

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF COLLABORATIVE PEER FEEDBACK
STRATEGY ON THE WRITING NARRATIVE TEXT OF
ELEVENTH GRADE STUDENTS AT SMAN 1 METRO**

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1447 H / 2026 M

**THE INFLUENCE OF COLLABORATIVE PEER FEEDBACK
STRATEGY ON THE WRITING NARRATIVE TEXT OF
ELEVENTH GRADE STUDENTS AT SMAN 1 METRO**

Presented as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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NARRATIVE TEXT OF ELEVENTH GRADE STUDENTS
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Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.



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RATIFICATION PAGE

No. B-0871/Un-36.1/D/PP.00.9/03/2026

An Undergraduate thesis entitled: THE INFLUENCE OF COLLABORATIVE PEER FEEDBACK STRATEGY ON THE WRITING NARRATIVE TEXT OF ELEVENTH GRADE STUDENTS AT SMAN 1 METRO, written by Alfani Wardani, student number: 2201051002, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, February 24th, 2026 at 08.00 - 10.00 a.m.

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ABSTRACT

THE INFLUENCE OF COLLABORATIVE PEER FEEDBACK STRATEGY ON THE WRITING NARRATIVE TEXT OF ELEVENTH GRADE STUDENTS AT SMAN 1 METRO

By:

ALFANI WARDANI

Writing is one of the important language skills that students need to master. However, in reality, many students still face challenges in writing texts, especially narrative texts. They often find it difficult to develop a storyline, determine appropriate vocabulary, and construct sentences with the correct linguistic structure. One learning strategy that can help students improve the quality of their writing is the collaborative peer feedback strategy, in which students are required to provide feedback and discuss each other's writing. However, applying this strategy in writing instruction, especially for narrative texts, still requires further evidence. Therefore, this study aims to determine the effect of the collaborative peer feedback strategy on eleventh-grade students' writing of narrative texts at SMAN 1 Metro.

This study used a quantitative approach with a pre-experimental one-group pre-test and post-test design. The population in this study consisted of all eleventh-grade students at SMAN 1 Metro. The sample consisted of 25 students. Data collection techniques included writing tests administered before (pre-test) and after (post-test) the treatment, along with other supporting documentation. The data were analyzed using inferential statistics through SPSS version 25. The study found that students' narrative writing skills improved after implementing the collaborative peer feedback strategy. There was an increase in students' average score from 80.28 at the pre-test to 90.76 at the post-test. Based on the results of the Wilcoxon Signed-Rank Test, a significance value of 0.000 (< 0.05) was obtained, indicating a significant effect of the collaborative peer feedback strategy on the narrative text writing of eleventh-grade students at SMAN 1 Metro.

Keywords: Writing Skill, Narrative Writing, Collaborative Peer Feedback

ABSTRAK

PENGARUH STRATEGI UMPAN BALIK KOLABORATIF ANTAR TEMAN SEBAYA TERHADAP PENULISAN TEKS NARATIF SISWA KELAS SEBELAS DI SMAN 1 METRO

Oleh:

ALFANI WARDANI

Menulis merupakan salah satu keterampilan berbahasa yang penting untuk dikuasai oleh siswa. Namun, faktanya siswa masih menghadapi banyak tantangan dalam menulis sebuah teks, khususnya teks naratif. Mereka seringkali merasa sulit menemukan dan mengembangkan alur cerita, sulit menentukan kosakata yang cocok untuk digunakan, serta sulit menyusun kalimat dengan struktur kebahasaan yang tepat. Salah satu strategi belajar yang dapat membantu siswa mengembangkan kualitas tulisan mereka adalah strategi belajar *collaborative peer feedback*, di mana siswa dituntut untuk saling memberikan masukan dan berdiskusi mengenai hasil tulisan temannya. Namun, penerapan strategi ini dalam pembelajaran menulis, khususnya teks naratif masih memerlukan pembuktian lebih lanjut. Oleh karena itu, penelitian ini bertujuan untuk mengetahui pengaruh penggunaan strategi belajar *collaborative peer feedback* dalam menulis teks narrative pada siswa kelas sebelas di SMAN 1 Metro.

Penelitian ini menggunakan pendekatan kuantitatif dengan model *pre-experimental one group pre-test and post-test*. Populasi dalam penelitian ini ialah seluruh siswa kelas sebelas di SMAN 1 Metro. Sampel penelitiannya berjumlah 25 siswa. Teknik pengumpulan data dilakukan melalui tes menulis yang diberikan sebelum (*pre-test*) dan sesudah (*post-test*) perlakuan, serta dokumentasi pendukung lainnya, dan dianalisis menggunakan analisis inferensial menggunakan SPSS 25. Berdasarkan hasil penelitian, ditemukan bahwa adanya peningkatan kemampuan menulis teks naratif siswa setelah menerapkan strategi belajar *collaborative peer feedback*. adanya peningkatan terhadap nilai rata-rata siswa dari 80,28 pada saat *pre-test* menjadi 90,76 pada saat *post-test*. Berdasarkan hasil uji *Wilcoxon Signed-Rank Test*, diperoleh nilai signifikansi sebesar 0,000 ($< 0,05$) yang menunjukkan adanya pengaruh yang signifikan terhadap penggunaan strategi belajar *collaborative peer feedback* dalam menulis teks naratif pada siswa kelas sebelas di SMAN 1 Metro.

Kata Kunci: Keterampilan Menulis, Menulis Naratif, *Collaborative Peer Feedback*

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MOTTO

Allah does not promise that your life will always be easy, but Allah promises twice that:

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

Meaning: “So, indeed, with hardship comes ease. Indeed, with hardship comes ease”

(QS. Al-Insyirah 94: 5-6)

“If you rush to get ahead, you will miss many important things”

(Do Kyungsoo)

DEDICATION PAGE

The researcher never went through any of the processes in this work alone. Therefore, with love and gratitude, the researcher dedicates this work to those who have always been there for the researcher in the best and most difficult times.

1. To my beloved mother, Mrs. Siti Handaroh, a woman of great kindness and sincerity. From her, I learned the meaning of patience, perseverance, and sincerity in life. Amidst the many trials during my college years, she never tired of offering prayers, support, and strength when I was about to give up. Thank you for always being a place to return to, a source of encouragement, and the reason the researcher persevered until reaching this point. All of the researcher's achievements are part of your prayers and love.
2. To the father whose role the researcher always hoped for, Mr. Samsul Witono, who taught the researcher the meaning of determination and how to stand on one's own two feet. Amidst distance and circumstances that did not always align with expectations, the researcher still remembers every form of presence that was once given, including the simple support that helped the researcher continue to move forward during their studies. Thank you for the small parts of attention and effort that were once there, which in their own way became part of this journey.
3. To Ms. Anisa Arifa Wardana, an older sister whose presence is always felt, even though we are separated by distance. Silently and without many words, you have shown the meaning of sacrifice, sincerity, and immense love. Every bit of attention, prayer, and support you have given has become the strength that has enabled this researcher to persevere through various obstacles during this journey. Thank you for being an important part of this journey, and for always giving without ever asking for anything in return.
4. To Muhammad Alfirmanyah, a younger sibling whom the researcher loves dearly, who has shown extraordinary strength in living life amid circumstances that are not always easy. Your resilience reminds the researcher of the meaning of patience and perseverance. The researcher always prays that we may always be good people, support one another, and eventually lead better lives. Thank you for being a strong and meaningful younger brother in this journey of life.
5. To my dearest friends, Adelia Pratiwi, Ema Uswatun Hasanah, Zahara Irhami, this work is dedicated to my best friends who have always been there for me throughout every phase of my journey. Thank you for accompanying the researcher through thick and thin, accepting all shortcomings, and continuing to walk together through various life stories. The togetherness, laughter,

support, and understanding you have given are an important part that has strengthened the researcher to reach this point.

6. To Nurul Fatimah, a friend and comrade-in-arms during college, who always accompanied me through every learning process, encouraged me, and sincerely welcomed and supported researcher on various occasions. Your presence is a blessing and an important part of researcher's academic journey.
7. To my friends on the teaching assistance team at SMAN 1 Metro, who have been the most welcoming place for researcher to ask questions, discuss ideas, and work together. Thank you for your guidance, support, and companionship throughout the research process from start to finish. Your presence has been very meaningful in this research journey.
8. To my high school friends, Alfina Dewanti and Nurul Laliya Khoerotunnisa, who have always been my home when the world feels too noisy. Thank you for being the most comfortable place for researcher to come home to, rest for a moment, and then move forward with a stronger heart.
9. To the students of class XI.4 SMAN 1 Metro, who have participated and cooperated well during this research process. Your presence and contributions were very meaningful in completing this work.
10. To the researcher, Alfani Wardani, thank you for persevering in circumstances that were not always easy, and for continuing to learn to accept every problem with sincerity and determination. Even though the steps sometimes felt slow and full of doubt, the researcher did not choose to give up. Behind the smile that was always maintained, many processes of maturation were underway. This work is proof that every tear, every moment of exhaustion, and every unseen effort have brought the researcher to this point. Thank you for continuing to fight and never stopping believing that the future is still worth fighting for.
11. Finally, before the researcher concluded, *“some children are indeed born lucky into wealthy families. The rest are even luckier because they are given a strong heart and spirit to strive on their own.”* The researcher had read this sentence, and it had enabled the researcher to persevere to this point.

ACKNOWLEDGEMENTS PAGE

Praise be to Allah, Lord of the universe. The researcher express their gratitude to Allah SWT for His abundant mercy, guidance, and strength, so that the researcher were able to complete this undergraduate thesis entitled “The Influence of Collaborative Peer Feedback Strategy on The Writing Narrative of Eleventh Grade Students at SMAN 1 Metro” well. May peace and blessings be upon the Prophet Muhammad SAW, who has brought us from the age of darkness to the light of knowledge.

In completing this undergraduate thesis, the researcher has received assistance and guidance from several parties. Therefore, the researcher would like to express his gratitude to Prof. Dr. Ida Umami, M.Pd. Kons., the Rector of Jurai Siwo Islamic University, Dr. Siti Annisah, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty, Dr. Much Deniatur, M.Pd, B.I., the Head of the English Education Department at Jurai Siwo Islamic University, and Dr. Ahmad Subhan Roza, M.Pd, as the supervising lecturer who patiently provided guidance, knowledge, and motivation during the undergraduate thesis writing process. The researcher would also like to thank Mr. M. Kholid, M.Pd, Principal of SMAN 1 Metro, for providing permission, time, and facilities to conduct this research.

Criticism and suggestions are highly appreciated for improving this undergraduate thesis and will be considered with an open mind. Therefore, the researcher hopes to receive suggestions for improvement so that this undergraduate thesis can be useful to its readers.

Metro. February 24, 2026
Researcher



Alfani Wardani
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CHAPTER I

INTRODUCTION

A. Background of Study

The ability to write is important in the education for several reasons. First, this ability can improve a person's thinking, and imaginative skills. In addition, writing also allows students to create words and sentences, also generating ideas.¹ It can train the process of language development in all domains.² As a result, writing is a comprehensive skill that has been considered important in the process of teaching and learning English as a foreign language (EFL) because it can help in strengthening vocabulary, grammar, thinking, planning, editing, and revising.³

In writing in the context of English as a foreign language, students learn various text types including descriptive, narrative, exposition, and procedure. In learning these types of texts, they are required to follow several aspects when writing, which consist of organization, logical development of ideas, vocabulary, mechanics, and language use.⁴ By learning these types of texts by practicing writing according to their aspects, it aims to give students the opportunity to express their ideas, opinions, and

¹ Ahmad Subhan Roza, Trisna Dinillah Harya, and Dimas Sukma Cahyadi, "Integration of Mind Mapping and Carousel Feedback as the Effective Brainstorming to Improve EFL Students' Writing Skill," *Universal Journal of Educational Research* 9, no. 5 (2021): 985.

² Pulak Bora, "Importance of Writing Skill to Develop Students' Communication Skill," *Aleph* 87, no. 1,2 (2023): 150.

³ Olimovna Abdurakhmonova, "The Importance of Writing in English Language Classes," ttp, January 2023, 21.

⁴ Sara Cushing Weigle, *Assesing Writing* (Cambridge: Cambridge University Press, 2002), 116.

experiences in life through writing. In this study, the researcher focuses on one type, namely narrative text. This is because the narrative text provides opportunities for students to explore ideas and to increase their imagination. Increasing students' ability to imagine can produce a narrative writing that can be read by everyone and can realize the main purpose of narrative text, namely, entertaining readers. In addition, narrative text can be grouped into two categories consisting of factual stories, and fictional stories. A factual story is a narrative that comes from real events in life. In contrast, a fictional story is a story that comes from the imagination of a writer. Furthermore, in writing narrative text there are several components in the form of plot, characters, conflict, and a theme⁵ or, in short, the narrative text consists of orientation, complication, and resolution.

However, in reality, in the process of writing narrative texts, students often face various difficulties. These difficulties can be grouped into three types including of psychological difficulties, linguistic difficulties, and cognitive difficulties. Psychological difficulties in students when writing narrative texts can be in the form of lack of self-confidence, lack of motivation to write narrative texts, and anxiety when writing narrative text.⁶ Furthermore, linguistic difficulties in students writing narrative texts are found in the students with low English proficiency that often have limited vocabulary also they are less able to apply the correct sentence structure in

⁵ Scott McLean, *Successful Writing, Nursing Management (Springhouse)*, vol. 17 (Unnamed Publisher, 1986), 20 .

⁶ Nandha, Amelya s, Samtidar, Sultan Baa, "An Analysis of Student's Difficulties in Writing Narrative Text," *Journal of English and Education* 1, no. 2 (2018): 415.

writing narrative texts.⁷ The last difficulty of students in writing narrative text is cognitive difficulty. Students often have difficulty in determining content and mechanics, students have a lot of difficulty in writing the spelling of English words and are not correct in using punctuation and capital letters.⁸

Based on preliminary findings from pre-survey activities conducted on May 15, 2025, using a questionnaire distributed to 38 students at SMAN 1 Metro, initial information was obtained about the common difficulties students face when writing narrative texts. In response to the question: “What difficulties do you often face when writing narrative texts?”, it was known that in the experience of writing narrative text, as many as 27 respondents claimed to have difficulty in using the right English structure, and as many as 19 claimed to have difficulty in developing plot lines. As many as 14 respondents stated difficulties in determining the right vocabulary, followed by 8 respondents who had difficulty in finding the storyline. Therefore, it can be concluded that students still have difficulties in composing grammatically correct sentences, developing a plot, determining the right vocabulary, and having difficulty determining the storyline in writing narrative texts. These difficulties faced by students can be attributed to several factors, one of which is that the feedback students receive comes only from teachers, resulting in a lack of interaction and

⁷ Nova Falihah, Eri Rahmawati, and Akhmad Baihaqi, *EFL Students' Difficulties in Writing Narrative Text*: Journal of English Language Teaching and Cultural Studies 5, no. 1 (2022): 89.

⁸ Nandha Amelya, Samtidar, Sultan Baa, *An Analysis of Student's Difficulties in Writing Narrative Text.*, 414.

reflection among students. This situation is supported by Stahl Gerry's opinion, which states that feedback only places students in the role of passive learners and lacks an interactive process in negotiating feedback that can improve learning outcomes.⁹ This situation means that students have fewer opportunities to evaluate their own writing critically.

Given the various challenges that arise in the process of writing narrative texts, some strategies are needed that can help students develop ideas, and improve their writing structure and language. One of the strategies that can be utilized in the learning process of writing is collaborative peer feedback strategy. Collaborative peer feedback is one form of peer feedback strategy development within the framework of collaborative learning. Peer feedback strategy itself is a process of providing comments and revisions from one student to another student's writing.¹⁰ This strategy refers to the role and tagging of responses given to students, which are usually performed by teachers, tutors, or formally trained editors as sources of information and interaction with one another in commenting on written work.¹¹ The application of this strategy in the learning process is supported by Vygotsky's theory, which views learning as a process shaped

⁹ Erkan Er, Yannis Dimitriadis, and Dragan Gašević, "A Collaborative Learning Approach to Dialogic Peer Feedback: A Theoretical Framework," *Routledge: Assessment and Evaluation in Higher Education* 46, no. 4 (2021): 588.

¹⁰ Sakhi Herwiana, "Strengths and Weaknesses of Collaborative Writing and Peer Feedback in an EFL Intensive Reading and Writing Coursework," *PIONEER: Journal of Language and Literature* 13, no. 1 (2021): 105.

¹¹ Shulin Yu, "Giving Genre-Based Peer Feedback in Academic Writing: Sources of Knowledge and Skills, Difficulties and Challenges," *Assessment and Evaluation in Higher Education* 46, no. 1 (2021): 36.

by social interaction.¹² On the other hand, collaboration itself is an interaction between individuals, team members, or groups who work together to achieve goals, activities, or production.¹³ This learning encourages students to interact in the classroom. Furthermore, collaboration focuses on developing learning by giving students space to be creative, discuss, and provide feedback to each other.¹⁴

The interaction that occurs between students in providing feedback enables them to achieve what they have not yet achieved individually. When students collaborate, they acquire language and writing skills by considering language choice, articulating uncertainty, and offering suggestions. This strategy embodies collaborative learning. It can provide excellent opportunities for students and teachers, supporting the interactive learning process, particularly during the writing process. This is why student feedback is important.¹⁵

However, some researchers have explored the issue of using collaborative peer feedback strategy in education, for example, a study conducted of English as a foreign language (EFL) freshman students from two public universities in Tehran, Iran. This study found a significant

¹² Peter E Langford, *Vygotsky's Developmental and Educational Psychology* (Psychology Press, 2005), 124.

¹³ Joann Keyton, "Collaboration," *The International Encyclopedia of Organizational Communication* no. March 2020, 1.

¹⁴ Syaiful Islam et al., "Assistance in Using the Mobile-Based Elsa Speak Application at SMAN 1 Besuk 1 Introduction" *IJOCORE: International Journal of Community Research & Engagment*, no. 01 (2023): 4.

¹⁵ Daniel Ginting et al., "Student-Centered Learning in the Digital Age: In-Class Adaptive Instruction and Best Practices," *International Journal of Evaluation and Research in Education* 13, no. 3 (2024): 2007.

increase in students' lexical language diversity when they received teacher metalinguistic feedback and collaborative peer feedback. Furthermore, it was also found that the use of the collaborative peer feedback strategy caused the most significant increase.¹⁶ Based on this study, the collaborative peer feedback strategy has a positive effect on improving students' language skills. Further research was conducted on EFL undergraduate students at a university in southern China. Based on this study, it was found that the use of collaborative peer feedback combined with Automated Writing Evaluation (AWE) was considered to increase the number of revisions and have a positive impact on the type of revisions and the quality of the resulting text. In addition, students also believe that the use of collaborative peer feedback makes them feel happier in the revision process.¹⁷ Through this study, the use of collaborative peer feedback strategy has a positive effect on the writing process and the results of students. In addition, a study conducted on adult participants aged 18 to 45 who were enrolled in an L2 English study group. This study found that participants actively followed up on peer feedback by considering institutional learning interactions and objectives. They also contributed to the formation of intersubjectivity or shared understanding and received approval and positive responses from

¹⁶ Memari and Bitia Asadi, "Investigating the Impacts of Teacher Metalinguistic Feedback vs. Collaborative Peer Feedback on Iranian EFL Learners' Writing Performance," *The Journal of English Language Pedagogy and Practice* 14, no. 28 (2021): 180–199.

