

ABSTRACT

A COMPARATIVE STUDY BETWEEN PEER-CORRECTION AND SELF-CORRECTION IN IMPROVING STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT AT FIRST GRADE OF SMA NEGERI 6 METRO

By

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The purposes of this research were to find out the difference of students' writing achievement taught through peer-correction and self-correction, the aspect of writing that the most improve after being taught through peer-correction and self-correction, and students' perception about peer-correction and self-correction in writing. This research was conducted at first grade of SMA Negeri 6 Metro in 2015/2016 academic year. The samples of this research were two classes, X.4 and X.5. In collecting the data, the researcher used writing test and questionnaire.

This research was done in four meetings. In the first meeting, the students were asked to make a descriptive text about person or animal. In the second meeting, the researcher taught them about descriptive text of person provided example of descriptive text, structure, and characteristics. After explaining they were asked to make a descriptive text of person and exchanged their paper in pair (peer-correction) or corrected by themselves (self-correction) based on editing symbol. In the next meeting, the researcher explained how to make a descriptive text of animal provided example of descriptive text, structure, and characteristics. After that the researcher asked them to make a descriptive text of animal and exchanged their paper in pair (peer-correction) or corrected by themselves (self-correction) based on editing symbol. In the last meeting, the researcher conducted post test and distributed questionnaire. They were asked to make a descriptive text of person or animal and filled the questionnaire based on their perception about peer-correction and self-correction.

The results of this research showed that: first, there was difference in students' writing achievement taught peer-correction and self-correction. It could be seen from their means score of post test of peer-correction class was 87.48 and self-correction class was 92.10 with t-value was 2.352, which the data significant

based on t-table was at least 2.064 and $0.00 < 0.05$. It meant that there was significant improvement in students' writing descriptive text taught through peer-correction and self-correction. The second research quotation, the aspects of writing that improve the most in peer-correction and self-correction were organization and mechanics. Organization refers to the use of logical organization of content (unity) and mechanics refers to the use of graphic convention. The third result related to the third research quotation. It showed that the students were satisfied with peer-correction and self-correction. In peer-correction and self-correction, all of the students agreed that the techniques helped them to learn English better, improved their writing and helped them to recognize their errors but in the peer-correction, this technique made them embarrassed to exchange their idea, beside that in self-correction, this technique was too wasting time to correct their draft.