

**EXPLICIT INSTRUCTION AND PEER-
ASSISTED ACTIVITY AS THE
ALTERNATIVE STRATEGY IN NARRATIVE
WRITING FOR EFL STUDENTS**

THESIS

Submitted to Fulfill One of Requirements
for Bachelor Degree in English Education



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THESIS STATEMENT

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Assalamu'alaikum Wr. Wb

I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis:

Title : EXPLICIT INSTRUCTION AND PEER-ASSISTED
ACTIVITY AS THE ALTERNATIVE STRATEGY IN
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Wassalamu'alaikum Wr. Wb

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ABSTRACT

Judul : **EXPLICIT INSTRUCTION AND PEER-ASSISTED ACTIVITY AS THE ALTERNATIVE STRATEGY IN NARRATIVE WRITING FOR EFL STUDENTS**

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Explicit instruction is introduced by Archer and Hughes instruction as an organized, methodical, and successful approach to teaching academic skills. This method requires students guided through the learning process with clear statements about the introduction of the knowledge until independent mastery is achieved to the students. This study consists of a combination of explicit instruction and a set of activities called peer-assisted as the alternative strategy for guiding in writing a narrative text for EFL students. Peer-assisted activity is applied in one of the stages of explicit instruction which gives students the opportunity to work independently.

Problems focus on this research are 1) How is the explicit instruction delivered by Archer and Hughes? 2) How does explicit instruction come when it is combined with peer-assisted activity? 3) How do the students and teacher respond toward explicit instruction combined with peer-assisted activity?

This study is qualitative descriptive research with a focus on the description of the explicit instruction and peer-assisted strategy, then doing the *direct application* in the class. This research is followed by students' and teacher responses toward the strategy. The data is collected by documentation and interview, and followed by a set of activities applied in the tenth grade and fifteen small groups were conducted to follow. The result shows that both of students and teacher show good

feedback, and giving rise to hope that the activities in this study can be applied in the EFL classroom as an alternative strategy for writing narrative text.

Keywords: Explicit instruction, peer-assisted activity, writing, narrative text

MOTTO

*“Dan janganlah kamu merasa lemah, dan jangan pula bersedih
hati.”*

-Q.S. Ali Imran: 139

“If you can’t fly then run,
if you can’t run then walk,
if you can’t walk then crawl,
but whatever you do you have to keep moving forward.”

-Martin Luther King JR

DEDICATION

This research is dedicated to:

1. My beloved parents: Lastri Khasanah, mom who always gives support in every moment, and my late dad Agus Suseno who always stays in my heart. Love you both as always.
2. All of Mom and Dad family members who always support me in finishing this education.

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Praise due to ALLAH SWT who has given health, opportunity, and mercy to complete this thesis. Through His guidance and His blessing, the researcher has completed this academic requirement for the award of an undergraduate degree at the English Education Department, Faculty of Education and Teacher Training of Islamic State University (UIN) Walisongo Semarang.

The title of this thesis is explicit instruction and peer-assisted activity as the alternative strategy in narrative writing for EFL students.

In this occasion, the researcher would like to express the great thanks to:

1. Prof. Dr. Imam Taufiq, M.Ag, the Rector of Islamic State University of Walisongo Semarang.
2. Dr. KH. Ahmad Ismail, M. Ag., M. Hum, the Dean of Education and Teacher Training Faculty and all staff.
3. Sayyidatul Fadhillah, M.Pd, the Chairperson of English Education Department.
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5. All lectures who have given me their knowledges and information in the class.
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7. All my friends who don't get tired of hearing my complaints all this time that can't be written one by one, especially to those of you who never give up on me. Not forget to a best friend who always understands and tries to answer my text, hopefully always be healthy.
8. All parties involved in this research: teachers and students at SMK N 1 Sukoharjo Wonosobo, a friend who became my research assistant, to all the supports given in this research process.
9. Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for never quitting.

Finally, the researcher realizes that there are many weaknesses in the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

Semarang, June 2022

The Writer

A handwritten signature in black ink, appearing to read 'Alifa Maulidya Farkha', written in a cursive style.

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CHAPTER I

INTRODUCTION

A. Background of The Research

Alarming English as the foreign language in Indonesia, writing is claimed as the most complicated skill because it requires much concertation, conscious efforts, and practice in all its steps, i.e. composing, developing, and finishing¹. EFL students need to have good knowledge of the topic considering to have good proficiency in writing². The students' writing proficiency has been reported in several large-scale writing assessments across the world, revealing the students' difficulties with writing (Inspectie van het Onderwijs, 2010; National Center for Education Statistics, 2012; Vlaams Ministrie van Onderwijs en Vorming, 2019; Fien de Smedt, 2020). The problem is also shown in Indonesian

¹ Faisal Mustafa et all, *Errors in EFL writing by junior high students in Indonesia*, International Journal of Research Studies in Language Learning, (Vol. 6, No. 1, 2017), page 40

² Bambang Cahyono et all, *Indonesian students' writing proficiency and their ability in using complex sentences*, International Journal on Studies in English language and literature, (Vol. 4, No. 9, 2016), page 22

students with the proficiency level of writing due to its importance in academic written communication. Thus, because the primary goal of writing is to communicate ideas to readers; in other words, content is the major focus but this does not reduce the importance of the other characteristics.

In the Indonesian curriculum, students are expected to be able to write in many varied text genres, i.e. description, recount, spoof, anecdote, procedure, narrative, explanation, discussion, commentary, news, report, and review. As a result, errors are found in students' compositions because each genre of the text has its own unique language features³. Ariyanti & Fitriana state the most common problems faced by students are meaning clarity, grammar implementation and vocabulary use, the writing groove, and writing scientific paper technique application⁴. In addition, according to Asik, understanding language problems, teaching strategy, and teaching writing resources all influence the quality of

³ Mustafa, *Errors in EFL writing...*, page 40

⁴ Ariyanti, Fitriana, *EFL students' difficulties and needs in essay writing*, *Advances in Social Science, Education and Humanities Research*, (Vol. 158, 2017), page 119

students' writing. Based on that, teachers hold an important role to support students in developing effective writing skills. The necessity for educated and skilled English teachers will rise in synch with the phenomenal growth of English as a global language and plays important role in international trade, tourism, education, and diplomacy and is the first key for improving students' writing proficiency⁵.

To support students in developing effective writing skills, teachers should provide a high-quality writing strategy for writing practices in the classroom. The use of writing strategies lead to developing or improving writing proficiency. This is line with Fadhilah said that providing students with writing materials, English teachers can encourage students enthusiasm in writing⁶. Clark, based on Collins J states that good writing does not happen suddenly. The production of writing must be controlled using procedures to be successful in writing.

⁵ Renandya et al, *English language proficiency in Indonesia: issues and prospects*, Journal of Asia TEFL, (Vol. 15, No. 3, 2018), page 624

⁶ Ma'rifatul Fadhilah, "The effectiveness of written 'peer review' towards English 3 students' writing skill", Journal for Language and Foreign Language Learning, (Vol. 6, No. 1, 2017), page 73

It is called a strategy. Writing strategies are systematic, focused approaches to writing. A writing technique can come in a variety of forms. It could be a formal strategy that an educator wants students to follow, or it could be as basic as a method for remembering how to spell a word. Writers use strategies on a regular basis to keep their work moving forward and to ensure that it is completed in the way they intended⁷.

Based on those statements, providing instruction strategy need to be practiced in a classroom setting to support students in developing their writing skills. Especially in the learning process, students tend to be reluctant to write because of the problems mentioned above, especially in English writing. Therefore, in its application, a learning process needs a strategy that covers all aspects of learning so that the learning process is well structured and students can easily follow it. However, what also needs to be considered about this strategy is the need for collaborative learning that allows students to

⁷ Christine M. Clark, *The effects of explicit writing instruction*, (University of Northern IOWA, 2013), page 9

write with friends. A strategy that offers both of these is called as explicit instruction strategy.

The explicit instruction strategy can be considered as a set of instructional supports or scaffolds that lead students through the learning process by providing clear explanations and examples of the instructional target, clear explanations and statements about the goal and explanation for learning a new skill, and support practice with feedback until they have attained independent mastery. Rosenshine states this form of instruction as “a methodological technique of teaching with focus on moving in small steps, checking for student knowledge, and ensuring active and successful understanding by all students.” A critical issue in instruction for students is how to instructionally support them so that writing processes, strategies, confidences, skills, and equally motivation for writing are acquired⁸.

Explicit instruction enabled students to expand their understanding, according to a prior study by Firda

⁸ De Smedt et al, *It takes two: the added value of structured peer-assisted writing in explicit writing instruction*, Contemporary Educational Psychology, (Vol. 60, 2020), page 1

Yulia⁹. The success of the study was shown by the students' posttest mean score, which was significantly different from their pretest. The students got direct experience with three parts: listening to the students' explanations, reading the text, and discussing the material. They make a great impression on the material they have studied based on their personal experiences. This is line with Casale states the strength of explicit instruction method for students is that it can build students' prior knowledge and engages struggling readers in classroom discussion. Furthermore, Wisam Chaleila and Basem Khalaila developed an innovative, comprehensive, and practical framework based on Fisher and Frey's explicit instruction technique. The study looked at how a changed methodology affected EFL students' academic writing skills. The study's findings demonstrated that students' writing skill improves significantly after being exposed to modified comprehensive explicit teaching¹⁰.

⁹ Firda Yulia, Thesis, "*The Use of Explicit Instruction Method to Improve The Students' Writing Procedural Text*" (Makassar: Universitas Muhammadiyah Makassar, 2019), page 36

¹⁰ Wisam Chaleila & Basem Khalaila, *The Effect of Comprehensive Explicit Instruction Approach EFL Students' Academic Writing Performance*, English Language Teaching, (Vol. 13, No. 5, 2020), page 80-93

Based on those results, combining explicit writing instruction with opportunity for collaborative discussions and practice is a feature common to many successful interventions. This method involves the instructor discussing what makes good synthesis writing and allowing students to assess writing samples (e.g., Bascolo et al., 2007; Cargil & Smernik, 2016). The concrete aspect of this technique may also contribute to its efficacy. Criticizing a writing sample provides students with a specific method to follow, allowing them to turn an abstract ideal into more practical strategies and processes that support good synthesis writing¹¹. This explicit instruction could support students to compose the narrative text collaboratively in the peer-assisted activity and provide a structural instruction to increase students' motivation in writing class.