¹⁷ Lu Huang, "From Feedback to Revision - How Can Collaborative Peer Feedback Make a Difference?," *Proceedings - 2021 10th International Conference of Educational Innovation through Technology, EITT 2021*, (2021) 228–232.

feedback recipients.¹⁸ This shows the importance of interaction in responding to feedback.

Based on previous studies, the use of collaborative peer feedback has been proven to improve writing outcomes. However, some studies focus only on writing activities in general, while studies that specifically relate this strategy to narrative texts remain limited. In addition, previous studies have focused on the perspectives of students after using the collaborative peer feedback strategy and the benefits of using collaborative peer feedback. Therefore, the novelty in this study is on one aspect, namely the application of the collaborative peer feedback strategy in the context of narrative text writing.

Based on the situation above, the researcher will conduct research entitled: “The Influence of Collaborative Peer Feedback Strategy on The Writing Narrative Text of Eleventh Grade Students at SMAN 1 Metro”.

¹⁸ Kübra Ekşi and Nilüfer Can Daşkın, “Collaborative Accomplishment of L2 Peer Feedback Interaction: Pursuing Uptake Through Accounting and Depersonalizing,” *International Journal of Applied Linguistics*, (2025), 1559-1571.

B. Problem Identification

Referring to the background above, some problems could be identified:

1. Students are less able to determine the story idea.
2. Students are less able to develop the plot line.
3. Students are less able to determine the right English sentence structure.
4. Students are less able to choose the right vocabulary.
5. Students are less able to determine appropriate narrative organization.

C. Problem Limitation

This study examines the influence of Collaborative Peer Feedback Strategy on The Writing Narrative Text, focusing on Eleventh-grade students at SMAN 1 Metro. The focus of this research is on how Collaborative Peer Feedback Strategy helps students' narrative writing in terms of content, organization, language use, vocabulary, and mechanism.

D. Problem Formulation

In line based on the identification and limitation of the problem above, the problem formulation is “Is there a significant effect of Collaborative peer feedback strategy on the writing narrative text of eleventh grade students at SMAN 1 Metro?”

E. Objective and Benefit of The Research

1. Objective of The Research

In light of the research background, this study aims to investigate the influence of collaborative peer feedback strategy on eleventh-grade students' writing narrative texts at SMAN 1 Metro.

2. Benefit of The Research

a. For English Teachers

By understanding the impact of collaborative peer feedback strategy on students' narrative writing skills, teachers are expected to utilize this strategy to improve the learning process.

b. For Students

After understanding the impact of using collaborative peer feedback strategy, students would be able to use this strategy in the learning process and improve the quality of their narrative writing.

c. For Future Researchers

In addition to complementing and summarizing previous research, this study will serve as a resource for future research. It is hoped that subsequent researchers will analyze students' perspectives on the use of collaborative peer feedback strategy in the writing process or other language skills, as this study only discusses the effect of using peer feedback strategy in narrative writing without seeking the opinions of students.

F. Prior Research

There are several previous studies that support this research. The first study was titled "Investigating the Impacts of Teacher Metalinguistic Feedback vs. Collaborative Peer Feedback on Iranian EFL Learners' Writing Performance." This study was conducted by Mehran Memari and Bitā Asadi in 2021. This study was conducted with 62 English as a foreign language (EFL) freshman students from two public universities in Tehran, Iran, aiming to explore the influence of teachers' metalinguistic feedback versus peers' collaborative feedback on students' writing performance in the classroom context. From this study, it was found that there was a significant increase in lexical language diversity in students' writing results using both types of treatment. In addition, it was found that the use of collaborative peer feedback resulted in much higher lexical diversity than other types of feedback.¹⁹

The second study is titled "From Feedback to Revision: How Can Collaborative Peer Feedback Make a Difference?". This study was conducted in 2021 by Lu Huang. Furthermore, this study was conducted with 80 EFL undergraduate students at a university in southern China to examine how Automated Writing Evaluation (AWE) is used in ELT writing classrooms when collaborative peer feedback is employed. The results show that the use of collaborative peer feedback, combined with AWE, increased

¹⁹ Mehran Memari and Bitā Asadi, *Investigating the Impacts of Teacher Metalinguistic Feedback vs. Collaborative Peer Feedback on Iranian EFL Learners' Writing Performance.*, 180-199.

the number of revisions, which had a positive impact on the type of revisions and the quality of students' texts. Furthermore, students also felt happier when engaging in collaborative peer feedback during their revision activities. This study shows that the application of collaborative peer feedback into the AWE system has pedagogical implications for English language teaching.²⁰

The third study, titled “Collaborative Accomplishment of L2 Peer Feedback Interaction: Pursuing Uptake Through Accounting and Depersonalizing,” was conducted in 2025 by Kübra Ekşi and Nilüfer Can Daşkın. This study was conducted with adult participants aged 18 to 45 who were enrolled in an L2 English study group. This study focused on examining real-time peer feedback interactions in video-mediated synchronous learning groups and revealing how L2 learners expanded their feedback contributions to each other to achieve peer feedback through collaborative interactions. This study found that participants actively followed up on peer feedback by paying attention to the local interaction context and institutional learning objectives. They also contributed to the formation of intersubjectivity and sought approval and positive responses from the recipients of feedback. These findings reveal the importance of second language interactional competence (L2 Interactional Competence)

²⁰ Lu Huang, *From Feedback to Revision - How Can Collaborative Peer Feedback Make a Difference?.*, 228-232.

in responding to feedback, particularly in the context of oral assessment preparation classes.²¹

Based on the above research description, the use of collaborative peer feedback strategy has been proven to have a positive impact on learning activities, particularly in writing. However, this research is still limited to general types of writing and is not specific. Previous studies have also focused more on the perspectives and benefits of students after using the collaborative peer feedback strategy in language learning activities. Therefore, further research is needed that specifically discusses the application of this strategy in the context of writing specific texts, particularly narrative texts.

²¹ Kübra Ekşi and Nilüfer Can Daşkın, *Collaborative Accomplishment Of L2 Peer Feedback Interaction: Pursuing Uptake Through Accounting and Depersonalizing.*, 1559-1571.

CHAPTER II

THEORETICAL REVIEW

A. Writing Narrative Text

This section will discuss narrative writing as one of the writing skills in English language learning. This discussion covers two aspects, namely the basic concepts of writing in general and the basic concepts of narrative writing.

1. The Concept of Writing

In this section, the researcher will provide a comprehensive discussion of the concept of writing as a theoretical basis for the research. This discussion covers several aspects, such as the meaning of writing, the process of writing a text, elements in writing, and measurement of writing. The description aims to provide a comprehensive understanding of the nature of writing before relating it to narrative text writing.

a. Definition of Writing

Writing is a process or activity that requires steps and strategies in order to achieve a goal.¹ According to Roy Johnson, writing is a skill that can be described as an art, and this skill needs to be practiced continuously to be maintained.² Additionally, according to Pariwat, writing is a crucial skill that must be acquired

¹ Scott McLean, *Successful Writing.*, 380.

² Roy Johnson, "Improve Your Writing Skills: Guidance Notes for Students," First digi (Manchester: Clifton Press, 2012), 24.

through language learning activities.³ Jeremy Harmer views writing as a process like a wheel, where the writer moves across the wheel and passes through its spokes. When writers have finished their writing, they will redesign and review every step they consider complete.⁴

Based on this understanding, writing is a skill that requires various systematic steps. Writing is also a complex activity, so it requires regular practice to produce high-quality writing. There is also a view that writing is the most important skill in learning a language. In fact, writing is described as a wheel, where every time writers finish their writing, they will reflect on the steps they have taken.

Therefore, based on these various views, writing is a productive and complex language skill that is systematic and repetitive in nature. Writing requires following sequential steps and continuous practice so that writers can produce effective and high-quality writing.

b. Process of Writing

Through the study of writing skills, experts basically agree that writing is an activity that requires a systematic process. This view emphasizes that the quality of a piece of writing is primarily

³ Pariwat Imsa-ard, "Being an Effective Writing Teacher: Understanding Writing Theories behind the Product, Process, and Genre Approaches," *International Journal of Linguistics and Translation Studies* 1, no. 2 (2020): 35.

⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (ELT Journal, 2003), 2.

determined by how students go through each step of the writing process. Therefore, by understanding the stages of writing, students can more easily express their ideas in a coherent manner, correct mistakes, and produce coherent and communicative texts. For this reason, it is important to explain the main stages of writing.

1) Pre-writing

In the first process, students generate ideas to write about, develop topics for discussion, and collect the necessary data. They can begin writing by creating an outline and arranging it in a logical order.⁵ In the initial planning process of writing, students can follow the steps by choosing a topic, developing ideas, and beginning to organize the order of ideas to be discussed first.⁶

2) Drafting

Drafting is a process in which a piece of writing goes through several different versions before it is considered complete.⁷ Drafting can also be defined as a writing process in which the writer develops the writing from the first version to make it more complete.⁸ From these two definitions, drafting is a process in which the writer develops the writing from the

⁵ *Ibid.*

⁶ Dorothy E. Zemach and Lisa a. Rumisek, *Academic Writing: From Paragraph to Essay* (Macemillan, 2006), 3.

⁷ Roy Johnson, *Improve Your Writing Skills: Guidance Notes for Students.*, 99.

⁸ Scott McLean, *Successful Writing.*, 408.

previous version to improve its quality. According to Roy Johnson, the drafting process can involve several steps, namely:⁹

- a) Thinking about the topic
- b) Finding sentences to express ideas
- c) Refining arguments
- d) Rewriting sentences to make their meaning clearer
- e) Correcting grammar and syntax
- f) Rewriting paragraphs according to their structure
- g) Finding more appropriate vocabulary according to the text
- h) Rewriting unclear paragraphs
- i) Removing irrelevant sentences to make the writing more coherent
- j) Adding new ideas

Through these drafting steps, it can be concluded that the drafting process can be carried out by writing/composing paragraphs from start to finish, taking into account the notes made during the planning process in the form of ideas, topics, grammar, vocabulary, coherence, and organization of the text.

⁹ Roy Johnson, *Improve Your Writing Skills: Guidance Notes for Students.*, 101.

3) Reviewing and Revising

The reviewing is carried out by checking the clarity of ideas in a piece of writing and revising typically involves adding, removing, rearranging, or modifying information to make ideas more transparent, more accurate, more engaging, or more persuasive.¹⁰ In reviewing and revising, students can check their writing independently by reading it, or they can ask their friends for help. Add more information and check for irrelevant information. Ask for feedback from peers because getting feedback is a good way to find out if the writing is clear and compelling.¹¹

4) Rewriting

Rewriting is the final stage of the writing process.¹² In this process, students will review their drafts to make additions. Rewriting involves making changes to develop the style and standard of a text.¹³ Students must make improvements to the structure and content based on the feedback they receive.¹⁴

¹⁰ Scott McLean, *Successful Writing*, 425.

¹¹ Dorothy E. Zemach and Lisa a. Rumisek, *Academic Writing: From Paragraph to Essay*, 3.

¹² Roy Johnson, *Improve Your Writing Skills: Guidance Notes for Students*, 107.

¹³ Scott McLean, *Successful Writing*, 438.

¹⁴ Dorothy E. Zemach and Lisa a. Rumisek, *Academic Writing: From Paragraph to Essay*, 3.

c. Elements of Writing

Writing is a complex skill because it requires the ability to organize ideas while mastering linguistic aspects. Therefore, the quality of a piece of writing is not only assessed based on how unique and interesting the ideas presented are, but also on the accuracy of the structure, the choice of vocabulary, and the technical neatness of the writing. According to Jacob, writing skills can be assessed based on several elements. This forms the basis for evaluating a piece of writing and guiding students to produce high-quality writing.¹⁵

1) Organization

Organization is the process of planning how to arrange the collected information into a framework.¹⁶ In analytical and holistic assessment, organized writing is very important for teachers. Several things prove this, the first being the fact that in many analytical assessment scales, organization is definitely included in the assessment. According to Freedman in Rachael Ruegg & Yuko Sugiyama, organization is the second most challenging element to assess after content. The reason is that in writing activities, the goal of students is not only to complete the task, but they may have other goals, such as providing

¹⁵ D Brown, H, *Language Assessment Principles and Classroom Practices, Proceedings of the National Academy of Sciences*, vol. 3 (Longman, 2015), 244-245.

¹⁶ Scott McLean, *Successful Writing.*, 468.

information, explaining, persuading, or a combination of these goals.¹⁷ In writing activities, the purpose of writing must always be kept in mind, as this will help students determine what information to include and how to find an effective way to organize it. In this case, organization is important because the choice of sequence that best suits the purpose of writing will support the main points of the text.¹⁸

2) Content

Content refers to all the written material in a document. The content in each paragraph is formed based on the purpose, audience, and tone.¹⁹ After students determine the readers and purpose of their writing, they must also decide what information to include, ensuring that this information is relevant and interesting to the readers. Additionally, content must also be tailored to the tone. When the tone matches the content, it builds a strong connection with readers.

3) Language Use

Language use plays an important role in writing. Using proper language and grammar will impress readers and make them focus more on the points being conveyed.²⁰ Therefore,

¹⁷ Rachael Ruegg and Yuko Sugiyama, "Organization of Ideas in Writing: What Are Raters Sensitive To?," *Language Testing in Asia* 3, no. 1 (2013): 2.

¹⁸ Scott McLean, *Successful Writing*, 397.

¹⁹ *Ibid.*, 313.

²⁰ *Ibid.*, 105.

language use plays an important role in writing skills because it forms the basis of the structure that writers use to convey ideas clearly and accurately. Mastery of language use can help students write effective and high-quality sentences and texts.

4) Mechanics

According to Brown and Bailey, mechanics are also connected to punctuation and spelling. This can be explained by accuracy in the use of language conventions, the use of left and right margins, accuracy in the use of capital letters, indented paragraphs, and the use of punctuation and spelling.²¹

5) Vocabulary

According to Brown and Haily, accuracy in vocabulary usage is essential in writing because mastery of vocabulary means that students have comprehensive knowledge of vocabulary, including meaning, spoken form, written form, grammatical usage, word derivation, word collocation, spoken and written registers, connotations or associations, and word frequency.²²

d. The Measurement of Writing

Scoring is essential to know because the scores will ultimately be used in decision-making. Before conducting research,

²¹ D. Brown, H, *Language Assessment Principles and Classroom Practices.*, 245.

²² *Ibid.*

it is important to understand the primary components contained in the assessment rubric. In this study, students' writing will be assessed using the assessment rubric described by Jacobs.²³

Table 2.1
Writing Assessment Rubric

Aspect	Score Level	Criteria
Content	30-27	EXCELLENT TO VERY GOOD - Knowledgeable - Substantive - Thorough development of thesis - relevant to assigned topic
	26-22	GOOD TO AVERAGE - Some knowledge of subject - Adequate range - Limited development of thesis - Mostly relevant to topic, but lacks detail
	21-17	FAIR TO POOR - Limited knowledge of subject - Little substance - Inadequate development of topic
	16-13	VERY POOR - does not show knowledge of subject - non-substantive - not pertinent, or not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD - fluent expression - ideas clearly stated/supported - succinct - well-organized - logical sequencing - cohesive
	17-14	GOOD TO AVERAGE - somewhat choppy - loosely organized but main ideas stand out

²³ Weigle, *Assesing Writing*.

		- limited support - logical but incomplete sequencing
	13-10	FAIR TO POOR - non-fluent - ideas confused or disconnected - lacks logical sequencing and development
	9-7	VERY POOR - does not communicate - no organization - not enough to evaluate
Vocabulary	20-18	EXCELLENT TO VERY GOOD - sophisticated range - effective word/idiom choice and usage - wordform mastery - appropriate register
	17-14	GOOD TO AVERAGE - adequate range - occasional errors of word/idiom, form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR - Limited range - frequent errors of word/idiom form - choice, usage - Meaning confused or obscured
	9-7	VERY POOR - essentially translation - little knowledge of English vocabulary, idioms, word form - not enough to evaluate
Language Use	25-22	EXCELLENT TO VERY GOOD - effective complex constructions - few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE - effective but simple constructions - minor problems in complex constructions. several errors of

		agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	FAIR TO POOR - major problems in simple/complex constructions - frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions - meaning confused or obscured
	10-5	VERY POOR - virtually no mastery of sentence construction rules - dominated by errors - does not communicate - not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD - demonstrates mastery of conventions - few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE - occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR - frequent errors of spelling, punctuation, capitalization, paragraphing - poor handwriting - meaning confused or obscured
	2	VERY POOR - no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing - handwriting illegible - not enough to evaluate

2. The Concept of Narrative Writing

a. Definition of Narrative Writing

Narrative is a type of writing that aims to tell a story.²⁴

According to Steve Xu, narrative writing is generally the writing of a story. This narrative can be fiction or non-fiction, or it can also be a semi-autobiographical story, historical fiction, or a real event that has been dramatized. Therefore, according to him, narrative writing can be defined as any composition that tells a story using a narrative structure.²⁵ Furthermore, according to Fransiska Jaiman Madu, a narrative text is a piece of writing that contains a series of events or incidents that occur and are told in chronological order.²⁶

Based on several definitions of narrative writing, narrative writing can be understood as writing that emphasizes the telling of a story in a specific chronological order using a narrative writing structure, to present a story to readers.

b. Generic Structure of Narrative Writing

When writing narrative texts, students must first understand the basic framework of narrative texts. This basic framework is an essential component of composing narrative texts, making the story

²⁴ Alice Oshima and Ann Hogue, *Introduction to Academic Writing, Agenda* (Pearson Longman, 2007), 24.

²⁵ Steve Xu, *Narrative Writing*, vol. 1 (Scholarly Publishing), 3.

²⁶ Fransiska Jaiman Madu, "Narrative Text Writing Skills in Pgsd Students," *Jurnal Cakrawala Pendas* 10, no. 2 (2024): 308.

easier for readers to understand. In general, this basic framework consists of orientation, complications, and resolution.²⁷

1. Orientation

Orientation is a part of a narrative text that introduces the identity of a character, subject, time, place, and events in a story. Orientation should be concise and informative so that readers can focus more on the core of the story being presented.²⁸

2. Complication

The presence of deep problems or conflicts in the narrative characterizes complication in a narrative story.²⁹ Complications must contain conflicts or social problems faced by the main character.³⁰ Social conflicts can be developed by introducing conflicts at the beginning of the complication. In this case, social conflict is not only in the form of arguments or negative issues, but can also be presented with examples of how feelings should be expressed and resolved. Furthermore, narrative texts can also be developed as writing exercises to present social conflict in an engaging sequence.³¹

²⁷ Agung Budi Kurniawan, "Students' Mistakes in Fulfilling the Generic Structure Criteria of Narrative Text Draft," *Erudita: Journal of English Language Teaching* 4, no. 2 (2024): 142.

²⁸ *Ibid.*, 145.

²⁹ Fransiska Jaiman Madu, *Narrative Text Writing Skills in Pgsd Students.*, 308.

³⁰ Agung Budi Kurniawan, "Students' Mistakes in Fulfilling the Generic Structure Criteria of Narrative Text Draft.", 145.

³¹ *Ibid.*, 149.

