

**USING PEER CORRECTION TO IMPROVE STUDENTS' WRITING
SKILL AT THE EIGHTH YEAR OF SMPN 2 PALOPO**



A THESIS

*Submitted to the English Study Program of Tarbiyah and Teacher Training Faculty of
State Islamic Institute of Palopo
For S.Pd Degree in English Education*

Composed By,

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REG.NUM. 13.16.3.0098**

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE (IAIN) OF PALOPO
2017**

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The thesis entitled “Using Peer Correction to Improve Students’ Writing Skill at the Eight Year of SMPN 2 Palopo” which is written by Kusmiatni, Reg. Number. 13.16.3.0098, English Study Program of Tarbiyah and Teacher Training Faculty the state Institute for Islamic Studies Palopo. It has been examined and defended in Munaqasyah Examination session which is carried out on Wednesday, **December 6th, 2017**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

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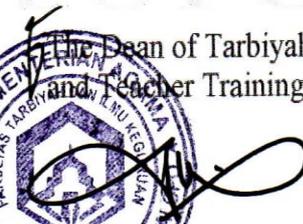
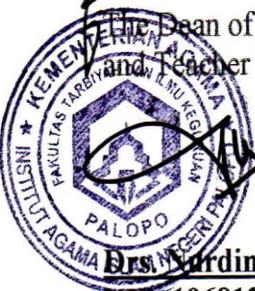
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ABSTRACT

Kusmiatni, 2017 “Using Peer Correction to Improve Students Writing Skill at the Eight Year of SMPN 2 Palopo”. A thesis of English Department of Tarbiyah and Teacher Training Faculty for State College of Islamic Institut (IAIN) Palopo. Supervised by: **(1) Dr. Hilal Mahmud, M.M.**, and **(2) Dr.H.Dahlan,M.Hum.**

Key words: Writing Skill, Peer Correction, Descriptive text.

This thesis focuses on using peer correction to improve students writing skill at the eighth year of SMPN 2 Palopo. The objective of the research is to find out whether or not the use of Peer Correction is effective to improve students writing skill at the Eight Year of SMPN 2 Palopo.

Method of the research used is pre – experimental research. The research applied purposive sampling technique, and the sample is class VIII^A at SMPN 2 Palopo, which consist of 30 students. Instrument of the research used is pre-test and post-test. The researcher conducted pre test before treatments and post test after the treatments.

The result of analysis data from the mean score of students in pre test was only 56,1 and the result of mean score from posttest was until 67,66. And based on the table “ t_{table} ” standard significant 5% with $df = 29$ the writer got $t_{table} = 0,03$ and from $t_{test} = 12,9$ from this result the writer conclud, t_{test} is bigger than t_{table} that 12,9 is bigger than 0,03. The result of this research shows that the use of peer correction is effective to improve students’ writing skill at the eight year of SMPN 2 Palopo.

CHAPTER I

INTRUDUCTION

A. Background

Writing is considered the most of difficult skill in language teaching and learning process. As Widiati and Cahyono (2006) state that writing is the most complex skill compared to the other three skills.¹ Furthermore, according to Richard (1986) writing is the most difficult skill for Tenth language learners to master.²

Writing is an activity of expressing messages, idea and information in written form. It can also be said that writing is an activity of producing written products or as the writers or learners' effort to transfer their thoughts into word in a written form. In academic writing, the purpose of writing activity includes to complete assignment, to make a particular type of text and papers, to communicate with particular audience, and to help the writers or the learners practice using language actively.

In Indonesian formal education, Standard of content of Junior High School states that writing competence includes the competence in writing short functional text, monolog text in the form of procedure, descriptive, narrative, recount, and report. Based on standard competence writing descriptive text in

¹Widia dan Cahyono, *Metode Penelitian Tindakan Bahasa*, (Bandung PT Remaja Rosdakarya Offset, 2006), p.65.

²Richards, Jack C., Theodore s. Rodger, *Approaches and Methods in Language Teaching. A Description and Analysis*. (Cambridge University; 1986), p.103.

Junior High School, students are able to arrange word into a good sentences, students are able to write a text about describing person, place, and thing.

When the researcher observed in learning process at the Eight Year Students of SMPN 2 Palopo. The researcher found some paroblem such us many students have difficulties to arrange words into a good sentence, also difficulties in make good sentences into paragraph because the students lack of idea, less compotence, less of vocabulary and they didn 't know about method of writing.

To solve the problems above the researcher chooses technique peer correction in teaching writing. Peer correction technique is a technique refers to activity of student activity in reading her friend's writing, then make response in the form of correction in position as reader.

Teaching writing descriptive text by using peer correction, the students hoped to be able to arrange words into a good sentence, also the students are able make good sentences into paragraph. Finally based on the reason above, the researcher interested in conducting a research with entitled "Using Peer Correction to Improve Students' Writing Skill at the Eight Year of SMPN 2 Palopo".

B. Problem Statement

Based on the description in the background problems stated, the formulation of the problem of this study as follows "Is the use of peer correction effective to improve students writing skill at the eight year of SMPN 2 palopo?"

C. Objective of Research

To find out whether the use of peer correction is effective to improve students writing skill at the eight year of SMPN 2 Palopo.

D. Significant of Research

The researcher hopes this research would be useful for:

1. For teacher : this research would like to give information how to teach in writing class and improving the students writing skill
2. The other researchers: it could be reference for the research as contribution to improve writing skill.
3. The students: they can use peer correction to improve writing skill.

E. Scope of Research

The scope of the research is focused on writing descriptive text by using peer correction to improve students' writing skill at the eighth year of SMPN 2 Palopo by some topics which hoped can make a descriptive text for fourth meeting toward the success of descriptive text criteria (person, place, and thing) and also the success of writing criteria (content, organization, vocabulary, grammar, and mechanics).

F. Operational Definition

1. Peer correction is a technique in learning writing skill by correcting peer student's work in his position as a reader.

2. Writing skill is a skill used to express or deliver ideas, opinion, and experience, through writing.

3. Descriptive text is a part of factual genres. Its social function is to describe a particular person, place, and thing.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Finding

There have been research and the writer dealing with variation of writing.

1. Dini Wahyuni in her thesis which written under the title “*Using Peer Teaching Strategy to Improve the Students’ Ability to Write Recount Text at the Tenth Year Students of SMK 1 Mappedeceng*”. This research aims: a. Find out whether or not the use of Peer Teaching Strategy improves the studnets’ ability in writing recount text at the tenth year students of SMK 1 Mappideceng, b. The research used pre experimental method and the population consisted of the eight grade students of SMK 1 Mappedeceng the sample in this research was 25 students. The result of analysis showed tha the use of peer teacing strategy can improve the students ability in writing recount text at the tenth year students of SMK 1 Mappideceng.³

2. Idul Rahmat, in his thesis which written under the title “*Improving Writing at the Third Year Students of SMPN 8 Palopo through Describing pictures in Pairs*”. The objective of the research was to find out the ability students use of picture can improving the students’ in writing. The research used experimental method and the population consisted of the third grade students of SMPN 8

³Dini Wahyuni, *Using Peer Teaching Strategy to Improve the Students’ Ability to Write Recount Text at the Tenth Year Students of SMK 1 Mappedeceng*, (A Thesis IAIN Palopo,2015), p.xi

Palopo. The result of analysis showed that the use of describing pictures in pairs can improve students in writing the third year of SMPN 8 Palopo.⁴

3. Jannatun Siti Ayisah in her thesis which written under the title “*Increasing Students’ Ability in Writing of Recount Text Through Peer Correction at the SMA Negeri 5 Bandar Lampung*”. The objective of this research is to find out whether there is significant increase of students’ ability in writing recount text after they are taught using Peer Correction. The research method is pre experimental, The instruments used to gather the data were writing test (pre test and post test). The researcher conducted pre test before treatments and post test after the treatments based on the finding above, it can be concluded that peer correction can give positive increase in students’ ability in writing recount text.⁵

Those researches above focus the use of difference methods. There are Dini wahyuni research used methods writing skill through Peer Teaching Strategy, while the researcher used technique writing skill by peer correction. Idul rahmat research used method writing through describing picture, while the researchers use Peer correction. Jannatun siti aisyah research used method writing through peer correction. As for the similarities that is the same as applying peer correction technique then the differences that is applying writing ability recount text while researcher applying writing ability descriptive text.

⁴ Idul Rahmat “*Improving Writing at the Third Year Students of SMPN 8 Palopo Through Describing pictures in Pairs*” (A Thesis STAIN Palopo,2011), p.x.

