

**THE EFFECT OF PEER CORRECTION ON STUDENTS' NARRATIVE
TEXT WRITING OF THE ELEVENTH GRADE STUDENTS OF
SMAN 4 PALANGKA RAYA**



BY:

NOR ANISA FITRI DAYANTI

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHERS' TRAINING AND EDUCATION
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION**

1441 H/2020

**THE EFFECT OF PEER CORRECTION ON STUDENTS' NARRATIVE
TEXT WRITING OF THE ELEVENTH GRADE STUDENTS OF
SMAN 4 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



By:

NOR ANISA FITRI DAYANTI

NIM. 1401120949

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHERS' TRAINING AND EDUCATION
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION**

1441 H/2020

ADVISOR APPROVAL

Thesis Title : THE EFFECT OF PEER CORRECTION ON
STUDENTS' NARRATIVE TEXT WRITING OF THE
ELEVENTH GRADE STUDENTS OF SMAN 4
PALANGKA RAYA
Name : Nor Anisa Fitri Dayanti
SRN : 1401120949
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for
Thesis Examination/*Munaqasah* by the Board of Examiners of the Faculty of
Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, February 17th 2020

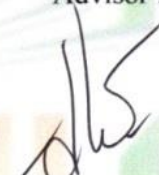
Advisor I,

Advisor II,



Sabarun, M. Pd.

ORN. 19680322 200801 1 005



Aris Sugianto, M. Pd.

ORN. 19830819 201503 1 001

Acknowledged by:

Vice Dean in Academic Affairs,

Secretary
Departement of Language Education



Dr. Nurul Wahdah, M. Pd
ORN. 19800307 200604 2 004



Akhmad Ali Mirza, M. Pd
ORN. 198406 201503 1 003

OFFICIAL NOTE

Palangka Raya, February 17th 2020

Case : **Examination of
Nor Anisa Fitri Dayanti Thesis**

To The Dean of Faculty of Education and
Teacher Training of State Islamic Institute
of Palangka Raya

In

Palangka Raya

Assalammu'alaikum Wr. Wb

By reading and analyzing of this thesis, we think the thesis in the name of:

Name : NOR ANISA FITRI DAYANTI
SRN : 1401120949
Thesis Title : THE EFFECT OF PEER CORRECTION ON
STUDENTS' NARRATIVE TEXT WRITING OF
THE ELEVENTH GRADE STUDENTS OF SMAN 4
PALANGKA RAYA

Can be examined in partial fulfillment of the requirements of the Degree of
Sarjana Pendidikan in the Study Program of English Education of the Language
Education of the Faculty of Education and Teacher Training of the State Islamic
Institute of Palangka Raya.

Thank you for the attention.

Wassalammu'alaikum Wr. Wb

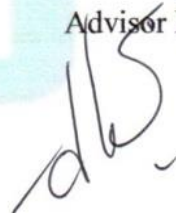
Advisor I



Sabarun, M. Pd.

ORN. 19680322 200801 1 005

Advisor II



Aris Sugianto, M. Pd.

ORN. 19830819 201503 1 001

THESIS APPROVAL

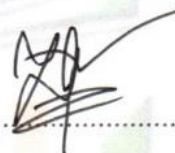
Thesis Title : The Effect of Peer Correction on Students' Narrative
Text Writing of The Eleventh Grade Students of
SMAN 4 Palangka Raya
Name : Nor Anisa Fitri Dayanti
NIM : 140120949
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training
and Education of the State Islamic Institute of Palangka Raya in the Thesis
Examination/*Munaqasyah* on:

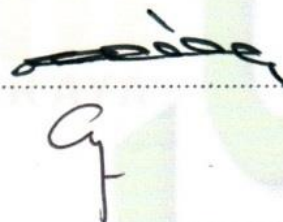
Day : Friday
Date : April, 24th 2020

BOARD OF EXAMINERS

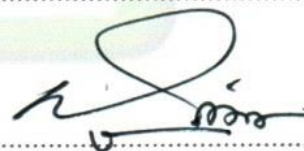
Zaitun Qamariah, M. Pd.
(Chair / Examiner)



M. Zaini Miftah, M. Pd.
(Main Examiner)



Sabarun, M. Pd.
(Examiner)



Akhmad Ali Mirza, M. Pd.
(Secretary / Examiner)

Approved by:
Dean, Faculty of Teacher Training and Education



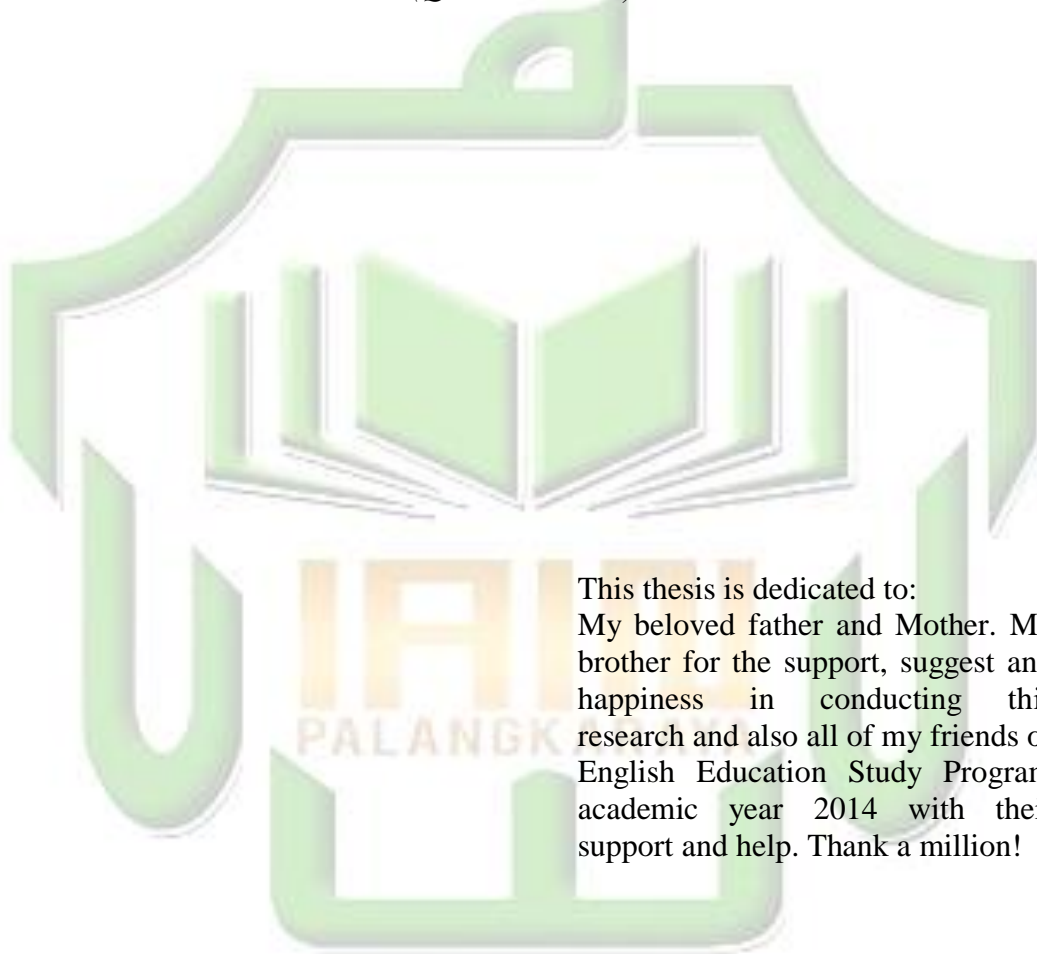
Dr. Hj. Rodhatul Jennah, M. Pd.
ORN. 19671003 199303 2 001

MOTTO AND DEDICATION

“Man Jadda WaJada”

(Siapa yang bersungguh-sungguh pasti akan mendapatkan hasil)

*Nasib kita itu kita sendirilah yang menentukan, sebagaimana yang telah di firmankan oleh allah bahwa allah tidak akan mengubah nasib suatu kaum sampai kaum itu sendiri mengubah nasib atau keadaan pada dirinya sendiri
(QA Ar-Ra'd 11)*



This thesis is dedicated to:
My beloved father and Mother. My brother for the support, suggest and happiness in conducting this research and also all of my friends of English Education Study Program academic year 2014 with their support and help. Thank a million!

DECLARATION OF AUTHORSHIP

Name : Nor Anisa Fitri Dayanti
SRN : 1401120949
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, May 10th 2020

Yours Faith fully



Nor Anisa Fitri Dayanti

SRN. 1401120949

ABSTRACT

Dayanti, Nor Anisa Fitri .2020.*the effect of peer correction on students' narrative text writing of the eleventh grade students of SMAN 4 palangka raya*. Thesis, Departement of Language Edcation, Faculty of Teacher Training and Educaton, State Islamic Institute of Palangka Raya. Advisor: (I) Sabarun, M.Pd.,(II)Aris Sugianto, M.Pd.

Key Word: peer-correction, writing, narrative text

This research aims to determine whether there was a significant effect using peer corretion in writing achievement and to examine the student's perception of peer correction to students' writing between eleventh grade students at SMAN 4 Palangka Raya who are taught using peer correction techniques and those taught without using it.

This research was classified as a quasi-experimental research design. It involved 70 students from two groups, class XI-1(35 students) as an experimental class and XI-7(35 students) as a control class. The experimental group was taught by using peer correction technique whereas the control group was taught without using it. The data were obtained by using writing narrative text tests pre-test and post-test. After the data were tested and found to be homogeneous and normal, the hypothesis was tested by using Independent-Samples of T-Test.

The result of this research showed that there was a difference of output of both groups. Based on the calculation of t-test t value $> t$ table ($2.160 > 1.667$) then H_a was accepted, meaning there was significant effect between using peer correction and without using peer correction in writing achievement.

Dealing with the student's perception, peer correction technique to help students learn from friends' mistakes (76%), improve writing after correcting friends' writing (76%), strengthens rapport with their course mates (65%), strengthens personality (66%), enhances autonomous learning among class mates (69%), students become more aware of writing mistakes (76%), gave improvement in language form (79%), gave improvement in content of writing (77%), give improvement in organization (76%), and reduce grammatical error (76%).

It is recommended for teachers to apply peer correction techniques to improve students' writing skills. Because it can help students become easier to understand the material because they are peers can help them and also increase their confidence in writing good texts.

Last, for the next researchers who also want to use peer correction techniques, it is recommended to use other writing skills such as recount text or descriptive text.

ABSTRAK

Dayanti, Nor Anisa Fitri .2020. *Thesis Pengaruh Koreksi Teman Sebaya Terhadap Penulisan Teks Naratif Pada Siswa Kelas Sebelas di SMAN 4 Palangka Raya*. Jurusan Pendidikan Bahasa. Fakultas Ilmu Keguruan dan Pendidikan. Institut Agama Islam Negeri Palangka Raya. pembimbing: (I) Sabarun, M.Pd.,(II) Aris Sugianto M.Pd.

Kata kunci: Peer correction, Menulis, Narrative Text

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan menggunakan Peer correction pada kemampuan menulis dan untuk mengetahui tanggapan terhadap Peer correction pada kemampuan menulis siswa pada siswa kelas sebelas di SMAN 4 Palangka Raya yang diajar menggunakan teknik Peer correction dan mereka. diajarkan tanpa menggunakannya.

