

**USING PEER CORRECTION IN IMPROVING STUDENTS'
SKILLS IN WRITING DESCRIPTIVE TEXT IN THE
STUDENTS OF SMAN 4 PALOPO**

A THESIS

*Submitted to the English Language Education Study Program of Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo Undergraduate
Degree of English Education*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2023

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Supervised by:

- 1. Dr. Jufriadi.S.S.,M.Pd**
- 2. Muhammad Iksan, S.Pd.,M.Pd.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
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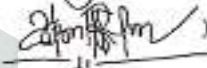

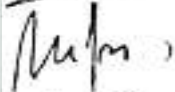
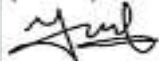
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THESIS APPROVAL

This thesis entitled "Using Peer Correction in Improving Students' Skill in Writing Descriptive Text in the Students of SMAN 4 Palopo" which is written by Ayu Sari, Registration Number 1702020067, the Student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has carried out on Monday, October 02nd 2023 M/Rabbiul Awal 17th 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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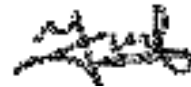
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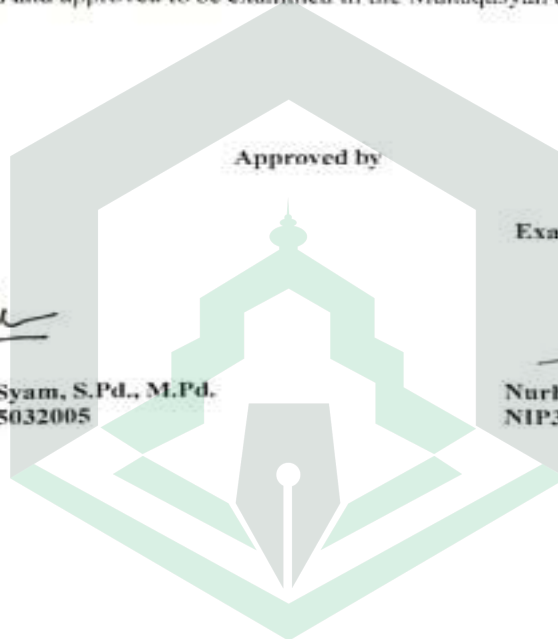


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Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work or thought.
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In the end, this statement is made truthfully and to be used in accordance with its purpose.

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Regards,


Ayu Sari
17 0202 0067

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Finally, the researcher dedicates this thesis: ALLAH SWT may bless us.

Aamin.

Palopo, 28th September 2023

Ayu Sari

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ABSTRACT

Ayu Sari, 2023. “*Using Peer Correction In Improving Students' Skills In Writing Descriptive Text In The Students Of Sman 4 Palopo*” Thesis. English Education Study Program Tarbiyah and Teachers Training State Islamic Institute of Palopo. Supervised by Dr. Jufriadi, S.S., M.Pd Pd as the first consultant, and Muhammad Iksan, S.Pd., M.Pd as the second consultant.

This research aimed to determine whether peer correction can improve the ability of class X students at SMAN 4 PALOPO to write descriptive texts. The research question is: is the use of peer correction techniques effective in improving the descriptive text writing skills of class X students at SMAN 4 PALOPO? This research aims to determine whether peer correction techniques effectively improve students' descriptive text writing skills. For the sample chosen in this research, researchers used a Pre-Experimental design. The research subjects were 18 class X students. The population of this research was class X students for the 2023/2024 academic year, totaling 80 students. The research results show a difference in this class's average pre-test score of 7.333 and post-test 12.833. It can be concluded that t_0 (18.690) is higher than t_t (2.110), in other words, using peer correction techniques effectively improves students' descriptive text writing skills.

Keywords: *Descriptive text, writing skills, peer correction.*

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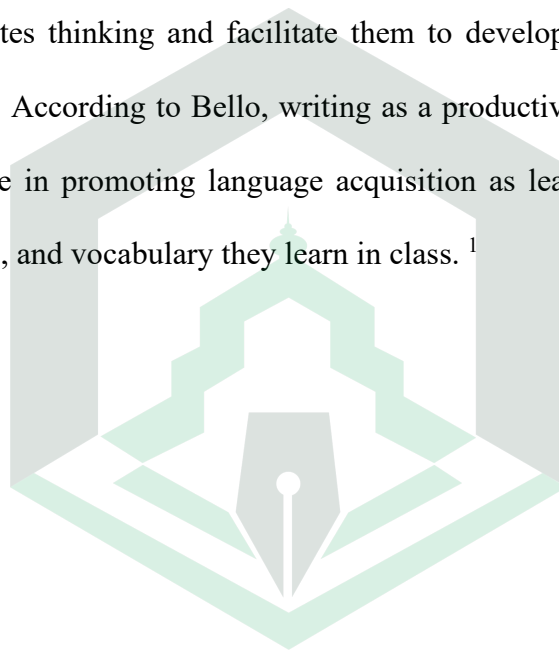
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CHAPTER I

INTRODUCTION

A. Background

Writing is one of the language skills that should be taught besides the other skills. Writing is regarded as a productive skill. It aims to assist students in expressing their ideas in writing. the experts believe that writing is an important skill in the setting. It helps learners to acquire the English language because the activity stimulates thinking and facilitate them to develop some language skills simultaneously According to Bello, writing as a productive language skill, plays an essential role in promoting language acquisition as learners experiment with words, sentence, and vocabulary they learn in class. ¹



¹ Bello, T. *Writing topic Adult ESL students. Paper presented at the 31st Annual Teachers of English to Speakers of Other Language Convention, Orlando, FI, USA.1997*

There are four language skills taught in senior high school namely reading, Listening, writing, and speaking. Here, the researcher emphasizes writing skills, especially how to write descriptive text with good grammar and good organization or form writing descriptive text aims at giving vivid detail of how something or someone looks, and a descriptive text also tells the readers what the thing is, or what the thing does. Writing is a productive skill that is quite important in developing students' competence in senior high school.

Descriptive text is one type of text in Senior High School that is difficult enough to be learned by the students, although the students can use simple present and adjective clauses in writing descriptive text. In learning descriptive text, students may have difficulties learning it. Students may be confused about what to write although they know the topic which has been given by the teacher. They are confused to write their idea about the topic.

The students also have to know about the structure of English writing and the choice of words that are used in the writing. The students as academic writers have to know the process of the organization of writing. The students should be able to describe the organization and form a paper. They should know and understand how to start writing, find several ideas in a paragraph, revise their writing, and make the final writing as well as possible.²

² Rochwati, " *Improving Students' Ability in Writing Descriptive Text through Group work at the First of SMAN 8 Surakarta (Classroom Action Research)*". (Surakarta: School of Teacher and Education MUhammadiyah University of Surakarta, 2007).

When the Researchers observed the learning process in Class Ten students at the SMAN 4 PALOPO. Researchers found several problems such as many students who have difficulty arranging words into good sentences, also have difficulty in making good sentences into paragraphs because students lack ideas, have less competence, have less vocabulary, and don't know about the method of writing.

To solve the problem above the researcher chooses the technique of peer correction in teaching writing. Peer-correction techniques are techniques that refer to activity students in reading the writings of their friends, then making responses in the form of correction in position as a reader.

Several reasons were strengthened by the existence of classroom action research carried out by Joko Purwanto in 2008. This study concludes that there is an increase in the quality of the learning process and an increase in students' scientific writing skills after applying the peer correction technique.

Teaching writing descriptive text by using peer correction, students hoped to be able to arrange a word into a good sentence, also students can make good sentences into a paragraph. Finally, based on the reason above, the researchers conducted research entitled "Using Peer-Correction In Improving Student's Skill In Writing Descriptive Text At the SMAN 4 PALOPO"

B. Research Question

Based on the description of the background of the problem stated, The formulation of the problem of this research is as follows "Is the use of peer correction technique" effective for improving the descriptive text writing skills of Ten graders of SMAN 4 PALOPO?"

C. Objective of research

To find out whether the use of peer correction can improve the descriptive text writing skills of class X students at SMAN 4 PALOPO.

D. Significant of Research

The researcher hopes that this research will be useful for:

1. For teachers: The results of this research become input for teachers to improve students' writing skills in class, especially in writing descriptive text.
2. Other researchers: can be used as research references for a contribution to improving writing skills.
3. Students: They can use peer correction to improve their writing skills.

E. Scope of Research

The scope of this research is focused on writing descriptive text using peer corrections to improve students' writing skills in grade eleven students of SMAN 4 PALOPO with several topics that are expected to be able to make descriptive texts for the four meet the success criteria of a descriptive text (people, places, and things) and also the criteria for writing success (content, organization, vocabulary, grammar, and mechanics).

