

**THE INFLUENCE OF USING PEER REVIEW TECHNIQUE
TOWARD STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT
AT THE TENTH GRADE OF MA AL-MA'MUR BANJARSARI
TANGGAMUS IN THE ACADEMIC YEAR
OF 2016/2017**

A Thesis

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By

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ABSTRACT

THE INFLUENCE OF USING PEER REVIEW TECHNIQUE TOWARD STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE TENTH GRADE OF MA AL-MA'MUR BANJARSARI TANGGAMUSIN THE ACADEMIC YEAR OF 2016/2017

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This research is conducted based on the phenomena taking place in school that the students considered writing as the most difficult skill. The students do not know whether their writing was right or not because the students have to evaluate and revise by themselves; the students do not know the part that have to revise. In addition, the students are lack of motivation in learning writing because the class condition was less interesting. The students' descriptive text writing score is below the criteria minimum mastery (KKM) at MA AL-Ma'mur Banjarsari Tanggamus. Therefore, this research discusses the influence of using peer review technique in revision stage of teaching writing, especially for students' descriptive text writing ability. The objective of the research is to know whether or not there is a significant influence of using peer review technique toward students' writing ability in descriptive text at the tenth grade of MA AL-Ma'mur Banjarsari Tanggamus in the academic year of 2016/2017.

The methodology of this research was quasi experimental design with the treatment held in 3 meetings, 2 x 45 minutes for each meeting. The population of this research was the students at the second semester of the tenth grade. The total sample in this research was 61 students that were taken from two classes, X_1 and X_2 . In collecting the data, the researcher used writing test, there were pre-test and post-test. After gave the post-test, the researcher analyzed the data by using independent sample t_{test} .

From the data analysis, it was found that the result of test was $t_{observed}$ (4.3663) with $t_{critical}$ (1.671), it means that the score of $t_{observed}$ was higher than $t_{critical}$, so H_a was accepted. In result, there was a significant influence of using peer review technique toward students' writing ability in descriptive text at the tenth grade of MA AL-Ma'mur Banjarsari Tanggamus in the academic year of 2016/2017.

Keywords: Descriptive Text Writing, Quasi Experimental Design, Peer Review Technique, Writing Ability.

CHAPTER I INTRODUCTION

A. Background of the Problem

All of people in the world can communicate each other by using language. Language can help people transfer ideas or something which someone wants to show. Low states, "Language is a medium for transmitting something (ideas, feelings, meanings, thoughts, etc) from one person to another."¹ It means that language is a media to transfer ideas, feelings, etc of someone to another. Language is important in human life, because without language, people may not able to interact well each other. Therefore, we must master of language.

English has become an international language which is used by most communities in the world, this is why learning English is very important. Learning English is needed by all levels of education to be mastered. It has made educators from all levels of education try to facilitate the best way of teaching and learning English. As a result, the teaching and learning English has been placed in a very important position and has been taught in almost all countries in the world.

¹C.F. Lowe, *Behaviour Analysis and Contemporary Psychology*, (London: Lawrence Erlbaum Associates Ltd., 1985), p.141

In Indonesia, English as a foreign language which is not used as daily language. Harmer states, “In Indonesian teaching context, English is a foreign language that becomes a compulsory subject in all schools. English as a foreign language is generally taken to apply to the students who are studying general English at school and institute in their own country or as transitory visitor in target language country.”² Furthermore, although English is not used for communication in their daily lives, English is certainly important for all people and also Indonesian people have to learn it to improve the quality of educational in Indonesia.

In English teaching and learning context, there are four skills which be mastered by the students. It is supported by Dash and Dash who say, “In teaching English we wish to train our students: (i) to hear and understand English, (ii) to speak in the language and be understood, (iii) to read in the language and understand what they read, and (iv) to write in the language and be understood”.³ So, these four skills must be mastered by students because it becomes the standard competencies which have to be reached by students.

From the four language skills, writing is difficult subject, as Pardiyo states that in English skill category, writing as the most difficult skill for the students

²Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2009), p.39

³Neena Dash and M. Dash, *Teaching English As An Additional Language*, (New Delhi: Atlantic Publishers and Distributors (P) Ltd, 2007), p.35

between speaking and reading.⁴ Further, Tribble suggests, “For the moment we can accept that writing is a language skill which is difficult to acquire. It is furthermore, one in which relatively few people are required to be expert.”⁵ It means the students get difficulties in writing skill because they need many competencies to write something in English.