⁵ Jannatun Siti Ayisah, *Increasing Students’ Ability in Writing of Recount Text Through Peer Correction at the SMA Negeri 5 Bandar Lampung*. (Unpublisher thesis) Lampung University, page.1. Accessed on 29 september 2016.

B. Concept of Writing Skill

1. Definition of writing skill

Writing skills are complex and difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgments elements. It means that the teacher must bring the skills of grammatical rule and other skill in the teaching of writing.⁶ Writing skill a composition means we compose meaning of something what we want to tell through a written material, writing is a major tool for learning, writing is productive skill, writing is the process of inscribing characters on a medium, with the intention of forming words and others larger language constructs.⁷

Writing skill is a kind of activity where the writer expresses all the ideas in his mind in the paper (print) from words to sentence, sentence to paragraph and from paragraph to essay, in relation to the organization of the idea on the paper, a writer should has an ability to balance the purpose, audience and topics as well as a speaking activity.⁸

Writing is the ability to express ideas, feeling opinion and other in the written form.⁹ Writing is nothing more than thought on paper considered, organized thought. Many people are protective of their thoughts and therefore,

⁶ J.B. Heaton, *Writing English Language Tests*, (New York: Longman, 1998), p. 138.

⁷ Jeremy, Harmer, *the practice of English Language Teaching, I*, (America: 1991), p. 54.

⁸ Kroma sk. 1988. *Action Research in Teaching komposition*. English Teaching Forum Vol. XXVI.

⁹ Harnby, A.S oxford learne's *Dictionary of Current English*, (fifth edition; new york: Oxford University Press, 1995), p. 1383.

prefer to keep them hidden inside their heads. Many great ideas and observations are never born because their creators won't express them.¹⁰

Based on the definition above, the research concludes that writing skill is a skill used to express or deliver ideas, opinion, and experience, through writing.

2. Types of Writing Skill

There are five types of writing skill namely: description, narrative, exposition, persuasion, arguments.

a. Description

Description was the variety of discourse that illustrates or describes something based on impressions from observation, experience, and feelings of the author. The goal was to create or enable the creation of the imagination (imagination) so that reader as if to see, experience, and experience themselves what had happened to the author. Description or metaphor can use to tell me anything we experience. In order to attract our writing, do not to tell me in detail, but enough necessities.

b. Narrative

Narrative was telling the kinds of discourse that occurrence of an event. The goal was to provide a very clear to the reader about the phase, step sequence, or sequence of occurrence of something.

c. Exposition

The exposition was a range of discourse that was intended to explain conveys or describe a thing that can expand or increase their knowledge and

¹⁰Judith F Olson, *Writing Skills Success in 20 Minutes a Day*, (Fourth Edition; New York: Learning Express, LLC, 2009), p. 7.

views of the reader. The goal was to inform you something without any intent to effect the mind, feelings, and attitudes of readers.

d. Persuasion

Persuasion was the variety of discourse that was shown to influence attitudes and opinions of readers about something that conveyed the author. And proper adjective, etc. This aspect is very important since it leads understand or recognize immediately what the writer means to express definitely.

e. Arguments

The argument was a range of discourse intended to convince readers of the truth proclaimed by the author.

3. The Components of Writing Skill

They are five components of writing namely: content, organization, vocabulary, language use, and mechanic.

a. Content

The content of writing should be clear to a reader. So that the reader can understand message conveyed and gain information from it. There are at last think that can be measure in connecting with component, the composition should contain one central purpose only, should be developed.

b. Organization

In organization of writing concert with the way h writes arrange and organization the ideas or the message in the writing the purpose of organizing materials. In writing involves coherence pored of importance, general of which happened from the beginning to the end.

c. Vocabulary

The effective use of words will always result in good writing both in specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing to express ideas, we always deal with to compose what they are going to ask, because she/he feels difficult to choose what appropriate will help the writers to compose the writing and also make readers easy to understand.

d. Language Use

Language use in writing description and other forms of writing involves correct language and point of grammar. An adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more than list separate items of language function. And also grammar can help students improve the use of formal language.

e. Mechanics

They are two parts of mechanics in writing, namely function and capitalization. Function is important as the way to clarify meaning. In English writing capital letters have to participate first they are used to distinguish between particular and thing second, it is used as an adjective, act. This aspect is very important since it leads the reader to understanding or recognize immediately what the writer means to express definitely.¹¹

4. The Stages of the Writing Skill

The most of people when write, they are afraid to make mistake, and so they edit themselves word by word, inhibiting the natural flow of ideas and

¹¹ J.B Heaton, *Writing English Test*, (New York: Longman, 1998), p.148

sentences. But professional writers know that writing is a process consisting of numerous drafts, rewrites, deletions, and revisions. Rarely does a writer produce a perfect manuscript on the first try. The task ideally should be divided into three steps: writing, rewriting and polishing.

1). Writing

Most professional writers go through a minimum of three drafts. The first is this initial “go with the flow” draft where the words come tumbling out.

2). Rewriting

In the second draft the rewriting step you take a critical look at what you have written. You edit for organization, logic, content, and persuasiveness.

3). Polishing

In the third draft, you give your prose a final polishing by editing for style, syntax, spelling, and punctuation. This is the step where worry about things like consistency in numbers, units of measure, equations, symbols, abbreviation, and capitalization.¹²

In writing components goals, process of writing skills are: Using invention techniques (free writing, listing, clustering etc); make an outline; write the first draft; edit and proofread (self correction, peer correction); and write the final draft.¹³

Writing is a complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence

¹²Robert W. Bly, *Webster's New World™ Letter Writing Handbook*, (Canada: Wiley Publishing, Inc, Indianapolis, Indiana, 2004), p. 7.

¹³<http://www.buowl.boun.edu.tr/students/writing%20program%20for%20students.html>. (Access on May, 31st 2017).

level those include control of content, format, sentence structure, vocabulary punctuation, spelling and letter formation. There are five stages of the writing process as follows:

1. Prewriting

Prewriting is everything you do before you begin to draft the paper. The key to a great writing is the planning. Prewriting is the first step to express an idea, concept, or theory in written form. There is the way to express the idea by used list making and questioning. There are five techniques of pre-writing that can help the writer to state and develop the ideas:

1) Free-Writing

In free-writing activity, the writer writes everything that he wants to write. Writer does not pay attention to the grammatical used, spelling, or punctuation. Writer lets the errors of his writing. Writer just explores the ideas that come to his mind.

2) Questioning

Asking WH-questions about subjects to generate ideas and details, for example “how can I deal with the problem?”

3) Making a List

This is also known as brainstorming which its purpose is to accumulate ideas. The writer collects the information from some references before he starts to write.

4) Clustering

This is also known as diagramming or mapping in which the writer classifies the ideas based on the topic.

5) Preparing a Scratch Outline

Before writing, the writer makes a sequel of his writing that includes the first for pre-writing techniques. A scratch outline consists of the main idea and supporting ideas which is arranged in order.

2. Drafting

Drafting is the stage when you begin to put the writing in paragraph form. Drafting is the process of applied idea in the writing.

In this stage, the writer completes the first draft. For the professional writer, the first draft is just a beginning. It needs editing, rearranging, and organizing. This statement means that completing the first draft does not mean the writing has finished. The writer needs to move to the next stage in order to produce a good writing result.

3. Revising

Revision works best when you have some time to let your writing. You will be better able to look at your writing with a reader's eye if you can put it aside for a day or two before working on it again.

For an efficient writer, this stage typically involves writing down the ideas first without focusing too much on spelling, grammar, and punctuation, that is, the main focus at this stage is on the content or the subject matter of the intended piece of writing. In between planning and writing is the intervening stage, the rewriting/provisioning stage. Revisioning happens at the level of

vocabulary, rearranging sentences and patterns, clarifying thoughts and links between them, omitting repeated ideas, filling gaps between ideas expressed and so on.

4. Editing

Editing is checking result of the writing. While revising focuses mainly on making your content clear for your readers, editing focuses on making your writing meet the conventions of stands written English.

Editing is a process of final readjustment of the text and correction of the linguistic flaws in the text to ensure maximum accessibility to the reader. They are not aware of the fact that leaving their writing for later re-thinking and reorganizing is essential to producing quality writing.

5. Publishing

Writing is communication. If you have written something, you must have intended for someone to read it, even if that person is only yourself. When you are publishing writing, you are releasing it to the public for other to read. Writing is generally considered a difficult activity since it involves a great deal of thinking, planning, drafting and revising before producing a finished text.