F. Operational Definition

1. Peer correction is a technique for learning writing skills by correcting peer students' work in their position as a reader.
2. Writing skill is a skill used to express or deliver ideas, opinions, and experience, through writing.

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



CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

Some of the previous research findings are as follows:

In the first study, Jannatun Siti Aisyah learned about increasing students' ability to write recount text through peer correction at the SMA Negeri 5 Bandar Lampung. The research method is pre-experimental, The instruments used to gather the data were writing tests (pre-test and post-test). The result of the study showed that there was a significant increase in the student's ability to write recount text after being taught through the peer correction method. The researcher conducted a pre-test before treatments and a post-test after the treatments Based on the findings above, it can be concluded that peer correction can give a positive increase in students' ability to write recount text.³

In the second study, Sri Wahyuni learns about peer correction on the writing quality of college students having different cognitive styles. To collect the data on students' cognitive styles, the Group Embedded Figure Test (GEFT) was used. Research method This study employs a quasi-experimental research design. The results show that both types of corrections, peer and self-corrections, and students' cognitive styles, field-dependent, and field-independent, significantly affect the students' writing quality. However, there seems to be no significant interaction between types of corrections and students' cognitive styles. The types of

³ Jannatun Siti Aisyah, *Increasing Student's Ability in Writing of Recount Text Through Peer Correction at the SMA Negeri 5 Bandar Lampung*. (Unpublished thesis) Lampung Univesity,page,1. Accessed on 29 September 2016.

correction and cognitive styles do not affect students' writing quality at the same time. Based on the data analysis above, it can be concluded that there is a very significant influence on the quality of students' writing. This implies that the type of correction and cognitive style do not affect students' writing at the same time. In field-dependent, students can have better writing quality when they make corrections, either by peers or by themselves.⁴

In the third study, Maria Ulfah, Amir Fuandy, Nugraheni Eko Wardani learn about teknik peer correction untuk meningkatkan kualitas proses dan hasil pembelajaran menulis karya ilmiah siswa sekolah menengah atas. The aim is to improve the result and quality of the process of learning to write scientific papers with the peer-correction technique. The data is used in the form of qualitative data in the form of observations and interviews as well as qualitative data in the form of test results to write scientific papers. The data analysis technique used is the comparative descriptive statistical analysis and critical analysis by comparing data from one cycle to the next cycle. The result of the analysis of the data shows that peer correction techniques can improve the quality of learning outcomes and the process of writing scientific papers. On the other hand, the study also shows that the application of the technique of the correction needs to be adapted to the

⁴ Sri Wahyuni, 'Peer Correction On Writing Quality Of College Students Having Different Cognitive Styles', *INFERENSI: Jurnal Penelitian Sosial Keagamaan*, 12.2 (2019), 259–82 <<https://doi.org/10.18326/infsl3.v12i2.259-282>>.

character of the participant learners, the learner's background knowledge, and the number of learners in the classroom.⁵

In the last study, Komang Trisnadewi, In the process of producing a writing in English, students certainly experience difficulties since English is a foreign language as experienced by students of STMIK STIKOM Indonesia. The preliminary observation showed that students have problem in all components of writing and tends to repeat the same mistakes. To overcome these problems, peer-correction techniques are implemented. This study was conducted to improve students' writing skill using peer-correction, find the most affected component of writing and show students' responses. There are three steps in this study including pretest, implementation of peer-correction and post-test. Pre-test was conducted at the beginning of the meeting with the aim of knowing the initial ability of students' writing. The implementation of peer-correction was conducted in two cycles which each cycle including planning, implementation of action, observation and final reflection. Post test was conducted in each cycle to determine the ability of students' writing after implementing peer-correction techniques. The result showed that the implementation of peer-correction techniques was able to improve students' writing skill in terms of content, organization, vocabulary, language and mechanics in which content is the most

⁵ Maria Ulfah, Amir Fuady, and Nugraheni Eko Wardani, 'Teknik Peer-Correction Untuk Meningkatkan Kualitas Proses dan Hasil Pembelajaran Menulis Karya Ilmiah Siswa Sekolah Menengah atas', 2 (2013).

affected. Moreover, students showed positive response toward the implementation of peer correction.⁶

Based on the previous research above, there are difference and similarities between previous research and current research, namely there are several things that differentiate the first, Jannatun Siti Aisyah studied improving students' ability to write recount text through peer correction at SMA Negeri 5 Bandar Lampung. The research method used was pre-experimental. The instrument used to collect data was a writing test (pre-test and post-test). Sri Wahyuni learned about peer correction on the writing quality of students who have different cognitive styles. Research method This research uses a quasi-experimental research design. Maria Ulfah, Amir Fuandy, Nugraheni Eko Wardani learned about peer correction techniques to improve the quality of the process and learning outcomes of writing scientific papers for high school students. Komang Trisnadewi, This research was conducted to improve students' writing skills by using peer correction, finding the writing components that are most affected and showing students' responses. While the equation is the same as using peer correction to improve students' writing skills.

B. Concept of Writing Skill

1. Definition of Writing Skills

The primary purpose of writing is communication. Some expert who writes books in English about writing has described and made definitions it writing can be said to be the act of forming a symbol: making marks on a flat surface of some

⁶ <https://ejournal.ihdn.ac.id/index.php/JOELE/article/view/2213>

kind. But writing is much more than the production of sounds.⁷ And the purpose Bell and Burnbyin David Noonan pointed out that writing is a strongly complex cognitive in which the researcher is required to demonstrate control of several variables simultaneously.⁸ Whereas Pica state there is some scientist that human being communicate and express their feeling and opinions Writing is a mean of both communication and self-expression.⁹ On the other side Barnet and Sub 'said that writing a physical act requires material and energy. And like most physical activity, to be performed fully to bring pleasure, to both performer and audience it requires practice.¹⁰

Based on the explanation expert above, the research concludes that writing is an activity or expression of language to make information or notes in the form of letters, symbols, or words. People have used many tools for writing including pain, pens, and computers. There are many factors influencing writing to be a good one such as grammatical, vocabulary, and spelling knowledge which must be integrated to be a paragraph.

2. Types of Writing skill

There are five types of writing skills namely: Description, Narrative, Exposition, Persuasion, and Arguments.

⁷ Don Bryne, Teaching Writing Skills New Edition, (London and New York: Longman Publisher, 1988), P.1

⁸ David Noonan, Design Tasks For The Communicative Classroom, (New York: Cambridge University Press, 1989), P.36

⁹ Picas, Teaching English Writing, Essential Language Teaching Series, (London: The Macmillan Publisher, Ltd, 1987), P.5

¹⁰ Barnet and Stub's, Practical Guide to Writing, (Canada: Born company 4th edition 1983) P.3

a. Description

The 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 so that readers to see, and experience what had happened to the author. Description or metaphor can be used to tell me anything we experience, in other to attract our writing, not to tell me in detail, but enough necessities.

b. Narrative

The narrative tells the kinds of discourse that occur in 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 convey or describe a thing that can expand or increase the knowledge and views of the reader. The goal was to inform you something without any intent to affect the minds, feelings, and attitudes of readers.

d. Persuasion

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

e. Arguments

The arguments were a range of discourse intended to convince readers of the truth proclaimed by the author.

3. The Components of Writing Skill

There are five components of writing namely, content, organization, vocabulary, language use (grammar), and mechanics.

a. Content

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

b. Organization

In the organization of writing content the way, writers arrange and organize the ideas or the message in the writing for organizing materials. Writing involves coherence in order of importance, general of which happened from the beginning to the end.

c. Vocabulary

Effective words will always result in good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing. We can express ideas and deal with vocabulary. Vocabulary is all the words that a person knows or uses, all the words in a

language, list of their meaning, especially in a book for learning a foreign language.¹¹

d. Language Use (Grammar)

Language use in writing descriptions and other 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. Also, grammar can help students improve the use of formal language.

e. Mechanics

There are two parts of mechanics in writing, namely punctuation, and capitalization. Punctuation is important as a way to clarify meaning. In English writing capital letters have to participate. First they are used to distinguish between particular and thing second, they are used with adjectives and adverbs. This aspect is very important since it leads the reader to understand or recognize immediately that the writer means to express definitely.¹²

4. The Purpose of Writing

The purpose of writing based on Penny Ur is the conveying 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 purposes of writing, they are writing to understand the experience, to inform, to explain, to persuade, to amuse, and to inspire others.