Penelitian ini diklasifikasikan sebagai desain penelitian eksperimen semu. Ini melibatkan 70 siswa dari dua kelas, kelas XI-7 (35 siswa) sebagai kelas eksperimen dan XI-1 (35 siswa) sebagai kelas kontrol. Kelompok eksperimen diajarkan dengan menggunakan teknik Peer correction sedangkan kelompok kontrol diajarkan tanpa menggunakannya. Data diperoleh dengan menggunakan tes menulis teks naratif pre-test dan post-test. Setelah itu data diuji dan ditemukan homogen dan normal, hipotesis diuji dengan menggunakan Independent-Samples of T-Test.

Temuan menunjukkan bahwa ada perbedaan output dari kedua kelompok. Berdasarkan perhitungan $t \text{ value} > t \text{ table}$ ($2.160 > 1.667$) maka H_a di terima, artinya ada pengaruh yang signifikan antara menggunakan Peer correction dan tanpa menggunakan Peer correction dalam kemampuan menulis.

Berdasarkan tanggapan siswa Peer correction dapat membantu siswa belajar dari kesalahan teman (76%), meningkatkan menulis setelah mengoreksi tulisan teman (76%), memperkuat hubungan dengan teman kursus mereka (65%), memperkuat kepribadian (66%)), meningkatkan pembelajaran mandiri di antara teman-teman kelas (69%), siswa menjadi lebih sadar akan kesalahan menulis (76%), memberikan peningkatan dalam bentuk bahasa (79%), memberikan peningkatan dalam isi tulisan (77%), memberikan peningkatan dalam organisasi (76%), dan mengurangi kesalahan tata bahasa (76%).

Disarankan bagi guru untuk menerapkan teknik Peer correction untuk meningkatkan keterampilan menulis siswa. Karena dapat membantu siswa menjadi lebih mudah memahami materi karena Peer correction dapat membantu

mereka dan juga meningkatkan kepercayaan diri mereka dalam menulis teks yang baik.

Terakhir, untuk peneliti berikutnya yang juga ingin menggunakan teknik Peer correction, disarankan untuk menggunakan keterampilan menulis lainnya seperti teks recount atau teks deskriptif.



ACKNOWLEDGEMENTS

Alhamdulillah, the writer like to express her sincere gratitude to Allah SWT., for the blessing bestowed in his whole life particularly during the thesis writing without which this thesis would not have come to its final. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

My appreciation is addressed to:

1. Dean of Faculty of Education and Teacher Training, Dr. Hj. Rodhatul Jennah, M.Pd. for her invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Secretary of Department of Language Education, Akhmad Ali Mirza, M.Pd., for his invaluable assistance both in academic and administrative matters.
4. Chair of English Study Program, Zaitun Qamariah, M.Pd. invaluable assistance both in academic and administrative matters.
5. The academic lecturer and first advisor Sabarun, M.Pd and second advisor Aris Sugianto, M.Pd, for their generous advices, valuable guidance and elaborated correction during their busy time to completion my thesis.
6. Both the members of the board examiners, for their corrections, comments and suggestions which are profitable to accomplishing of this thesis.

7. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.
8. Parents for their moral support and endless prayer so that I am able to finish my study. May Allah always bless all of them. *Aminn.*
9. All friends and classmates of Study Program of English Education that always supported me, especially for 2014 period, thank you for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish my study.

Finally, the writer realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating paper in order to be better. The writer hopes this paper will be useful for the readers in general and for the writer herself especially. Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Palangka Raya, Aprilth, 2020
The Writer,

Nor Anisa Fitri Dayanti
SRN. 140 112 0949

TABLE OF CONTENT

| | |
|--|------|
| COVER | i |
| COVER (Second Cover) | ii |
| ADVISOR APPROVAL..... | iii |
| OFFICIAL NOTE | iv |
| THESIS APPROVAL | v |
| MOTTO AND DEDICATION | vi |
| DECLARATION OF AUTHORSHIP | vii |
| ABSTRAK..... | viii |
| ABSTRAK (Indonesia) | ix |
| ACKNOWLEDGMENTS..... | x |
| TABLE OF CONTENT | xi |
| LIST OF TABLE | xiii |
| LIST OF APPENDICES | xiv |
| CHAPTER I INTRODUCTION | |
| A. Background of the study | 1 |
| B. Research question | 5 |
| C. Objective of the study | 5 |
| D. Hypothesis of the study..... | 5 |
| E. Assumption | 6 |
| F. Limitation of the study | 6 |
| G. Significance of the study | 6 |
| H. Definition of key terms | 7 |
| CHAPTER II REVIEW of RELATED LITERATURE | |
| A. Previous studies..... | 9 |
| B. Theoretical description..... | 12 |
| 1. writing | 12 |
| 2. Narrative text..... | 24 |
| 3. Peer correction | 28 |
| C. Experiment study | 34 |
| D. Theoretical framework..... | 36 |
| CHAPTER III RESEARCH METHOD | |
| A. Research design..... | 38 |
| B. Population and sample | 40 |
| 1. Population..... | 40 |
| 2. Sample | 40 |
| C. Research instrument..... | 41 |
| D. Data collection procedure. | 45 |
| E. Data analysis procedure | 46 |

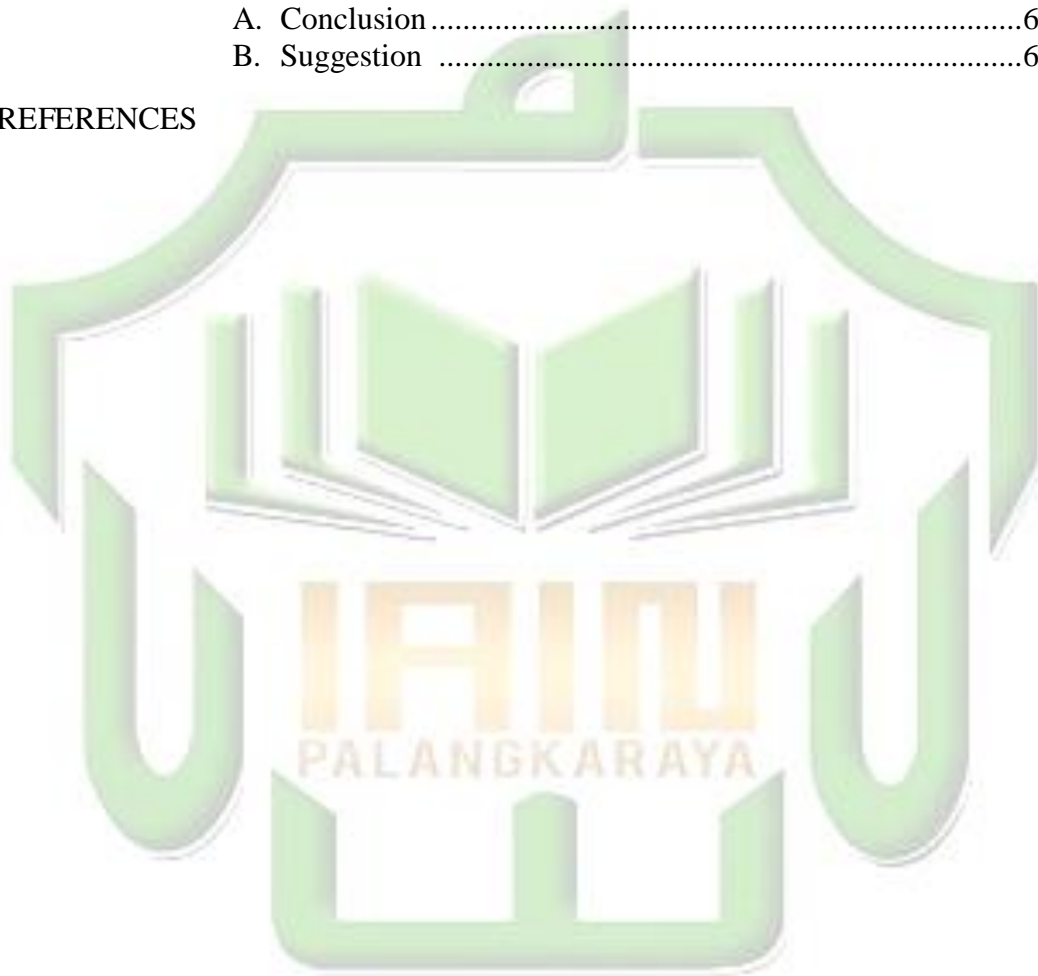
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

| | |
|---|----|
| A. Data Presentation..... | 48 |
| B. Research Findings..... | 51 |
| 1. Testing Normality and Homoginity (Linierity) | 51 |
| 2. Testing Hypothesis | 54 |
| 3. Interpretation of the Result | 58 |
| C. Discussion..... | 58 |

CHAPTER V CONCLUSION AND SUGGESTION

| | |
|---------------------|----|
| A. Conclusion | 61 |
| B. Suggestion | 61 |

REFERENCES



LIST OF TABLE

| Table | Page |
|--|------|
| Table 3.1 Design Of The Study | 38 |
| Table 3.2 Scoring Rubric Adapted From Alice (2007) | 41 |
| Table 4.1 The Score Of Pre-Test And Post-Tes Experiment And Control Class .. | 48 |
| Table 4.2 Data Statistic Experiment Group And Control Groups | 49 |
| Table 4.3 Test Of Normality Experiment Class | 51 |
| Table 4.4 Test Of Normality Experiment Class | 51 |
| Table 4.5 Test Homoginity Of Variances | 52 |
| Table 4.6 Group Statistic..... | 54 |
| Table 4.7 Independent Samples Of T-Test | 54 |
| Table 4.8 Percentage Of All Subjects' Responses On Items..... | 55 |



LIST OF APPENDICES

- Appendix 1 The Research Schedules
- Appendix 2 Research Instrument
- Appendix 3 Data Analysis
- Appendix 4 T-Table
- Appendix 5 Lesson Plan
- Appendix 6 Lampiran Foto
- Appendix 7 Surat Keterangan Mohon Izin Penelitian
- Appendix 8 Surat Keterangan Izin Penelitian
- Appendix 9 Surat Keterangan Selesai Izin Penelitian
- Appendix 10 Surat Permohonan Penguji
- Appendix 11 Surat Penunjukan Pembimbing
- Appendix 12 Surat Mohon Di Seminarkan
- Appendix 13 Undangan Seminar Proposal
- Appendix 14 Berita Acara Seminar Proposal
- Appendix 15 Catatan Hasil Proposal Skripsi
- Appendix 16 Surat Keterangan Seminar
- Appendix 17 Persetujuan Proposal Skripsi
- Appendix 18 Undangan Munaqasah
- Appendix 19 Berita Acara Munaqasah
- Appendix 20 Curirullum Vitae

