the lesson</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>12.</td>
<td>The students mostly use English during the lesson.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>13.</td>
<td>The students enjoy discussing with their friends in group.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>14.</td>
<td>The students complain about their friends’ feedback.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>15.</td>
<td>Students complain about the tasks given by the teacher very often...</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

---

Observer: [Signature]

---
Appendix L
Questionnaire
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Kuesioner

Nama : ________________________________________________
Jenis kelamin : __________________________________________
No.Hp : ________________________________________________

A. Berdasarkan pengalaman Anda dalam belajar dan menulis teks naratif ini, jawablah pernyataan di bawah ini dengan memberi tanda centang (✓) pada kolom yang tersedia.

<table>
<thead>
<tr>
<th>NO</th>
<th>PERNYATAAN</th>
<th>SANGAT SETUJU</th>
<th>TIDAK SETUJU</th>
<th>SETUJU</th>
<th>SANGAT SETUJU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saya suka menulis dalam bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Saya ingin pandai menulis dalam bahasa Inggris.</td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>Saya sudah memahami karakter karangan berbentuk naratif.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Saya suka bekerja kelompok dalam bentuk peer feedback.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Teman-teman membantu saya dalam menyadari kesalahan-kesalahan saya dalam berbahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Sebelum pembelajaran dengan teknik peer feedback, saya sering lupa mengubah kata kerja ke dalam bentuk past tense dalam menulis teks naratif.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Saya masih kesulitan dalam mengubah bentuk present tense ke past tense.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Saya suka mencermati dan menanggapi tulisan teman-teman.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Saya suka tulisan saya</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. **Peer feedback** membantu saya untuk menyadari pemakaian bentuk *past tense* dalam menulis teks naratif.

11. Dengan mengoreksi tulisan teman-teman, saya belajar untuk kritis dalam pemakaian past tenses dan gramatika lainnya.

12. **Feedback** dari teman-teman atas tulisan saya sangat membantu saya menyadari pemakaian bentuk past tense dan gramatika lainnya dalam teks naratif.


14. Saya memberikan komentar dan koreksi yang saya yakin benar.

15. Saya lebih percaya komentar dan koreksi dari guru dibanding koreksi teman-teman.

B. Jawablah pertanyaan-pertanyaan di bawah ini dengan singkat dan jelas berdasarkan pengalamanmu!

1. Apakah kendala yang kamu hadapi dalam pembelajaran bentuk *past tenses*?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
2. Bagaimana pendapatmu mengenai peran teman-teman dalam mencermati dan menanggapi tulisanmu?

____________________________________________________________
____________________________________________________________
____________________________________________________________

3. Apakah kendalamu dalam mencermati dan menanggapi tulisan teman-temanmu?

____________________________________________________________
____________________________________________________________
____________________________________________________________

4. Apakah dengan mencermati dan menanggapi tulisan teman-teman Anda semakin menyadari penggunaan bentuk past tense dalam menulis naratif teks? Mengapa?

____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________

5. Apakah peran teman-teman dalam mencermati dan menanggapi tulisan Anda membantu Anda untuk semakin sadar akan penggunaan bentuk lampau (past tenses) dalam menulis teks naratif? Mengapa?

____________________________________________________________
____________________________________________________________
____________________________________________________________
Appendix M
The Raw Data of Questionnaire from Cycle One
# RAW DATA OF QUESTIONNAIRE

**First Cycle**

## PART A

<table>
<thead>
<tr>
<th>NO</th>
<th>STATEMENTS</th>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(\Sigma)</td>
<td>(%)</td>
<td>(\Sigma)</td>
<td>(%)</td>
</tr>
<tr>
<td>1.</td>
<td>I like writing an English text.</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>22.58</td>
</tr>
<tr>
<td>2.</td>
<td>I want to be able to write in English well.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>I have understood the characteristics of a narrative text well.</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>25.80</td>
</tr>
<tr>
<td>4.</td>
<td>I like working in a group and giving feedback to each other (peer feedback).</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>16.13</td>
</tr>
<tr>
<td>5.</td>
<td>My friends helped me be aware of my mistakes in writing an English text.</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>9.67</td>
</tr>
<tr>
<td>6.</td>
<td>Before the learning with peer feedback technique, I often forgot to change verbs into past forms (V2).</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>6.45</td>
</tr>
<tr>
<td>7.</td>
<td>Changing present form into past form is still difficult for me.</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>41.93</td>
</tr>
<tr>
<td>8.</td>
<td>I like checking and giving comments to my friends’ writing.</td>
<td>1</td>
<td>3.22</td>
<td>12</td>
<td>38.71</td>
</tr>
<tr>
<td>9.</td>
<td>I like my friends criticize my writing.</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>12.90</td>
</tr>
<tr>
<td>10.</td>
<td><strong>Peer feedback</strong> helps me be more aware of using past forms in writing a narrative text.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3.22</td>
</tr>
<tr>
<td>11.</td>
<td>By correcting my friends’ work, I learned more about how to use past forms and other grammatical rules.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6.45</td>
</tr>
<tr>
<td>12.</td>
<td><strong>My friends’ feedback</strong></td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6.45</td>
</tr>
</tbody>
</table>
13. I believe in my friends’ correction and comments.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>16.13</td>
<td>25</td>
<td>80.65</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

14. I am sure that my correction and comments were true.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6.45</td>
<td>8</td>
<td>25.80</td>
<td>19</td>
<td>61.29</td>
<td>2</td>
<td>6.45</td>
</tr>
</tbody>
</table>

15. I believe in my teacher’s correction and comment rather than my friends’ correction and feedback.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
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<tbody>
<tr>
<td>0</td>
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<td>14</td>
<td>45.16</td>
<td>13</td>
<td>41.93</td>
<td>4</td>
<td>12.90</td>
</tr>
</tbody>
</table>

**PART B**

6. What is your obstacle in using Past Tenses?

- I forget to change the verbs into past tense (6)
- I’m still confused with the use of past tenses (2) sometimes (1) in constructing the sentences using past forms (2)
- I am confused about when I should use past tenses (2)
- Diction of verbs (1)
- I don’t know the past form of some verbs (3)
- I forget some irregular verbs (2)
- The meaning of some words (2)
- Passive forms (1)
- Grammar (2)
- Past perfect continuous (1)
- Lack of vocabulary (1)
- I am inferior if my friends can do that faster than me (1)
- I am lazy (1)

7. How do you think about your peers’ role in checking and giving feedback on your writing?

- They are very helpful in correcting my errors in writing (4) and showing my errors that I do not realize before (5)
- They help me be better in writing (6)
- They are enthusiastic enough
- They are very helpful for me in my learning process (4)
- Even though they are little bit slow, they are important for me
I am interested in their roles as well as my role in correcting errors in our writing (1)
They appreciate my work
I doubt whether they corrected my work well or not, because we are still learning (1)
Very Good (5)
Pretty good (3)

8. What is your obstacle(s) when you were checking and giving feedback to your peers/friends’ writing?

- Sometimes, my friends’ writings and the meaning they want to portray are not clear enough in their sentences (8)
- If I do not know the past form (V2) of a verb, especially irregular verbs (4)
- I am afraid that my corrections are not accurate (8)
- It is still difficult because I am still confused how to correct it (4)
- My English is not really good (1)
- Confusing sentences (2)
- I feel I am not worthy to correct others’ work (1)
- I am afraid of making wrong correction (1)

9. Do you think that checking and giving feedback to your friends’ writing made you become more aware of using past tenses in writing narrative texts? Why?

- Yes, because it helps me think critically and aware of my mistakes (6)
- Yes, because I can learn from my friends’ writings, and I can remember about past forms in narrative texts (3)
- Yes, because checking and correcting others’ writing make me think and learn to be more thoroughly (3)
- Yes, because I become more aware of my errors and because my friends give me direct comment to show my mistakes (1).
- Yes, because I can also learn about grammar and past tenses (2)
- Yes, because the activity deepens my knowledge (1)
- Yes, because human beings learn from either their own or others’ mistakes (1)
- Yes, because we are asked to criticize words and sentences to identify the errors.
- Yes, because it helps me be better in writing (in English)
- Yes (2)
- Yes, little bit, because we still make mistakes (2)
- It’s pretty good, because it is clearer for me now.
• Hopefully.
• Not yet. I am still confused (2).

10. Do you think that your friends’ roles in giving feedback to you made you become more aware of using past tense in writing narrative texts? Why?
• Yes, because they remind me to always use past tenses in writing a narrative text (4).
• Yes, because they help me be able to write a good narrative text (2)
• Yes, because they help me be aware of my errors in using past tenses (1)
• Yes, they give me good feedback and correction (4) and I will try my best to better by learning from their feedback (2)
• Yes, because there are more examples for me
• Yes, because my friends help me identify the errors in writing (4)
• Yes, their roles are helpful for me (2)
• Yes, I am glad to see they identify my errors (2)
• Yes, because my friends’ writings are better than mine (1) and I am shy with my friends, so I have to learn more (1). 
• Yes, little bit, because they enrich my vocabulary (1)
• Yes (2)
• Hopefully (1)
Appendix N
The Raw Data of Questionnaire in Cycle Two
<table>
<thead>
<tr>
<th>NO</th>
<th>STATEMENTS</th>
<th>STRONGLY DISAGREE</th>
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<th>STRONGLY AGREE</th>
</tr>
</thead>
<tbody>
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<td>I like writing an English text.</td>
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<tr>
<td>2</td>
<td>I want to be able to write in English well.</td>
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<td>10.00</td>
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<td>4</td>
<td>I like working in a group and giving feedback to each other (peer feedback).</td>
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<td>My friends helped me be aware of my mistakes in writing an English text.</td>
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<tr>
<td>6</td>
<td>Before the learning with peer feedback technique, I often forgot to change verbs into past forms (V2).</td>
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</tr>
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<td>5</td>
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<tr>
<td>7</td>
<td>Changing present form into past form is still difficult for me.</td>
<td>0</td>
<td>0</td>
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<td>40.00</td>
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<td>I like checking and giving comments to my friends’ writing.</td>
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<tr>
<td>9</td>
<td>I like my friends criticize my writing.</td>
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<td>3.33</td>
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<td></td>
<td>6</td>
<td>20.00</td>
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<tr>
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<td>Peer feedback helps me be more aware of using past forms in writing a narrative text.</td>
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grammatical rules in writing narrative texts.