To analyze the field of research on teaching Explicit Instruction (EI) combined with Peer-assisted (PA) writing, the researcher will try to gain an

¹¹ Emily S. Darowski, et al, *Explicit writing instruction in synthesis: Combining in-class discussion and an online tutorial*, Teaching of Psychology, (Vol. 49, No. 1, 2022), page 2

understanding of the meaning of these two terms by looking at the previous studies about Explicit Instruction by Anita L. Archer & Charles A. Hughes on the book “Explicit Instruction: Effective and Efficient Teaching” and combined with peer-assisted theory, then concern it to the Indonesian students with English as the foreign language. Different from previous studies about EI+PA, the researcher focused on the descriptions of the strategy while applying it to the EFL students and took the narrative genre text as the main research. Based on the background research above, the researcher takes study under the title **“Explicit Instruction and Peer-assisted Activity as The Alternative Strategy in Narrative Writing for EFL Students.”**

B. Research Question

The problems that are going to be discussed in this paper can be stated as follow:

1. How is explicit instruction delivered by Anita L. Archer and Charles A. Hughes?
2. How does explicit instruction come when it is combined with peer-assisted activity?

3. How do the students and teacher respond toward explicit instruction combined with peer-assisted activity?

C. The Objective of The Research

Based on the research question above, the objective of the research can be stated as follow:

- a. To gain an understanding of the meaning of explicit instruction in terms by Anita L. Archer & Charles A. Hughes.
- b. To get an understanding of the theory of explicit instruction combined with peer-assisted activity.
- c. To find students' and teachers' perceptions towards explicit instruction combined with peer-assisted activity as the alternative strategy in the EFL classroom.

D. Significances of The Research

The writer hopes that the results of this research give brief information and contribution theoretically and practically as followers:

- a. Theoretically

- 1) The exposure of the strategy theoretically can be understood by EFL students and/or teachers.
 - 2) The result of this research can be used as a reference for the teachers and students to be alternative writing strategies in the classroom.
- b. Practically

- 1) For the researcher

The result of this research can be applied as an alternative strategy in the EFL writing classroom, especially in the narrative text genre. Writing narrative using this strategy permits students and/or teachers to combine explicit instruction and peer-assisted in a writing activity.

- 2) For the next researchers

Hopefully, this study will give some valuable benefits for the next researcher and make this study more perfect than before. The researcher hopes it will be useful as a reference for the next researchers.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. The Nature of Explicit Instruction Strategy
 - a. Definition of Explicit Instruction

Frank Serafini¹² states explicit instruction is a set of required instructional actions or procedures that ensure students understand exactly what is expected of them and what is being taught. In other words, explicit instruction is instructions or steps design to students understand in the teachers' classroom.

Explicit Instruction is a method of teaching that can assist students in learning basic skills and obtaining information that can be delivered in a step-by-step approach. Arends states in Trianto¹³, the Explicit Instruction model is a teaching

¹² Frank Serafini, *"The Role of Explicit Comprehension Instruction in the Reading Workshop"*, (Arizona State University, 2004), page 2.

¹³ Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif*, (Jakarta: Kencana, 2011), page 41.

method that is specifically developed to support student learning processes involving well-structured declarative information and procedural knowledge that may be presented in a stepwise, step-by-step pattern of activities. According to Kardi in Uno and Nurdin¹⁴, explicit instruction can include "lectures, demonstrations, training or practice, and group work."

It can be concluded that explicit instruction is a strategy that uses a set of activity working with instruction in its process. The strategy provides students to follow a process with structured program and allow students to learn collaboratively. Explicit Instruction is a method of conveying lessons to students that are directly transformed by the teacher.

The explicit instruction approach is specifically designed to support the student's learning process that is related to both, which can

¹⁴ Uno Hamzah & Nurdin Mohamad, *Belajar dengan Pendekatan Paillkem*, (Jakarta: PT Bumi Aksara, 2011), page 118

be taught with a steady, step-by-step pattern of activities, as evidenced by the different statements above regarding explicit instruction.

b. Explicit Instruction Model Syntax

Table 2.1. Explicit Instruction Model Syntax

Phase 1	The teacher explains the specific learning objectives, background information. Conveying the objectives and lessons, the importance of the lesson, preparing to prepare students for learning.
Phase 2	Demonstrating. The teacher demonstrates skills with knowledge and correctly or presents information step by step skill.
Phase 3	The teacher plans and provides guidance.

	Guiding initial training training.
Phase 4	Checking understanding and Checking whether students have succeeded in giving feedback on assignments well, and giving feedback.
Phase 5	The teacher prepares for the opportunity to do. Provide advanced training opportunities, with particular attention to advanced training and application to more complex situations and everyday life applications.

Kardi & Nur in Trianto¹⁵, suggest the stages or syntax of the explicit instruction model according to Bruce and Weil, as follows: 1) Orientation, 2) Achievement, 3) Structured

¹⁵ Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif*, (Jakarta: Kencana, 2011), page 43

training, 4) Exercise guided, 5) Independent training. Before presenting and explaining new material, it will be very helpful for students if the teacher provides a lesson framework and orientation to the material to be delivered. The forms of orientation can be: (1) preliminary activities to find out knowledge that is relevant to the knowledge that students already have; (2) discuss or inform lesson objectives; (3) provide an explanation/direction regarding the activities to be carried out; (4) inform the materials/concepts that will be used and the activities that will be carried out during the learning process; and (5) inform the lesson framework.

In this stage the teacher can present the subject matter in the form of concepts and skills. Presentation of the material can be in the form of: (1) presenting the material in small steps so that the material can be mastered by students in a relatively short time; (2) giving examples of concepts; (3) modeling or demonstration of skills by way of demonstration or explanation of the

work steps on the task; and (4) re-explaining difficult things.

Structured exercise. In this stage the teacher guides students to do the exercises. The important role of the teacher in this phase is to provide feedback on student responses and provide reinforcement for correct student responses and correct incorrect student responses.

Guided practice. In this stage the teacher provides opportunities for students to practice concepts or skills. This guided exercise is also good for teachers to use to assess/assess students' ability to do their work. In this phase the teacher's role is to monitor and provide guidance if needed. Independent exercise. If students have mastered the stages of working on tasks 85–90% in the training guidance phase, they can pass this phase in which they perform training activities independently.

Basically, explicit instruction in a lesson provides students with a structural activity

includes the stages of teacher who does the subject (I do it) then followed by the teacher and the students do together (We do it) and require students to do independently (You do it). In those sets of activity, teacher is obligated to inform the material discussions and let the students understand with a several questions that guide the explicit lesson.

In other hand, Slavin stated seven phases in Explicit Instruction syntax:

- 1) Informing the learning objectives and lesson orientation to students. In this stage the teacher informs the things that must be learned and the expected student performance.
- 2) Reviewing prerequisite knowledge and skills. In this stage the teacher asks questions to reveal the knowledge and skills that have been mastered by students.
- 3) Delivering subject matter. In this phase, the teacher conveys the material, presents

information, provides examples, demonstrates concepts and so on.

- 4) Carrying out guidance. Guidance is done by asking questions to assess students' level of understanding and correcting conceptual errors.
- 5) Providing opportunities for students to practice. In this stage, the teacher provides opportunities for students to practice their skills or use new information individually or in groups.
- 6) Assessing student performance and provide feedback. The teacher reviews the things students have done, provides feedback on the correct student responses and repeats the skills if needed.
- 7) Providing independent training. In this stage, the teacher can give independent assignments to students to improve their understanding of the material they have learned.

2. Explicit Instruction of Writing Skill

Explicit writing teaching involves a teacher modelling the intended lesson, practicing with students while leading them through the steps, allowing students to collaborate on the process with their classmates, and eventually allowing children to work independently on a specific writing goal¹⁶. To teach a specific skill, explicit instruction includes following a set of highly structured and ordered stages. The teacher uses this strategy to teach students by performing a sequence of actions in three stages: planning the lesson, interacting with students during the session, and consolidating the material delivered.

3. The Nature of Writing

a. Definition of Writing

Receptive and productive skills are two examples of a language's macro skills. One of the useful abilities that should be developed when using a language is writing. It is because writing

¹⁶ Christine M. Clark, *The effects of explicit writing instruction*, (University of Northern IOWA, 2013), page 9

skill is important in improving a communicative competence of learning the language. Furthermore, writing is a conscious act that requires one to make the decision to do so. It contains some information that the reader will be informed about. Writing is a type of communication in which a learner expresses his or her thoughts and opinions in writing.

The definitions of writing are variously stated by some experts. According to Rivers¹⁷, writing is the process of conveying information or expressing creative ideas in a new language in a systematic way. Brown¹⁸ also stated writing is a thinking process. He also claims that writing can be prepared and given a limitless number of changes before publication. Writing is also a two-step process, according to Elbow (1973) in Brown. The first step is to determine the meaning, and the second is to translate that meaning into language.

¹⁷ Rivers, W. M, *“Teaching Foreign Language Skills”*, (Teaching Foreign Language Skills, 1981), page 294.

¹⁸ Brown, H. D, *“Language Assessment: Principles and Classroom Practices”*, (San Fransisco, Longman, 2004)

The thought is represented in writing. The reason for this is that the writing process reflects thoughts that have remained in the mind.

Urquhart and McIver¹⁹, as well as Harmer, offer another definition of writing ability. Writing is a recursive process, thus students make revisions as they go along and frequently return and forth between stages. After that, students should acquire invention and discovery skills, and teachers should help students in creating material and discovering a purpose. It is also argued that all forms of writing are determined by the reader, the goal, and the context, and that successful writing satisfies both the writer's objective and the needs of the audience. It follows that writing is a complex process, and it is reasonable to assume that teaching writing is complex as well. Furthermore, according to Harmer, writing encourages students to concentrate on correct language usage. It's because when students start

¹⁹ Vicky Urquhart & Monette McIver, "*Teaching Writing in the Content Areas*", (Virginia, ASCD, 2005), page 5

writing, they think about how they're going to use language. Because the students overcome the challenges that writing creates in their minds, this practice will improve language development.

These definitions can be used to determine what writing talent is. There are various steps involved in the writing process. Start by exploring and putting thoughts, feelings, and ideas into writing. Second, several editing processes are used to create grammatically correct and well-organized works. The writings are in the form of readable texts that should be understandable to everyone who reads them.