3. Resolution

Resolution is the ending of a story that can be resolved with happiness or sadness.³² In addition, Steve Xu states that resolution is the epilogue of a story that conveys lessons or perspectives the researcher wants to impart.³³ Therefore, resolution is the ending of a narrative story that contains the conclusion of a story and usually contains a message that can be learned from the story.

c. Characteristic of Narrative Writing

When discussing narrative texts, it is important to discuss their main characteristics. According to Steve Xu, narrative texts have several characteristics. These characteristics include: character: the strongest aspect in character development; plot: the events that occur in the story; narrative structure: the way the main character pursues their goals or faces challenges; setting: the background of the story can determine the genre and learning curve of a story; conflict: the tension in a narrative story; theme: the lessons contained in a story would become the theme of the narrative text.³⁴

d. Language Features of Narrative Writing

Language features are an important part to understand before writing a narrative text. In narrative texts, there are several language

³² *Ibid.*, 149-150.

³³ Steve Xu, *Narrative Writing.*, 8.

³⁴ *Ibid.*, 3-4 .

elements, consisting of the simple past tense, adverbs of time, temporal conjunctions, special characters, action verbs, and direct sentences.³⁵ According to Derwianka, narrative texts consist of several linguistic components, including the use of descriptive language to develop the story by creating imagination in the minds of readers. The final participant may be written in the first person (I or We) or third person (He, She, or They). In addition, he also explains that the language features used include the use of action verbs; the use of temporal conjunctions and temporal circumstances; the use of past tense grammar; and the use of relational and mental processes.³⁶

Thus, both opinions demonstrate that language features in narrative texts are not only helpful as markers of grammatical structure but also as a means of creating atmosphere, connecting events, and facilitating readers' understanding of the plot and meaning of the story being told.

B. Collaborative Peer Feedback

This section discusses collaborative peer feedback in writing instruction. The discussion covers the concept of peer feedback as a basis for providing feedback among students. Furthermore, it also explains the

³⁵ Heriyanti Tahang et al., "Students' Grammatical Mistakes on the Use of Language Features in Composing Narrative Text," *JLE: Journal of Literate of English Education Study Program* 5, no. 1 (2024): 32.

³⁶ Nandha Amelya, Samtidar, Sultan Baa, "An Analysis of Student's Difficulties in Writing Narrative Text." *Journal of English and Education* 1. no.4 (2022): 414.

concept of collaborative peer feedback, which emphasizes cooperation in the process of giving and receiving feedback.

1. The Concept of Peer Feedback

This section discusses the concept of peer feedback as a learning strategy. The discussion begins with an explanation of the definition of peer feedback to provide a clear theoretical basis. Next, this section also explains the forms of peer feedback that can be applied in learning practices.

a. Definition of Peer Feedback

According to Sakhi Hermawan, peer feedback is comments and revisions from one student to another student's writing.³⁷ Furthermore, according to Anwar, peer feedback is a type of feedback that is equivalent to teacher feedback, which can certainly contribute to the formation of the learning process and involve students who use their peers as sources of information. In addition, peer feedback is a review given by students to the writing of other students.³⁸ In addition, AT or disciplinary framework conceptualizes peer feedback as a collective and situational activity, where students acting as agents use cognitive and sociocultural

³⁷ Sakhi Herwiana, *Strengths and Weaknesses of Collaborative Writing and Peer Feedback in an EFL Intensive Reading and Writing Coursework.*, 108.

³⁸ Rias Wita Suryani, Yenni Rozimela, and Desvalini Anwar, "Exploring the Effect of Peer Feedback and the Students' Perceptions of the Feedback on Students' Writing Skill," *International Journal of Secondary Education* 7, no. 4 (2019): 117.

strategies to facilitate collaborative learning in order to achieve common goals.³⁹

From the above opinions, peer feedback is seen not only as input or criticism given by students to their friends' work, but also as a mutually beneficial learning process. In this case, students act as sources of information and also as active agents who facilitate collaborative learning to achieve common goals.

b. Forms of Peer Feedback

1. Oral Feedback and Written Feedback

In peer feedback, several forms of feedback are commonly used by students to provide comments. The two most common forms of feedback are oral and written. Both play an important role in supporting the learning process, especially in writing. This provides students with the opportunity to convey their comments in a more focused manner.

Oral feedback is a form of interaction between teachers and students in the form of discussion.⁴⁰ Furthermore, Vindy Nita Yusovil, Siti Asmiyah, and Muhtarom state that oral feedback can have a direct impact on learning outcomes because it can improve students' abilities. In addition, according to them,

³⁹ Shulin Yu and Icy Lee, "Peer Feedback in Second Language Writing, Language Teaching," *Cambridge University Press*, vol. 49 (2016), 464.

⁴⁰ Erfiani Irawan and Kisman Salija, "Teachers' Oral Feedback in EFL Classroom Interaction (A Descriptive Study of Senior High School in Indonesia)," *ELT Worldwide: Journal of English Language Teaching* 4, no. 2 (2017): 138, <https://doi.org/10.26858/eltww.v4i2.4496>.

there are eleven types of oral feedback, consisting of cast, clarification request, metalinguistic feedback, elicitation, repetition of error, explicit correction, evaluative feedback, descriptive feedback, corrective feedback, interactional feedback, and motivational feedback.⁴¹ Furthermore, according to Emmanuel Mensah Bonsu, written feedback is considered a form of communication between instructors and students in the context of education. This feedback can enhance learning by facilitating the construction and practice of knowledge.⁴²

Based on these opinions, oral feedback is a type of feedback delivered directly by the teacher. This feedback not only provides corrections, but also provides a space for discussion that allows students to understand their shortcomings. In addition, oral feedback is considered to have a direct impact on learning outcomes. Furthermore, written feedback is seen as a means of written communication between instructors and students. Students receive more structured guidance, which helps improve their learning abilities.

2. Direct Feedback and Indirect Feedback

⁴¹ Vindy Nita Yusovi, Siti Asmiyah, and Muhtarom Muhtarom, "Oral Feedback for English Language Learners Development," *FOSTER: Journal of English Language Teaching* 3, no. 4 (2023), 198.

⁴² Emmanuel Bonsu, "The Influence of Written Feedback on the Writing Skill Performance of High School Students," *International Journal of Applied Research in Social Sciences* 3, no. 3 (2021): 33.

Another form of feedback that is also often used in the language learning process is direct feedback and indirect feedback. These two forms of feedback certainly have different characteristics in terms of how they are delivered. Direct feedback is feedback that is given directly to students and is basically intended to correct mistakes. This direct feedback is considered to provide accurate and precise information, thereby making the learning process more efficient. In addition, direct feedback is also considered to avoid the possibility of difficulties in deciphering codes to modify their drafts.⁴³

In contrast, indirect feedback focuses on the writing process and is implemented by pointing out errors without correcting them. This feedback can be categorized into several types, including teachers pointing out errors by providing code, underlining errors, and simply writing down the total number of errors.⁴⁴

2. The Concept of Collaborative Peer Feedback

This section discusses the concept of collaborative peer feedback in the learning process. The discussion begins with a definition of collaborative peer feedback as a basis for understanding. Next, its characteristics, advantages, and disadvantages are explained.

⁴³ Anne Westmacott, "Direct vs. Indirect Written Corrective Feedback: Student Perceptions," *Ikala* 22, no. 1 (2017): 20.

⁴⁴ *Ibid.*, 19.

Finally, this section outlines the procedures for implementation in learning activities.

a. Definition of Collaborative Peer Feedback

Joann Keyton views collaboration itself as an interaction between individuals, team members, or groups who work together to achieve goals, activities, or production.⁴⁵ This collaborative theory emphasizes that learning is not an individual activity, but rather a social activity that allows students to exchange knowledge and strategies to build a deeper understanding. Meanwhile, according to Sakhi Hermawan, peer feedback is comments and revisions from one student to another student's writing.⁴⁶ From this theory of peer feedback, it turns out that peer feedback refers to the provision of feedback between students on their writing, whether in the form of comments, suggestions, or constructive criticism.

When these two concepts are combined, a collaborative peer feedback strategy emerges, which is a form of feedback that is not only one-way but also dialogic and interactive. In practice, students not only comment on their friends' writing, but they also actively discuss, negotiate meaning, and suggest improvements. Thus, collaborative peer feedback emphasizes richer, deeper, and more meaningful student engagement.

⁴⁵ Keyton, *Collaboration*., 1.

⁴⁶ Sakhi Herwiana, *Strengths and Weaknesses of Collaborative Writing and Peer Feedback in an EFL Intensive Reading and Writing Coursework*., 108.

Furthermore, the theoretical basis for collaborative peer feedback can be explained through Vygotsky's sociocultural theory. This theory states that the learning process occurs through social interaction that passes through the Zone of Proximal Development (ZPD) mechanism, which is the gap between an individual's current abilities and the abilities that can be achieved with the help of others.⁴⁷ The assistance provided to students in the ZPD can be referred to as scaffolding.⁴⁸ In addition, the concept of scaffolding plays a crucial role here, as it enables students to be assisted in stages through collaborative discussion. Scaffolding in peer feedback can take the form of additional explanations or alternative suggestions. Thus, collaborative peer feedback can be understood as a social process in which collaborative interaction, peer feedback, and scaffolding mechanisms combine to encourage optimal student writing development.

b. Characteristic of Collaborative Peer Feedback

In the process of implementing the collaborative peer feedback strategy, students not only receive feedback, but they also have a role as feedback providers. Therefore, in order for this strategy to be implemented optimally, it is important to understand

⁴⁷ Langford, *Vygotsky's Developmental and Educational Psychology*, 132.

⁴⁸ Neni Hasnunidah et al., "Argument-Driven Inquiry with Scaffolding as the Development Strategies of Argumentation and Critical Thinking Skills of Students in Lampung, Indonesia," *American Journal of Educational Research* 3, no. 9 (2015): 1187.

the characteristics of the collaborative peer feedback strategy, which can consist of:⁴⁹

- 1) Dialogue facilitates the development of students' abilities to monitor, evaluate, and regulate their learning through sustained and meaningful interactions with others.
- 2) Students are considered active learners who can construct meaning and regulate the learning process because they interact with others.

c. Advantages and Disadvantages of Collaborative Peer Feedback

In its application to the learning process, collaborative peer feedback has several advantages and disadvantages that need to be considered so that this strategy can be used effectively in writing instruction. Before discussing its disadvantages, it is important first to understand the benefits offered by collaborative peer feedback, including:

- 1) Students will pay more attention to feedback from peers because they consider peers to be non-experts and to be on the same level as themselves.⁵⁰

⁴⁹ Erkan Er, Yannis Dimitriadis, and Dragan Gašević, "Collaborative Peer Feedback and Learning Analytics: Theory-Oriented Design for Supporting Class-Wide Interventions," *Assessment and Evaluation in Higher Education* 46, no. 2 (2021): 6-22.

⁵⁰ Gerry Geitz, Desirée Joosten ten Brinke, and Paul A. Kirschner, "Goal Orientation, Deep Learning, and Sustainable Feedback in Higher Business Education," *Journal of Teaching in International Business* 26, no. 4 (2015): 278.

- 2) Students ask more questions about feedback from their peers and process that feedback more, which means that students do not underestimate the expertise of their peers.⁵¹
- 3) Feedback from peers is perceived as easier to absorb because they use language that is easy to understand.
- 4) Collaborative peer feedback can provide a space for sharing knowledge about vocabulary that can build productive dialogue.⁵²
- 5) Collaborative peer feedback can create diverse interactions.⁵³

However, even though collaborative peer feedback offers many benefits, this strategy still has some drawbacks that need to be considered when implementing it, including:⁵⁴

- 1) Feedback from peers is different in quality from feedback from highly qualified experts.
- 2) Feedback provided by students often varies, resulting in inconsistent feedback and ultimately leading to unproductive discussions and dialogues.

d. Procedure of Collaborative Peer Feedback

⁵¹ Renée M. Filius et al., “Strengthening Dialogic Peer Feedback Aiming for Deep Learning in SPOCs,” *Computers and Education* 125, no. December 2017 (2018): 86,.

⁵² Er, Dimitriadis, and Gašević, “Collaborative Peer Feedback and Learning Analytics: Theory-Oriented Design for Supporting Class-Wide Interventions.”

⁵³ Renée M. Filius et al, *Strengthening Dialogic Peer Feedback Aiming for Deep Learning in SPOCs.*,87 .

⁵⁴ Erkan Er, Dimitriadis, and Gašević, *A Collaborative Learning Approach to Dialogic Peer Feedback: A Theoretical Framework*, 590.

According to Erkan Er, Yannis Dimitriadis, and Dragan Gasevic, the procedure for implementing a collaborative peer feedback strategy must go through several stages, including:⁵⁵

1) Planning and Coordinating

In the initial stage, students will develop assessments of their own work and that of their peers. These assessments will be conducted by referring to peer assessment rubrics. They will be given space to identify shortcomings and weaknesses collectively.

2) Discussion

In the next stage, students will be given time to discuss the feedback they have received. The purpose of this discussion is to negotiate the meaning of the feedback and reflect on the feedback that has been given. Students will also set goals to improve their writing based on the feedback provided.

3) Translation of The Feedback

At this final stage, the feedback that has been obtained will then be translated into concrete actions through the implementation of the plan that has been formulated. In this process, students are given the responsibility to monitor their own learning, while also being open to monitoring by their peers. Self-monitoring will enable students to obtain internal feedback

⁵⁵ *Ibid.*

to improve their writing, while peer monitoring can confirm, add to, or challenge their understanding. Productive dialogue is essential at this stage.

C. The Correlation Between Collaborative Peer Feedback Strategy and Writing Narrative Text

There is a relationship between the collaborative peer feedback strategy and writing narrative text. This relationship can be understood by referring to Vygotsky's sociocultural theory and the Collaborative Learning approach. According to Vygotsky, education must be based on the principle that students are part of society, and the learning process must be social in nature.⁵⁶ Based on this opinion, the role of teachers and peers becomes important in helping students reach their Zone of Proximal Development (ZPD). In this context, variable X, which is collaborative peer feedback, acts as scaffolding that facilitates students to develop their learning potential, which then has an impact on variable Y, which is narrative writing.

In addition, collaborative learning explains further how interaction is implemented in the learning process, particularly through cooperation between students. This interaction can be realized through discussion, exchange of ideas, and feedback within groups. Thus, the application of collaborative peer feedback within the framework of collaborative learning

⁵⁶ Langford, *Vygotsky's Developmental and Educational Psychology*, 124.

can reinforce the basis put forward by Vygotsky, thereby positively influencing narrative writing.

D. Theoretical Framework and Paradigm

This section discusses the theoretical framework and research paradigm. The theoretical framework explains the theories that support this research. Furthermore, the research paradigm describes the relationship between the variables studied. This discussion forms the basis of thinking in this research.

1. Theoretical Framework

The theoretical framework of this study is based on the sociocultural theory proposed by Vygotsky. According to him, education must be based on the principle that students are part of society, and the learning process must be social in nature.⁵⁷ Learning occurs through social interaction, where students acquire new knowledge with the help of others in the Zone of Proximal Development (ZPD). Furthermore, in the context of writing, peer feedback can function as scaffolding. This is because students provide each other with support and guidance to improve the quality of their writing.

In addition, the theoretical framework of practice in this study is also based on the theory of collaboration proposed by Keyton. According to him, collaboration is an interaction in which individuals

⁵⁷ *Ibid.*, 146.

or team members work together, either face-to-face or remotely, to achieve a goal.⁵⁸ In writing narrative texts, this concept is realized through Collaborative Peer Feedback, in which students provide feedback on each other's writing. The communication process in collaborative peer feedback reflects Keyton's principles. Students will not only correct errors but also discuss story structure, vocabulary, grammar, and the clarity of the plot. Thus, collaborative peer feedback becomes a place for two-way communication that facilitates the joint construction of knowledge.

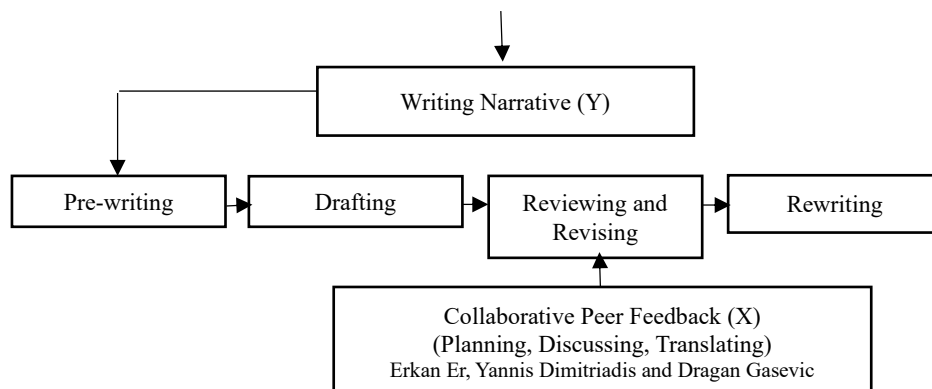
After presenting this general theory, the discussion will focus on the object of research, namely, the narrative text. Therefore, to support writing learning, researcher utilize the collaborative peer feedback strategy. In addition, the implementation framework is based on Erkan Er, Yannis Dimitriadis and Dragan Gasevic's ideas, as these ideas provide a systematic overview of the stages in the collaborative peer feedback strategy, starting from planning and coordination, discussions for clarification and negotiation, and the application of feedback in text revision.⁵⁹ Furthermore, the relationship between these components can be illustrated more clearly in the following chart.

Figure 2.1
Theoretical Framework of Implementing Collaborative Peer feedback
on Writing Narrative Text

Vygotsky's Sociocultural Theory, and Collaborative Learning
--

⁵⁸ Keyton, *Collaboration*., 1.

⁵⁹ Erkan Er, Dimitriadis, and Gašević, *A Collaborative Learning Approach to Dialogic Peer Feedback: A Theoretical Framework*., 590.



Based on the theoretical framework, this study places Collaborative Peer Feedback (X) as an independent variable that is hypothesized to affect Narrative Writing Text (Y) as a dependent variable. Thus, this study clearly describes the relationship between variables X and Y.

2. Paradigm

A paradigm can be understood as a point of view, a school of thought that underlies the meaning of research data.⁶⁰ This study uses one type of paradigm, namely the positivism paradigm. This paradigm was initially proposed by a Frenchman named Auguste Comte (1798-1857). He stated that the worldview of research is based on what is known in research methods as investigative methods.⁶¹ This paradigm is based on the assumption that knowledge is obtained through data that can be measured objectively and analyzed using statistical methods. Therefore, in this study, the researcher focused on the cause-and-effect

⁶⁰ Mustofa Mustofa, "Epistemology of Paradigms for Positivism, Interpretivism, and Action Research in Educational Research: A Literature Review," *Journal of Office Administration : Education and Practice* 3, no. 3 (2024): 216.

⁶¹ *Ibid.*

relationship between variables, specifically the use of collaborative peer feedback on students' narrative writing skills. Through this paradigm, the researcher views that the phenomenon of learning can be understood.

E. Hypothesis Formulation

This study is based on the assumption that the collaborative peer feedback strategy affects the narrative writing performance of eleventh-grade students at SMAN 1 Metro. The hypothesis for this research is stated as follows:

1. Hypothesis Alternative (H_a): There is a significant effect of collaborative peer feedback strategy on the writing narrative text of eleventh grade students at SMAN 1 Metro.
2. Hypothesis Zero (H_0): There is no significant effect of collaborative peer feedback strategy on the writing narrative text of eleventh grade students at SMAN 1 Metro.

