

**THE EFFECT OF DIFFERENT TYPES OF CORRECTION IN
WRITING DESCRIPTIVE TEXT AT STUDENTS OF IAIN
PALANGKA RAYA**

THESIS



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DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2019 M / 1440 H**

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WRITING DESCRIPTIVE TEXT AT STUDENTS OF IAIN
PALANGKA RAYA**

THESIS

Presented to State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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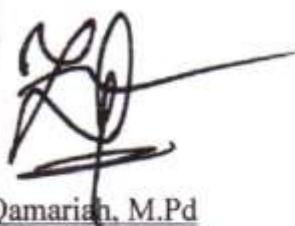
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Terima kasih atas perhatiannya.

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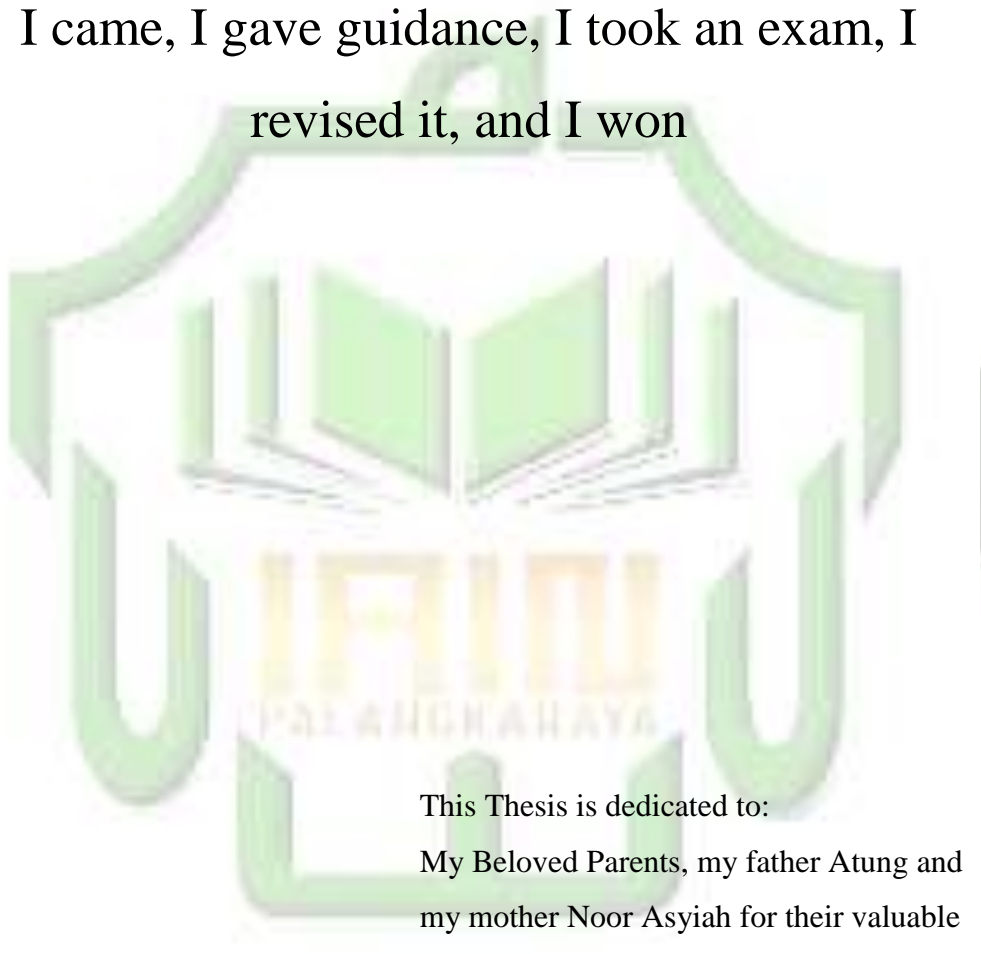
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MOTTO AND DEDICATION

I came, I gave guidance, I took an exam, I
revised it, and I won



This Thesis is dedicated to:

My Beloved Parents, my father Atung and
my mother Noor Asyiah for their valuable
endless prayer, sacrifice, and support.

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Yours Faithfully

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ABSTRACT

Emelda M. 2019. *The Effect of Different Types of Correction in Writing Descriptive Text at The Students of IAIN Palangka Raya* Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) M. Zaini Miftah, M. Pd.(II) Zaitun Qamariah, M.Pd.

Key Words: peer correction, self correction.

The aim of this research was to find out the significant effect different types of correction and interaction effect in writing descriptive text at IAIN Palangka Raya.

This research used quantitative method to collect the data. The population of this research was the English Department students' of the third semester on the academic year 2018/2019 at IAIN Palangka Raya which consisted of 106 students as the sample for the questionnaire. The researcher used 3 classes A, B, and C. This research belonged to experiment research. The technique of collecting the data used writing test. In analyzing the data, some procedures were used such as administering pre-test, conducting treatments, administering post-test, and analyzing the data.

The result of data analysis showed that there was effect of using peer correction and self correction technique at third students of IAIN Palangka Raya. It can be seen from the mean score between pre-test (55.13) and post-test (72.89) of the experiment class A using peer correction class indicating that students' score increased after the treatment. From the mean score of pre-test (58.89) and post-test (73.34) of the experiment class B using self correction class indicating that students' score increased after the treatment. Most of the students had significant effect of using peer correction and self correction in writing. The students considered peer correction and self correction as technique to help them in writing, especially in writing descriptive text.

ABSTRAK

Emelda M. 2019 *Efek Perbedaan Jenis Koreksi Dalam Menulis Teks Deskriptif Pada Mahasiswa di IAIN Palangka Raya*, Skripsi. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) M. Zaini Mifah, M.Pd; (II) Zaitun Qamariah M.Pd.

Kata Kunci: koreksi teman sebaya, koreksi diri sendiri.

Tujuan dari penelitian ini adalah untuk mengetahui efek yang signifikan dari berbagai jenis koreksi dan efek interaksi dalam menulis teks deskriptif di IAIN Palangka Raya.

Penelitian ini menggunakan metode kuantitatif untuk mengumpulkan data. Populasi penelitian ini adalah mahasiswa Jurusan Bahasa Inggris semester ketiga pada tahun akademik 2018/2019 di IAIN Palangka Raya yang terdiri dari 106 siswa sebagai sampel untuk kuesioner. Peneliti menggunakan 3 kelas A, B, dan C. Penelitian ini termasuk penelitian eksperimen. Teknik pengumpulan data menggunakan tes menulis. Dalam menganalisis data, beberapa prosedur digunakan seperti mengelola pra-tes, melakukan perawatan, mengelola pasca-tes, dan menganalisis data.

Hasil analisis data menunjukkan bahwa ada pengaruh menggunakan koreksi teman sebaya dan teknik koreksi diri pada siswa ketiga IAIN Palangka Raya. Hal ini dapat dilihat dari skor rata-rata antara pre-test (55,13) dan post-test (72,89) dari kelas eksperimen A menggunakan kelas koreksi teman sebaya yang menunjukkan bahwa skor siswa meningkat setelah perawatan. Dari skor rata-rata pre-test (58,89) dan post-test (73,34) dari kelas eksperimen B menggunakan kelas koreksi diri yang menunjukkan bahwa skor siswa meningkat setelah perawatan. Sebagian besar siswa memiliki perubahan yang signifikan dalam menggunakan koreksi teman sebaya dan koreksi diri dalam menulis. Para siswa menganggap koreksi teman sebaya dan koreksi diri sebagai teknik untuk membantu mereka dalam menulis, terutama dalam menulis teks deskriptif.

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The researcher hopes that may Allah always keeps us on the straight path, reward, and blesses us for what we do and this writing can be useful for all of us.

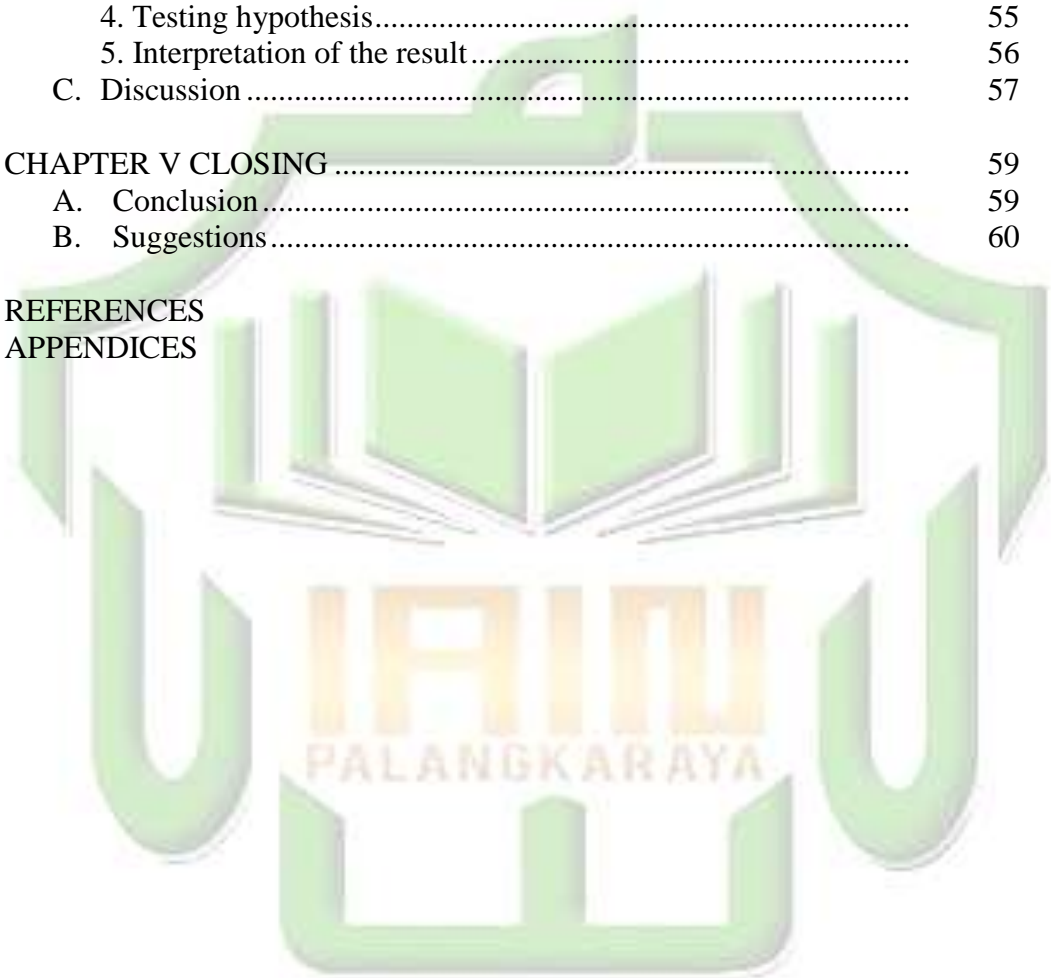
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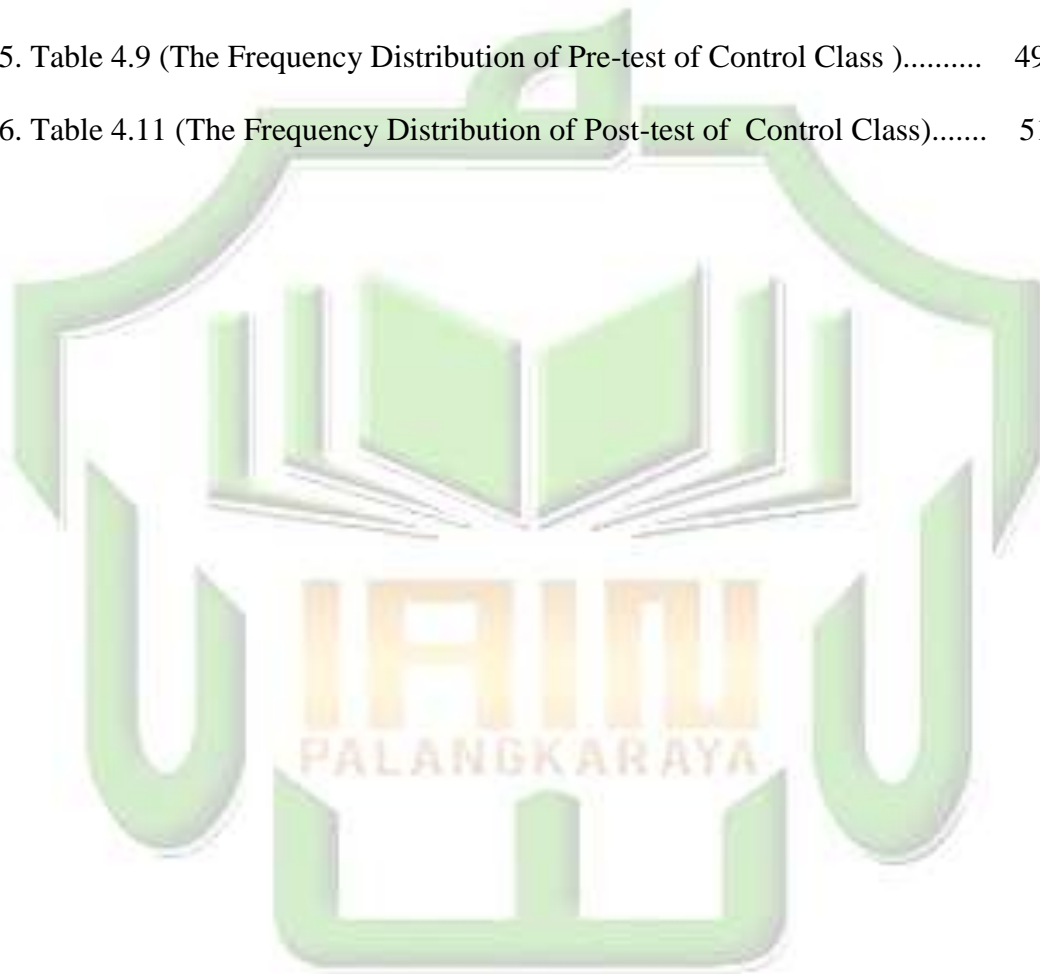