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**PART B**

11. What is your obstacle in using Past Tenses?
   - It is difficult because I haven’t memorized all past forms (4).
   - The grammar or the structure of sentences. I still make mistyping (1).
   - Past perfect form (1)
   - I do not really know when I should change (1)
   - Verb (2)
   - I often (or sometimes) forget to change to the V2 form (6)
   - Lack of ability in changing the tense (1).
   - Past tense forms (2)
   - When I do not concentrate (1)
   - I am still confused with irregular verbs (1)
   - Sometimes, I was confused. But after doing the peer feedback I aware of using past tenses in narrative text (1)
   - Lack of vocabulary (1)
   - Sometimes, I do not know the V2 form of the verbs. Sometimes I forget (1)
   - Changing the V1 to V2 (4)
   - I often forget the past forms and the sentence forms (1)
   - Passive form and the sentence that uses “when” and “while” (1)
   - *No answer* (2)

12. How do you think about your peers’ role in checking and giving feedback on your writing?
   - They are very helpful for me. So, I know and realize my errors in writing (7).
   - They are very helpful, and I can remember their correction and feedback in writing (4)
They are very helpful (7)
They can show me the errors in my writing accurately (2).
Their role is very important for me because they helped me measure my ability in writing and they show me my errors (1)
My friends’ role was very helpful for me because by showing my errors in my writing, they helped me write the correct form so that I will not make the same errors again later on (1).
Positive. They help me write a narrative text well (1)
Sometimes their corrections are still not accurate, so I am still not sure with their correction (1).
They were helpful enough, though sometimes their feedback was confusing (1).
Very good (1)
Good (3)
I was glad because of their feedback. But, there were some friends who felt that they were right all the time. It made me felt inferior (1)
No answer (1)

13. What is your obstacle(s) when you were checking and giving feedback to your peers/friends’ writing?
• The letters were not clear (3)
• I could not correct accurately because I did not know grammar. My Junior High School teacher did not teach us grammar (1)
• There were some confusing sentences (1)
• Squiggle (1)
• I have no problem anymore (1)
• I am not master in it (1)
• I was not so sure (1)
• I was afraid of making wrong correction (3).
• Nothing (3)
• I myself was confused (4)
• Grammar and vocabulary. Difficult how to say my comments/feedback (4)
• I do not know yet (2)
• If my comment was wrong, my friend just believed in me (1)
• I could not check in detail (1)
• I was also still confused the correct form (1)
• I also forgot the irregular verb (1)
• I was afraid of my friend’s complain. It could make us break up (1)
• I haven’t understood the narrative text. (1)
14. Do you think that checking and giving feedback to your friends’ writing made you become more aware of using past tenses in writing narrative texts? Why?
- Yes, because I also could understand the past tenses (1)
- Yes, I can realize which ones are wrong (2)
- Yes, because it made me realize my own errors (5)
- Yes, because I could learn from my friends’ mistakes (4)
- Yes, because by correcting my friends work, I can remember to change verbs into past forms (4).
- Yes, because it helped me be more aware of using past tenses (3).
- Yes, because I finally knew my own errors. From that experience I could correct myself especially in using past tenses (2).
- Yes, because when I read my friends’ writing I knew the errors (1)
- Yes, because we will face something...(1)
- Yes, because it helped me be more critical in writing narrative texts (1).
- Yes, because I could learn something (1).
- Yes, because it made me remember again about how to write a narrative text (1).
- Yes, because they knew which ones were wrong (1)
- Yes, it also made my friends realize how important English is (1)
- Yes (2)
- Hopefully, because by correcting my friends’ work, I can understand more. (1)

15. Do you think that your friends’ roles in giving feedback to you made you become more aware of using past tense in writing narrative texts? Why?
- Yes, because of their feedback, I can be more aware of using past tense (5)
- Of course, because I became more aware of my grammatical errors so that I can be perfect (1)
- Yes, it made me think a lot about past tense (1)
- Yes, because my friends gave me feedback and suggestions (2)
- Yes, because I can learn from my mistakes (4)
- Yes, because it reminded us about using past tense in narrative texts (2).
- Yes, because they helped me correct my errors (1)
- Yes, because I often forgot the past form, so my friends helped be remember the tense again (2).
- Yes, because sometimes we were shy. So, I hope next time I will not make errors again (1).
- Yes, they did (3)
• Yes, because I knew my friends corrected my work well, though I was not so sure (2)
• Not really, because they did not correct my work accurately (1)
• Yes, because my friends’ feedback was very helpful for me (2)
• Yes, because this method helped us discuss and give feedback to each other (2)
• Incomplete answer (2)
Appendix O
Interview Guide
Interview Guide

Main Questions Used:

1. Apakah kamu sudah paham tentang naratif? Sejauh mana?
2. Apa kesulitanmu dalam menulis sebuah teks naratif?
3. Apakah ada kesulitan dalam pemakaian bentuk lampau dalam menuis sebuah teks naratif? Apa saja?
4. Apakah kamu sering lupa mengubah bentuk kata kerja ke dalam bentuk lampau (past tenses) saat menulis teks naratif? Kenapa?
5. Sejauh mana peer feedback membantumu dalam menyadari pemakaian bentuk past dalam menulis teks naratif?
6. Apakah kamu suka mencermati tulisanmu sendiri dan tulisan temanmu? Mengapa?
7. Menurut kamu mana lebih baik, tulisanmu dikoreksi sendiri atau dikoreksi oleh orang lain? Kenapa?
8. Apakah pengalaman mengoreksi pekerjaan teman-teman membuat kamu sendiri juga hati-hati dalam menulis teks naratif, terutama dalam menggunakan bentuk lampau (past tense)? Mengapa?
9. Apakah koreksian teman-teman membantu kamu untuk lebih hati-hati dalam menggunakan bentuk lampau?
10. Apakah saat kamu merevisi tulisanmu kamu menjadi lebih hati-hati dengan penggunaan bentuk lampau?
Appendix P
Interview Transcripts
Interview Transcript
Place: TCR Room, SMA N 2 Yogyakarta

Note:
Q: Interviewer
A: Interviewee

Interviewee: Student #17

Q: Selamat pagi.
A: Selamat pagi.
Q: Iya, kita mulai saja ya interviewnya. Okay, Eh… kamu sudah paham belum tentang Narative ini sebenarnya?
A: Saya sudah paham tentang Narative.
Q: Eh, sejauh mana?
A: Eh… Tentang bentuk Past tense?
Q: Iya…
A: Tentang eh…yah Narative itu merupakan bentuk…suatu bentuk cerita.
Q: Oh begitu ya, ada kesulitan gak dalam menulis…?
A: Kesulitannya yaitu untuk menerjemahkan. Misalnya eh… verb yang past, misalnya di bahasa Indonesia itu apa terus di bahasa Inggrisnya itu apa, terus kadang-kadang sering lupa dalam merubah verb.
Q: Iya lupa yah..
A: Iya..
Q: Ehe okay. Terus eh… waktu itu kesulitannya dalam pemakaian bentuk lampau gitu yah?
A: He’em..
Q: Apalagi kesulitan lain?
A: Yah..itu.
Q: Itu saja ya.
A: Iya…
Q: OK. Jadi seing lupa juga mengubah bentuk?
A: Sering lupa tapi nanti kalau dibaca lagi itu kan nanti kita balik membaca lagi. Nah, itu kan kita eh ini kalau misalnya nah itu udah bisa terselesaikan dengan kita mengerti lagi.
Q: Kira-kira kenapa lupa biasanya?
A: Eh.. bukan lupa misalnya kan ada bentuk Narative itu ada yang diubah ke bentuk “verb” 2 ada yang dibelakangnya “to” itu yang ngga usah diubah.
Q: Oh, begitu.
A: Terus yang depannya misalnya ada bentuk verb yang harus diubah ke bentuk verb 2 nah kadang-kadang itu lupa kalau kalau misalnya di belakang bentuk “to” itu diubah juga ke bentuk past tense nah itu, Mas.
Q: Oh itu ya. OK. Kemarin kan kita kerja dalam kelompok yah bentuk peer feedback itu jadi temen-temen memberi feedback. OK, menurutmu membantu ngga itu untuk membuat kamu sadar kembali oh kalau saya harus menulis Narative itu harus pakai past tense, membantu?
A: Yah, membantu.
Q: Hm, sejauh mana?
A: Karena itu kan apa itu kan juga apa temen itu menilai pekerjaan kita. Nah, itu kita juga temen memberikan saran ini seharusnya eh kata-kata ini ngga dipakai yang bener itu gini atau ini kamu lupa mengubah bentuk ini, ini harusnya yang belakangnya ngga usah diubah gitu.
Q: Oh gitu, lalu kemudian itu oh iya dalam bentuk past juga termasuk.
A: Iya.
Q: OK, kamu suka mencermati tulisan orang lain?
A: Suka.
Q: Suka yah? Kenapa?
A: Yah, untuk menambah pengetahuan kita.
Q: OK, baik. Nah menurut kamu, lebih baik mana tulisanmu dikoreksi sendiri atau dikoreksi orang lain?
A: Koreksi oleh orang lain karena kalau kita mengoreksi sendiri itu kan menurut kita itu yang benar tapi menurut orang lain itu kan belum tentu benar. Nah, nanti kita diberi saran ini seharusnya yang mana, lebih baik yang mana gitu.
Q: Nah, pengalamanmu mengoreksi pekerjaan temen-temen, apakah membuat kamu lebih berhati-hati dalam menulis?
Q: Ehem..nah apakah berarti koreksian teman-temanmu membantu untuk lebih hati-hati dalam penggunaan bentuk lampau?
A: Iya, karena kembali mengingatkan kita pada bentuk past tense yang perlu diubah.
Q: OK, pertanyaan terakhir yah. Nah, kamu saat kamu merevisi tulisanmu kemarin kan terus terang ada revisi lagi kan nah itu kamu menjadi lebih hati-hati terutama dalam bentuk lampau nggak?
A: Iya.
Q: Jadi lebih ingat yah?
A: Iya, lebih mengingatkan kita.
Q: Oh gitu, baik itu maksud yang lain. Terima kasih banyak yah.
A: Iya, makasih.
Q: Iya.