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

CHAPTER III

RESEARCH METHOD

This chapter discusses research methods, which consist of research design, population and sample, research variables, data collection techniques, research instruments, and data analysis techniques.

A. Research Design

This study employed a quantitative research approach, utilizing a pre-experimental research design. This design was used because it aims to determine whether a treatment affects an outcome.¹ This was in line with the research title, which aims to see whether Collaborative Peer Feedback could affect students' activities in writing narrative texts. Furthermore, in the pre-experimental research design, there are several different types of research, one of which is the one-group pre-test/post-test type, which in this study consists of only one class with measurements taken through a pre-test, followed by providing treatment, and ending with a post-test ².

¹ John W Creswell, *Educational Research*, ed. Christina Robb, Matthew Buchholtz, and Karen Mason, fourth edi (Boston: Pearson Eductaion, 2012), 324.

² John W Creswell, *Research Design Qualitative, Quantitaive, and Mixed Methods Approaches* (California: Sage Publications, 2009), 150.

Table 3.1
One-Group Pre-test/Post-test Design

Group A	01————X————02
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Source: Adapted from ³

Further explanations are as follows:

01 = Pre-Test

02 = Post-Test

X = Treatment

B. Operational Definition of Variable

1. Independent Variable

An independent variable is a factor or characteristic that will influence the dependent variable. In a study, this variable can also be referred to as a factor, treatment, predictor, determinant, or antecedent variable.⁴ Furthermore, this study also included an independent variable, denoted as variable X, in the form of Collaborative Peer Feedback Strategy.

2. Dependent Variable

An attribute or quality that is impacted by and dependent upon the independent variable is known as the dependent variable.⁵ The result, effect, criteria, or consequence variables are other names for this variable.

³ *Ibid.*

⁴ John W Creswell, *Educational Research.*, 116.

⁵ *Ibid.*, 115.

Because of this, the creation of narrative texts was the study's dependent variable.

C. Population, Sample, and Sample Technique

1. Population

Population is a collection of people who have similar traits.⁶ In addition, a population consists of all members to whom the research findings can be applied.⁷ In this regard, all eleventh-grade pupils at SMAN 1 Metro made up the study's population. There were 323 students in the research population overall, distributed across nine courses.

2. Sample

The sample can reflect the actual proportion of individuals with specific characteristics in a population. The sample in this study initially consisted of 36 students selected by their English teachers. However, in practice, 11 students did not take either test (pre-test or post-test), so their data could not be analyzed. Therefore, the final analysis of this study included 25 students.

3. Sample Technique

The population in this study consisted of all eleventh-grade students at SMAN 1 Metro. The total was 323 students spread across nine classes. Furthermore, the sampling technique used in this study was purposive sampling. The sample was selected based on certain considerations relevant

⁶ *Ibid.*, 142.

⁷ Satishprakash Shukla, "Concept of Population and Sample," June (2020): 1.

to the research objectives. The selection of classes was based on recommendations from English teachers who had a deep understanding of students' characteristics and academic abilities. The selected classes were assessed as having a variety of writing abilities, so they were considered representative for observing the effect of the collaborative peer feedback strategy on writing narrative texts. In addition, these classes met the technical aspects of the research, such as the availability of learning time.

D. Data Collecting Technique

In this study, data were collected through two ways, consisting of:

1. Writing Tests

Writing tests were used to measure students' writing skills. The writing test would be conducted in two stages, namely pre-test and post-test.

a. Pre-Test

In the first stage, students would be given an order to write a narrative text according to the theme determined before the treatment. The main purpose of this pre-test was to determine the initial ability to write narrative texts, in terms of content, organization, vocabulary, grammar, and writing mechanics.

b. Post-test

The post-test was conducted after the treatment was completed. This test was used to determine the improvement in students' narrative writing skills after receiving treatment using the collaborative peer

feedback strategy. At this stage, students would be asked to write a narrative text with a different topic from the pre-test. The procedure for administering the post-test was similar to that of the pre-test, both in terms of the time allowed for completion and the instructions, so that the results obtained can be compared objectively.

2. Documentation

Documentation was used by researcher to obtain supporting data related to the research. This supporting documentation included a participation approval letter, attendance list, teaching materials, and documentation of activities collected to ensure the validation of the research process. Additionally, researcher collected students' writing results from pre-tests and post-tests as important documents for further analysis. Through documentation, researcher was able to ensure the authenticity of research data and obtain additional information that aids the analysis process. Therefore, documentation served as a valuable supplement to the primary data obtained from writing tests.

In this study, data were collected to investigate the impact of using a collaborative peer feedback strategy on students' narrative writing. The study began by giving a pre-test to 36 students to determine their initial abilities. Following this, the research would be continued with a narrative text writing treatment using the collaborative peer feedback strategy. This treatment was given in two meetings. After the students received further treatment at the final meeting, the 25 students were given a post-test to write narrative texts using

the collaborative peer feedback strategy. The results were then compared with the pre-test scores to determine whether the collaborative peer feedback strategy had a positive and significant effect on students' narrative text writing skills

E. Research Instrument

In conducting this research, the researcher would use instruments to collect research data. In this study, two instruments were used to collect data. These instruments consisted of:

1. Writing Test Instrument

This study would use a writing test instrument that would be applied at the initial stage (pre-test) and final stage (post-test). This instrument took the form of a narrative writing test, which would be administered to students before and after the treatment. Both instruments had equivalent language and content weightings. This instrument also underwent a validation and reliability process.

a. Validity Instrument

Research validation is a process that can help researcher determine the accuracy of claims and proportions proposed for use in research.⁸ Validation can be grouped into four types, namely internal validity, statistical conclusion validity, construct validity, and external validity.⁹ Of these four types, the researcher used construct validity in

⁸ Zohreh Salimi and Martin W. Ferguson-Pell, "Validity in Rehabilitation Research: Description and Classification," *INTECH*/June 2017, 2.

⁹ *Ibid.*, 3-7.

this study. The validity of an instrument could be seen from several aspects, including content validity, construct validity, and Criterion-related validity.¹⁰ This type of validation was chosen because construct validation was concerned with whether the measuring instrument or test accurately measures what it is intended to measure. This validation was carried out by requesting assessments from experts in relevant fields to ensure that the instruments used were in accordance with the indicator variables to be measured

In validating the research instrument construct, the researcher would use expert judgment involving two experts as instrument validators, as well as a 1-4 rating scale with nine indicators tested. These indicators were divided into three aspects, namely content validity, criterion-related validity, and construct validity. Then, the available data would be calculated using Aiken's formula, where each aspect was calculated using the content validity index, with the following calculation:¹¹

¹⁰ *Ibid.*, 7-8.

¹¹ Lewis R. Aiken, "Three Coefficients for Analyzing the Reliability and Validity of Ratings, Educational and Psychological Measurement," *Educational and Psychological Measurement* 45, no. 1 (1985): 136.

$$V = \frac{\sum s}{n(c - 1)}$$

Description:

s : $r - lo$

r : Scores given by experts

lo : Lowest score on the scale

n : Number of validators

c : Number of categories on the rating scale

After all indicators were calculated, the results were analyzed using Lawshe's content validity ratio (CVR) analysis with a critical value of 1,00, because two validators were used. The results of instrument validation were presented in three sections: content validation, construct validation, and language validation.

1) Content Validity

Table 3.2
Content Validity Instrument Items

No	Instrument Items	Scor CVR	Critical Value	Information
1.	Instruction on the instrument align with Phase F learning outcomes.	1,00	1,00	Valid
2.	Relevance of themes and contexts to the real world (social, academic, and work contexts)	1,00	1,00	Valid
3.	The instrument encourages meaningful learning.	0,83	1,00	Invalid

Based on the table above, it can be seen that most of the instrument items have a CVR score of 1,00, so these instrument items are declared valid. However, instrument item number 3 has a CVR score of only 0,83, so it is declared invalid. Therefore, this item must be revised in accordance with expert input.

2) Construct validity

Table 3.3
Construct Validity Instrument Items

No	Instrument Items	Scor CVR	Critical Value	Information
1.	Instructions that encourage students to think critically, come up with ideas, and use their creativity and imagination.	1,00	1,00	Valid
2.	The instruction of guiding students to use the linguistic elements of narrative texts.	0,83	1,00	Invalid
3.	Instructions appropriate for exploring all aspects of the writing assessment rubric.	0,83	1,00	Invalid

The construct validation results show that the instrument item that obtained a CVR score is only number 1, so that in the construct validation, the only valid item is item 1. Therefore, items 2 and 3, which receive a score of only 0,83, require revision in accordance with expert guidance.

3) Criterion-related validity

Table 3.4
Construct Validity Instrument Items

No	Instrument Items	Scor CVR	Critical Value	Information
1.	The instructions are easy for students to understand.	0,66	1,00	Invalid
2.	The language used is appropriate for the language development level of high school students.	0,66	1,00	Invalid
3.	There is no ambiguity or double meaning in the command.	0,66	1,00	Invalid

The validation results in terms of language show that the three items of the instrument obtained a CVR score of 0,66. When compared to the critical CVR value for two validators, which is 1,00, all items are declared invalid. This condition indicates that the wording of the instrument still requires improvement to make it clearer, easier to understand, and more suitable for the respondents' level of ability. Therefore, all items in the language aspect needed to be revised in accordance with the input and suggestions from the validators.

Based on the results of the instrument validation that had been carried out, several instrument items were found to be invalid. This is due to several factors, including the use of inappropriate language, ambiguity of meaning, and incompatibility with the construct being

measured. Therefore, the researcher would revise the instrument in accordance with the input from the validators. The results of the instrument revision were presented in the following table.

Table 3.5
Instrument Validity Revision

No	Initial Instructions	Validator Suggestions	Final Instructions
1.	Read the text carefully	Provide the appropriate context.	Choose one theme: Adventure, fantasy, friendship, mystery, magic, personal experience.
2.	Write a narrative text based on the them provided.	Get right to the point.	Write a narrative text based on the theme that you have chosen.
3.	Make sure your story follows the narrative structure of a narrative text (Orientation, Complication, Resolution)	Do not repeat twice in the next instruction. It must be more effective.	Use the correct narrative structure: Orientation, Complication, Resolution.
4.	Write a minimum of three paragraphs.	Instructions must be clearer	Write three paragraphs, each paragraph consists of four sentences.

b. Reliability Instrument

The reliability of the instrument was measured using Cohen's Kappa. Cohen's Kappa is a classic statistical method commonly used to measure IRR. However, this method can only be used for two assessors with two or more categories.¹² Unfortunately, in this study, the calculation could not be performed because one validator gave constant values, and Kappa could not be calculated. This condition could occur, mainly if one expert assesses all items of the instrument as relevant. Therefore, this study reported validation using CVR and revision guidelines to test the feasibility of the instrument.

2. Assessing Rubric

The next instrument used in this study was an assessment rubric for students' narrative texts. This rubric was developed by considering three main components, namely construct, language use, and content. This assessment rubric was modified from Jacob's rubric. Through this rubric, the researcher adjusted the descriptors to suit the research context without removing the main principles underlying the rubric. Thus, the rubric to be used has a strong theoretical basis and was relevant to the research.

Additionally, this rubric had undergone a validation process involving expert judgment from two raters. This was to ensure the clarity of the indicators and the suitability of the research components in terms of

¹² Ming Li, Qian Gao, and Tianfei Yu, "Kappa Statistic Considerations in Evaluating Inter-Rater Reliability between Two Raters: Which, When and Context Matters," *BMC Cancer* 23, no. 1 (2023): 2.

narrative writing skills. With this validation, the instrument was considered feasible and academically accountable as a measuring tool for students' writing skills.

3. Documentation Checklist

The next instrument in this study was a checklist. This checklist was used to record and ensure the completeness of supporting documents in the study, which include participation approval letters, student attendance lists, learning tools, pre-test and post-test results, and other supporting documents. All of these documents were intended as administrative support and relevant supporting data sources.

F. Data Analysis Technique

The data would be analyzed using inferential statistical analysis techniques by employing SPSS version 25. This technique was chosen because it was suitable for its function, which was to test hypotheses in research. This technique aims to test hypotheses and draw conclusions that will apply generally within the population based on sample data.¹³ In inferential analysis, before determining the significance of the difference between pre-test and post-test scores, a normality test using the Shapiro-Wilk test was first conducted to determine whether the data was normally distributed. If the data was normally distributed, the paired sample t-test could be performed. If the data was not

¹³ John W Creswell, *Educational Research.*, 324.

normally distributed, a non-parametric test, such as the Wilcoxon Signed Rank test, could be conducted.

In order to ascertain the extent of the treatment's impact on students' narrative writing, the researcher additionally computed the effect size. A formula was used to determine the effect size, where N was the number of data pairs and the Z value was taken from the Wilcoxon test results. Cohen's criteria are used to assess the effect size: 0.1 denotes a small effect, 0.3 a medium effect, and 0.5 or greater a large effect.¹⁴

$$r = \frac{Z}{\sqrt{N}}$$

¹⁴ Gilles E Gignac and Eva T Szodorai, "Effect Size Guidelines for Individual Differences Researchers," *PAID* 102 (2016): 74.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

The research was conducted at SMAN 1 Metro, a leading public high school in Metro City. Located in Yosodadi village at Jalan Jendral AH Nasution No. 222, Metro Timur, Metro City, Lampung, the school was established in 1959 and is the oldest in the region. According to the National Accreditation Board for Schools/Madrasahs (BAN-S/M), SMAN 1 Metro holds an A accreditation. As a prominent institution in the area, the school has a large student body and sufficient learning facilities to support research activities.

SMAN 1 Metro comprises 27 classrooms distributed across three grade levels: X, XI, and XII. Each class has an average of 36 students. The school is equipped with facilities that support the learning process, such as LCD projectors, language laboratories, and a library with resources for English language learning. While students generally demonstrate strong motivation and interest in learning, their English proficiency varies. These characteristics align with the requirements for evaluating the effectiveness of a specific learning strategy in teaching narrative writing.

Additionally, SMAN 1 Metro was selected as the research site due to the administration's approval and provision of access for conducting the

study. The student population and its characteristics also met the research criteria, facilitating the collection of data relevant to the study's objectives.

2. Description of Research Data

Students' pre- and post-test results on the narrative writing test are used in this part to describe the study findings. An outline of the pupils' accomplishments both before and after treatment is given in this description. To ascertain whether students' writing abilities had improved, statistical analysis was conducted using the score data that had been gathered. Only 25 of the 36 study participants had complete pre- and post-test results. Data from eleven students could not be paired because they did not take one of the tests. As a result, 25 paired scores were employed in this study's data analysis.

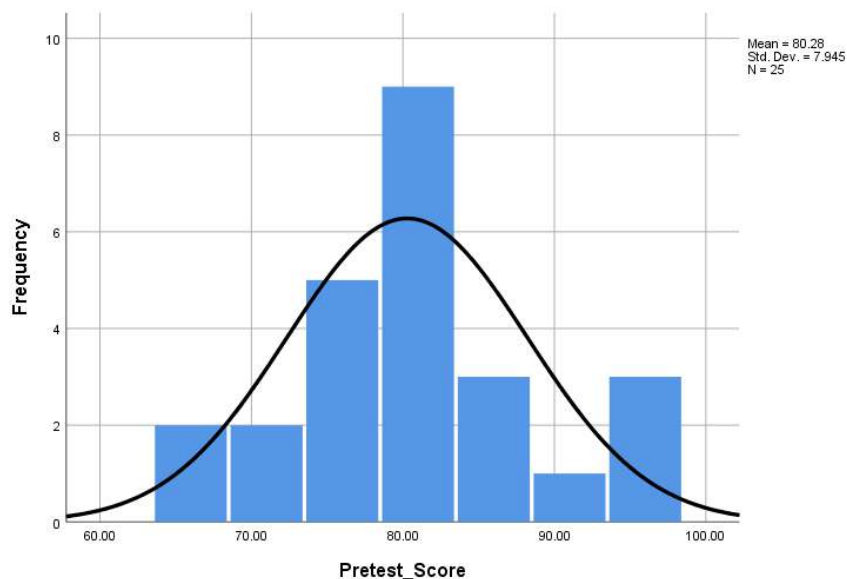
Students were given a pre-test at the start of the study. The 80-minute pre-test was administered on January 12, 2026. Students were required to compose a narrative text in accordance with the guidelines of this written exam. Prior to receiving treatment in the form of a collaborative peer feedback technique, a pre-test was administered to ascertain the students' baseline proficiency in writing narrative texts. After characterizing the students' original data using descriptive statistics, the pre-test data was subjected to inferential analysis. Table 4.1 displays the pre-test results for the students.

Table 4.1
Pre-Test Results in Data Description

N	Minimum	Maximum	Mean	Median	Std. Deviation
25	66,00	95,00	80,28	80	7,94

Based on Table 4.1, the mean pre-test score of students was 80.28. The lowest score among students was 66, while the highest was 95, for a 29-point range. Furthermore, the standard deviation of 7,94 indicates that there was variation in the students' initial abilities before the treatment. Next, to provide a clearer picture of the distribution of students' pre-test scores, the data are also displayed as a histogram in Figure 4.1.

Figure 4.1
Frequency Distribution of Students' Pre-Test



The majority of students' pre-test results are grouped around the mean, as seen by the histogram in Figure 4.1. The values' distribution seems

to be quite dispersed throughout a number of time periods, suggesting that students' starting skill levels varied before the intervention.

Following a pre-test, the researcher used a collaborative peer feedback technique to treat the students while they were producing narrative texts. January 19, 2026, was the date of the first therapy. The researcher gave an overview of the day's learning goals at the start of the meeting. The researcher then went over the fundamentals of narrative texts with the students to make sure they understood them before the writing exercise started.

After that, the researcher introduced the stages of the writing process, including pre-writing, drafting, reviewing and revising, and rewriting. However, in this first treatment, the activity only focused on the pre-writing and drafting stages. In the pre-writing stage, students were asked to compile an outline of a narrative story as a framework for their writing. Then, in the drafting stage, students developed the outline into a complete narrative text. All activities in this first treatment lasted 80 minutes.

Next, the second treatment was conducted on January 26, 2026. At this meeting, activities focused on the third and fourth stages of the writing process, namely reviewing and revising, and rewriting. At the reviewing and revising stage, researcher implemented a collaborative peer feedback strategy. In the process, the activity began by dividing students into pairs. Each student then exchanged the narrative text drafts they had

written at the previous meeting. The researcher also distributed peer review checklist sheets as a guide for providing feedback.

Collaborative peer feedback was carried out in several stages, namely planning, discussing, and translating. During the planning stage, all students were asked to read and review their partner's draft using the provided checklist. After that, the activity continues with the discussion stage, where students shared their findings, provided input, and exchanged opinions on areas that need improvement. The final stage in collaborative peer feedback was translating. At this stage, students began to apply the feedback they had received by making improvements to specific parts of their texts. Thus, the translation stage served as a bridge to the rewriting process, which involved revising the text more thoroughly to produce a final version. The entire series of activities in the second treatment lasted 80 minutes.