5. The Purpose of Writing

The purpose of writing based on Penny Ur is the expression of ideas, the conveying of messages to the readers; so the ideas themselves should arguably be seen as the most important aspect of the writing.

Miller said some purpose of writing, they are writing to understand experience, to inform, to explain, to persuade, to amuse and to inspire to others.

a. Writing to understand experience

The writers who have this motivate of writing draw upon to help them understand who they are, how they become that way, what they like, or what they want. Even though, the writers are writing about themselves, they are not writing for themselves alone. They are also writing to share their experience to the readers.

b. Writing to inform

In much of writing, it will intend simply to inform the reader about a subject. To inform means to transmit necessary information about a subject to the readers, and usually this also means telling the readers what the facts are or what happened.

c. Writing to explain

Writing to explain means to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must make sure that the readers understand it as well. The task in explaining is to clarify a subject to the readers. The important thing to keep in mind is that the relationship between the writers and the readers. It is needed to consider how much the readers already know about the subject and how much still need explanations.

d. Writing to persuade

Persuasion is very important things in human's life. You will use persuasion an attempt to get someone to do something you want for yourself, to achieve benefits for others, or to solve the problem. For instance, when you apply

for jobs, try to borrow money, persuade the government to protect and endangered species. So, it can be assumed that writing to persuade others has an aim which is the need to change someone's mind.

e. Writing to inspire others

Writing to inspire others means being able to elevate the human spirit by reminding people of what is most important in life and what it is possible to achieve. Fulfilling this motive of writing involves drawing on widely held values and evoking feelings that need to be reinforced.

f. Writing to amuse

Writing to amuse requires the writers to focus on the readers rather than him or her. The writers may enjoy the experience and take pride in what you accomplish, but she or he cannot settle for amusing alone. Writing to amuse gives an opportunity to bring pleasure to others. Seize the opportunity and make the most of it.¹⁴

Based on statement above, we can conclude that writing is very useful for transferring idea in the written form. Every writing has purpose and has the different in convey the meaning to the readers.

6. Importance of Writing skill

Same important features of writing activities that are usually done by people are as follows:

¹⁴Robert Keith Miller, *Motives for Writing, 5th Ed.*, (New York: The McGraw-Hill Comp, 2006), p. 47-97.

- a. Teacher writes some important things on the black board, or students may write some notes that are dictated by the teacher.
- b. Lots of people who are going to apply for job in offices write application letters. Today, many companies ask applications to write heir forms in English. An applicant must be fluent both in spoken and written English.
- c. Many organizations for foundations get offers from foster parents from foreign countries from some students who have good achievement in their study. The student who is going to be selected is asked first to write an essay in English about their country (in this case Indonesian students).
- d. For those who get opportunity to win the selection are asked to write in English to their foster parents at least once a month; there for, they need to write in an acceptable English.¹⁵

7. Teaching Writing Skill

Teaching how to write effectively is one of the most important life-long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write. Teachers will find free writing resources on grading, writing conventions, and the use of graphic organizer. The teaching writing namely:

- a. Creative writing

When it comes to creative writing, students may face a lack of ideas or have so many that they can't narrow them down. Creative writing prompts, such as odd

¹⁵ Nurhayati, teaching English Writing trough jumble word technique : my field company, [http:// publikasi, sikpsiliwangi.ac.id.pdf](http://publikasi.sikpsiliwangi.ac.id.pdf)(accessed on 14 nov 2016),p . 5.

situation, or suggestions of unusual characters often start the ideas flowing. It may take a push to get the imagination in gear, but once it's activated, students and creative writing ideas both take off, and there's no stopping them.

b. Graphic organizer

Graphic organizer can help students put their writing ideas in order. Graphic organizers are sets of charts, diagrams, and maps that offer ways to brainstorm for details about a topic and then arrange those details in logical order. Graphic organizer helps students see how ideas relate to each other, helping suggest which information is important, or which details to concentrate on. Graphic organizers are great tools for arranging information in preparation for writing an essay.

c. Writing conventions

Writing conventions such as spelling, punctuation, capitalization, and grammar help make a student's essay clear and understandable. When the audience can finish reading, without having to stop to try to figure out what was actually intended, the value of leaning these writing conventions becomes clear.¹⁶

d. The writing process

Going through the full writing process-pre-writing, drafting, revising, rewriting and publishing-can be a lot of work, but it's always worth the effort. Each stage of the writing process builds on the last, and each subsequent stage would be much harder if the previous one hadn't been completed.

¹⁶ <http://www.time4writing.com/teaching-writing.pdf>. online accessed on (11th juni 2017).

8. Process Writing

According on the Methodology in Language Teaching an Anthology of current practice, state that process writing are planning(Pre-writing), such as drafting, responding, revising, editing, evaluating. After pre-writing there is pos writing, such as implementing process writing. Here some pointers which teachers may like to take note of when implementing process writing, for example teacher modeling, relating process to product, working with in institutional constraints, catering to diverse student needs, exploiting the use of computers in process writing.¹⁷ Gardner and Johnson describe the stages of the writing process, the stage are prewriting, rough draft, reread, share with peer revision, revise, editing, final draft, publishing.¹⁸

9. Types of Writing Performance

Four categories of written performance that capture the range of written production are considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

1. *Imitative*. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuations, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is

¹⁷Ibid., p. 315.

¹⁸ Http: //www.ncrel.org/sdrs/areas/issues/methods/instrctn/in5lk11-1.htm, Accessed on October 20th 2016.

a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

2. *Intensive (controlled)*. Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations, and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

3. *Responsive*. Here, assessment tasks require learners to perform at the limited discourse level, connecting sentences into paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternatives forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning.

4. *Extensive*. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay a

term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in my cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.¹⁹

10. Assessing Writing Skill

Assessment of writing occurs for different purposes. Sometimes, teachers assess in order to decide what the students have achieved and what he or she still needs to learn.²⁰ The construction of class tests, it is important for the test writer to find out how composition is tested in the first language. In the composition test, the students should be presented with a clearly defined problem which motivates them to write. With the emphasis on communicative testing, there is a tendency for test writers to set tasks asking the students to write notes and letters in their own role. Tasks requiring the students to act the part of another person are often avoided as it is felt they are less realistic and communicative. It is useful to provide the students not only with details about a specific situation but also with details about the particular person they are supposed to be and the people about whom they are writing.

¹⁹Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco California: Longman, 2003), p. 220.

²⁰ <http://www.acte.org/about.online> accessed on (14th November 2016).

C. *Concept of Descriptive Text*

1. The Definition of Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.²¹ Description in writing is the process of creating visual images and sensory impression through words.

More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.²²

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.²³

Description adds an important dimension to our lives because it moves our emotions and expands our experience.²⁴ Description expands our experience by taking us to places we might not otherwise know much about which explains the popularity of descriptive travel essays in magazines and newspapers.

Traditionally, descriptions are divided into two categories: *objectives* and *subjective*. In objective description you record details without making any personal evaluation or reaction. In subjective description, you are free to interpret

²¹ Artono Wardiman, et. al. *English in focus: for grade VII Junior High school (SMP/MTs)*, (Jakarta: Pusat perbukuan, DEPDIKNAS, 2008), P.122.

²² Linda Woodson, *from cases to composition*, (University of Texas: Scott, Foresman and Company), p.73.

²³ George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), p. 128 .

²⁴ Barbara Fine Clause, *The Students Write*, (McGraw-Hill Companies, Inc., 2004), p142.

the details for you reader; your reaction and description can be emotional and value-loaded.

2. Purposes of Descriptive Text

As social beings, we want to share our experience, so we write to others to describe things such as vocations, childhood homes, and people we encounter. We even use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them. And real estate agented describe properties to stimulate desire to see them. As the example in the following chart show, description enables us to entertain, express feelings, relate experience, inform, and persuade.

Table 2.2

Purpose of Description

Purpose	Description
To entertain	An amusing description of a teenager's bedroom
To express feelings	A description of your favorite outdoor retreat so your reader understands why you enjoy it so much.
To relate	Experience a description of your childhood home to convey a sense of

the poverty your grew up in

To inform (to create a fresh
appreciation for the familiar)

A description of a newborn calf for a
reader rediscover the joys of this simple
fruit

To persuade (to convince the reader
that some music videos degrade
woman)

A description of a degrading music
video

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experience with them.²⁵

3. Kind of Descriptive Text

As we know that descriptive text is a text to describe something, such as person, places, or things. So, normally takes on three forms, they are:

a. Description of a People

People are different and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, “What’s so-and-like?” in replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let’s examine each.