LIST OF ABBREVIATIONS

EFL : Englis as Foreign Language

S : Sample

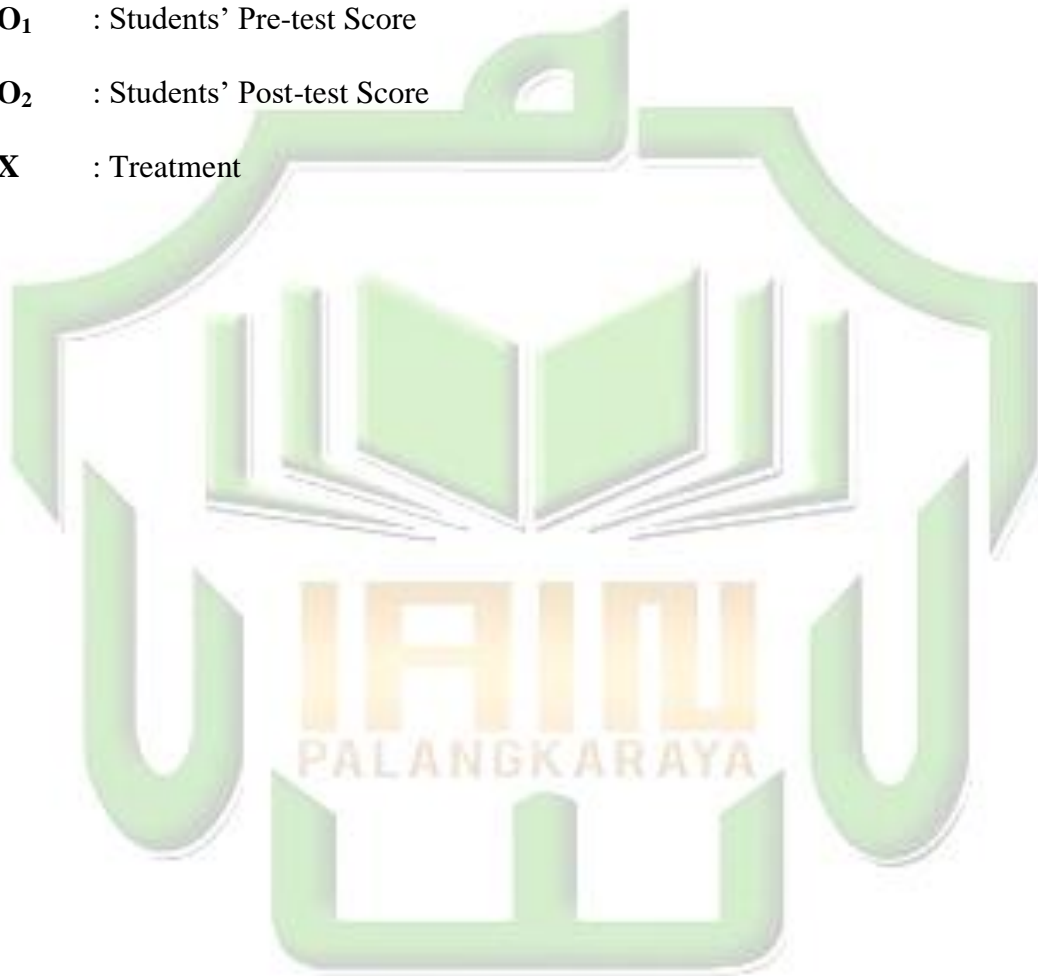
E : Experiment

C : Control

O₁ : Students' Pre-test Score

O₂ : Students' Post-test Score

X : Treatment



CHAPTER I

INTRODUCTION

A. Background of the study

The purpose of learning English is to help students communicate in English both properly and in oral and written form. Something was said skills: listen and talk. In written language, there are also two skills: reading and writing. Language skills are closely related to each other and they cannot be separated from each other. Students can be told to have mastering English when they can apply these skills both in oral and written form.

According to Harmer (2004, p.4) writing is a way to find thinking of idea, organizing and enveloping idea, and polishing structures sentences into a paragraph. Writing also a represent of people's feeling that disable produce through speaking but rather express into written.

As said by Diane Larsen-Freeman & Marti Anderson (2000, p.65) Writing is a process that relates various variables. Writing as a process has several ideas. First, writing represents a way of making meaning of our experience. It provides us with a unique way of learning.

According to Huy (2015, p.54), Writing is a complex metacognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes. In order to communicate, use English not only in

oral form but also in written form. Writers gain creativity when they can write their own ideas, not copying what has already been written so that they can be read and understood.

In this study, the researcher deal with writing as topic because when teaching practice (PM) at Senior high school, the students got difficulties to write even when they were asked to write. In fact, the students still get some difficulties when they were asked to write English text although that is simple writing. Most of them get bad scores in their writing. It was caused by the students' lack of knowledge how to write, what to write, vocabulary, grammar and technical writing.

The researcher found that the students' achievement in writing was still low. The students still got confused how to deliver their ideas. They were lack of idea and confidence to use their own language. The other problems such as their grammar is not good, they also do not have enough vocabulary.

The English material is taught based on the text. There are some types of text, narrative, descriptive, recount, and other. One of the English writing texts that the students have to study is narrative text. The students have to be able to understand and to produce a narrative text based on social function and generic structure of the text. By using narrative text, students are expected to be able to write a narrative text in written form.

The teaching and learning of writing at this level is also aimed at directing the students in order to be able to express their ideas, thoughts, opinions, and

feelings in the written form. In order to be able to produce a good written form, the students need to be equipped with writing ability. In fact, it is difficult to achieve the goal of the curriculum because most of the tenth grade students do not have a good writing ability.

There were several types of text being taught in the school such as narrative text, descriptive text, hortatory, recount text, and so on. However, in this research, the writer used narrative text.

Percy in Permana and Zuhri (2013, p.2), state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story.

From these statements it can be inferred that narrative texts was concerning with a story. The story includes some events which presented to amuse the readers or listeners. So, written narrative texts were aimed to entertain the readers.

One of the factors was the technique in correcting students' writing draft. Most English teacher in the school still used the traditional technique. They correct the students' writing draft by themselves. By using this technique, the students do not know the mistakes and how to correct them.

There were 5 aspects of writing that measured in this research, that were content, organization, vocabulary, grammar, and mechanics. In this research, the students were asked to make a narrative text. In teaching narrative text, the

researcher used peer correction as the correction technique in helping the students to have better writing. In teaching writing, the researcher used peer correction as the technique in helping students' writing better.

There were several reasons to choose peer correction technique. First, learning to be more active can be a promising way which can be used to encourage students to read and give comments and suggestions together for enrichment of their peers' writings before the final versions of their product are submitted to their teacher.

Second, students can get responses / feedback from many of their peers. Not only do they correct friend writing and give feedback, but friends can also correct and give feedback on their writing.

Third, peer correction work as a vital part in the process approach to teaching writing because it helps learners realize their learning level as well as their demands for enhancement of writing ability.

Last, peer correction can receive an efficient method to make student to have critical thinking of writing and assessment skill than teacher correction. In other words, peer correction can help learners make good use of their own effort to make their writing expensive and effective.

In reference to the statements described above, the writer in this research would like to know whether there was a significant effect using peer correction in writing achievement especially writing narrative text.

B. Research Questions

The current study investigate the possible effectiveness of the peer correction technique to increase the quality of EFL learners' writing, and to see whether this method motivates student writers to write. Regarding the objectives of this study, two research questions were raised:

1. Is there any significant effect between using peer correction and without using peer correction in their writing achievement?
2. How the student's perception of peer correction in their writing?

C. Objective of the study

Based on the statement of the problem above, the objective of the studies are as following:

1. To measure the effect peer correction in their writing achievement
2. To examine the student's perception of peer correction in their writing.

D. Hypothesis of the Study

The hypothesis of this study was, "Students' writing test score that was taught by using peer correction technique was higher than those taught without peer correction technique".

- a. Alternative Hypothesis (H_a): there is significant effect using peer correction in writing achievement
- b. Null hypothesis (H_0) : there is no significant effect using peer correction in writing achievement

E. Assumption

1. Peer correction is effective technique to improve the student writing ability.
2. The students' writing narrative text will be better when using peer correction technique.

F. Limitation of the study

The research was an experiment research the study was limited only to measure the effect of peer correction on narrative text writing. The study was conducted students of SMAN-4 Palangka Raya. The samples of this research were two classes control class and experiment class. The corrections are focus on their content, grammar, organization, vocabulary and mechanic.

G. Significance of the study

This study examines the effect of peer correction on students' narrative text writing and was significant in the sense that the findings of the research yield both theoretical significant and practical significant. In this study theoretical to support the theory of teaching narrative text using peer correction. Practically, the study gives empirical data on the students' progress in writing class. This studies could help the teacher provided their students with clear feedback and awareness of their own practices while commenting on their students' papers. Therefore, data finding could help the students solve the problems in writing.

H. Definition of Key Terms

peer-correction, writing, narrative text

1. **Peer correction** is the techniques refer to student activities or activities in reading his friend's writing and then making a response (in the form of correction) in his position as a reader. (Purwanto in Ulfah, 2013, p.3)
2. **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. (Linderman, 1982; in Wulandari, 2013, p.9)
3. **Narrative text** is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. The series of events in the story depends on the writer in writing narrative text but the climax of story is usually happened in the middle of story. (Anderson, 2003, p.8)
4. **Peer correction in form of written feedback** In written feedback, comments, correction and/or marks are given to students' written work draft. The marks may be on the words or quick symbols such as underlining, circles, and other signs. The teacher should provide the specific comments on students' errors with suggestion about how to improve as well as with the comments of the positive aspect of the work. Oral feedback fits well in younger students since it can help the students to pin-point and correct the misconception immediately, whereas written feedback is effective for older

students. Therefore, as stated in the delimitation of problem, the researcher focuses on written feedback because the research population is Senior High School students. (Cohen, 1909, p.109)



CHAPTER II

REVIEW of RELATED LITERATURE

In this chapter, the writer explains about the theories used in this study. There were also previous studies which become the references for this study. Theoretical framework was also included in this chapter which consists of the writer conclusion based on several theories explained. The last was the hypothesis of this study.

A. Previous Studies

First, the research conducted by Melni (2017) entitled “the effect of peer response technique on student’s achievement in writing descriptive text at second grade of smp muhammadiyah 02 medan” This study revealed that by using this technique, it is possible to realize the writing ability of the students and also the development of the students' sensitivity to become a critical reader so as to encourage students to communicate through written media properly and correctly.. The study has similarities with this research. both studies investigate about peer correction in writing class. The difference with this study that Melni’s study used descriptive text to measure students’ ability to write, the place of her study was in junior high school Muhammadiyah 02 medan, the object of research was 8th grade students. Meanwhile, my study used experiment design. The place in SMAN 4 Palangka Raya.

Second, the research conducted by Mansoor (2009) entitled “Teacher-correction, Peer-correction and Self correction: Their Impacts on Iranian Students’ IELTS Essay Writing Performance” This study revealed that this study was Significant because of the strong theoretical support for these two methods. They have captured the attention of many writing teachers and researchers.. The study has similarities with this research. both studies investigate about peer correction in writing. The differences with this study that Mansoor’s study focusing on self-correction and peer-correction Methods was that most of the researches done in Iran concentrated on Teacher-correction versus no-correction, or teacher-correction versus selfcorrection. Meanwhile, my study used experiment design, only focusing on peer correction, the place in SMAN 4 Palangkaraya.

Third, The research conducted by Sapkota (2012) entitled “Developing Students’ Writing Skill through Peer and Teacher Correction: An Action Research” this study revealed that after completion of the analysis and interpretation of the data, the following are the major findings of the study The overall performance of the students in acquiring or developing writing skill was found satisfactory in almost all the test in an increasing. The study has similarities with this research, both studies investigate about to improvement students’ writing skills through the strategies of peer correction. The differences with sapkota’s study this study uses action research desain, The researcher observed the problem by asking them write a simple essay, The study was limited to a bachelor level

community college in Lalitpur district. There are two techniques in this research peer and teacher correction techniques used in the study. Meanwhile, my study use experiment design, observed the problem by asking them write simple paragraph of narrative text, the place in SMAN 4 Palangka raya.