Brown stated that the process of writing consist of different set of competencies, such as the result of thinking, drafting, and revising procedures that the writer can not develop the skills naturally.⁶ Besides that, not only consists of different sets of competencies, but also the grammatical rules. As Raimes states, “Writing also reinforces the grammatical structures, idioms, and vocabulary. Thus, writing is the ability to express idea that writer will use knowledge of structure and vocabulary to express the idea in written form.”⁷ Finally, most of the students regard that writing is a difficult task, because they need skills on how to write words correctly, how to put and arrange those words into sentences which are supposed to be meaningful according to grammatical rules.

In the English syllabus for tenth grade of Senior High School, there are some texts that should be learned, one of them is descriptive text. Descriptive text is

⁴ Pardiyono, *12 Writing Clues for Better Writing Competence*, (Yogyakarta: Andi Offset, 2006), p.1

⁵ Christoper Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.3

⁶ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed)*, (California: Longman, 2001), p.335

⁷ Ann Raimes, *Techniques and Teaching Writing*, (New York: Oxford University Press, 1987), p.3

used to describe the things around them, so the students must be able to write a descriptive text related to their real life. It is like the standard of graduate competency stated in Kemendiknas No.23/2006, in the writing skill, the graduate of Senior High School must be able to write short written functional text and simple essays in the forms of recount, narrative, procedure, descriptive, news item, report, analytical exposition, spoof, explanation, discussion and review in the daily life context.⁸ So that the teacher should help the students to get the purpose of English learning, especially in writing.

When the researcher did her preliminary research in MA AL-Ma'mur Banjarsari Tanggamus on January 9th 2017, the researcher gained some data taken from the English teacher in the tenth grade by interview Mrs. Khafifah, S.Pd. She said that the students' ability at MA Al-Ma'mur Banjarsari Tangamusin writing descriptivetext is still low. It can be described in Table 1.

Table 1
Students' Score of Writing Descriptive Text
at the Tenth Grade of MA Al-Ma'mur Banjarsari Tangamus
in the Academic Year of 2016/2017

⁸ Departemen Pendidikan Nasional, *Kurikulum 2004: Standar Kompetensi*, (Jakarta: Balitbang Depsiknas, 2003), p.17

No	Class	Students' Score		Number of Student
		<75	75	
1	X 1	24	7	31
2	X 2	20	10	30
Total Number of Students		44	17	61
Percentage		72%	28%	100%

Source: The data from English teacher of MA Al-Ma'mur Banjarsari

From Table 1, many students got bad score because their score was under the standard score. Standard score or the criteria of minimum mastery (KKM) score of English subject at that school is 75.⁹ There are 61 students in all classes. From the table, there are 44 students (72%) got score under 75 and 17 students (28%) got score more than 75. Therefore almost students still face difficulties in their study of English, especially in writing descriptive text.

Based on interview by the students, the researcher also found some factors of students' problems in learning English especially writing descriptive text. The students said that writing as the most difficult one, also they got difficulties in gathering idea in process of writing.¹⁰

Another information based on the interview the students, they were bored to study English because the teacher only asked them to correct and revise their own written work, without gave a feedback so they were unmotivated to develop

⁹ Mrs. Khafifah, *Interview an English Teacher*, MA AL-Ma'mur Banjarsari Tanggamus, January 9th, 2017

¹⁰ Wiwit, *Interview to the Student*, MA AL-MA'mur Banjarsari Tanggamus, January 9th, 2017

their writing and the class situation was less interesting.¹¹ Thus, their score of descriptive text still lower than the other kinds of text.

Based on the data of preliminary research, the researcher found the cause of the problem such as the students writing descriptive text ability still low. It happened because the teacher did not use appropriate technique to correct students' writings so they could not improve their writing descriptive text ability. Therefore, to overcome this problem the researcher used peer review technique to help students' problem in writing descriptive text.

The ways teacher react to students' work not only depend on the kind of task the students are given, but also on what to achieve at any point. There are two ways of reacting students' work (responding or correcting).¹² When responding students' work in writing, the teacher need to correct their work, in order to know the part that must be revised.