After the treatment, the post-test was administered to the students to measure their writing. It was conducted on February 2, 2026. The instrument used was the same as in the pre-test, namely a written test. In this test, students were asked to write a narrative text with a different theme from the previous one. In its implementation, students went through the same writing process stages as those practiced during the treatment. The post-test lasted 80 minutes. In the reviewing and revising stage, students applied a collaborative peer feedback strategy consisting of three main stages, namely planning, discussing, and translating, with the help of a peer review

checklist. Through this process, students assessed each other's drafts, provided feedback, and then used that feedback to improve their writing.

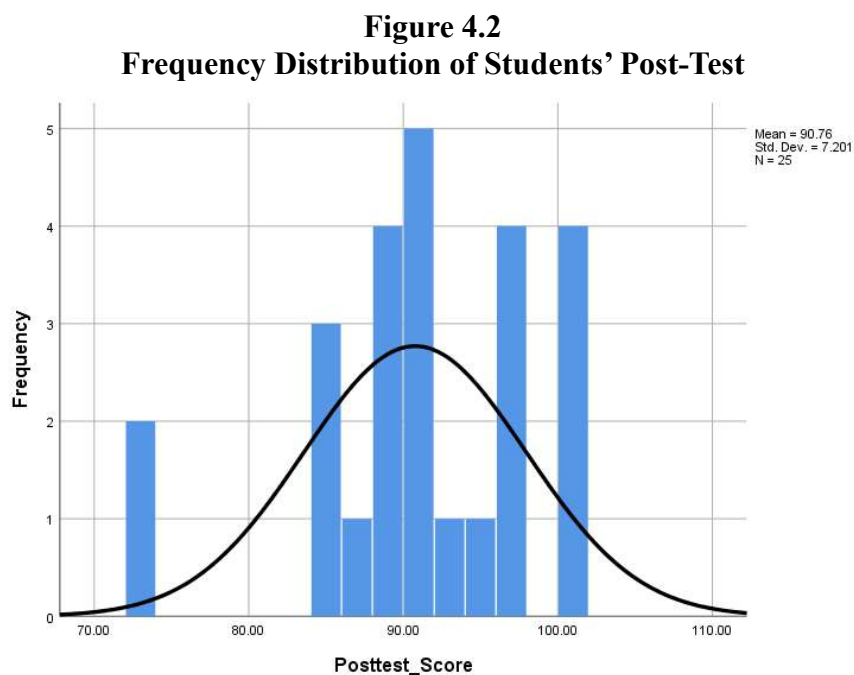
On the other hand, to minimize data bias, the group division was planned. Grouping was based on students' writing ability levels, with students with relatively higher scores paired with those with lower scores. This arrangement aimed to create balanced interactions and ensure that the feedback process ran effectively. Furthermore, the post-test results were assessed using a writing rubric with indicators of content, organization, vocabulary, mechanics, and language use. Next, the scores were analyzed descriptively to obtain an overview of the post-test results. The results of this analysis are shown in Table 4.2.

Table 4.2
Post-Test Results in Data Description

N	Minimum	Maximum	Mean	Median	Std. Deviation
25	73,00	100,00	90, 76	91	7,20

Based on the descriptive analysis, the mean score was 90,76, the median was 91,00, and the standard deviation was 7,20. The standard deviation of 7,20 indicates that the variation in student scores was relatively small and that the scores were concentrated around the mean. The lowest post-test score was 73,00, while the highest was 100,00. This score range indicates that the students' writing skills at the time of the post-test were high, with a narrow spread. Next, to provide a clearer picture of the

distribution of students' post-test scores, the data are also displayed as a histogram in Figure 4.2.



The histogram in Figure 4.2 shows that students' post-test scores are concentrated in the medium to high range. Based on the school's minimum standard of 70 points, scores below 70 are categorized as low, while scores well above this standard indicate better performance. The graph shows that most students scored above 85, placing them in the high category. This indicates that students' writing skills improved significantly after the treatment, with this improvement experienced by most students.

3. Hypothesis Testing

After reviewing the descriptions of the pre-test and post-test scores, a hypothesis test was conducted to determine whether the treatment given had an effect on students' narrative writing skills.

a. Normality Testing

Before conducting a hypothesis test to determine the effect of a collaborative peer feedback strategy on students' narrative writing, a normality test was conducted. This was done to ensure that the pre-test and post-test scores were normally distributed so that the appropriate statistical test could be determined. Given that the sample size of this study was less than 50, the Shapiro-Wilk test was used. In this test, a Sig. value > 0.05 indicates that the data is normally distributed, while a Sig. value < 0.05 indicates that the data is not normally distributed. The results of the normality test are presented in Table 4.3 below.

Table 4.3
The Result of The Normality Test by Shapiro-Wilk

Tests of Normality			
	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre-Test	.963	25	.474
Post-Test	.894	25	.014
a. Lilliefors Significance Correction			

Based on the table, the Sig. The pre-test value is 0.473 (> 0.05), so the pre-test data are normally distributed. Meanwhile, the Sig. The value for the post-test is 0.014 (< 0.05), indicating that the post-test data is not normally distributed. Thus, the hypothesis analysis comparing pre-test and post-test scores would use the Wilcoxon nonparametric test.

b. Wilcoxon Signed Rank Testing

Based on the normality test results, the pre-test data are normally distributed, whereas the post-test data are not. Therefore, to compare students' pre-test and post-test scores, the Wilcoxon nonparametric test was used, which was suitable for paired, nonnormal data. This test aims to determine whether there was a significant difference between the pre-test and post-test scores after treatment using the collaborative peer feedback strategy in writing narrative texts. The Wilcoxon Signed Rank test results are presented in Table 4.4.

Table 4.4
The Result of The Wilcoxon Testing

Test Statistics ^a	
	Post-test – Pre-test
Z	-3.756 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

Based on the Wilcoxon test results, a Z value of -3.756 was obtained with a p-value (two-tailed) = 0.000. Because the p-value is < 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This indicates a significant difference between the students' pre-test and post-test scores, suggesting that their writing skills improved significantly after treatment with the collaborative peer feedback strategy.

In addition to the significance test, the magnitude of the treatment effect was also calculated using the effect size formula $r =$

$\frac{Z}{\sqrt{N}}$. The calculation results showed an effect size value of 0.75, which falls into the large category. This means that the collaborative peer feedback strategy had a strong effect on eleventh-grade students' narrative writing results at SMAN 1 Metro.

B. Discussion

This section discusses the findings of research on the effect of using a collaborative peer feedback strategy on students' writing skills. The purpose of this discussion is to interpret the research results, answer the research questions, and show the extent to which the research objectives have been achieved. Based on data analysis, students' pre-test scores averaged 80,28 and had a median of 80, while post-test scores averaged 90,76 and had a median of 91. This improvement indicates a positive change in students' writing skills after treatment with the collaborative peer feedback strategy.

Furthermore, the Wilcoxon test yielded a test value (Z) of -3.756 with a p-value of 0.000. Since $p < 0.05$, the null hypothesis is rejected, and the alternative hypothesis is accepted. This indicates a significant difference between the pre-test and post-test scores. This finding confirms that collaborative peer feedback strategies effectively improve students' writing skills. The results of this study are in line with previous studies. First, research by Mehran Memari and Bitra Asadi in 2021 showed that collaborative peer feedback significantly increased the diversity of lexical language use in

students' writing.¹ Second, research by Lu Haung in 2021 found that when collaborative peer feedback was combined with AWE, it not only increased the number of revisions but also improved the type of revisions and text quality.² On the other hand, although the focus of Kübra Ekşi and Nilüfer Can Daşkın's 2025 study was different, namely focusing on interaction competence in providing feedback, the findings support the understanding that the effectiveness of peer feedback depends on the active participation of students in interacting to provide feedback, which also contributes to improving writing skills.³

Although the results of this study align with previous researchers' findings, it also makes a new contribution by applying a collaborative peer feedback strategy to narrative texts. This concept aligns with Vygotsky's Sociocultural theory of the Zone of Proximal Development (ZPD) and scaffolding, in which peer assistance serves as temporary support that enables students to further develop their writing skills, particularly in narrative texts. Furthermore, in this context, student comments and feedback serve as scaffolding that helps students correct grammatical errors, expand their vocabulary, organize ideas, and improve the mechanics and structure of narrative texts.

¹Mehran Memari and Bitā Asadi, *Investigating the Impacts of Teacher Metalinguistic Feedback vs. Collaborative Peer Feedback on Iranian EFL Learners' Writing Performance.*, 180-199.

² Lu Huang, *From Feedback to Revision - How Can Collaborative Peer Feedback Make a Difference?*, 228-232.

³ Kübra Ekşi and Nilüfer Can Daşkın, *Collaborative Accomplishment Of L2 Peer Feedback Interaction: Pursuing Uptake Through Accounting and Depersonalizing.*, 1559-1571

Thus, this study broadens the understanding of the effectiveness of collaborative peer feedback strategies in narrative writing while providing a theoretical basis for further research exploring them in other text genres or learning contexts. Furthermore, this study also has several practical implications for writing instruction. First, teachers can utilize collaborative peer feedback strategies to improve students' writing skills, particularly in narrative texts, by providing opportunities for students to give each other constructive feedback. Second, the feedback and discussions can focus on aspects of content, organization, language use, vocabulary, and mechanisms.

However, this study has several limitations that need to be considered. First, the research sample was limited to only one class, so generalizing the results to other classes or schools must be done with caution. Second, the treatment duration was relatively short, so the long-term effects of the collaborative peer feedback strategy on students' writing skills remain unknown. Third, this study focused on narrative texts. The application of peer feedback strategies to other types of texts may produce different dynamics and effectiveness. Therefore, these limitations should be considered by future researcher in expanding the sample, extending the duration, and exploring other types of texts.

Overall, this discussion shows that collaborative peer feedback strategies significantly improve students' writing skills in narrative texts. These findings align with previous studies and broaden our understanding by emphasizing the role of student interaction and participation in providing

feedback. Furthermore, the practical implications include the structured application of peer feedback. Although this study has limitations related to the sample, duration, and focus on a specific type of text, the results still provide a strong basis for developing more effective writing-learning strategies in the future.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

The purpose of this study is to ascertain how producing narrative texts is influenced by a collaborative peer feedback approach. According to the results, this approach has been shown to be successful in raising students' writing proficiency in terms of organization, vocabulary, mechanics, content, and language use, particularly in narrative works. The findings demonstrate that there is a significant effect of collaborative peer feedback strategy on the narrative writing of eleventh grade students at SMAN 1 Metro students in the eleventh grade. The application of proper narrative organization, vocabulary selection, the use of mechanics like capitalization, punctuation, and spelling, as well as the use of narrative text linguistic structures, were among the other content areas that students who actively participated in discussions and gave and received peer feedback were able to improve. Thus, this approach has been shown to be successful in responding to the research issue about how the collaborative peer feedback technique affects the narrative text writing of SMAN 1 Metro students in the eleventh grade.

Furthermore, these findings align with Vygotsky's sociocultural theory of the Zone of Proximal Development (ZPD) and Scaffolding. This theory emphasizes that learning occurs through social interaction and collaboration. The concept of the Zone of Proximal Development (ZPD) suggests that students can achieve higher levels of ability when they receive help from their peers.

This peer assistance is known as scaffolding, which can take the form of feedback, advice, or correction. Thus, this study not only answers the research questions and achieves the research objectives but also provides a strong theoretical basis for the application of the collaborative peer feedback strategy in narrative texts. These findings also broaden the understanding of the importance of social interaction and scaffolding in the writing learning process, thereby serving as a reference for future researcher.

B. Suggestions

Based on the findings of this study, the researcher offer several suggestions for improving students' narrative writing using the collaborative peer feedback strategy. These suggestions are directed at teachers, students, and future researcher.

1. For Teachers

For teachers, it is recommended to apply structured collaborative peer feedback strategies in writing instruction, especially for narrative texts. Teachers can guide students in providing clear, relevant, and constructive feedback while paying attention to the context of classroom interactions to ensure active student participation. In addition, teachers can also combine collaborative peer feedback strategies with technology or other supporting media to improve the effectiveness of the learning process.

2. For Students

Students are encouraged to actively participate in the collaborative peer feedback process, both when giving advice and when discussing with

peers. Students are also encouraged to pay attention to constructive feedback, evaluate their peers' texts with a focus on content, such as story organization, vocabulary, mechanics, and language use, and apply this feedback to improve the quality of their writing.

3. For Future Researchers

For future researchers, it is recommended to expand this study by using a larger, more diverse sample, extending the treatment duration, and exploring the application of collaborative peer feedback strategies across other text genres. In addition, future researchers can examine the influence of social interaction factors, such as classroom context and group dynamics, on the effectiveness of peer feedback, thereby enabling the results to be more generalizable and applicable.

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APPENDICES

A. Appendix A: Writing Assessment Instrument**1. A1: Pre-Test Worksheet****Student Worksheet: Narrative Writing Pre-test**

Name :.....

Class :.....

Date :.....

Learning Objectives:

Students are able to write a linear narrative text about an environmental figure using simple past tense correctly.

Instructions:

1. Choose one theme: **Adventure, fantasy, friendship, mystery, magic, personal experience.**
2. Write a narrative text based on the theme that you have chosen.

--	--	--	--	--	--

Score:

Organization	Content	Vocabulary	Punctuation, Spelling, Mechanics	Language Use	Total
(20-9)	(30-16)	(20-9)	(5-2)	(25-5)	

2. A2: Post-Test Worksheet

Student Worksheet: Narrative Writing (Post-test)

Name :

Class :

Date :

Learning Objectives:

Students are able to write a linear narrative text about **an environmental figure** using simple past tense correctly.

Instructions:

1. Write a narrative text about an environmental figure who contributed to protecting the environment.
2. Use the correct narrative structure: Orientation – Complication – Resolution.
3. Write three paragraphs, each paragraph consists of four sentences.

PREWRITING

DRAFTING

REWRITING

Score:

Organization	Content	Vocabulary	Mechanics	Language Use	Total
(20-9)	(30-16)	(20-9)	(5-2)	(25-5)	

3. A3: Writing Scoring Rubric

RUBRIC PENILAIAN

Aspect	Score Level	Criteria
Content	30-27	EXCELLENT TO VERY GOOD - Has a clear and well-developed plot - Characters and setting are vivid
	26-22	GOOD TO AVERAGE - Plot is simple but clear - Character and setting present but less detail

	21-17	FAIR TO POOR - Limited knowledge of narrative elements - Inadequate development of topic
	16-13	VERY POOR - does not show knowledge of narrative elements - not pertinent, or not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD - ideas clearly stated/supported - well-organized - cohesive
	17-14	GOOD TO AVERAGE - loosely organized but main ideas stand out - limited support - logical but incomplete sequencing
	13-10	FAIR TO POOR - ideas confused or disconnected - lacks logical sequencing and development
	9-7	VERY POOR - no organization - not enough to evaluate
Vocabulary	20-18	EXCELLENT TO VERY GOOD - effective word/idiom choice and usage - appropriate register
	17-14	GOOD TO AVERAGE - adequate range - occasional errors of word/idiom, form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR - frequent errors of word/idiom form - Meaning confused or obscured
	9-7	VERY POOR - little knowledge of English vocabulary, idioms, word form - not enough to evaluate
Language Use	25-22	EXCELLENT TO VERY GOOD

		- effective complex constructions - few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE - effective but simple constructions - minor problems in complex constructions. several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	FAIR TO POOR - major problems in simple/complex constructions - frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions - meaning confused or obscured
	10-5	VERY POOR - virtually no mastery of sentence construction rules - dominated by errors - not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD - few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE - occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR - frequent errors of spelling, punctuation, capitalization, paragraphing
	2	VERY POOR - dominated by errors of spelling, punctuation, capitalization, paragraphing - not enough to evaluate

4. A4: Sample of Student Pre-Test Work

Student Worksheet: Narrative Writing Pre-test

Name : Aslabin Habilah
 Class : XI.4
 Date : January 12th 2026

Learning Objectives:

Students are able to write a linear narrative text about an environmental figure using simple past tense correctly.

Instructions:

1. Choose one theme: Adventure, fantasy, friendship, mystery, magic, personal experience.
2. Write a narrative text based on the theme that you have chosen.
3. Use the correct narrative structure: Orientation – Complication – Resolution.
4. Write three paragraphs, each paragraph consists of four sentences.

In the middle of the night, someone heard a spooky sound. The window move ^{by itself}, ^{as did the curtains} also the curtains. Wind blow ^{blow} cooler than winter breeze. Something-like shadow fly around the house.

Misa is the one who heard the spooky sound. She block that sound from her ears with her hand. Pull her blanket higher into her neck. Misa hate a scaries thing, but frankly the house that was Misa's parent bought is a haunted house.

She always talk to her parent to move from that house, but her parent disagree with it. She often cry in her room because of that until she ^{was} exhausted. Lately she was found that she could be friend with that something-like shadow. Until she was disappear.

Score:

Organization	Content	Vocabulary	Punctuation, Spelling, Mechanics	Language Use	Total
(20-9)	(30-16)	(20-9)	(5-2)	(25-5)	
17	26	14	4	14	75

Student Worksheet: Narrative Writing Pre-test

Name: Maria Rosalia Nata
 Class: XI 4
 Date: 12th January 2026

Learning Objectives:

Students are able to write a linear narrative text about an environmental figure using simple past tense correctly.

Instructions:

1. Choose one theme: Adventure, fantasy, friendship, mystery, magic, personal experience.
2. Write a narrative text based on the theme that you have chosen.
3. Use the correct narrative structure: Orientation - Complication - Resolution.
4. Write three paragraphs, each paragraph consists of four sentences.

"Rainbow"

A very long time ago, there was a nice farmer named John. He married a beautiful woman and both of them had a beautiful baby boy. But, one day, the wife and son of the farmer got sick. Then the wife wore her wings and then flew with the son next to her, leaving the farmer alone and heartbroken.

John cried and begged her not to leave, but he could do nothing as he watched them disappear into the sky. From that day on, he lived alone, missing his family and feeling lonely every single day. The gods didn't want to see him sad and heartbroken. They help the farmer by building a gorgeous, colorful bridge.

The farmer can climb the sky and then see his wife and son again. With hope in his heart, John walked across the magical bridge and finally met his beloved family. They reunited with happiness, and John's sadness was replaced by joy and peace forever. From that day on, the bridge became a symbol of love, hope, and sacrifice that would never fade.

Score:

Organization	Content	Vocabulary	Punctuation, Spelling, Mechanics	Language Use	Total
(20-9)	(30-16)	(20-9)	(5-2)	(25-5)	
20	27	20	5	22	94

Student Worksheet: Narrative Writing Pre-test

Name: Yudit Henita Banki
 Class: XI-4
 Date: 12/11/2026

Learning Objectives:

Students are able to write a linear narrative text about an environmental figure using simple past tense correctly.

Instructions:

1. Choose one theme: Adventure, fantasy, friendship, mystery, magic, personal experience.
2. Write a narrative text based on the theme that you have chosen.
3. Use the correct narrative structure: Orientation - Complication - Resolution.
4. Write three paragraphs, each paragraph consists of four sentences.

The Lost Temple

Last summer, two best friend named Jeno and Jaemin decided to explore the old forest behind their town. They had heard rumon about an ancient temple hidden deep in the woods. With a map they found and some basic supplies, they set of in the morning. They were excited about the adventure.

After walking for three hours, they finally found the temple covered in vines and moss. They carefully entered through the broken stone. Suddenly the ground began to shake and rocks started falling from the ceiling. They realized they needed to escape immediately.