Fourth, the research conducted by Behin (2011) entitled “Peer Correction: The Key to Improve the Iranian English as a Foreign Language Learners’ Productive Writing Skill. this study revealed that peer correction was useful in improving the subjects’ writing skill. Theoretically, the findings of the study indicate that the learners can write better through peer correction. The study has similarities with this research, both studies investigate about peer correction in writing. The differences with this study that Behin’s study is selected sixty students, aged 18-25, out of eighty-six students from among four similar classes at Islamic Azad University of Aliabad Katoor branch, researcher used The Michigan test of English language proficiency consists of 100 multiple choice and writing test to collect the data. Meanwhile, my study in SMAN 4 Palangka Raya, my study use writing test to collect the data.

Last, the research conducted by Astuti (2013) entitled “the effectiveness of peer feedback to improve the writing ability of the tenth grade students of sma kanisius harapan tirtomoyo” . this study revealed that there is a significant difference in the writing ability between the students who were taught by using peer feedback and those who were taught without

using it. The study has similarities with my research, both studies only limits the scope of the research to those related to the contribution of peer feedback or peer correction on students' writing. The differences with this study that Astuti's study only focuses on the technique to give feedback in writing descriptive text, The population of her research was the tenth grade students of SMA Kanisius Harapan, Tirtomoyo. Meanwhile, my study focuses on the technique to give feedback in writing narrative text, the place in SMAN 4 Palangka Raya second.

Different with the studies above, this study is to examine whether peer correction gives a significant effect in improving students' writing achievement. The design of this study is pre-test post-test quasi experimental design.

B. Theoretical Description

1. Writing

a. Definition of writing

Writing is a skill that needs to be learned in language lesson. Learning to write is an important component not only for academic practice but also for professional life. That is a bridge between people to convey information and messages.

There are many experts who define what writing is. According to Pulverness, Spart, and William (2005, p.26), writing is one of the four skills: listening, speaking, reading, and writing. Writing is also one of the productive skills which involves communicating a message in the form of letter and symbols. Communicating means sending certain information to

others, so, a message must have a purpose. In other words, writing skills produce a written product which has certain information.

In line with Brown (2001, p.335) also states that a written product is product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. Hornby (2003) also states that writing is producing something in a written form so that people can read and perform it or use it. It means that writing always results in a form of written text which can be read and comprehended so, it can be used to communicate the writer's idea to the reader.

Moreover, Oshima and Hogue (2006, p.205) propose that writing process is divided into four stages. The first is prewriting: choosing topic and collecting information. The second is outlining that means organizing ideas into outline. The third is writing a rough draft. In this stage, writers follow the outline and ignore about the grammar, punctuation, or spelling. The fourth stage is polishing or revising or editing.

In addition, Mayers (2005, p.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 the computer screen. Furthermore,

According to Alice (2007, p.15) writing is not a one-step action. There are some processes that must be followed so it can produce a good text. When people write something, they have to know about what to write and how they will write it. They have the ideas. They arranged the idea into a paragraph. When they finish writing, it does not mean that it is done, but they still have to read it and make correction into it. They have to write and revise and write and revise again until the text becomes a satisfying text. Some people believe that writing cannot be taught because writing is a skill with complicated aspects inside it. However, this skill can be taught if the teacher know how.

From the definition above, it can be inferred that writing is a productive skill which communicates a message to others by thinking, drafting, and revising the written product. In other words, writing is a process of producing a set of meaningful words arranged in good order and has purposes in communication. Through writing, people can communicate something and share what they feel to everyone who reads it.

b. Characteristics of Written Language

Brown (2001 p.341) describes some characteristics of written language from the readers' view. The characteristics are as follows:

1) *Permanence*

Written language is different from oral language that needs real and longer time to be understood while it can be read and reread many times because it is permanent.

2) *Production time*

A good writer is able to achieve a final product in long processes: time to plan, review and revise their writing; whereas in speaking, speakers may plan, formulate and produce their words in a few moments.

3) *Distance*

In writing, there is a distance between the writer and the readers. The readers need to analyze what the writer is going to deliver. In contrast, in speaking the listeners can easily understand the speakers say because they are close (face to face).

4) *Orthography*

Orthography deals with letters and other written language. There are various mechanics in writing. In learning writing, especially in the beginning stages, a different phoneme-grapheme system should be introduced to students to make them literate.

5) *Complexity*

Written language is complex because the writers must learn how to avoid redundancy, combine sentences, make references, and create syntactic and lexical variety and so on.

6) *Vocabulary*

Written language has more rich vocabulary demand than speaking. A good writer uses his vocabulary to create written language.

7) *Formality*

Based on the use of writing in daily lives, writing is more formal than speaking. It can be concluded that each skill has its own characteristics that differentiate one skill to another. Writing also has it as a written language. That is why as a good teachers, they should know the characteristics of the written language before they teach their students.

c. Stages of Writing

According to Betty Mattix Dietsch (2006, p.11), there are four stages of writing process; prewriting, drafting, revision and editing/proofreading. Seow also describes the basic process of writing that is planning, drafting, revising, and editing. He added that there are three other stages inserted in the drafting stage; responding, evaluating, and post-writing (Jack 2002, p.316).

1) Planning

Planning or pre-writing is the activity in the classroom that encourages students to write. At this stage, students can do some activities such as group brainstorming, clustering, rapid free writing, and wh-questions.

2) Drafting

At the drafting stage, the writers focus with how to arrange the ideas that they get at the pre-writing stage. Neatness is not necessary at this stage. The important of this stage is the writers can choose which idea they will use and arrange them into a good order. To make it easier in arranging the

idea, the students have to know about who are their audiences. At this stage the students can do three other stages; responding, evaluating, and post-writing. They respond to their writing by reading it again and then evaluate it by giving correction of the

mistakes they made. Responding and evaluating can be done not only by the students but also by their peers. After the writing has been given the respond and evaluation, they can do the post-writing. While doing the post-writing, they rewrite the text.

3) Revising

According to Sundem (2006, p.61) revising is part of the writing process should first be done by the author and then again by a peer or adult, using the appropriate editing marks. Just as in revision, it is useful to ask students to make multiple “passes” through their writing, checking only one area at a time, for example spelling, paragraphing, or commas. Ask students to first read their pieces aloud to themselves (quietly), checking for hesitations or glitches, which can point to grammar or punctuation problems. Have students cross out and replace rather than erase, which quickly erodes a draft into smudge marks and holes

4) Editing

According to Jack (2002, p.238). at editing stage, students revise the some other aspects of the writing. It is the final evaluation and correction before they submit it to the teacher.

d. The Techniques of Teaching Writing

Brown (2004 p. 220) asserts that there are four categories of technique for teaching writing. Those four categories are as follows:

1) Imitative Writing

This category includes the ability to spell correctly. The students have to attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very simple sentences. Elementary school students are in the category of imitative writing.

2) Intensive (Controlled) Writing

In this category, most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the text design. Students have to produce appropriate vocabulary within a context, collocation, idioms, and correct grammatical features in the level of sentences. This category is applied for Junior High School level.

3) Responsive Writing

This level requires the students to perform a limited discourse level. It means that students have to create connected sequence of two or three paragraphs.

It focuses on the discourse conventions that will achieve the objectives of the written text. It also emphasizes on context and meaning. This skill area of writing is usually intended for Senior High School level.

4) *Extensive Writing*

Extensive writing implies a successful management of all the processes and strategies of writing for all purposes, such as an essay, a term paper, a thesis, etc. The writers focus on achieving a purpose, organizing and developing ideas logically, using details to illustrate ideas, demonstrating syntactic and lexical varieties, and so on. This level is usually for advanced learners.

In addition, according to Hyland (2003, p.3), there is a four-stage technique as an emphasis on a language structure in teaching writing. The first is familiarization which means that students are taught certain grammar and vocabulary, usually through a text. The second is controlled writing in which the students manipulate fixed patterns, often from substitution tables. The third is guided writing in which the students imitate model texts. The last is free-writing where the students use the patterns they have developed to write an essay, letter, and so forth. To sum up, to be able to write well, students have to practice a lot. Practicing to reach the next level of writing, teachers should provide them writing exercises with sufficient time. It does not matter how many steps they should pass, practicing a lot can make them advanced writers.

e. The Teachers' Roles in Teaching Writing

Teachers should have some requirements. They are a facilitator and responder to students (Brown, 2001, p, 340). As a facilitator, they offer guidance for students to write. As a responder, they should ensure students,

respond to, and use varieties of materials and techniques, Material, techniques, and media have to be combined in a balance without forgetting the goals. Further, Harmer (2004: 330) says that when the teacher asks students to write, they play three roles, i.e. a motivator, a resource, and a feedback provider.

1) Motivator

When the teachers give a writing task, they have to motivate the students, create the right conditions for the generation of ideas, persuade them to do some activities, and encourage them to make as much as effort as possible they can.

2) Resource

The teachers have to be ready to supply information and language when it is necessary. They need to offer advice and suggestions in a constructive and tactful way.

3) Feedback provider

The teachers have to respond positively and encouragingly to the content of students' writings. In addition, they need to offer corrections and suggestions based on what students need at a particular level and on the tasks that they have understood.

Based on the theories about the teachers' roles, teachers' control everything that occurs in the classroom. They are a facilitator and motivator for students. They are a resource where the students can get all the information they need. When they make mistakes and errors, they have to be

ready to give feedback. Further, the most important thing is he needs to decide what technique should be applied in a certain condition. The technique which is chosen, it should to create enthusiasm and effective teaching learning.

f. Writing Assessment

According to Brown (2004, p.241), there are three scoring methods for responsive and extensive writing. They are, holistic scoring, primary trait scoring, and analytic scoring. In holistic scoring, each point on a holistic scale is given a systematic set of descriptors and the reader-evaluator matches an overall impression with the descriptors to arrive at a score. It means that the teacher makes a table of scores with the description.

In primary trait scoring, the type of scoring emphasizes the task at hand and assigns a score based on the effectiveness of the text's achieving that one goal. For example, if the purpose of an essay is to persuade the reader to do something, the score for the writing would be on the accomplishment of that function. If the purpose is to exploit imagination by expressing personal feelings, so the response would be evaluated on that feature alone. In this scoring method, there are four point scale ranging from zero (no response or fragmented response) to 4 (the purpose is accomplished).

In analytic scoring, there are six major elements of writing that are scored, and it enables students to home in on weaknesses and to capitalize on

strengths. It captures its closer association with classroom language instruction than with formal testing. However,

Logically, the assessment of writing is no simple task. Handwriting ability, spelling, grammatically, paragraph construction, development of main idea, and many more are possible objectives and each objective can be assess through a variety of tasks (Brown, 2001, P. 218).

Brown (2001, p. 4) states that assessment is a popular and sometimes misunderstood term in current educational practice. You might be tempted to think of testing and assessing as synonymous terms, but they are not. Test are prepared administrative procedures that occur at identifiable times in curriculum when learners master all their faculties to offer peak performance, knowing theta their response are being measured.

Assessment, on other hand, is an ongoing process that encompasses a much wider domain. Then test, are sub-set of assessment, they are certainly not only form of assessment that a teacher can make. Test can be useful devices, but they are only one among many procedures and task that teachers can ultimately use to assess students. And at a glance the assessment is wider that the test. Test can be the assessment but the assessment is not always a test.

In this study, my research uses analytic scoring method in evaluating the students' final composition. Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub skills on which a rater bases his or her judgment. It is assumed that analytic scoring system is

closer to the criteria use in process writing. The analytic scoring method applied in the study covers five aspects (content, grammar, orgauization, vocabulary, and mechanics) as described in Table.