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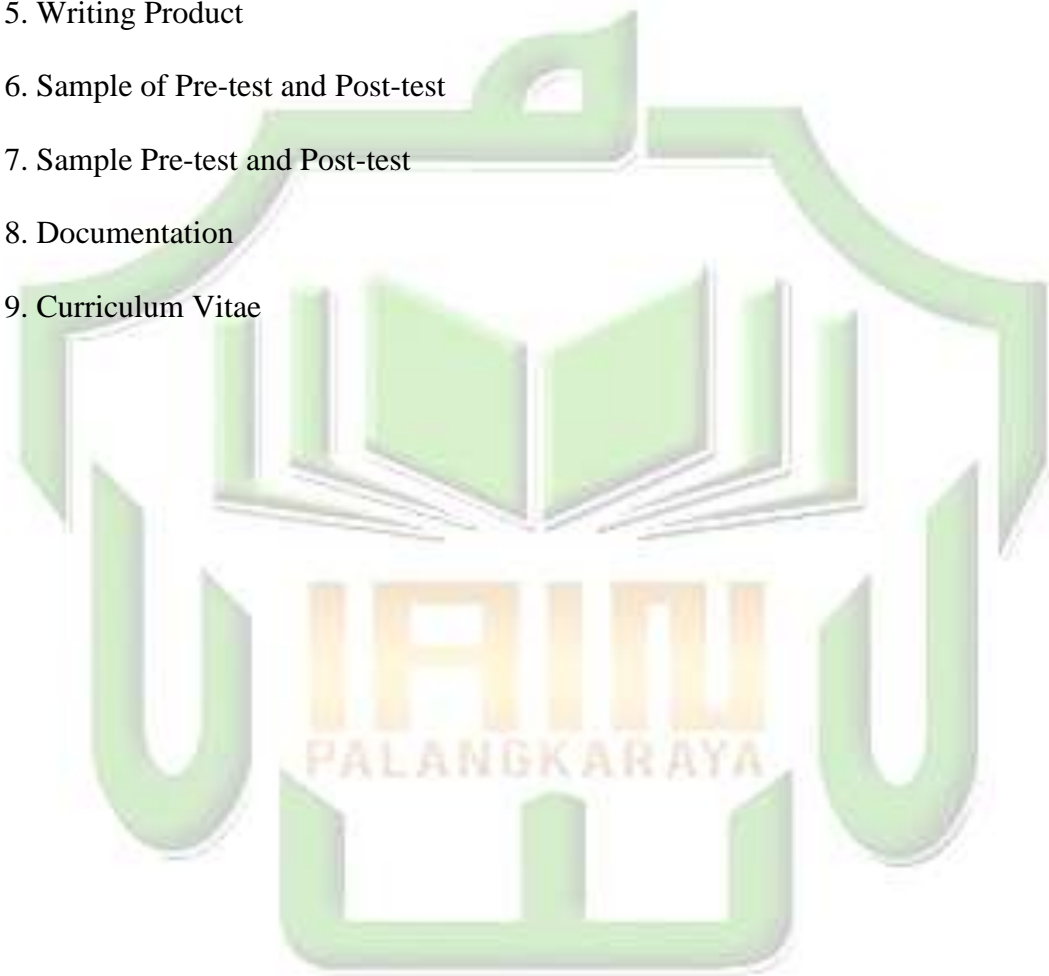
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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problem, objective of the study, hypothesis of the study, significance of the study and definition of key terms.

A. Background of The Study

According to the English curriculum in teaching English, there are four skills that the students should master, e.g. listening, speaking, reading, and writing. Listening and reading are the parts of receptive skills in which the learners receive the language and decode the meaning to understand the message. Meanwhile, speaking and writing are the parts of productive skills where the learners need to use the language and produce a message through speech or written text in order to deliver their idea. One of the language skills that the students have to learn is writing skill.

Writing, as one of the productive skills that should be developed in instructional activities, is considered to be the most complicated problem for students. The teaching of writing in senior high schools is still hampered by a number of problems. A number of problems in writing are shown in much research. A study conducted by Kusumaningtyas (2005) showed that the students' writing skill was still poor. They did not have ability to organize ideas and sentences into coherent paragraphs. Another study was conducted by Jafaruddin (2006) aiming at identifying and

evaluating the students' ability to write unified and coherent essays. The finding showed that most of the essays had poor coherence and unity. In addition, Nirwani (2007) found that the students' piece of writing was overwhelmed with a lot of errors resulted from the lack of vocabulary; besides, they did not have sufficient skill in organizing ideas into a good text. From the findings described above, it can be concluded that there are some problems found in writing teaching. Therefore, it is of paramount importance to improve the students' writing ability.

Teachers have traditionally provided feedback on errors to students; however, in current teaching approaches other ways of providing feedback and correcting have been incorporated. According to Bitchener, Young, and Cameron (2005), self-correction is an indirect feedback where the teacher provides students with choices that would allow them to discern the correct form by themselves. These authors consider that regardless of the mode, that is, self or peer, it is the teacher who makes the errors salient in a way that seems accurate since teachers usually set the items that should be corrected bearing in mind the students' stage of linguistic and writing proficiency. Another feature of self-correction is that it draws the students' conscious attention to their individual errors which pushes them not only to notice their errors but to correct them. This, in turn, can be a good form of becoming aware of their most common errors and identify problem areas to resolve.

Studies on self-correction (Hanrahan & Isaacs, 2001; Kubota, 2001; Maftoon, Shirazi, & Daftarifard, 2011) have found its positive effect such as

the reduction of the amount of errors made by the students. Other findings are that self-correction was more effective than teachers' correction and recasts, plus it favored the learners' positive attitude towards error correction and triggered meta-cognitive discussions in the classroom which could provide opportunities for learning. Fahimi and Rahimi (2015) also found that self-assessment instruction prepares students to plan and revise their texts as well as to evaluate the progress of their writing. The results above make a case for instructing and involving students in self-correction practices with the objective of not only improving their writing but also their metacognitive skill

Also known as peer feedback or peer review, peer correction has proved to be an effective means of aiding writing development since it actively involves learners in the learning and teaching process. Some authors (Kamimura, 2006; Zeng, 2006) have shown that peer feedback offers many ways to improve learners' writing. This method consists of learners giving and receiving feedback about their writing from their peers, that is, other learners. It may be implemented in the classroom to "enhance learner autonomy, cooperation, interaction and involvement" (Sultana, 2009, p. 12). Thus, comparing one's writing to others' offers the opportunity to broaden and deepen learners' thinking and understanding of their writing process and language use in two ways: As readers, they enhance their critical reading skills and as writers, learners foster their critical thinking skills when revising their pieces of writing on the basis of peers' feedback (Moussaoui, 2012). Some of the most important benefits of implementing peer correction in the

classroom are that the learning responsibility is shared with learners which shows them that their opinion is valued; both teachers and learners gain insights into the writing process; learners' active participation in the correction activity "provides a more supportive atmosphere as the feedback received from classmates is less threatening, and as a result of these the authoritative role of the teacher is no more reinforced" (Pishghadam & Kermanshahi, 2011, p. 218); it saves time and effort for many efl instructors (Miao, Badger, & Zhen, 2006) and allows teachers to assess learners' writing on a regular basis thereby reducing the negative effects of time constraints and large class sizes. In addition, it is not uncommon that learners give feedback according to given criteria established by the teacher which may be checklists, feedback sheets, error codes, and error logs. These tools are helpful for the process of error correction and provide learners with a guide to classify errors which may reduce levels of anxiety.

Self and peer correction, according to Yang's (2010) research results, empower the students to monitor, evaluate, and edit their texts to improve them since self-correction facilitates the identification of grammatical errors. In addition, peer correction helps them to notice the others' opinions about their texts. In this way, students provide and receive support from each other building a true learning community which is the aim of the educational model.

That's why in this research the researcher takes the effect of peer correction and self correction in writing descriptive text as the topic of this research. The researcher uses peer correction method as learning method to find

out is this method more effective in writing ability, and also the reason why researcher choose this method commonly use by the teacher in teaching writing.

B. Research Problem

The researcher problem of this study :

1. Is there any significant effect of peer correction in writing descriptive text?
2. Is there any significant effect of self correction in writing descriptive text?
3. Is there any interaction effect of peer correction and self correction in writing descriptive text at the students of IAIN Palangka Raya?

C. Objective Of the Study

Objective of this study are :

1. To find out the significant effect of peer correction in students' writing after being taught through peer correction and self correction.
2. To find out the significant effect of self correction in students' writing after being taught through peer correction and self correction.
3. To find out the interaction effect of peer corection and self correction in students' writing after being taught through peer correction and self correction.

D. Hypothesis of the Study

1. Alternative hypothesis (HA 1) there is significant effect in students' achievement in writing descriptive text taught by peer correction
2. Null hypothesis (HO 1) there is no significant effect in students' achievement in writing descriptive text taught by peer correction.
3. Alternative hypothesis (HA 2) there is significant effect in students' achievement in writing descriptive text taught by self correction
4. Null hypothesis (HO 2) there is no significant effect in students' achievement in writing descriptive text taught by self correction.
5. Alternative hypothesis (HA 3) there is interaction effect in students' achievement in writing descriptive text taught by peer correction and self correction.
6. Alternative hypothesis (HA 3) there is no interaction effect in students' achievement in writing descriptive text taught by peer correction and self correction.

E. Scope and Limitation of The Study

This research will be conduct at third semester students at IAIN Palangkaraya The samples of research were two classes . In conducting the research, the researcher try to students' writing descriptive text through peer correction and self correction technique. The correction will be focus on their content, grammar, organization, and vocabulary.

In teaching a descriptive text, the researcher will be ask to the students to make descriptive text based on topic that had been choosen.