Jeno quickly spotted a small hole. They ran as fast as they could. Just as the temple collapsed behind them, they managed to jump out through the hole. They returned home exhausted but thrilled knowing they had survive an incredible adventure that they would never forget.

Score:

Organization	Content	Vocabulary	Punctuation, Spelling, Mechanics	Language Use	Total
(20-9)	(30-16)	(20-9)	(5-2)	(25-5)	
20	27	20	5	23	95

Student Worksheet: Narrative Writing Pre-test

Name : Andrean Hodiyojo Ampian

Class : XI.4

Date : 12 January 2021

Learning Objectives:

Students are able to write a linear narrative text about an environmental figure using simple past tense correctly.

Instructions:

1. Choose one theme: Adventure, fantasy, friendship, mystery, magic, personal experience.
2. Write a narrative text based on the theme that you have chosen.
3. Use the correct narrative structure: Orientation - Complication - Resolution.
4. Write three paragraphs, each paragraph consists of four sentences.

Report 2

I'm here to tell you about my first time at senior high school 1 metro. After I finish re-listing, I immediately prepared for my school environment introduction. The day that a waits has come, I followed the school's intraduc-tory activity in an orderly fashion, and on this first day I was nervous to meet a lot of new friends and people.

I am so grateful for having such a good senior. They give me directions a lot, and were very patient when my group friends and I made mistake. The one we're avoiding the most is discipline committery, because they so sharp and mean. we keep that in mind for good of us.

Throughout the school environmet introduction, we always felt impressed. we had the pleasure of being able to spend time with new friends, we finish at all by working together. in the end we all found out about each other. and we had the best week ever.

Score:

Organization	Content	Vocabulary	Punctuation, Spelling, Mechanics	Language Use	Total
(20-9)	(30-16)	(20-9)	(5-2)	(25-5)	
11	19	17	5	14	66

5. A5: Sample of Student Post-Test Work

Student Worksheet: Narrative Writing (Post-test)

Name : Avisa Fana Kayyisah
 Class : XI. 4
 Date : Monday, February 2nd 2026

Learning Objectives:

Students are able to write a linear narrative text about an **environmental figure** using simple past tense correctly.

Instructions:

1. Write a narrative text about an environmental figure who contributed to protecting the environment.
2. Use the correct narrative structure: Orientation - Complication - Resolution.
3. Write three paragraphs, each paragraph consists of four sentences.

PREWRITING

Title : The Girl Who saved the Green Valley
 Characters : Aruna, Villagers, Factory owner
 Setting : • Place : Green Valley, a small village near a river
 • Time : Modern era
 Orientation : • Aruna lived in Green Valley.
 • She loved nature and cared about the environment
 Complication : • A factory polluted the river and cut down trees
 • The environment was damaged
 Resolution : • Aruna invited villagers to take action
 • They cleaned the river and planted trees
 • Green Valley became green again.

DRAFTING**The Girl Who saved the Green Valley**

Aruna lived in Green Valley, a small village near a river. She lived there in the modern era. The valley was green and full of trees. Aruna loved nature and cared about the environment.

One day, a factory was built near the village. The factory polluted the river and cut down many trees. The water became dirty and the air was unhealthy. The villagers started to feel the impact of the pollution.

Aruna asked the villagers to protect their environment. Together, they cleaned the river and planted new trees. They also asked the factory to manage its waste properly. Slowly, Green Valley became clean and green again.

REWRITING

The Girl Who Saved the Green Valley

Aruna lived in Green Valley, a small village near a river in the modern era. The valley was known for its green trees and clean environment. Aruna ^{reputation} loved spending her time in nature. She believed that the environment should be protected.

One day, a factory was built near the village. Waste from the factory polluted the river and many trees were cut down. The environment became damaged and unhealthy. The villagers began to suffer because of it.

Aruna invited the villagers to take action together. They cleaned the river, planted trees and demanded better waste management from the factory. Their efforts slowly brought changes. In the end, Green Valley became green and healthy again.

Score:

Organization	Content	Vocabulary	Mechanics	Language Use	Total
(20-9)	(30-16)	(20-9)	(5-2)	(25-5)	
20	26	20	4	21	91

Student Worksheet: Narrative Writing (Post-test)

Name : GISKA AULIA SARI

Class : XI.4

Date : Monday, February 2nd 2026

Learning Objectives:

Students are able to write a linear narrative text about an environmental figure using simple past tense correctly.

Instructions:

1. Write a narrative text about an environmental figure who contributed to protecting the environment.
2. Use the correct narrative structure: Orientation – Complication – Resolution.
3. Write three paragraphs, each paragraph consists of four sentences.

PREWRITING

Outline :

- Title : Mbah Sadiman, the Guardian of the forest
- Characters :
 1. Mbah Sadiman; Old Farmer, caring about the environment, persistent, and hardworking
 2. Villagers; local people who doubted him at first but later supported his actions.
 3. Local Government; Authorities who later appreciated and supported his environmental efforts.
- Settings :
 - Place : A dry village in Central Java, Indonesia
 - Time : Several years ago, when the village often experienced drought.
- Orientation :
 - Mbah Sadiman lived in a dry village in Central Java.
 - The land was barren and often experienced drought.
- Complication :
 - He planted trees by himself to save the environment
- Resolution :
 - The forest grew and water returned to the village

DRAFTING

Mbah Sadiman, the Guardian of the forest.

Mbah Sadiman was an old farmer who live in a dry village in Central Java. The land around the village was barren and have little water. Many trees had been cut down years ago. Because of this, drought often happened in the village.

Mbah Sadiman felt worried about the environment. He start planting trees on the hills near the village by himself. Many villagers laughed at him and doubted his effort. He used his own money to buy tree seeds.

Mbah Sadiman never gave up planting trees. After many years, the trees grew well and the land become green. Water sources slowly returned to the village. The villagers finally realize his action was very important.

REWRITING

Mbah Sadiman, the Guardian of the forest

Mbah Sadiman was an old farmer who lived in a dry village in Central Java. The land around the village was barren because many trees had been cut down. As a result, the villagers often suffered from drought. Water became a serious problem for daily life.

Seeing this condition, Mbah Sadiman decided to take action. He planted trees on the hills around the village by himself. At first, many villagers doubted him and laughed at his efforts. He also spent his own money to continue planting trees.

Mbah Sadiman never gave up despite the challenges. After many years, the trees grew and the environment became greener. Water sources slowly returned to the village. Finally, the villagers appreciated his dedication to protecting nature.

Score:

Organization	Content	Vocabulary	Mechanics	Language Use	Total
(20-9)	(30-16)	(20-9)	(5-2)	(25-5)	
20	26	20	5	25	96

Student Worksheet: Narrative Writing (Post-test)

Name: Made Chaundra Karna
 Class: XI 4
 Date: Monday, 2nd February 2026

Learning Objectives:

Students are able to write a linear narrative text about an **environmental figure** using simple past tense correctly

Instructions:

1. Write a narrative text about an environmental figure who contributed to protecting the environment.
2. Use the correct narrative structure: Orientation - Complication - Resolution.
3. Write three paragraphs, each paragraph consists of four sentences.

PREWRITING

1. Title
Whispers Beneath the Golden Apple Tree
2. Character
 1. Gilbert (a brave young boy)
 2. The Magical Apple Tree
 3. The Greedy Ruler
 4. The Villagers
3. Setting
 1. Place: A remote village and a wide greenfield
 2. Time: Long ago, in a magical era
4. Generic Structure.

• Orientation - A remote village with a magical golden apple tree. - The tree brings peace, fertility, and prosperity to the villagers. - Gilbert, a young boy, has a special connection with the tree. • Complication - A greedy ruler wants the golden apples for power.	- Soldiers are sent to cut down the apple tree. - The apples rot and the village starts to suffer. • Resolution - Gilbert bravely protects the apple tree. - The tree's magic defeats the greedy ruler. - Peace returns, and Gilbert becomes the guardian of the tree.
---	---

DRAFTING

Whispers Beneath The Golden Apple Tree

In a remote and quiet village, there stood a magical apple tree that grew in the middle of a wide green field. The tree was different from ordinary apple trees because its fruits shone like gold under the sunlight. The villagers believed that the tree was a gift from nature that kept their land fertile and peaceful. Every harvest season, the tree produced enough apples to help the village survive.

A young boy named Gilbert lived near the field with his Grandmother. Since he was a child, Gilbert felt a strange connection to the apple tree. Unlike others, he could touch the tree without feeling fear. One night, the tree whispered to Gilbert, asking him to protect it because a great danger was coming to the village.

Soon, a greedy ruler from a neighboring land heard rumors about the golden apples. He believed the apples could give him unlimited power. The ruler sent him soldiers to seize the tree and cut it down. As a soldiers approached, the apples began to rot, and the land around the village slowly turned dry and dark.

Gilbert stood bravely in front of the tree and refused to let the soldiers pass. He spoke honestly about the tree's true purpose to protect life, not to satisfy greed. The apple tree glowed brightly and released a powerful light that pushed the soldiers away and weakened the ruler's power.

In the end, the greedy ruler retreated in shame, and peace returned to the village. The apple tree became healthy again and continued to bear golden fruit. Gilbert was chosen as the guardian of the tree, and the village lived in harmony, learning that kindness and courage were stronger than greed.

— The End —

REWRITING

Whispers Beneath The Golden Apple Tree

In a remote and quiet village, a magical apple tree stood in the middle of a wide green field. Unlike ordinary apple trees, its fruits shimmered like gold under the sunlight. The villagers believed the tree was a gift from nature that kept their land fertile and peaceful. Every harvest season, it produced enough apples to sustain the entire village.

A young boy named Gilbert lived near the field with his grandmother. Since childhood, he had felt a strange connection to the apple tree. While others feared approaching it, Gilbert could touch its trunk without hesitation. One night, the tree whispered to him, warning that a great danger was approaching the village.

One day, a greedy ruler from a neighboring land heard rumors about the golden apples and believed they could grant him unlimited power. Driven by ambition, he sent his soldiers to seize and destroy the tree. As they marched closer, the apples began to rot, and the land surrounding the village slowly turned dry and dark.

Gilbert stood firmly in front of the tree, refusing to step aside. He spoke with honesty about the tree's true purpose to protect life, not to satisfy greed. In response, the apple tree glowed intensely, releasing a blinding wave of golden light that forced the soldiers to retreat and weakened the ruler's power.

In the end, the greedy ruler withdrew in shame, and peace returned to the village. The apple tree grew healthy once more and continued to bear golden fruit. Gilbert was chosen as the guardian of the tree, and the village lived in harmony, shaped by kindness and courage rather than greed.

The End

Score:

Organization (20-9)	Content (30-16)	Vocabulary (20-9)	Mechanics (5-2)	Language Use (25-5)	Total
20	30	20	5	25	100

6. A6: Instrument Validation Sheet

LEMBAR VALIDASI INSTRUMEN PENELITIAN

Identitas Peneliti

Nama Peneliti	: Alfani Wardani
NPM	: 2201051002
Judul Penelitian	: The Influence of ChatGPT on Writing Narrative in High School
Dosen Pembimbing	: Dr. Ahmad Subhan Roza, M.Pd.
Jenis Instrumen	: Soal Perintah Narrative Writing (Pre-test dan Post-test)
Sasaran Instrumen	: Peserta didik kelas XI 8 SMAN 1 Metro

Identitas Validator

Nama	: Nur Aprilisa, S.Pd.,Gr.
NUPTK	: 2743765666300002
Istansi	: SMAS KARTIKATAMA METRO
Bidang Keahlian	: Guru Bahasa Inggris SMA
Tanggal Validasi	: Kamis, 24 Juli 2025

Petunjuk Pengisian

1. Lembar validasi ini digunakan untuk menilai validitas instrumen (lembar validitas menurut ahli materi) dengan cara menilai relevansi antara item dengan aspek.
2. Bapak/Ibu dimohon memberikan tanda centang (✓) pada salah satu jawaban skor penilaian yang paling sesuai dengan pendapat Bapak/Ibu, yaitu:

4	: Sangat Relevan/Sesuai
3	: Relevan/Sesuai
2	: Kurang Relevan/Sesuai
1	: Tidak Relevan/Sesuai
3. Bapak/Ibu dimohon untuk memberikan *feedback* keterangan pada kolom yang telah disediakan sebagai perbaikan instrument test yang akan digunakan pada penelitian.

A. Tabel Penilaian Validasi Instrumen

No	Indikator Penilaian	Penilaian			
		4	3	2	1
Validasi Isi					
1.	Soal pada instrumen sesuai dengan capaian pembelajaran Fase F.	✓			
2.	Kesesuaian tema dan konteks dengan dunia nyata (konteks sosial, akademik, dunia kerja).	✓			
3.	Instrumen mendorong pembelajaran bermakna (<i>meaningful learning</i>).	✓			
Validasi Konstruk					
4.	Soal mendorong munculnya ide, kreativitas, dan imajinasi siswa.	✓			
5.	Soal mengarahkan siswa untuk menggunakan unsur kebahasaan teks naratif.	✓			
6.	Soal sesuai untuk menggali seluruh aspek dalam rubrik penilaian menulis.	✓			
Validasi Bahasa					
7.	Instruksi soal mudah dipahami siswa.	✓			
8.	Bahasa yang digunakan sesuai dengan tingkat perkembangan bahasa siswa SMA.	✓			
9.	Tidak ada ambiguitas atau makna ganda dalam perintah.	✓			

B. Komentar

Check your material, Narrative text will be in the 2nd semester. If it is possible change it into descriptive text which will be learned in 1st semester.

C. Pernyataan Validator

Saya yang bertanda tangan di bawah ini menyatakan bahwa saya telah melakukan validasi terhadap instrumen penelitian berdasarkan keahlian saya di bidang pembelajaran Bahasa Inggris dan menyatakan bahwa hasil penelitian ini dapat dipertanggungjawabkan secara akademik.

Metro, 24 Juli 2025

Validator



Nur Aprilisa, S.Pd., Gr.

NUPTK. 2743765666300002

LEMBAR VALIDASI INSTRUMEN PENELITIAN

Identitas Peneliti

Nama Peneliti : Alfani Wardani
 NPM : 2201051002
 Judul Penelitian : The Influence of Collaborative Peer Feedback Strategy on The Writing Narrative of Eleventh Grade Students at SMAN 1 Metro
 Dosen Pembimbing : Dr. Ahmad Subhan Roza, M.Pd.
 Jenis Instrumen : Rubric Penilaian Narrative Text
 Sasaran Instrumen : Peserta didik kelas XI SMAN 1 Metro

Identitas Validator

Nama : Dr. Yuniarti, M.Pd.
 NIP : 19890604 202321 2 048
 Instansi : UIN Jurai Siwo Lampung
 Bidang Keahlian : Dosen Mata Kuliah Language Assessment and Evaluation
 Tanggal Validasi : Senin, 29 September 2025

Petunjuk Pengisian

1. Lembar validasi ini digunakan untuk menilai validitas instrumen (lembar validitas menurut ahli materi) dengan cara menilai relevansi antara item dengan aspek.
2. Bapak/Ibu dimohon memberikan tanda centang (✓) pada salah satu jawaban skor penilaian yang paling sesuai dengan pendapat Bapak/Ibu, yaitu:
 - 4 : Sangat Relevan/Sesuai
 - 3 : Relevan/Sesuai
 - 2 : Kurang Relevan/Sesuai
 - 1 : Tidak Relevan/Sesuai
3. Bapak/Ibu dimohon untuk memberikan *feedback* keterangan pada kolom yang telah disediakan sebagai perbaikan instrument test yang akan digunakan pada penelitian.

A. Tabel Penilaian Validasi Instrumen

No	Indikator Penilaian	Penilaian			
		4	3	2	1
Validasi Isi					
1.	Rubric mencakup aspek utama writing (Content, organization, vocabulary, language use, and mechanics)	✓			
2.	Deskripsi tiap level skor dinilai jelas untuk membedakan kualitas tulisan.		✓		
3.	Isi rubrik sesuai dengan tingkat kemampuan siswa yang menjadi subjek penelitian.	✓			
Validasi Konstruk					
4.	Indicator rubrik sesuai dengan tujuan penelitian (mengukur kemampuan menulis teks naratif).	✓			
5.	Dimensi penilaian orientasi, komplikasi, dan resolusi telah terwakilkan.	✓			
6.	Rumusan indicator mudah dipahami dan tidak menimbulkan multitafsir.		✓		
Validasi Bahasa					
7.	Bahasa dalam rubrik jelas, ringkas, dan komunikatif.	✓			
8.	Tidak terdapat istilah yang ambigu atau membingungkan.		✓		
9.	Tata bahasa dan ejaan sudah tepat.	✓			

B. Komentar

Beberapa kriteria dijelaskan lagi serta jumlah kata / bahasa yg lebih dipahami oleh Rater.

C. Pernyataan Validator

Saya yang bertanda tangan di bawah ini menyatakan bahwa saya telah melakukan validasi terhadap instrumen penelitian berdasarkan keahlian saya di bidang pembelajaran Bahasa Inggris dan menyatakan bahwa hasil penelitian ini dapat dipertanggungjawabkan secara akademik.

Metro, 29 September 2025

Validator

Dr. Yuniarti, M.Pd.

NIP. 19890604 202321 2 048

LEMBAR VALIDASI INSTRUMEN PENELITIAN

Identitas Peneliti

Nama Peneliti : Alfani Wardani
 NPM : 2201051002
 Judul Penelitian : The Influence of Collaborative Peer Feedback Strategy on The Writing Narrative of Eleventh Grade Students at SMAN 1 Metro
 Dosen Pembimbing : Dr. Ahmad Subhan Roza, M.Pd.
 Jenis Instrumen : Rubric Penilaian Narrative Text
 Sasaran Instrumen : Peserta didik kelas XI SMAN 1 Metro

Identitas Validator

Nama : Diah Maulidya Hans, M.Pd.
 NIP : 0223118502
 Instansi : STKIP PGRI Metro
 Bidang Keahlian : Dosen Mata Kuliah Essential Grammar
 Tanggal Validasi : Selasa, 30 September 2025

Petunjuk Pengisian

1. Lembar validasi ini digunakan untuk menilai validitas instrumen (lembar validitas menurut ahli materi) dengan cara menilai relevansi antara item dengan aspek.
2. Bapak/Ibu dimohon memberikan tanda centang (✓) pada salah satu jawaban skor penilaian yang paling sesuai dengan pendapat Bapak/Ibu, yaitu:
 - 4 : Sangat Relevan/Sesuai
 - 3 : Relevan/Sesuai
 - 2 : Kurang Relevan/Sesuai
 - 1 : Tidak Relevan/Sesuai
3. Bapak/Ibu dimohon untuk memberikan *feedback* keterangan pada kolom yang telah disediakan sebagai perbaikan instrument test yang akan digunakan pada penelitian.