**Interviewee 2: Student #29**

Q: OK, selamat pagi yah.
A: Iya,
Q: Kita kemarin belajar bersama tentang Narative. Kamu sendiri sudah paham belum tentang Narative itu?
A: Udah.
Q: Sejauh mana kira-kira?
A: Yah, karena udah belajar dari SD yah.
Q: Sudah sejak SD belajar itu?
A: Udah.
Q: Jadi, bukan hal yang baru lagi yah?
Q: OK, ada kesulitan dalam menulis teks Narative?
Q: Nggak lagi yah?
A: Ehem...
Q: Ok, ehm.. gimana nih dalam pemakaian bentuk lampau? Apakah ada kesulitan?
A: Nggak...
Q: Oh..hanya karena ngga buka kamus. Nah... dalam pengalamanmu ketika menulis draft narative itu, kamu merasa sering lupa ngga mengubah kata kerja bentuk pertama ke bentuk lampau?
Q: Nggak lagi yah? Ok.
A: Yah mungkin kadang-kadang.
Q: Kadang-kadang lupa. kadang atau sering?
A: Kadang.
Q: Kadang yah. Lho itu kenapa biasanya?
A: Ehm? Yah...hehehehe.... ceroboh ja...
Q: Ceroboh yah? Ok, nah kan kemarin temen-temen juga ehm..apa sih namanya mengkoreksi pekerjaanmu sama temen-temen, sejauh mana sih peer feedback itu eh temenmu membantu dalam menyadarkan kamu kembali pemakaian bentuk past dalam menulis teks Narative?
A: Kayak gimana?
Q: Membantu ngga? Sejauh mana?
A: Membantu banget.
Q: Ok, kamu sendiri suka mencermati tulisan temen?
A: Suka.
Q: Kenapa?
A: Yah..itu berarti kita eh.. otomatis belajar lagi itu loh...
Q: Oh...
A: Terus kalau misalnya ada kosa kata baru.
Q: Belajar dari kesalahan temen?
A: Iya itu juga.
Q: Ok, mana menurut kamu lebih baik tulisanmu dikoreksi sendiri atau oleh atau dikoreksi oleh temenmu?
A: Dikoreksi oleh temen.
Q: Kenapa?
A: Yah kalau dikoreksi sama temen kita jadi apa bisa sharing itu.
Q: Iya iya.. ok, nah..pengalaman mengoreksi pekerjaan teman-teman, apakah dari pengalaman itu kamu jadi lebih kalau misalnya kamu menulis lagi teks Narative kamu lebih ingat oh saya harus pakai eh past tense, apakah seperti itu?
A: Iya.
Q : He’em…
A : Iya.
Q : Hehehehehe…. Ok, eh itu kenapa yah kira-kira?
A : Hah?
Q : Kenapa? Kenapa membuat kamu lebih eh kesadaranmu meningkat ketika kamu mempunyai pengalaman dikoreksi dan mengoreksi?
A : Yah…biar bisa menjadi lebih baik lagi.
Q : Oh gitu yah..he’em..apakah koreksian temen-temenmu atau feedback dari temen-temenmu membantu kamu lebih berhati-hati dalam menggunakan bentuk lampau khususnya?
A : Iya.
Q : Iya yah? Nah..saat kamu merevisi tulisan temenmu eh tulisanmu sendiri, apakah kamu juga apa sih lebih berhati-hati dalam menulis bentuk lampau gitu?
A : Ehm…
Q : Verba kedua.
A : Kadang ngga sih.
Q : Waktu kemarin revisi itu?
A : Yah…
Q : Lebih ingat? Ehm..baik itu saja yang saya pengen tahu, terima kasih banyak yah..
A : Iya.
Q : Iyo.

**Interviewee 3: Student #26**

Q : Ok, berdasarkan pengalamanmu aja. Siap yah..
A : Ok.
Q : Ok, baik. Selamat pagi.
A : Pagi mister.
Q : Ok, nah kemarin kita sudah belajar tentang Narative itu yah.
A : Iya.
Q : Kamu sendiri sudah paham betul ngga Narative ini?
A : Ehm.. semenjak diajari diajari yang pakai peerfeedback itu, aku jadi tambah dong cara-cara pemakaian Narative, past tense dan segitu-gitu neh.
Q : Oh..fitu.. sejauh itu yah, jadi language featurenya.
A : Grammarnya juga.
Q : Ok baik. Kesulitanmu sendiri dalam menulis teks Narative apa sih?
A : Ehm.. apa yah?
Q : Yang kamu ngalamin aja kemarin.
A : Ehm.. aku lupa eh mister.
Q : Kamu lupa kesulitanmu?
A : He’em.
Q : Heheh..ok..hehe.. ok. Eh nah itu dalam saat kamu menulis teks Narative yah terus harus pakai bentuk lampau, ada kesulitan ngga?
Q : Nggak kesulitan untuk eh mengubah itu sebenarnya? Tetapi lupa ngga sering lupa ngga untuk mengubah bentuk pertama ke bentuk kedua?
Q : Kemarin temen-temenmu memberi apa garis bawah itu yang salah itu, ada?
A : Ada.
Q : Itu kenapa?
A : Kebalek-balek.
Q : Oh hehehehe…. jadi bukan kaususnya karena past tensenya yah.
A : Bukan.
Q : Oh baik-baik. Nah ok, Sejauh mana sih kemarin itu peer feedback itu membantu kamu menyadari pemakaian bentuk past dalam menulis Narative teks? Sejauh mana?
A : Sejauh mana yah?
Q : He’em. Kira-kira menurut kamu membantu ngga itu peerfeedback?
A : Membanntu. Yang tadinya salah sekarang jadi bener, yang itu misalnya tuh“to change”nya itu kan harusnya “to” sama “verb 1” nah tadinya itu kirain kalo dibelakang “to” boleh pakai eh… apa “verb-ing” kayak gitu-gitu.
Q : Berubah kedua gitu yah?
A : He’em.
Q : Hmm..baik-baik. Nah, suka mencermati tulisan sendiri dan tulisan temenmu?
A : Hehe.. ngga suka.
Q : Kamu ngga suka?
Q : Hehe..kenapa?
A : Nggak suka aj.
Q : Nggak suka aj?
A : He’em.
Q : Ok, kalau misalnya diberikan pilihan, menurutmu mana yang lebih baik kamu mengoreksi tulisanmu sendiri atau koreksi tulisan temenmu?
A : Dikoreksi temen.
Q : Mengoreksi punya temen?
A : Iya.
Q : Kenapa?
A : Hah maksudnya? Kan dikoreksisama temen kan? Pekerjaan kita?
Q : Nggak. Kamu, kamu, ketika kamu mengoreksi ini pekerjaanmu dan ini pekerjaan temenmu mana yang lebih kamu suka koreksi pekerjaanmu sendiri atau punya temenmu?
A : Koreksi punya temen.
Q : Punya temen, kenapa?
A : Karena kalau kita ngoreksin punya kita sendiri berarti kan kita kan mesti ngiranya pekerjaan kita udah bener-bener.
Q : Ho’o yah.heheheh..ok, baik. Ehmm..apakah pengalaman mengoreksi pekerjaan temen-temen membuat kamu sendiri juga hati-hati dalam menulis teks Narative? Lebih gimana gitu oh saya tuh harus begini harus begini.Dari pengalaman itu kamu menjadi lebih berhati-hati ngga?
A : He’em.  
Q : Iya yah?  
A : Iya.  
Q : Oh gitu, ehm..dalam penggunaan bentuk lampau juga?  
A : Iya.  
Q : Kenapa pengalaman itu membuat kamu menjadi lebih berhati-hati?  
A : Kan belajar dari kesalahan, kemarin-kemarin salah tapi setelah dikoreksi sama temen jadi bener.  
Q : Ok, kalau gitu saat kamu menulis revisimu itu kemarin menjadi lebih berhati-hati ngga? Terutama eh bentuk lampau gitu yah?  
A : Iya.  
Q : Oh gitu, itu saja?. Terima kasih banyak yah…  
A : Iya, Makasih, Mister.  
Q : Iya.