There are several components of writing that are important in good writing:

- 1) Content : the substance of writing or the ideas expressed
- 2) Form : the organization of the content
- 3) Grammar : the placement of the grammatical and syntactic pattern

- 4) Style : the choice of a structural and lexical item to give a particular tone of writing.

b. The Purpose of Writing

Hugo Hartig²⁰ in H.R. Tarigan's book suggests the purposes of writing are:

- 1) Assignment purpose, which means the students do not have any purpose because they write something as just a duty, it is not they self-will.
- 2) Altruistic purpose, which means the purpose is to place the readers in the sadness.
- 3) Persuasive purpose is to make sure the readers are aware of the ideal truth.
- 4) Informational purpose, which means giving information or explanation to the readers.

²⁰ Henry Guntur Tarigan, "*Menulis Sebagai Suatu Keterampilan Berbahasa*", (Bandung: Angkasa Bandung, 2008), page 25-26

- 5) Self-expressive purpose is introducing or defining author to the readers.
- 6) Creative purpose. This purpose is reaching artistic and art value.
- 7) Problem solving purpose. It means the writer wants to solve the problem that has been identified; the writer wants to explain, clarify, and thoroughly search the reader's thoughts and ideas in order for them to be understood and received.

c. The Five Steps Writing Process

Graves suggests there comes the process of writing in a number of activities, processes or stages, include *prewriting, drafting, revising, editing, and publishing*²¹. According to Tompkins, these processes are recursive, which means that students can jump back and forth from one stage to another as they write. When students are in

²¹ Avan Kamal Aziz Faraj, "Scaffolding EFL Students' Writing through the Writing Process Approach", Journal of Education and Practice, (Vol.6 No.13, 2015), page 132.

stage 5, they can go back to stage 3 due to new ideas or information that they add to their writing, so they want to make it clear before publishing. It can be concluded that these stages of writing help students to identify and discuss the activities throughout the process of writing.

Stage 1: Prewriting

Everything happens during the prewriting stage before the writer writes the first draft. Furthermore, because they have a comprehensive concept and strategy about what they are going to write before beginning their writings, the writer focuses on the subject of his or her writing, places, and audience.

The following are some activities in this stage:

1) Choosing a topic

To give EFL students more independence throughout the writing process, the teacher allows them to choose their own writing topics. As a result, the more the students'

interest in their own topic, the greater their communicative language skills, because they choose a topic about which they are competent. Students who choose their own topic have more confidence in what they have to write down.

2) Gathering ideas

At this point, there are several techniques to guide and stimulate students to gather ideas for their writing:

- a) Brainstorming: Students apply brainstorming by using diagrams (clustering) or randomly listing ideas to help them produce both ideas and word lists for their writing, as well as establish the type of writing, audience, and purpose. (spivey) The use of brainstorming provides the students time to consider about their subject and write down any ideas they think are promising because many writers will forget their earlier ideas when they

think of new ones. Furthermore, seeing the thoughts expressed on paper together will benefit students in making connections and rethinking their topics. (Blystone)

- b) Reading: Reading helps students gather enough facts and interesting vocabulary about their topic in this case. Students are writing down ideas from what they have read and compiling lists of the most interesting ideas that they might want for their own topic in order to acquire ideas for their own topic.
- c) Interviewing: The student is talking with an expert on the writing issue, who will provide the learner with a perspective on their subject that is often more interesting and up-to-date than knowledge obtained just through reading. An expert is someone who has knowledge of the subject on which the students will write.

3) Organizing ideas

To organize the ideas, students need to cross out the irrelevant information, then put the ideas that most closely related together in the group, and look critically at the ideas in that group to identify the ideas that lack sufficient support to the topic. (Cameron)

a) Defining a topic sentence

Students begin drafting topic sentences after organizing their ideas. The relevance of a topic sentence in an essay body paragraph that unites the material of the paragraph has been taught to students. The readers will be able to predict what will happen next based on what they have already seen if the topic sentence is clear. The teacher has not taken grammatical errors into account at this point in order to work on building up the learner's confidence as an initial step of the writing process.

b) Outlining

Students begin drafting an outline for their topic after organizing their collected ideas and gaining sufficient knowledge of how to compose the topic sentence. The students are then taught how to create a writing outline.

Stage 2: Drafting

After the students planned out their ideas, they can begin drafting. Students begin writing without first constructing it in their heads. As a result, their first draft of writing may have several flaws, such as incomplete ideas and mechanical errors. As a result, a learner should not be concerned about correcting faults at this time because the goal of expressing your ideas into sentences is more important than correcting errors.

Laksmi suggest that students are asked to identify their papers rough the draft to help students negate this idea and emphasize the fact that writing is not to write in an instant thought.

Stage 3: Revising

Students are not expected to correct small grammar errors at this stage, but they should focus on the content and organization of their work (Bae, 2011, p. 22). "Revision is not only polishing writing; it is satisfying the demands of readers by adding, substituting, eliminating, and rearranging material," according to Tompkins. As a result, he believes that rewriting is an excellent opportunity for students to improve their writing at this point.

The revising stage is divided into two parts: self-revision and teacher feedback on the writing. Students will reread their work on their own during self-revision. They are changing their writing by adding, moving, eliminating, and moving words, as well as making any other adjustments that their work requires. To assist students in seeing their work and seeing their errors, the teacher will allow them to leave their drafts with him/her, and then return them for self-revision. They will be able to see and modify their

rough drafts from a new perspective, and they will learn from their mistakes.

Stage 4: Editing

Editing stage comes after revising stage. Tompkins states editing as “putting the piece of writing into its final form”. The changes in editing stage are capitalization, punctuation, spelling, and grammar changes.

Stage 5: Publishing

Students do the final writing draft at this step, then publish the work. Their teacher is the person who reads their work. After students send the work to the teacher for sharing, the teacher will read it not just to correct errors and provide grades, but also to gather information. At this point, the teacher is serving as both a reader and an advisor, so the comments on the students' errors will be very clear and help them understand their issues. Additionally, the teacher will write encouraging statements for the students who improved their writing throughout the writing process, motivating

them to work hard to produce a quality piece of writing.

4. Writing Narrative Text

a. The Concept of Narrative Text

The narrative text tells a story in either written or spoken form. A narrative text, in Rebecca's definition²², is one that recounts a sequence of logical, chronologically related events that are brought about by or experienced as a result of factors. Additionally, Djatmika and Wulandari²³ define a narrative text as a style of writing that can entertain the reader or listener while simultaneously containing a moral lesson. A.S. Hornby defines narrative as "the act or process of feeling a story" in the Oxford Advanced Learner's Dictionary, along with "a depiction of events, especially in a novel or story."

²² Rebecca J.L, "*A Critical Handbook of Children's Literature*", (Massachuset: Pearson Education, 2003)

²³ Djatmika & Wulandari, "*Writing Narrative Texts*", (Bandung: Pakar Raya, 2013)

On the other hand, John Langan²⁴ states narration is a writer tells the story of something that happened. It means writer makes statement by relating to the detail something that has happened to him. Narrative is a story that talks about past activities or occurrences in order to solve a problem or teach a lesson to readers. Besides, narrative is forms of text about story of legend and resolution to amuse and give enjoy to readers. Components that need to be aware in narrative text:

- 1) Orientation : a part of text that gives setting or opening in narrative text
- 2) Complication : parts of text tell about the conflict in narrative
- 3) Resolution : parts to describe the reaction to solve the problem/conflict²⁵

²⁴ John Langan, *“Collage Writing Skills with Readings”*, (New York: MC Graw-Mill Book Company, 1986), page 111

²⁵ Th. M. Sudarwati, *“Look Ahead an English Course for Senior High School Students Year XI”*, (Jakarta: Erlangga, 2007), page 52.

b. Social Function of Narrative

The social role of narrative text is to amuse and entertain, as well as to deal with real or imagined experiences in various ways²⁶: Problematic events are dealt with in narratives, which lead to a crisis or turning point of some sort, which is then resolved. It means that the objective of narrative text is to entertain and deal with real-life experiences in a variety of ways, which is where the problem in the evaluation begins. Then there will be a complication, and the problem will appear. In the story narrative, the resolution comes to solves.

c. The Language Elements of Narrative

According to Otong Setiawan Djuhari²⁷, there are several elements used in writing narrative paragraph:

²⁶ Sanggam Siahaan, *"Issue in Linguistics"* (Yogyakarta: Graha Ilmu, 2008), page 73.

²⁷ Otong Setiawan in Rayendriani Fahmei Lubis, "Writing Narrative Text", *English Education*, Vol, 02. No. 01 (2014)

- 1) Noun is a word used as the name of a person, place or thing.
- 2) Individual participant refers to a person who takes part in a situation or a tale about a single person.
- 3) Past tense

A complete action that occurred at a certain period in the past is referred to as the simple past. Another, simple past tense is used to describe about activities or circumstances that began and finished at a specific moment in the past.

- 4) Conjunction

Conjunction is a word that is used to connect two or more words or sentences. There are two different types of conjunctions: coordinating and subordinating. As a result, a conjunction is a word that has the function of joining two words or sentences together.

- 5) Action verb

The action verb divided into two forms:

- a) Regular verb is a verb which has a normal inflection or normally added by “ed” or “d” to the infinitive.
 - b) Irregular verb is a verb which does not have a normal inflection or normally added by “ed”/”d”.
- 6) Direct speech is a spoken or written text that reproduces the original speaker's voice or thought. It is normally enclosed in quote marks in narrative, however in some languages it can be enclosed in guillemets.
- 7) Saying and thinking verbs

Saying verbs indicate speaking. Those can give more information about how things are spoken, such as "I'm terribly sorry," Tony sighed. While verbs such as "think" convey to the reader what the characters are thinking or were thinking at the time of an event, such as "I wonder what's for lunch?" he wondered.

5. Peer Assisted Activity

a. Definition of Peer Assisted Activity

Peer Assisted Learning Method, according to Delquadri, is a reciprocal class-wide peer-tutoring strategy with several grade-level variants that extends Juniper Garden Children's project work on class-wide peer tutoring²⁸. It means that PALS is a strategy in which the roles are reversed, meaning that during each session, both students in a pair function as a tutor and a tutee. Similarly to what Delquadri stated, each student in the class is matched with another student, and each pair consists of a higher and lower-performing student. In addition, Topping described peer learning as the active and collaborative acquisition of knowledge and skills by peers²⁹.