The ways of correcting students' writing work are: selective correction, using marking scales, using correction symbols, reformulation, referring students to a dictionary or a grammar book, ask me, remedial teaching, and peer

¹¹ Restu, *Interview to the Student*, MA AL-MA'mur Banjarsari Tanggamus, January 9th, 2017

¹² Jeremy Harmer, *Op. Cit*, p.108

review.¹³Based on the students' situation, peer review as the most recommended technique by providing feedback in teaching writing.

In peer review technique process emphasizes students working in pairs, because the reviewer taking role as the reader, and the writer will think critically about his or her work.¹⁴ In this process the students are engaged in the revision stage by giving and receiving good feedback, because this feedback can be effective to the students.

According to Brookhart, "Good feedback gives students information they need so they can understand where they are in their learning and what to do next—the cognitive factor. Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning—the motivational factor."¹⁵It means good feedback helps students to know what should they do in the next writing and it motivates students to produce better writing.

¹³*Ibid*, p.112

¹⁴ Kathleen M. Hunzer, *Collaborative Learning and Writing*, (Jefferson: McFarland Company, Inc., Publisher, 2012), p.30

¹⁵Susan M. Brookhat, *How to Give Effective Feedback to Your Students*, (Alexandria: Association of Supervision and Curriculum Development, 2008), p.2

It is supported by Breuch who says, “Receiving constructive feedback from peers is a vital activity for workplace writers.”¹⁶It can be said that feedback in the peer review process take a part in quality of students’ writing.

Based on the previous research by Nasution at the tenth grade of SMA Negeri 21 Medan, he found that peer review technique could improve the students’ writing ability of recount text.¹⁷Besides that Arifiana also applying peer review technique in students’ writing recount text at Eight Graders of SMP 4 Batang Semarang, as the result the students’ writing score improve well and they active in learning process.¹⁸ It can be concluded that students’ writing ability influence significantly by conducting peer review technique in teaching and learning writing.

Based on those statements, the researcher conducted a research entitled: the Influence of Using Peer Review Technique toward Students’ Writing Ability in Descriptive Text at the Tenth Grade of MA Al-Ma’murBanjarsariTangamusin the Academic Year of 2016/2017.

¹⁶ Lee- Ann Kastman Breuch, *Virtual Peer Review: Teaching and Learning about Writing in Online Environments*, (New York: State of University of New York Press, 2004), p.149

¹⁷Nina Surya Rahman Nasution, *Improving Students’ Writing Recount Achievement Through Peer Review Technique at tenth Grade of of SMA Negeri 21 Medan*, 2012

¹⁸ Candra Arifiana, *Improving Students’ Skill In Writing Recount Text By Using Peer Review Technique at Eighth Graders of SMP 4 Batang*, 2015

B. Identification of the Problem

Based on the background above the researcher indentified the problems as follows:

1. The students wereunmotivated to develop their writing because the teacher did not give the feedback on their written work.
2. The students got difficulties in finding the mistakes or errors in their own writing descriptive text.
3. The class condition was less interesting.

C. Limitation of the Problem

In this research, the reseacher limited the problem only on the use of peer review techniqueand to analyze its influence on the students' writing ability in descriptive text at the tenth grade of MA Al-Ma'mur Banjarsari Tangamusin the academic year of 2016/2017.

D. Formulation of the Problem

In this research, the researcher formulated the problem as follows:

“Is there a significant influence of using peer review technique toward students' writing ability in descriptive text at the tenth grade of MA Al-Ma'mur Banjarsari Tangamusin the academic year of 2016/2017?”.

E. Objective of the Research

Based on the formulation of the problem, the objective of the research was to know whether or not there is a significant influence of using peer review technique toward students' writing ability in descriptive text at the tenth grade of MA Al-Ma'mur Banjarsari Tangamusin the academic year of 2016/2017.

F. Uses of the Research

The researcher expects that there will be some uses of the research as follows:

1. For the students

By using peer review technique, the students will know their strength and weakness in writing, and will encourage them to improve their writing ability.

2. For the teacher

The teacher will get valuable information about an alternative technique to be used to improve students' writing ability, especially with the use of peer review technique.

3. For other researchers

This research can be as reference for the other researchers in using correcting techniques to improve students' writing descriptive text, in good and in uses peer review technique in particular.