**Interviwee 4: Student #22**  
Q : Ok Selamat siang .  
A : Kurang keras.  
A : Iya.  
Q : Ok, udah siap? Yah ampun Cuma mau jawab doang. Maju dikit..  
A : Yah.. aku ngga tahu eh..  
Q : Maju dikit biar bisa.. ok, kemarin kita belajar tentang Narative kan?  
A : Iya.  
Q : 2 kali masuk lagi. Nah kira-kira kamu sudah paham betul ngga tentang Narative? Menulis Narative lah..  
A : Ehm… kalau paham betul sih belum.  
Q : Belum?  
A : He’em.Tapi kalau menghafal bentuk lampau paham.  
Q : Sebagian?  
A : Iya. Tapi kalau itu tulisanya pakai tenses itu susah.  
Q : Susahnya kenapa?  
A : Soalnya ngga hafal tensesnya jadi ngga tahu.  
Q : Ha’a. tapi sadar kalau itu harus diubah gitu?  
A : Sadar.  
Q : Setelah peer feedback yah?  
A : Hehehehe…  
Q : Gimana? Yah udah kesulitanmu dalam menulis teks Narative kemarin itu apa?  
A : Yah itu tensesnya itu loh mas.  
Q : Tensesnya grammarnya?  
A : Iya.  
Q : Ok, ehm… kalau dalam pemakaian bentuk lampau saat menulis teks Narative itu kesulitannya tadi yah?  
A : Iya.
Belum tahu aja. Ok saya mau tanya lagi, apa kamu sering lupa mengubah bentuk kata kerja ke dalam bentuk lampau saat menulis teks Narative?
A : Iya, he’e.
Q : Kenapa itu biasanya?
A : Namanya juga lupa mas berarti yah lupa.
Q : Heheheh, o ya iya, hehehehe.. ok, terus ada sejak apa peer feedback itu kemarin.
A : Oh iya.
Q : Teman-teman mengoreksi punyamu terus kamu kasih comment, feedback ke teman, sejauh mana sih itu kemarin membantumu dalam menyadari pemakaian bentuk past? Sejauh mana?
A : Maksudnya?
Q : Sejauh mana teman-teman, komentar teman-teman, pengalamanmu itu membantu kamu untuk meningkatkan kesadaranmu untuk tidak lupa?
A : Oh.. he’em cukup membantu yah soalnya kan apa ya jadi yang digaris bawahi itu salah, terus harus dibenerin.
Q : He’em.
A : Yah.. yah itu.
Q : He’em.. he’em… berarti sangat membantu?
A : Cukup.
Q : Cukup membantu. Kamu suka mencermati tulisanmu sendiri atau tulisan temannya? Kemarin itu..
A : Eh.. lebih.. sebenarnya dua-duanya ngga suka.
Q : Kamu ngga suka? Mana…
A : Iya.
Q : Kalau dibandingkan ok kalau dibandingkan kamu mencermati tulisanmu sendiri atau tulisan temannya?
A : Temen.
Q : Tulisan temen? Kenapa?
A : Karena kalau tulisan sendiri itu ngga bakal bisa ngerti yah salah tuh yang mana tuhnya tu itu yang benar.
Q : He’e. tapi kalau misalnya punya temen bisa mudah?hehhehehehe
A : Hehehehehehehehe..
Q : Bisa tahu salahnya?
A : Yah.. ngga.hehehehehe
Q : Hehehehe.. ok, ehm.. kan kemarin mengalami gitu yah eh temanmu memberi komentar tulisanmu, first draft itu kamu juga memberi komentar pada tulisan temanmu. Pengalamanmu itu kemarin, apakah membuat kamu sendiri lebih berhati-hati ngga dalam menulis teks Narative terutama penggunaan bentuk lampau?
A : Ehh..
Q : Apakah membantu?
A : Membantu tapi kalau lupa ya gimana.
Q : Memang lupa lupa bentuk aslinya?
A : Nggak lupa tapi kalau udah ke verb duanya.
Q : He’em, tapi kamu tahu kalau di situ harus paka verb 2?
A : Iya kan masalahnya kalau kata kerja itu.
Q : Kalau first draft kadang-kadang lipat aja gitu ya? Ngga?
A : Yah gimana ya mas? Soalnya akan itu kan waktu itu kan mepet toh jadi kan
disuruhnya cepet-cepet yah cepet-cepet.
Q : Akhirnya lupa? Okd, koreksian temen-temenmu menurutmu membantu ngga?
A : Membantu.
Q : Kenapa?
A : Soalnya kan…
Q : Terutama dalam bentuk lampau ni.
A : Gimana ya? Temen-temen saya kan pinter-pinter toh mas berarti
kan..hehehehhe
Q : Tapi kan kamu punya kamus.
A : Iya tapi kan ya itu tadi toh mas lupa… yah ampun..
Q : Yah… okd, baik pertanyaan terakhir ya Pi.
A : Iya.
Q : Eh.. saat kamu merevisi tulisan kamu sendiri kemarin itu apakah kamu
kesadaran kamu meningkat bahwa kamu harus menggunakan bentuk
lampau? Kamu semakin sadar oh iya saya menulis ini jangan sampai lupa
bentuk lampauanya, meningkat ngga dibandingkan dengan saat kamu menulis
first draft?
A : Oh iya meningkat, soalnya sebelumnya kan udah dikoreksiin sama teman toh
udah dikasih tahu yang salah yang mana.
Q : Dan tidak mau kesalahan dibuat ulang.
A : Insyah Allah.
Q : Hehehe… oh itu. Baik terima kasih. Udah selesai,ok..

Interviewee 5: Student #28
Q : Baik, selamat pagi.
A : Pagi.
Q : Ok, ehm.. kemarin kita belajar tentang Narative ya?
A : Iya.
Q : Nggak usah liat yang ini, nanti saya Tanya aja.hehehe
A : Hehehehe…
Q : Eh.. apa ya sudah kamu pahami tentang Naratif?
A : Pengertian Narative?
Q : Pengertian Narative, kamu sudah paham betul?
A : Belum.
Q : Belum ya? Tapi sejauh mana pemahamanmu, apa yang kamu tahu? Kemarin
itu?
A : Ehm…
Q : Tentang Narative..  
A : Bentuk past tense.
Q : Past Tense, Language Feature ya?
A : Iya.
Q : Kalau Generic Structure masih ingat
Q : Nggak yah? Yang reorientasi, complication, ok. Kesulitanmu untuk menulis sebuah teks Narative tuh apa sih sebenarnya?
A : Past Tense-nya.
Q : Untuk mengubah Past Tense?
A : Iya.
Q : Itu kenapa yah?
A : Bingung yang irregular sama regular.
Q : Oh.. masalah regular.. tapi soal.. saat kamu menulis tuh kamu inget bahwa ini harus Past Tense?
A : Iya.
Q : Setelah direvisi atau waktu pertama kali kamu menulis?
A : Di pertama kali nulis.
Q : Di pertama kali nulis yah? Ok, kesulitannya tadi pemakaian bentuk lampau dalam sebuah teks Narative itu hanya itu?
A : Iya.
Q : untuk Irregular yah?
A : Terus kosa kata.
Q : Oh... kosa kata?
A : He’em..
Q : He’em, he’em.. ok, nah.. apakah kamu sering lupa mengubah bentuk kata kerja ke dalam bentuk lampau saat menulis teks Narative?
A : Sering.
Q : Sering yah? itu kenapa itu?
A : Nggak tahu.
Q : Yah lupa aja gitu yah?hehehe.. ok, nah kamu kemarin kan ada peer feedback gitu ya?
A : Iya.
Q : Jadi temen memberi feedback kepada temandan kamu juga memberi feedback pada temanmu. Itu sejauh mana sih itu kemarin itu proses itu membantu kamu menyadari pemakaian bentuk past?
A : Membantu.
Q : Sangat membantu?
A : Iya.
Q : Iya.
A : Terus temen ngasih saran gitu.
Q : Temen memberi saran juga. Ok, kamu suka ngga mencermati tulisanmu sendiri dan tulisan temen?
A : Iya.
Q : Suka? Yah kenapa?
A : Kalau sendiri ngga suka eh kalau sendiri suka tapi kalau ngoreksi punya temen nggak.
Q : Kenapa nggak suka?
A : Nggak bisa.
Q : Hehehe... nggak bisa yah? Ok, berarti kalau misalnya dibandingkan tadi mana lebih baik koreksi punyamu sendiri atau punya temen?
A : Punya sendiri.
Q : Punya sendiri? Ok, nah kemarin itu pengalaman mengoreksi pekerjaan teman-teman apakah membuat kamu berhati-hati kemudian dalam menulis teks Narative, terutama penggunaan bentuk lampau?
A : Iya.
A : Iya.
Q : Sudah dapat feedback?
A : He’em.hehehe..
Q : Hehehe. Okelah, ehm..menurutmu apakah koreksi temen-temen kemarin terhadap pekerjaanmu membantu nggak?
A : Membantu, banget.
Q : Membantu? Membantu banget yah?
A : He’em.
Q : Ok, saat kamu menulis revisi kemarin itu kan ada revisi lagi.
A : Iya.
Q : Apakah kamu menjadi lebih berhati-hati terutama penggunaan bentuk lampau itu?
A : Iya.
Q : Jadi kemungkinan untuk lупanya semakin..
A : Dikit.
Q : Semakin sedikit atau semakin besar?
A : Dikit.
Q : Semakin sedikit yah?Makasih itu aja. Terima kasih…