Table 2.1 Scoring rubric: paragraph (adapted from Alice, 2007:196)

| | Maximum score | Actual score |
|---|---------------|--------------|
| Format- 5 points | | |
| 1. There is a title. | 1 | -- |
| 2. The title is centred. | 1 | -- |
| 3. The first line is indented. | 1 | -- |
| 4. There are margins on both sides. | 1 | -- |
| 5. The paragraph is double spaced. | 1 | -- |
| Total | 5 | |
| Punctuation and mechanics-5 points | | |
| 1. There is a period after every sentence. | 1 | -- |
| | 1 | -- |
| 2. Capital letters are used correctly. | 1 | -- |
| 3. The spelling is correct. | 2 | -- |
| 4. Coma are used correctly. | | |
| Total | 5 | |
| Content – 20 points | | |
| - The paragraph fits the assignment. | 5 | -- |
| - The paragraph is interesting to read. | 5 | -- |
| | 10 | -- |
| - The paragraph shows that the writer used care and though. | | |
| Total | 20 | |
| Organization – 35 points | | |
| 1. The paragraph begins with an orientation. | 10 | -- |
| 2. The paragraph contains several specific and factual complication sentences that explain or prove the topic sentence, including at least one example. | 20 | -- |
| 3. The paragraph ends with an appropriate resolution. | | |
| Total | 5 | |
| | 35 | |

| | | |
|---|-----|--|
| Grammar and sentence structure – 35 points Estimate a grammar and sentence structure score. | 35 | |
| Grand total | 100 | |

2. Narrative text

a. Definition of narrative text

Narrative text is one of genre which is taught at the tenth grade students. According to Ayres (2008), narrative texts are a form of discourse that has been fixed by writing. It can be said that a narrative text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past.

In line with Anderson (2003, p.3) defines narrative as a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Narratives can be presented or told in the first person if the narrator is one of the characters in the story, and in the third person if the narrator is outside the story.

A narrative is a story. Mostly narrative are imaginary stories but sometimes narrative can be factual to Narrative includes fairy stories, fables, mystery, stories, science fictions, romance, horror, etc Sulisty (2013, p.171). Structure of the text:

From the opinion above, it can be concluded that narrative text is a text telling a past story or event, either actual or fictional, by using time sequence or chronological order. Moreover, the story in narrative text sets up one or more problems, which must find a way to be resolved.

Narrative text is one kind of story genre that most commonly read. There are many kinds of narrative text, such as fable, legend, and myth. Narrative text can't be say that it is simply about entertaining a reading audience. So, narrative Text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader.

b. Generic structure of narrative text

Derewianka (1990, p.32), states that the steps for constructing a narrative are:

- 1) Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
- 2) Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.
- 3) Resolution In a “satisfying “narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).

Meanwhile, Anderson and Anderson (1997, p.8), show the steps for constructing a narrative text. They are: (1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place. (2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story. (3) Sequence of events, where the characters react to the complication. (4) Resolution, where the characters finally solve the problem in the complication. (5) Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step.

In addition, Koffman and Reed (2010, p.1), state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending.

Based on the statements above, it can be concluded that the generic structures of narrative texts are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

c. Language Features of Narrative text

According to Anderson in teaching narrative text in improving writing to the tenthgrade students of sma negeri 1 petarukan, pemalang by Intan Karolina (2006) the language features of narrative text are:

- 1) Nouns that identify the spesific characters and places in the story
- 2) Adjectives that provide accurate descriptions of the characters and Settings
- 3) Verbs that show the actions that occur in the story
- 4) Time words that connect events to tell when they occur; the use of simple past
- 5) Tense and past continuous tense. It seems that narrative text has many language features. We have to identify the specific characters, places, and time in order to make the reader or viewer easy to understand the way of the story, give the adjectives to characters, and give the information about what characters will do.

d. Characteristic of narrative text

- 1) Past tense (killed, drunk, etc)
- 2) Adverb of time (Once upon a time, one day, etc)
- 3) Time conjunction (when, then, suddenly, etc)
- 4) Specific character. The character of the story is specific, not general.
(Cinderella, Snow White, Alibaba, etc)

- 5) Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- 6) Direct speech. It is to make the story lively. (Snow White said,"My name is Snow White). The direct speech uses present tense.

3. Peer Correction

a. Definition of peer correction

According to Catherine (2004, p.19) There are some aims of giving feedback, such as to encourage, to correct error, to improve performance, to customize explanation for particular issues or students, to reward particular behaviour, to penalise certain behaviour, to demonstrate and to students that tutors notice what they are doing and care enough to comment.

Rollinson (2005, P.25) states that "peer feedback, with its potentially high level of response and interaction communication between reader and writer can encourage a collaborative dialogue in which two-way feedback is established, and meaning is negotiated between the two parties". Based on that statement, there is a relationship between peer feedback and cooperative learning. By working cooperatively, the students will not only see their work from their perspective but also sees from another perspective through their peer.

Further, Liu and Hansen (2005, P. 31) define peer feedback as the use of learner or peers as sources of information and interactions for one another in such a way that the learner themselves take roles or responsibilities which are normally taken and done by teachers or trained tutors in commenting or criticizing their own writings or drafts in writing

process. It means that the students can become peers and also give feedback for their friends' work which normally it is done by their teacher.

Peer Correction is the information that people give to others in order to make their performances become better by giving correction or assessment. Feedback can come from many sources such as teachers, peers, parents, etc. According to Catherine (2004, p.19) There are some aims of giving feedback, such as:

- 1) To encourage;
- 2) To correct error;
- 3) To improve performance;
- 4) To customize explanation for particular issues or students;
- 5) To reward particular behaviour;
- 6) To penalise certain behaviour;
- 7) To demonstrate to students that tutors notice what they are doing and care enough to comment.

From some argumentations above, peer-correction offers opportunities to the students to be responsible for their own learning. Consciously or unconsciously, they will more understand and more capable in writing. This technique will help the learner to be able communicate with other in order to improve students' " writing ability in descriptive text because there is many of feedback which is needed in their revision to construct a good writing.

b. Teaching Writing through Peer-Correction

In relation to teaching narrative text writing, the teacher should help the students to express anything in their mind about a certain story or event into words and sentences. They should make the readers see the story in their minds as clear as possible.

According to Edelstain and pival (1988), there are some stages of teaching writing through peer-correction as follows:

1) Planning

In this stage, the teacher explains how to get information or the data which is needed to develop a text. The easiest way is to gather the data in a orientation, complication and resolution.

2) Drafting

In drafting, the teacher should emphasize on students' consequence on the unity and coherence of their text.

3) Revising & Re-writing

In revising, the teacher has to make the students know about the mistakes they have made and how correct their mistakes. In this step, the peer correction is used. This technique gives the students an opportunity to know their mistakes and the problem. Then they rewrite their text, following the result from the revising activity.

In teaching writing, it is not quite simple to correct the draft. It needs a technique to check the writing text. Peer-correction is useful to help

the students to check their draft in pair. Peer-correction gives more chance for the students to talk and give opinions about the writing. It is a technique that enable for them to be responsible in their own writing. The students also can be an expert to give the comments and suggestion for their each pair.

From explanations above, it can be concluded that peer-correction is the technique that help the students to correct their own mistakes by pair and develop their writing better. Peer-correction also develops an ability to see the mistakes that occurs in writing. When two or more students work together on correcting each other's work, the discussion will help each other to learn from his or her mistakes.

c. Forms of feedback

Cohen (1909: 109) proposes two forms of feedback:

1) Oral feedback

Oral feedback, also known as oral conference, refers to personal consultation between teachers and students during the evaluation of composition. The major problem in conducting this feedback is that the teachers need to have sufficient time.

2) Written feedback

In written feedback, comments, correction and/or marks are given to students' written work draft. The marks may be on the words or quick symbols such as underlining, circles, and other signs. The teacher should provide the specific comments on students' errors with suggestion about

how to improve as well as with the comments of the positive aspect of the work. Oral feedback fits well in younger students since it can help the students to pin-point and correct the misconception immediately, whereas written feedback is effective for older students. Therefore, as stated in the delimitation of problem, the researcher focuses on written feedback because the research population is Senior High School students.

d. The Procedure of Using Peer feedback in writing

Ferris (2003, p.175) states some procedures in using peer correction technique in writing. Firstly, the teacher should let students know from the first day that collaborative work and sharing of writing is going to be an integral part of the course. Secondly, the teacher prepares the students for peer correction by discussing its benefits and possible problems, showing them what to look for, and modeling the types of responses that are most appropriate and helpful. Next, the teacher assigns set writing groups of 3 to 4 students, considering variables such as L1, writing ability, gender, and personality. Then, the teacher asks students to read group members' papers carefully and provides written comments before any oral discussion takes place. Then, the teacher gives students peer feedback forms with questions that are clear and specific and that require students to be specific (not just answering "yes" or "no") and both positive and constructive.

Afterwards, the students consider pairing peer feedback questions with evaluation checklists tied specifically to course grading criteria. Then, the teacher helps keep students on task by setting clear and adequate time

limits, appointing timekeepers in each group, and checking occasionally to make sure groups are working effectively. Then, the teacher designs accountability mechanisms so that the importance of peer feedback is modeled and students take the process seriously. Lastly, the teacher considers alternative forms of feedback (computer based, self-evaluation) as needed and appropriate.

It can be concluded that, peer feedback is not a simple technique because it has many steps. The students should follow all steps in the peer feedback procedure when they assess their friends work with the teacher help.

e. Advantages and Disadvantages of Peer-Correction

Peer-correction is a technique in teaching language which gives the students more changes to know about their mistakes and the way how to make their writing better. As said by Abadikhah & Yasami (2014, p.120) In teaching writing through peer-correction, there are many advantages used it. The advantages of peer-correction in teaching writing are:

- 4) It encourages other students to stay involved in the lesson
- 5) It involves other students, which may give them self-confidence
- 6) It builds the students' awareness through revised their own first draft
- 7) It is useful in timing process of learning
- 8) Students gain confidence, perspective and critical thinking skills from being able to read text by peers

Beside the advantages using peer-correction in teaching writing there are some disadvantages when the teacher uses this technique. As said by Martilova, (2013 p.24) The disadvantages of peer correction are:

- 1) Some students might feel reluctant to correct their friends' errors because correcting friends' errors might harm their relationship..
- 2) It can be slower and less effective (if student does not have correction skills).
- 3) There are possibility of miscorrection

The teacher should provide the students with knowledge how to correct the mistakes of text and to avoid their miscorrection, there should be provided with the standard of symbol in correcting the mistakes and types of error that should be corrected.

C. Experiment study

Experiment study is a method of research in the social sciences (such as sociology or psychology) in which a controlled experimental factor is subjected to special treatment for purposes of comparison with a factor kept constant

According to Sugiyono (2006, p.80), experimental study is a study which has the purpose to find the cause-effect relationship among variables in a controlled condition. The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events, in which they are interested, introduce an intervention

and measure the difference that it makes. An experiment involves making a change in the value of one variable – called the independent variable and observing the effect of that change on another variable – called the dependent variable Louis (2007, p.291).

There are several types of Experimental research design. Sugiyono (2006, p.81) states that some types of experimental research design are pre experimental design, true experimental design, factorial design and quasi experimental design.

1. True experimental designs

True experimental designs are characterized by the random selection of participants and the random assignment of the participants to groups in the study. The researcher also has complete control over the extraneous variables. Therefore, it can be confidently determined that that effect on the dependent variable is directly due to the manipulation of the independent variable. For these reasons, true experimental designs are often considered the best type of research design.