The treatment will be conduct in six meetings. Pre test and post test will be give to investigate the students' ability in writing descriptive text. The research is focus on the students' writing achievement related to descriptive text.

F. Significance of the Study

The findings are expected to give contributions to:

1. English lecturers

The result of the study help the English lecturers in general in particular to be accurately aware and realize that peer feedback improves the students' writing ability. Based on the fact, the lecturers are expected to utilize peer feedback as an appropriate strategy in providing a way for the students to gain feedback for their writing.

2. Third semester students in IAIN Palangkaraya

Knowing that peer feedback and self correction improves their writing, the students are expected to be no longer dependent on their teachers in receiving feedback. They could ask their peers to provide feedback for their writing.

3. Other researchers

The information about the contribution of peer feedback and self correction can be the resources of thought to conduct other research, for instance a research concerning the English teaching process at college.

G. Definition Of Key Terms

a. Effect

A change which is a result or consequence of an action or other cause.

b. Writing

Writing skill is the specific abilities which helps writers put their thought into words in a meaningful form to mentally interact with the message. Writing is one of language skill in which writer gets idea and expresses the ideas in written form.

c. Correction

Correction is an action taken to eliminate a detected nonconformity.

d. Descriptive Text

Descriptive text is a text that describes a person, place, or thing. The writer expresses their ideas, expressions and feeling which are sent for communicating to the reader in the written form by using knowledge of grammar, vocabulary, and mechanics.

e. Peer Correction

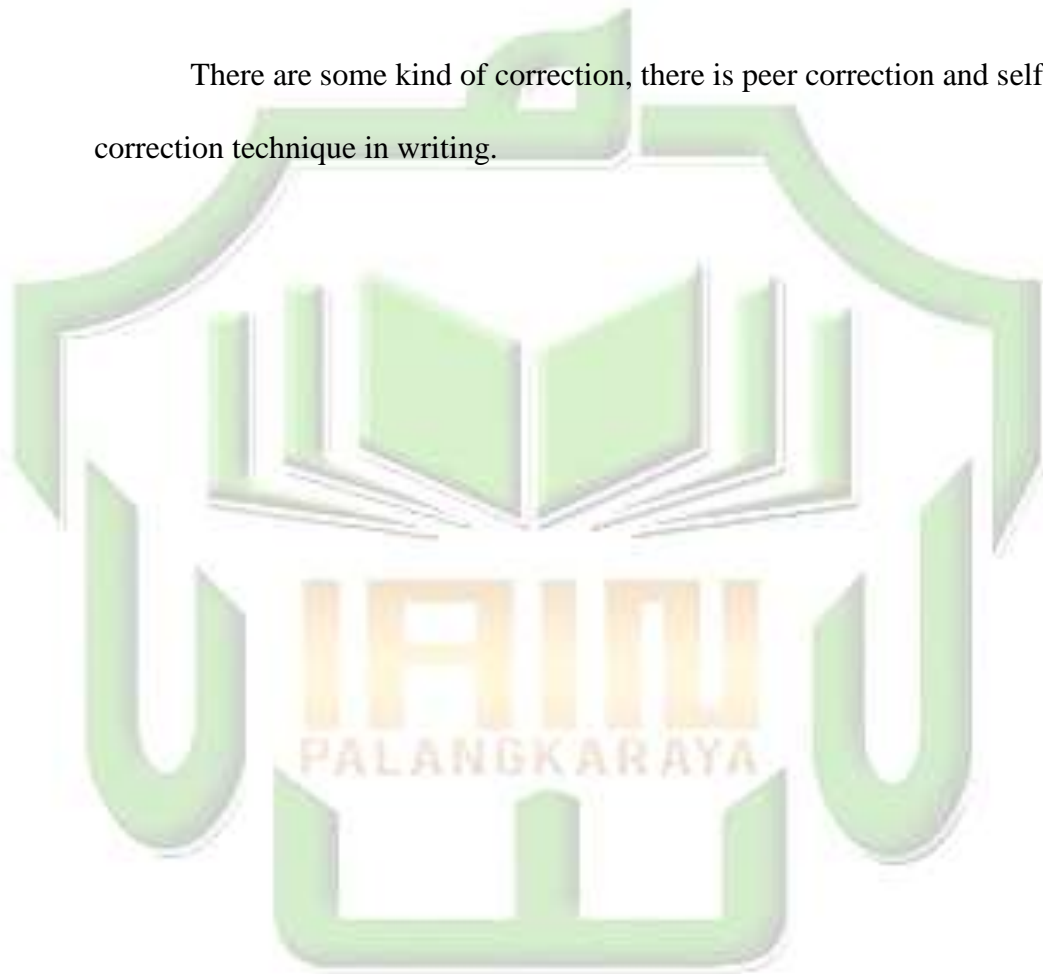
Peer correction is a technique where learners correct each other, rather than the teacher doing this. Peer correction is a useful technique as learners can feel less intimidated being helped by others in the class.

f. Self Correction

Self correction is a technique which guides students to correct their own work. It helps the students take responsibility for their learning and gain a better awareness of the language use.

g. Different types of correction

There are some kind of correction, there is peer correction and self correction technique in writing.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Studies

In these studies, there were several previous studies that were used as references in the study. First, Putri (2013) *The Influence of Peer Correction in Students' Descriptive Text Writing at SMKN 2 Metro*, the researcher claimed that need more time because peer correction related to the time consumption and it can be concluded that peer correction can give positive influence in students' descriptive writing. It can be seen from the average scores of pre-test and post-test.

Ganji (2009) *Teacher-correction, Peer-correction and Self-correction: Their Impacts on Iranian Students' IELTS Essay Writing Performance*. This study aimed to investigate the impacts of three different methods of giving feedback on the IELTS writing performance of Iranian students, and find the most efficient type of feedback to help the writing instructors and students. More specifically, the study sought to make a comparison between Self-correction and Teacher-correction, Teacher-correction and Peer-correction, and Peer-correction and Self-correction methods of giving feedback. Furthermore, this study was shown that students could be trained to appreciate revision and develop a global approach to writing. Students in the peer-correction group said that, in their discussions, they mostly focused on meaning not form. Besides these points, peer feedback encouraged students to write reader-based

meaningful texts. Therefore, teachers need to be made aware of and experiment with a wider range of feedback and error-correction strategies appropriate for different levels and students.

Next previous study from Dan (2015) Effectiveness of The Error Correction Strategies in Improving Senior High Students' English Writing in China. This study presents to explore the proposed framework of error correction can improve English writing in Senior High School. According to the results of the findings, it is revealed that the framework of error correction can effectively prevent errors in Senior High students' English writing. In other words, the proposed framework of error correction can considerably improve senior high students' English writing competence. The shortcomings of this study are too much time consuming and teacher's correction work is not effective enough.

Then, from Sultana (2009) Peer Correction in ESL Classrooms. Like in any other learning situation, in a second language classroom a learner essentially needs to be provided with feedback on his/her performance. Due to the emergence of Communicative Language Teaching and Learner-centered Teaching, students' active participation in language learning is now highly sought and therefore, peer correction is becoming increasingly popular among the practitioners. This paper re-views peer correction as a 'popular' technique to be used in the classroom and explores several issues regarding this. It also places peer correction in the context of Bangladesh and tries to find out the effectiveness of the technique particularly for the classrooms of Bangladesh.

Moreover, in this paper have hypothesized that the acceptability of peer feedback varies between the young and the adult learners. In order for testing the general acceptability of this technique and the hypothesis, data have been collected from students at the tertiary level as well as students from primary level. Finally, the students' responses have been analyzed and discussed, and some recommendations have been provided regarding the practice of peer correction.

The last previous study is from Herdiana (2014) *The Effect of Peer Correction and Teacher Written Feedback on The Paragraph Writing Ability at The Third Semester Students of English Study Program of STAIN Palangka Raya*. The main purpose of the study are (a) to measure the effect of peer correction on students' paragraph writing ability, (b) to measure the effect of teacher written feedback on students' paragraph writing ability and (c) to measure the effect of peer correction and teacher written feedback on students' paragraph writing ability. The type of study was counterbalanced design and the researcher used the quantitative approach in finding out the answer to the problems of study. The sample of the study was all the C class students of the third-semester students of English Study Program of STAIN Palangka Raya with the total number was 16 students. The sample of the study is determined using population research. The subject was given pre-test before treatment. Then the student of experiment class was taught by using peer correction and teacher written feedback techniques. Finally, the writer gave post-test to experiment class. The writer used SPSS 17.0 calculation to test Inter-Rater

Coefficient and Correlation to test the reliability of the study, Kolmogorov-Smirnov to test normality, Levene's test to test homogeneity and two ways repeated-measured ANOVA to test hypotheses. It meant that result both of peer correction and teacher wrote feedback techniques gave effect on the students' paragraph writing ability at the third-semester students of English study program of STAIN Palangka Raya.

In addition, the differences between the previous studies with this study are related to students achievement in writing ability.

B. Writing

According to Weigle (2002:19), who defines writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. From the definition, it means that it is important to view writing not only as the product of an individual but also as a social act because writing is activities that are socially and culturally shaped and individually and socially purposed. Because writing is considered to be most difficult and complicated language skill to be learned compared to other language skills, it requires more effort to produce meaning through writing than to recognize meaning (Miftah, 2015:9). Therefore, writing needs some process of thinking. By knowing the process of writing, students can develop their ability to create a good written text.

Writing is an active process of communication which uses graphic, symbol to send the message. To complete matters further, writing means communication,

send the message, writing is also used to convey ideas, and feeling in a written form. This statement is completed by Wulandari (2013: 9) states that writing is naturally a process of communication which uses conventional system to convey the meaning to the receiver. It means that communication in form of written will deal with letters, words, sentences, and punctuation, from those the reader can receive the information intended.

Writing is also an action or a process of discovering and organizes idea, putting them on a paper and reshaping and revising them. It means that after writers organize their idea, they construct it in the written form and in order to make an understandable writing, the writer should re-read and revise it so the reader can understand the information of the text. Meanwhile, Mayers (2005:2) describes that writing is a way to produce language that the writers do naturally when they speak. Writing is speaking to other on paper or on computer screen. Furthermore, Boardman (2002) in Wulandari (2015:10) defines that writing is continuous process of thinking and organizing, rethinking and recognizing. It is said so because in writing people use their thinking about what they will say and after thinking, they will organize the idea in the written form attended the language use in order to transform an information.

Writing is the complex process. It is said so because before the writer transform the information to the readers, they should arrange their idea into words and arrange it into good sequences so the reader can understand easily. In addition, Barton (2005:5) states that writing is a complicated components and often mysterious process although the writers may think of it as little more than

arranging letters and words on a page, a few moments' reflection reveal that it is much more than that. It means that writing is not only to write something about what the writers want to tell but also writing is about how the writers can deliver an information through right words in order to express their idea about something without missing or reducing the sense. Besides that, the writers must follow some aspects of writing in order to make the readers understand the writing. The aspects of writing will guide the writers make an understandable a writing because it is constructed through well organization, content, grammar, mechanics and appropriate words.

It can be inferred that writing is complicated skill referring to the productive and expressive activity and once is significant skill since it involves a process of communication to express feeling, ideas, thought in written form. In this case, the students are expected to be able to express their ideas, feeling and thought in written language.

C. Teaching Writing

Markhamah (2013:10) suggests that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. Teaching writing is more difficult than teaching other skills. In teaching writing, the teacher should teach the language structures in each point and make sure that the students understand the structure. Teaching writing needs a long process in order to master the skill. Furthermore, Martilova (2013: 15) describe that teaching writing is to teach how to express the idea or

imagination in written form. In order to be successful in writing, in which the material is presented relevant to their needs, interest, capacities and ages until they are able to make composition with view even no errors.

