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

(A Script)

By

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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

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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.

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A Script

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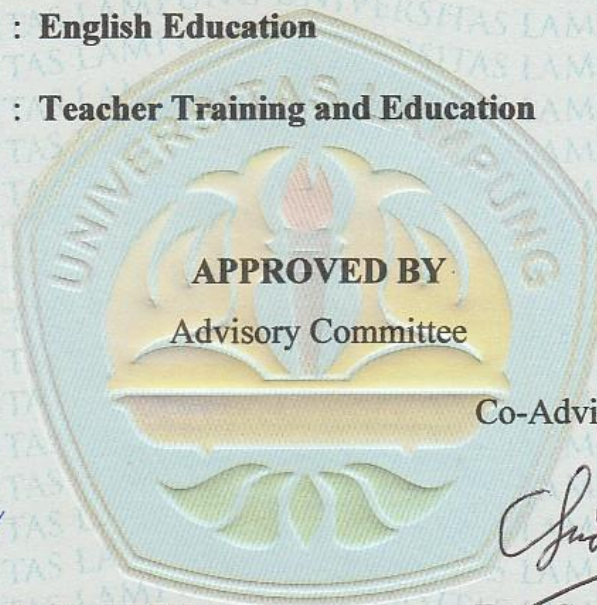
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CURRICULUM VITAE

The writer was born in Metro, on July 12th1994. She is the first child of P.W Nugroho and Titik Mar'atun. She has two handsome brothers, they are Muhammad Naufal and Ilham Ramadhan.

She graduated from TK Pertiwi in 2000. In the same year, she continued her study at SD Negeri 1 Pekalongan, Lampung Timur and graduated in 2006. In 2006, she studied at Mts Muhammadiyah Metro and graduated in 2009. After graduating from senior high school, she continued her study at SMA Negeri 3 Metro and graduated in 2012.

In the same year, she was registered as a freshman in English Education Study Program at Teacher Training and Education Faculty, Lampung University. From July to September 2015, she did KKN at sub district of Air Hitam and PPL program at SMA Negeri 1 Air Hitam. She did her rsearch at SMA Negeri 6 Metro from April 12th 2016 to April 23rd 2016.

DEDICATIONS

This script is fully dedicated to:

My beloved parents, P.W Nugroho and Titik Mar'atun

My brothers, Muhammad Naufal and Ilham Ramadhan

My friends in English Education 2012 of Lampung University

My almamater, Lampung University

MOTTO

The only thing that makes people run away

from the challenge is lack of confidence

\-   **Mohammad Ali -**

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Bandar Lampung,   August 2016
The writer,

Insani Salma

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I INTRODUCTION

This chapter discusses about background, research questions, objectives, uses, scope and definition of terms.

1.1 Background

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

Writing skill is very useful for the students because it facilitates the students to express their opinion and feeling in written form. Raimes (1983:76) states that writing is a skill in which we express ideas and thought which are arranged in words, sentences and texts using eyes, brain and hands. In addition, Linderman (1983:11) says that writing is a process of communication using conventional

graphic system to convey a message to the readers. Writing is a complex skill which requires the writer to express his or her ideas. In order to communicate, people use English not only in spoken form but also in written form. Writers gain creativity when they write based on their own ideas, not copying what has been written. In writing, the writer is required to treat several aspects such as content, grammar, vocabulary, mechanic, and organization.

In the curriculum of SMA, the English material is taught based on the text. There are some types of text, i.e. descriptive, procedure, recount, and other. One of the English writing texts that the students have to study is descriptive text. Descriptive text is a text to describe the characteristics of the object. The objects that usually can be described for senior high school are things, people, and animal. The students have to be able to understand and to produce a descriptive text based on social function and generic structure of the text. By using descriptive text, students are expected to be able to describe some things around them in written form.

The situations of education today show that the students have difficulties, especially in applying accuracy in writing and therefore they make mistakes and errors. The students' ability in English is still poor and they need to be taught more effectively. The students sometimes do not realize that they make mistake because of the ignorance of words, grammar, and spelling. It means that that in the learning process, the students make some mistakes and it has bad effect to their writing. It happens because they do not know and understand

about how to use words, grammar, and spelling in their writing and in order to improve the students' writing ability the teacher should use the technique that can make the students reduce their mistake. The technique that can be used is through involve the students in their learning process.

Based on the statement above, the teacher needs compatible technique of teaching writing in order to make the students competent in language and their achievement. Concerning in this case, an English teacher should be able to implement good technique for teaching the students in order to make them are able to write a text. The techniques that can be applied in teaching writing are peer-correction and self-correction. These techniques help the teacher to teach the students how to make a good writing through correction.

Self- correction and peer-correction are the techniques of writing that are used in the more learner-centered approaches these days. Both of the techniques seem to be promising and effective. One of the techniques that is often used in research is peer-correction. This technique can be informative because it comes from someone who has the same experience. Furthermore, Dixon (1986:4) states that peer-correction is a technique that enables for the students to get feedback, when the students correct their drafts in pair. In the other side, the students' self-correction can have a long-lasting effect on their memory, because they are involved in the process directly and actively, and this can activate the operations of their memory necessary for long-term retention. In the other word, self-correction is also the technique that can improve quality of the students' writing.

Through the technique, the students able to reduce their error and build their critical thinking because the students should relize and attend the mistakes that occur in their draft.

Peer-correction and self-correction are two techniques that can improve the students' writing ability. This statement is proven by Ganji's finding result (2009) who compares peer-correction and self-correction in his research. It shows that self-correction and peer-correction are very effective in improving the students' writing performance and accuracy of the students. He adds that by using these two effective techniques make the learning activity more meaningful and also makes the students more active.

In other research, the comparison between peer-correction and self-correction has been done by Diab (2010). Her finding shows that peer-correction is better than self-correction in reducing some error and the students who engaged in peer-editing can construct their writing well attending their problem, goals and language use. Through peer-editing, the students are able to revise more than self-editing. Peer-editing is also as media to interact with other students in order to improve students' language ability by reducing the frequency of their error.

In the same time, the result of the research which has been done by Covil (2010) shows other finding. The study rejects both of the previous studies. It shows that the using of peer-review and self-review have no effective for improving students' writing text. It can be seen from comparation between mean of their result but

peer review does affect the timing of students' revision behavior (before, rather than after, handing in the first draft) and students' attitudes toward instruction.

From the research findings above, they are contrary with the study which has been done by Pishghadam (2011). The research compares three techniques and want to see the technique that is liked by the students in their learning proces. It shows that the students prefer to self-correction to teacher-correction and peer-correction when they themselves notice a mistake in their utterance. They try to be independent from the teacher or peers when repairing. This might be closely connected to the idea of learner autonomy. In the process of self-correction, the learner is actively involved and make an effort in order to correct himself, and therefore it will lead to learning.

In the other case, the other research about increasing students's writing through peer-correction which is conducted by Ayisah (2013) supports the Diab's finding. She tried to improve the students' writing recount text through peer-correction at senior high school. It shows that peer-correction is successful in giving positive increase in students' ability in recount text. She adds that the technique increases each aspect of writing: content, organization, vocabulary, grammar and mechanics.

The finding of Ayisah is same as Martilova (2013) who increases the students' writing descriptive text at junior high school through peer-correction. The study shows that the students' accuracy in writing descriptive text increass after they are

given the treatment through peer-correction technique. The researcher asks the students to make a descriptive text of person. This study finds that peer-correction does not only improve the students' descriptive text writing ability, but this technique also improves their grammar, vocabulary and spelling.