¹¹ Oxford University Press. Oxford Learner's Pocket Dictionary, (New York; 2003),p.482

¹² Heaton, Writing English Language Test, (New York Language: 1998),p.148

a. Writing to understand the experience

The writers who have this writing draw 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 with the readers.

b. Writing to inform

In much of the writing, it intends 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 of explaining is to clarify a subject to the readers. The important thing to keep in mind is 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 needs explanation.

d. Writing to persuade

Persuasion is a very important thing in human life. You will use persuasion in an attempt to get someone to do something you want for yourself, to achieve benefits for others, or to solve a problem. For instance, when you apply for jobs, try to borrow money, and persuade the government to protect an 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 that it is possible to achieve. Fulfilling this motive or writing involves drawing on widely held values and evoking feelings that need to be reinforced.

f. Writing to amuse

Writing to amuse requires the writer to focus on the readers rather than himself or herself. The writers may enjoy the experience and take pride in what they accomplish, but they cannot settle for amusement alone. Writing to amuse allows bringing pleasure to others. Seize the opportunity and make the most of it.¹³

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

5. Teaching Writing Skill

Teaching how to write effectively is one of the most important lifelong skills education imparts 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

¹³ Robert Keith Miller, *Motives for writing, 5th Ed*, (New York: The MCGraw-Hill Comp,2006), p.47-97.

write. Teachers will find free writing resources on grading, writing conventions, and the use of graphic organizers. 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 situations, 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

A 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. A 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 for writing essays.

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 intended, the value of learning these writing conventions becomes clear.¹⁴

¹⁴ <http://www.time4writing.com/teaching-writing>. Pdf. Online accessed on (11th juni 2017).

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.

6. The Technique of Teaching Writing

Writing is commonly seen as three stage process of pre-writing and rewriting, They are:

1. Pre-writing

Before actual composition begins, there is always a period of getting ready and this period can be a few moments, a few days, weeks, or even years. We can consider the problem involved in this pre-writing stage of composition, namely: finding a usable topic, devouring ideas, defining our audience, and defining limitations.

2. Writing

One way to the process of the writing process is to break it down into its major units, such as sentences together to make a coherent essay, therefore, we can say the major problems in the writing process are:

- Producing effective sentences (Sentence structure)
- Constructing paragraph (Paragraph development)
- Creating a coherent overall form for the essay (Organization)

But in this case the researcher in one problem sentence structure or grammar.

3. Rewriting

Rewriting is the process of making deletions, rearrangements, and substitutions. When one writer makes of significant change in the paper. Rewriting should not be confused with editing. We can clean up the main script, punctuate it correctly, eliminate misspellings, make sure that verbs agree with their subject, and so on. When we write, we can delete, add, rearrange, and substitute some words, phrases, sentences, and paragraph sections.¹⁵

4. Drafting

Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate on explaining and supporting your ideas fully. Here you also begin to connect your ideas. Regardless of how much thinking and planning you do, the process of putting your ideas in words changes them, often the very words you selected evoke additional ideas or implications. And don't pay attention to such things as spelling at this stage. This draft tends to be writer-centered it is you telling yourself what you know and think about the topic.

5. Revising

Revision is the key to effective documents, here you think more deeply about your reader's needs and expectations. The document becomes reader-centered. How much support will each need to convince your readers? Which term should be defined for these particular readers? Is your organization effective? Do readers need to know X before they can understand Y? At these stages you

¹⁵ Nimah, Improving Students' Writing Skill Through Parrarel Writing Technique At the Eleventh Year Students of SMU 1 Bupon, (Palopo: 2009),p. 11-12

also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear.

6. Editing

Check for such things as grammar, mechanics, and spelling. The last thing you should do before printing your document is to spell check. And don't edit your writing until the other steps in the writing process are complete.

7. Publishing

Publishing is the process. Publishing services can help a writer become a published author.

C. Concept of Peer Correction

1. Definition of Peer Correction

Purwanto (in Ulfah et al., 2013: 03) states that the peer-correction technique refers to the activity or activity of the student in reading his friend's writing and then makes a response (in the form of correction) in his position as a reader.¹⁶

According to Suryani's (2009:26) discussion relating to peer- -correction, this technique refers to the activities or activities of students in reading the writings of their friends and then making a response in the form of correction in this position as a reader. By using this technique, it is possible to improve the writing ability of students and also the development of the student's sensitivity to become critical readers to encourage students to be able to communicate through written media properly and correctly.¹⁷

¹⁶ Purwanto, *Anak-Kampus-Model-Pembelajaran-Peer Correction*. Pdf. (in Ulfah et al.,2013:03). Accessed on 13th November 2017. p,2.

¹⁷ Suryani, *Anak-Kampus-Model_Pembelajaran-Peer correction*. Pdf.(2009-26).Accessed on 13th nove 2017.p.2

Furthermore, Harmer (2004) states that correction is a fascinating process in the teacher-student relationship in the classroom. By using peer correction techniques, students can find out what their peers are doing. Students will have an opportunity to take part actively to try, locate, and correct friends' faults to enable students to be more involved 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 are a more informative way of error correction because it is given by people who have comparable abilities.

The conclusion of the above explanation of the peer-correction technique is this technique refers to the activity of students activity in reading their and their friend's writing, then making a response in the form of correction in position as a reader. By using this technique, it is possible to realize the writing ability of the students and also the development of the student's sensitivity to become critical readers to encourage students to communicate through written media properly and correctly.

2. Benefits and Advantages Peer-Correction Technique

Waiz (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 correction given will be more easily understood by other students, and (d) with the application of peer correction technique 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 the peer correction technique that are: (1) the technique centers on student activities as learners, (2) can motivate students to actively think, (3) it 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 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 student's writing skills because each stage of writing activities will look visible.

3. Form of Implementation of Peer-Correction Technique

Associated with the process of writing learning using peer correction. 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 by the needs or aspects to be discussed in the lesson.

2. Groups discussion

Its application can be done by discussing writing together with a small group of students can be two then performing activities correction 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 students with one mutually correct the writing that has been made by this friend. This process should still be under the guidance of teachers. Teachers must give students an understanding and affirmation that they must be genuine and earnest in correcting and correcting based on predetermined types of errors.

4. Stages of Writing Peer-Correction

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 make their corrections is to give symbols or abbreviations in writing. The makers 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.

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 by teachers and learners together. The teacher in this case is the teacher who first gives examples of one type of error. Then the learner in this case 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.

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 numbers of the book, and the identity that is more specific concerning the rules of writing may help the learner to correct the error.¹⁸

¹⁸ [HTTP://www. Anak-Kampus-Model-Pembelajaran-Peer correction. pdf](http://www.Anak-Kampus-Model-Pembelajaran-Peer-correction.pdf). Accessed on 13th 2017. p . 4.

D. Media Picture for Writing Descriptive Text

1. Definition of picture

The picture is a visual representation (of an object or scenes or abstraction) produced on a surface, They showed us the picture of their wedding, and a movie is a series of images projected so rapidly that the eye integrates them.¹⁹

2. Kinds of Picture

- a. A visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface.
- b. A visible image, especially one on a flat surface or screen: the picture reflected in the lake; focused the picture on the movie screen.
- c. A vivid or realistic verbal description: a Shakespearean picture of guilt.
- d. A person or object bearing a marked resemblance to another: she's the picture of her mother.²⁰

3. Picture as Media

A picture is a general language that can be understood and can be enjoyed everywhere. The picture provides most people with critical contact with the real world. According to Raimes (1983), pictures (drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts, and maps) can be valuable resources for teaching writing. She further states that the teacher can find valuable resources in pictures. The picture provides a shared experience for students in the class, a common base that leads to a variety of language activities. In addition, she states that pictures can be the basis for not just

¹⁹ [Http://www.thefreedictionary.com/Picture](http://www.thefreedictionary.com/Picture). 29 April 2012

²⁰ <http://www.Thefreeditinary.com/picture>. 26 November 2012

one task but many, such as the sequencing of sentences to the writing of original dialogues, letters, reports, or essays. Furthermore, she states, that because everybody likes to look at pictures, their use in the classroom provides a stimulating focus for students' attention. A picture brings the outside world into the classroom in a vividly concrete way. Finally, a picture is a valuable resource is it provides (1) a shared experience in the classroom, (2) a need for common language forms to use in the classroom, (3) a variety of tasks, and (4) a focus of interest for students.²¹

E. The Concept of Descriptive Text

1. Definition of Descriptive Text

A descriptive text is a text that says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. As Barbara Fin Clouse said in her book, *The Student Writer*, "Description adds an important dimension to our lives because it moves our emotion and expands our experience".²² The description expands our experience by taking us to places we might not otherwise know much about.