Interviewee 6: Student #14
Q : Selamat pagi.
A : Pagi.
Q : Iya, gimana kabarnya?
A : Allhamdullilah baik.
Q : Baik yah?
A : Iya.
Q : Ok, kemarin itu kita belajar tentang Narative yah?
A : Yah.
Q : Sejauh mana sih kamu pahami tentang Narative itu?
A : Oh Narative itu apa kayak cerita legenda gitu dan itu dicerikan pakai Past Tense.
Q : Menggunakan Past Tense, Language Feature.
A : Iya.
Q : Kalau Generic Structure-nya masih ingat?
A : Eh,… title..
Q : He’em..
A : Orientation, the orientation and..
Q : Integrative Complication?
A : Complication and the Orientation.
Q: Lupa-lupa ingat ngga apa-apa.
A: Yah.
Q: Okd, nah kemarin kan menulis, sejauh.eh apa sih kesulitanmu dalam menulis teks Narrative?
A: Ngenentuin yang mana yang harus pake Past Tense sama yang mana yang nggak.
Q: Oh… gitu yah? Tapi kemudian dalam pemakaian bentuk past tense itu kesulitannya apa sih, untuk bikin Past Tense itu sendiri kesulitannya apa?
A: Yah kadang lupa verb duanya tu apa gitu.
Q: Oh lupa yah?
A: Iya, harus buka kamus.
Q: Ok, tapi kemarin pertama waktu pertama kali nulis itu masih sering lupa nggak?
A: Iya masih.
Q: Hmmm, mengubah gitu yah?
A: Iya masih sering lupa itu.
Q: Kenapa lupa?
A: Yah. Apa… kurang latihan aja.
Q: Kurang latihan yah?, jadi..
A: Iya.
Q: Ok baik, nah kan setelah first draft kemarin trus ada peer feedback gitu yah teman-teman..
A: Iya.
Q: Itu kemarin menurutmu membantu ngga untuk meningkatkan kesadaranmu untuk wah ini harus pakai..
A: Wah.. itu sangat membantu, kan bisa tahu mana yang salah dan mana yang harus dibetulin.
Q: Oh..gitu. Tapi ketika kamu menulis lagi itu kamu inget bahwa yah ini harus pakai Past Tense
A: Iya inget.
Q: OK, kamu sendiri suka mencermati tulisanmu sendiri dengan tulisan teman nggak?
A: Yah suka.
Q: Suka?
A: Suka.
Q: Ok, kalau misalnya dibandingkan eh kenapa dulu?
A: Yah kan bisa gimana yah.. sama intropeksi diri yang mana yang masih belum bisa gitu.
Q: He’em. Oh gitu yah? Berarti kalau dibandingkan dua-duanya nih lebih suka mana koreksi punyamu sendiri atau koreksi punya teman?
A: Lebih suka koreksi punya temen.
Q: Kenapa?
A: Karena kalau kita yang membuat sendiri kan masih agak ragu mana yang salah, mana yang tidak.
Q : Yah yah..ok baiklah, eh pengalaman mengoreksi pekerjaan temen-temanmu kemarin, apakah itu membuat kamu lebih berhati-hati untuk menulis teks Narative?
A : Iya, kan..
Q : Terutama bentuk lampau mungkin?
A : Iya, terutama bentuk lampau itu bisa menjadi lebih tahu gitu.
Q : Oh.. ok, kamu sendiri merasa apakah teman-temanmu mebantu kamu untuk meningkatkan apa sih care-mu ngga untuk membantu untuk memakai bentuk lampau?
A : Yah Karena yah itu bisa meningkatkan karena yah apa intropeksinya itu bisa membangun gitu.
Q : Oh.. baik, terima kasih. Lalu yang terakhir yah, apakah saat kamu merevisi tulisanmu itu kemarin setelah first draft, teman-teman koreksi samakayak gitu sama temen-temen terus kamu habis merevisi toh, apakah kamu menjadi lebih berhati-hati?
A : Yah.. karena dah tahu kesalahan.
Q : Hmm.. A : Jadi yang salah dibetulin.
Q : Hmm..baik, tapi kesadaranmu untuk itu meningkat gitu yah?
A : Iya.
Q : Baik, terima kasih.
A : Yah sama-sama.