In the next year, the research about comparative study between peer-correction and self-correction is conducted by Abdikah and Yasami (2014). The finding of the research supports Ganji's finding. It shows that peer-correction and self-correction make some improvement in students' written text especially in their accuracy. This research proves that six of ten linguistic features (capitalization, punctuation, spelling, word formation, S-V agreement, verb tense, wrong word, word order, plural/singular and cunjunction) improves from pre test and post test. From their finding, it can be said that teaching writing through peer-correction and self-correction can improve the students' accurancy in their writing. It can be seen by in making a written text, the students are able to reduce their mistake and develop it grammatically using the techniques.

Considering the finding of the previous researches above, it can be infered that peer-correction and self-correction are the effective technique that can be used in order to improve the students' writing ability and accurancy. It also shows that one of the technique is efficient in timing process of writing but it is unused to improve their writing in the classroom.

Based on the some previous researches above, the reasercher conducted the research in improving the students' writing descriptive text through peer-correction and self-correction. This research tried to find out the improvement of students' writing skill by using different technique and the aspect of writing improved the most. By conducting this research, the researcher made effective techniques that can be used by teacher in order to help students to improve their writing ability in the class.

1.2 Research Questions

Dealing with issues presented in the background, the research questions in this research are:

1. Is there any difference in students' achievement in writing descriptive text taught through peer-correction and self-correction?

2. What aspects of writing that improve the most after being taught through peer-correction and self-correction?

3. How is students' perception about peer-correction and self-correction in writing?

1.3 Objectives

With background and problems stated above, the objectives of the research are:

1. To find out whether there is any difference in students' writing achievement after being taught through peer-correction and self-correction.

2. To find out the aspects of writing that improve the most after being taught through peer-correction and self-correction.

3. To find out the students' perception about peer-correction and self-correction in writing.

1.4 Uses

Hopefully this research can be used:

1. Theoretically, this research is intended to find out whether the result of the research is relevant or not with the previous theory about self-correction and peer-correction in English writing.

2. Practically, this research can be used by English teacher as information in order to select suitable technique in teaching writing descriptive text at senior high school.

1.5 Scope

This research was conducted at SMAN 6 Metro, in the first year of second semester of 2015/2016 academic year. The samples of this research were two classes. In conducting the research, the researcher tried to improve students' writing descriptive text through peer-correction and self-correction technique. The corrections were focussed on their content, grammar, organization, vocabulary and mechanic which used correction symbols, such as: C meant capitalization, P meant punctuation and so on (see appendix 19).

In teaching a descriptive text, the researcher asked the students to make descriptive texts based on the topic that had been choosen. The topics were person and animal.

The treatments were conducted in three meetings. Pre test and post test were given to investigate the improvement of the students' ability in writing descriptive text. This research was focused on the students' writing achievement related to descriptive text.

1.6 Definition of Terms

There are some terms used in this research are defined to make them clear and in order to avoid misunderstanding. They are clarified as follows:

Writing

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

Text

Text is a semantic unit that is realized in the form of word, clause and sentence. It is sequence of paragraphs that represents an extended unit of speech.

Descriptive Text

Descriptive text is a text that describes a person, place or thing. The writer expresses their ideas, expressions and feeling which are used for communicating

to the reader in the written form by using knowledge of grammar, vocabulary and mechanics.

Peer-Correction

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

Self-Correction

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

II LITERATURE REVIEW

This chapter discusses about literature review and it deals with writing, aspects of writing, teaching writing, types of writing, descriptive text, teaching writing descriptive text, peer-correction, self-correction, peer-correction versus self-correction, teaching writing descriptive text through peer-correction, teaching writing descriptive text through self-correction, procedures of teaching writing descriptive text through peer-correction, procedures of teaching writing descriptive text through self-correction, advantages and disadvantages of peer-correction, advantages and disadvantages of self-correction, perception toward peer-correction and self-correction, theoretical assumptions and hypotheses.

2.1   Writing

Theoretically writing skill requires the students to be able to express their idea, feeling and though which are arranged in words, sentences and text using eyes, brain and hand (Raimes, 1983: 76). Writing also reinforces the use of structure, idiom, and vocabulary. That is to say, writing is the ability to express the idea, feeling and though which the writer uses the knowledge of the structure, idiom, and vocabulary to express the idea in written form.

Writing is an active process of communication which uses graphic, symbol to send the message. To complete matters further, writing means communication, send the message, writing is also used to convey ideas, and feeling in a written form. This statement is completed by Linderman (1982) in Wulandari (2013: 9) states that writing is naturally a process of communication which uses conventional system to convey the meaning to the receiver. It means that communication in form of written will deal with letters, words, sentences, and punctuation, from those the reader can receive the information intended.

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

Writing is the complex process. It is said so because before the writer transform the information to the readers, they should arrange their idea into words and

arrange it into good sequences so the reader can understand easily. In addition, Barrton (2005:5) states that writing is a complicated components and often mysterious process although the writers may think of it as little more than arranging letters and words on a page, a few moments' reflection reveal that it is much more than that. It means that writing is not only to write something about what the writers want to tell but also writing is about how the writers can deliver an information through right words in order to express their idea about something without missing or reducing the sense. Besides that, the writers must follow some aspects of writing in order to make the readers understand the writing. The aspects of writing will guide the writers make an understanable a writing because it is constructed through well orgenizazion, content, grammar, mechanics and appropriate words.

Nation (1990: 84) describes that the process of writing is a way of bringing about improvement in learners' writing by providing help at the various stages of the process instead of focusing only on the finished product. This statement implies that writing is a process, and it needs a kind of technique to enable the students' writing that the aim is to improve their writing achievement. Hence, the existence of certain technique is needed to make the writing process valuable.

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

students are expected to be able to express their ideas, feeling and thought in written language.

Referring to the statements above, it can be inferred that writing is an activity where writer can express an idea in written form. In the other words, writing is a process of expressing the ideas, thoughts and feelings of writer in order to communicate to the reader so they can understand the message or the information by using some elements such as content, grammar, vocabulary, organization and mechanic.

2.2 Aspects of Writing

Basically, there are some fundamental components in writing. They are: content, organization, vocabulary, mechanic and grammar. Brown (2001) proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics.

According to Jacobs (1981: 90), there are five aspects of writing. They are:

1. Content

   This aspect refers to the substance of writing, the experience of main idea (unity). Content text is related to convey ideas rather than fluffing special function of transition, restatement is also used in content text to state again or in a new form a message that is stated.

2. Organization

   The aspect refers to the logical organization of the content (coherence). It is scarily more than attempt to piece together all collections of facts and jumbles ideas.

3. Vocabulary

   This aspect refers to the selection of words those are suitable with the content. It beings with assumption that the writer wants to express the ideas as clearly and directly. Choosing words that express meaning is precisely rather than skew it or blur it.

4. Grammar

   This aspect deals mainly with the use of grammatical and synthetic pattern on separating, combining and grouping ideas in words, phrases, clauses, sentences to bring out logical relationship in texting writing. In text, word is the smallest element that may be uttered in isolation with semantic or pragmatic content (with literal or practical meaning). Besides, phrases may refer to any group of words, or one word. Furthermore, clause is the smallest grammatical unit that can express a complete proposition. Sentence is a linguistic unit consisting of one or words that are grammatical linked.