G. Scope of the Research

a. Subject of the Research

The subject of the research was the students of the tenth grade at MA Al-Ma'mur Banjarsari Tangamusin the academic year 2016/2017.

b. Object of the Research

The object of the research was the students' descriptive text writing ability and the use of peer review technique.

c. Time of the Research

The research was conducted at the second semester in the academic year of 2016/2017.

d. Place of the Research

The research was conducted at MA Al-Ma'mur Banjarsari Kecamatan Wonosobo Kabupaten Tanggamus.

CHAPTER II REVIEW OF LITERATURE

A. Concept of Teaching English as a Foreign Language

Language is a system of communication using sound or symbols that enables us to express our feelings, thoughts, ideas, and experiences.¹ Haviland stated that language is a system of communication by using sounds or symbols that are put together according to the rules to find the meaning.² It can be described that all of people communicate each other by convey their thoughts, ideas, feelings or symbols in order to find the meaning. As we know language is vital tool for communication, and also we are living in multilingual world that is becoming globalized, therefore it is very important to know more than one language especially English.

English is an International language that is used in many countries. Besides that English is taught in almost every country on this earth in order to the students are able to compete the global era. Learning English nowadays is seen as a necessity in bridging communication amongst the nations of the world. Because many requirements of English use such as to enter global workforce that most often

¹ E. Bruce Goldstein, *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* (2nd Ed), (Nashville: Michele Sordi, 2008), p.370

² William A. Haviland, *Anthropology the Human Challenge*, (Belmont: Wadsworth, 2010), p.370

conducted in English, students who want to go abroad , and there are large number of books that are written in English language. In fact, English should be taught in the school especially in Indonesia.

In Indonesia English is taught as the foreign language. As a foreign language, English is not used for daily communication. Setiyadi says, “In Indonesia, English is learned at schools and people do not speak the language in the society.”³ It means that in Indonesia, English is not used for communication in the daily activity. Furthermore, English taught in the school because some of reasons, like Marckwardt in the Verghese states:

English is a foreign language if it is “taught as a school subject or at an adult level solely for the purpose of giving the student a foreign language competence which he may use in one of several ways to read literature, to read technical works, to listen to the radio, to understand dialogue in the movies, to use language for communication possibly with transient. English becomes a language of instruction in the schools, as in the Philippines, or a lingua franca between speakers of widely divergent languages, as in India”.⁴

From those theories, the researcher concludes that teaching English for foreign language is teaching English in the school as a subject that is used in many requirements such as to read literature, technical works, to listen to the radio etc, but it is not used for daily communication.

³ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.22

⁴ C. Paul Verghese, *Teaching English As a Second Language*, (New Delhi: Sterling Publishers Private Limited, 1989), p.6

B. Concept of Writing

Writing helps people to express feelings and thought to other people. As Willig states:

Writing is a key element in the search for meaning because it allows us to reflect on and to order our encounters with the world and the impact they make upon us. Equally importantly, we write to share thoughts and feelings with others through communications ranging from hastily written notes to formal, carefully argued essays on complex issues.⁵

In order for communication to be successful the people have to structure their writing in such way that it will be understood by the readers. This is why writing in particular has to be both coherent and cohesive. As Harmer stated that coherent in writing makes sense because it can be sequences the idea. Cohesion is about technical matter in various linguistic ways that is used in writing.⁶ It can be described as the writer will show many things in the written language, such as the way of thinking the word to be arranged in sentences form that can be easy to understand by the reader so that both can make a communication.

Based on several definitions about writing, it can be concluded that writing is used to share thought and feelings with others and also it is used to communicate in formal and informal situation in the good sentences of written form.

⁵C. James Willig, *Children's Concept and the Primary Curriculum*, (London: Paul Chapman Publishing, 1990), p.25

⁶ Jeremy Harmer, *The Practice of English Language Teaching (3rd Ed)*, (New York: Longman, 2001), p.246

C. Concept of Writing Process

Almargot stated that the process of writing activity are particularly long and progressive.⁷ The meaning of progressive here when you want to start the first step to write about a topic, actually you have already know what you are going to write. After that you read over your writing and make a corrections and changes. Therefore, writing is never a one-step action: it is a process that has several steps.⁸ It means that writing is not instantly activity, but it needs some processes that must be done by the writer when the writer will write.

Harmer stated that there are some processes of writing, they are:

1. Planning

In order to make a good and understandable text for the reader, the writer might consider the purpose of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include.

2. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way the final version.