Interviewee 7: Student #15
Q : Selamat pagi.
A : Pagi.
Q : Iya, kabarnya baik yah?
A : Baik.
Q : Baik-baik aja, hanya sakit flu yah?
A : Iya dikit.
Q : Hehehe.. baik kemarin itu saya mengajar tentang Narative dan kalian menulis.
A : Iya.
Q : Kamu sendiri sejauh mana sih memahami teks Narative?
A : Oh sekarang saya jadi lebih “dong” lah, Narative tuh sebenarnya adalah menceritakan kisah lampau untuk hanya untuk amuse the reader.
Q : Iya iya yah. Ok nah kamu sendiri dalam proses menulisnya kesulitannya apa?
A : Untuk saya menulisnya tuh ide sama verb duanya.
Q : Itu kesulitannya yah?
A : Untuk past tensenya.
Q : Me.. apa itu yah..
A : Yah ide.
Q : Tap kemarin itu membantu ngga gambarnya itu?
A : Oh gambarnya itu sangat membantu.
Q : Hehehe.. ok.
A : Jadinya ngga terlalu
Q  : Ok, nah ada eh kesulitan apa sih dalam pemakaian bentuk lampau saat kamu menulis itu?
A  : Saya itu kadang lupa.
Q  : Lupa yah? Itu yang paling…
A  : Kalau itu sudah bentuk lampau malah yang lain juga ikut bentuk lampau jadi malah salah.
Q  : Oh gitu ok.,hhehehe.. nah ehm berarti jelas tadi kalau pertanyaan berikutnya yang untuk dikatakan apakah kamu sering lupa mengubah kata kerja ke dalam bentuk lampau saat menulis teks Narative?
A  : Iya.
Q  : Iya, ok. Nah ehm..kemari ada peer feedback dari teman-teman peer apakah itu sejauh mana sih membantumu untuk meningkatkan kesadaran untuk memakai bentuk past tense dalam menulis Narative?
A  : Oh.. banyak sekali kan kebetulan kelompok kalau sudah kelompok kan nanti malu kalau..
Q  : Kalau salah banyak.
A  : Yah jadi kita harus lebih berhati-hati.
Q  : Heheheheh.. ok baik, kamu sendiri suka ngga mencermati tulisanmu sendiri dan tulisan teman?
A  : Yah saya lebih suka mencermati tulisan teman.
Q  : Tulisan teman? Ok sendiri ngga?
Q  : Kenapa itu?
A  : Tuh karena menurut saya tulisan saya tuh udah bener.
Q  : Iya bener bener, betul.,hhehehehe Ok, karena baik ehm terus kemudian apakah pengalaman mengoreksi pekerjaan temanmu itu kemarin membuat kamu lebih dari pengalaman itu loh koreksi punya teman dan pekerjaanmu dikoreksi, apakah membantu kamu apa namanya lebih berhati-hati lagi dalam menulis teks Narative terutama menggunakan bentuk lampau?
A  : Oh iya, ya iyalah nanti masa yang pertama salahnya banyak yang kedua malah tambah salah.
Q  : Ok hehehe.. ok, sehingga menurut kamu koreksian teman-temanmu membantu ngga?
A  : Sangat membantu.
Q  : Sangat membantu yah? Ok, saat kamu menulis revisi kemarin..
A  : Iya.
Q  : Revisi tulisan temanmu, apakah kamu menjadi lebih berhati-hati dalam penggunaan bentuk lampau?
A  : Yah tentu saja lebih hati-hati lah.
Q  : Ok, sampai sekarang kalau disuruh menulis draft yang kedua kemarin lebih hati-hati?
A  : Iya lebih hati-hati, idenya juga lebih hati-hati lagi.
Q  : Ok, baik, terima kasih banyak yah.
A  : Iya sama-sama.
Q  : Mudah-mudahan bermanfaat seperti kemarin belajarnya.
Interviewee 8: Student #7
Q : Selamat pagi.
A : Iya selamat pagi.
Q : Iya. Apa kabarnya?
A : Iya baik, sedikit flu.
Q : Oh iya,saya juga ada gejala ni.baik hehehehe, gimana ni tentang Narative ni kemarin udah paham belum?
A : Yah.. mungkin masih kurang sedikit paham.
Q : Dimana? Apanya?Apanya yang kurang paham kira-kira?
A : Penggunaan past tensenya.
Q : Penggunaan pat tensenya?
A : Iya.
Q : Tapi sekarang sudah alhamdulilah lebih baik gitu ya?
A : Iya.
Q : Oh gitu.hehehehe.. saat kamu menulis teks Narative sendiri itu kesulitannya apsi sebenarnya menurutmu? Yang kamu alamin kemarin.
A : Yah itu tadi Past Tense-nya tadi.
Q : Mengubah Past Tense-nya?
A : Iya, bentuk-bentuk kalimatnya, saya masih…
Q : Oh... Grammar?
A : Grammarnya mungkin beberapa masih ada.
Q : Masih yah?
A : Iya.
Q : Ok, nah apa sih kesulitannya dalam ini punyamu mengubah bentuk lampau ke bentuk eh mengubah bentuk present ke past tense itu kemarin apa masalahnya?
A :Kalau saya masih kadang-kadang..
Q : Lupa atau gimana?
A : Sering lupa ya.
Q : Sering lupa ya?
A : Iya.
Q : Bukan karena nggak tahu?
A : Yah bukan nggak tahu tapi lupa.
Q : Hehehe.. ok, ok, apakah kamu iya ini pertanyaan yang sama juga sebenarnya sering lupa nggak untuk mengubah bentuk kerja lampau kata kerja ke dalam bentuk lampau gitu ya?
A : Yah rumit yah tapi ya belum tamat.hehehe
Q : Baik, peer feedback kemarin itu memberi kamu masukan iya dari teman dan kamu juga memberi masukan.
A : Iya.
Q : Menurutmu sendiri apakah membantu nggauntuk meningkatkan kesadaranmu bahwa menulis Narative itu harus menggunakan bentuk lampau?
A : Menurut saya peer feedback itu yah membantu yah mas karena..
Q : He’em.
A : Kan kita dikoreksi punya kita dikoreksi sama temen…
Q : Terus? Kamu juga.
A : Kan kita juga mengoreksi punya teman.
Q : He'em, he'em.
Q : Yah mungkin tapi kadang-kadang saya masih bingung mengoreksinya itu apakah itu benar apa salah karena saya masih sering lupa tadi.
Q : Oh..hehehe.. ok, berarti gimana ni suka apakah kamu suka mengoreksi punyamu tulisanmu dan tulisan teman nggak?
A : Saya lebih suka ngoreksi punya teman.
Q : Suka?
A : Iya.
Q : Kenapa itu?
A : Karena saya punya teman yah teman saya ada yang bisa tuh saya nanti bisa bisa memberitahunya.
Q : Oh iya, iya iya. Itu jadi belajar dari kesalahan teman atau gimana?
A : Iya belajar dari kesalahan teman.
Q : Baik, baik. Ehm… kemudian apakah koreksian teman-temanmu membantu, koreksi pekerjaanmu toh..
A : Iya.
Q : Apakah itu membantu untuk membuat kamu meningkat dalam menyadari bahwa..
A : Beberapa ada yang membantu.
Q : He’em.
A : Jadi ada yang malah justru membingungkan mas membingungkan tapi ada yang membantu mas.
Q : Oh..hehehe oh gitu yah..
A : Ini seharusnya begini kok menurut saya sudah benar.
Q : Iya.
A : Justru disalahkan malah.
Q : Hehehe.. ok, ok eh.. saat menulis revisi kemarin gimana? Kamu merasa lebih ok lebih berhati-hati dalam menulis…
A : Revisi yang saya tulis?
Q : Iya.
A : Iya mungkin karena udah dikoreksi.
Q : Iya he’e.
A : Iya saya masih yah untuk dilepas lebih..
Q : Lebih..
A : Iya.
Q : Sadar bahwa...
A : Lebih sadar.
Q : Eh bentuk lampau harus ditulis.
A : Harus ditulis dalam kalimat.
Q : Kalau disuruh untuk menulis lagi nanti misalnya gitu yah saya suruh tolong kamu menulis teks Narative, kamu akan lebih ingat lagi nggak?
A : Iya, karena peer feedback tadi.
Q : Ok, terima kasih. Mudah-mudahan pengalaman kemarin bisa bermanfaat yah bagi kalian.
Interviewee 9: Student #23
Q  : Selamat pagi.
A  : Pagi.
Q  : Kabar baik?
A  : Eh baik alhamdulilah.
Q  : Ok, kemarin tulis teks Narative yah?
A  : Iya.
Q  : Gimana ni sudah mengerti belum? Narative?
A  : Ehm… dari pada sebelumnya, lebih ngerti sekarang.
Q  : Lebih mengerti yah?
A  : Iya.
Q  : Sejauh mana sih? Apa saja yah kira-kira?
A  : Ehm.. mungkinwaktu ganti Past Tense-Past Tense-nya lebih lebih sekarang
dari pada dulu.
Q  : He’e, he’e.
A  : Kalau dulu itu mungkin Past Tense-nya belum keganti semua masih verb 1.
Q  : He’e, itu karena itu kasusnya itu kenapa itu? Lupa atau memang karena nggak
tahu?
A  : Mungkin kadang-kadang lupa.
Q  : Lupa yah?
A  : Iya.
Q  : Hehehe.. kalau misalnya eh ngga tahu juga kita bisa lihat kamus, benar
nggak?
A  : Iya.
Q  : Baik, nah pengalaman dalam menulis sendiri pengalaman menulis itu
kesulitannya apa punyamu?
A  : Yah.. mungkin waktu ganti ke bentuk Past tense, sama gambar-gambarnya
mungkin masih agak apa..
Q  : Menuangkan ide gitu yah?
A  : Iya.
Q  : Oh ok, kalau untuk bentuk lampau itu sendiri tadi kasusnya hanya karena lupa
yah? Kesulitannya. Baik, ehm baik dengan demikian menjawab pertanyaan
bawa kamu sering lupa mengubah kata kerja
A  : Iya.
Q  : Tahu ngga apakah ada alasan itu kenapa lupa biasanya? Kurang sadar atau
gimana?
A  : Yah mungkin kurang sadar sama..
Q  : Hehehe.. iya yah.
A  : Yah ngga tahu sih.
Q  : He’em he’em. Baik, sejauh mana kemarin kerja kelompok peer feedback itu
membantu kamu untuk meningkatkan kesadarn untuk mengurangi lupa itu,
sejauh mana?
A  : Yah.. Yah sangat membantu karena dengan dikoreksi teman itu tuh kita jadi
lebih tahu dari pada sebelumnya,
Q  : He’em he’em.
A : Apa mungkin..
Q : Soal kesadarannya gimana?
A : Kesadarannya yah kita jadi sadar oh ternyata ini salah jadi kita kita mengulangi kesalahan itu lagi.
Q : He’e. ok ok, kamu sendiri suka mencermati tulisan.. tulisan ngga, mencermati tulisan sendiri maupun orang lain?
A : Suka.
Q : Suka yah? Kalau dibandingkan lebih suka mencermati tulisan sendiri atau punya orang lain?
A : Mungkin orang lain.
Q : Ini kenapa itu?
A : Yah..mungkin dengan mencermati tulisan orang lain kita jadi bisa lebih tahu.
Q : Ehm.. tahu apanya?
A : Tahu mungkin ini kalau misalnya apa itu dibuat past tense atau gambarnya gimana, urutan katanya gimana itu.
Q : Oh ok, nah eh kamu sendiri merasa apakah koreksian teman-temanmu itu kemarin membuat kamu lebih berhati-hati ngga?
A : Iya.
Q : He’e jadi membuat kamu semakin sadar apa ngga?
A : Yah membuat lebih sadar kalau itu salah..
Q : He’em he’em..
A : Dan nanti..
Q : Lain kali kalau kamu menulis jagan lupa lagi itu?
A : Iya.
Q : Atau bagaimana? Ok, nah saat merevisi tulisan apakah saat kamu merevisi tulisan lebih meningkat ngga ah..kesadaran untuk menggunakan Past Tense?
A : Eh..
Q : Setelah dikoreksi loh temen.
Q : He’em, atau kalau misalnya membuat bentuk lampau yang baru, kamu menulis kalimat baru itu Narative lebih sadar kalau itu harus pakai?
A : Yah.. gitu.
Q : Baik, terima kasih. Itu saja, mudah-mudahan bermanfaat yah pengalaman kemarin.
A : Iya.

**Interviewee 10: Student #12**

Q : Ok. Selamat pagi.
A : Yah pagi.
Q : Apa kabar?
A : Baik.
Q : Baik sekali yaah..
A : Iya.
Q : Gimana kemarin tentang Narative itu? Lebih paham?
A : Iya lebih paham, kalau Narative itu gunanya untuk menceritakan sesuatu yang telah lampau seperti misalnya kejadian kemarin atau mungkin lebih lampau lagi dengan menggunakan bentuk Past Tense.