Traditionally, descriptions are divided into two categories: Objectives and subjective. In the objective description, you record details without making any personal evaluation or reaction. In the subjective description, you are free to interpret the details for your reader; your reaction and description can be emotional and value-loaded. The goal when we write subjective descriptions is to

²¹ Raimes, A, *Techniques in Teaching Writing*. (Oxford: Oxford University Press, 1983). <http://teachingenglish4all.wordpress.com/2011/04/21/teaching-writing-descriptive-text-using-pictures/>

²² Barbara Fine Clouse, *The Student Write*, (McGraw-Hill ompanies, inc.,2004),p.142

create vivid mental images. To do that, we will use concrete sensory detail, which consists of specific words that appeal to the senses (sight, sound, taste, smell, touch). So, we can say that descriptive text is the text that describes what kind of person or an object describes good shape, properties, number, and others in particular. The goal (purpose) of the descriptive text is clear, namely to explain, describe, or disclose a specific individual or object.

2. Kinds of Descriptive text

There are three kinds of description in text: a place, people, and things. So, it normally takes on three forms, they are:

a. Description of a people

Description of people is a text that describes how people look, such as the face body, etc. People are different, and writing descriptions of people is different. You are probably already aware of some of the complications because you have often been asked, "What's do-and-like?" You might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

b. Description of a place

Description of pace is a text that describes the place's looks, such as the condition, the situation, etc. 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 sentences in a descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene

being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depends on your subject and purpose.²³

c. Description of Things

A description of a thing is a text that describes the thing's looks, such as the conditions, functions, etc. To describe a thing the writer must have a good imagination about that thing that will be described. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: use proper nouns and effective verbs. In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include several proper nouns, which, as we know, are the names of particular persons, places, and things.

3. Compiling descriptive text

The steps for compiling descriptive text (Kokeshi and Restuti, 2013:43), are as follows:

- a. Determine the object to be described, such as people, places, places of object, objects, animals, atmosphere, and another.
- b. Determine the details of the topic of the object to be described.
- c. Arrange the topics into a systematic pattern based on the order of time, place, and other patterns.
- d. Develop the topic into a coherent and descriptive text.
- e. Text revisions have been made.

²³ Regina L. Smalley and Mary K. Rotten, *Refining Composition Skill*, (New York: International Thompson Publishing Company, 4th Edition), p.69

While the Ministry of Education and Culture (2016: 31-39) the steps for writing a descriptive text are as follows:

- a. Determine the object to be described and create a little.
- b. Write an essay on the parts that will be described.
- c. Provide data.
- d. Arrange the sentences into the opening paragraph of descriptive/identification response text, part 1 description paragraph, part 2 description, part 3 description, and closing paragraph.
- e. Details of the objects/atmosphere that you describe using words and sentences that stimulate the senses. Readers who do not experience directly seem to see, hear, and feel what you describe. Interestingly use a variety of words.²⁴

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 feature of the description is:

- a. The verb in the present tense
- b. Adjective to describe the feature of the subject

²⁴ Gregorius Marsyovin Rebun Waleng. (2018). Peningkatan Keterampilan Menyusun Teks Deskripsi Melalui Pembelajaran dengan Media Mind Map pada siswa kelas VII A SMP Taman Dewasa Ibu Pawiyatan Yogyakarta Tahun Ajaran 2017/2018.

- c. Topic sentences to begin paragraphs and organize the various aspects of the description.²⁵

The factual description scaffold

1. A general opening statement is in the first paragraph.
 - a. This statement introduces the subject of the description to the audience.
 - b. It can give the audience brief details about the when, where, who, or what of the subject.
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.
3. A concluding paragraph (optional)
 - a. The concluding paragraph signals the end of the text.

Example of described text

Mr. Kartolo, the Farmer Mr. Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr. Kartolo is ready to harvest his crops. Mr. Kartolo plows the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the

²⁵ Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan, 1998), p.26.

livestock, and cleaning the barns are more among Mr. Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.²⁶

5. Characteristics of Descriptive Text

1. Using simple present tense

Descriptive uses the simple present tense to explain a fact or truth contained in a thing or person.

2. Using a lot of adjectives

Adjectives are known as adjectives, such as good-bad, and big-small. Adjectives are used because the descriptive text will explain the characteristics of an object, human, or animal.

3. There are related verbs

A relating verb is a type of verb that tries to connect to the explanation of the subject noun, such as be, have, or seem. The descriptive text uses a lot of related verbs as a link between the subject and the explanation.

4. The descriptive text has only one focus, namely to explain one object.

F. Theoretical Framework

The quality of the process and learning outcomes of writing descriptive text for students is still very low. When the learning activities take place, the activeness, attention, and concentration, as well as the interest and motivation of students which are aspects of the assessment of the learning process are proven to be still low. From the learning outcomes, students are only able to write a few paragraphs of descriptive text, the contents of the text are not connected, causing

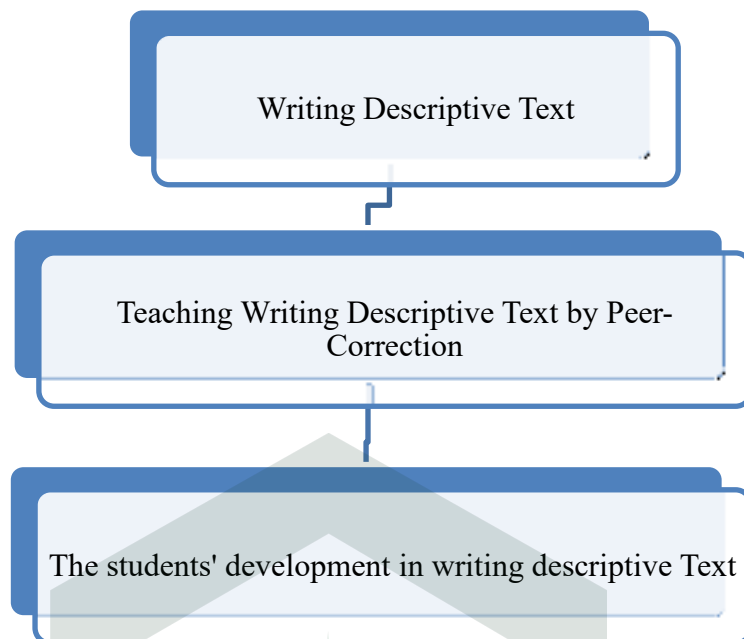
²⁶ Artono Wardiman, et. al., *English in focus: for Grade VII Junior High School (SMP/MTS)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS,2008), p.113.

some illogical errors, and there are many language errors which include the use of spelling, diction, and sentences. This is because students have difficulty in writing vocabulary, mastering spelling, using conjunctions or connecting words, making sentences effective, and even in the use of punctuation. This is what causes the low writing ability of students.

For this reason, changes are needed in the learning process, so that students' writing abilities can be improved. One way that is chosen is to apply peer correction techniques. The application of this technique can encourage students to be able to correct the writings of themselves and their peers so that they will truly be able to understand and experience firsthand and more deeply how to write a descriptive text correctly.

By using this technique, students have the opportunity to correct their writing, both in terms of spelling and punctuation, sentence structure, and developing main ideas. Thus, it is hoped that it will be able to bring up higher student memory. In addition, students are also able to reflect on themselves and not make the same mistakes when they are writing. Thus the ability of students to write descriptive texts will increase.

Table 2.1



G. Hypothesis

The hypothesis in this research is formulated as follows:

H_0 = There is no significant improvement in students' writing skills before teaching by using peer correction at the tenth class students of SMAN 4 Palopo after conducting the treatment.

H_a = There is a significant improvement in students' writing skills after teaching by using peer correction at the tenth class students of SMAN 4 Palopo after conducting the treatment.

CHAPTER III

METHOD OF THE RESEARCH

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

A. Method of the Research

1. Research Method

The method of research used is pre-experimental research. It aims the effectiveness of using peer correction to improve the writing ability of the X-class students of SMAN 4 PALOPO.

2. Research design

This research applies a design with on group pr pre-test and post-test. It is used to compare the pre-test and post-test scores. This design is presented as follows.

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Notes: O₁ = Pre- test

X = Treatments by using Peer Correction.

O₂ = Post-test

3. Variable

The research has two variables, namely the independent variable and dependent variable: the independent variable in this research is the peer correction technique and the dependent variable is the students in writing skills.

B. Population and Sample

1. Population

The population of this research is all of the class X SMAN 4 PALOPO. The population was 80 students who were of four classes.

2. Sample

The research applies purposive sampling techniques. The sample is class X at SMAN 4 PALOPO, which consists of 18 students. The research chose the sample because the research found that students' competence in writing in class at SMAN 4 PALOPO was lower than the other students.

C. Instrument of the Research

The research used pre-tests and post-tests. The pre-test is given to assess an example of the student's ability to use peer correction techniques in the previous treatment. Post-test is given after treatment of applying using peer correction as the manner to assess the example the students writing descriptive text ability. Both pre-test and post-test were used to find out the development of students' writing descriptive text ability after the treatment by using peer correction.