Harmer (2003: 257) confirms that in the teaching of writing we can focus on the product of that writing or on the writing process itself. Meanwhile, in the process of writing, students need to put their attention on ideas, imagination, information, creativity and feeling in order to make a very attractive writing; however the things that must be really concerned are the spelling, punctuation, and the language use such as grammar, vocabularies, linkers, etc. Therefore, good concentration of the students is really necessary in this stage.

According to Ju (2006) in Evayanti (2013:11) defines that teaching writing is an ongoing process. It means that teaching writing is a continuous process to teach the students in expressing ideas and producing language in written form. Most people agree that writing skill is increasingly important and often not adequately taught. By seeing the importance of writing, teacher should consider the way to teach writing for the students. According to Blanchard and Root (2003: 41), there are three steps of teaching writing. They are:

1. Prewriting

In this stage the writer selects the general subject, restricts the subject, generates and organizes the idea.

2. Writing

The writer sets of paper the ideas in his minds into words, sentences, text and so on.

3. Rewriting/Revising

The writers evaluate their writing. They are:

- a. Correcting the content and the form. The focus is on the organization of writing.
- b. Correcting the vocabularies, punctuations and grammar. This relates to the use of the right vocabularies, punctuations mark and present tense.
- c. Correcting writing errors, word duplications, and omission. This aimed at the mistakes of the spelling in writing. The use of multiple words in same meaning and also omitting the unnecessary words.

In relation to this, Rahayu & Prayitno (2015:43) decide four main stages in the writing process. They are as follows:

1. Pre-writing

Choose and narrow the topic to a particular aspect of the general one. For example if the topic is about the enviroment you can narrow it from the enviromental pollution to the pollution of the oceans and finally you can narrow it to the most specific topic for example: effects of the sea life. Doing this will make your writing clearly and compleately. Brainstorm. There are three usual techniques in doing this, those are listening, free writing and clustering.

2. Planning

Plan what the topic to write, when to start, and how to end. Making planning is important because from this point you will decide your writing.

3. Writing and Revising Draft

As soon as you have planned, you directly execute writing with the techniques that you have learnt then practice it. After writing the draft that you have done, do not forget to revise it. Finally, writing process should be accomplished.

4. Writing the Final Copy.

Writing the final revision takes some times, hence it should be done carefully. Re-editing is necessary proofreading is needed. Then you are ready to hand in to you lecturer afterward.

From the statement above, it can be inferred that teaching writing is a process of teaching students how to express their ideas and produce language. In teaching writing, there are steps or procedures to teach students how to write well. The procedures are emphasized to make students focus on their writing. In this research, the researcher included the steps of teaching writing (pre-writing, writing, revising, and final draft) in improving students' writing ability.

D. Types of Writing Text

In teaching writing process, there are some media that can be used such as: text, picture, movie, etc. The text as media in teaching language can be detained

into some models that are used by the teacher as the material in teaching learning process.

The types of text that have been decided by Hughes (2003:140). He defines the text into five categories. They are descriptive text, expository text, argumentative text, narrative text, and recount text. It is in line with Harmer (2003: 257) who states that writing is one of the productive skills which comes into many types such as: descriptive, narrative, argumentative, etc

According to Evayanti (2013: 8), there are four types of text as follows:

1. Descriptive Text

Descriptive text is a text that is used to describe a verbal picture to make the reader see what the writer is talking about. Descriptive text is kind of text that is used to describe about a person, object, appearance, scenery, or phenomenon. In this text, the writer tries to make the readers as like they see, feel, and experience what the story tell. Description could briefly explain and evolve about process, compare, definitions and other strategies.

2. Narrative Text

Narrative text is a text that is used to relate sequential events and person frequently, is involved in the events. Narrative, originated from “to narrate” means to tell. Narrative text tells a story, in doing so, entertains the audience, and makes the audiences think about the issue, teaches them a lesson, or excite their emotions. In order words, it can be said that narrative text is retelling a story that

is told by the doer or other person's point of view. It is more about writing a chronological story, whether true or just a fictional.

3. Explanatory Text

Explanatory text is a text that is used to explain something to the readers. Explanatory text is kind of text that aims at clarifying, explaining, teaching, or evaluating an issue. The writer tries to give information or sign to the reader by developing the idea by giving the example, process, cause and result, classification, definition, analysis, comparing and contrary.

4. Argumentative Text

Argumentative text is a text that is used to convince the readers, the writer attempts to persuade them as he describes, narrates or explains appropriate details to the reader. Argumentative text is kind of text that aims to prove the truth or untruth of a statement or situation. The writer tries to show the empirical data by giving a logical appeal, pathetic or affective appeals, such as authority, empirical data, values and attitude.

From some argumentations above, there are some texts of writing text, they are descriptive, expository, argumentative, narrative and recount and each text has their own purpose to be achieved by the students in learning process. Descriptive text was the one of kind the text that was used in this research. The purposes of descriptive text was aimed to make the students be able to describe the object which they seen, thought, and felt and to order the information to the readers clearly and directly so the readers could feel what the writers felt too.

E. Descriptive Text

Salem (2001) in Evayanti (2013: 21) suggests that a descriptive text is used to create vivid image of a person, place, or thing. Descriptive writing portrays people, places, things, moment and theories with enough vivid detail to help the readers create a mental picture of what is being written about. It is the same as Ju (2006: 29) who explains that descriptive text describes something or someone. It tells how a person or a thing appealed to sense, how it looked, sounded, smelled, tasted, or felt. The purpose is to enable the reader to share the writer's sensory experience of the subject.

According to Martilova (2013: 10) descriptive is one of writing that can be lived and related to the experience of once such as seeing, hearing, touching, smelling, and feeling. Through descriptive text, the writer can say about what they have seen, touched, heard, and felt in written form so the reader can understand clearly and feel indirectly same with the writer. In addition, Putri (2013: 10) state that description occurs in every type of writing. Novelist and short story writers describe characters, places, scene, and action. Many collages freshman essays begin with description for their effectiveness. It means that many writers choose descriptive writing, because it is effective or it is easy to describe what they want to say.

From explanations of descriptive text above, it can be inferred that descriptive writing requires information about certain subject, because it will end up with much information and our reader will lose trying to short it all out. And

then we gather all our subjective and objective details for our subject, decide which ones will effectively help described it, choose descriptive details that distinguish our subject from others like it, remember to describe our subject using all the sense: hearing, touch, tastes, smell and sight.

In writing descriptive text, it should consist of generic structure, such as: identification, description, and conclusion. Artamani (2013:9) define the features of a factual description have regarded as following generic structure of descriptive text. They are:

1. Identification

Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.

2. Description

Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all paragraphs build the description of the subject. The description can be physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or value, and other characteristics of the subject which is like the unique of the special aspects that the subject has.

3. Conclusion

The last part of the descriptive text is optional. In this part, the writer concludes the text or restates the identification or description. A conclusion is not absolutely necessary; however, it is often very helpful to the reader because it usually concludes signals the end of the text. In addition, it reminds the reader of the important point or in other word it is to emphasize the reader to imagine the subject.

The stages above are the language features text organization of the descriptive text. It also has language features:

1. Focus on specific participants: a particular class or thing, person, or place.
2. Use of attributive and identifying process: additional adverbs of the subject mentioned (e.g. adjective clause, adjective phrase, and linking verbs such as taste, smell, appear, look, is, am, are and so on)
3. Use of simple present tense.
4. Frequent use of classifier in nominal group (e.g. one of, many of, so on)

Mark and Kathy in Fauzi (2011:25) also point out that the the generic features of description usually use verbs which are in the present tense or the verbs which are infinitive. Moreover, to describe the features of the subject, the use of adjectives is very necessary because it explains how the subject is described. Adjectives usually give sensory details about how something feels, tastes, smells, and looks like.

From some the explanations above, it can be concluded that descriptive text enables the students to share what they have seen or felt from someone, something or an information – how it looked, felt, smelled, and so the reader can easily understand what the writer want to say. In making a descriptive text, the writer should be used the generic structure (identification, description and conclusion) and language features (simple present tense, adjectives) of descriptive text to order the information clearly and directly. In this research the researcher emphasized two kinds of describing person or animal.

F. Teaching Writing Descriptive Text

Wulandari (2013: 23) suggests that the goal of teaching a foreign language is the ability to use it and be able to understand the speech and native target culture in term of their meaning as well as their great idea in achievement. It means that teaching a language is aimed in order to make the learners know how to use and understand the language being learnt.

In relation to teaching writing descriptive text, the teacher should help the students to express their ideas about certain object or event in written form. They should describe an object clearly in order to make the readers able to see or feel the object in their minds as clearly as possible. The teacher's help is needed in the process. The teacher can start to help the students by asking them to describe a topic. Firstly, they can start to describe a topic (person/animal) by explaining related to what its daily activities, favorite foods, drink, hobbies, and other. Secondly, it begins with its part of physical appearance, for example: part of body,

face, texture, colored and others. Thirdly, it deals with its characteristics concerning to character of behavior of the related the topic, for example: strict person, friendly man, wild, smooth and others.

Based on some explanations above, writing descriptive has meaningful process because there has some consideration to make a descriptive text so the reader can see what the writers feel. Conducting this research, the researcher included the students in learning process. They were asked to write a description text about an object based on their observations. Before lesson begun, the researcher gave some explanation about how to write descriptive writing based on the steps. After it was done, the researcher gave the treatments to the students in order to make them be able in writing descriptive text.

G. Peer Correction

Peer-correction is a technique that enables the students" work in pair. It gives opinions and suggestions so that the students are able to get feedbacks from their partner. This technique can give the students more chances to know about their mistakes and the right way in order to make their writing better. In correcting students" draft, there is a technique that enables the students to get feedbacks of knowledge. Peer-correction is a technique where the students correct their drafts in pair. Each pair will check the draft and correct the mistakes based on what they have known.

A study about peer-correction that has been done by Martilova (2013) finds that the students" accuracy in writing descriptive paragraph increases after

they are given the treatment through peer-correction technique. It shows that peer correction does not only improve the students' descriptive paragraph writing ability, but its technique also improves their grammar, vocabulary and spelling. Peer-correction is successful in giving positive influence in students' descriptive text writing. Through peer-work, the students much involves in the process of correction as possible because in this way they can learn from each other and gain more autonomy.

An others study about peer-correction which has been done by Aisyah (2013) supports Martilova's finding. In Aisyah's finding finds that content, organization, and mechanics of students in writing recount text also increases after they are taught through peer-correction. It shows that peer-correction is successful in giving positive increase in students' ability in recount text. The technique also increases for each aspects of writing; content, organization, vocabulary, grammar and mechanic. The result shows the quality of students' recount text and their aspect of writing improved. She also adds that peer-correction has ability to make the students to be a critically readers.

I. Self Correction

In most educational systems today, one of the basic pedagogical principles is that good conditions for learning are best achieved if learners are actively involved in all steps of the learning process, which is maintained by proponents of cognitive and constructive theories of learning. Purposely, the students who involve in self correction can have a long-lasting effect on their memory because

they are involved in the process directly and actively, and this can activate the operations necessary for long-term retention.

The study that has been done by Pisghadam, Hashemi and Kermanshani (2011) proves that self-correction can improve the students' writing. It shows that the students prefer to self-correction than teacher-correction and peer-correction when they themselves notice a mistake in their utterance. It can be seen by attitude of the students who want to be independent from the teacher or peers when repairing.

In the process of self-correction the learner are actively involved and make an effort in order to correct himself, and therefore it leads to learning. In this study, the researcher used the questionnaires (which have four options were provided to aid the participants, and a space to write their opinion if it was not included) as the technique to investigate what type of the correction that they like in correcting their utterance and they prefer to use self correcting.