A. Tabel Penilaian Validasi Instrumen

No	Indikator Penilaian	Penilaian			
		4	3	2	1
Validasi Isi					
1.	Rubric mencakup aspek utama writing (Content, organization, vocabulary, language use, and mechanics)	✓			
2.	Deskripsi tiap level skor dinilai jelas untuk membedakan kualitas tulisan.	✓			
3.	Isi rubrik sesuai dengan tingkat kemampuan siswa yang menjadi subjek penelitian.	✓			
Validasi Konstruk					
4.	Indicator rubrik sesuai dengan tujuan penelitian (mengukur kemampuan menulis teks naratif).	✓			
5.	Dimensi penilaian orientasi, komplikasi, dan resolusi telah terwakilkan.	✓			
6.	Rumusan indicator mudah dipahami dan tidak menimbulkan multitafsir.	✓			
Validasi Bahasa					
7.	Bahasa dalam rubrik jelas, ringkas, dan komunikatif.	✓			
8.	Tidak terdapat istilah yang ambigu atau membingungkan.	✓			
9.	Tata bahasa dan ejaan sudah tepat.	✓			

B. Komentar

Instrument test lengkap untuk mengukur keterampilan menulis siswa.

C. Pernyataan Validator

Saya yang bertanda tangan di bawah ini menyatakan bahwa saya telah melakukan validasi terhadap instrumen penelitian berdasarkan keahlian saya di bidang pembelajaran Bahasa Inggris dan menyatakan bahwa hasil penelitian ini dapat dipertanggungjawabkan secara akademik.

Metro, 30 September 2025

Validator

Diah Maulidya Hans, M.Pd.
NIP. 0223118502

B. Appendix B: Additional Assessment Instrument

1. B1: Peer Assessment Sheet

CHECKLIST PEER ASSESMENT

Nama Penulis : _____

Nama Penilai : _____

Tanggal : _____

Judul Teks : _____

ASPEK	YA	TIDAK	KETERANGAN
CONTENT (ISI)			
1. Cerita jelas dan sesuai dengan topik.			
2. Cerita memiliki bagian yang lengkap (orientasi, komplikasi, dan resolusi).			
3. Cerita menarik dan menunjukkan kreativitas.			
4. Alur cerita berkembang dengan baik.			
5. Tokoh cerita, latar dan karakter tokoh tersampaikan dengan jelas.			
ORGANIZATION			
1. Ide utama jelas dan tidak membingungkan, serta didukung dengan penjelasan, dan detail.			
2. Tulisan mengalir secara alami, tidak terasa kaku atau seperti terjemahan kata per kata.			

3. Tulisan tidak bertele-tele, tidak mengulang ide yang sama atau setiap kalimat punya fungsi.			
4. Tersusun rapih sesuai struktur teks (orientation, complication, resolution).			
5. Setiap paragraf tersambung dengan baik.			
VOCABULARY (KOSAKATA)			
1. Penulis menggunakan variasi bahasa yang beragam dan tidak monoton.			
2. Kosakata yang dipilih sudah efektif.			
3. Penulis tidak terlalu sering mengulang kosakata yang sama.			
LANGUAGE USE (PENGUNAAN BAHASA)			
1. Kalimat menggunakan tata bahasa dengan bentuk waktu yang tepat.			
2. Penulis menggunakan kalimat kompleks dengan benar.			
MECHANICS (MEKANIK)			
1. Penulisan ejaan, tanda baca, dan huruf kapital sudah tepat.			
3. Tulisan rapih dan mudah dipahami.			

Komentar:

.....

.....

2. B2: Sample of Completed Peer Assessment

Nama Penulis: Naila Shira
 Nama Penilai: Geneviva Meanie P.
 Tanggal: 2 Feb 26
 Judul Teks: Rama, The village's environmental hero

CHECKLIST PEER ASSESSMENT

ASPEK	YA	TIDAK	KETERANGAN
CONTENT (ISI)			
1. Cerita jelas dan sesuai dengan topik.		✓	
2. Cerita memiliki bagian yang lengkap (orientasi, komplikasi, dan resolusi).	✓		
3. Cerita menarik dan menunjukkan kreativitas.	✓		menarik, menunjukkan seorang pemuda yang mencintai alamnya sendiri.
4. Alur cerita berkembang dengan baik.	✓		jelas, menjelaskan siapa itu tokoh utamanya, dan dilanjutkan dengan apa yang ia perbuat.
5. Tokoh cerita, latar dan karakter tokoh tersampaikan dengan jelas.	✓		
ORGANIZATION			
1. Ide utama jelas dan tidak membingungkan, serta didukung dengan penjelasan, dan detail.	✓		
2. Tulisan mengalir secara alami, tidak terasa kaku atau seperti terjemahan kata per kata.	✓		

3. Tulisan tidak bertele-tele, tidak mengulang ide yang sama atau setiap kalimat punya fungsi.	✓		
4. Tersusun rapih sesuai struktur teks (orientation, complication, resolution).	✓		
5. Setiap paragraf tersambung dengan baik.	✓		tidak ada yang tumpang tindih / membingungkan
VOCABULARY (KOSAKATA)			
1. Penulis menggunakan variasi bahasa yang beragam dan tidak monoton.		✓	tidak terlalu banyak kosakata yang digunakan
2. Kosakata yang dipilih sudah efektif.	✓		
3. Penulis tidak terlalu sering mengulang kosakata yang sama.	✓		
LANGUAGE USE (PENGGUNAAN BAHASA)			
1. Kalimat menggunakan tata bahasa dengan bentuk waktu yang tepat.	✓		
2. Penulis menggunakan kalimat kompleks dengan benar.	✓		
MECHANICS (MEKANIK)			
1. Penulisan ejaan, tanda baca, dan huruf kapital sudah tepat.		✓	
3. Tulisan rapih dan mudah dipahami.	✓		

Komentar:
 cerita yang dibuat dan ditulis sudah baik, bisa membangun semangat anak muda gen z untuk mencintai lingkungan lewat representasi seorang Rama sebagai remaja yang mencintai alam.

CHECKLIST PEER ASSESSMENT

Nama Penulis : Khaira Ujati
 Nama Penilai : Claudia Citra R.
 Tanggal : 2 Februari 2024
 Judul Teks : Wangani Maathai, The Mother of Trees

ASPEK	YA	TIDAK	KETERANGAN
CONTENT (ISI)			
1. Cerita jelas dan sesuai dengan topik.	✓		
2. Cerita memiliki bagian yang lengkap (orientasi, komplikasi, dan resolusi).	✓		
3. Cerita menarik dan menunjukkan kreativitas.	✓		
4. Alur cerita berkembang dengan baik.	✓		
5. Tokoh cerita, latar dan karakter tokoh tersampaikan dengan jelas.	✓		
ORGANIZATION			
1. Ide utama jelas dan tidak membingungkan, serta didukung dengan penjelasan, dan detail.	✓		
2. Tulisan mengalir secara alami, tidak terasa kaku atau seperti terjemahan kata per kata.	✓		

3. Tulisan tidak bertele-tele, tidak mengulang ide yang sama atau setiap kalimat punya fungsi.	✓		
4. Tersusun rapih sesuai struktur teks (orientation, complication, resolution).	✓		
5. Setiap paragraf tersambung dengan baik.	✓		
VOCABULARY (KOSAKATA)			
1. Penulis menggunakan variasi bahasa yang beragam dan tidak monoton.	✓		
2. Kosakata yang dipilih sudah efektif.		✓	beberapa kosakata kurang tepat maknanya dan belum sesuai dengan konteks kalimat.
3. Penulis tidak terlalu sering mengulang kosakata yang sama.	✓		
LANGUAGE USE (PENGUNAAN BAHASA)			
1. Kalimat menggunakan tata bahasa dengan bentuk waktu yang tepat.		✓	beberapa kalimat masih menggunakan bentuk kata kerja yg tidak konsisten dg simple past tense.
2. Penulis menggunakan kalimat kompleks dengan benar.	✓		
MECHANICS (MEKANIK)			
1. Penulisan ejaan, tanda baca, dan huruf kapital sudah tepat.	✓		
3. Tulisan rapih dan mudah dipahami.	✓		

Komentar:

Teks sudah sesuai dg tema dan struktur cerita. Namun, masih terdapat beberapa kesalahan tata bahasa dan kosakata. Perlu lebih teliti dalam penggunaan simple past tense.

C. Appendix C: Research Instrument for Data Collection

1. Lesson Plan

LESSON PLAN: RESEARCH TREATMENT

GENERAL INFORMATION	
A. MODULE IDENTITY	
Researcher	: Alfani Wardani
Educational Unit	: SMAN 1 METRO
Year	: 2026
School Level	: Senior High School
Subject	: English
Class/Semester	: XI/2
Topic	: Narrative Writing
Time Allocation	: 2 JP x 40 minutes
B. LEARNING MODEL	
• Face-to-face with learning strategies: Collaborative Peer Feedback.	
C. LEARNING OBJECTIVES	
• Students are able to understand the Generic Structure of Narrative Text. • Students are able to recognize the concept of collaborative peer feedback. • Students are able to write a short draft of a narrative text for peer feedback.	
D. MATERIAL	
• General Structure (Orientation, Complication, Resolution) • Language Features (Past tense, action verbs, time connectors, adjectives) • Collaborative peer feedback concept	
E. FACILITIES AND INFRASTRUCTURE	
Learning Tools and Media 1. Internet access 2. Projector 3. PPT materials 4. Student worksheets 5. Peer feedback rubric 6. Revision sheets	
F. LEARNING ACTIVITIES	
MEETING (2 x 40 minutes)	
LEARNING ACTIVITIES	
A. INTRODUCTORY ACTIVITY (5 MINUTES)	
• The researcher greets and talks with the students. • The students and researcher pray before starting the lesson. • The researcher checks the students' attendance. • The researcher explains the learning objectives for the day.	

B. MAIN ACTIVITY (70 MINUTES)	
• The researcher gives a brief introduction to the writing procedure. • The researcher explains the concept of collaborative peer feedback. • The researcher reviews the students' basic knowledge of narrative texts. • The researcher invites the students to create an outline for a fairy tale narrative text. • The researcher invites the students to draft a narrative text based on the outline they have created. • The drafts are collected by the researcher.	
C. CLOSING (5 MINUTES)	
• Students and researcher reflect on the lesson. • researcher provides information for the next meeting. • Students pray to end the lesson.	

LESSON PLAN: RESEARCH TREATMENT

GENERAL INFORMATION	
A. MODULE IDENTITY	
Researcher	: Alfani Wardani
Educational Unit	: SMAN 1 METRO
Year	: 2026
School Level	: Senior High School
Subject	: English
Class/Semester	: XI/2
Topic	: Narrative Writing
Time Allocation	: 2 JP x 40 minutes
B. LEARNING MODEL	
• Face-to-face with learning strategies: Collaborative Peer Feedback.	
C. LEARNING OBJECTIVES	
• Students are able to provide feedback using a rubric • Students are able to discuss with friends • Students are able to make revisions based on feedback	
D. MATERIAL	
• Previous draft narrative text • Rubric peer feedback	
E. FACILITIES AND INFRASTRUCTURE	
Learning Tools and Media 1. Student Worksheets 2. Peer Feedback Rubric 3. Revision Sheets	
F. LEARNING ACTIVITIES	
MEETING (2 x 40 minutes)	
LEARNING ACTIVITIES	
A. INTRODUCTORY ACTIVITY (5 Minutes)	

• The researcher greets and talks with the students. • The students and researcher pray before starting the lesson. • The researcher checks the students' attendance. • The reseracher explains the learning objectives for the day.
B. MAIN ACTIVITIES (70 Minutes)
• The researcher divides the students into small groups of two. • The researcher distributes the previous drafts to the students. • The researcher distributes the peer review rubric and explains how to fill it out. • Students exchange drafts and fill out the peer feedback rubric. • Students engage in collaborative discussions to discuss feedback and find solutions. • Students revise their texts according to the feedback. • Students write the final text that has gone through the review process. • Students' final papers are collected by the teacher.
C. CLOSING (5 Minutes)
• Students and researcher reflect on the lesson. • Researcher provides information for the next meeting. • Students pray to end the lesson.

2. Flash Presentation Slides

NARRATIVE TEXT

Alfani Wardani

WHAT WILL WE DO?

Pre-Writing Drafting Reviewing Rewriting

WHAT IS NARRATIVE TEXT?

Narrative text is a text that tells a story to entertain the reader.
 Examples:
 personal experience, legend, fantasy, fairy tale

GENERIC STRUCTURE OF NARRATIVE TEXT

- ✓ Orientation
- ✓ Complication
- ✓ Resolution

ORIENTATION

Orientation introduces the story.

It tells the reader:

- ✓ Who is involved in the story
- ✓ When the story happened
- ✓ Where the story happened

example:

Once upon a time, there was a girl named Lina. She lived with her grandmother in a small village near the forest. One rainy afternoon, Lina decided to go to the forest to find some firewood.

COMPLICATION

Complication tells the problem or conflict in the story.

It tells the reader:

- ✓ Something bad happens
- ✓ The main character faces a problem
- ✓ The story becomes interesting

example:

Suddenly, Lina heard a strange sound behind the trees. A wild wolf appeared and started to chase her. Lina was very scared and did not know what to do.

RESOLUTION

Resolution tells how the problem is solved.

It tells the reader:

- ✓ The problem is finished
- ✓ The story has an ending
- ✓ The ending can be happy, sad, or open-ended

example:

Fortunately, a hunter heard Lina's scream and scared the wolf away. Lina thanked the hunter and safely returned home. Since that day, she never went to the forest alone again.

LANGUAGE FEATURE

One important language feature of narrative text is: **Simple Past Tense**, because the story happened in the past

Examples:

- ✓ go -> went
- ✓ is, am -> was
- ✓ are -> were

- ✗ Sera goes to forest
- ✓ Sera went to a forest

- ✗ Aray is mad
- ✓ Aray was mad

WHAT WILL WE DO?

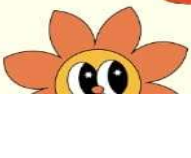





Pre-Writing
Drafting
Reviewing
Rewriting

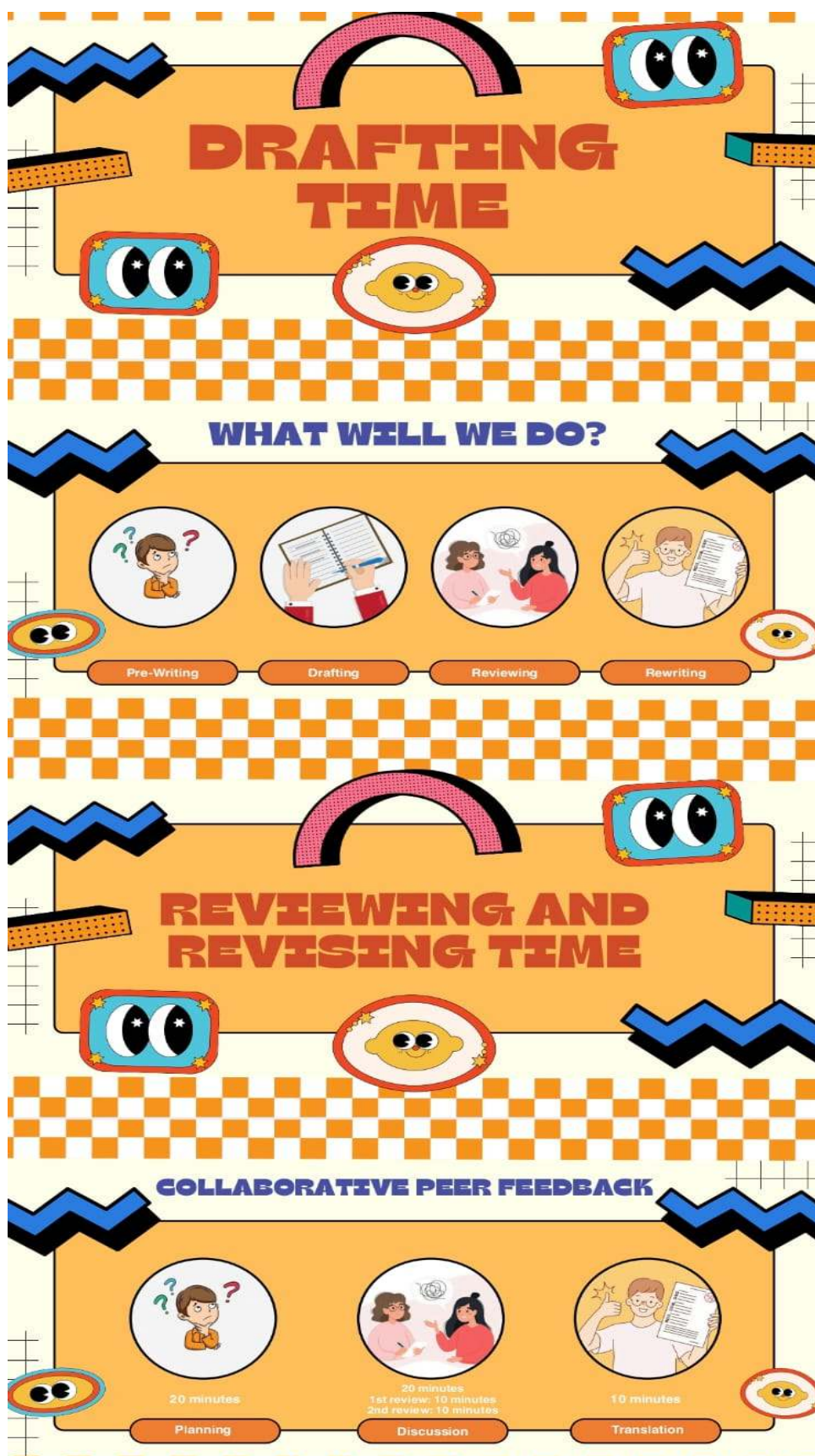
PRE-WRITING TIME



PRE-WRITING

1. **Title:** The Silent Kingdom
2. **Characters:**
 - A young girl (kind, brave, lost her voice)
 - The King (worried, helpless)
 - An old witch (angry, betrayed in the past)
3. **Setting:**
 - Once upon a time
 - In a magical kingdom
 - The royal palace and nearby village
4. **Orientation:**
 - The kingdom was peaceful and full of laughter
 - Children often sang and played
 - Suddenly, something strange happened
5. **Complication:**
 - Children in the kingdom slowly lost their voices
 - They could not cry, speak, or ask for help
 - The king tried everything, but nothing worked
 - People discovered it was caused by a curse
6. **Resolution:**
 - Voices return to the kingdom



PLANNING

What You Should Do:

- Exchange your draft with your partner.
- Read your partner's narrative text carefully.
- Use the peer review sheet provided.
- Check the narrative structure (orientation, complication, resolution).
- Identify unclear ideas, grammar mistakes, and vocabulary problems.
- Write constructive comments and suggestions.
- Do not discuss your feedback yet.

DISCUSSING

- Sit with your partner.
- Explain the comments you wrote on the peer review sheet.
- Ask questions if you do not understand the feedback.
- Discuss the content, organization, and language together.
- Agree or disagree politely and give reasons.
- Listen carefully and respect your partner's opinion.

TRANSLATING

- Revise your draft based on your partner's feedback.
- Improve the story structure and clarity.
- Correct grammar, especially past tense and sentence structure.