1). Identification

²⁵ Barbara fine Clause, *The Students Write*, (McGraw-Hill Companies, Inc., 2004), p143.

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (high, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).²⁶

2). Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.²⁷

3). Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they are like.

A character sketch may be about a type rather than an individual, revealing the characteristics common to members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees.²⁸

b. Description of a Place

²⁶ Michael E. Adelstein and Jean G. Pival, *The Writing Commitment*, (Harcourt Brace Jovanovich, Inc., 1976), p.149.

²⁷ Ibid. p.150.

²⁸ Ibid. p.151.

In describing a place for example a room, what should you describe first? The walls? The floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentence descriptive paragraph. It is not necessary to begin with one area and then proceeds to other one. Never the less, the sentence should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make a paragraph interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangements of the details in your description depend on your subject and purpose.²⁹

c. Description of a Things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

1). Using proper Noun

In addition to filling our descriptive writing with concrete details and figures at speech, we might also want to include a number or *proper nouns*, which, as we know, University of Tennessee. Including proper nouns that readers recognize easily can make are describing more familiar to them.

2). Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions

²⁹ Regina L. Smalley and Mary K. Rutten, *refining composition skill*, (New York: International Thomposon Publishing Company, 4th Edition), p.69.

more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb *chiseled* also gives the reader a more accurate picture of the wind’s action than *made* does.³⁰

4. The Structure and Example of Descriptive Text

The generic structures of a description are as follows:

- a. Identification identifies the phenomenon to be described.
- b. Description of features: describes features in order of importance:
 - 1). Parts/things (physical appearance)
 - 2). Qualities (degree of beauty, excellence, or worth/value)
 - 3). Other characteristics (prominent aspects that are unique)

The generic features of description are:

- a. Verb in the present tense
- b. Adjective to describe the feature of the subject
- c. Topic sentences to begin paragraphs and organize the various aspect of the description.³¹

The factual description scaffold

1. A general opening statement in the first paragraph.
 - a. This statement introduces the subject of the description to the audience.
 - b. It can give audience brief details about the when, where, who, or what of the subject.

³⁰Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw-Hill Companies, Inc., 2002), p.267.

³¹Mark Andreson and Kathy Andreson, *Text Type in English 3*, (Australia: MacMillan, 1998), p.26.

2. A series of paragraphs about the subject.
 - a. Each paragraph usually begins with a topic sentence.
 - b. The topic sentence previews the details that will be contained in the remainder of the paragraph.
 - c. Each paragraph should describe one feature of the subject.
 - d. These paragraphs build the description on the subject.
3. A concluding paragraph (optional)
 - a. The concluding paragraph signals the end of the text.

Example of descriptive text

Mr. Kartolo, the Farmer

Mr. Kartolo is very happy. The rainy season of this year make the farm beautiful. It is planting time! Rice fields become fresh and green dueling this season and by the end of this season Mr. Kartolois ready to harvest his corps.

Mr. Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are more among Mr. Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.³²

D. Concept of Peer Correction

1. Definition peer correction

Purwanto (in Ulfah et al., 2013: 03) states that peer-correction technique refers to the activity or activity of the student in reading his friend's writing then

³²Artono Wardiman, et. al., *English in Focuse: for Grade VII Junior High School (SMP/MTs)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS,2008), p.113.

makes a response (in the form of correction) in his position as a reader.³³ According Suryani (2009: 26) discussion relating to peer-correction, basically this technique refers to the activities or activities of students in reading the writings of his friends then make a response in the form of correction in his position as a reader. By using this technique, it is possible to improve the writing ability of students and also the development of the students' sensitivity to become critical reader so as to encourage students to be able to communicate through written media properly and correctly.³⁴

By using peer-correction techniques, students can find and find out what their peers are doing. students will have an opportunity to take part actively to try, locate, and correct their friend's faults so as to enable students to be more in the process of learning not dominated by teachers. Stevick (in Suryani, 2009: 27) also explains that giving a correction or feedback made by a student. students is a more informative way of error correction because it is given by people who have comparable abilities.

The conclusion of the above explanation relating to peer correction technique is this technique refers to activity of student activity in reading her friend's writing, then make response in the form of correction in position as reader. 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 critical

³³ Purwanto, *Anak-Kampus-Model-Pembelajaran-Peer correction*. pdf. (in Ulfah et al., 2013: 03). Accessed on 13th nove 2017. p . 2.

³⁴Suryani, *Anak-Kampus-Model-Pembelajaran-Peer correction*. pdf. ((2009: 26). Accessed on 13th nove 2017. p . 2

readers so as to encourage students to communicate through written media properly and correctly.

With students looking for and determining errors in a classroom, students will have an opportunity to take an active part to try, locate, and correct their peers' errors to enable students to be better able to take a larger portion of the learning process. In this activity the weaker students can learn a lot on the more capable students among their peers. In addition, what is delivered by peers will be more easily accepted and digested than the teacher who delivered.

2. Benefits and Advantages Peer-Correction Technique

Walz (in Ulfah et al., 2013: 03) mentions several benefits that can be gained from the application of peer-correction, among others: (a) will be able to strengthen student motivation in the process of language learning, (b) will be able to involve students more actively in (c) the corrections given will be more easily understood by other students, and (d) with the application of peer correction techniques then the students will play a more active role in learning.

Clarifying what Walz has pointed out, Barnas (in Suryani 2009: 27) reveals the advantages of peer correction techniques that are: (1) the technique centers on student activities as learners; (2) can motivate students to actively think; (3) students are directly involved in assessing the results of the essay; (4) can relieve rigidity during the learning process because students exchange ideas with their own friends; (5) provide immediate experience to students in improving essay, (6) eliminating clutter during the learning process in the classroom; (7)

teachers more easily monitor the development of students' writing skills because each stage of writing activities will look visible.

Li (in Ulfa et al., 2013: 04) conveyed that in the process of learning to write, in general, students love to share writing and comments with friends of a group they trust. Therefore, with the application of peer-correction techniques is expected to foster student's critical attitude so that they will be more careful in writing and avoid language errors like that done by his friend.

3. Form of Implementation of Peer-Correction Technique

Associated with the process of writing learning using peer-correction techniques. Walz (in Suryani 2009: 27) explains that peer-correction techniques can be done in groups, either in small groups of two, or in large groups of more than five. The form of implementation can be realized in the following way:

1) Using Projection Media

The process can be done by displaying a student's writing through the OHP and then another student in a group under the guidance of the teacher finds the location of the error, finds the cause of the error, and corrects the error. In this case, the teacher should select the writings to be displayed in accordance with the needs or aspects to be discussed in the lesson.

2) Group discussion

Its application can be done by discussing a writing together by a small group of students-can be two people who then perform activities correction of the writing based on the types of errors that have been found previously.

3) Swap peer posts

The process is the exchange of writing, for example with a classmate for correction. So, between students with one another mutually correct the writing that has been made by his friend. This process should still be under the guidance of teachers. Teachers must give students an understanding and affirmation that they must be genuinely and earnest in correcting and correction based on predetermined types of errors.

4) Write in groups

This form can be applied to classes with a large number of students who are then divided into groups to create a writing. Then, the writing is corrected together so that the final paper will be generated to be collected to the teacher. Thus, the result of the writing is the result of group collaboration and should the assessment also be done based on the cooperation aspect and the cohesiveness of the group members.

4. Stages of Writing with Peer-Correction Technique

According to Walz (in Suryani 2009: 29) before peer-correction techniques are performed, in the early stages students should be given feedback in various ways, such as:

1) Giving symbols and abbreviations

The way that teachers often use to motivate learners, especially those who are learning to write so that they can make their own corrections is to give a

symbol or abbreviation in writing. The markers are usually placed in the margins section, not on the source or location of the actual error. Thus, the learner must determine for himself the errors and fix the error. However, for learners who are still difficult in that way, the tagging is less effective so it needs to be made more specific. Hendricson (in Suryani 2009: 29) proposes a set of indirect corrective markers on the learner's writings of the early classes, including:

- a) Underline for writing wrong letters or words,
 - b) Circles for improper use of punctuation,
 - c) Arrows for incorrect placement of sentence passages
 - d) Question marks for confusing parts
- 2) Give examples of confusing errors.