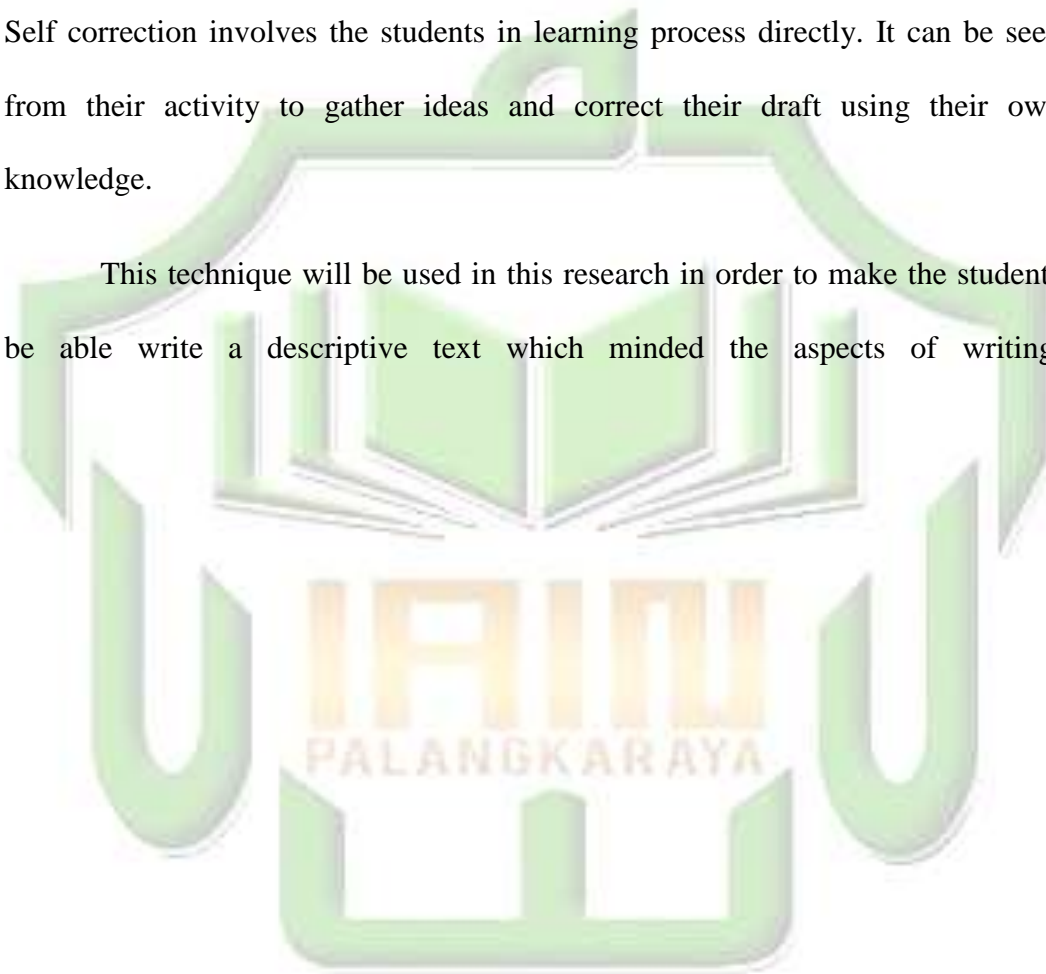
The finding of the research has proven the theory of Buchanan (2004) in Ahangari (2014: 86). He argues that self along with peer-correction is also valued in the teaching process and self-correction can be a force that pushes students to engage more actively in their own learning process.

Involving the students in correcting of their own errors give them confidence and helps them to be the judges of their own performances. Additionally, Kavaliauskiene (2003) states that learners must have the opportunity for the selfcorrection of their work individually; however, their work should be

previewed by the teachers and their errors should be indicated. In other word, self-correction asks the learners to more selective in correcting their mistake.

From some statements above, it can be stated that self-correction is a technique which guides students to correct their own work. It helps the students take responsibility for their learning and gain a better awareness of the language. Self correction involves the students in learning process directly. It can be seen from their activity to gather ideas and correct their draft using their own knowledge.

This technique will be used in this research in order to make the students be able write a descriptive text which minded the aspects of writing.



CHAPTER III

RESEARCH METHOD

This chapter discussion research design, population, and sample, research instrument, data collection procedure, and data analysis procedure.

A. Research Design

In this research, the researcher was conducted a Quasi-experimental design. This research was intended to find out the students' achievement in writing descriptive text and the aspect of writing that improve the most after being taught through peer-correction and self-correction. The design of this research is two group Pretest and Posttest design. This research uses two classes as an experimental class which receives the treatments (peer-correction and self-correction for each class). The students have pre-test, four meetings, and post-test. This design refers to Setiyadi (2006: 135) as follows :

G1 : T1 X1 T2

G2 : T1 X2 T2

G1 : Group One (Peer-correction Class)

G2 : Group Two (Self-correction Class)

T1 : Pre-test

T2 : Post-test

X1 : Treatment One

X2 : Treatment Two

B. Population and Sample

a. Population

The population in this research are third-semester students in IAIN Palangkaraya who have to learn the descriptive text. This population in this research is 106 students who have to learn the descriptive text.

b. Sample

The sample is part of a population that has the same characteristics as the population itself. In this study, 38 students in class B, 33 Students in class A, and 35 studentst in class C, the third semester in IAIN Palangkaraya as the sample. Arikunto (2010:118) says that “just for an estimate, if it's subject less than 100, its better taken although so that its research represents the population research. If the amount of subject is big, so it can be among 10-5% or 20-25%”.

C. Research Instrument

The instruments of the research were:

1. Writing Tests

Writing tests were conducted in the first meeting and the last meeting. The tests were about asking the students to make a descriptive text based on the topic (person/place). It was done in order to see the improvement of the students writing a descriptive test after given the treatments.

D. Data Collection Procedure

The procedures of this research as follows:

1. Determining the population and selecting the samples.
2. Selecting and arranging the materials to be taught as a pre-test. The researcher chooses the material from the students' handbook, based on the syllabus. The topic is about describing someone.
3. Administering the pre-test. A pre-test is needed to know the ability of the students writing in descriptive text. The researcher asked the students to write a descriptive text of person/place.
4. Conducting the treatments. The treatments were conducted in three meetings based on the lesson plan. In peer-correction's class, the researcher explained the characteristics of descriptive text such as tenses, vocabularies, and content. Then they were asked to make a descriptive text of person/place/etc. Then they exchanged their draft to their partner and make some notes as correction of error. And after that, they made revision based on the notes. In self-corrections class, they were asked to make a descriptive text of person/place. While the students were asked to attend their work, the researcher explained the components of descriptive text such as tenses, vocabularies, and content. And they checked and took some notes if there were mistakes in their work. Then made revision based on the notes.
5. Administering the post-test. The post-test was conducted after the treatments. This post-test was similar to the pre-test. The researcher asked the students to write a descriptive text of place, person/place.

6. Analyzing the data. The researcher scored the student's final work, in the pre-test and post-test. After that, the researcher analyzed by seeing the comparison of two scores.

E. Data Analysis Procedure

a. Writing test.

For giving students' scores from the test, the following criteria were used.

Table 3.1

Writing Assessment Rubric

	SCORE	CRITERIA
CONTENT	4	Relevant to topic
	3	Mostly relevant to topic, but lacks detail
	2	Inadequate development of topic
	1	Does not show knowledge of subject
ORGANIZATION	4	Ideas clearly stated/supported, well-organized
	3	Loosely organized but main ideas stand out, logical but incomplete sequencing
	2	Ideas confused or disconnected, lacks logical sequencing and development
	1	No organization

VOCABULARY	4	Effective word/idiom choice and usage
	3	Occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> .
	2	Frequent errors of word/idiom form, choice, usage and <i>meaning confused or obscured</i>
	1	Little knowledge of English vocabulary, idioms word form
LANGUAGE USE	4	Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	2	Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions
	1	Dominated by errors
MECHANICS	4	Few errors of spelling, punctuation, capitalization, paragraphing

	3	Occasional errors of spelling, punctuation, capitalization
	2	Frequent errors of spelling, punctuation capitalization, paragraphing · poor handwriting
	1	dominated by errors of spelling, punctuation, capitalization, paragraphing · handwriting illegible

Adapted from: Weigle, C. S. (2002). *Assessing Writing* Cambridge

Table 3.2

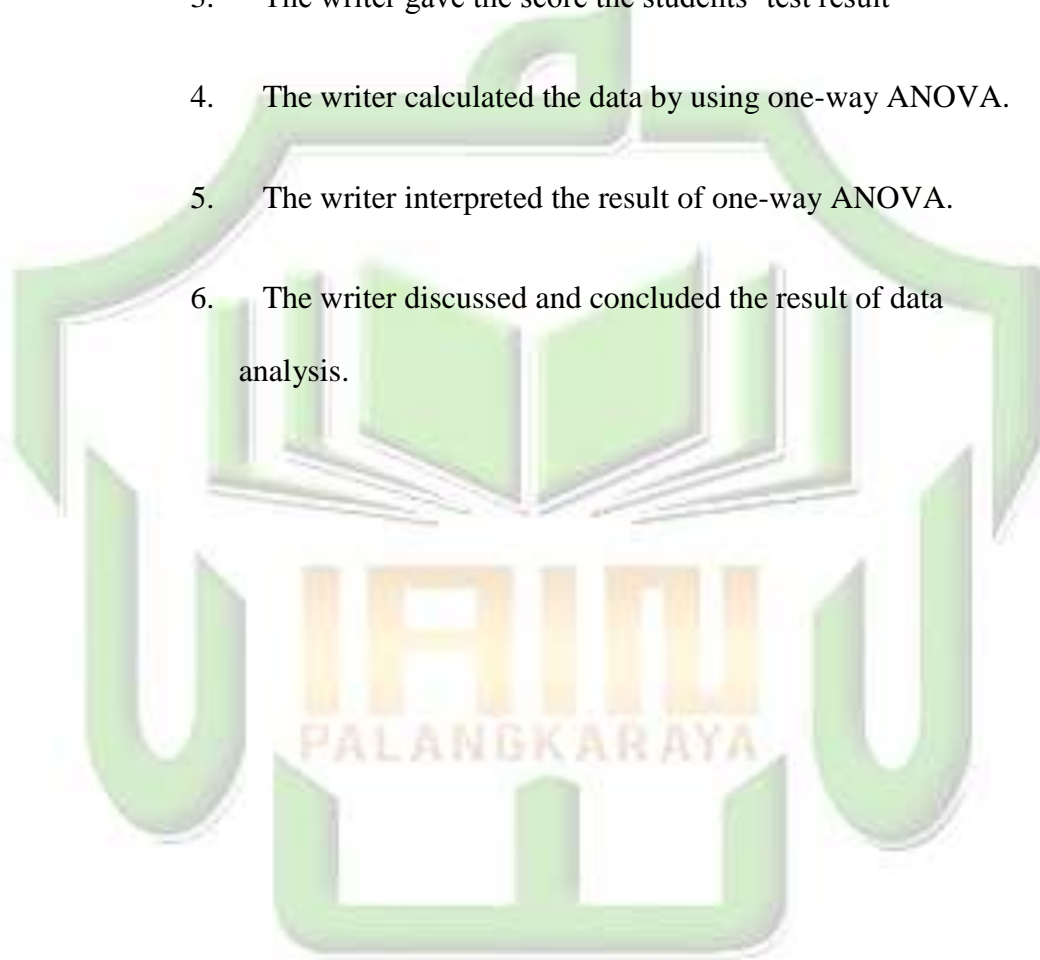
Model of Scoring a Composition

No.	The Writing Aspects	The Maximum Score
1.	Content	1-4
2.	Organization	1-4
3.	Vocabulary	1-4
4.	Language use	1-4
5.	Mechanics	1-4
Total Score		5-20

The researcher decided to use the same percentages as the value in each aspect of writing because the researcher wants to see the influence of the techniques with balance.

To analyze the data that has been collected, the writer uses some procedures in this study :

1. The writer gave a writing test to the students of the third semester students at IAIN Palangka Raya
2. The writer collected the data of the student's test result
3. The writer gave the score the students' test result
4. The writer calculated the data by using one-way ANOVA.
5. The writer interpreted the result of one-way ANOVA.
6. The writer discussed and concluded the result of data analysis.





CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter described the obtained data of writing descriptive text before and after thought by peer correction and self correction. The presented data consist of data presentation, research findings and discussion.

A. Data Presentation

In this section it would be described the obtained data of writing descriptive text before and after using peer correction and self correction. The presented data consisted of distribution of frequency, the mean of students' score, standard deviation, and standard error.

1. The Result of Experiment Class Score

a. The Result of Pre-Test of Experiment Class A

This pre-test was given by writing descriptive text according to the topic. There were 38 students' as respondent or subject for clas A. It was done before the treatment process by using peer correction. This test was intended to know students' ability in writing descriptive text before students' got teratment. The result pre-test score experiment class were distributed in the following table (see appendix) in order to measure the students'.

To determine the distribution of frequency, the mean of students' score, standart deviation, and standard error were concluded using SPSS 20.

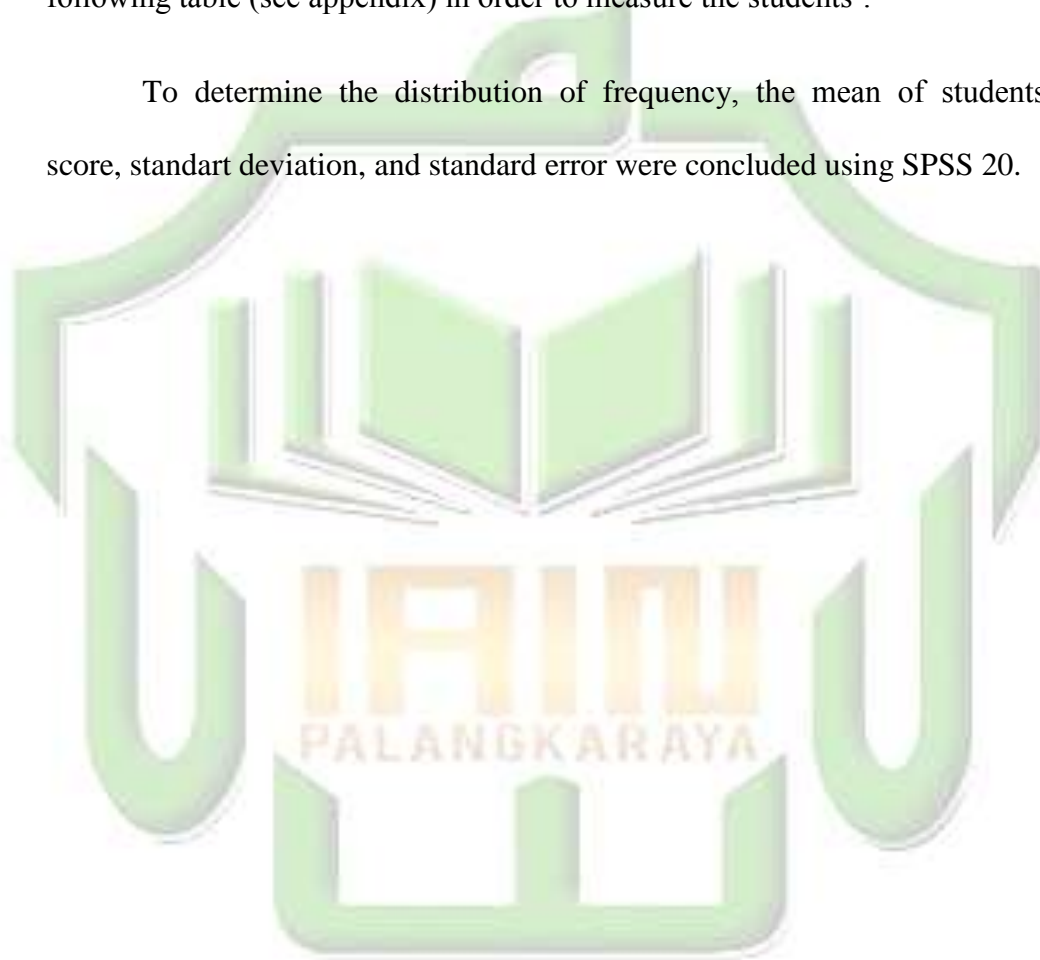
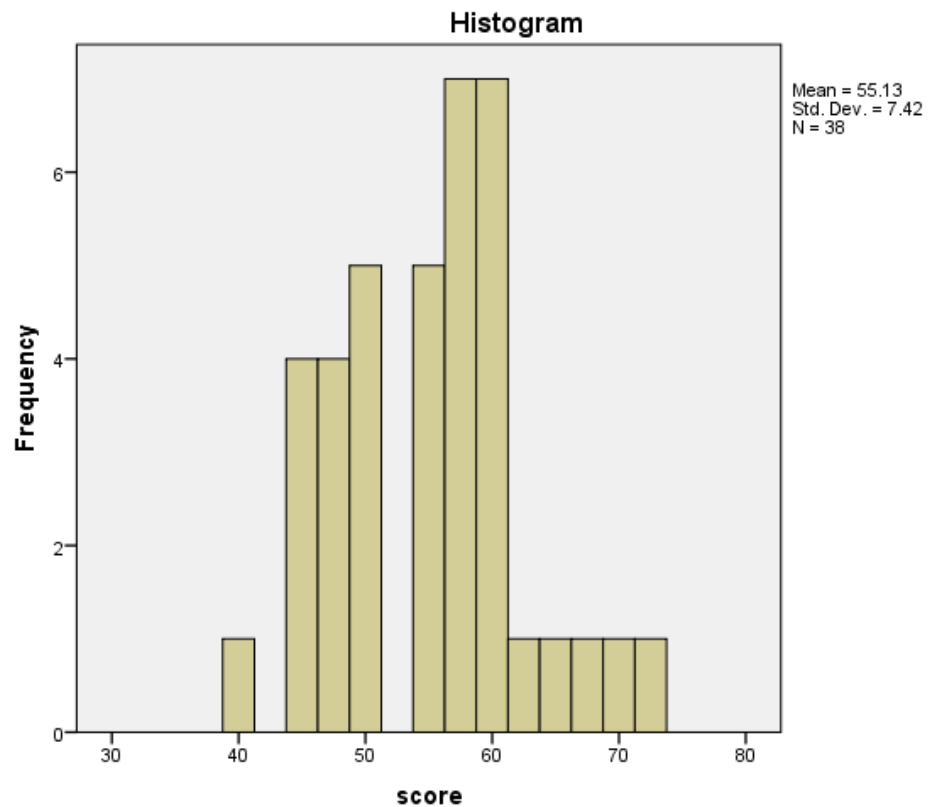


Table 4.1

The Frequency Distribution of Pre-test of Experiment Class A



Based on bar chart above, the frequency distribution of pre-test score of experiment class can defined there is 14 students getting score 40-50, it means that writing was poor. 22 students' getting score 55-65, it means students' writing was enough. Two students' getting score between 70-73, it means students' writing already good.

Based on the data above, the average scores of students' writing descriptive text in pre-test was 55.13. it was concluded the students writing ability must be improved.

The next step, the result of the mean of the students' score, standard deviation, and standard error of using SPSS 20 program follow :

Table 4.2

**The Calculation of the Mean of The Students' Score,
Standard Deviation, and Standard Error of Using
SPSS 20**

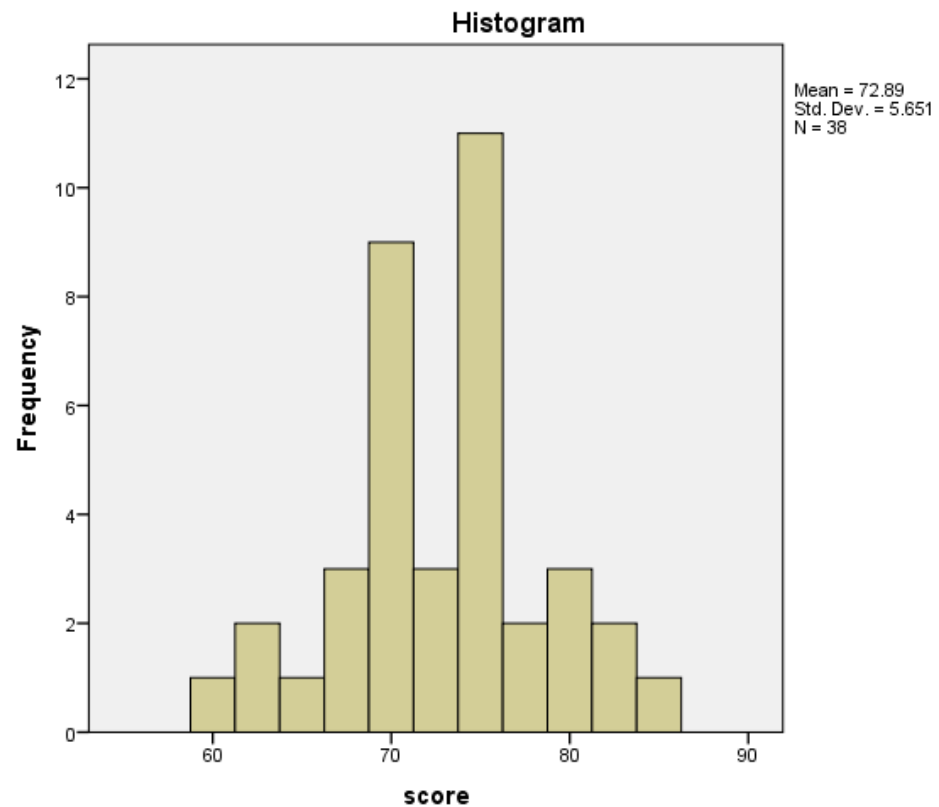
N	Valid	38
	Missing	0
Mean		55.13
Std. Error of Mean		1.204
Std. Deviation		7.420
Variance		55.050

Based on the data above, the researcher know the lowest score was 40 and the highest score was 75. For the result of calculation using SPSS 20, the researcher can defined that mean score pre-test was 55.13, the standard deviation was 7.420, and the standard error of mean was 1.204.

b. The Result of Post-test Score Experiment Class A

After got a treatment (using peer correction), the students were given a post-test. It is to know whether the treatment gives effect to writing descriptive text using peer correction. To determine the distribution of frequency, the mean of students' score, standart deviation, and standard error were calculated using SPSS 20.

The distribution of students' post-test score, t can be seen in the figure below :

Table 4.3**The Frequency Distribution of Post-test of Experiment Class A**

Based on bar chart above, the frequency distribution of post-test score of experiment class can defined there is one student getting score 60, it means that writing was enough. 30 students' getting score 63-75, it means students' writing was already good. 8 students' getting score between 78-85, it means students' writing very good.

Based on the data above, the average scores of students' writing descriptive text in post-test was 72.89.

The next step, the result of the mean of the students' score, standard deviation, and standard error of using SPSS 20 program follow :

Table 4.4

The Calculation of the Mean of The Students' Score, Standard Deviation, and Standard Error of Using SPSS 20

Statistics		
score		
N	Valid	38
	Missing	0
Mean		72.89
Std. Error of Mean		.917
Std. Deviation		5.651
Variance		31.935

Based on the data above, the researcher know the lowest score was 60 and the highest score was 85. For the result of calculation using SPSS 20, the researcher can defined that mean score post-test was 72.89, the standard deviation was 5.651, and the standard error of mean was 0.917.