²⁸ Laura M Seanz, "Peer Assisted Learning Strategies for English Learners with Learning Disabilities", available online: www.peerassistedlearningstrategies.net, (Vol.71 No.3), page 231

²⁹ Topping, K, "Peer and Parent Assisted Learning in Math, Science and ICT".

This method involves social group among students who study independently without teacher who helps in the learning process. That is why in this method offers a student as a helper and another as a writer, it is because students walk independently and the teacher just monitors the process.

Topping and Stewart mentioned the characteristics of peer assisted learning as following:

- 1) Helper helps others to learn and also for himself
- 2) Assistance complements the professional teaching system but can not replace a professional teaching system
- 3) Assistance is prioritized so that all members get results from one or more multiple fields
- 4) Help is available to all members on an opportunity basis same

5) Assistance is carefully managed and supervised by professional instructors with a broad view of role.

Basically, assistance can be divided into several types as described in Topping and Ehly (1998), namely:

1) Peer Tutoring

Peer tutoring can be recognized by the division of roles in assistance. That is, as the name suggests, there is helper on duty and participants who can be called tutees. Peer tutoring focuses on the substance of the learning curriculum, with participants or tutees receiving training from tutors in order to develop certain skills.

2) Peer Modelling

The helper will function as an imitator or a person who will set an example for the participants in this type of assistance. Peer modelling, unlike peer tutoring, focuses on

participants identifying or copying an imitator rather than receiving the material. Participants who were dominant on the visual side were assessed to be more effective at peer modelling than those who were strong on the verbal side.

3) Peer Monitoring

Peer monitoring is a combination of observation elements or observing and checking among its members. In peer monitoring there is no helper or tutor role that provides help but these peer monitoring members will watch over each other and assessing the learning of other participants.

4) Peer Assessment

Peer assessment is a system where participants can assess the work, product or learning outcomes of other participants. This system provides benefits for participants so that they can assess what is right and should be done. This peer assessment also supports the

occurrence of self-assessment for the participants.

In conclusion, peer-assisted is a set of activities that involves a small group of two that has each role on it to make an effective activity. The helper in the group may be more capable than the writer, but in practice, both helper and writer will come together to produce a work.

b. Nature of Peer Assisted

One of cooperative learnings is the paired-writing method³⁰. Students work in pairs using this method, which are matched based on their writing skills and personality traits. Similar or dissimilar abilities may be used to match students. In the latter case, it's critical that the differences in writing ability aren't too large to avoid bored and/or dominant tutors and insecure and/or

³⁰ Julia Rensing, et al., *“Implementing Peer-Assisted Writing Support in German Secondary Schools”*, *Insights into Learning Disabilities* (vol. 13 No. 2, 2016), page 154.

dependent tutees. There are weak writers (writers) and strong writers (helpers) in this paired-writing.

The theoretical foundation of this study is Topping et al strategy-based model of writing teaching, which is framed as a six-step approach. The steps are following:

Step 1: Idea generation

Step 2: Drafting

Step 3: Reading

Step 4: Editing

Step 5: Best copy

Step 6: Evaluate

Teams of two students known as writer and helper collaborate on projects. The writer (tutee) is the student who needs aid the most; the tutor (helper) is the more accomplished writer who organizes the steps involved in producing a story. As a result, the board game uses recursive loops that direct players either backward or ahead

through the writing process, presenting the subgoals in a circular and interconnected manner.

There are seven steps following the paired-writing strategy:

1) Collect ideas

The students who takes the helper role asks questions: *What happens? Why? How? Where? When? Who?* Etc.; the writer takes handwritten notes to sum up their ideas. The questions asked in order to help EFL writers understand the important components of narrative writing such as character, setting, problem, and solution. The questions are as follows:

- Who did what?
- What happened?
- Where did it happen?
- When did it happen?
- Who are the main characters in the story?

- Why did he/she/they do that?
- What was the problem?
- How did she/he/they solve the problem?
- What happened next?
- Did anyone learn anything at the end?
- What was the lesson the characters learned?

2) Create a first draft

The writer organizes the handwritten thoughts from step 1, puts them into coherent sentences, and then attempts to write a story for the first time without worrying about spelling. In this step, helper gives a support for the writer writes down the notes, but helper can also write together.

3) Read

First the helper reads out loud, the writer repeats, the helper improves incorrect words; at this point, the writer changes the perspective

into that of a reader to anticipate this perspective.

4) Edit

The writer and the helper revises the text according to the hallmarks of a good story and checks for order, meaning, development of suspense, actionable words, tense, spelling, and punctuation.

5) Compose a preliminary version

The writer completes the story and makes all the changes from stage 4; the helper provides assistance with difficult vocabulary.

6) Evaluate

The different teams trade their stories; each team reads the other team's story, verifies it against the indicators provided, and offers comments and editing guidance.

7) Revise and finish

The teams exchange ideas about notable elements in the “black box”; if a team agrees with another team’s suggestions, team members make the appropriate revisions.

While the students work on their texts, the teachers monitor the groups, focusing on difficult writing processes and providing help when necessary. When a team has finished one stage, the tutee and tutor exchange brief, constructive remarks before moving on to the next isle (i.e., move on to the next step). Because writing is a dynamic activity, teams do not automatically finish steps 1 through 7. If changes are required that require returning to previous steps, the team is instructed to use recursive loops and repeat the steps.

B. Previous Research

In this study, the writer summarizes the relevant previous researchers, those are:

The first previous research is written by Fien De Smedt & Hilde Van Keer (2018) entitled *An Analytic Description of An Instructional Writing Program Combining Explicit Writing Instruction and Peer-Assisted*

Writing. In this study, the writers provide in-depth insight relating to two instructional writing programs by analytic description. Research evidence on the effectiveness of explicit writing instruction (EI) combined with peer-assisted (PA) writing activity. The writers use two trials in this study. The first trial focused on the application of EI programs and the result shows there is no additional effect. While the second trial the writers optimized the programs and operate peer-assisted activity to maximize students' outcomes. The result shows students are more confident in their ability to invent ideas to write.

The second previous research is written by Fien De Smedt, Steve Graham, and Hilde Van Keer entitled "*It takes two*": *The Added Value of Structured Peer-Assisted Writing in Explicit Writing Instruction.* Continuing the previous study, the writers do the explicit writing instruction (EI) combined with peer-assisted (PA) writing activity compared with EI and individual counterparts (IND). Based on the students' capability in writing, the EI+PA students show more confidence in generating ideas than the EI+IND. However, in the students' motivation,

internal or external motives, EI+PA students are lower than EI+IND.

Both studies focus on the improvement students in analytical descriptive of the implementation explicit instruction (EI) and peer-assisted (PA) and explicit instruction (EI) and individu (IND). Different from both studies, researcher tries to gain understanding between both strategies that applied in EFL classroom in narrative writing. The procedures is same, that is applying the explicit instruction combined with peer-assisted activity.

Another research entitled *“Implementing Peer-Assisted Writing Support in German Secondary Schools”* written by Julia Rensing, et al. (2016). In this study, the researchers focused on the students’ perception by implementing the cooperative learning called peer-assisted activity using a board game approach. On the activity, researchers offered a small group of two students and following seven modified-steps and asked them responds about the intervention. The results show that the students are more motivated because they can work together and teacher also surprised at the fact that students got along so well with the materials and methods. The

theory and instrument of questionnaire of this study will be followed as a guide in the future.

Yaa Asantewaa Bediako, a researcher of a study titled, *“The Use of Explicit Instruction in Writing Amongst Students of Colleges of Education in the Ashanti Region of Ghana”* (2021) revealed that the study mean to support tutors of the English language and writing abilities of students. As technology advances, the need to communicate effectively through written language will only become more important. As a result, implementing an intervention that can improve students' attitudes toward writing, text output, the inclusion of vital details, and the usage of writing rules has the potential to give our young a brighter future.

This is in line with researchers to re-examine explicit instruction which is expected to be applied in the process of learning English in Indonesia as a foreign language. With reference to the research mentioned above, the researcher tried to combine two strategies of explicit instruction and peer assisted into the narrative text learning process in schools and with great hope that it

could be applied as an alternative strategy in writing narrative text in the classroom.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

1. Type of The Research

A *qualitative descriptive* technique was chosen as the research's methodology. According to Sugiyono, the descriptive approach is a technique used to explain or analyze study findings but not to draw more general conclusions. Process-oriented methodologies used to comprehend, analyze, describe, and construct a theory on phenomena or settings are referred to as qualitative research. The study explores the meaning of information or empirical data obtained from books, scientific research reports or from other literature, and examine question that can verbally describe how participant in a study perceive and interpret various aspects of the environment.

In this study, the researcher focuses on the theory and apply it on an English class then investigate students' responses toward the activity; it is along with the objective of this study to identify students'

and teacher perceptions by doing observation and interview to collect the data.

2. Data Sources

a. Main Sources

- 1) *Effective and Efficient Teaching*, written by Anita L. Archer and Charles A. Hughes.

b. Additional Resources

- 1) *An Analytic Description of an Instructional Writing Program Combining Explicit Writing Instruction and Peer-assisted Writing*, written by Fien De Smedt & Hilde Van Keer.
- 2) “It Takes Two”: The Added Value of Structured Peer-assisted Writing in Explicit Writing Instruction, written by Fien De Smedt, Steve Graham, Hilde Van Keer.
- 3) *The Effect of Explicit Writing Instruction*, written by Christine M. Clark.
- 4) *Implementing Peer-Assisted Writing Support in German Secondary Schools*, written by Julia Rensing, et al.,.
- 5) *Using a Peer Assisted Writing Activity to Promote ESL/EFL Students’ Narrative*

Writing Skills, written by Adeline (Lei) K. Teo.

6) All of the documents related to the research.

3. Research Focus

The focus of this research is an effort to understand more broadly and deeply explicit instruction in terms by Anita L. Archer and Charles A. Hughes³¹ combined with peer-assisted activity and applied in English class as a foreign language. This research specification focuses on the students' activity of writing skills in high school students in writing narrative text genre.