5. Mechanics

   This aspect refers to the use graphic conventional of the language. Mechanic is the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraphing.

Likewise, Harris (1979: 68-69) points out five components of writing, namely:

1. Content

   This component is the substance of writing; the expression of the main idea (unity).

2. Organization

   This component is related to the logical organization of the content (coherence).

3. Grammar

   This component is related to the usage of the correct grammatically form and synthetic pattern.

4. Vocabulary

   This component is considered in words chosen to construct their own meaning.

5. Mechanics

   This component is concerned with the use of graphic convention of the language.

From some explanation above, it can be infered that generally the aspect of writing are classified into five aspects namely content, organization, vocabulary, grammar, and mechanic. Those aspects of writing were the foundation of the students' writing assessment in this research. Moreover, by understanding the aspect of writing, the students could improve their writing ability because those aspects were their prior knowledge for beginning to write. In order to improve the

students' writing descriptive text, the researcher conducted this research by using those aspects as the role of writing development.

2.3   Teaching Writing

Douglas (1987) in Markhamah (2013:10) suggests that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. Teaching writing is more difficult than teaching other skills. In teaching writing, the teacher should teach the language structures in each point and make sure that the students understand the structure. Teaching writing needs a long process in order to master the skill. Furthermore, Finnochiaro and Bonomo (1964) in Martilova (2013: 15) describe that teaching writing is to teach how to express the idea or imagination in written form. In order to be successful in writing, in which the material is presented relevant to their needs, interest, capacities and ages until they are able to make composition with view even no errors.

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

According to Ju (2006) in Evayanti (2013:11) defines that teaching writing is an ongoing process. It means that teaching writing is a continuous process to teach the students in expressing ideas and producing language in written form. Most people agree that writing skill is increasingly important and often not adequately taught.

By seeing the importance of writing, teacher should consider the way to teach writing for the students. According to Blanchard and Root (2003: 41), there are three steeps of teaching writing. They are:

1. Prewriting

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

2. Writing

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

3. Rewriting/Revising

    The writers evaluate their writing. They are:

    a. Correcting the content and the form. The focus is on the organization of writing.

    b. Correcting the vocabularies, punctuations and grammar. This relates to the use of the right vocabularies, punctuations mark and present tense.

    c. Correcting writing errors, word duplications, and omission. This aimed at the mistakes of the spelling in writing. The use of multiple words in same meaning and also omitting the unnecessary words.

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

1. Pre-writing

   - Choose and narrow the topic to a particular aspect of the general one. For example if the topic is about the enviroment you can narrow it from the enviromental pollution to the pollution of the oceans and finally you can narrow it to the most specific topic for example: effects of the sea life. Doing this will make your writing clearly and compleately.

   - Brainstorm. There are three usual techniques in doing this, those are listening, free writing and Clustering.

2. Planning

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

3. Writing and Revising Draft

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

4. Writing the Final Copy.

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

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

2.4   Types of Writing Text

In teaching writing process, there are some media that can be used such as: text, picture, movie, etc. The text as media in teaching language can be detained into some models that are used by the teacher as the material in teaching learning process.

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

According to Kytle (1974) in Evayanti (2013: 8), there are four types of text as follows:

1. Descriptive Text

   Descriptive text is a text that is used to describe a verbal picture to make the reader see what the writer is talking about. Descriptive text is kind of text that

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

2. Narrative Text

Narrative text is a text that is used to relate sequential events and person frequently, is involved in the events. Narrative, originated from *"to narrate"* means to tell. Narrative text tells a story, in doing so, entertains the audience, and makes the audiences think about the issue, teaches them a lesson, or excite their emotions. In order words, it can be said that narrative text is retelling a story that is told by the doer or other person's point of view. It is more about writing a chronological story, whether true or just a fictional.

3. Explanatory Text

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

4. Argumentative Text

Argumentative text is a text that is used to convince the readers, the writer attempts to persuade them as he describes, narrates or explains appropriate details to the reader. Argumentative text is kind of text that aims to prove the truth or untruth of a statement or situation. The writer tries to show the

empirical data by giving a logical appeal, pathetic or affective appeals, such as authority, empirical data, values and attitude.

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

2.5   Descriptive Text

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

According to Parera (1984) in Martilova (2013: 10) descriptive is one of writing that can be lived and related to the experience of once such as seeing, hearing, touching, smelling, and feeling. Through descriptive text, the writer can say about

what they have seen, touched, heard, and felt in written form so the reader can understand clearly and feel undirectly same with the writer. In addition, Macdonald and Macdonald (1996) in Putri (2013: 10) state that description occurs in every type of writing. Novelist and short story writers describe characters, places, scene, and action. Many collages freshman essays begin with description for their effectiveness. It means that many writers choose descriptive writing, because it is effective or it is easy to describe what they want to say.

Dangelo (1977: 247) defines that description is used to make the reader see or to point a verbal picture, and cover the significant physical or abstract quality of a person, a place, an event, an idea or an object. It means that when we describe our subject, we must be able to make the reader understands what the writer means. Furthermore, Coffey (1973) in Putri (2013: 11) confirms that when we describe a subject one can use two kinds of details: objective details and subjective details. It means that when we want to describe something, we must describe our subject in a variety of ways.

From explanations of descriptive text above, it can be infered that descriptive writing requires information about certain subject, because it will end up with much information and our reader will lose trying to short it all out. And then we gather all our subjective and objective details for our subject, decide which ones will effectively help described it, choose descriptive details that distinguish our subject from others like it, remember to describe our subject using all the sense: hearing, touch, tastes, smell and sight.

In writing descriptive text, it should consist of generic structure, such as: identification, description, and conclusion. Anderson and Anderson (1998) in Artamani (2013:9) define the features of a factual description have regarded as following generic structure of descriptive text. They are:

1. Identification

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

2. Description

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

3. Conclusion

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

the reader of the important point or in other word it is to emphasize the reader to imagine the subject.

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

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

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

From some the explanations above, it can be concluded that descriptive text enables the students to share what they have seen or felt from someone, something or an information – how it looked, felt, smelled, and so the reader can easily understand what the writer want to say. In making a descriptive text, the writer

should be used the generic structure (identification, description and conclusion) and language features (simple present tense, adjectives) of descriptive text to order the information clearly and directly. In this research the researcher emphasized two kinds of describing person or animal.

2.6 Teaching Writing Descriptive Text

Lado (1961) in Wulandari (2013: 23) suggests that the goal of teaching a foreign language is the ability to use it and be able to understand the speech and native target culture in term of their meaning as well as their great idea in achievement. It means that teaching a language is aimed in order to make the learners know how to use and understand the language being learnt.

In relation to teaching writing descriptive text, the teacher should help the students to express their ideas about certain object or event in written from. They should describe an object clearly in order to make the readers able to see or feel the object in their minds as clearly as possible.

The teacher's help is needed in the process. The teacher can start to help the students by asking them to describe a topic. Firstly, they can start to describe a topic (person/animal) by explaining related to what its daily activities, favorite foods, drink, hobbies, and other. Secondly, it begins with its part of physical appearance, for example: part of body, face, texture, colored and others. Thirdly, it deals with its characteristics concerning to character of behavior of the related the topic, for example: strict person, friendly man, wild, smooth and others.

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

2.7   Peer-Correction

Peer-correction is a technique that enables the students' work in pair. It gives opinions and suggestions so that the students are able to get feedbacks from their partner. This technique can give the students more chances to know about their mistakes and the right way in order to make their writing better.