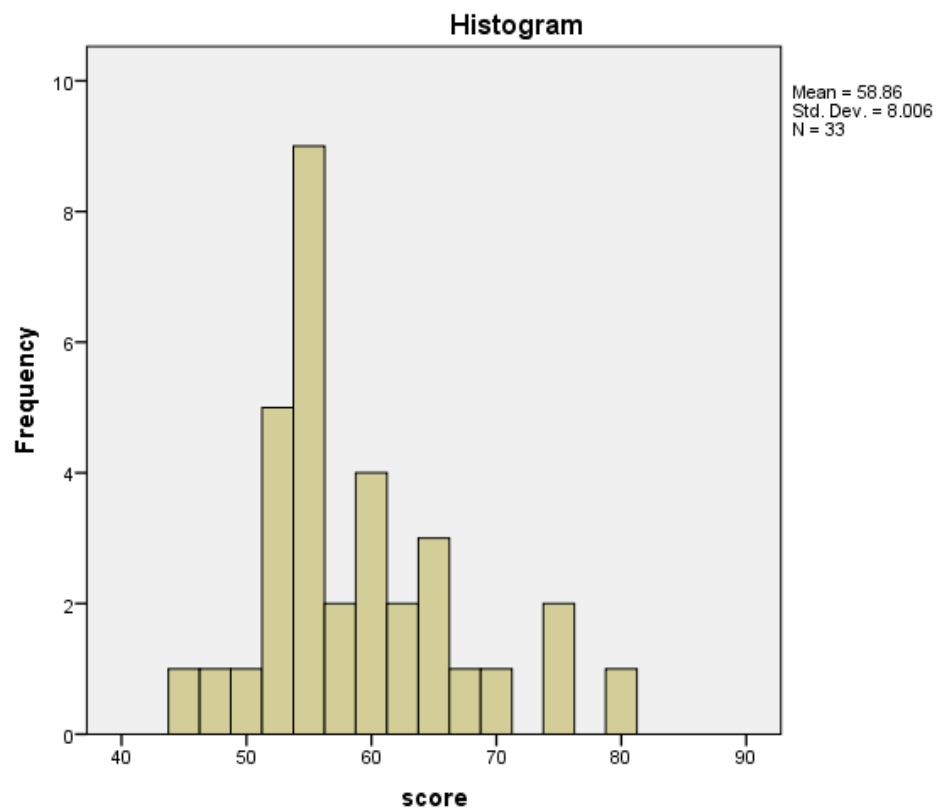
c. The Result of Pre-test of Experiment Class B

This pre-test was given by writing descriptive text according to the topic. There were 33 students' as respondent or subject for clas B. It was done before the treatment process by using self correction. This test was intended to know students' ability in writing descriptive text before students' got teratment. The result pre-test score experiment class were distributed in the following table (see appendix) in order to measure the students'.

To determine the distribution of frequency, the mean of students' score, standard deviation, and standard error were concluded using SPSS 20.

Table 4.5

The Frequency Distribution of Pre-test of Experiment Class B



Based on bar chart above, the frequency distribution of pre-test score of experiment class can defined there is 2 students getting score 43-48, it means that writing was poor writing. 26 students' getting score 50-65, it means students' writing was already enough. 4 students' getting score between 68-75, it means students' writing already good. 1 student getting score 80 it means students writing ability is very good.

Based on the data above, the average scores of students' writing descriptive text in pre-test was 58.86.

The next step, the result of the mean of the students' score, standard deviation, and standard error of using SPSS 20 program follow :

Table 4.6

The Calculation of the Mean of The Students' Score, Standard Deviation, and Standard Error of Using SPSS 20

Statistics		
Score		
N	Valid	33
	Missing	0
Mean		58.86
Std. Error of Mean		1.394
Std. Deviation		8.006
Variance		64.098

Based on the data above, the researcher know the lowest score was 45 and the highest score was 80. For the result of calculation using SPSS 20, the researcher can defined that mean score pre-test was 58.86, the standard deviation was 8.006, and the standard error of mean was 1.394.

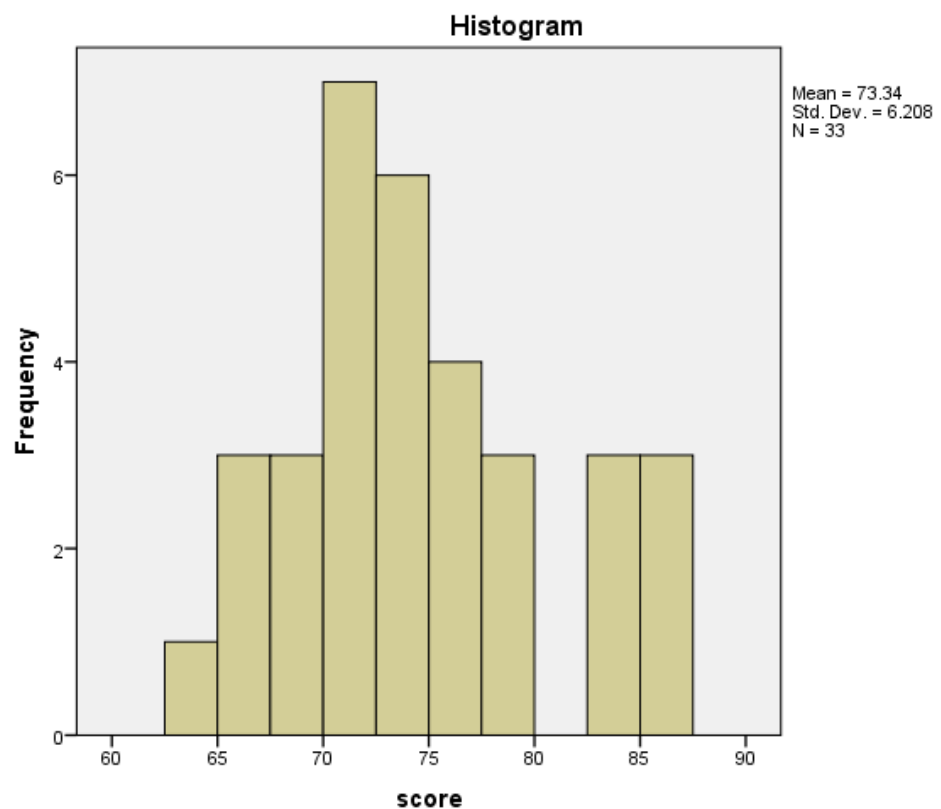
d. The Result of Post-test of Experiment Class B

After got a treatment (using self correction), the students were given a post-test. It is to know whether the treatment gives effect to writing descriptive text using self correction technique. To determine the distribution of frequency, the mean of students' score, standart deviation, and standard error were calculated using SPSS 20.

The distribution of students' post-test score, t can be seen in the figure below :

Table 4.7

The Frequency Distribution of Post-test of Experiment Class B



Based on bar chart above, the frequency distribution of post-test score of experiment class can defined there is 1 student getting score 63, it means that writing was enough. 19 students' getting score 65-75, it means students' writing was already good. 13 students' getting score between 78-88, it means students' writing was very good.

Based on the data above, the average scores of students' writing descriptive text in post-test was 73.34.

The next step, the result of the mean of the students' score, standard deviation, and standard error of using SPSS 20 program follow :

Table 4.8

The Calculation of the Mean of The Students' Score, Standard Deviation, and Standard Error of Using SPSS 20

Statistics		
score		
N	Valid	33
	Missing	0
Mean		73.34
Std. Error of Mean		1.081
Std. Deviation		6.208
Variance		38.537

Based on the data above, the researcher know the lowest score was 63 and the highest score was 85. For the result of calculation using SPSS 20, the researcher can defined that mean score pre-test was 73.34, the standard deviation was 6.208, and the standard error of mean was 1.081.

2. The Result of Control Class

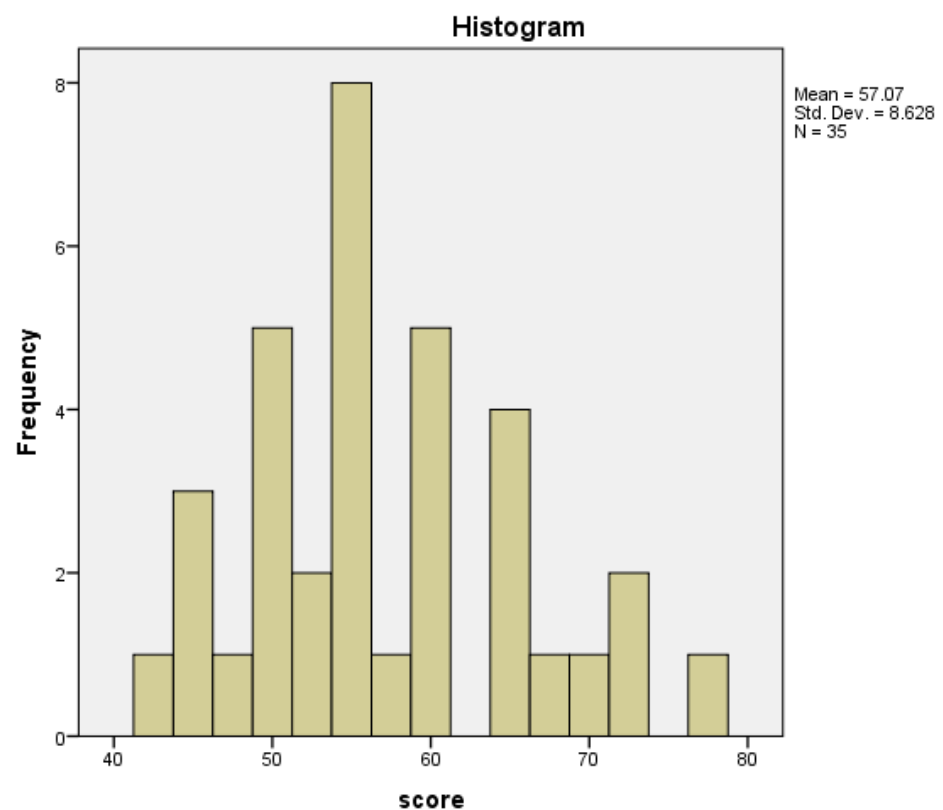
e. The Result of Pre-test of Control Class

This pre-test was given by writing descriptive text according to the topic. There were 35 students' as respondent or subject for control class. It was done before the treatment not using correction technique. This test was intended to know students' ability in writing descriptive text before students' got treatment. The result pre-test score control class were distributed in the following table (see appendix) in order to measure the students'.

To determine the distribution of frequency, the mean of students' score, standart deviation, and standard error were concluded using SPSS 20.

Table 4.9

The Frequency Distribution of Pre-test of Control Class



Based on bar chart above, the frequency distribution of pre-test score of control class can defined there is 5 students getting score 43-48, it means that writing was poor writing. 26 students' getting score 50-68 , it means students' writing was enough . 5 students' getting score between 70-78, it means students' writing was very good.

Based on the data above, the average scores of students' writing descriptive text in post-test was 57.07.

The next step, the result of the mean of the students' score, standard deviation, and standard error of using SPSS 20 program follow :

Table 4.10

The Calculation of the Mean of The Students' Score, Standard Deviation, and Standard Error of Using SPSS 20

Statistics		
score		
N	Valid	35
	Missing	0
Mean		57.07
Std. Error of Mean		1.458
Std. Deviation		8.628
Variance		74.443

Based on the data above, the researcher know the lowest score was 43 and the highest score was 78. For the result of calculation using SPSS 20, the researcher can defined that mean score pre-test was 57.07, the standard deviation was 8.628, and the standard error of mean was 1.458.