Q : Ehmm… ok, apalagi yang kamu tahu?
A : Ehm… sudah.hehehe…
Q : Ok, ngga apa-apaa. Nah saat kamu menulis kemarin itu kesulitannya apa?
A : Kesulitannya belum begitu memahami bentuk past tense dan kurang memahami bentuk verb juga verb ke 1 ke 2 gitu, pemakaiannya itu.
Q : Belum atau lupa?
A : Yah, belum, belum begitu hafal semua jadi kan mungkin perlu bantuan kamus dan kan ada juga yang pakai verb 3 kan ngga tahu dipastii pakai verb 3 itu gunanya apa gitu kan.
Q : Tapi sebenarnya kalau misalnya nulis bentuk lampau itu kan bisa liat di kamus toh?
A : Iya.
Q : Itu berarti apakah kasusnya kemarin memang karena ngga tahu sama sekali atau memang karena lupa?
A : Eh.. yah mugkin sedikit lupa dan juga belum begitu memahami kan, baru yah awal kan mungkin agak inget tapi kan mungkin ada kesalahan kan juga muncul kan awalnya juga butuh belajar.
Q : Iya betul, memang harus begitu. Kesulitannya sendiri dalam ehm..pemakaian bentuk lampau untuk menulis Narative itu apa saja tadi?
A : Eh perubahan verb,verb, iya pemakaian verb itu.
Q : Itu saja yah?
A : Iya.
Q : Ok, nah ini ketika kamu diminta untuk menulis sebuah teks Narative, kamu sering lupa ngga mengubah bentuk kata kerja itu?
A : Yah sering.
Q : Sering yah?kasusnya bukan karena ngga tahu sebenarnya.
A : Iya.
Q : Banyak kasus karena lupa. Baik, mengingat Bahasa Indonesia kita ngga punya bentuk lampau jadi kebiasaan lama,Nah bagaimana? Sejauh mana kemarin peerfeedback kerja kelompok itu membantu kamu?
A : Iya, menurut saya sangat bisa membantu saya jadi saya mengerti di mana letak kesalahan saya dalam menulis past tense dalam bentuk past tense yang menulis Narative terus saya juga bisa mengoreksi bahwa teman saya ini salah.
Q : Ah..itu betul. Ok, kamu suka mencermati tulisan baik tulisanmu sendiri atau tulisan temanmu?
A : Suka.
Q : Suka yah?
A : Jadi saya suka membandingkan misalnya loh kok ini beda yah, mungkin saya akan melihat wah kelihatannya tempatku yang salah kan ku cek lagi oh.. ini salah.
Q : Kamu lebih aware gitu yah.
A : Iya.
Q : Ok, baik kalau misalnya dibandingkankan koreksi punya teman atau koreksi punyamu sendiri yang kamu lebih sukai?
A : Lebih suka punya teman...
Q : Heemm...
A : Toh nanti kalau tempat sendiri tu kadang udah yakin bener kan tapi ntar kalau dicocokin ke orang lain tu salah jadi ngga bisa memastikan ini aku yakin bener kan misalnya ntar dicocokin dulu kan salah jadi yah belum begitu berani menjamin kalau tempat saya itu bener, jadi lebih ke tempat orang lain
Q : Iya betul. Baik, baik, makasih untuk pengalamannya. Ehm..apakah pengalaman itu mengoreksi dan dikoreksi yang membuat kamu sendiri lebih berhati-hati dan lebih meningkat kesadaranmu untuk menulis teks Narative itu harus menggunakan Past Tense
A : Iya, iya, lebih hati-hati jadi nggak-nggak ya mungkin karena terlalu bersemangat mungkin bisa terlalu cepet nulisnya jadi lupa lagi nggak bisa.
Q : Terus kemudian ketika dikoreksi selalu ingat yah?
A : Iya.
Q : Ok, eh... yang terakhir ni, apakah pengalaman mengoreksi pekerjaan temennya juga membantu kamu?
A : Iya membantu saya jadi misalnya kok ya tempat saya temen gitu ada yang salah jadi saya yang bisa membenerkan lagi dan apabila temen saya yang bener tempat saya kan oh..ternyata harus tempetnya itu harus kayak gini ngga kayak gitu jadi kan bisa mengerti gimana kesalahan saya dan juga kesalahan temen.
Q : Betul, betul, saat merevisi tulisanmu saat kamu merevisi sendiri kan ada first draft kan lebih meningkatkan nggak?
A : Iya, lebih meningkat jadi lebih tahu kalau oh.. salahnya di sini jadi saya benerin lagi ya lebih perfect ya.
Q : Bahkan kalau misalnya kamu bahkan kalau kamu mau membikin eh..kalimat baru yang tidak ada di first draft kamu inget nggak bahwa itu harus pakai bentuk lampau?
A : Iya, ingat. Jadi sebenarnya saya mau menambahin kata ini saya harus tahu bahwa ini verb 2 apa kemakaiannya ini pakai kata sifat atau nggak kan misalnya ada pakai “was” kan ngga boleh pakai verb 2 lagi. Jadi Kalau misalnya ngga “was”nya kan jadi verb 2 kalau “to” ntar verb 1 jadi mengerti oh..pemakaiannya ternyata begini.
Q : Sip sip sip.
A : Kalau dulu kan waktu awal dikasih Verb dari Mister kan “to” tuh masih tak kasih verb 2 kok. Nah kan jadi mengerti gimana kesalahan saya.
Q : Sip sip betul. Yah mudah-mudahan bermanfaat yah semua itu kemarin...
A : Yah, yah.
Q : Dan saya kira memang saya lihat kemarin tulisan kalian meningkat banget dari segi..Terima kasih banyak loh yah.
A : Yah..hehehe
Appendix Q
Specific Rubric for Past Tenses
### Specific-Rubric for Past Tenses

<table>
<thead>
<tr>
<th>Point of criteria</th>
<th>High 3</th>
<th>Medium 2</th>
<th>Low 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency</strong></td>
<td>Almost always uses past tenses. More than 70% of past tenses are applied.</td>
<td>Uses past tenses frequently. 40-70% past tenses are applied</td>
<td>Low attempt to use past tenses. There are less than 40% of past tenses applied.</td>
</tr>
</tbody>
</table>
| **Accuracy**      | - Uses past tenses accurately in all aspects and times.  
                   - Almost all kinds of sentences using past tenses (affirmative, negative and interrogative) are stated well/correctly.  
                   - The changes of verbs (regular and irregular) forms are mostly accurate. | - Past tenses used are frequently accurate dealing with the times and aspects.  
                   - There are some significant errors in constructing kinds of sentences (affirmative, negative and interrogative) which use past tenses.  
                   - The changes of verbs (regular and irregular) forms are occasionally accurate. | - Past tenses used are mostly not accurate.  
                   - There are so many errors in constructing sentences (affirmative, negative or interrogative) which use past tenses.  
                   - The changes of verbs (regular and irregular) forms are mostly not accurate. |
| **Variation**     | - Past tenses used are highly varied.  
                   - The writer uses all kinds of past tense forms. | - Past tenses used are sometimes varied.  
                   - The writer uses two kinds of past tense forms. | - Past tenses used are monotonous.  
                   - The writer uses only one past tense form. |

**SCORE:** \( \text{(Frequency + Accuracy + Variation)} \times 100 \)
Appendix R
Sample of Students’ Drafts and Peer Feedback in Cycle One
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Title: The Tricky Mr. Mouse Deer

One day, Mr. Mouse deer walked along the Mr. Farmer's garden. Because of the air was hot, he decided to rest for a moment to relieve the fatigue. Suddenly Mr. Mouse deer saw many cucumbers on the garden. Because of his greedy, the tricky Mr. Mouse deer tried to stole the cucumber. After got enough cucumber, Mr. Mouse deer escape the garden.

The next day, Mr. Farmer who had the garden came to his garden. He shocked because many cucumbers on his garden was disappeared. He confused about who did it. Mr. Farmer think the way to caught who stole his cucumber. Luckily Mr. Farmer find the way and made a trap with his wife to caught the thief of his cucumbers.

The following day, Mr. Mouse deer came to the Mr. farmer's garden again. The tricky Mr. Mouse deer plan to stole the Mr. farmer's cucumber again. Unfortunately when he tried to stole the cucumber, he trapped by Mr. Farmer's trap. And couldn't escape from its. Mr. Farmer came to his garden and found Mr. Mouse deer in this trapped. Finally, Mr. Farmer success to caught Mr. Mouse deer. He brought Mr. Mouse deer to his home and put it in a cage. Mr. Farmer ask his dog to guard Mr. Mouse deer to kept the mouse deer in the cage.

The Mr. Farmer's dog guarded Mr. Mouse deer. But unluckily Mr. Mouse deer changed place with the dog. And then he run away. When Mr. Farmer knew this, Mr. Farmer got angry and asked his dog to chased after Mr. Mouse deer.

Grade: 3

V: 3
M: 4
F: 4
O: 4

19 x 9
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<tr>
<th>No</th>
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<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grammar: How does the writer construct sentences? Are the sentences well-structured?</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>Good ;)</td>
</tr>
<tr>
<td>2</td>
<td>Language features: How does the writer use the language features? Does the writer use adverbs of time? Does the writer use V2 (past tenses) consistently and correctly?</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>Dalam penggunaan V2 dengan baik.</td>
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<tr>
<td></td>
<td>Generic structures: Orientation: Does the writer clearly describe the characters, place, and time in his story?</td>
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<td></td>
<td>✓</td>
<td></td>
<td>Yes, she does. Cukup jelask</td>
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<tr>
<td></td>
<td>Complication: How does the writer tell the sequence of conflict/problem?</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>Dalam merespons konflik dengan urut</td>
</tr>
<tr>
<td>3</td>
<td>Resolution: How does the writer describe the problem solving?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Bagus.</td>
</tr>
<tr>
<td></td>
<td>Coda (optional): Is there any coda? How does the writer tell the moral message or comments of the story?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Lumayan, amandatnya tersisa.</td>
</tr>
</tbody>
</table>

Additional comment: Good Job ;}
## Peer Feedback Form

**Title**: The Tricky Mr. Mouse Deer

**Please read your friend's writing! Give a check mark (✓) in the appropriate column of each aspect and give your comment on it!**

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Very poor</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grammar: How does the writer construct sentences? Are the sentences well-structured?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Language features: How does the writer use the language features? Does the writer use adverbs of time? Does the writer use V2 (past tenses) consistently and correctly?</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Generic structures: Orientation: Does the writer clearly describe the characters, place, and time in his story?</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lumayan</td>
</tr>
<tr>
<td></td>
<td>Complication: How does the writer tell the sequence of conflict/problem?</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Excelent Runtut!</td>
</tr>
<tr>
<td>3</td>
<td>Resolution: How does the writer describe the problem solving?</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>Coda (optional): Is there any coda? How does the writer tell the moral message or comments of the story?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>Manat?</td>
</tr>
</tbody>
</table>

**Additional comment**:

Ganbatte, kudasai! (Semangat)
Title: The Tricky Mr. Mouse Deer

★ One day, Mr Mouse deer walked along the Mr. Farmer’s garden. Because of the air was so hot, he decided to rest for a moment to release the fatigue. He was under a big shady tree. Suddenly Mr. Mouse deer saw many cucumbers on the garden. Because of his tired, the tricky Mr. Mouse deer tried to stole the cucumbers. After got enough cucumbers, soon Mr. Mouse deer escape from the garden.

★ The next day, Mr. Farmer who had the garden came to his garden. He was surprised because of many cucumbers on his garden were dissapeared. He focused on who did it. Mr. Farmer think the way to caught who stole his cucumbers. Luckily, Mr. Farmer found the way and made a trap with his wife to caught the thief.