2. Pre-experimental design

Pre-experimental design is a research format in which some basic experimental attributes are used while some are not. This factor causes an experiment to not qualify as truly experimental. This type of design is commonly used as a cost effective way to conduct exploratory research.

Pre-experimental designs are so named because they follow basic experimental steps but fail to include a control group. In other words, a single group is often studied but no comparison between an equivalent non-treatment group is made

Pre-experiments are the simplest form of research design. In a pre-experiment, either a single group or multiple groups are observed subsequent to some agent or treatment presumed to cause change.

3. Quasi-experimental designs

Quasi-experimental designs help researchers test for causal relationships in a variety of situations where classical design is difficult or inappropriate. They are called quasi because they are variations of the classical experimental design. In general, the researcher has less control over the independent variable than in the classical design.

This research belongs to a quasi-experimental study. This study applies the type of quasi-experimental study called panel design. This design only requires a sample group that is given a test several times and treatment several times to see the development of the learning process.

D. Theoretical Framework

Writing is not only a single process that result a product of writing. There are some stages that should be followed when people want to make a good writing. These stages are pre-writing, drafting, revising, and editing. When teaching writing, the teachers can guide their students to follow these

stages. In the pre-writing, they can use free writing, brainstorming, etc, to make it easier to get the idea. Moreover, the students have to think about to whom they make their writing. In short, they have to think about their audience before they write something. After they have ideas, they start to arrange ideas into a good paragraph. The paragraph should be concise and coherence. In order to find this as concise and coherent paragraphs, they have to go to the next stage that is revising. In this stage, they start to respond to their writing about which part of their writing that must be evaluated and corrected. If they have done this stage, it does not mean that their writing is done. They have to do the post writing to ensure that their writing is not recopying. After they have done the rewriting of their writing, they can do the last stage, editing. At this stage, the students only correct the grammatical, lexical, and mechanical errors before they submit it to their teacher. From this explanation, it can be concluded that check, evaluate, and correcting writing is the important thing in writing.

By evaluate and correct students' writing is the technique that the students use to give feedback to the writing. Feedback is the information that people get from others; they can be your teachers, peers, or parents. Alice Oshima and Ann Hogue said, "After you have finished writing, you read over and over what you have written.

CHAPTER III

RESEARCH METHOD

This chapter consisted of research design, variables of the study, population and sample of the study, research instrument, data collection procedures, data analysis procedures, and technique of data analysis

A. Research Design

The studies belong to quasi-experimental study with. In experimental studies, this study applies the type of quasi-experimental study called panel design. This design only requires a sample group that is given a test several times and treatment several times to see the development of the learning process.

Wiersma and Jurs (2009, p.165) state that a quasi-experimental study uses the intact groups as the research subjects. Two intact groups that had been chosen were given a different treatment. The experimental group is given a special treatment and the control group is not (Bell, 1999:15).

Based on the explanation above it can be concluded that quasi experimental design is a type of research design that has groups control and experimental groups were not chosen randomly. Researcher using a quasi-experimental design because in this study there are variables from outside that cannot be controlled by the researcher.

The design of the study is using control and experiment group pre-test and post-test design. The observation held before the experiment called pre-test, and the observation after the experiment called post-test Suharsimi (2006, p.85). In this research design, the writer compares the score of pre-test and the post-test of the control and experimental group to judge whether the treatment given successful. The pretest will be held to know the students' basic ability or score before the treatment is given. Then, the students of experimental group are given treatment that is taught writing by peer correction technique and the control group taught by teacher feedback technique. After given the treatment, the post-test is held to know the students' achievement or score after the treatment is given.

Table 3.1 Design of the Study

| Sample | Class | Pre-test | Treatment | Post-test |
|--------|-------|----------------|-----------|----------------|
| S | E | O ₁ | X | O ₂ |
| S | C | O ₁ | - | O ₂ |

Notes:

S : Sample

E : Experiment

C : Control

O₁ : Students' Pre-test Score

O₂ : Students' Post-test Score

X : Treatment

B. Population and Sample

1. Population

Population is the whole subject of research. If someone wants to examine all the elements that exist in the area, then the research is population research. According to Suharsimi (2006, P.173), "population is the whole subject of research". Population is not only people, but also objects and other natural objects. Population is also not just the amount that exists on the object or subject studied, but includes all the characteristics or properties possessed by the subject or object.

Thus the population is not just the amount that is on the subject or object studied, but includes all the characteristics possessed. In this case, the researchers took the subjects of class XI students at SMAN 4 Palangka Raya in the Academic Year 2019/2020 which consisted of 2 classes with a total of 70 students.

2. Sample

To determine the sample to be used in this research there was various sampling techniques that used. In this study, researchers used cluster sampling techniques.

Cluster sampling technique is a technique used to determine the sample if the object to be studied is not based on individuals, but rather based on groups. In determining the type of cluster or group must be carefully consider what the features are Suharsimi (2006,p.185). In this study 2 sample classes were taken from the existing class population.

A portion of the population selected for the data source is called a sample Sukardi (2011, p.54). The type of sample taken must reflect the population. The sample taken must be able to represent all the characteristics found in the population. Because this research uses experimental quantitative research, it requires an experimental class and a control class. From the recommendations of subject teachers and curriculum in this study the samples taken were two classes, namely class XI-1 as an experimental class and XI-7 as a control class.

C. Research instrument

This section describes research instruments for collecting data. This includes the development of research instruments, the validity and reliability of the instrument,

1. Research Instrument Development

a. Test

The writer use writing pre-test and post-test to collect the data, especially narrative text writing and correct it by using peer correction technique. The test consisted of the instructions and statements the subjects in their writing and alternative topics to be choose. In this sense, the students chose one topic that interest for them. The writer asked students to develop the topic into paragraph about 150 to 200 words. The allocated time to do writing test is 100 minutes.

b. Scoring rubric

To assess the students' writing product, there were three methods of scoring for judging the students' writing. These were holistic, primary trait, and analytic scoring. In the present study, the researcher used analytic scoring method in evaluating the students' final composition. Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub skills on which a rater bases his or her judgment. It is assumed that analytic scoring system is closer to the criteria used in process writing. The scoring method applied in the study was developed by Alice Oshima. The analytic scoring method applied in the study covers five components (format, punctuation and mechanics, content, organization and grammar and sentence structure) as described in Table.

Table 3.2 Scoring rubric: paragraph adapted from Alice (2007, P.196)

| | Maximum score | Actual score |
|--|---------------|--------------|
| Format- 5 points | | |
| 1. There is a title. | 1 | -- |
| 2. The title is centred. | 1 | -- |
| 3. The first line is indented. | 1 | -- |
| 4. There are margins on both sides. | 1 | -- |
| 5. There is a paragraph. | 1 | -- |
| Total | 5 | |
| Punctuation and mechanics-5 points | | |
| 1. There is a period after every sentence. | 1 | -- |
| | 1 | -- |
| 2. Capital letters are used correctly. | 1 | -- |
| 3. The spelling is correct | 2 | -- |
| 4. Coma are used correctly | | |
| Total | 5 | |

| | | |
|---|-----|----|
| Content – 20 points | | |
| 1. The paragraph fits the assignment. | | -- |
| 2. The paragraph is interesting to read. | 5 | -- |
| | 5 | -- |
| 3. The paragraph shows that the writer used care and thought. | 10 | |
| Total | 20 | |
| Organization – 35 points | | |
| 4. The paragraph begins with an orientation. | | -- |
| 5. The paragraph contains several specific and factual complication sentences that explain or prove the topic sentence, including at least one example. | 10 | -- |
| | 20 | |
| | 5 | -- |
| 6. The paragraph ends with an appropriate resolution. | | |
| Total | 35 | |
| Grammar and sentence structure – 35 points | | |
| Estimate a grammar and sentence structure score. | 35 | |
| Grand total | 100 | |

c. Questionnaire

Questionnaires are used to determine students' perceptions of values peer corrections made in the writing class. This is used to get most student opinions whether correction of peers in writing class is valuable. In this case, only some questions related to the problem statement are used.

In this study the questionnaire are used to test the students' perception of peer correction on student's writing.

2. Instrument validity

The validity of a test is the extent to which it measures what is supposed to measure and nothing else. The validity is classified into content,

and face validity. In this study, the validation of instrument is mainly directed to the face and content validity, that was, to make the test items (contents) match with what is supposed to measure. Related to writing test, the test content validity can be checked by examining the agreement between objectives of the course and the test used to measure the objectives. Then, in terms of the face validity, the test assigned the students to write narrative paragraph.

3. Instrument Reliability

Reliability refers to the consistency with which a test measured whatever it measure. In the present study, reliability of the writing test mainly focus on the rater reliability since the score are obtain from the judgment of two different raters. Here, the consistency in rating score is very important in measuring the students' writing skill. The consistency can be achieved through rater training.

In rater reliability, there are inter rater and intra rater reliability. In the present study, the researcher used inter-rater reliability since the compositions are scored by two raters. To achieve the acceptable score of inter rater reliability, the raters are train First, the researcher explained the purposes of the test and intended use of the test results to the rater. Then each point of the criteria use to score is explain.

After that, the rater got same understanding of criteria, the researcher gives the rater two composition samples to be rate. The scores of two raters from the researcher and the rater were correlated to examine whether the

scores belong to acceptable scores or not. To obtain inter-rater reliability, the score of two raters correlated using SPSS program use product moment calculation. The researcher got the interpretation of coefficient correlation, whether they belong to high, moderate, or positive weak/ negative inter-rater reliability category. The obtained coefficient should indicate that the students' writing products both peer correction and teacher written feedback has achieved the acceptable level of reliability.

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.
3. Administering the pre-test.

Pre-test is needed to know the ability of the students writing in narrative text. The researcher asked the students to write a narrative text.

4. Conducting the treatments.

The treatment is conducted in three meetings based on lesson plan. In peer-correction's class, the researcher explained the characteristics of narrative text such as tenses, vocabularies and, content. Then they are asked to make a narrative text. Then they exchange their draft to their partner and make some notes as correction of error. And after that, they made revision based on the notes.

5. Administering the post test.

The post test is conducted after the treatments. This post-test is similar to the pre-test. The researcher asked the students to write a narrative text.

6. Analysing the data.

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

E. Data Analysis Procedure

The data of the study are the student writing score. The data is in form quantitative data. All the data computed by Statistical Package for the Social Science (SPSS). To understand the general picture of the participant, a preliminary analysis then conducted by computing the descriptive statistics of the pre-test and post-test.

1. Testing normality

Normality testing used in this research is using Shapiro wilk testing. It was conducted to know whether the data was a normal distribution or not.

2. Testing homogeneity

Homogeneity test was used in this research is using levene statistic . It was aimed to know whether the samples that used in the research were homogenous or not.

3. Testing hypothesis

The independent sample t-test was employed based on the test of normality and the test of homogeneity. To reveal the hypothesis which says 'there is significant effect between using peer correction and without using peer correction in their writing achievement, the t-test was done in both groups. The hypothesis was divided in the null (H_0) and alternative hypothesis (H_a).

To analyzing data, the researcher used SPSS 25. The data were gained by employing Independent Samples test of t-test. It was applied because there were two variables in this research and the scores for both pre-test-and post-test and the mean score were different. Theoretically, if $T\text{-value} > T\text{-table}$, then H_0 was rejected and H_a was accepted, meaning there is significant effect between using peer correction and without using peer correction in writing achievement.