4. Technique of Data Collection

The techniques used in this research are:

a. Documentation

Documents are records of events that passed. Bogdan said, "In the most tradition of qualitative research, the phrase personal document is used broadly to refer to any first-person

³¹ Anita L. Archer & Charles A. Hughes, "*Explicit Instruction: Effective and Efficient Teaching*", (The Guilford Press, 2011).

narrative produced by an individual which describes his or her own actions, experience and belief”. The purpose of this technique is collecting data relating to the research object following:

- 1) The meanings of explicit instruction by Archer and Hughes.
- 2) The lesson design of explicit instruction in a lesson.
- 3) The combination of explicit instruction and peer-assisted activity in a narrative class.

On the other hand, researcher also carries out **direct application** of the strategy in the classroom process in order to strengthen the existing theoretical data.

b. Interview

Interview is a technique of collecting data through a questioning process verbal answer that takes place in one direction, meaning that the question comes from the other party the interviewer and the answers given by the

interviewee³². According to Hopkins³³, the interview is a way to find out the situation certain things in the classroom seen from another point of view.

To support the data of this research, interview techniques are used to collect perceptions from data sources, namely teachers and students after the **direct application** of the strategy was done.

5. Technique of Data Analysis

Bogdan states “Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials, so that they can be easily understood, and the findings can be informed to others”. Data analysis in this study was carried out in a *qualitative* way, which was carried out on the data within a certain period, namely during data collection and after the collection is done. In this research, the process of selecting and

³² Abdurrahman Fatoni, “*Metodologi Penelitian dan Teknik Penyusunan Skripsi*” (Jakarta: Rineka Cipta, 2011), page 105.

³³ Sutrisno Hadi, “*Metodologi Reserch*” (Yogyakarta: Andi Ofset, Edisi Refisi, 2002), page 157.

concentrating discussion of data that supports the concepts and objects of research, implementation methods and benefits is carried out. Then analyzed the data obtained during the data collection process.

In order to obtain the correct in the analysis process, the researcher focuses on three stages in process namely data reduction, display data, and drawing conclusion.

a. Data Reduction

This data reduction is a form of the analysis is aimed at sharpening, selecting, focusing, and compiling data so that the final conclusions of the research can be made and verified³⁴. In this research, the data reduction activities are raw data that has been collected from the results of documentation, direct application, and interviews are classified, then summarized for easy understanding.

b. Display Data

³⁴ Subino Hadi Subroto, *"Pokok-Pokok Pengumpulan Data, Analisis Data, Penafsiran Data dan Rekomendasi Dalam Penelitian Kualitatif"* (Bandung: IKIP, 1999) page 17.

Data display (data presentation) according to Miles and Huberman³⁵ states the most frequently used for presenting data in qualitative research is a narrative text. Serving the data helps in knowing what is happening so that further analysis may be made based on a comprehension of the data supplied.

The data of this research is presented in lists, table, and narrative texts so that the data can be understood. On the other hand, the *lesson plan* is followed in order to find out how the strategy works in the classroom.

c. Conclusion Drawing

According to Miles and Huberman³⁶, inference and verification come after processing qualitative data. The preliminary conclusion is only temporary and subject to change if there is not sufficient support for it during the data collection stage.

³⁵ Sugiyono, "*Metode Penelitian Pendidikan*" (Bandung: Alfabeta, 2010), page 341.

³⁶ Sugiyono, "*Metode Penelitian...*", page 342.

CHAPTER IV DISCUSSION

A. **Explicit Instruction by Anita L. Archer & Charles A. Hughes**

The term explicit refers to an unambiguous and direct approach to teaching that includes both instructional design and delivery methods. Until independent mastery is achieved with explicit instruction, students are guided through the learning process with clear statements about the goal and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback.

1. Sixteen Elements of Explicit Instruction

These sixteen elements of explicit instruction stated by Archer and Hughes³⁷:

- a. Focus instruction of critical content. Considering the students' instructional needs and empowering students in the future, teachers teach skills, strategies, vocabulary terms, concepts, and rules.

³⁷ Anita L. Archer & Charles A. Hughes, *Explicit instruction: Effective and efficient teaching*, (The Guilford Press, 2011), page 3

- b. Sequence skills logically. Consider the easier skills before the harder skills, teach high-frequency skills before less-frequent skills in usage, ensuring the prerequisites to a skill before teaching the skill itself, and differentiate skills and strategies that are similar so students are not confused.
- c. Break down complex skills and strategies into smaller instructional units. Teach in small steps. Concerns about cognitive overload, processing demands, and the capacity of students' working memory are addressed by segmenting difficult abilities into smaller instructional units of new content. Units are synthesized once they have been mastered (i.e., practiced as a whole).
- d. Design organized and focused lessons. Make the lessons or classroom organized on topic, well sequenced, and contain irrelevant deviations in order to make optimal use of instructional time.
- e. Begin lessons with a clear statement of the lesson's goals and your expectations. Tell students

exactly what they need to know and why it's important. Students will perform better if they are aware of the desired educational goals and outcomes, as well as how the material or skills offered will benefit them.

- f. Review prior skills and knowledge before beginning instruction. Provide a relevant information. Check to see if students have the required abilities and knowledge to learn the skill being taught in class. This element also provides students to connect the new skill to other related skills.
- g. Provide step-by-step demonstration. By thinking aloud as you practice the skill, you can model the skill and clarify the decision-making processes required to complete a job or procedure. Demonstrate the objective skill or method in order to provide an example of proficient performance to the students.
- h. Use clear and concise language. Use the complexity of your speech (e.g., vocabulary,

sentence structure) consistently and depend on students' receptive vocabulary.

- i. Provide an adequate range of example and non-examples. To know when and when not to apply the strategy, provide a wide range of examples and non-examples. Students will know when they need to apply the strategy by seeing the examples, and when they do not need to use the strategy by knowing the non-examples.
- j. Provide guided and supported practice. Regulate the difficulty of practice opportunities during the class and offer students with advice in skill performance to enhance early success and confidence. You can gradually increase task difficulty while decreasing the level of guidance as students show success.
- k. Require frequent responses. Encourage a lot of interaction between students and teachers by asking questions. Regular student response, whether verbally, in writing, or via physical movement, promotes student elaboration, helps in

comprehending assessment, and keeps students engaged and focused.

- l. Monitor student performance closely. Carefully watch and listen to students' responses so you can check for mastery and make quick revisions to training if they make mistakes. You can also provide students feedback on how well they are doing.
- m. Provide immediate affirmative and corrective feedback. As soon as possible, follow up on students' responses helps to ensure high success and minimize of practicing errors.
- n. Deliver the lesson at a brisk pace. To maximize instructional time, the quantity of content that can be provided, deliver instruction at an acceptable speed. Use a fast presentation pace that allows for adequate time for students to think and process information, especially when they are learning new content.
- o. Help students organize knowledge. It is important to use teaching strategy that make these

connections more explicit. Students will find it easier to retrieve information and integrate it with new material if it is well-organized and connected.

- p. Provide distributed and cumulative practice refers to multiple opportunities to practice skill over time.

The sixteen components of explicit instruction can be viewed as a series that is provided by methodically choosing and sequencing content, then by breaking that content down into manageable instructional units based on students' cognitive ability (e.g., working memory capacity, attention, and prior knowledge). In the delivery of training, clear descriptions and skill demonstrations are followed by practical experience and prompt feedback. However, as student success becomes evident, the teacher's support is gradually reduced and the students start to perform on their own. Initially, practice is carried out with a high level of teacher engagement.

2. Principles of Effective Instruction

The parts of explicit instruction can be understood as ways to make sure that the guiding principles are taken into account when creating and delivering teaching, whereas the principles of instruction can be seen as the basis of effective explicit instruction. Ellis and Worthington in Anita L. Archer and Charles A. Hughes have identified and design these principles and are described for elaborating the subsequent chapters and the method itself.

a. Optimize engaged time/time on task

How much time is spent teaching and how much time is spent learning are two interrelated aspects of the instructional variable of time. It is crucial to remember that increasing instructional time alone does not always result in an increase in the amount of time students spend learning. As a result, the key to students' success is a combination of quantity and quality of instruction.

b. Promote high level of success

Several design and delivery aspects must be considered in order for high rates of success to occur during instruction. To summarize, factors that increase success include teaching content that is not too challenging, clear presentations, dynamic modeling of techniques and skills, supported practice, active involvement, thorough observation of students' reactions, and prompt corrective feedback.

Ways of optimizing instructional time:

- a) Increase allocated time and time spent teaching in critical content areas.
- b) Ensure an appropriate match between what is being taught and the instructional needs of students. Consider about how important the skill is and how tough it is. Check that students have the necessary basic understanding to learn the skill.
- c) Start lessons on time and stick to the schedule.

- d) Teach in groups as much as possible.
 - e) Be prepared.
 - f) Avoid digressions.
 - g) Decrease transition time.
 - h) Use routines.
- c. Increase content coverage

The amount of content supplied to students is referred to as content coverage. To put it another way, the more well-covered subject is, the higher the potential for student learning. Several decisions, including what to teach, how to teach it, and how it will be practiced, influenced the quality and quantity of material coverage.

Furthermore, teachers can maximize topic coverage by focusing on abilities, techniques, concepts, or principles that can be applied to a variety of other products or situations. Instead than teaching each word's pronunciation as a separate entity, a teacher can establish letter-sound associations and decoding strategies that can be

used with a variety of words. As a result, material coverage is determined by how skills are taught and practiced when deciding what should be taught. More content can be covered if an instruction is delivered more directly and efficiently.

d. Grouping for Instruction

The most successful and efficient method of teaching basic skills has been proven to be group instruction. Teacher-led group instruction is likely to increase achievement because it emphasizes key teaching features such clear explanations, modeling, practice, feedback, and frequent responses. In their study of instructional grouping in general education, Brophy and Good found that breaking a large class into smaller groups is important when students' skill levels are varied and they are learning academic skills.

e. Scaffold Instruction

Scaffolding is an instructional context that can be applied by using several elements of explicit instruction:

- a) Taking a complex skill (e.g., a multistep strategy) and teaching it in manageable and logical piece or chunks.
- b) Sequencing skills so that they build on each other.
- c) Selecting examples and problems that progress in complexity.
- d) Providing demonstrations and completed models of problems.
- e) Providing hints and prompts as students begin to practice a new skill.
- f) Providing aids such as cue cards and checklists to help students remember the steps and processes used to complete tasks and solve problems.