In correcting students' draft, there is a technique that enables the students to get feedbacks of knowledge. Peer-correction is a technique where the students correct their drafts in pair. Each pair will check the draft and correct the mistakes based on what they have known.

According to Jacobs (1989: 68), peer-correction is a part of a large category of educational activity in which students work together in a group. This is positive that this addition of roles increases learners' insight into the writing process. Thus peer work prepares them to write without a teacher there to correct their errors.

A study about peer-correction that has been done by Martilova (2013) finds that the students' accuracy in writing descriptive paragraph increases after they are given the treatment through peer-correction technique. It shows that peer-correction does not only improve the students' descriptive paragraph writing ability, but its technique also improves their grammar, vocabulary and spelling. Peer-correction is successful in giving positive influence in students' descriptive text writing. Through peer-work, the students much involves in the process of correction as possible because in this way they can learn from each other and gain more autonomy.

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

Newkirk (1984) in Jacobs (1989: 74) advises that the students are given error types to help their peer with; the criteria should be clearly defined. This seems particularly important when learners are helping each other with the content and organization of their writing. It means that correcting in pair provides the students

to be more selective in correction reminded the language used in the text and also help the students to correct their mistakes.

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

2.8 Self-Correction

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

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

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

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

Involving the students in correcting of their own errors give them confidence and helps them to be the judges of their own performances. Additionally, Kavaliauskiene (2003) states that learners must have the opportunity for the self-correction of their work individually; however, their work should be previewed by the teachers and their errors should be indicated. In other word, self-correction asks the learners to more selective in correcting their mistake.

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

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

2.9 Peer-Correction Versus Self-Correction

Technique is implementational - that which actually takes place in a calssroom. It is a particular trick, strategy, or contrivance used to accomplish an immidiate objective. There are many types of technique which can be used in the teaching language, for example: peer-correction and self-correction. This techniques are being used by some studies, esspecially in teaching language. The purpose of using this techniques in teaching language is to see the improvement of students' language skill. One of the skill that improved the students language ability is writing skill.

In the writing, the students are active player. It means that in making a text the students will use their idea, feeling and language which constructed by their words so it can be understood by the reader easily. Constructing a text is not enough to have idea and applied in written form but also the writer should arrange it into sequence orders so the information can be delivered directly and clearly.

Peer-correction and self-correction are the techniques that have been used to improve the students' writing skill. These techniques contribute to improve students' accurancy and the quality of their product. The techniques give effective teaching because it includes the students involved in learning process so they will remember all of the mistakes and they can learn new things easily.

The research which has been done by Ganji (2009) compares peer-correction and self-correction finds that self-correction and peer-correction are very effective in improving the students' writing performance and accuracy of the students. The finding shows that by using these two effective techniques make the learning activity more meaningful and also makes the students more active because the students involved inside. Self-correction and peer-correction involves the learners in the learning process, and this is possibly the reason that they are more successful in teaching writing.

The study that has been done by Abdikah and Yasami (2014) supports the Ganji's finding. It shows that peer-correction and self-correction make some improvements in students' written text especially in their accuracy. This research proves that six of ten linguistic features (capitalization, punctuation, spelling, word formation, S-V agreement, verb tense, wrong word, word order, plural/singular and conjunction) improved. Results indicated that training in both peer-editing and self-editing assist students to revise their essays. They argue that the techniques give students time and opportunity to be critically readers.

From the two of the previous studies above, they are contrary with the finding of the study which has been done by Covil (2010). This study compares peer-review and self-review in improving students collage in writing. It shows that the using of peer-review and self-review have no effective for improving students' writing text. In the research, the students peer-correction and self-correction have no improvement after giving the treatment. But peer-review does affect the timing of

students' revision behavior (before, rather than after, handing in the first draft) and students' attitudes toward instruction.

The other study which compares between peer-correction and self-correction has been done by Diab (2010). The finding shows that the students who engage in peer-editing can construct their writing well attending their problem, goals and language use. Through peer-editing, the students are able to revise more than self-editing. Peer-editing is also as a media to interaction with other students in order to improve students' language ability by reducing the frequency of their error. The language errors under study are two rule-based errors (subject/verb agreement, pronoun agreement) and two non rule-based errors (wrong word choice, awkward sentence structure).

Basically, peer-editing and self-editing consist of three steeps as follows:

- Step 1: compliments

  In this step, students should give their possitive impression about the writing that they will correct.

- Step 2: corrections

  Corrections means checking papers for spelling mistakes, grammar mistakes, missing punctiation, and incomplete sentence.

- Step 3: suggestions

  Making suggestions means giving the author some specific ideas in order hor to improve her or his writing better. Some areas that can be

considered for suggestion are about sentences, word, spelling, content, and mechanics.

In peer-editing and self-editing, there are some symbols or marks that can be used to provide feedback for better writing. It is because in peer-editing, the editor are supposed to give the clue and suggestions without giving full correction of the errors area and in self-editing, the clue and suggestion are given to make them realize their mistakes. There are some marks as follows:

Table 2.1. Editing Marks for Students (adapted from Olsher 1995).

Symbol	Kind of Error	Example
C	Capitalization	My birthday is in january
P	Punctuation	It's a great movie?
Sp	Spelling	We luve chocolate.
WF	Word Formation	He is a kindly person.
S/V	Subject-verb Agreement	She like swiming.
Vt	Verb Tense Agreement	I have a great party yesterday.
Φ	Delete	I'm going to shopping now.
WW	Wrong Word	Turn write at the corner.
WO	Word Order	I you see will later.
^	Add Something	It is ^beautiful afternoon.
Pl/Sg	Plural/Singular	I have three sister.
Conj	Conjuction	We studied very hard, but we passed the exam.
/	Separate these word	I go to school everyday.
( )	Should be one word	Every body is late today.

From some explanation above, it can be said that peer-correction and self-correction are the two techniques that can improve the students writing ability. But in some cases the two techniques have different improvement, sometime they have not improvement in the students writing or one of them is better than other in teaching language. All of the research that have been done in the previous studies was being references in doing this research. In this research, researcher compared

techniques between peer-correction and self-correction in order to improve the students' writing descriptive text.

2.10 Teaching Writing Descriptive Text through Peer-Correction

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

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

1. Planning

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

    Topic   :

    Topic sentence   :

    Support   : 1. a.

      b.

      etc.

      2. a.

      b.

      etc.

2. Drafting

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

3. Revising & Re-writing

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

In teaching writing, it is not quite simple to correct the draft. It needs a technique to check the writing text. Peer-correction is useful to help the students to check their draft in pair. Peer-correction gives more chance for the students to talk and give opinions about the writing. It is a technique that enable for them to be responsible in their own writing. The students also can be an expert to give the comments and suggestion for their each pair.

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

2.11 Teaching Writing Descriptive Text through Self-Correction

Teaching writing descriptive text includes the students in the process. The students should be able to express the idea, feeling and though which the writer uses the knowledge of the structure, idiom, and vocabulary to express the idea in written form. The students also use the aspect of writing to make a good writing so the information can be delivered clearly and direcly.

Teaching writing through self-correction is same with peer-correction. There are some steps in teaching writing that students must be involved as follows:

1. Choose the topic.

   It deals with the topic that will be described by the students with looking the general information by the first time.

2. Planning the topic and the steps.

   Topic   : ....

   Idea   : ....