If $T\text{-value} < T\text{-table}$, then H_0 is accepted and H_a is rejected, there is no significant effect between using peer correction and without using peer correction in writing achievement (Sarwono, 2015 p.152).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data presentation

This data was conducted by applying quasi-experimental research design. There were two groups in this research, namely experimental and control groups. The population of this research was the students of eleventh grade of SMAN 4 Palangka Raya. The experimental group was class XI-7 and the control group was class XI-1.

The researcher conducted the research on the August 19th 2019 and then ended on the September 16th 2019. The research was carried out in four meetings in each class.

In this research the researcher held four meetings to get the data. The first meeting the researcher conducted the pre-test in order to get the result of pre- test and to know how far the students' ability in writing narrative text. After getting the pre -test, the researcher conducted the treatment of peer correction in second meeting. In this meeting the researcher explains the theory of narrative text and how to create it. After that the researcher asked students make narrative text writing and divided students into groups. In third meetings in this meeting, the researcher asked the students to sit with their groups. They corrected their pairs draft and checked how the content, then the organization, vocabulary, grammar, and the mechanic.

After checked their pair's draft, the students got their own draft back and then they revised it based on their pair correction. In order to avoid the students who have the low capability sat with the other students who also have the low capability. The researcher tried to make the students who have the high capability and the low capability sat each other in order to the high capability students could give their knowledge to the low capability students. Then they were able to learn from each other without worrying about the teacher who would be angry because of their mistakes.

The last meeting the researcher conducted a post test. The students wrote narrative text based on the topic. After conducting the research, I got the data of students' score in post-test from both experimental and control group. The result of pre-test and post-test in both classes was presented in the table below:

Table 4.1 The score of pre-test and post-test experiment and control class

| Experiment Class | | | | Control Class | | | |
|------------------|--------------|----------|-----------|---------------|--------------|----------|-----------|
| | Initial name | Pre-test | Post-test | | Initial name | Pre-test | Post-test |
| | AS | 55 | 72 | | AR | 35 | 53 |
| | AL | 57 | 83 | | AA | 69 | 70 |
| | AX | 70 | 75 | | AN | 52 | 64 |
| | AP | 55 | 83 | | ABP | 50 | 55 |
| | AH | 57 | 78 | | AYA | 49 | 52 |
| | AM | 55 | 85 | | ATP | 76 | 80 |
| | AOP | 50 | 69 | | DDGG | 72 | 78 |
| | BH | 73 | 81 | | DF | 58 | 62 |
| | CM | 45 | 68 | | EN | 66 | 82 |
| | DA | 54 | 78 | | EC | 53 | 67 |
| | EV | 48 | 63 | | EMAS | 50 | 65 |
| | FD | 62 | 69 | | EA | 55 | 63 |

| | | | | | |
|------|----|----|------|----|----|
| HFDP | 47 | 57 | FMT | 54 | 60 |
| IP | 30 | 67 | FA | 75 | 85 |
| I | 54 | 62 | GLI | 45 | 70 |
| J | 62 | 78 | IN | 63 | 75 |
| JD | 66 | 80 | IP | 68 | 79 |
| KHS | 59 | 81 | JR | 73 | 85 |
| KDP | 56 | 73 | KM | 61 | 66 |
| MD | 53 | 75 | KSJ | 56 | 62 |
| MA | 58 | 71 | MHP | 65 | 68 |
| ML | 35 | 65 | MP | 47 | 57 |
| NA | 40 | 70 | ME | 66 | 78 |
| NB | 44 | 62 | MAT | 60 | 75 |
| NT | 65 | 85 | MDP | 64 | 69 |
| PA | 47 | 63 | NA | 74 | 73 |
| R | 63 | 69 | ST | 35 | 55 |
| RPS | 60 | 85 | SDK | 59 | 77 |
| RR | 55 | 80 | TC | 47 | 65 |
| RRU | 50 | 72 | WY | 65 | 77 |
| SW | 41 | 60 | YSSA | 45 | 65 |
| SY | 71 | 85 | YA | 53 | 72 |
| TW | 56 | 62 | DN | 50 | 70 |
| YP | 59 | 84 | RT | 58 | 67 |
| YT | 46 | 73 | CAN | 53 | 66 |

From all the data of the experimental group and control group obtained, then the researcher analyzed the data into statistic calculation to find out the differences of samples" score post-test in the experimental group and control group. Based on the table above:

Table 4.2 data statistic post-test in the experimental group and control group

| | Experiment class | | Control class | |
|---------------|------------------|-----------|---------------|-----------|
| | Pre-test | Post-test | Pre-test | Post-test |
| N | 35 | 35 | 35 | 35 |
| Mean | 54,22 | 73,22 | 57,74 | 68,77 |
| SD | 9.738 | 8.367 | 10,656 | 8,889 |
| Highest score | 73 | 85 | 76 | 85 |

| | | | | |
|--------------|----|----|----|----|
| Lowest score | 30 | 57 | 35 | 52 |
|--------------|----|----|----|----|

Based on the result of statistic calculation by using SPSS 25 for Windows computer program, the mean score of pre-test in experimental class was 54.22 with standard deviation 9,738 the highest score was 73 and the lowest score was 30. The mean score of post-test in experimental class was 73,22 with standard deviation 8,367 the highest score was 85 and the lowest score was 57.

For the pre-test of control class the mean score was 57,74 with standard deviation 10,656 the highest score was 76 and the lowest score was 35. The mean score of post-test in control class was 68,77 with standard deviation 8,889 the highest score was 85 and the lowest score was 52. This score was based on the rubric scoring that was given.

The table above shows that both groups have 35 samples each. The post-test of the experiment group was higher than the control group seen from the mean of 73.22 with 68,77.

B. Research Findings

1. Testing Normality and Homoginity (linierity)

a. Testing Normality

Normality testing used in this research was using Saphiro Wilk testing. It was conducted to know whether the data was a normal distribution or not. The result of the test was described in table as follow:

Table 4.3 Tests of Normality Experiment Class

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---------------------------------|----|-------|--------------|----|------|
| | Statistic | Df | Sig. | Statistic | Df | Sig. |
| Pretest | .119 | 35 | .200* | .982 | 35 | .826 |
| Posttest | .116 | 35 | .200* | .944 | 35 | .077 |

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

a. Lilliefors Significance Correction

Table 4.4 Tests of Normality Control Class

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-------------|---------------------------------|----|-------|--------------|----|------|
| | Statistic | Df | Sig. | Statistic | Df | Sig. |
| ConPretest | .072 | 35 | .200* | .973 | 35 | .516 |
| ConPosttest | .080 | 35 | .200* | .976 | 35 | .612 |

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

a. Lilliefors Significance Correction

Based on tabel normality above the result were presented as follow:

1. The pre-test for the experiment group sig. (0.826) was greater than α (0.05). It means that the data of the pre-test of the experimental group had a normal distribution.
2. The post-test for the experiment group sig. (0.077) was greater than α (0.05). It means that the data of the pre-test of the experimental group had a normal distribution.
3. The pre-test for the control group sig. (0.516) was greater than α (0.05). It means that the data of the pre-test of the experimental group had a normal distribution.
4. The post-test for the control group sig. (0.612) was greater than α (0.05). It means that the data of the pre-test of the experimental group had a normal distribution.

Both scores were greater than that of the significant level of 0.05. In conclusion, it can be stated that the data distributions of students' experiment and control class was normal.

b. Testing Homogeneity

Homogeneity test was used in this research was using levene statistic. It was aimed to know whether the samples that used in the research were homogenous or not. The tabel was as follows:

Table 4.5 Test of Homogeneity of Variances

| | | Levene Statistic | df1 | df2 | Sig. |
|----------|---|---------------------|-----|--------|------|
| Pretest | Based on Mean | .834 | 1 | 68 | .364 |
| | Based on Median | .937 | 1 | 68 | .337 |
| | Based on Median and with adjusted df | .937 | 1 | 67.666 | .337 |
| | Based on trimmed mean | .860 | 1 | 68 | .357 |
| posttest | Based on Mean | .006 | 1 | 68 | .937 |
| | Based on Median | .006 | 1 | 68 | .940 |
| | Based on Median and with adjusted df | .006 | 1 | 65.767 | .940 |
| | Based on trimmed mean | .004 | 1 | 68 | .948 |

The significance of homogeneity of pre-test was 0.364 (> 0.05) indicates the Initial Test variable in the setting and control group was homogeneous, with Levene Statistics 0.834

The significance of homogeneity of post-test was 0.937 (> 0.05) indicates the Initial Test variable in the setting and control group was homogeneous, with Levene Statistics 0.006

Based on the analysis data of experiment and control class on the table it could be concluded that the samples used in this research were homogeny.

2. Testing Hypothesis

a. There is significant effect between using peer correction and without using peer correction in writing achievement

The hypothesis testing between experimental and control class could be seen from null hypothesis (*Ho*) and alternative hypothesis (*Ha*). Null Hypothesis meant that there is no significant effect between using peer correction and without using peer correction in writing achievement while alternative hypothesis (*Ha*) meant that there is significant effect between using peer correction and without using peer correction in writing achievement.

To analyzing data, the researcher used SPSS 25. The data were gained by employing Independent Samples test of t-test. It was applied because there were two variables in this research and the scores for both pre-test-and post-test and the mean score were different. Theoretically, if $T\text{-value} > T\text{-table}$, then *Ho* was rejected and *Ha* was accepted, meaning there is significant effect between using peer correction and without using peer correction in writing achievement.

If $T\text{-value} < T\text{-table}$, then *Ho* is accepted and *Ha* is rejected, there is no significant effect between using peer correction and without using peer correction in writing achievement(Sarwono, 2015 p.152).

Table 4.6 Group Statistics

| | respondent | N | Mean | Std. Deviation | Std. Error Mean |
|----------|------------|----|---------|----------------|-----------------|
| Posttest | 1 | 35 | 73.2286 | 8.36690 | 1.41426 |
| | 2 | 35 | 68.7714 | 8.88848 | 1.50243 |

Table 4.7 Independent Samples Test

| | | Levene's Test for Equality of Variances | t-test for Equality of Means | | | | | | |
|-----------|-----------------------------|---|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
| | | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| Lower | Upper | | | | | | | | |
| Post test | Equal variances assumed | .937 | 2.160 | 68 | .034 | 4.45714 | 2.06335 | .33978 | 8.57450 |
| | Equal variances not assumed | | 2.160 | 67.753 | .034 | 4.45714 | 2.06335 | .33951 | 8.57477 |

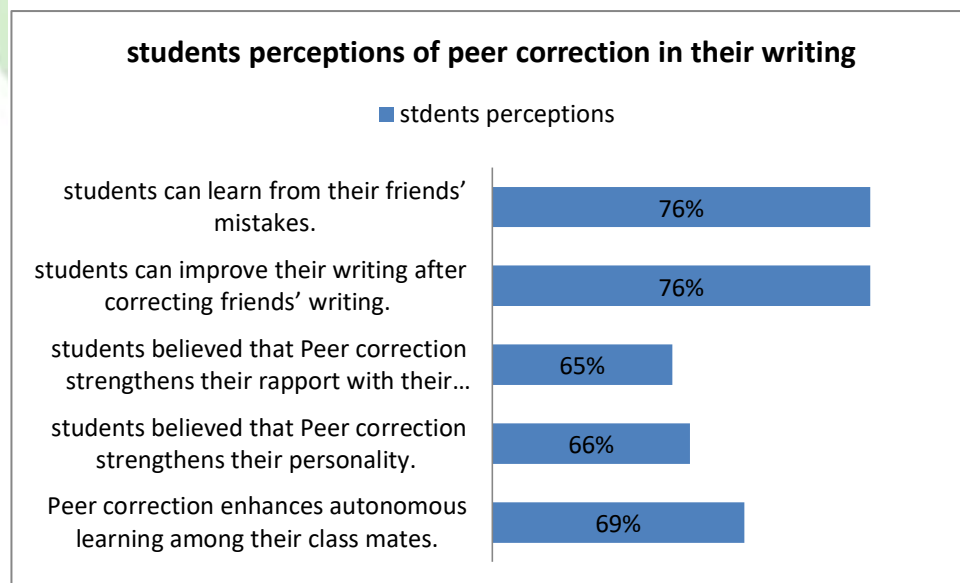
In the table Group Statistics looks mean (mean) for experiment class was 73.22 and for control class was 68.78, meaning that the average grade experiment test score was higher than the average grade test grade control.