Type of error that is not too complex or easily found by the learners themselves. Implementation of corrections can be done teachers and learners together. The teacher in this case is the teacher first gives examples of one type of error. Then the learner in this case is the student, must correct the writing for the same type of error with the guidance of the teacher, then the discussion can be done on another type of error.

The types of errors that can be corrected by giving examples are the placement of punctuation, for example: periods and commas, the use of lowercase and capital, the writing of the prepositions and affixes. To determine the type of error that can be corrected in this way, the teacher can do so based on the learner's level of ability.

3) Using references on the rules of written language

To apply this way, the teacher or teacher first unifies the books or references to the rules of writing used by the learners as well as the guidance. References containing such written language codes as compositional writing manuals, handbooks of term formation, composition basics, and sentence or dictionary order.

By referring to the books that the learner has, the teacher can mark out the wrong parts of the text by writing down the page number of the book and the identity that is more specific with respect to the rules of writing may help the learner to correct the error.³⁵

E. Teaching Writing by Using peer Correction

Basically this technique refers to activities or activities of students in reading his friend's writing. Then make a correction response in it is position as reader. Using this technique, it is possible the realization of improving students' writing skill as well the development of a student's sensitivity to become a critical reader so as to encourage students to be able to communicate.

The media write well and correctly with students looking for and determining errors within a class group, students will have the opportunity to take part actively to try, find, and correct errors friends thus allowing students to be better able to take larger portion of the learning process. In this activity weak

³⁵[Http://www. Anak-Kampus-Model-Pembelajaran-Peer correction. pdf](http://www.Anak-Kampus-Model-Pembelajaran-Peer-correction.pdf). Accessed on 13th nove 2017. p . 4.

students ability to inter friends. Besides what is delivered by peer will be more easily accepted and digested from in the teacher who delivered.

F. Hypothesis

The hypothesis in this research is formulated as follows:

1. H_0 = there is no significant improvement on students' writing skill before teaching by using peer correction at the eighth class students of SMPN 2 Palopo in 2017/2018 academic year after conducting the treatment.

2. H_a = there is significant improvement on students' writing skill after teaching by using peer correction at the eighth class students of SMPN 2 palopo in 2017/2018 academic year after conducting the treatment.

CHAPTER III

METHOD OF THE RESEARCH

This chapter presented the method of the research, variables of the research, population of sample, instrument of the research procedure of collecting data and technique of data analysis.

A. Method of the Research.

1. Research Method

Method of the research used is pre – experimental research. It aims the effectiveness using peer correction to improve writing ability the eight year of SMPN 2 Palopo.

2. Research Design

This research applied a design with on group or pre-test and post test. It used to compare between the pre-test and post- test score. This design present as follows:

Pre-test

Treatment

Post-test

treatment. Post-test is given after treatment of applying using peer correction as the manner to assess the examine the students writing ability. Both pre-test and post-test was used to find out the development of the students 'writing ability after the treatment by using peer correction techniques.

7. Procedure of Collecting Data

a. Pre-test

Before doing the treatment, the student was given pre-test to know their achievement in writing skill. In this pre-test, the research asked the students to write test. In this section the students used 45 minutes.

b. Treatment

The writer gave treatment after the pre-test. The treatment was done for sixth meetings. Every meeting took 80 minutes. Every this treatment the writer gave the way teaching to write descriptive text by using peer correction technique. Every student hoped to participate actively to write a descriptive text based on the topic every meeting.

The function of treatments was; to make teaching process to be good by used one of technique. So, teaching process can improved to students' ability in writing. The steps of treatments namely:

1. The first, the researcher divided students into four groups, and then the researcher gave material how to write descriptive text.

2. The second, the researcher gave explanation about peer correction technique. Then the researcher gave a drill of writing descriptive text to all groups. And gave a different topic.

3. The third, the researcher asked the group to exchange the text result the all group. For example the group one corrects the text of group two and so on. Then the researcher asked students in all groups to discussion and correction the text one by one group.

4. The fourth, the researcher monitor students' activities

5. The fifth, after the correction was completed, the researcher asked one by one student in all group to write the correction in the blackboard to the group concerned.

6. The sixth, the reseacrer asked all students in group to write the correction result from other group that are presented on the blackboard.

7. The seventh, the researcher provides explanation and reinforcement of descriptive text that have been taught.

c. Post-test

After giving treatment, finally writer gave a post-test. In this test intended to know whether the students have different improvement in writing descriptive text between post-test and pre-test.

8. Technique of Data Analysis

To analyze the data, the writer used the following steps: a) scoring writing-test, b) mean score, c) To find out the result of test significance.

a. Scoring Writing – Test

There are five scoring of writing test namely: content, organization, vocabulary, grammar, and mechanic.

1). Content

No	Score	Classification	Criteria
1	27-30	Very Good	Clear, focused, and interesting detail, complete, rich. Well focus, main idea stands out secondary ideas do not usurp too much attention.
2	15-26	Good	Clear and focus, even though the overall result may be especially captivating. Support is attempt but in may be limited or obvious insubstantial, too general.
3	12-14	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking in purpose or theme.
4	9-11	Poor	No fluent, does not communicated information is very limited, boring.

5 5-8 Very poor Not organization, not enough to evaluate because not meaningful.

2). Organization			
No	Score	Classification	Criteria
1	18-20	Very Good	Effective words, choice and usage, specific and accurate.
2	15-17	Good	Adequate range occasional error of word/idiom, choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning.
3	12-14	Fair	Is quite clear, some word may lack precision. The writer struggle whit eliminated vocabulary grouping for word
4	9-11	Poor	Many errors of word/idiom, choice and usage. Language is so vague and abstract. so redundant, devoid of detail that only the broadest, many repetition, often word simply do not feat the text, verbs are weak and view in number: is, are, were, dominated
5	5-8	Very poor	Almost the words used are wrong colorless, not enough to evaluate, and many wrong spelling.

3) Vocabulary			
No	Score	Classification	Criteria
1	18-20	Very Good	Effective words, choice and usage, specific and accurate.
2	15-17	Good	Adequate range occasional error of word/idiom, choice and usage the

			language communicated but rarely captures the reader imagination, while the overall meaning.
3	12-14	Fair	Is quite clear, some word may lack precision. The writer struggle whit eliminated vocabulary grouping for word
4	9-11	Poor	Many errors of word/idiom, choice and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetition, often word simply do not feat the text, verbs are weak and view in number: is, are, were, dominated
5	5-8	Very poor	Almost the words used are wrong colorless, not enough to evaluate, and many wrong spelling.

4) Grammar			
No	Score	Classification	Criteria
1	23-25	Very Good	Effective complex construction few error of agreement, tenses, number, word order/function, pronouns, preposition.
2	20-22	Good	Effective but simple construction minor problem in complex construction several error of tenses, word order, function, pronouns, and preposition but meaning seldom or curried.
3	16-19	Fair	Major problem in simple construction, frequent error of negative, agreement, tenses, word order/function, pronouns, preposition and or fragment. Does not communication.

4	9-15	Poor	Dominated error of grammar, cannot be understood and evaluated.
5	5-8	Very poor	Virtually no mastery of sentence construction rules.

5). Mechanic			
No	Score	Classification	Criteria
1	5	Very Good	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph.
2	4	Good	Few error of spelling, capitalization, paragraphing but not observed.
3	3	Fair	Same error spelling, punctuation, capitalization, paragraphing.
4	2	Poor	Many errors of spelling, punctuation, capitalization.
5	1	Very poor	Illegible writing. ³⁶

The measure the quality of the students' writing score on the five component observed, the result of the calculation was classified into classification as follows:

91 – 100 classified as very good

76 – 90 classified as good

61 – 75 classified as fair

³⁶ J.B heaton, *Writing English Language Test*, (New York:Logman 1988),p.146.

51-60 classified as poor

0 – 50 classified as very poor.

b. Mean Score

Looking for mean from the different between pre-test and post-test, by using the following formula.

$$\bar{X} = \frac{\sum X}{N}$$

Notation: \bar{X} = Mean score

$\sum X$ = Total score

N = Total sample³⁷

c. To find out the result of test significance

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}}$$

where:

t = test significance

Md = mean deviation between pre-test and post-test

$\sum D$ = the mean of difference score

$\sum x^2 d$ = squared deviation and mean deviation

N = total number of sample.

³⁷Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT Rineka Cipta, 1998), p. 306.

1 = constant number.³⁸

Criteria of hypothesis acceptability

If $t_o \geq t_t$, H_o is rejected, while if $t_o \leq t_t$, H_o is accepted.