D. The Procedure for Collecting Data

a. Pre-test

Before doing the treatment, the student is given a pre-test- to know their achievement in writing skills in descriptive text. At present, the research gave a pre-test. The test was aimed to know the students' prior knowledge of the descriptive text. The pre-test is the same as the post-test.

b. Treatment

The writer gave treatment after the pre-test. The treatment is done for two meetings. Every meeting took 45 minutes. Every this treatment the writer gave the way to write descriptive text by using peer correction techniques. Every student hoped to participate actively in writing a descriptive text based on the topic every meeting.

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

1. In the first, class the researcher divided students into four groups, then gave material on how to describe the text.
2. Second, the researcher explained peer correction techniques. Then the researcher gave a drill of writing descriptive text to all students and gave a different topic.
3. Third, in class, A researcher asked the group to exchange the test results for all groups. For example group, one corrects the text of group two, and so on.

Then the researcher asked students in all groups to discuss and correct the text one by one group and look for any mistakes that must be corrected.

4. Fourth, the researcher monitors students' activities.
5. Fifth, after finishing correcting the researcher asked each student in each class to write their corrections on the blackboard or paper.
6. Sixth, the researcher asked all students to write down the results of each student's correction to be presented in front of the class.
7. Seventh, the researcher provides an explanation and reinforcement of descriptive text that has been taught.

c. Post-test

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

E. The Technique of Data Analysis

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

a. Scoring Writing- Test

There are five scoring of writing tests namely: content, organization, vocabulary, grammar, and mechanics.

1) Content

Table 3.1 Table of Scoring Writing Strategy

No.	Score	Classification	Criteria
1.	27-30	Very Good	Clear, focused, and exciting detail, complete, rich. Focus, the main idea stands out secondary notions do not usurp too much attention.
2.	23-26	Good	Clear and focused, even though the overall result may not be incredibly captivating. Support is attempted but may be limited insubstantial, or too general.
3.	12-22	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking one purpose or not.
4.	9-11	Poor	Not fluent, does not communicate information is very limited, boring.
5.	5-8	Very Poor	No organization is not enough to evaluate because not meaningful.

2) Organization

Table 3.2

No.	Score	Classification	Criteria
1.	18-20	Very Good	Effective word, choice, and usage specific and accurate.
2.	14-17	Good	Adequate range of occasional errors of word/idiom, choice, and usage of the language communicated but rarely captures the reader's imagination, while the overall meaning
3.	10-13	Fair	Is quiet cereal, some words may lack precision the writer struggles with eliminated vocabulary, grouping for words
4.	7-9	Poor	Many error words/idioms, choices, and usages. Language is so vague and abstract. So redundant, and devoid of detail that only the broadest, many repetitions, often words simply do not feat the test, the verb is weak and view in number: is, are were and dominated.
5.	5-7	Very Poor	Almost all the words used are wrong, colorless, not enough to evaluate, and much incorrect spelling.

3) Vocabulary

Table 3.3

No.	Score	Classification	Criteria
1.	18-20	Very Good	Effective word, choice, and usage specific and accurate.
2.	15-17	Good	Adequate range of occasional errors of word/idiom, choice, and usage of the language communicated but rarely captures the reader's imagination, while the overall meaning
3.	12-14	Fair	Is quiet cereal, some words may lack precision the writer struggles with eliminated vocabulary, grouping for words
4.	9-11	Poor	Many error words/idioms, choices, and usages. Language is so vague and abstract. So redundant, and devoid of detail that only the broadest, many repetitions, often words do not feat the test, the verb is weak and viewed in number: is, are, were, and dominated.
5.	5-8	Very Poor	Almost all the words used are wrong, colorless, not enough to evaluate, and much incorrect spelling.

4) Grammar

Table 3.4

No.	Score	Classification	Criteria
1.	22-25	Very Good	A significant problem in simple/complex construction; is frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and fragments, run-ons, deletions; meaning confused or obscured.
2.	19-21	Good	Virtually no master of sentence construction rules; dominated by errors; does not communicate; OR not enough to evaluate.
3.	11-18	Fair	Demonstrates mastery of conventions; few spelling errors, punctuation, capitalization, and paragraphing.
4.	5-10	Poor	Occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
5.	4	Very Poor	The writer is challenging to follow or to read aloud. The sentence tends to be incomplete, and very awkward.

5) Mechanic

Table 4.5

No.	Score	Classification	Criteria
1.	5	Very Good	Demonstrate mastery of convention, not a problem with spelling, punctuation, capitalization, or paragraphs.
2.	4	Good	Few errors in spelling, capitalization, and paragraphing but not observed
3.	3	Fair	Some errors in spelling, punctuation, capitalization
4.	2	Poor	Many errors in spelling, punctuation, capitalization
5.	1	Very Poor	Illegible writing.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explains the scores and results of research in schools based on the samples given and explains the details of the pre-test and post-test that have been given to students.

A. Findings

In this section, the researcher describes the results of students' abilities in writing skills obtained when researchers research writing skills using peer-correction to improve students' skills in writing descriptive text in the students of SMAN 4 Palopo. This research uses a type of pre-experimental research that was analyzed statistically. SPSS 26.

1. The Analysis of Students' Writing Scores in Pre-Test and Post-Test

1. Pre-test

In this section, the researcher shows the complete score of Students in writing ability (content, vocabulary, and grammar) in the pre-test, the mean score and standard deviation of students, and the rate percentage of students' writing scores in the pre-test. The researcher presents them in tables and calculates the score by using SPSS. For more clarity, at first, the researcher would show the complete students' scores on writing ability of content, organization, vocabulary, grammar, and mechanics in the pre-test. It is tabulated by following the table:

Table 4.1. The Score of Students' Writing Skills in Pre-test

Respondent	Content	Organization	Vocabulary	Grammar	Mechanics
R1	9	8	7	6	1
R2	8	7	7	8	2
R3	12	8	9	7	2
R4	13	9	11	10	2
R5	11	7	7	6	2
R6	12	10	11	9	2
R7	12	11	9	8	1
R8	13	10	13	12	3
R19	8	8	6	9	1
R10	7	6	7	6	1
R11	11	7	8	6	1
R12	7	8	7	7	1
R13	11	10	12	9	2
R14	13	11	11	9	1
R15	12	9	9	7	1
R16	11	8	8	6	1
R17	9	6	8	7	2
R18	11	7	7	6	1

Writing skill consists of five aspects: they were content, organization, vocabulary, grammar, and mechanic. So in the section, the researcher would present and tabulates the mean score of the students, writing ability one by one through the following tables.

1. Content

Table 4.2 Students' Frequency and Percentage of Content In Pre- Test

NO	Classification	Score	Frequency	Percent
1	Very Good	27-30	-	0%
2	Good	23-26	-	0%
3	Fair	12-22	8	40%
4	Poor	9-11	7	40%
5	Very Poor	5-8	3	20%
Total			18	100%

Score in the content of the pre-test. It shows that there was none of the students got Very Good (0%), or Good (0%). Besides, there were 8 students (40%) who got Fair, there 7 students (40%) who got Poor, and last, there were 3 students (20%) who got Very Poor. It means that the all of students writing skill is low.

2. Organization

Table 4.3 Students' Frequency and Percentage of Organization In Pre- Test

NO	Classification	Score	Frequency	Percent
1	Very Good	18-20	-	0%
2	Good	14-17	-	0%
3	Fair	10-13	5	30%
4	Poor	7-9	12	65%
5	Very Poor	5-6	1	5%
Total			18	100%

Score in the content of the pre-test. It shows that there was none of the students got Very Good (0%), or Good (0%). Besides, there were 5 students

(30%) who got Fair, 12 students (65%) who got Poor, and last, there were 1 students (5%) who got Very Poor. It means that the all of students writing skill is low.

3. Vocabulary

Table 4.4. Students` Frequency and Percentage of Vocabulary In Pre- Test

NO	Classification	Score	Frequency	Percent
1	Very Good	18-20	-	0%
2	Good	15-17	-	0%
3	Fair	12-14	2	10%
4	Poor	9-11	6	35%
5	Very Poor	5-8	10	55%
Total			18	100%

Score in the content of the pre-test. It shows that there was none of the students got Very Good (0%), or Good (0%). Besides, there were 2 students (10%) who got Fair, there 6 students (35%) who got Poor, and last, there were 10 students (55%) who got Very Poor. It means that the all of students writing skill is low.