In conclusion, as it provides the required assistance to close the gap between present abilities and the instructional goal, scaffolding is a successful strategy for ensuring student success and confidence while they learn.

f. Address different forms of knowledge

In order to use information or knowledge strategically, students usually need to understand material at various levels. As a result, where appropriate, students should receive instruction that addresses several levels or types of knowledge. This book is actually focusing on three forms of knowledge stated by Ellis and Worthington which the first level is *declarative knowledge*. It is characterized as factual-level knowledge or what something is. The second level is *procedural knowledge* which relates to how something is done. It involves knowing how to carry out skills or steps in a process or strategy, such as those involved in solving a long-division problem. While the third level is *conditional*

knowledge that refers to when and where not to use a particular skill or strategy.

B. Designing Lessons of Explicit Instruction by Anita L. Archer & Charles A. Hughes

1. Opening the Explicit Lesson

The opening of a lesson usually served to frame the lesson's goal and ensure that students have the necessary abilities and knowledge to acquire the new skill or material.

a. Gain Students' Attention

Getting students' attention before starting a lesson may seem like a no-brainer, but if they are not paying attention as the teacher begins, they may miss important information connected to the lesson, which will waste instructional time and perhaps result in student errors. Among the ways of gaining attention, teacher should select procedure and use it consistently. This 'ritualizing' makes it clear to students exactly what they are supposed to do and it saves valuable instructional time.

b. State the Goal of the Lesson

Provide students with information about the lesson's purpose after gaining their attention. This clearly communicates to students that they will be learning. The statements clarify what the lesson will cover and facilitate learning in focusing on the upcoming material.

c. Discuss the Relevance of the Target Skill

Teacher can enhance students' motivation to learn the target skill and the probability that they will use it once they have mastered it by discussing its relevance. When it comes to talks of relevance, there are a few factors to keep in mind. Although students should be able to come up with why, where, and when they can use the skill on their own, this is often not possible, thus the teacher must directly communicate the skill's relevance. Second, if the skill taught in the current session is comparable to one that has already been taught, a discussion of relevance is not always necessary. At last, the teacher should discuss the current

skill's relevance to the larger context for applying the skill whenever possible.

d. Review Critical Prerequisite Skills

Before learning a new skill, students frequently need to have mastered prior knowledge or skills. Finding prerequisite abilities that should be reviewed at the start of the session is one of the first phases in the instructional design process. Verifying that all students are capable of performing the prerequisite abilities is an important component of a successful review. It's important to distinguish between a review and reteaching. Giving students a task that requires the prerequisite skill and assessing their ability to complete it successfully defines the normal review process.

To summarize, the beginning of a lesson gives students a clear and focused concept of what they will learn, how they will learn it, and why learning is important. Additionally, the opening is used to ensure that students are prepared to study

new material. After then, it's time to start teaching the new skill or content.

2. Body of the Explicit Lesson

The body of the lesson is where the new skill or subject is introduced. As a result, it varies greatly depending on what is taught. When teaching a new skill or method, the lesson body usually consists of three steps: modeling or demonstrating the skill, providing prompted or guided practice, and offering unprompted practice. These three stages are used to clearly inform students what they are expected to learn and to provide opportunities for them to practice the skill in situations that promote high levels of success and confidence, as well as to demonstrate that they can do the skill independently.

a. Modelling (I Do It)

Modeling is an effective teaching tool. If the skill being taught requires students to follow steps or perform actions, the ideal way to begin training is to demonstrate what they should do. Demonstrating the ability and describing what is

being done are the two parts of modeling (i.e., the actions being performed and the decisions being made). A think-aloud is a term used to describe the model's descriptive component. Students can access the self-questioning, self-instructions, and decisions that occur as a problem or assignment is solved or completed by thinking aloud.

In addition, a good model is (1) clear, consistent, and concise; (2) includes several demonstrations, depending on the complexity of the skill being taught; and (3) involves students.

Clear, Consistent, and Concise. Students will find it difficult or impossible to remember the main steps if teacher describes every possible thinking. The description should be clear, concise, and consistent in order for the think-aloud to be effective. A brief description of crucial steps should be included in an effective think-aloud for this type of basic skill. Students are more likely to remember the actions and processes if the think-aloud is concise.

Provide Several Models. The number of necessary demonstrations depends on the complexity of the target skill, and more than one model is often needed. However, modelling should not be overdone. Guided practice should begin as soon as students demonstrate proficiency, and responsibility for completing the skill should be shifted from the teacher to the students.

Involve Students in the Model. After the initial demonstration of the skill or technique, following demonstrations can include the students by posing questions about the information covered in the initial demonstration or previously mastered background material. Keep in mind that the skill is still being performed by the teacher. Instead of practicing the new skill at this time, students are currently responding to questions on the subject. These questions and the information obtained three key instructional functions: (1) keeping students involved and active in lesson, (2) having students rehearse the critical content, and (3) verifying understanding.

b. Prompted or Guided Practice (We Do It)

In most cases, prompts are used to provide guided practice. These cues or reminders for how to use the new ability can be thought of as instructions, hints, cues, or reminders. The greatest degree of prompts is a physical prompt or direction. Prompts can take many different forms. With students who have severe developmental delays or when teaching purely motor skills like buttoning or tying a knot, physical prompts are frequently used. Verbal prompts are typically used to explicitly teach academic skill. As students practice the new skill, the teacher provides verbal prompts. Those include explicit directives (tell them what to do), questions (ask them what to do), and reminders (remind them what to do). While visual prompts are written prompts (e.g., on a poster, chalkboard, or individual cue card) that serve the same purpose as spoken prompts: increase students' success as they practice a new skill.

c. Unprompted Practice (You Do It)

In an explicit lesson, the goal of unprompted practice is to see if students can perform the skill without any physical, verbal, or visual prompts. While students are still in instructional groups, the first attempt at individual practice is made so that the teacher can closely watch the students and provide any needed comments. This is a simple process: provide students a several of problems/tasks that are similar to those taught during the model and guided practice sections of the body of the lesson and ask them to solve them independently.

To summarize, modeling, prompted or guided practice, and unprompted practice are the components of the body of the explicit lesson. During the modeling phase, the teacher demonstrates and describes the skill using clear, consistent, and concise language while involving the students through questioning. When providing guided practice, the teacher assists students through faded physical, verbal, or visual prompts. Finally, the teacher checks understanding by giving and monitoring unprompted practice.

3. Closing of the Explicit Lesson

The teacher begins the lesson's conclusion with a brief review of the material covered. Following the brief review, often a short preview of what will be learned next is presented: "Tomorrow we will practice this strategy again with more difficult questions."

The assignment of independent work meant to provide students extra experience with the new skill and/or a previously taught skill is the last step in closing up a class, but not all lessons end with seatwork or homework on the new skill. If it is appropriate to assign independent practice during the close of the lesson, a couple of guidelines should be followed.

4. Structure of Explicit Lesson/Instruction

Table 4.1. Structure of an explicit lesson

<p>Opening of the Explicit Lesson</p> <p>Gain students' attention.</p> <p>Preview:</p> <p>State the goal of the lesson.</p> <p>Discuss the relevance of the target skill (or the larger goal).</p>
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3 W's: Why? When? Where?

Review:

Review critical prerequisite skills.

Body of the Explicit Lesson

Modeling (I do it):

Show and tell (Demonstrate and describe).

3 C's: Clear, Consistent, Concise.

Involve students.

Body of the Explicit Lesson

Prompted or guided practice (We do it):

Physical prompts

Fade physical prompts

Verbal prompts

Fade verbal prompts

Visual prompts

Fade visual prompts

Levels of scaffolding

Tell them what to do.

Ask them what to do.

Remind them what to do.

Body of the Explicit Lesson

Unprompted practice (You do it)

Closing of the Explicit Lesson

Review critical content.

Preview critical content of the next lesson.

Assign independent work.

C. Explicit Instruction and Peer-Assisted Activity in Narrative Writing

Table 4.2. Explicit Instruction and Peer-Assisted in a Lesson

Group being taught: Tenth grades in narrative class.

Prior instruction: Students have been introduced the concepts of narrative text included structures and language features.

Skill to be taught: Writing simple narrative text.

Goal of the lesson: Students will understand writing narrative text with the components on it.

Larger goal: Students will try writing narrative text collaboratively using peer-assisted activity with steps provided.

Prerequisite skill: Can mention structures of narrative text.

Opening of the Lesson

Gain students' attention.	Okay students, let's get started with our lesson.
State the goal of the lesson.	Last week we learned about narrative text in general. We know about the structures and the characteristics. So today we are going to learn about how to write narrative story collaboratively, and in the end, I want you to create or write a narrative text paired with your partner.

<p>Review critical prerequisite skills.</p>	<p>Guys, do you still remember the purpose of writing narrative text? [Teacher looks at each student and try to get answer] Yup, it is for entertaining the readers. What we get in the narrative text that we don't find in other texts? Yup, right. It is moral value. [Teacher moves to the structures] Now we have also the structures of narrative text. Can you mention it? [Students answer the structures:orientation, complication, and resolution] Okay good, guys. Can you also mention the characteristics of narrative text? [Students answer: using past tense, nouns, adjectives, time connection, and</p>
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	adverbs. There are also direct sentences and moral value.
Body of the Lesson	
Modeling (I do it).	[Teacher shows the example of narrative text under the title “The Ant and The Dove.] Okay, now look at the story. This is an example of narrative text. We can know the characters in the story are Ant and Dove. It happened by the river in the middle of the day. The Ant wanted to get the water but slipped then it is helped by the Dove. This story consists of three stages, those are orientation, complication, and resolution. [Teacher points the first paragraph.] In the first paragraph, we can see the orientation, why?