$t_o \geq t_t$: reject null hypothesis

$t_o \leq t_t$: accept null hypothesis.³⁹

In which :

t_o = test significance (t-test)

t_t = level of significance in one tailed test (t-table).

³⁸ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Baru dalam Teori dan Praktek*, (Jakarta: PT.Rineka Cipta, 1992), p.327.

³⁹M. Subana, et.al., *Statistik Pendidikan*, (Cet I; CV. Pustaka Setia, 20000), p131.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with findings and discussions about the result of the research which has been found explained based on the researcher questions.

A. Findings

In this part, the researcher presents about the result of the students' ability in writing skill and their response which had been gotten when researcher did the research about the ability in writing descriptive text at the eight year students of SMPN 2 Palopo.

Table below shows the result of the student's skill on descriptive text.

1. Pre-test

There are five scoring of writing test namely: content, organization, vocabulary, grammar, and mechanic.

a. Content

Table 1.3

The criteria and percentages of the students' content pre test

No	Classification	Score	Respondent	Percentage
1	Very good	27-30	-	-
2	Good	15-26	12	40%
3	Fair	12-14	10	34%
4	Poor	9-11	8	26%
5	Very poor	5-8	-	-
Total			30	100%

Based on table above 1.3, indicated that the criteria and percentage of the students content in pre-test shown that was no students obtained 'very good'. There was 12 students (40%) obtained 'good' scores, 10 students (34%) obtained 'fair' score, 8 students (26%) obtained 'poor' and there was no students obtained very poor.

b. Organization

Table 1.4

The criteria and percentages of the students' organization pre-test

No	Classification	Score	respondent	Percentage
1	Very good	18-20	-	-
2	Good	15-17	5	17%
3	Fair	12-14	17	56 %
4	Poor	9-11	7	24%
5	Very poor	5-8	1	3%
Total			30	100%

Based on the table above 1.4 indicated that the criteria and percentage of the students organization in the pre-test there was no students obtained 'very good'. There was 5 students (17%) obtained ' good' score, 17 students (56%) obtained 'fair' score, 7 students (24%) obtained ' poor 'and 1 students (3%) obtained 'very poor'.

c. Vocabulary

Table 1.5

The criteria and percentages of the students' vocabulary pre-test

No	Classification	Score	respondent	Percentage
1	Very good	18-20	-	-
2	Good	15-17	7	23%
3	Fair	12-14	18	60%
4	Poor	9-11	4	14%
5	Very poor	5-8	1	3%
Total			30	100%

Table 1.5 shows that the criteria and percentage of the students vocabulary in the pre test there was no students obtained 'very good'. 7 students (23%) obtained 'good' scores, 18 students (60%) obtained 'fair' score, 4 students (14%) obtained 'poor' score, 1 student (3%) obtained 'very poor'.

d. Grammar

Table 1.6

The criteria and percentages of the students' Grammar pre-test

No	Classification	Score	Respondent	Percentage
1	Very good	23-25	-	-
2	Good	20-22	1	3%
3	Fair	16-19	3	10%
4	Poor	9-15	26	87%
5	Very poor	5-8	-	-
Total			30	100%

The result in students' writing toward on grammar in pre-test from the table 1.6 there was 1 (3%) students who obtained good classification, 3 (10%)

students obtained fair classification, 26 (87%) students obtained poor classification and no one students obtained very good and very poor classification.

e. Mechanic

Table 1.7

The criteria and percentages of the students' mechanic pre-test

No	Classification	Score	Respondent	Percentage
1	Very good	5	6	20%
2	Good	4	11	36%
3	Fair	3	13	44%
4	Poor	2	-	-
5	Very poor	1	-	-
Total			30	100%

The table above shows that there was no students obtained poor and very poor classification, there was 6 (20%) students obtained very good Classification, 11 (36%) students obtained good classification and 13 (44%) students obtained fair classification.

2. Post- test

There are five scoring of writing test namely: content, organization, vocabulary, grammar, and mechanic.

a. Content

Table 1.8

The criteria and percentages of the students' content post test

No	Classification	Score	respondent	Percentage
1	Very good	27-30	-	-
2	Good	15-26	19	63%
3	Fair	12-14	11	37%
4	Poor	9-11	-	-
5	Very poor	5-8	-	-
Total			30	100%

Based on table above 1.8, indicated that the criteria and percentage of the students content in post-test shown there was no students obtained 'very good'. There was 19 students (63%) obtained 'good' scores, 11 students (37%) obtained 'fair' score, and there was no students obtained poor and very poor classification.

b. Organization

Table 1.9

The criteria and percentages of the students' organization post-test

No	Classification	Score	respondent	Percentage
1	Very good	18-20	2	6%
2	Good	15-17	18	60%
3	Fair	12-14	10	34%
4	Poor	9-11	-	-
5	Very poor	5-8	-	-
Total			30	100%

Based on the table above 1.9 indicated that the criteria and percentage of the students organization in the post-test there was 2 (6%) students obtained 'very

good' score, there was 18 (60%) students obtained ' good' score, 10 students (34%) obtained 'fair' score, and poor, very poor classification, there was no students obtained it.

c. Vocabulary

Table 1.10

The criteria and percentages of the students' vocabulary post-test

No	Classification	Score	respondent	Percentage
1	Very good	18-20	12	40%
2	Good	15-17	15	50%
3	Fair	12-14	3	10%
4	Poor	9-11	-	-
5	Very poor	5-8	-	-
Total			30	100%

This result of criteria toward students' achievement on the vocabulary in post test there was improvement to the classification than pre-test. To the classification of very good have available 12 (40%) students obtained this classification, to good classification there was 15 (50%) students obtained this classification and to fair classification there was 3 (10%) students obtained this criteria. There was no students obtained poor, and very poor classification.

d. Grammar

Table 1.11

The criteria and percentages of the students' Grammar post-test

No	Classification	Score	respondent	Percentage
1	Very good	23-25	-	-
2	Good	20-22	2	6%
3	Fair	16-19	14	47%
4	Poor	9-15	14	47%
5	Very poor	5-8	-	-
Total			30	100%

The result in students' writing toward on grammar in post-test from the table 1.11 there was no students obtained very good classification, 2 (6%) students obtained 'good' classification, 14 (47%) students obtained fair classification, 14 (47%) students obtained poor classification and no one students obtained very good and very poor classification.

e. Mechanic

Table 1.12

The criteria and percentages of the students' mechanic post-test

No	Classification	Score	respondent	Percentage
1	Very good	5	17	56%
2	Good	4	13	44%
3	Fair	3		
4	Poor	2	-	-
5	Very poor	1	-	-
Total			30	100%

The table above shows that there were not students obtained fair, poor, and very poor classification, there was 17 (56%) students obtained very good Classification, and 13 (44%) students obtained good classification.

3. Students' score

a. Pre-test

Table 1.1

The students' score of components of writing to write of descriptive text in pre-test

Students	Components of Writing					Total (X_1)
	Content	Organization	Vocabulary	Grammar	Mechanic	
S.01	14	12	13	12	3	54
S.02	16	14	15	12	4	61
S.03	11	11	9	9	4	44
S.04	11	11	14	11	3	50
S.05	12	13	11	9	5	50
S.06	16	15	14	15	4	64
S.07	16	12	16	15	3	62
S.08	14	14	12	12	3	55
S.09	12	15	14	16	4	61
S.10	11	11	11	15	3	57
S.11	14	11	12	16	4	57
S.12	12	12	16	20	4	64
S.13	11	8	8	12	5	44
S.14	9	11	12	9	5	46
S.15	11	12	14	12	3	52
S.16	12	13	15	12	3	55
S.17	15	14	16	15	4	64
S.18	14	14	12	15	4	59
S.19	16	14	14	15	4	63
S.20	16	12	14	14	3	59
S.21	11	11	14	12	5	53
S.22	15	15	12	12	3	57

S.23	12	13	14	11	3	53
S.24	15	14	14	12	5	60
S.25	16	13	12	11	3	55
S.26	15	12	15	16	4	62
S.27	15	15	16	12	4	62
S.28	16	15	9	11	3	54
S.29	11	12	14	12	3	52
S.30	12	11	12	14	5	54
Total	401	380	394	389	113	1683

After added the components of writing the writer as found the students' score in write descriptive text, the writer saw were many variation of students' score. And the highest score of students 64 but only 3 students obtained score it, there was 1 students obtained score 63, 2 students obtained score 61, 3 students obtained score 62 and 1 students obtained score 60, to the lowest score until 59 there was 2 students obtained this score, there was 3 students got score 57, 3 students obtained score 55, 3 students obtained score 54, 2 students obtained score 53, 2 students obtained score 52, and the very lowest score until 50 there was 2 students obtained this score, 1 students obtained score 46, 2 students obtained score 44.