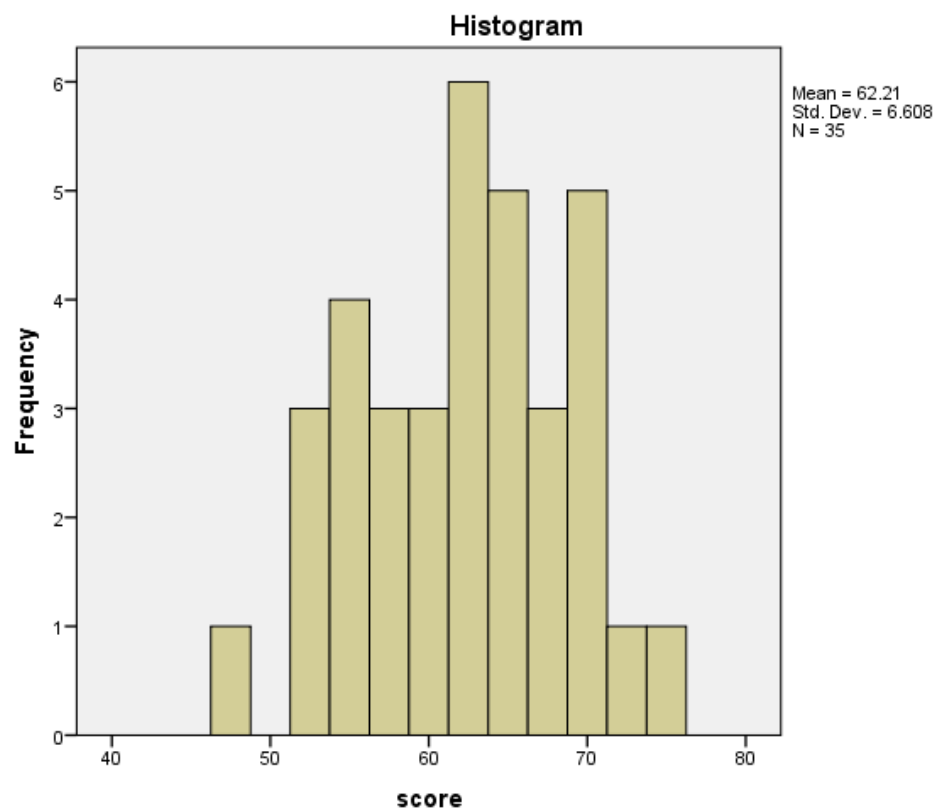
f. The Result of Post-test of Control Class

After got a treatment (not using correction technique), the students were given a post-test. It is to know whether the treatment gives effect to writing descriptive textnot using correction technique. To determine the distribution of frequency, the mean of students' score, standart deviation, and standard error were calculated using SPSS 20.

The distribution of students' post-test score, t can be seen in the figure below :

Table 4.11

The Frequency Distribution of Post-test of Control Class B



Based on bar chart above, the frequency distribution of post-test score of control class can defined there is 28 students getting score 45-68, it means that writing was enough. 7 students' getting score 70-75 , it means students' writing was already good .

Based on the data above, the average scores of students' writing descriptive text in post-test was 62.21.

The next step, the result of the mean of the students' score, standard deviation, and standard error of using SPSS 20 program follow :

Table 4.12

The Calculation of the Mean of The Students' Score, Standard Deviation, and Standard Error of Using SPSS 20

Statistics		
score		
N	Valid	35
	Missing	0
Mean		62.21
Std. Error of Mean		1.117
Std. Deviation		6.608
Variance		43.666

Based on the data above, the researcher know the lowest score was 48 and the highest score was 75 . For the result of calculation using SPSS 20, the researcher can defined that mean score post-test was 62.21, the standard deviation was 6.608, and the standard error of mean was 1.117.

B. Research Findings

1. Testing Normality and Homogeneity

a. Testing of Data Normality of Experiment Class A

The normality test was used to know the data that was going to analyze whether both groups have normal distribution or not. The normality test used SPSS 20 to measure the normality could be seen as follow.

Table 4.13

Normality of Pre-test and Post-test Score of Experiment Class A Using SPSS

20

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		76
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	6.86337853
Most Extreme Differences	Absolute	.112
	Positive	.087
	Negative	-.112
Kolmogorov-Smirnov Z		.974
Asymp. Sig. (2-tailed)		.299

a. Test distribution is Normal.

b. Calculated from data.

The criteria of normality test if the value of (probability value/critical value) is higher than or equal to the level significance alpha defined ($r > \alpha$), it means that data distribution is normal. Based on the calculation using SPSS 20 program, it could be concluded that data was normality distributed. It found that the value of value of the significance was 0.299, it means that the distribution of the data was normal because the value of significance greater than 0.00.

b. Normality of Experiment Class B

Table 4.14

Normality of Pre-test and Post-test Score of Experiment

Class B Using SPSS 20

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		66
Normal Parameters ^{a,b}	Mean	.0E-7
	Std. Deviation	7.08739977
	Absolute	.163
Most Extreme Differences	Positive	.163
	Negative	-.091
Kolmogorov-Smirnov Z		1.322
Asymp. Sig. (2-tailed)		.061

a. Test distribution is Normal.

b. Calculated from data.

The criteria of normality test if the value of (probability value/critical value) is higher than or equal to the level significance alpha defined ($r > \alpha$), it means that data distribution is normal. Based on the calculation using SPSS 20 program, it could be concluded that data was normality distributed. It found that the value of value of the significance was 0.061, it means that the distribution of the data was normal because the value of significance greater than 0.00.

c. Normality of Control Class

Table 4.15

Normality of Pre-test and Post-test Score of Control Class

Using SPSS 20

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		70
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	8.09263142
Most Extreme Differences	Absolute	.105
	Positive	.105
	Negative	-.057
Kolmogorov-Smirnov Z		.879
Asymp. Sig. (2-tailed)		.423

a. Test distribution is Normal.

b. Calculated from data.

The criteria of normality test if the value of (probability value/critical value) is higher than or equal to the level significance alpha defined ($r > \alpha$), it means that data distribution is normal. Based on the calculation using SPSS 20 program, it could be concluded that data was normality distributed. It found that the value of value of the significance was 0.423, it means that the distribution of the data was normal because the value of significance greater than 0.05.

2. Testing of Data Homogeneity

Based on the calculation of normality, the researcher got the result that all data in pre-test and post-test of both experiment class and control class have been normality distributed.

The criterion for the hypothesis was : How would be accepted if $\text{sign} > \alpha$, the researcher used the level of significance 0.05, meaning the distribution was homogeneity.

Table 4.16

Homogeneity Test on Pre-test Score of Experiment and Control Class Using SPSS 20

Test of Homogeneity of Variances SCORE			
Levene Statistic	df1	df2	Sig.
.416	2	103	.661

Based on the table above, it can be concluded the homogeneity test of mean was 0.661. Therefore the significance was higher than 0.05 ($0.661 > 0.05$). it means that the data in pre-test experiment and control class were homogenous.

Table 4.17

**Homogeneity Test on Post-test Score of Experiment and Control Class Using
SPSS 20**

Test of Homogeneity of Variances

SCORE

Levene Statistic	df1	df2	Sig.
.599	2	103	.551

Based on the table above, it can be concluded the homogeneity test of mean was 0.551. Therefore the significance was higher than 0.05 ($0.551 > 0.05$). it means that the data in pre-test experiment and control class were homogenous.

**3. The Result of ANOVA of Experiment Class
and Control Class**

Table 4.18

ANOVA on Pre-Test of Experiment and Control Class Using SPSS 20

SCORE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	244.276	2	122.138	1.893	.156
Within Groups	6646.780	103	64.532		
Total	6891.057	105			

Based on the table above, F score from the result calculation was 1.893 with the significance score 0.156. the researcher found H_0 was accepted from the comparison between F_o ($F_{\text{observation}}$) and F_{table} was higher than F_o 1.893($1.893 > 0.05$), it means the data were homogeneous.

Table 4.19
ANOVA on Post-Test of Experiment and Control Class Using SPSS 20

SCORE

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2758.868	2	1379.434	36.689	.000
Within Groups	3872.641	103	37.598		
Total	6631.509	105			

Based on the table above, F score from the result calculation was 36.689 with the significance score 0.00. It means that, there is a significant effect of score by using peer correction and self correction technique.

Testing Hypothesis

a. Testing Hypothesis Using SPSS 20

After the researcher knew that the data are normal and homogeneous, the data was analyzed by using ANOVA in order to know the significance of the treatment effect.

Table 4.20
Standard Deviation and Standard Error of Experiment Class A and B Using
SPSS 20

Group Statistics					
	GROUP	N	Mean	Std. Deviation	Std. Error Mean
SCORE	POST TEST A	38	73.05	5.633	.914
	POST TEST B	33	73.58	6.230	1.085

Based on the table above it can be concluded that the total score of experiment class A of the mean (X_1) was 73.05, standard deviation was 5.633 and the result of the standard error of mean calculation was 0.914 and the total score of experiment class B of mean (X_2) was 73.58, standard deviation calculation was 6.230 and the result of standard error of mean was 1.085. It means that have interaction effect of the students in writing ability by using peer correction and self correction technique.

4. Interpretation of The Result

Based on the table above it can be concluded that ANOVA calculation using SPSS 20, the table is the main table from the analysis of ANOVA. It found that F score from the result calculation was 36.689 with the significance score 0.00. F_{table} was higher than F_0 36.689 ($36.689 > 0.05$), so that there were differences in the score points between experimental group and control group.

C. Discussion

In this discussion we can conclude this research by previous study from Putri (2010) was give significant effect by used peer correction and self correction and also by Ganji (2009) that different methods of feedback have significant effect to students in writing. In the description of the data was taken from 38 students of experiment class A, 33 students of experiment class B, and also 35 students from control class. The result of the experiment class A has the mean of pre-test was 55.13, before using peer correction technique, the result of experiment class B has the mean of pre-test was 58.86, before using self correction, and the result of control class has the mean of pre-test was 57.07, it means the score is bad. Besides, the mean post-test experiment class A was 72.89 after giving treatments using peer correction technique, and the mean post-test of experiment class B was 73.34 after giving treatments using self correction, and the mean post-test of control class was 62.21 after treatment using traditional method that used English teacher that is dictionary method, it means that the experimentas group got higher score than control group. The reaseraxher can concluded that after treated by using peer and self correction technique can improve their writing ability in writing descriptive text.

Next, the researcher analyzed the normality and homogeneity of the data. The purpose of analyzed the normality was to see whether the data got in the research has been normally distributed or not. The purpose of analyzed the homogeneity was to see the data was homogeneous or heterogeneous.

In analyzed the normality, the result of pre-test in experiment class and control class was normally distributed. The significance score of pre-test experiment class A was ($0.661 > 0.00$), and experiment class B was ($0.661 > 0.00$) and post-test experiment class A, experiment class B, and also control class, it means the data were normality distributed. The next result of pre-test in experiment class and control class was homogenous. The significance was higher than 0.05 ($0.661 > 0.05$) and post-test experiment class and control class was homogeneous. The significance was higher than 0.05 ($0.661 < 0.05$).

The final calculation was testing hypothesis, was to answer the problem of this research that whether there is significance between peer correction and self correction in writing descriptive text. It found that the value of sig (two-tailed) was $0.713 > 0.05$, so that were differences in the score points of experimental group and control group. It is evident that the experiment group using peer correction and self correction in writing descriptive text the score higher than the control group using traditional method.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter described the conclusion and suggestion. In this subject, the researcher would like to give some conclusion that may relate to the subject.

A. Conclusion

In this research showed that using peer correction and self correction technique gave effect on writing descriptive text. The score of writing descriptive text from the experiment group taught using peer correction and self correction technique was significantly improved. It proved that the students score of post-test are higher than students score of pre-test in the experiment group. The result of data analysis showed that there was effect of using peer correction and self correction technique at third students of IAIN Palangka Raya. It can be seen from the mean score between pre-test (55.13) and post-test (72.89) of the experiment class A using peer correction class indicating that students' score increased after the treatment. From the mean score of pre-test (58.89) and post-test (73.34) of the experiment class B using self correction class indicating that students' score increased after the treatment. It can be concluded that the answer of research question was proved that peer correction and self correction was used successfully.

B. Suggestion

1. For the Students

Writing is also an action or a process of discovering and organizes idea, putting them on a paper and reshaping and revising them. Peer correction and self correction build students' interest to writing descriptive text.

2. For the Lecturer

Peer correction and self correction technique is alternative method in teaching writing to improve students' writing ability in learning descriptive text. The English lecturer should gave more interesting method to teaching in the class room. The students' can be active in learning process . it is recommend and solve the proble in writing.

3. For the Next Researcher

The information about the contribution of peer feedback and self correction can be the resources of thought to conduct other research, for instance a research concerning the English teaching process at college.

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