REWRITING TIME

3. Checklist Research Equipment Sheet

CHECKLIST RESEARCH EQUIPMENTS

NO	PERIHAL	SELESAI
INSTRUMENT PENELITIAN		
1.	Lembar Pre-test	✓
2.	Lembar Post-test	✓
3.	Rubric penilaian	✓
4.	Lembar peer-feedback siswa	✓
5.	Lembar jawaban tulisan siswa	✓
INSTRUMENT PENDUKUNG		
6.	Absensi siswa	✓
7.	Informed consent	✓
8.	Log penelitian	✓
9.	RPP	✓
10.	Surat izin sekolah	✓
11.	Surat balasan izin sekolah	✓
12.	Dokumentasi kegiatan	✓
13.	Dokumentasi suasana kelas - Diskusi - Mengerjakan	✓
14.	Rekaman video pembelajaran - Proses collaborative peer feedback - Proses treatment	✓
15.	Rekaman suara - Diskusi siswa	✓

D. Appendix D: Research Documentation

1. D1: Daily Research Log

LOG BOOK PENELITIAN

Nama Peneliti : Alfani Wardani
 NPM : 2201051002
 Instansi : UIN Jurai Siwo Lampung
 Judul Penelitian : The Influence of Collaborative Peer Feedback Strategy on Writing Narrative Test of Eleventh Grade Students at SMAN 1 Metro
 Lama Penelitian : 4 x 80 menit
 Tahun : 2026

No	Tanggal	Kegiatan	Waktu		Keterangan	Dokumentasi
			Mulai	Selesai		
1.	Senin, 12 Januari 2026	Pre-test	10.40	11.50	Pre-test dilakukan di kelas XI.4 dengan 34 siswa. Siswa diminta untuk menulis teks narrative dengan tema yang mereka pilih.	
2.	Senin, 19 Januari 2026	Explaining simple material about narrative text	10.45	11.00	Peneliti mengulas kembali pengetahuan dasar siswa mengenai narrative text.	

		Pre-writing	11.00	11.30	Siswa membuat outline mengenai teks narrative dengan tema fairy tale.	
		Drafting	11.30	11.50	Siswa menulis narasi melalui outline yang sudah mereka buat sebelumnya.	
3.	Senin, 26 Januari 2026	Planning	10.50	11.10	Siswa mengisi lembar peer feedback yang telah diberikan.	
		Discussing	11.10	11.30	Siswa berdiskusi dan bertukar pendapat mengenai hasil review tulisan mereka.	
		Translating	11.30	11.40	Siswa menelaah kembali hasil tulisan mereka yang sudah mendapat feedback.	
		Rewriting	11.40	11.55	Siswa memperbaiki cerita naratif mereka berdasarkan feedback yang sudah didapat dari diskusi bersama.	

4.	Senin, 02 Februari 2026	Post-test	10.35	11.50		
		Pre-writing	10.35	11.00	Siswa menulis outline cerita naratif.	
		Drafting	11.00	11.15	Siswa membuat narasi cerita berdasarkan outline yang telah dibuat.	
		Reviewing and Revising	11.15	11.40	Siswa mengulas draf milik temannya, dan melakukan diskusi bersama.	

		Rewriting	11.40	11.55	Siswa menulis kembali cerita dengan masukan dan koreksi dari temannya.	
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2. D2: Classroom Documentation



Pre-test documentation



Treatment 1 Documentation



Treatment 2 Documentation



Post-Test Documentation

3. D3: Students' Pre-Test and Post-Test Scores

HASIL PRE-TEST DAN POST-TEST

No	Kode	Nilai	
		Pre-Test	Post-Test
1.	Student 1	66	91
2.	Student 2	75	85
3.	Student 3	82	91
4.	Student 4	77	94
5.	Student 5	80	73
6.	Student 6	76	88
7.	Student 7	81	100
8.	Student 8	75	87
9.	Student 9	66	91
10.	Student 10	82	100
11.	Student 11	79	96
12.	Student 12	79	89
13.	Student 13	86	85
14.	Student 14	89	85
15.	Student 15	70	88
16.	Student 16	75	96
17.	Student 17	80	73
18.	Student 18	87	100
19.	Student 19	94	100
20.	Student 20	87	96
21.	Student 21	80	97
22.	Student 22	81	99
23.	Student 23	94	93
24.	Student 24	71	91
25.	Student 25	95	91

4. D4: Students' Attendance List

ABSENSI PENELITIAN

Nama Sekolah : SMAN 1 Metro
 Tahun Ajaran : 2025/2026
 Kelas/Semester : XI/1
 Mata Pelajaran : Bahasa Inggris
 Judul Penelitian : The Influence of Collaborative Peer Feedback on Writing Narrative Text on Eleventh Grade Students at SMAN 1 Metro

12/01/2026 18/01/2026 24/01/2026 02/02/2026

No	Nama Siswa	Kelas	Tanda Tangan Siswa			
			Pre-test	Treatment 1	Treatment 2	Post-test
1.	~~Andrian Hadiyaga Angpan~~	~~XI.4~~	<del></del>	<del></del>	<del></del>	<del></del>
2.	Andrian Hadiyaga Angpan ✓	XI.4				
3.	Aulian Nabila ✓	XI.4				
4.	Anisa Rana Karyata ✓	XI.4				
5.	Ardya Erya Pratiwi ✓	XI.4				
6.	Amy Yully Cahyadi ✓	XI.4				
7.	~~Bernanda Renda~~	~~XI.4~~	<del></del>	<del></del>	<del></del>	<del></del>
8.	Beno Emanuel Cornelius Simanjuntak ✓	XI.4				
9.	~~Christina Hikmah Marhamah~~	~~XI.4~~	<del></del>	<del></del>	<del></del>	<del></del>
10.	Claudia Citra Ramadhani ✓	XI.4				
11.	Danis Arza ✓	XI.4				
12.	Dian Bea Wulandari ✓	XI.4				
13.	Endita Salorina Nasawali ✓	XI.4				
14.	~~Esteria Ayu Arizah~~	~~XI.4~~	<del></del>	<del></del>	<del></del>	<del></del>
15.	~~Georgina Melense Putri~~	~~XI.4~~	<del></del>	<del></del>	<del></del>	<del></del>
16.	Geisha Aulia Sen ✓	XI.4				
17.	Hanifa Achila Khairunnisa ✓	XI.4				
18.	Ivana Hanum Ribana ✓	XI.4				
19.	Kaita Asahra ✓	XI.4				

20.	Khaira Najati ✓	XI.4				
21.	~~Kharisma Maulida~~	~~XI.4~~	<del></del>	<del></del>	<del></del>	<del></del>
22.	Khrisoforus Lionel Emanuello ✓	XI.4				
23.	Lintang Fairuz Ramadhani ✓	XI.4				
24.	Made Chandra Karna ✓	XI.4				
25.	Maria Rosalia Nala ✓	XI.4				
26.	Nayla Shira Alhifa ✓	XI.4				
27.	Ni Ketut Kurnia Martini ✓	XI.4				
28.	~~Nuzul Almond Manaf~~	~~XI.4~~	<del></del>	<del></del>	<del></del>	<del></del>
29.	Rahel Aulia Iham ✓	XI.4				
30.	Raudha Haloo Marhanani ✓	XI.4				
31.	~~Sara Hafidzah~~	~~XI.4~~	<del></del>	<del></del>	<del></del>	<del></del>
32.	Satrio Gunawan ✓	XI.4				
33.	Syren Aupa Khairunnisa ✓	XI.4				
34.	Virgi Ledian ✓	XI.4				
35.	~~Wanessa Amica Harpin~~	~~XI.4~~	<del></del>	<del></del>	<del></del>	<del></del>
36.	~~Yuli Henita Basuki~~	~~XI.4~~	<del></del>	<del></del>	<del></del>	<del></del>
37.	~~Zoea (Mawar) C/S~~	~~XI.4~~	<del></del>	<del></del>	<del></del>	<del></del>
38.	~~Khrisoforus Emanuello~~	~~XI.4~~	<del></del>	<del></del>	<del></del>	<del></del>
39.						
40.						
41.						
42.						
43.						
44.						

E. Appendix E: Statistical Data Analysis

1. E1: Descriptive Statistics of Pre-Test

Statistics	
Pretest_Score	
N Valid	25
Missing	0
Mean	80.2800
Median	80.0000
Mode	75.00 ^a
Std. Deviation	7.94523
Minimum	66.00
Maximum	95.00

a. Multiple modes exist. The smallest value is shown

2. E2: Descriptive Statistics of Post-Test

Statistics		
POSTTEST		
N	Valid	25
	Missing	0
Mean		90.7600
Median		91.0000
Mode		91.00
Std. Deviation		7.20116
Minimum		73.00
Maximum		100.00

3. Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.134	25	.200 [*]	.963	25	.474
POSTTEST	.131	25	.200 [*]	.894	25	.014

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

4. E4: Wilcoxon Signed-Rank Test Result

Test Statistics^a

	POSTTEST - PRETEST
Z	-3.756 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

F. Appendix F: Ethical and Administrative Documents

1. E1: Informed Consent Sheet

PERSETUJUAN PARTISIPAN

Saya Rahdi Aditia Uham dari kelas XI.4 telah membaca dan memahami informasi mengenai penelitian ini. Saya menyatakan bersedia untuk berpartisipasi sebagai responden dalam penelitian ini secara sukarela atau tidak menolak berpartisipasi sebagai responden penelitian yang akan dilakukan oleh mahasiswa Tadris Bahasa Inggris Universitas Islam Negeri Jurai Siwo Metro, dengan judul "*The Influence of Collaborative Peer Feedback Strategy on Writing Narrative Text of Eleventh Grade Students at SMAN 1 Metro*".

Tanda tangan saya menunjukkan bahwa saya telah diberi informasi dan memutuskan untuk berpartisipasi dalam penelitian ini.

Metro, 12 January 2016

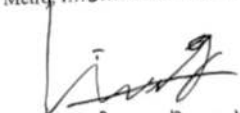

Rahdi Aditia Uham

ERS

PERSETUJUAN PARTISIPAN

Saya Lintang Fairuz Ramadhan dari kelas XI.4 telah membaca dan memahami informasi mengenai penelitian ini. Saya menyatakan bersedia untuk berpartisipasi sebagai responden dalam penelitian ini secara sukarela atau tidak menolak berpartisipasi sebagai responden penelitian yang akan dilakukan oleh mahasiswa Tadris Bahasa Inggris Universitas Islam Negeri Jurai Siwo Metro, dengan judul "*The Influence of Collaborative Peer Feedback Strategy on Writing Narrative Text of Eleventh Grade Students at SMAN 1 Metro*".

Tanda tangan saya menunjukkan bahwa saya telah diberi informasi dan memutuskan untuk berpartisipasi dalam penelitian ini.

Metro, 12 Januari 2026

Lintang Fairuz Ramadhan

2. F2: Research Permission Letter



Nomor : 1447/In.28/J/TL.01/05/2025
 Lampiran : -
 Perihal : IZIN PRASURVEY

Kepada Yth.,
 Kepala Sekolah SMA N 1 METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu Kepala Sekolah SMA N 1 METRO berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : ALFANI WARDANI
 NPM : 2201051002
 Semester : 6 (Enam)
 Jurusan : Tadris Bahasa Inggris
 Judul : THE INFLUENCE OF UTILIZING CHAT GPT (GENERATION PRE- TRAINED TRANSFORMER) ON WRITING NARATIVE TEXT OF ELEVENTH GRADE STUDENTS AT SMA N 1 METRO

untuk melakukan prasurvey di SMA N 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu Kepala Sekolah SMA N 1 METRO untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Mei 2025
 Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
 NIP 19880308 201503 1 006



SURAT KETERANGAN PENELITIAN

Nomor : 400.3/403/V.01/SMA1/2025

Yang bertandatangan dibawah ini Kepala SMA Negeri 1 Metro, Menindaklanjuti surat dari Institut Agama Islam Metro nomor: 1447/In 28/J/TL.01/05/2025 tertanggal 08 Mei 2025 perihal: Izin Prasurvey, maka dengan ini menerangkan bahwa :

Nama : Alfani Wardani
NPM : 2201051002
Jurusan : Tadris Bahasa Inggris

Telah melaksanakan Penelitian di SMA Negeri 1 Metro pada tanggal 28 Mei 2025 s.d selesai dalam rangka menyelesaikan Skripsi dengan judul "THE INFLUENCE OF UTILIZING CHAT GPT (GENERATION PRE-TRAINED TRANSFORMER) ON WRITING NARATIVE TEXT OF ELEVENTH GRADE STUDENTS AT SMAN 1 METRO".

Demikian surat keterangan ini di buat untuk dapat di gunakan sebagaimana mestinya

Metro, 20 Juni 2025

Kepala SMA Negeri 1 Metro


M. KHOLID, M.Pd
Pembina Tk. I/IV.b
NIP. 19780706 200312 1 004

11/5/25, 7:06 PM

IZIN RESEARCH



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JEMUR SIWO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : B-1086/In.28/D.1/TL.00/11/2025
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMAN 1 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1076/In.28/D.1/TL.01/11/2025,
tanggal 04 November 2025 atas nama saudara:

Nama : **ALFANI WARDANI**
NPM : 2201051002
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMAN 1 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF COLLABORATIVE PEER FEEDBACK STRATEGY ON THE WRITING NARRATIVE TEXT OF ELEVENTH GRADE STUDENTS AT SMAN 1 METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 November 2025
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007

11/5/25, 7:08 PM

SURAT TUGAS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JEMBAR SIWO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

SURAT TUGAS

Nomor: B-1076/In.28/D.1/TL.01/11/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ALFANI WARDANI**
NPM : 2201051002
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMAN 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF COLLABORATIVE PEER FEEDBACK STRATEGY ON THE WRITING NARRATIVE TEXT OF ELEVENTH GRADE STUDENTS AT SMAN 1 METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 04 November 2025



Wakil Dekan Akademik dan Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007



SURAT KETERANGAN PENELITIAN
 Nomor : 400.3/071/V.01/SMA1/2026

Yang bertandatangan dibawah ini Kepala SMA Negeri 1 Metro, Menindaklanjuti surat dari Universitas Islam Negeri Raden Jurai Siwo Lampung nomor: B-1086/In.28/D.1/TL.00/11/2025 tertanggal 04 November 2025 perihal: Izin Research, maka dengan ini menerangkan bahwa :

Nama : Alfani Wardani
 NPM : 2201051002
 Jurusan : Tadris Bahasa Inggris

Telah melaksanakan Research di SMA Negeri 1 Metro pada tanggal 12 Januari 2026 s.d 02 Februari 2026 dalam rangka menyelesaikan tugas Akhir/skripsi Mahasiswa dengan judul "THE INFLUENCE OF COLLABORATIVE PEER FEEDBACK STRATEGY ON THE WRITING NARRATIVE TEXT OF ELEVENTH GRADE STUDENTS AT SMAN 1 METRO"..

Demikian surat keterangan ini di buat untuk dapat di pergunakan sebagaimana mestinya


 02 Februari 2026
 Kepala SMA Negeri 1 Metro
M. KHOLID, M.Pd
 Pembina Tk. I/IV.b
 NIP. 19780706 200312 1 004

3. F3: Research Approval Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimil (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.uin@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi
Saudari Alfani Wardani**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Jurai Siwo Lampung
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name : Alfani Wardani
Student Number : 2201051002
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE INFLUENCE OF COLLABORATIVE PEER
FEEDBACK STRATEGY ON THE WRITING NARRATIVE
TEXT OF ELEVENTH GRADE STUDENTS AT SMAN 1
METRO

Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo Lampung untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
Kepada Program Studi TBI



Dr. Much-Dematur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 09 Februari 2026
Pembimbing



Dr. Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



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NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the munaqosyah
of Alfani Wardani**

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
Jurai Siwo State Islamic University

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script
which is written by:

Name : Alfani Wardani
Student Number : 2201051002
Department : English Education and Department
Faculty : Tarbiyah and Teaching Training
Title : THE INFLUENCE OF COLLABORATIVE PEER
FEEDBACK STRATEGY ON THE WRITING NARRATIVE
TEXT OF ELEVENTH GRADE STUDENTS AT SMAN 1
METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to
be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education Departement



Dr. Much Damar, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, February 09, 2026

Sponsor

Dr. Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



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APPROVAL PAGE

Title : THE INFLUENCE OF COLLABORATIVE PEER
FEEDBACK STRATEGY ON THE WRITING
NARRATIVE TEXT OF ELEVENTH GRADE STUDENTS
AT SMAN 1 METRO

Name : Alfani Wardani

Student Number : 2201051002

Department : English Education and Department

Faculty : Tarbiyah and Teacher Training

APPROVED

To be examined in Munaqosyah in Tarbiyah Faculty of Jurai Siwo State
Islamic University.

Head of English Education Departement



Dr. Much Dendatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 09 February 2026
Supervisor

Dr. Ahmad Subhan Roza, M.Pd
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4. F4: Thesis Supervision Log Book



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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN JURAI SIWO LAMPUNG**

Nama : Alfani Wardani
NPM : 2201051002

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 14/07	- Konsultasi Judul Skripsi - Revisi Introduction - Melaporkan hasil pra-survey	
2.	Rabu, 23/07	- Revisi BAB I - Konsultasi Teknik Sampling - GAP Research - Revisi Method	
3.	Selasa, 29/07	- Revisi Method - Teknik Sampling - Instrument Penelitian	
4.	Kamis, 4/08	- Revisi footnote - Revisi Spasi	
5.	Senin 15/08	- Revisi footnote - Paradigm	



Dr. Much Dzamin, M.Pd.B.I
NIP. 19880308 201403 1 006

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN JURAI SIWO LAMPUNG**

Nama : Alfani Wardani
NPM : 2201051002

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6.	Rabu. 17/09	Mr. Subhan Apd	Can
7.			
8.			
9.			
10.			



Mengetahui,
Ketua Program Studi TBI

Dr. Much Dehatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd.
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN JURAI SIWO LAMPUNG**

Nama : Alfani Wardani
NPM : 2201051002

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
7.	Kamis 6/2026 01	- Mengganti teknik Shmpling - Kesulitan : Rekomendasi Sekolah hanya menggunakan 1 kelas	
8.	Selasa 13/2026 01	- Hasil Pre-test - 2 Orang Sample hilang.	
9.	Kamis 15/2026 01	- Konsultasi Materi Treatment - Konsultasi Analysis Data Pre-test	
10.	Kamis 05/2026 02	- Konsultasi hasil post-test - Data Analysis - Description of Result	



Dr. Alif Nur Hafid, M.Pd.B.I
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UIN JURAI SIWO LAMPUNG**

Nama : Alfani Wardani
NPM : 2201051002

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
11.	Senin 09/20/26	- Hypotesis Testing - Discussion Perbaikan - Abstrak	
12.	Selasa 10/20/26	- ACC Sidang Munas	



Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

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BIOGRAPHY



Alfani Wardani was born in Ganjar Agung on May 8, 2003. She lives with his parents and was raised in Magelangan, Ganjar Asri, Metro Barat District, Metro City. The researcher is the third child of Samsul Witono and Siti Handaroh, with two brothers, Bagas Andry Arify and Muhammad Alfirmansya, and one sister, Anisa Arifa Wardana. The researcher completed kindergarten education at Al-Qur'an Metro Kindergarten, then continued his elementary school education at Al-Qur'an Metro Elementary School. Subsequently, the researcher continued her junior high school (SMP) and high school (SMA) education at SMAS Kartikatama Metro. The researcher then continued her higher education at the State Islamic University (UIN) Jurai Siwo Lampung in the Faculty of Tarbiyah and Teacher Training, majoring in English Language Education, starting in 2022. During her studies, the researcher was active in the HMPS English Language Education organization for the 2024/2025 term in the language division.