Table 1.2

The students' score of components of writing to write of descriptive text in post-test

Students	Components of Writing					Total (X ₂)
	Content	Organization	Vocabulary	Grammar	Mechanic	
S.01	16	16	15	14	4	65
S.02	14	17	16	18	5	70
S.03	12	13	15	16	4	60

S.04	15	16	14	15	5	65
S.05	15	16	15	14	5	65
S.06	17	18	17	18	5	75
S.07	16	16	17	16	5	70
S.08	17	18	22	18	5	80
S.09	20	13	20	17	5	75
S.10	14	15	19	16	4	68
S.11	14	15	20	17	4	70
S.12	12	18	16	20	4	70
S.13	13	13	17	12	5	60
S.14	14	17	18	16	5	70
S.15	12	13	16	15	4	60
S.16	15	12	15	14	4	60
S.17	16	18	20	16	5	75
S.18	16	16	18	15	5	70
S.19	16	15	19	15	5	70
S.20	16	15	15	14	4	64
S.21	13	13	15	18	5	64
S.22	15	15	18	12	4	64
S.23	15	14	20	11	5	65
S.24	15	14	15	16	5	65
S.25	16	16	13	16	4	65
S.26	17	15	16	17	5	70
S.27	17	16	20	22	5	80
S.28	17	16	15	12	5	65
S.29	14	14	17	15	5	65
S.30	14	14	15	17	5	65
Total	453	457	508	472	140	2030

In this research, after the writer did pre-test, they did move to the treatments. Its mean that writer make a learning process to improve the ability of students and the result of students' score post-test, the highest score until 80 for 2 students, 3 students obtained score 75, 8 students obtained score 70, the lowest score 60 to 4 students and their was 9 students obtained score 65, 3 students

obtained score 64, 1 students obtained score 68. If we saw the students' result to write descriptive text in this post-test as compared to pre-test, most of students' have ability in writing was good after did the treatments.

4. Looking for gain (d) between pretest and posttest

Table 1.13

Gain (d) between pre test and post test

Students	Pretest		Posttest		Gain (D) ($X_2 - X_1$)	D ² (squared Gain)
	X ₁	X ₁ ²	X ₂	X ₂ ²		
S.01	54	2.916	65	4225	11	121
S.02	61	3.721	70	4900	9	81
S.03	44	1.936	60	3600	16	256
S.04	50	2.500	65	4225	15	225
S.05	50	2.500	65	4225	15	225
S.06	64	4096	75	5625	11	121
S.07	62	3844	70	4900	8	64
S.08	55	3025	80	6400	25	625
S.09	61	3721	75	5625	14	196
S.10	57	3249	68	4624	11	121
S.11	57	3249	70	4900	13	169
S.12	64	4096	70	4900	6	36
S.13	44	1936	60	3600	16	256
S.14	46	2116	70	4900	24	576
S.15	52	2704	60	3600	8	64
S.16	55	3025	60	3600	5	25
S.17	64	4096	75	5625	11	121
S.18	59	3481	70	4900	11	121
S.19	63	3969	70	4900	7	49
S.20	59	3481	64	4096	5	25
S.21	53	2809	64	4096	11	121
S.22	57	3249	64	4096	7	49
S.23	53	2809	65	4225	12	144
S.24	60	3600	65	4225	5	25
S.25	55	3025	65	4225	10	100

S.26	62	3844	70	4900	8	64
S.27	62	3844	80	6400	18	324
S.28	54	2916	65	4225	11	121
S.29	52	2704	65	4225	13	169
S.30	54	2916	65	4225	11	121
Σ	1683	24538	2030	138212	347	4715

The table above shows where the number of sample (N) 30 that the sum score of pretest $\Sigma X_1 = 1683$, the sum score of posttest $\Sigma X_2 = 2030$, the sum gain $\Sigma D = 347$ and the sum of squared gain $\Sigma D^2 = 4715$.

5. Mean score of Pretest and posttest

a. The mean score of pretest (X_1) as follows :

$$\bar{X} = \frac{\Sigma X}{N} = \frac{1683}{30} = 56,1$$

b. The mean score of posttest (X_2) as follows:

$$\bar{X} = \frac{\Sigma X}{N} = \frac{2030}{30} = 67,66$$

6. The standard deviation of pretest and posttest

a. The standard deviation (SD) of the pretest as follows:

$$SD = \sqrt{\frac{SS}{N}}, \text{ Where : } SS = \Sigma X_1^2 - \frac{(\Sigma X_1)^2}{N}$$

$$SS = \Sigma X_1^2 - \frac{(\Sigma X_1)^2}{N}$$

$$SS = 24538 - \frac{1683^2}{30}$$

$$SS = 24538 - 94416$$

$$SS = - 69,878$$

$$SD = \sqrt{\frac{- 69,878}{30}}$$

$$= \sqrt{2,32}$$

$$= 1,52$$

b. The standard deviation (SD) of the posttest as follows:

$$SD = \sqrt{\frac{SS}{N}}, \text{ Where: } SS = \sum X_2^2 - \frac{(\sum X_2)^2}{N}$$

$$SS = \sum X_2^2 - \frac{(\sum X_2)^2}{N}$$

$$SS = 138212 - \frac{2030^2}{30}$$

$$SS = 138212 - 137363$$

$$SS = 849$$

$$SD = \sqrt{\frac{849}{30}}$$

$$= \sqrt{28,3}$$

$$= 5,31$$

7. The mean score and standard deviation of pretest and posttest

Table 1.14

The mean score and standard deviation of pretest and posttest

Type of test	Mean score	Standard deviation
Pretest	56,1	1,52
Posttest	67,66	5,31

This mean score of pretest was 56,1 with standard deviation 1,52 and posttest was 67,66 with standard deviation 5,31. It shows that the mean score of posttest is higher than pretest ($5,31 > 1,52$). The data show that the students writing ability is improved.

8. The significance result of test between pretest and posttest

$$\text{Where: } t = \frac{\sum D}{N} = \frac{347}{30} = 11,5$$

$$t = \frac{D}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

$$t = \frac{11,5}{\frac{\sqrt{4715 - \frac{(347)^2}{30}}}{30(30-1)}}$$

$$t = \frac{11,5}{\frac{\sqrt{4715 - \frac{120409}{30}}}{30(30-1)}}$$

$$t = \frac{11,5}{\frac{\sqrt{4715 - 4,013}}{870}}$$

$$t = \frac{11,5}{\frac{\sqrt{702}}{870}}$$

$$t = \frac{11,5}{\sqrt{0,8068}}$$

$$t = \frac{11,5}{0,8982}$$

$$t = 12,8033$$

$$t = 12,9$$

From the data analysis above, we can see that mean score of students' writing skill in post test ($X_2 = 2030$) is greater than the mean score of students' writing skill in pre test ($X_1 = 1683$). It means generally students' writing skill was develop in continuation of t_{table} , the researcher used level of significance or standard significance (α) = 0,05 to find out the acceptability hypothesis. And the degree of freedom (df) = N-1. The result of $t_{test} = 12,9$ will be analyzed by testing criteria "t" table (t_{table}) as follows:

Testing "t" table (t_{table})

Standard deviation $\alpha = 0,05$

Degree of freedom (df) = N-1

$$= 30-1$$

$$= 29$$

$$t_{test} = 12,9$$

$$t_{table} = t (1 - \frac{1}{2} \alpha) (df)$$

$$= t (1 - \frac{1}{2} 0,05) (29)$$

$$= t (1 - 0,025) (29)$$

$$= t (0,975) (29)$$

$$t_{table}=0,03 \text{ (to find out in } t_{table}\text{)}$$

the data shows that, t_{test} (12,9) is bigger than t_{table} (0,03). When t_{test} is bigger than t_{table} ($t_{test} > t_{table}$) the students' writing skill is develop.

9. The mean score and result of “t” test

Table 1.15

Mean score

Types of test	Mean score
Pre test	56,1
Post test	67,66

Table 1.16

Result of “t” test

Types of test	Mean score
t_{test}	12,9
t_{table}	0,03

The table 1.15 show that the mean score of the post test is greater than mean score of pre test ($67,66 > 56,1$). Table 1.16 shows that the result of t_{test} is greater than the result of t_{table} ($12,9 > 0,03$). The indicates that the students' writing skill in SMPN 2 Palopo at the eight year is develop.