4. Grammar

Table 4.5. Students` Frequency and Percentage of Grammar In Pre- Test

NO	Classification	Score	Frequency	Percent
1	Very Good	23-25	-	0%
2	Good	20-22	-	0%
3	Fair	16-19	-	0%
4	Poor	9-15	7	35%
5	Very Poor	5-8	11	65%

Total	18	100%
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Score in the content of the pre-test. It shows that there was none of the students got Very Good (0%), or Good (0%). and fair (0%), there were 7 students (35%) who were Poor, and last, there were 11 students (65%) who were Very Poor. It means that the all of students writing skill is low.

5. Mechanics

Table 4.6. Students` Frequency and Percentage of Mechanics In Pre- Test

NO	Classification	Score	Frequency	Percent
1	Very Good	5	-	0%
2	Good	4	-	0%
3	Fair	3	1	5%
4	Poor	2	7	40%
5	Very Poor	1	10	55%
Total			18	100%

Score in the content of the pre-test. It shows that there was none of the students got Very Good (0%), or Good (0%). Besides, there were 1 student (5%) who got Fair, 7 students (40%) who got Poor, and last, there were 10 students (55%) who got Very Poor. It means that the all of students writing skill is low.

b. Post-Test

In this area, the researcher made the rate percentage of students' score writing ability in the post-test. The results of the student's scores in the post-test were presented in the tables. The complete of the student's score writing ability of

content, organization, vocabulary, grammar, and mechanic in the post-test were tabulated as follow:

Table 4.7. The Score of Students' Writing Skills in Post-test

Respondent	Content	Organization	Vocabulary	Grammar	Mechanics
R1	11	12	13	14	3
R2	14	13	14	14	3
R3	14	12	13	14	3
R4	23	12	12	23	3
R5	24	13	12	25	3
R6	14	13	14	23	3
R7	23	13	13	14	3
R8	14	13	20	25	4
R9	13	10	14	23	3
R10	11	11	13	14	3
R11	14	12	14	23	4
R12	11	11	13	14	3
R13	11	10	12	24	3
R14	23	13	14	25	3
R15	14	13	14	24	3
R16	14	13	13	23	3
R17	11	10	12	24	3
R18	11	10	12	24	3

On another side, the researcher had classified based on English writing assessments that consisted of content, organization, vocabulary, grammar, and mechanics. It was presented through the table distribution frequency and percentage. It shows the following:

1. **Conten**

Table 4.8 Students' Frequency and Percentage of Content in Post-Test

NO	Classification	Score	Frequency	Percent
1	Very Good	27-30	-	0%
2	Good	23-26	3	20%
3	Fair	12-22	9	50%
4	Poor	9-11	6	30%
5	Very Poor	5-8	-	0%
Total			18	100%

Based on The table above, showed that the student's scores in the content of the post-test varied; in which there was none of the students (0%) got very good, and there were 3 students (20%) got good classifications. There were 9 students (30%) who got fair. There were 6 students (30%) who got poor, and there was none of the students (0%) got very poor classifications.

2. **Organization**

Table 4.9 Students' Frequency and Percentage of Organization in Post-Test

NO	Classification	Score	Frequency	Percent
1	Very Good	18-20	-	0%
2	Good	14-17	1	5%
3	Fair	10-13	17	95%
4	Poor	7-9	-	0%
5	Very Poor	5-6	-	0%
Total			18	100%

Based on The table above, showed that the student's scores in the content of the post-test varied; in which there was none of the students (0%) got very

good, and there was 1 student (5%) got good classifications. There were 17 students (95%) who got fair. And the poor (0%), and there was none of the students (0%) got very poor classifications.

3. Vocabulary

Table 4.10 Students' Frequency and Percentage of Vocabulary in Post-Test

NO	Classification	Score	Frequency	Percent
1	Very Good	18-20	2	10%
2	Good	15-17	-	0%
3	Fair	12-14	16	90%
4	Poor	9-11	-	0%
5	Very Poor	5-8	-	0%
Total			18	100%

Based on The table above, shows that the students' scores in the content of the post-test were very high; in which there was 2 of the students (10%) got very good, and (0%) got good. There were 16 students (90%) who got fair. There were (0%) who got poor, and there was none of the students (0%) got very poor classifications.

4. Grammar

Table 4.11. Students' Frequency and Percentage of Grammar in Post-Test

NO	Classification	Score	Frequency	Percent
1	Very Good	23-25	12	65%
2	Good	20-22	-	0%
3	Fair	16-19	-	0%
4	Poor	9-15	6	35%

5	Very Poor	5-8	-	0%
Total			18	100%

Based on The table above, shows that the students' scores in the content of the post-test were very good; in which there was 12 of the students (65%) got very good, and (0%) got good. There students (0%) got fair. There were 6 students (35%) who got poor, and there was none of the students (0%) got very poor classifications.

5. Mechanics

Table 4.12. Students' Frequency and Percentage of Mechanics in Post-Test

NO	Classification	Score	Frequency	Percent
1	Very Good	5	-	0%
2	Good	4	3	15%
3	Fair	3	15	85%
4	Poor	2	-	0%
5	Very Poor	1	-	0%
Total			18	100%

Based on The table above, shows that the students' scores in the content of the post-test were very low; three of the students (0%) got very good, and were 3 students (15%) got good. There were 15 students (95%) who got fair. There were (0%) who got poor, and there was none of the students (0%) got very poor classifications.

2. The Analysis Writing Scores in Pre-Test and Post-Test

Besides showing the mean score mean each subject of writing skill (content, organization, vocabulary, grammar, and mechanics) one by one, this research also would present the total mean score and standard deviation of the pre-test and post-test, and then compare both them. The result is presented in a descriptive statistic table as follows:

Table 4.13. The Mean Score Standard Deviation of the Pre-test and Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	18	5.00	10.00	7.3333	1.45521
Posttest	18	10.00	16.00	12.8333	1.68907
Valid N (listwise)	18			3	

Table 4.13 indicates that the standard deviation in the pre-test was 1.455 and in the post-test 1.689. It also shows that the mean score of the students on the pre-test was 7.333 and the mean score of the students on the post-test was 12.833. The result of the table above shows that the mean score of students in the post-test was higher than the mean score of students in the pre-test. So it can be concluded that using a peer correction strategy is an effective technique in teaching writing.

To know whether the pre-test and post-test were significantly different, and also to know the acceptability of the hypothesis of this research, the researcher used Test analysis and calculated it by using SPSS 26. The result could

be shown in the table of paired sample statistics, paired sample correlations, and paired sample tests. It is presented in the following tables:

Table 4.14. The Paired Samples Statistics of Pre-Test and Post-Test

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pai	Pretest	7.3333	18	1.45521	.34300
r 1	Posttest	12.8333	18	1.68907	.39812

Table 4.14 sample statistics of the pre-test and post-test above indicate that the value of the standard deviation in the pre-test is 1.455 and 1.689 in the post-test. Besides, the standard deviation errors in the pre-test were 0.343 and 0.398 in the post-test. The table above also shows that the mean score in the pre-test was 7.33 and in the post-test was 12.83. It concludes that the student's scores improved from 7.33 to 12.83.

Table 4.15 The Paired Correlation of Pre-Test and Post-Test

		Paired Samples Correlations		
		N	Correlation	Sig.
Pa	Pretest & Posttest	18	.694	.001
ir				
1				

Table 4.15 paired sample correlations of the pre-test and post-test above presented that the correlation of the student's ability before and after treatment was 0.69. It means that there was a significant correlation between student's ability to teach writing by using strategy peer correction before and after treatments.

Table 4.16 The Paired Sample Test of Pre-Test and Post-Test

Paired Samples Test						
Paired Differences						
95% Confidence Interval of the Difference						
	Mean	Std. Deviation	Std. Error	Lower	Upper	Df Sig. (2-tailed)
Pair 1						
Posttest – Pretest	5.50000	1.24853	.29428	-6.12088	-4.87912	17.000
						T
						18.690

In the paired samples test of pre-test and post-test, the researcher got the data $t_0 = 18.690$ and df (degree of freedom) = 17. The table distribution of $t_t = 2.110$ was the standard of significant 0.05 with a degree of freedom (df) = 17. Based on the result, the result concluded that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

$$18.690 > 2.110$$

It was related to the result that ($t_0 > t_t$) the count was higher than the tables. It means that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. It can be concluded that there are significant differences in writing descriptive text before and after. Thus the researchers believe that students' writing skills using the peer correction method are effectively used by students of SMAN 4 PALOPO.

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).

Based on the description above, the researcher concludes that one of the important things that teachers must have is to give full attention and understand students' potential, especially in writing skills. Therefore, teachers can use one of these media in teaching writing, especially in writing or developing ideas, which can greatly facilitate students in generating and expressing their ideas.

There are several techniques that we can use to teach writing, but researchers use peer correction techniques in teaching writing descriptive text. Apart from that, peer correction techniques in teaching writing have a good influence in improving students' skills.