   General information:..................

   Specific information:..................

3. Writing and revised draft

   The writers begin to write attending the aspects of writing.

   After finishing writing, they start to revise the draft. In this step, the self-correction is used. This technique builds the students' awareness based on some explanations that will be explained by teacher and the students should relized what happens to their writing. To knowing their mistakes and the problem, the teacher will outline the mistakes that may occur in their writing.

4. Writing the final copy

    Then they rewrite their text, following the result from the revising activity.

In writing descriptive text, correction is needed to make the students' writing better. The correction which can improve students' writing is self-correction. This technique builts the students' awarness in making a writing text. The students' self-correction will have long lasting remembering about their mistakes. It reduces automatically mistakes in the students' writing that done by the students in previous draft.

Based on some explanation above, in the process of writing, some aspects of writing is needed to make the writer easily transforms the information to the reader. Not only the aspects of writing but also the constructions of the text starting from generalized ideas until the supporting detail will improve the quality of the text. In order to make a good writing, the writer should understand what they write and realize if there is mistake. Self-correction will provide the writers' awareness in building a good writing.

2.12 Procedure of Teaching Writing Descriptive Text through Peer-Correction

There are some procedures of teaching writing descriptive text writing throgh peer-correction, as follows:

1. In the beginning of teaching writing descriptive text, the researcher explained about descriptive of person, gave the example and the use of simple present

tense. The teacher explained how created a descriptive text of person and then asked them to make a descriptive text of person.

2. After done the writing, the researcher asked the students to correct their partner's draft which was done based on editing form. They should correct the spelling, grammar, content and organization of the text. They took some notes and corrected the mistakes that occured.

3. In the next meeting, about descriptive of animal, gave the example and the use of simple present tense. The teacher explained how created a descriptive text of person and then asked them to make a descriptive text of animal.

4. After done the writing, the researcher asked the students to correct their partner's draft which was done based on editing form. They should correct the spelling, grammar, content and organization of the text. They took some notes and corrected the mistakes that occured.

From some procedures above, the researcher made those procedures in order to get a valid data. After the researcher explained about what descriptive text was and the all component of descriptive text, the researcher gave real example and applied the components of descriptive text into example. It was useful because the researcher used the things that students known. So in writing process, students did not find difficulties to arrange the text. Then, students arranged it into a text well realizing of content, grammar, vocabulary and mechanics.

2.13 Procedure of Teaching Writing Descriptive Text through Self-Correction

There are some procedures in teaching writing descriptive text through self-correction, as follows:

1. In the beginning of teaching writing descriptive text, the researcher explained about descriptive of person, gave the example and the use of simple present tense. The teacher explained how created a descriptive text of person and then asked them to make a descriptive text of person.

2. After done the writing, the researcher asked the students to correct their draft which was done based on editing form. They corrected the spelling, grammar, content and organization of the text. They took some notes and corrected the mistakes that occured.

3. In the next meeting, about descriptive of animal, gave the example and the use of simple present tense. The teacher explained how created a descriptive text of person and then asked them to make a descriptive text of animal.

4. After done the writing, the researcher asked the students to correct their draft which was done based on editing form. They should correct the spelling, grammar, content and organization of the text. They took some notes and corrected the mistakes that occured.

Based on some prosedures above, it can be stated that in teaching writing descriptive text through self-correction, the students build their awareness in writing the text. Self-correction lead the students to correct their draft which come from some corrections were made by students reflection in some explanation from the teacher. Grammar, vocabulary, content, mechanic and organization of the text

improved step by step. For each step, there were some trainings/assesements in order to make the students were familiar and able to use it.

2.14 Advantages and Disadvantages of Peer-Correction

Peer-correction is a techique in teaching language which gives the students more changes to know about their mistakes and the way how to make their writing better. In teaching writing descriptive text through peer-correction, there are many advantages used it. The advantages of peer-correction in teaching writing are:

1. It encourages other students to stay involved in the lesson (Abadikhah & Yasami, 2014:120).

2. It involves other students, which may give them self-confidence (Abadikhah & Yasami, 2014:121).

3. It builds the students' awareness through revised their own first draft (Abadikhah & Yasami, 2014:122).

4. It is useful in timing process of learning (Covil, 2010: 220)

5. Students gain confidence, perspective and critical thinking skills from being able to read text by peers (Lee, 1997:42).

Beside the advantages using peer-correction in teaching writing. There are some disadvantages when the teacher uses this technique. The disadvantages of peer-correction are:

1. Some students might feel reluctant to correct their friends' errors because correcting friends' errors might harm their relationship (Sultana, 2009: 12).

2. It can be slower and less effective (if student does not have correction skills) (Sultana, 2009: 13).

3. There are possibility of miscorrection (Martilova, 2013:24)

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

2.15 Advantages and Disadvantages of Self-Correction

Self-correction is technique which is often used in teaching language. Self-correction involves the students in learning process and it gives long term memory so they can remember the mistakes that they have made. In teaching writing descriptive text, there are some advantages used it. The advantages of self-correction are as follows:

1. It involves the students in the process of language learning, and it renews their confidence if they can correct themselves (Ahangari, 2014:87).

2. It makes their mistakes more memorable and less likely to occur (Ahangari, 2014:87).

3. It tries to make the students be independent (Pighghadam, Hashemi and Keramanshahi, 2011:4).

4. It increases the students' motivation to work harder (Rana & Perveen, 2013:195).

Besides the advantages of used self-correction in teching writing descriptive text. The advantage of self-correction occurs when the teacher tries to teach though self-correction. The disadvantage of self-correction is:

1. It is potentially more time consuming (Covil, 2010:22).

The teacher should consider the time that will be used in correction the text. It is pontentially to give the time allocation with the standard of symbol so the time can be used to correct the mistakes totally.

2.16 Perception toward Peer-Correction and Self-Correction

Perception is a term that is applied to the more complicated processing of complex, often stimuli like people encounter in everyday life (Greence et al, 1996: 65). People evaluate individual sensation in terms of additional information from other sensations, recently received or retained from past experience. In addition. Moskowits and Orgel (1969:158) define perception as a global wide-range response to a stimulus or a set of stimuli, a response which utilizes and intergrates information beyond that contained in the stimulus itself. This information may be obtained from other stimuli available at the moment, or it may be stored in the form of previously conditioned operant or emotional responses or in the form of conceptual (including verbal) behavior. The perceptual that people make, the "meaning" that they give to the stimulus or situation, mediates most or their behavior with respect to that situation.

Moskowitz and Orgel (1969:177) states that individual perceptions are frequently influenced or altered by individual acquired motives, values, expectations, or personality characteristics, which produce particular sets or perceptual tendencies within the individual. It means that in making perception about something, it is influenced by individual's feelings which is contained by value, motives, and their personality behavior. It does not refer to physical appearance or quality of voice or manual dexternity, but variations in style of thinking and perceptual organization. It makes people stimuli different. That is why one's perception can be different one to the others. It can be possitive or negative perception. Moreover, Irwanto in Pratiwi (2012:36) mentions two kinds of perception:

1. Possitive perception

   Possitive perseption is perception that describes all of knowledge (known or unknown) and respond object that perceived positively. Positive peception makes the students are easy to adapt in a new teaching and learning situation.

2. Negative perception

   Negative perception is perception that describes all of knowledge (known or unknown) and respond object that perceived negatively (not suitable with the object of perception).