In order to know whether the pretest and posttest significantly difference, freedom (df) the researcher used t_{test} analysis. The result of t_{test} is 12,9. To find out the degree of freedom (df) the research used the following formulas:

$$\begin{aligned}df &= N - 1 \\ &= 30 - 1 \\ &= 29\end{aligned}$$

For the level significance (α) = 0,05 and (df) = 29 then the value of t_{table} = 0,03. Thus the t_{test} is greater than t_{table} ($12,9 > 0,03$). It means that there is significance between post test and pre test of the students' writing skill before and after using parallel writing technique. In other word parallel writing is effective in developing students' writing skill.

B. Discussion

Based on the result of data analysis, the researcher found that the teaching by peer correction technique to improve the students' writing. We could know about the student's achievement in pre-test (before giving treatment) and post-test (after giving treatment).

The writing test of students in pre-test there was 4 items topic about descriptive text such as; my school, hypermart, my family, my teacher. In this test (pre-test) the students still low in writing because the content, organization, vocabulary, grammar, mechanic are still not good. In this section the researcher would show example respondent in pretest that represented all sample when the students write as follows:

a. Respondent 13

My favorit teacher name is Ayub, sehe is englis teacher is diligent teacher, she always never late. Always commod her still.

The students score in content aspect there was obtained poor classification because no fluent, does not communicated information is very limited and simply. The students score in organization there was obtained very poor classification because almost the word used are wrong, not enough to evaluate, and many wrong spelling. Example:*sehe is english teacher* (she is English teacher). The students score in vocabulary there was very poor classification because almost the words used are wrong, example **favorit** (favorite), the students score in grammar there was obtained poor classification because dominated error of grammar, cannot be understood and evaluated, example **sehe is english teacher diligent teacher**. The students score in mechanic there was obtained good because no problem of punctuation and capitalization.

From the explanation above the researcher had motivated to did treatment as one of way to did learning process in improved the students' writing by using

peer correction. By using this technique, it is able to improve the writing ability of students and also the development of the students' sensitivity to become critical reader so as to encourage students to be able to communicate through written media properly and correctly.

The researcher did the learning process along some meeting and treatment to improve the knowledge of students about writing. It shows from the data that the students obtained good classification in content, the students obtained very good classification in organization, the students' obtained good classification in vocabulary, the students obtained fair classification in grammar and the students obtained very good classification in mechanic. In post-test most of students had to good writing descriptive text. The researcher would show example respondent in posttest that represented all sample when the students write as follows:

Respondent 13

Labombo Beach

Labombo beach is one of the tourist attractions located in city of palopo. This place is relatively cheap and the place is very beautiful. The facilities such us flying fox, rubber duck, where to eat, swimming pool, boat, etc. Labombo beach is clean and peaoefull place so the visitors are interested in the beach labombo. In that place we can enjoy the view our family and have a quality time.

Most of students can perfect answer or students' score was better compared by pre-test. It means that the treatment teaching writing by using peer correction was successes.

Based on discussion above, null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. So, it can be said the students' writing was

improved by using peer correction at the eighth year of SMPN 2 Palopo. The researcher concluded that the used of peer correction gave positive contributes to English teacher in teaching writing because the technique of peer correction make students enjoy and got more point from the material.

Teaching writing by using peer correction, the students can express the ideas, opinion, in the paper use peer correction in written forms. Besides, it will make students interested in study writing easy to know mistake in writing and give a way to make teaching writing easily and effectively.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter deals with research conclusion of the research and suggestion based on the data analysis.

A. Conclusion

Based on the result of this research shows that the used of peer correction effective to improved students' writing skill at the eighth year of SMPN 2 Palopo. The result of analysis data from the mean score of students in pre test was only 56,1 and the result of mean score from posttest was until 67,66. And based on the table "t_{table}" standard significant 5% with df = 29 the writer got t_{table} = 0,03 and from t_{test} = 12,9 from this result the writer conclud, t_{test} is bigger than t_{table} that 12,9 is bigger than 0,03. The result of this research shows that the use of peer correction is effective to improve students' writing skill at the eight year of SMPN 2 Palopo.

B. Suggestions

Based on the result of data analysis and conclusions, the researcher proposes some suggestions as follows:

1. For the teacher, it is suggested to the teachers who want to teach English writing used peer correction teachers should form students into small groups so that easier in the learning process. The teachers must be creatively to choose the topic in writing such as descriptive text, recount text, and the teachers can apply peer correction technique in other learning. The teachers should gave students more opportunities to practice writing text by using peer correction.

2. For the students, it is suggested the students should be more diligent in practicing writing by used peer correction in order to produce good writing; also students always bring a dictionary, because the students' vocabulary is still low.

3. For the researcher, it is suggested to achieve the instructional objective about the material of teaching, like writing the teacher should adapt between material and method that teacher applies in classroom.

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Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah	:SMPN 2 Palopo
Mata Pelajaran	: Bhs.Inggris
Kelas/ Sem	: VIII^A/I
Topic	: Descriptive Text
Time	: 4 x 40 menit
Pertemuan	: Pertemuan 1 - 4

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan essay pendek sederhana berbentuk descriptive text untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Mengungkapkan makna dan langka retorika dalam essay pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk descriptive.

Indikator : Menulis text pendek sederhana dalam bentuk descriptive.

Tujuan pembelajaran : Pada akhirnya siswa dapat

Menulis text pendek sederhana berbentuk descriptive.

Aspek Skill : Writing skill (Descriptive text).

Materi Pembelajaran :

Pengertian descriptive text.

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words.

Example:

TEACHER

My favorite teacher's name is Hariani, she is an English teacher, Mrs. Hariani is a diligent teacher, she always goes to school never late, she always commands her students to be disciplined. Mrs. Hariani has a thin body, she is tall, she is 160 cm, her face oval with big eyes, pointed nose, white skin and always wears headscarves for Muslim women.

Mrs. Hariani is my favorite teacher because she has a good strategy every time she teaches, it makes the students enjoy, happy and understand. Mrs. Hariani always teaches English with games, so the students feel enjoy and understand in the learning process.

Langkah – langkah :

a) Kegiatan Pendahuluan

- Greetings
- Menyampaikan SK, KD, indikator dan tujuan pembelajaran
- Memberi materi tentang Descriptive paragraph.
- Memotivasi

b) Kegiatan Inti

✚ Pertemuan pertama s/d keempat

1. Guru membagi siswa ke dalam empat kelompok, guru memberikan materi bagaimana menulis teks deskriptif.
2. Guru memberikan penjelasan mengenai teknik peer correction. Guru memberikan latihan menulis teks deskriptif kepada setiap kelompok. Masing-masing kelompok diberi topik yang berbeda.
3. Guru meminta siswa menukarkan hasil pekerjaan dari setiap kelompok. Sebagai contoh kelompok satu mengoreksi hasil pekerjaan dari kelompok dua dan seterusnya, kemudian guru meminta setiap kelompok berdiskusi dan mengoreksi pekerjaan dari kelompok lain.

4. Guru sebagai fasilitator dan membimbing siswa dalam mengoreksi.
5. Setelah koreksian selesai, guru meminta kepada siswa untuk menyampaikan koreksiannya kepada kelompok yang bersangkutan dengan cara menulisnya dipapan tulis.
6. Guru meminta kepada semua siswa dalam kelompok untuk menulis hasil koreksian dari kelompok lain yang ada dipapan tulis.
7. Guru memberi penjelasan dan penguatan terhadap berbagai materi mengenai descriptive text..

c). Kegiatan akhir :

- Menanyakan kesulitan atau masalah selama proses kegiatan belajar mengajar
- Menyimpulkan materi pembelajaran
- Memotivasi peserta didik untuk membiasakan diri untuk mempraktekkan kedalam kehidupan sehari – hari.

Sumber Belajar :

- Buku teks yang relevan dan alat media lain yang dapat membantu dalam proses pembelajaran

Penilaian :

✓ Tes tulis dengan membuat text dalam bentuk descriptive text

✓ Score = $\frac{\text{Students correct answer total number}}{\text{total number}} \times 100$

91 – 100 classified as very good

76 – 90 classified as good

61 – 75 classified as fair

51-60 classified as poor

0 – 50 classified as very poor.

Guru Bidang Studi Bahasa Inggris

Palopo, 26 juli 2017
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