Based on the data collected, the use of peer correction can improve students' skills in writing descriptive texts on five focused components: content, organization, grammar, vocabulary, and mechanics. In the pretest carried out by students, there were several student weaknesses in this process, such as in mechanical points. At this point, most students have low scores, this is proven by the pretest scores on the five components in this test including content, organization, vocabulary, grammar, and mechanics. The students have many errors in grammar to express their ideas. They lack vocabulary so they have difficulty with grammar. Some of them are confused in exploring their own opinions. Then in the posttest, the student's weaknesses had decreased. In this final test, students tried to express their ideas or opinions based on the instructions given. This can be seen from their scores on the post-test, the majority of students

experienced an increase in scores for each component.

There are several obstacles or difficulties faced during research, including lack of found during research, limited time, lack of motivation which can be a challenge in research, errors in research design that can result in inaccurate or unreliable results, researchers who always stall for time, to complete research, lack of interaction with friends so they don't know where to start, lack of vocabulary and ideas that students have, less clever at describing things. But behind all the difficulties I faced, there was wisdom behind it all so that I could complete this research well.

This research is in line with the research findings of several scholars:

Jannatun Siti Aisyah studied improving students' ability to write recount text through peer correction at SMA Negeri 5 Bandar Lampung. The research method used was pre-experimental. The instrument used to collect data was a writing test (pre-test and post-test). Sri Wahyuni learned about peer correction on the writing quality of students who have different cognitive styles. Research method This research uses a quasi-experimental research design. Maria Ulfah, Amir Fuandy, Nugraheni Eko Wardani learned about peer correction techniques to improve the quality of the process and learning outcomes of writing scientific papers for high school students. Komang Trisnadewi, This research was conducted to improve students' writing skills by using peer correction, finding the writing components that are most affected and showing students' responses.

CHAPTER V

CONCLUSION AND SUGGESTION

The discussion of this chapter indicates a conclusion and some suggestions related to the findings and the application of the research.

A. Conclusion

The research results show the average pretest and posttest scores of students. In the pretest, the average student score was 7.33 and in the final test, the average score was 12.83. This means that the null hypothesis (H_0) is rejected and the alternative hypothesis is accepted (H_1). Students' reactions to the use of the peer correction method showed positive enthusiasm.

B. Suggestion

Success in teaching depends not only on the lesson program but more importantly how the teacher presents the lesson and uses various methods or media to make the class more live and fun. This media also helps teachers and provides many opportunities for students to be active in the teaching and learning process. Regarding teaching writing, the researcher gives some suggestions for teachers and students as follows:

1. For teachers, the results of this study can be used as a reference that writing descriptive text in the use of peer correction methods can improve students' writing skills, and become an alternative to improve classroom management in learning to write.

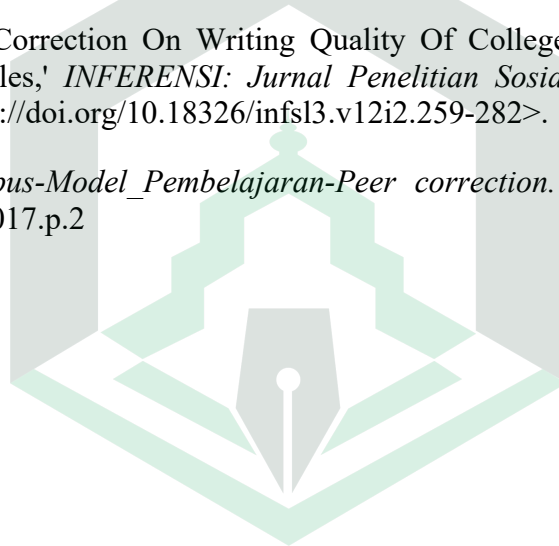
2. For students, this research is expected to stimulate their motivation to learn English, especially in writing English, and they are not afraid to make mistakes when writing.
3. For future researchers, I hope to complete this research. This peer correction method is very interesting and helpful in learning to write in particular, where students who used to be lazy to write because they were bored, are not anymore.



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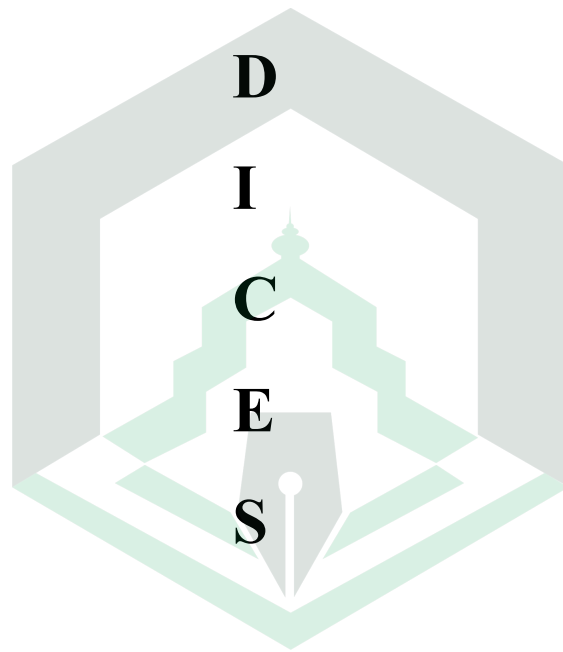
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*Appendix 1***Rencana Pelaksanaan Pembelajaran****(RPP)****Sekolah : SMA Negeri 4 Palopo****Mata Pelajaran : Bhs. Inggris****Kelas/ Sem : X / 2****Topic : Descriptive Text****Time : 4 x 40 menit****Pertemuan : Pertemuan 1 – 4**

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 it thing. Description in writing is the process of creating visual images and sensory impression through word.

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 kedalam empat kelompok, guru memberikan materi bagaimana menulis teks descriptive.

2. Guru memberikan penjelasan mengenai teknik peer correction. Guru memberikan latihan menulis teks descriptive melalui gambar atau mendeskripsikan seseorang, hewan atau benda lainnya 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 :

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

Media pembelajaran

Media : teks narrative, kamus, Spidol, Penghapus, whiteboard.

Penilaian

Nilai siswa : $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

Appendix 2

A. Pre-test

- Describe your “Favorite Teacher” at school in your own town!

Example:

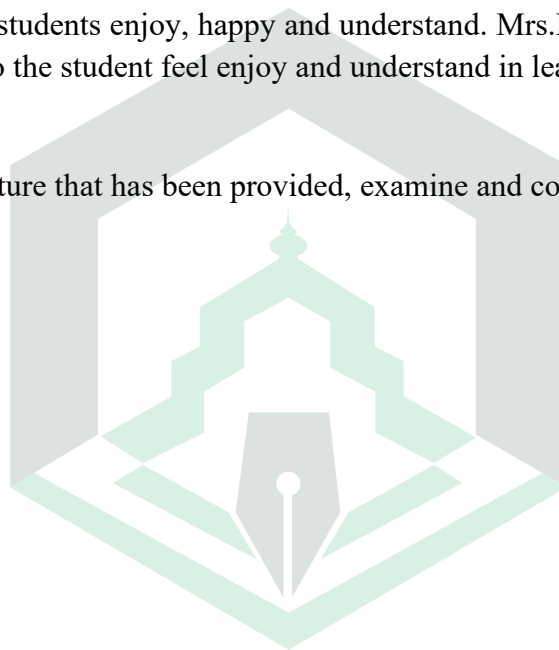
TEACHER

My favorite teacher names is Hariani, she is English teacher, Mrs. Hariani is diligent teacher, she always goes to school never late, she always command hers students to be discipline. Mrs. Hariani has thin body, she is tall, she is 160 cm, her face oval with big eyes, pointed nose, white skin and always wear headscraf for muslim women.

Msr. Hariani is my favorite teacher because she has good strategy every teach, it is make the students enjoy, happy and understand. Mrs.Hariani always teach English with games, so the student feel enjoy and understand in learning process.