	<p>Because here, the introduction of the character, background of the story, the place and the time are shown. [Teacher reads the first paragraph.] For the second paragraph, we know it as complication which problems are shown. We also know it as climax. [Teacher reads the next paragraph.] While the last paragraph is resolution. The problem solving is written here and do not forget for having the moral value. [Teacher reads the last paragraph.] The moral value can be written explicitly or implicitly. When we do not find the moral value clearly, we need to know the</p>
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<p>Prompted or guided practice (We do it).</p>	<p>conclusion. [Teacher reads the moral value.]</p> <p>[Teacher gives students another example of narrative text under the title “Pinocchio and The Wicked Witch”.] I will give you five minutes to read the story, started from now. [Students read the entire of the story.]</p> <p>Are you finished? Okay, firstly, I want to ask you. Who are the main characters in the story? [Students answer.] Where is it happened? [Students answer.] What happened in the story? [Students answer.]</p> <p>Now, let’s analyse the structures of the story. Does anyone know where the orientation is? [Students</p>
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<p>Unprompted practice (You do it).</p>	<p>mention the orientation.]</p> <p>Why is it called as orientation? [Students mention the characteristics.]</p> <p>Then which one is the complication and why? [Students mention the complication and the reasons.] Okay, what about the resolution and why? Can anyone tell the moral value of the story? [Students mention the moral value of the story.]</p> <p>Now, it is time to you to create your own story. I will let you make it collaboratively with your partner. [Teacher divides students into a small group of two students which one is the helper and another one is</p>
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	<p>writer.] First, I want to tell the rules of this activity.</p> <p>[Teacher shows the guidelines for peer-assisted writing activity and tells them what they should do.</p> <p>As the guide, teacher provides a poster and create a narrative story based on the poster by following the steps.]</p>
<p>Closing of the Lesson</p>	
<p>Review.</p>	<p>Today we learned about structures in the narrative text and also wrote it collaboratively with your partner. How was it? Do you get the point when write it with your partner? So we have to remember that narrative text basically for entertaining readers and</p>

<p>Preview.</p>	<p>having moral value. It has also important components such as character, setting, problem, and resolution.</p> <p>For the next lesson we will learn about other text genres.</p>
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Analysis first phase (opening of the lesson)

In the first phase, the prior goal is gaining students' attention and then reviewing the prerequisite skill. The goal of the lesson is also explained here to count whether the goal is achieved or not. Here teacher reviews the prerequisite skill by questioning the previous material taught in the narrative class, especially the structures followed; orientation, complication, resolution, and coda because the goal of the lesson is to write narrative text. During the class, students answer the questions well and remember the previous material so the teacher can easily continue to the next phase without re-explaining the material.

Analysis of the second phase (body of the lesson)

In this phase, there are three parts that are offered by the teacher; modelling (I do it), prompted or guided practice (we do it), and unprompted (you do it). The combination of explicit instruction and peer-assisted activity is happened here. Teacher offers the activity in the *unprompted* part, that is *you do it*. During the *modelling* part, teacher focuses on analysis the structures of an example of narrative text titled ‘The Ant and the Dove’. Teacher mentions the orientation, complication, resolution, and coda of the story. Although focusing on teacher did by herself, keep ensuring that the students are paying attention on teacher’s explanation.

The *prompted* part, teacher and students analyze another narrative example and mention each structure. Using the verbal prompt, teacher also asks students a little of peer-assisted activity which uses WH questions; *what, who, where, when, why, and how* related to the story titled ‘Pinocchio and The Wicked Witch’ in order to understand how to generate the plot of a story. During the stage, students answer the questions enthusiastic after knowing how teacher did in the previous stage. Most of students answer confidently and some of them are doubtfully. In

the end of this stage, teacher hopes students understand how to generate ideas and write a narrative text considering the components of it.

On the last stage of body of the lesson, teacher gives the peer-assisted activity in this ‘*you do it*’ stage. Peer-assisted activity offers students to have a small group consists of two students, one of them is a helper and another is writer. Here, teacher monitors the activity because the goal of unprompted practice is to see if students can perform the skill without any physical, verbal, or visual prompts³⁸. Firstly, teacher gives the rules of peer-assisted activity which consists of six steps; ideas, draft, read, edit, best copy, and teacher evaluate³⁹ (see Appendix 1). After ensuring that the students understand the rules, teacher gives time to students to do each activity with the specified time and the guided picture (see Appendix 2). During the activity, students effectively collect ideas by looking at the picture given using WH

³⁸ Anita L. Archer & Charles A. Hughes, *Explicit instruction: Effective and efficient teaching*, (The Guilford Press, 2011), page 33.

³⁹ Julia Rensing, et al., “Implementing Peer-Assisted Writing Support in German Secondary Schools”, *Insights into Learning Disabilities* (vol. 13 No. 2, 2016), page 154.

questions and write notes of the answer of it and teacher walks around to see how helper and writer work together in writing the ideas. Drafting is the next step after students collecting ideas. Here, students freely write the whole of story by seeing the notes they write before without considering the wrong grammar or spelling. Teacher also allows the helper and the writer work together to write the story.

The next activity is reading. In each group, both helper and writer read aloud the whole story that is written and mark the part they want to change on the next step; edit, which offers students to change every part on the story that look weird. After having time to edit the story, the students' work need to be checked once more before giving it to the teacher to evaluate. Things to note that this activity is using recursive loops that lead students forward step-by-step or back to previous steps. In the other word, students may go to the previous steps if needed. During the whole steps, students look enjoy to write in peer and ask teacher when they feel not understand.

Analysis of the closing of the lesson

The teacher reviews the previous material that students get during the class. In this phase, hope the teacher also gives feedback about the whole classroom process to know whether the goal of the lesson is achieved or not. The teacher can let students having evaluation about what they learned on the day and inform students what lesson they will learn on the future. The independent work is important to be given as well, but it is also optional.

From the analysis above about the activity that was implemented in a classroom, it can be concluded that during the activities, students respond well. The respond can be seen on the *opening and body of the lesson* that shows students can answer the teacher's questions related to the material delivered before. Besides, students look confident when given an opportunity to do with teacher (stage prompted practice) and look enjoy on the last part of *body of the lesson* that requires students to work independently with friend.

E. Discussion

The implementation of this study was conducted in tenth grade of SMK N 1 Sukoharjo Wonosobo with 30

participants, so there were 15 peer-groups of students and an English teacher in this study. Considering the existence of narrative text learning material in this tenth grade, the researcher relates it to the basic competition which reads *“Entertaining, introducing moral values, and appreciating cultural values (folktales),”* and expected to produce a simple narrative story in a small peer-groups.

Before doing the study, researcher looked for the problems faced by the students through the English teacher and the answer was shown: less motivated and unconditional class.

Upon completion of the explicit instruction and peer-assisted activity, students and teacher asked the following questions through a researcher-developed questionnaire to get their perceptions of the methods and material. These questions are gotten from Julia⁴⁰, et al., which were developed by the researcher: (1) How did you work with the explicit instruction combined with peer-assisted in narrative writing? (2) What makes you enjoy

⁴⁰ Julia Rensing, et al., *“Implementating Peer-Assisted Writing Support in German Secondary Schools”*, Insights into Learning Disabilities (Vol. 13 No. 2, 2016), page 159.

most about the project? (3) Do you think the six structured steps are going to help you when writing texts in the future? Question 1 is using 5-point scale. For question 2, researcher uses open-ended questions asking students to comment on what they thought about the activity, while question 3 is closed question with yes-no answer (see Appendix 5).

In addition, an English teacher conducted unstructured interviews with the researcher to learn how they perceived the activity. The gist of their responses was jotted down as accurately as possible and subsequently analysed in terms of the thinking units and general categories.

Students and teacher perceptions

In response to the first question, “How did you like work with the explicit instruction combined with peer-assisted in narrative writing?,” 63.3% of students responded “5 stars” while 13.3% of students responded “4 stars” and “3 stars.” Only 6.7% and 3.3% students answered “2 stars” and “1 star” (values were missing for 0.1%) (see Appendix 6). For question 2, “What makes you

enjoy most about the project?”. Most of students answer it is fun because they can work with a friend (see Appendix 6). The following are examples of student comments:

- “It was fun, happy, and better because write with friend.”
- “I was happy because I can think together with friend.”
- “It was like repeating the previous study.”
- “It was fun, I can learn together.”
- “It was exciting, fun, I can develop my imagination.”
- “Maybe because I can work together with friend so it was exciting and fun.”

For the last question, “Do you think the six structured steps are going to help you when writing texts in the future?,” 80% of students responded “yes” while 20% of them answer “no.” (see Appendix 6) For students who answer “yes”, it is because they can be more

motivated when working with friend. Another, the “no” answer because they can not think more freely because they need to discuss with friend.

On the other hand, an English teacher who joins the activity also gives responses that students look more motivated than the previous. Students also look confident and not afraid to make a mistake because students work together with a partner and given a set of activity that makes students go back as they need. Furthermore, students respond well to the activity offered. However, regarding to the guided picture that given by the researcher, it looks easy to be followed but the story may revolve around the same thing. Meanwhile, if released, it will be difficult to determine the time because students may confuse about what to write.

During the learning process, it can be said that everything is under control, namely students effectively complete learning to the end and produce in accordance with the learning objectives that have been mentioned in the first stage of learning session. This is line with students responses that look enjoy and excited because

of the learning strategy, that is writing a narrative text together with a friend. Teacher also gives a good feedback related to the activity even though there is still suggestion. Based on the result revealed, the researcher conclude that the intervention of explicit instruction and peer-assisted activity is practically can be applied in narrative class of EFL students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to know how students' and teacher's respond to explicit instruction when it is combined with a set of activities called peer-assisted in the narrative classroom process as the alternative strategy or guidance in writing narrative class. It means that the results of this study focus on the responses of students and teacher in the intervention of both strategies. While applying in the tenth grade of SMK N 1 Sukoharjo Wonosobo, the activities run well and whether students and teacher had a good experience.

Therefore, the results of the data analysis could answer the problems as follows:

1. Explicit instruction was introduced by Anita L Archer and Charles A. Hughes as a systematic, structured, and effective methodology for teaching academic skills. This method offers a teaching process with three main stages; opening, body, and

closing of the lesson. A teacher has a duty to guide students with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery is achieved.

2. Explicit instruction has three stages in the *body of the lesson* that offers students: modelling (I do it), prompted practice (we do it), and unprompted practice (you do it). Researcher placed the peer-assisted activity on the unprompted practice and adjusted the six steps of the activity: ideas, draft, read, edit, best copy, and teacher evaluate, until ensuring that the students are guided in writing narrative text.
3. During the interventions, students followed the instruction effectively until students finish a complete narrative text. The responses of students can be seen as the first question shows fifty percent and more gave five stars for the whole activities. It was followed by the comments said

that the activity is more attractive because a student could work together with a friend.

Based on the data analysis, the combination of explicit instruction and peer-assisted activity practically can be applied in the narrative class, in the case as an alternative strategy for writing a narrative text. It is also followed by the response of the teacher that mentions students are more motivated in the learning process and more communicative with classmate.

B. Suggestion for next researcher

Regarding the activity of both explicit instruction and peer-assisted activity, the researcher would like to give some suggestions as follows:

1. Peer-assisted requires a small group of students consist of two, a student called helper should have an ability in writing so that can assist the writer in the writing process. Next researcher needs to know the ability of students in learning process so the activities can work effectively.