★ The following day, Mr. Mouse deer came back to the Mr. Farmer’s garden again. The tricky Mr. Mouse deer plan to steal the Mr. Farmer’s cucumber. Unfortunately, when he tried to steal the cucumber he was trapped by Mr. Farmer’s trap. And he couldn’t escape from it. Mr. Farmer came to his garden and found Mr. Mouse deer in his trap. Mr. Farmer was so happy he succeeded to catch the thief of his cucumber.

Finally, he brought Mr. Mouse deer to his home and put it in a cage. Mr. Farmer asked his dog to guard Mr. Mouse deer in order to keep him inside the cage.

★ The Mr. Farmer’s dog guarded Mr. Mouse deer. But unluckily, Mr. Mouse deer succeeded to deceive Mr. Farmer’s dog. He change the place with the dog. And then he run as fast as a cheetah left from the place. When Mr. Farmer knew this, he got very very angry, then he asked his dog to chased after Mr. Mouse deer. However, it couldn’t chased after Mr. Mouse deer and got nothing.
Appendix S
Sample of Students’ Drafts and Peer Feedback in Cycle Two
A long time ago in West Java, Raden Putra was the king of Cenggala Kingdom. He had a beautiful girl named Purbasari. Her parents loved her very much because she was very obedient. One day, there was war between Cenggala Kingdom and Majalengka Kingdom. Thousand citizens died because of the great war, including the king and his wife.

Since that Purbasari lived together with her aunt and her cousin, Madam Walangangan. At first, they were very nice to Purbasari, but as time went by, they became fierce and rude. They always asked Purbasari to do all the housework. Her aunt never asked Walangangan to do her home work and let all the house work to Purbasari. Walangangan became a lazy girl because her mother spoiled her much.

One day, her aunt asked Purbasari to cook fish. She woke up earlier and went to the river to catch the fishes. After not enough fishes, she cooked them and served to her aunt and her cousin. But, they got very angry because the fish were so got black. Her aunt punished Purbasari. She was not allowed to eat that day. Because of this, Purbasari got sick.

The following day when Purbasari’s aunt feeding her daughter, the palace representative came into their house. They brought a massage from the king. Actually, there was a massage competition, who could amuse the prince from his sadness, if there was a woman would marry the prince but if a man would be, Prince’s brother.
B. Group work: Peer Feedback

Establish a Peer Feedback Form

Title: 
Writer: 
Reader: 

Please read your friend’s writing at least twice! Give a check mark (√) in the appropriate column of each aspect and give your comment on it!

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Very poor</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language features: How does the writer use the language features? Does the writer use adverbs of time?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>Yes, she does good :)</td>
</tr>
<tr>
<td>2.</td>
<td>Does the writer use V2 (past tenses) consistently and correctly?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>Excellent :3</td>
</tr>
<tr>
<td></td>
<td>Generic structures: Orientation: Does the writer clearly describe the characters, place, and time in his story?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>Yes, she does good :)</td>
</tr>
<tr>
<td></td>
<td>Complication: How does the writer tell the sequence of conflict/problem?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Good job!</td>
</tr>
<tr>
<td>3.</td>
<td>Resolution: How does the writer describe the problem solving?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>Nice story :)</td>
</tr>
<tr>
<td></td>
<td>Coda (optional): Is there any coda? How does the writer tell the moral message or comments of the story?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>* Belum selesai</td>
</tr>
</tbody>
</table>

Additional comment: Excellent :)
Title: A Beautiful Voice of Purbasari

A long time ago in West Java, Raden Putra was the King of Jenggala Kingdom. He had a beautiful girl named Purbasari. Besides that, she was also kind and had a beautiful voice. Her parents loved her very much because of her good personalities. One day, there was war between Jenggala Kingdom and Majalangka Kingdom. Thousands of citizens died because of the great war. Include the King and his wife.

Since that Purbasari lived together with her aunt and her cousin named Walangangan. At first, they were very nice to Purbasari; they treated her well. But as time went by, they became fierce and rude to Purbasari. They treated Purbasari as a house maid. They always asked Purbasari to do all the house work. Her aunt never asked Walangangan to help Purbasari do the house work and let all the work to Purbasari.

One day, her aunt asked Purbasari to cook some fishes for lunch. She woke up earlier and went to the river to catch the fishes. After getting enough fishes, she cooked them and served to her aunt and Walangangan. But they got very angry because the fishes were cooked black. Her aunt punished Purbasari. She was not allowed to eat that day. Because of this, Purbasari got sick.

Walangangan was a spoiled girl; she couldn’t eat by herself. The following day, when Purbasari’s aunt was feeding her daughter, the palace representative came into their house. They brought a massage from the King. Actually, there was a massage competition who could amuse the Prince from his sadness. If there was a woman would marry the Prince but
If there was a man would be Prince's brother. Then, Wangang in the aunt's daughter sang a song for the prince. But because of her bad voice, made the prince became more sad than before. He stopped the ugly Wangang in (Sang's).

When the palace representative almost give up to amuse the prince, a beautiful girl came in front of them. The girl was Purbasari. She asked them to let her sing a song for the Prince. She had a very beautiful voice that it was the most beautiful voice that the prince ever heard.

Then the prince asked Purbasari to follow him went to the palace. After they arrived to the palace, the prince introduced Purbasari to his dad, the King. The King was so happy, because the prince could smile again. Finally, Purbasari got married with the Prince and lived happily ever after.

The End
Appendix T
Results and Discussion on the Students’ Improvement in Writing Skill
Students Improvement in Writing

1. Students’ Writing Score in Cycle One

Even though the research focused on the particular language feature, past tenses, the students’ writing score was still assessed since the peer feedback activity required the students to pay attention to the other writing aspects. The feedback form required the aspects such as grammar, generic structure and the other language features. (See Appendix 6). Consequently, the peer feedback activity also helped the students improve those other aspects. It also meant that the students’ writing skill improved. Therefore, besides measuring students’ awareness in past tenses in particular, the researcher also measured the students’ writing quality in general Table 1 shows the students’ writing score in the first cycle.

Based on SMA Negeri 2 Yogyakarta’s standard, Kriteria Ketuntasan Minimal (the passing grade) for class X was 70. The table 4.1 shows that the students made progress in writing their revision. This is rational that the revision must be better than the draft. However, peer feedback also gave important input for making their revision better. Their first drafts were very poor. There were only 35.5% of the students could pass the passing grade.

Meanwhile, after doing peer feedback and revising their writing, the students made much more progress. There were 80% of the students could pass the passing grade. The range between the result of first draft and the revision was quite big. This also shows that peer feedback helps the students improve their writing skill.
### Table T1 The Students’ Writing Score in the First Cycle

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</tr>
<tr>
<td>31</td>
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<td></td>
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</tr>
<tr>
<td><strong>Percentage of students who passed the passing grade.</strong></td>
<td><strong>35.5 %</strong></td>
<td></td>
<td><strong>80%</strong></td>
</tr>
</tbody>
</table>

Note: The percentages represent the proportion of students who passed the passing grade.
2 Students’ Writing Score in the Cycle Two

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<tr>
<th>Students Number</th>
<th>2nd Cycle</th>
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</table>

Percentage of students who passed the passing grade. 56.67% 93.33%

Table T2 The Students’ Writing Score in the Second Cycle
As it has been stated in the first cycle findings above that peer feedback did not only increasing the students’ awareness. It also increased the students’ writing skill. As the consequences, students’ good grammatical control improved the students writing quality. Table 2 shows the scores of students’ first draft and revised version in the second cycle.

From that table, there were 17 of 30 students (56.67%) who could do the first draft well and pass the passing grade. The other 13 students were actually not really bad, because most of them almost achieved it. Therefore, after doing the peer feedback and revision, the number of the students who could pass the passing grade increased. There were 28 of 30 students (93.33%) could pass the passing grade.

3 The Improvement of Students’ Writing Skill

The students’ improvement in writing skill is also interesting to be discussed. As it has stated in the previous discussions, peer feedback helped the students improve other writing skill. Even though this research focused on a particular form, past tenses, the other aspects also improved. Therefore, the researcher used Anderson’s rubric, modified by Hughes (1989), to assess the students writing skill which consisted of grammar, vocabulary, mechanics, fluency and the organization. Table 3 showed the students improvement taken from the students’ drafts and revision.
<table>
<thead>
<tr>
<th>Students Number</th>
<th>1st Cycle First draft</th>
<th>1st Cycle -</th>
<th>2nd Cycle First Draft</th>
<th>2nd Cycle Revision</th>
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</table>

| Percentage of students who passed the passing grade. | 35.5 % | 80% | 56.67% | 93.33% |

Table T3 The Improvement of Students’ Writing Score
SMA Negeri 2 Yogyakarta decided the passing grade (*Kriteria Ketuntasan Minimal*) for grade Xs at 70. Therefore, the number of the students who passed the passing grade also increased. In writing the first draft in the first cycle, there were 11 of 31 students (35.5%) could passed the passing grade. Meanwhile in the second cycle, there were 17 of 30 students (56.67%) could passed it. In revising the drafts, the number of the students who passed the passing grade increased from 24 (80%) to 28 (93.33%).

The chart in the figure below pictured the improvement of the students score. It can be concluded that the use of peer feedback improved not only the past tenses awareness but also the writing ability of the class X9 students of SMA Negeri 2 Yogyakarta.

---

**Figure T1. Students’ Improvement Taken from Students’ Draft**

<table>
<thead>
<tr>
<th></th>
<th>Draft in the 1st Cycle</th>
<th>Draft in the 2nd Cycle</th>
<th>Revision in the 1st Cycle</th>
<th>Revision in the 2nd Cycle</th>
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<td>43.33</td>
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<tr>
<td>Passed</td>
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<td>56.67</td>
<td>80</td>
<td>93.33</td>
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