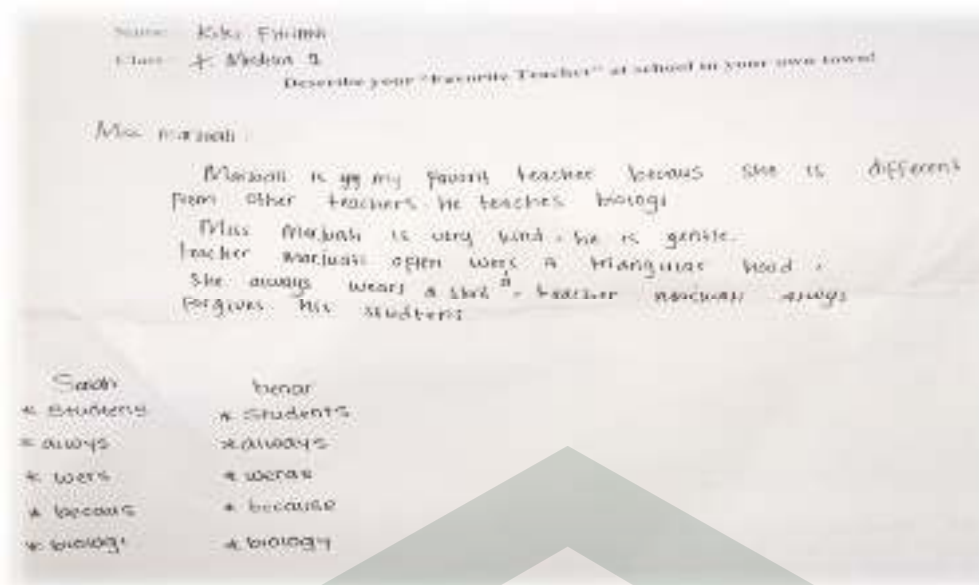
B. Post-tet

- Describe a picture that has been provided, examine and correct a friends’ mistake



Appendix 3

THE RESULT OF PRE TEST



Name: MUH. FARUQ
 class: X IPS/OSKA I

Describe your "Favorite Teacher" at school in your own town!

Mr. Wahyudin is my favorite teacher. He is a math teacher. Mr. Wahyudin has a tall body and rather black skin. He has a tall body. Mr. Wahyudin is also good. Mr. Wahyudin also has a nice face. Mr. Wahyudin has a friendly and sweet face when he laughs. Mr. Wahyudin always has a good and kind

Correction results: Yang benar

- Favorit	= Favorite
- Teker	= Teacher
- rather	= rather
- black	= black
- Hated	= Hated

Name: RIZKA DEVA
 Class: X IPS/OSKA I

Describe your "Favorite Teacher" at school in your own town!

Mr. Wahyudin is my favorite teacher.

Mr. Wahyudin is my favorite teacher. He is a math teacher. Mr. Wahyudin has a tall body and rather black skin. He has a tall body. Mr. Wahyudin is also good. Mr. Wahyudin also has a nice face. Mr. Wahyudin has a friendly and sweet face when he laughs. Mr. Wahyudin always has a good and kind

Correction results: Yang benar

- Favorit	= Favorite
- Teker	= Teacher
- rather	= rather
- black	= black
- Hated	= Hated

THE RESULT OF POST TEST



Appendix 4

DOKUMENTASI

PreTest



Treatment



Post Test



Appendix 5

LEMBAR VALIDASI

RPP

Sekolah : SMAN 4 PALOPO
 Mata pelajaran : Bahasa inggris
 Semester : I/Genap
 Nama guru validator : Andi Tenrisanna Syam, S.Pd., M .Pd
 Jabatan : Dosen IAIN Palopo

A. Petunjuk

- 1 Dimohon, kiranya bapak/ibu memberikan penilaian ditinjau dari beberapa aspek, penilaian umum dan saran-saran untuk merevisi RPP yang saya susun.
- 2 Untuk penilaian ditinjau dari beberapa aspek, dimohon bapak/ibu memberikan tanda ceklis (√) **pada kolom nilai yang sesuai dengan penilaian bapak/ibu**
- 3 **Untuk revisi-revisi bapak/ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom yang sudah disediakan**

B. Skala penilaian

- 1 = tidak baik
 2 = kurang baik
 3 = baik
 4 = sangat baik

C. Penilaian ditinjau dari beberapa aspek

No	URAIAN	VALIDASI			
		1	2	3	4
	Format RPP				
1	Sesuai format K13			✓	
2	Kesesuaian penjabaran kompetensi dasar kedalam indicator				✓

3	Kesesuaian urutan indikator terhadap pencapaian KD				✓
4	Kejelasan rumusan indicator				✓
5	Kesesuaian antara banyaknya indikator dengan waktu yang disediakan				✓



LEMBAR VALIDASI SOAL PRE-TEST

Judul Penelitian : Using Peer Correction in Improving Students' Skill in Writing

Descriptive Text in The Students Of SMAN 4 Palopo.

Peneliti : Ayu Sari

NIM : 17 0202 0067

Prodi : Tadris Bahasa Inggris

Petunjuk:

Baerilah tanda cek (✓) pada kolom penilaian yang sesuai dengan penilaian

Bapak/Ibu terhadap Soal Isian dan Essay dengan skala penilaian sebagai berikut:

1 : Tidak baik

4 : Baik

2 : Kurang Baik

5 : Sangat Baik

3 : Cukup Baik

No	Aspek yang diamati	Nilai Pengamatan				
		1	2	3	4	5
1	Kesesuaian soal dengan indicator pencapaian hasil belajar .				✓	
2	Kejelasan petunjuk pengerjaan soal.				✓	
3	Kejelasan maksud dari soal.				✓	
4	Kemungkinan soal dapat terselesaikan				✓	
5	Kesesuaian bahas yang digunakan pada soal dengan kaidah bahas Inggris				✓	
6	Kalimat soal tidak mengandung arti ganda				✓	
7	Rumusan kalimat komunikatif, menggunakan bahasa yang sederhana bagi siswa, mudah dipahami, dan menggunakan bahasa yang dikenal siswa.				✓	

Kesimpulan Validator/Penilai:

Palopo, 9 Oktober 2023

Validator



(Andi Tenrisanna Syam, S.Pd., M.Pd.)

LEMBAR VALIDASI SOAL POST-TEST

Judul Penelitian : Using Peer Correction in Improving Students' Skill in Writing Descriptive Text in The Students Of SMAN 4 Palopo.

Peneliti : Ayu Sari

NIM : 17 0202 0067

Prodi : Tadris Bahasa Inggris

Petunjuk:

Baerilah tanda cek (✓) pada kolom penilaian yang sesuai dengan penilaian

Bapak/Ibu terhadap Soal Isian dan Essay dengan skala penilaian sebagai berikut:

1 : Tidak baik

4 : Baik

2 : Kurang Baik

5 : Sangat Baik

3 : Cukup Baik

No	Aspek yang diamati	Nilai Pengamatan				
		1	2	3	4	5
1	Kesesuaian soal dengan indikator pencapaian hasil belajar.				✓	
2	Kejelasan petunjuk pengerjaan soal.				✓	
3	Kejelasan maksud dari soal.				✓	
4	Kemungkinan soal dapat terselesaikan				✓	
5	Kesesuaian bahas yang digunakan pada soal dengan kaidah bahas Inggris				✓	
6	Kalimat soal tidak mengandung arti ganda				✓	
7	Rumusan kalimat komunikatif, menggunakan bahasa yang sederhana bagi siswa, mudah dipahami, dan menggunakan bahasa yang dikenal siswa.				✓	

Kesimpulan Validator/Penilai:

Palopo, 9 Oktober 2023

Validator



(Andi Tenrisanna Syam, S.Pd.,M.Pd)



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINASPENDIDIKAN
SMA NEGERI 4 PALOPO**

Jalan Bakau Bulundul No. Telp (0871) 31475 Email: sman04palopo@gmail.com

SURAT KETERANGAN PENELITIAN

Number : 421.3/1575/UPT-SMA.04/PLP/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMA Negeri 4 Palopo, menerangkan bahwa :

N a m a : Ayu Sari
NIM : 17 0202 0067
tempat/tanggal lahir : Sabrang, 07 Juli 1998
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Bakau Kota Palopo

Yang bersangkutan telah melaksanakan Kegiatan penelitian di **SMA Negeri 4 palopo**, terhitung mulai tanggal 15 Agustus s/d 15 September 2023, guna melengkapi Skripsi yang berjudul :

"Using Peer Correction in Improving Students' Skill in Writing Descriptive Text in the Students Of SMA Negeri 4 Palopo"

Demikian Surat Keterangan Penelitian ini di buat, di berikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 07 September 2023
Kepala UPT,



YUSUF SEHE, S.Pd., M.Pd
Pangkat : Pembina Tk.I
NIP. 19700825 199601 1 001



CURRICULUM VITAE



Ayu Sari, was born on 07th Juli 1998 in Sabbang. He is the eighth of nine children of Tuddu and Acan. In 2006 he studied at elementary school at SD 018 Pombuntang in 2011. Then he enrolled as a student at SMPN 1 Baebunta and graduated in 2014. After completing his education at junior high school, he enrolled in high school at SMAN 3 North Luwu and graduated in 2017 After that, he continued his studies at the Palopo State Islamic Institute in 2017 and took the English language education study program. He completed his studies at the Palopo State Islamic Institute in 2023.

Email: ayuusarii77@gmail.com