Based on the output above, it was known sig. Levene's test for equality of variances assume was $.937 > 0.05$ can be interpreted that the data variants in the experimental and control classes were homogeneous or equal (V. Wiratmaja Sujarweni, 2014 p.99)

Based on the calculation of t-test t value > t table (2.160 > 1.667) then H_a was accepted, meaning there was significant effect between using peer correction and without using peer correction in writing achievement.

b. The student's perceptions of peer correction in their writing

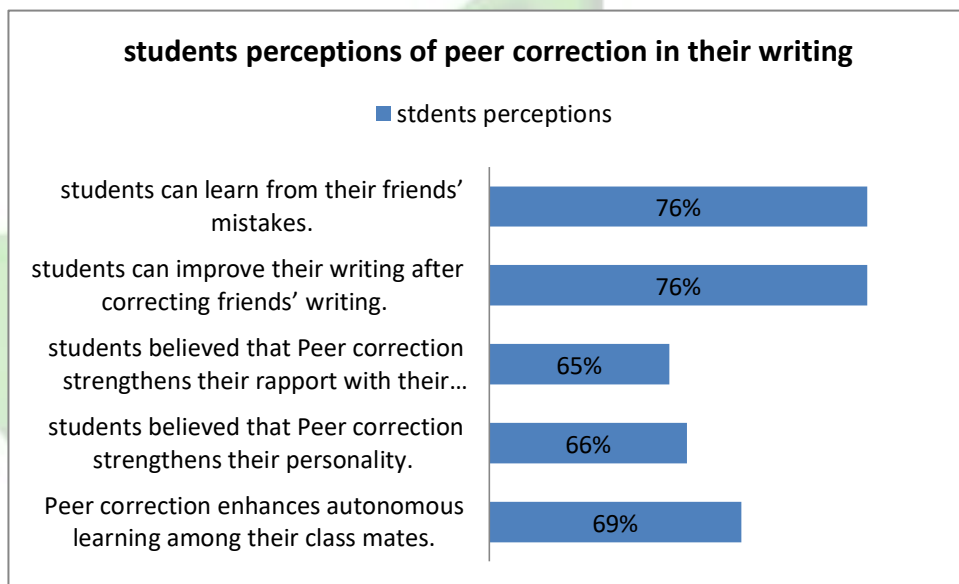
To answer this, the researcher calculated the numbers and percentages of all subjects' responses on items 1-10 of questionnaire. Graph below shows percentages of student's perception for each of the four options of Lickert Scale (1=strongly disagree, 2= disagree, 3= agree and 4= strongly agree). And the Formula $\text{Index\%} = \frac{\text{Total Score}}{Y} \times 100$ ($Y = \text{Total students} \times 4$ (35x4=140))



The output indicated that gave contribution in some areas:

- a) There was 76% of students can learn from their friends' mistakes.
- b) There was 76% of students can improve their writing after correcting friends' writing.

- c) There was 65% of students believed that Peer correction strengthens their rapport with their course mates.
- d) There was 66% of students believed that Peer correction strengthens their personality.
- e) There was 69% of students Peer correction enhances autonomous learning among their class mates.



- f) There was 76% of students become more aware of their writing mistakes.
- g) There was 79% of students believed that Peer correction gave improvement in language form.
- h) There was 77% of students believed that Peer correction give improvement in content of their writing.
- i) There was 76% of students believed that Peer correction give improvement in organization.

- j) There was 76% of students believed that Peer correction can reduce their grammatical error.

From the statement above it was said that student's perception of peer correction technique to help students learn from friends' mistakes (76%), improve writing after correcting friends' writing (76%), strengthens rapport with their course mates (65%), strengthens personality (66%), enhances autonomous learning among class mates (69%), students become more aware of writing mistakes (76%), gave improvement in language form (79%), gave improvement in content of writing (77%), give improvement in organization (76%) and reduce grammatical error (76%).

3. Interpretation of the Result

The result of this research showed that there was a difference of output of both groups. Based on the calculation of t-test $t \text{ value} > t \text{ table}$ ($2.160 > 1.667$) then H_a was accepted, meaning there was significant effect between using peer correction and without using peer correction in writing achievement.

C. Discussion

The finding revealed that there was a difference of output of both groups. Based on the calculation of t-test $t \text{ value} > t \text{ table}$ ($2.160 > 1.667$) then H_a was accepted, meaning there was significant effect between using peer correction and without using peer correction in writing achievement.

Dealing with student's perception peer correction technique gave contribution to help students learn from friends' mistakes (76%), improve writing after correcting friends' writing (76%), strengthens rapport with their course mates (65%), strengthens personality (66%), enhances autonomous learning among class mates (69%), students become more aware of writing mistakes (76%), gave improvement in language form (79%), gave improvement in content of writing (77%), give improvement in organization (76%), and reduce grammatical error (76%).

The finding was supported by Melni (2017) who found that there was a difference of output of both groups. Means that peer response wasn't significantly increase the students' reading achievement

The finding was in line with Mansoor (2009) who found that peer correction was more effective than self-correction. There seems to be a positive correlation between the degree of involvement in the correcting process and the amount of learning. Self-correction and peer-correction involved the learners in the learning process, and this was possibly the reason that they were more successful than teacher correction.

The finding was also in line with Behin (2011) who found that peer correction was useful in improving the subjects' writing skill. Theoretically, the findings of the study indicate that the learners can write better through peer correction

The finding was also in accordance with Astuti (2013) who found that the use of peer correction in the teaching-learning process of writing

made a significant improvement in the students' score. Therefore, it could be stated that the use of peer correction in teaching writing could be used to solve the students' writing problem and increased the students' writing ability.

The finding was also supported by Sriwiyanti (2013), who found out that the students' ability in writing report text was improved by using peer correction technique.

The finding of some researches above that applied peer correction technique in different genres the result of the study that peer correction technique gave significant on students writing achievement, peer correction was more effective than self-correction. Peer correction was useful in improving the subjects' writing skill peer correction in teaching writing could be used to solve the students' writing problem and increased the students' writing ability.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses conclusion and suggestion, the conclusion deal with researcher findings. The suggestion addressed for the teacher, students and researcher.

A. Conclusion

- 1) The finding revealed that there was a difference of output of both groups. Based on the calculation of t-test $t \text{ value} > t \text{ table}$ ($2.160 > 1.667$) then H_a was accepted, meaning there was significant effect between using peer correction and without using peer correction in writing achievement.
- 2) Dealing with the student's perception peer correction technique to help students learn from friends' mistakes (76%), improve writing after correcting friends' writing (76%), strengthens rapport with their course mates (65%), strengthens personality (66%), enhances autonomous learning among class mates (69%), students become more aware of writing mistakes (76%), gave improvement in language form (79%), gave improvement in content of writing (77%), give improvement in organization (76%), and reduce grammatical error (76%).

B. Suggestion

1. For the teacher

The need for English teacher were suggested to apply peer correction technique in teaching learning process, especially in teaching writing because it can help student become easier understanding the material as

their friend can help them and also improve their self-confidence in writing a good text.

2. For the students

The need for students should be active in the classroom and not assume teachers as their only source for learning. Students' also have to make learning from peers as their needs as it can increase their social activities such as respect and help each other. As students respect their peers with high or low ability in English, it can help their peer confidence in learning. Meanwhile for the research itself, the teacher should also pay attention to the stages of writing which should be done by the students as it will affect the students' writing.

3. For the researcher

. Since this research is limited to the investigation of peer correction technique on writing and how the peer correction technique can be developed is not known, it is suggested that research should be done on writing development.

REFERENCES

- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Brown, D. 2004. *Language Assesment: Principles and Classroom Practices*. NewYork: Pearson Education.
- _____. 2001. *Teaching by Principles*. NewYork: Pearson Education.
- Cohen, A. & Cavalcanti, M. 1990. *Feedback on compositions: Teacher and student verbal reports*. In M. Long & J.Richards (Series Eds.) & B. Kroll (Vol. Ed.), *Second language writing: Research insights for the classroom* (3rd ed.). New York: Cambridge University Press
- Ferris, D. 2003. *Response to Student Writing*. London: Lawrence Erlbaum Associate.
- Freeman, D. L., & Anderson, M. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press
- Hansen. Liu (2005) *Guiding Principles for Effective Peer Response*. Oxford university press.
- Harmer, (2004), *How To Teach Writing*. Cambridge United Kingdom;Longman.
- Hornby , AS. 2003. *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- Huy, N. T. (2015). *Problems affecting learning writing skill of grade 11 at Thong Linh high school*. Asian Journal of Educational Research,3(2).Retrievedfrom<http://www.multidisciplinaryjournals>.

Hyland, K & Hyland, F. (2006). *Feedback in Second Language Writing: Contexts and Issues*. Cambridge: Cambridge University Press.

Martilova S, Maria. (2013). *Increasing Students' Accuracy in Writing Descriptive Text through Peer Correction at the Second Year of SMPN 22 Bandarlampung*. Bandarlampung: Lampung University.

Melni. (2017) *the effect of peer response technique on student's achievement in writing descriptive text at second grade of smp muhammadiyah 02 medan*.

Oshima, A. and Hogue, A. 2006. *Writing Academic English (4th Edition)*. New York: Pearson Longman.

Oshima, A., & Ann, H. (2007), *Introduction to Academic Writing*, USA: Pearson, Longman,

Permana, Tahan Dwi dan Zuhri, Fauris. (2013). The Implementation of Picture Series as Media in Teaching Writing of A Narrative Text of the Tenth Graders of Senior High School. *Journal of Education* 01 (01)

Spratt, M., Pulverness, A. and Williams, M. 2005. *The Teaching Knowledge Test Course*. Cambridge: Cambridge University Press.

Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D..*

Bandung : Alfabeta

Sapkota, A. (2013). *Developing Students' Writing Skill through Peer and Teacher Correction: An Action Research*. *Journal of NELTA*, 17(1-2), 70-82.

Sujarweni, V. Wiratna. 2014. *Metode Penelitian: Lengkap, Praktis, dan Mudah Dipahami*. Yogyakarta: Pustaka Baru Press.

Sukardi. 2011. *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*. Jakarta: PT Bumi Aksara.

Wiersma, W. and Jurs, S. 2009. *Research Methods in Education*. United States: Pearson Education, Inc.

Wulandari.(2015). *Improving Students' Ability in Writing Descriptive paragraph through Guiding Question Technique at the Second Grade of SMPN 1 Gadingrejo*. Bandar Lampung: Lampung University.