In this research, the researcher uses a rating-scale questionnaire addapted from Hongrittipun (1990) which will be used to elicit the students' personal information, attitudes toward the treatment and students evaluation when they learnt with the techniques.

2.16.1 Perception toward Peer-Correction

Peer-correction is technique that is often used to improve the students language. It can be seen by the improvement of students' result after taught by the technique. Study to reveal students' perception toward peer-correction activity have been done by Rollinson (2005). It proves that the students give positive response to peer-correction because it give multiple benefits from personal to social skill development. For personal development, it teaches the students to think more critically because they are required to critically review their peer's writing and become effective self editor. The students look their own paper and assess areas in which they need to improve and revise their paper.

On the others study about students' perception toward peer-correction has been done by Pratiwi (2012). It shows that the students had possitive perception toward peer-correction. It gives multiple benefits from personal to social skill. Personal benefit that the students got including: become faster and easier to do the task; learn new thing; braver in delivering ideas, learn from their own and their friends' mistakes, and motivited to write better. Social benefits come from interact actively with the teacher and their friends; learn to repect each others, and learn from the others.

Although peer-correction is heavily advocated by the researchers, some notes have been taken that the studnets do not always appreciated peer-correction in the writing classroom. Hong (2006) reports that the students have very negative perceptions of peer-correction. The students did not take much in doing peer-

correction. It seems like peer-correction become the relaxing and chatting session. The students does not value peer-correction as a helpful way to improve their writing. They feel doubtful about the quality of peer suggestion and hesitated to use peer comments in their revision. They prefer teacher correction than peer-correction because they still believe taht the teacher 'know more'.

From some explanation above, it can be concluded that there are some perseption about teaching through peer-correction. There are positive and negative perseption. All of the perseptions are needed to maximise the using of technique so it can improve the students language ability. The teacher should be careful in implemanting this technique because sometimes like and dislike have significant influence to the students' learning motivation.

2.16.2 Perception toward Self-Correction

Self-correction is a technique of teaching language that can make the students to be a critical reader. Self-correction means that a writer reviews his own writing in a methodical way to improve it clarity and accurancy. In doing self-correction, a writer can use a checklist of problems to guide him. At first, a writer should look at the content, meaning, and clarity. Next, he should look at the organization part of the text and the arrangement of the information in the part of text. At this point, he should rewrite the text or part it as necessary. Then he should looko at the language problem, and correct mechanical errors, such as punctuation and spelling.

In the study which has been done by Kavaliauskienė (2003) finds that self-correction is effective and necessary technique in teaching language. Students agree that self-correction implies their independence and develop language awareness is an important outcome of self-correction. Students say they expect and want to have their mistakes corrected by teacher, but agree that it is hard to get rid of the habit of making the same mistake over and over again because of the earlier formed stereotypes. Some students say they are afraid of being laughed at or offended if teacher corrects their work / performance in class and comments on it.

On the other study about investigated students' perception toward self-correction has been done by Lawley (2015). It shows that doing self-correction in correctiong their draft was time-comsuming because they spent two hours to correct the essay using the self-correction technique. Three confessed that in fact they sometimes did not write an essay at all since they found the self-correction procedure too laborious. One student said that she and her friends felt that studying grammar was a more productive way of spending the time. Four of the 25 students reported that a teacher, a friend, or a relative acting as a teacher, helped them by detecting the errors in their essays.

From some explanation above, it can be concluded that self-correction is a technique that trains the students to correct their papers by themselves. Self-correction is apropriate technique to improve students' awareness and it helps to

focus students' attention on errors and to reduce reliance on the teacher, thereby encouraging students' autonomy.

2.17 Theoretical Assumption

Writing is a process of expressing the ides, thoughts and feeling of writer in order to communicate to the reader so they can understand the message or the information by using some elements such as content, grammar, vocabulary, organization and mechanic. Related to make the students be able in writing a text, the teacher can use some techniques in teaching writing. The techniques that can improve students' writing is peer-correction and self-correction.

Peer-correction is a technique when the students correct their drafts in pair. Each pair will check the draft and correct the mistakes based on what they have known. It gives opinions and suggestions so that the students are able to get feedbacks from their partner. Meanwhile, self-correction is a technique which guides students to correct their own work. It helps the students take responsibility for their learning and gain a better awareness of the language. For the result, peer-correction and self-correction can be used in teaching language especially to improve the students' writing descriptive text. Teaching writing through these techniques not only improve the students ability in writing but also improve the aspects of writing. The aspects of writing that will be improved is organization and mechanic because peer-correction and self-correction guide them to construct text well attended chronological order and also attended spelling and puctuation are more possible to them.

2.18 Hypotheses

Concerning to the theories and assumption above, the researcher formulates the hypothesis as follow:

1. There is a difference in students' achievement in writing descriptive text taught by peer-correction and self-correction.

2. Organization and mechanics are aspects of writing that improve the most after being taught through peer-correction and self-correction.

III METHOD

This chapter discusses about research method which consists of design, population and samples, instruments of research, data collecting technique, research procedure, scoring system, validity and reliability, data analysis, and hypotheses testing.

3.1 Design

This research was intended to find out the students' achievement in writing descriptive text and the aspect of writing that improve the most after being taught through peer-correction and self-correction. The design of this research was Two Group Pretest and Posttest Design. This research used two classes as experimental class which received the treatments (peer-correction and self-correction for each class). The students had pre-test, three meetings and post-test. This design was reffered to Setiyadi (2006: 135) as follows:

$$G_1 \quad : \quad T_1 \quad X_1 \quad T_2$$

$$G_2 \quad : \quad T_1 \quad X_2 \quad T_2$$

G_1 : Group One (Peer-correction Class)

G_2 : Group Two (Self-correction Class)

T_1 : Pre-test

T_2 : Post-test

X_1 : Treatment One (X.4 class)

X_2 : Treatment Two (X.5 class)

3.2   Population and Samples

The population of this research was the students in the first grade of second semester 2015/2016 academic year of SMAN 6 Metro. The samples were X.4 class and X.5 class which consisted of 25 students for each class. In the X.4 class was given peer-correction as a technique and X.5 class was given self-correction as a technique. The classes were selected randomly using dice. It meant that every class had the same oportunity to be involved in this research. The way to choose the classes involving in this research was through dice. If dice showed number 4 it means that the X.4 class should be involved in the research. Conducting the research, the researcher used peer-correction and self-correction technique in helping the students to have better writing. This research was focused on the students' writing improvement in descriptive text and aspects of writing.

3.3   Data Collecting Technique

The researcher collected the data by giving two tests to the students. In the pre test the researcher asked the students to make a descriptive text in which the topic was about person/animal. After conducting pre test, the researcher conducted the treatment in three meetings. In treatments, the researcher taught descriptive texts

and how to make it. In the learning process, the researcher asked the students to correct their writing in pair (in peer-correction class) or by themselves (self-correction). In the post test, the researcher asked the students to make a descriptive text which the topic was about person/animal. The last was collecting questionnaires, to see the students' perception about peer-correction and self coreection, which were done after given post test in the same time.

3.4   Instruments of the Research

The instruments of the research were:

1. Writing Tests

    Writing tests were conducted in the first meeting and the last meeting. The tests were about asking the students to make a descriptive text based on the topic (person/animal). It was done in order to see the improvement of the students writing descriptive test after given the treatments (see appendix 5 & 6).