2. Considering the response of teacher about the variation of students' ideas, next researcher may add the other guided pictures in order to deliver more ideas.

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APPENDIX

Appendix 1. Rules of Peer-assisted Activity

Guidelines for the Peer Assisted

Writing Activity

H = Helper, W= Writer

Step 1: IDEAS

(10 Minutes)

H asks W Questions:
Who are the main characters in the story? Where did it happen? When did it happen? What is the problem? Why did he/she/it/they do that? What happened next? How did he/she/it/they solve the problem? Did anyone learn anything at the end? What was the lesson the characters learned?

W answers and takes notes.

W can add things that are not in H's questions.

Step 2: DRAFT

(20 Minutes)

Writer and Helper write the draft together.

Use the notes, begin writing. Don't worry about spelling.

Step 3: READ

(5 Minutes)

W reads draft out loud and makes it sound good.

Step 4: EDIT

(15 Minutes)

H and W both look at the draft and change anything in the story that needed.

W makes changes. H suggests changes.

Use a dictionary when necessary.

Step 5: BEST COPY

(5 Minutes)

Look at the story once again.

Turn in the completed copy to teacher.

Step 6: TEACHER EVALUATES

(Optional)

Teacher comments on meaning, order, style, spelling, and punctuation.

Appendix 2. Narrative Guided Picture



Appendix 3. Classroom Activities







Appendix 4. Students and Teacher Interview





Appendix 5. Guidelines of Students Interview

No.	Question	Answer
1.	How did you like working with the explicit instruction combined with peer-assisted in narrative writing?	Optional Answer: 1 Star 2 Stars 3 Stars 4 Stars 5 Stars
2.	What makes you enjoy most about the project?	Open-ended answer
3.	Do you think the six structured steps are going	Yes-No answer

	to help you when writing texts in the future?	
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Appendix 6. Students answers

No.	Name of Student	Answer Question 1 (1-5 Stars)	Answer Question 2	Answer Question 3 (yes-no)
1.	Ratri	5	Menyenangkan karena bisa berpikir berdua.	Yes
2.	Wati	5	Asyik karena bisa mempelajari yang sudah dilewati.	Yes
3.	Hani	4	Senang mengerjakan bersama teman.	Yes
4.	Mely	5	Aktivitasnya seru.	Yes
5.	Liza	5	Asyik bisa belajar Bersama.	Yes

6.	Rosa	5	Bisa lebih dekat dengan teman.	Yes
7.	Isnani	5	Menyenangkan karena bekerja sama.	Yes
8.	Mei	4	Aktivitasnya seru, tetapi dalam menulisnya agak sulit.	Yes
9.	Suci	4	Senang karena santai.	Yes
10.	Nova	3	Lumayan bisa diikuti untuk proses menulis.	Yes
11.	Jannah	5	Seru karena bisa mengembangkan imajinasi.	Yes
12.	Fanesa	5	Karena berdua jadi bisa berbagi tugas.	Yes

13.	Farid A	5	Asyik karena bisa berdiskusi dengan teman.	Yes
14.	Anin	4	Saya bisa mengikuti aktivitasnya dengan baik.	Yes
15.	Al	5	Menulis adalah hal yang menyenangkan, jadi asyik.	Yes
16.	Agasta	3	Proses menulisnya asyik, tetapi Bahasa Inggrisnya susah.	No
17.	Fikar	5	Karena teman saya suka menulis, jadi saya bisa belajar dengannya.	Yes
18.	Fajar	3	Agak sulit karena harus berpikir berdua.	No

19.	Davis	3	Mungkin karena Bahasa Inggris, jadi tetap terasa sulit.	No
20.	Soeharto	2	Kalau bisa saya ingin menulis sendiri.	No
21.	M. Fajar	5	Asyik, tetapi saya lebih memilih menulis sendiri.	Yes
22.	Owi	5	Jadi tahu proses menulis yang menyenangkan.	Yes
23.	Habib	5	Bisa mengembangkan imajinasi.	Yes
24.	Farid B	2	Biasa saja.	No
25.	Anwar	1	Saya tidak suka menulis, jadi tetap sulit meski dikerjakan berdua.	No

26.	Ahmad	5	Karena belajar bareng teman jadi bisa tahu prosesnya Bersama.	Yes
27.	Dimas	5	Bisa mengulang pelajaran yang sudah berlalu.	Yes
28.	Anto	5	Karena menulis teks naratif itu lebih sulit, prosesnya bisa diikuti dengan baik.	Yes
29.	Juna	5	Aktivitasnya seru.	Yes
30.	Aziz	5	Ternyata prosesnya mudah karena plot ceritanya sudah dibuat di awal.	Yes

Appendix 7. Example of narrative text

The Ant and the Dove

Orientation

One day, an ant was seeking some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

Events/Complications

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Resolution

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Appendix 8. Students work

Step 1

1. Sepia and the dog
 2. home page
 3. In the afternoon
 4. the dog is hungry and cold
 5. poor thing
 6. Sepia feeds and gives the dog a blanket
 7. Sepia takes food and blanket to dog and then give them to the dog
 8. help each other
 9. have a high sense of empathy

Step 2

On a cold and snowy afternoon there was a little girl named Sepia. This was the fourth time Sepia saw snow falling. She was running here and there with her hands full of snow. Sepia was playing and saw the dog under the tree shivering. She approached it. Sepia felt sorry. When she got closer Sepia saw the dog was shivering and took her to the terrace of the house. Sepia rushed in to get a blanket and some dog food and Sepia gave it to the dog. Sepia's mother comes and sees Sepia blanketing the dog. Sepia's mom says "Sepia you are kind to help the dog. Mom I hope you can continue to help no matter who it is."

Step 1

1. Ruby
 2. ~~City~~ City Park
 3. Afternoon
 4. Stray Dog
 5. feel sorry for
 6. Ruby walks over to a stray dog
 7. Ruby returns the dog to its owner
 8. Return something that doesn't belong to him
 9. Helpful and kind

Step 2

Ruby and Dog

In the afternoon, Ruby was relaxing in the city park and enjoying the view. Ruby sat on one of the benches while watching people pass by.

Suddenly, there was the sound of a dog barking. Ruby approached the dog's voice which apparently had no owner. Ruby thought that the dog was lost. Ruby was confused what to do, because Ruby did not have a clue like the necklace on the dog. Finally Ruby intends to take the dog home. On the way home, Ruby sees a missing dog poster on the wall. Ruby looked at the poster with the dog she was carrying and it was the same. And Ruby decided to return the dog to its owner with the instructions on the poster.

Finally Ruby returned the dog to its owner. After returning the dog, Ruby came home happy because she had helped the dog meet its owner.

Moral message: Returns something that doesn't belong to him and helping other sentient beings.

Nama: Suci Nur Han
- Nova Aulia

(Step 1)

- gadis kecil → little girl
- Belakang rumah → Behind the house.
- Morning → Pagi hari
- Anak anjing yang terlantar → abandoned puppy
- Karena anak kecil itu ingin menolong anak anjing yang terlantar → because the little girl wants to help the abandoned puppy.
- gadis kecil membawa anak anjing untuk tinggal bersama dirumah → little girl brings puppy to live together at home
- Dengan mengajak pulang anak anjing untuk tinggal bersama dirumah → by bringing the puppy home to live together in the house.
- Saling membantu melakukan hidup → help each other living things
- Sifat saling menolong antara makhluk hidup → attitude of help between living things.

(Step 2)

Sunday Morning, a little girl named Lita went outside to feel the cold snow-covered morning. While visiting the back of the house the girl saw a cold puppy, then the girl took the initiative to approach the abandoned puppy. The girl felt sorry and brought the puppy to live with her at home. The end of the story is the puppy and the girl live happily together.

step 1

1. a girl and her pet
2. on the side of the road
3. happens during the day
4. a girl who finds a hungry puppy
5. because the girl feels sorry for the puppy
6. because the girl took care of the puppy
7. if we see someone in trouble, we have to help him
8. as living beings we must help each other
9. we as living beings must always help and help someone who is in trouble

Step 2

On a sunny day, there was a girl who was walking by the side of the road. When he was focused on walking suddenly he heard the sound of a puppy barking and he was curious about the origin of the sound, and finally he searched for the origin of the sound, there was a puppy looking for food and a child. The woman immediately took the puppy to her house and she immediately looked for food for the puppy and gave him food.

Then the girl is interested in taking care of the poor puppy.

Hanshan dan Melly

1. Who are the main characters in the story?
~~human~~ a child and a dog.
2. Where did it happen?
- ~~Street~~ on the road.
3. When did it happen?
- Morning.
4. What is the problem?
- hungry dog.
5. Why did she do that?
- because she love the dog.
6. What happened next?
- she feeds the dog.
7. How did she solve the problem?
- she feeds the dog.
8. Did anyone learn anything at the problem?
- Yes.
9. What was the lesson the characters learned?
- Good.

A child and a dog

One day the child was walking on a narrow way. She bring an umbrella and wears a pretty hat. He kept walking, but suddenly he saw a dog curled up on the side of the road, the he approached him and stroked the dog's head. and asked "good dog why are you here, where is your master. looks like you are starving huh." the he feed the dog and continued walking again. "Feeding a hungry dog is a good thing."

Nama's Rani Fadhia The Rahmatullah

- Characters in the story Kiky and Bree dog
- Where did it happen? Side of the road.
- When did it happen? Afternoon, after kiky come home from school
- What is the problem? kiky finds a hungry street dog, and invites him to his house
- Why did he they do that? kiky feels sorry for the dog
- What happened next? kiky brought the dog to her house
- How did he they solve the problem? kiky feeds the dog at his house
- Did anyone learn anything at the end? The lesson that can be drawn from this story is that we must be kind to our fellow creatures.
- What was the lesson the characters learned? kind, and like to help

Kiky and the dog

One noon kiky is walking after school. Suddenly kiky saw a dog on the side of the road and looked hungry. Kiky felt sorry and approached the dog. It turned out that the dog was some and very cute. kiky brought the dog to his house and feed it. After thinking about it, kiky ventured to ask his mother's permission to become kiky's pet and family. The lesson that can be drawn from this story is that we must help each other.

CURRICULUM VITAE

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 - d. English Education Department of UIN
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