2. Questionnaires

    Questionnaire were used to know the students' perception about the value of peer-correction and self-correction which was conducted in writing class (see appendix 7 & 8). It was used to get the majority of the students' opinions whether or not peer-correction in writing clas was valuable. In this case, only some questions related to the statements of problems were used.

Table.3.1. Table Spesification of Questionnaire (peer-correction)

		SA	A	U	D	SD
1	Helps you study English better					
2	Enables you to improve your writing skill					
3	Helps you recognize errors better					
4	Encourages you to exchange English knowledge					
5	Helps you have more confidence					
6	Makes you embarrassed					
7	Is too time-consuming					

SA=strongly agree(5), A=agree(4), U=undecided(3), D=disagree(2), SD=strongly disagree(1).

Table.3.2. Table Spesification of Questionnaire (self-correction)

		SA	A	U	DA	SD
1	Helps you study English better					
2	Enables you to improve your writing skill					
3	Helps you recognize errors better					
4	Helps you have more confidence					
5	Is too time-consuming					

SA=strongly agree(5), A=agree(4), U=undecided(3), D=disagree(2), SD=strongly disagree(1).

(Addapted from Hongrittipun, 1990)

3.5   Research Procedure

The procedures of this research as follows:

1.   Determining the population and selecting the samples.

2.   Selecting and arranging the materials to be taught as a pre test.

The researcher chooses the material from the students' handbook, based on the syllabus. The topic is about describing someone.

3.   Administering the pre test.

Pre test is need to know the ability of the students writing in descriptive text.

The researcher asked the students to write a descriptive text of person/animal.

4. Conducting the treatments.

    The treatments were conducted in three meetings based on lesson plan. In peer-correction's class, the researcher explained the characteristics of descriptive text such as tenses, vocabularies and content. Then they were asked to make a descriptive text of person/animal. Then they excanged their draft to their partner and make some notes as correction of error. And after that they made revision based on the notes.

    In self correcton's class, they were asked to make a descriptive text of person/animal. While the students were asked to attend their work, researcher explained the components of descriptive text such as tenses, vocabularies and content. And they checked and took some notes if there were mistakes in their work. Then made revision based on the notes.

5. Administering the post test.

    The post test was conducted after the treatments. This post test was similar to the pre test. The researcher asked the students to write a descriptive text of person/animal.

6. Conducting questionnaire.

    The questionnaire was conducted after given post test to the students. The questionnaire asked the students to answer the questions by putting a check (√) on the one of the answers based on their opinion.

7. Analyzing the data.

    The researcher scored the students final work, in the pre test and post test. After that, the researcher analyzed by seeing the comparison of two scores.

3.6   Scoring System

a.   Writing test.

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

(adapted from Haris, 1979: 68-69)

Content   : the substence of the writing, the idea expressed

Grammar   : the employment of gramatical form

Organization : the organization of content

Vocabulary   : the selection of words that suitable of the content

Mechanic   : the conventional device used to clarify the meaning.

Table 3.3. Scoring Rubric for Writing Test (adapted from Haris, 1979: 6869)

Aspects	Criteria	Score
Content	• Excellent. All developing sentences support main idea	20%
	• Good. Most of the ideas in supporting sentences can be developed well	15%
	• Fair. There are only several ideas in supporting sentences that have not been well developed.	10%
	• Poor. The idea in supporting sentences are related enough to the topic.	5%
	• Very poor. No developing sentences support the idea.	0%
Grammar	• Excellent. All sentencess written in the correct grammar.	20%
	• Good. Most of the sentences in correct grammar.	15%
	• Fair. There are only several sentences in correct grammar	10%
	• Poor. The grammar in sentences are sufficiently correct	5%
	• Very poor. No sentences written in correct grammar	0%
Organization	• Excellent. All supporting sentences written in chronological order	20%
	• Good. 75% of supporting sentences written in chronological order	15%
	• Fair. 50% supporting sentences written in chronological order	10%
	• Poor. 25% supporting sentences written in chronological order	5%
	• Very poor. No supporting sentences written in chronological order	0%
Vocabulary	• Excellent. All vocabularies used correctly.	20%
	• Good. Most of the vocabularies used and they are almost correctly used .	15%
	• Fair. There are only several vocabularies are not appropriate to the context.	10%

	• Poor. Most of the diction used are not appropriate to the topic.	5%
	• Very poor. No vocabularies used correctly.	0%
Mechanic	• Excellent. All punctuations, spelling, and capitalizations are used correctly.	20%
	• Good. 75% punctuations, spelling, and capitalizations are used correctly.	15%
	• Fair. 50% punctuations, spelling, and capitalizations are used correctly.	10%
	• Poor. 25% punctuations, spelling, and capitalizations are used correctly.	5%
	• Very poor. No punctuations, spelling, and capitalizations are used correctly.	0%

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

    b.   Questionnaire test.

To determine the students' perception about the technique that was applied in their writing, the scoring rubric that was used was:

Table. 3.4. Scoring Rubrics for Questionnaire.

Percentages of score	Detail
0% - 19.09 %	Strongly disagree
20 % - 39.99%	Disagree
40% - 59.99%	Enough
60% - 79.99%	Agree
80% - 100%	Strongly disagree

3.7   Validity and Reliability

A test can be said whether it is usable or not if it has fullfilled the criteria of validity (content and construct validity) and reliability (inter-rater realiability). Therefore, it is important to measure validity and reliability of the test in order to get valid and reliable of the data. They can be explended as follows:

1. Validity.

   To measure wehether the tests have a good validity, the test are based on the content and construct validity.

   a. Content Validity.

      In the content validity, the material that had been given to the students was suitable with the curriculum used. The curriculum that was used was KTSP which was available in teaching at the first grade on second semester of senior high school. The test given in this research was about writing a text. In the test, the students write a descriptive text about person/animal.

      For the questionnaire, it is suitable with the points that should be included in th qestionnaire. it was addapted from Horittipun (1990) which have points of questionnaire:

      1. Students' personal information.

      2. Attitudes toward the treatment.

      3. Students evaluation in learning process.

   b. Construct Validity.

      In this research, the researcher administered writing tests and the treatments and gave scores of the students' writing based on five aspects of writing: content, grammar, organizazion, vocabulary and mechanic.

      For quesionnaire test, the researcher scored the questionnaire used a number of statements with wgich indicated for each question. It would like the students to indicate their opinions about each statement by ticking the alternative (strongly agree, agree, undecided, disagree, and strongly

disagree) which best indicates the extent to which the students agree or disagree with that statement (Setiyadi, 2006: 73).

2. Reliability.

   a. In ensuring the pre test and post test scores, the researcher used inter-rater reliability-taking other score which was from the English teacher in the school besides the scores from the researcher itself. The English teacher is the experienced teacher in her study. She is undergraduated from Lampung University at 2008.

   The researcher calculated the data by using Spearman Rank correlation that the formula can be see as follow:

   $$r = 1 - \frac{6 \cdot \sum d^2}{N\,(N^2 - 1)}$$

   Where :

   r : Coefficient of Rank Correlation

   d   : Difference of Rank Correlation

   N   : Number of Students

   (Sudjiyono, 2006: 228)

   The researcher used standar of reliability (Arikunto, 1998: 260) :

   0.00   -   0.19   =   Very low reliability

   0.20   -   0.39   =   Low reliability

   0.40   -   0.59   =   Medium reliability

   0.60   -   0.79   =   High reliability

   0.80   -   1.00   =   Very high reliability

Table 3.5. Table of Reliability (peer-correction)

	Pre test	**Post test**	**Criteria**
Reliability	0.898077	0.827981	Very High reliability

Based on the table above, it was found that the reliability coefficient of pre test was 0.898077. While the reliability coefficient of post test was 0.827981. And according to the standard criteria, both of test were ver high reliability (see appendix 13 &14).

Table 3.6. Table of Reliability (self-correction)

	Pre test	**Post test**	**Criteria**
Reliability	0.794423	0.892692	Very High reliability

Based on the table above, it was found that the reliability coefficient of pre test was 0,794423. While the reliability coefficient of post test was 0.892692. And according to the standard criteria, both of test were very high reliability (see appendix 13 &14).

b. In addition, reliability can refer to stability of measurement over time, an approach which was not suited to the current investigation. In assesing internal consistency, the Cronbrach' Alpha reliability was the most appropriate reliability idex to be used on continous data and this research using SPSS ver.16 to count the reliability of the questionnaire. It would be counted based on the questions and range of 0 to 1. It was used to analyze the instrument from original data. According to Setiyadi (2006:190-191), the higher alpha was the more reliable the questionnaire will be.

The following was the calculation of Cronbach' Alpha reliability:

$$r = \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\sum Ób^2}{Ót^2}\right]$$

Where   :

r   = reliability

k   = total of questionnaire

$\sum Ób^2$= total items of varian

$Ót^2$ = total of varians

The researcher used standar of reliability:

0.00   -   0.29   =   Very low reliability

0.30   -   0.49   =   Low reliability

0.50   -   0.69   =   Medium reliability

0.70   -   0.89   =   High reliability

0.90   -   1.00   =   Very high reliability

Table.3.7. Table of Reliability (peer-correction' questionnaire)

Reliability Statistics

Cronbach's Alpha	N of Items
.597	7

According to Setiyadi (2006: 190-191), the higher alpha is more reliable the questionnaire will be. Since the *r* score was 0.597. It could be said that the data form the questionnaire had already shown medium reliability in the observation field (see appendix 15).

Table. 3.8. Table of Reliability (self-correction's questionnaire)

Reliability Statistics

Cronbach's Alpha	N of Items
.703	5

According to Setiyadi (2006: 190-191), the higher alpha is more reliable the questionnaire will be. Since the *r* score was 0.703. It could be said that the data form the questionnaire had already shown high reliability in the observation field (see appendix 16).

3.8 Data Analysis

In order to know the improvement of students' writing descriptive text by using peer-correction and self-correction and students' score was computed by doing these activities:

1. Scoring the pre test and the post test.

2. Finding the mean of pre test and post test.

3. The mean is calculated by applying this formula:

$$\mathrm{M}d = \frac{\sum d}{N}$$

Where:

$\mathrm{M}d$: Mean (average score)

$\sum d$: The Total of the Students' Score

N : The Total Number of the Students

(Hatch and Farhadi, 1982:25)

4. Checking and analyzing the questionnaire data using a formula to find out the percentages and present them in form of the table. The formula which was used was:

$$\frac{T}{Y} \; x \; 100$$

Where:

T   = total score

Y   = total of highest score

5. Drawing conclusion from tabulated result of the tests given by comparing the means of pre test and post test and calculated the persentage of questionnaire.

3.9   Hypothesis Testing

The hypotesis testing was used to prove whether the hypotesis proposed in this research was accepted or not. The hypotesis was analyzed at significance level of 0.05 in which hypothesis was approved if Sig. < α. After collecting the data, the data was analyzed in order to find out whether there were differences between the students' writing taught by using peer-correction and self-correction and which one of the technique that improves students' writing ability the most. This study used Paired Sample T-test to investigate the level of significance of the treatment.

The formulation was:

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

and

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

As details:

Md   = mean from the differences pre test and post test

Xd   = deviation of each subject (d – Md)

$\sum x^2 d$ = total of quadratic deviation

N   = total of sample

(Arikunto, 1991: 349-350)

The hypothesis were formulated as follows:

1. H_0 : There is no difference at the students' achievement in writing descriptive text taught by peer-correction and self-correction.
   The criteria is H_0 (null hypotesis) is accepted if alpha level is higher than 0.05 ($\alpha > 0.05$).

   H_1 : There is difference at the students' achievement in writing descriptive text taught by peer-correction and self-correction.
   The criteria is H_1 (alternative hypotesis) is accepted if alpha level is lower than 0.05 ($\alpha < 0.05$).

2. H_0 : Organization and mechanics are not aspects of writing that improve better after being taught through peer-correction and self-correction.

   H_1 : Organization and mechanics are aspects of writing that improve better after being taught through peer-correction and self-correction.

V CONCLUSIONS AND SUGGESTIONS

The last chapter consists of the conclusions and suggestions. It presents the conclusion of the research and suggestions for English teachers and for those who want to conduct similar research.

5.1. Conclusions

The objectives of this research were to find out whether there was difference of students' writing ability in descriptive text taught by peer-correction and self-correction as techniques, the aspects of writing that improve the most in peer-correction and self-correction class, and the students' perception toward peer-correction and self-correction. In relation to results of the study, it can be concluded that:

1. Refering to the first research question, it can be concuded that peer-correction and self-correction improve students' writing descriptive text. Therefore, there is any difference of students' writing taught through peer-correction and self-correction. But peer-correction improve students' writing the most than self-correction because peer-correction provide the students to learn from others in order to develop their writing. In the other word, peer-correction and self-correction are difference in improving students' writing ability but they are

suitbale techniques to be applied in revising stage of teaching writing because the techniques can make the students able to express their ideas more clearly in writing and to get clarification on any comments that were made.

2. Relating to the second research question is about the aspects of writing that improve better in peer-correction and self-correction. Peer-correction and self-correction also increased all of the aspects of writing. In peer-correction, organization is the aspect of writing that improve the most because this aspect improved the students' ability in arranging their idea logically. Therefore, the aspect of writing that improves the most in self-correction is mechanics. It means that the students are able to solve the problem by themselves in capitalization, punctuation, spelling, and paragraphing.

3. Relating to the third research question is about the students' perception of peer-correction and self-correction. Both of those techniques, the students agree that through the techniques help them to study English better, improve their writing and recognize error. Besides that, there is difference of the students' perception toward self-correction. They think that they need more time to correct their draft but self-correction makes the students to be a critical reader.

5.2. Suggestions

In reference with the conclusions above, the writer gives some suggestions as follow:

1. **Suggestions for English Teachers**

   a. English teachers are suggested not only to use peer-correction and self-correction but also teacher-correction as a technique in teaching

writing descriptive text because it can improve students' writing ability in descriptive text and each aspect of writing. These techniques also built students' confidence and awareness to correct and make a text.

b. English teachers may start using peer-correction and self-correction by focusing on certain aspect of writing to increase or some linguistic features.

c. English teacher should guide the students when are correcting, so the aspects or the points that should be corrected are achieved.

2. Suggestions for Further Research

a. This study was conducted in the Senior High School level. Therefore, the further research can try to find out the effect of using peer-correction and self-correction in different level.

b. In this study, descriptive text was employed as the media to measure the improvement of students' writing ability after the implementation of peer-correction and self-correction. Further research can try to apply those techniques with another kind of text, it can be narrative, recount, argumentative, and report text for instances.

c. Since in this study the researcher only used 14 codes of correction, the further researcher are suggested to add and use more codes as much as possible.

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