⁷ Denis Almargot, *the Models of Writing*, (Amsterdam: Springer Netherlands, 2001), p.185

⁸ Alice Ohima, *Introduction Academic Writing (3rd Ed)*, (New York: Addison Wesley Longman, 1997), p.15

3. Editing (reflecting and revising)

In editing process, the writer usually read through what they have written to see the ambiguous and confusing part. Then they may move paragraphs around or write a new introduction. Also they may use a different form of words for a particular sentence to make a text more understandable for the reader.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.⁹

Based on the explanation, the researcher concludes that writing process is an activity that consist of planning, drafting, editing and final version, so it is never enough in one-step action to create a good written text.

D. Concept of Teaching Writing

Teaching writing covers teaching of a language ability and organization of ideas. Writing is one of language skills in communication. Thus, Harmer stated that writing as the basic language skill that must be taught.¹⁰ It means that teaching writing to the students is important as the other language skills.

⁹ Jeremy Harmer, *How to Teach Writing*, (New York: Longman Publishing, 2009), p.4

¹⁰ Jeremy Harmer, *How to Teach English*, (Edinburgh: Pearson Education Limited, 2007), p.79

In teaching writing, the teacher must be balance on the product or on the process itself. Brown stated that in the process teaching writing, the teacher must be balance between writing process and writing product. Writing as a process do most of the following:

1. Focus on the process of writing that leads to the final written product;
2. Help student to understand their own composing process;
3. Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
4. Give students time to write and rewrite;
5. Place central importance on the process of revision;
6. Let students discover what they want to say as they write;
7. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
8. Encourage feedback from both the instructor and peers;
9. Include individual conferences between teacher and student during the process of composition.¹¹

¹¹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed)*, (California: Pearson ESL, 2000), p.336

It means that in writing process the students will create their language on their written product. In this case the teacher will lead them to generate their idea by some stages in writing process, so the students get writing as a process and a product.

E. Concept of Writing Ability

In the previous page it has been explained that writing arelong and progressive activity.¹²It is supported by Ohima who says, “Writing is never a one-step action: it is a process that has several steps.”¹³ Writing also described as difficult skill because there are some aspects that include in written work as Raimes who says,“Writing also reinforces the grammatical structures, idioms, and vocabulary.”¹⁴ Thus, writing is the ability to express idea that writer will use knowledge of structure and vocabulary to express the idea in written form.

It indicates that to produce good written work, the students should pay attention on their writing ability.In the other perceptions, Weigle describes about writing ability by states:

Defining the skill that we want to test is a critical starting point in designing a test, as we shall see, the definition of writing ability for a particular context will depend in large measure in the specific group of second-language writers and the type of writing that these writer are likely to engage in.¹⁵

¹² Denis Almargot, *Op. Cit*, p.185

¹³ Alice Ohima, *Op. Cit*, p.15

¹⁴ Ann Raimes, *Techniques and Teaching Writing*, (New York: Oxford University Press, 1987), p.3

¹⁵ Sara Cushing Weigle, *Assesing Writing*, (New York: Cambridge University Press, 2002), p.14

It can be said that writing ability is used to know students' ability in produce a kind of text by using a measurement in type of writing itself. In this case, there are some explanations about aspects or indicators that is used to measure the students' written work. First, Brown shows there are six general categories that are often the basis for the evaluation of student writing, they are content 0-24, organization 0-20, discourse 0-20, syntax 0-12, vocabulary 0-12 and mechanics 0-12.¹⁶

Second, Heaton explained that writing covers a number of knowledge and skills. They are as follows: (a) Language use: the ability to write correct and appropriate sentences; (b) Mechanical skills: the ability to use punctuations and spelling correctly; (c) Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information; (d) Stylistic skills: the ability to manipulate sentences and paragraphs and use the language effectively; (e) Judgments skills: the ability to write in an appropriate manner for a particular purpose.¹⁷Third, Tribble said that there are five major categories for the evaluation of a piece of written work, namely: Task Fulfillmen/Content, Organization, Vocabulary, Language, and Mechanics.¹⁸

¹⁶ H. Douglas Brown, *Op. Cit*, p.357

¹⁷ J.B. Heaton, *Writing English Language Test*, (Cambridge: Cambridge University Press, 1975), p.135

¹⁸ C. Tribble, *Language Teaching Writing*, (Oxford: Oxford University Press, 1996), p.130

Based on several statements, it can be concluded that to know students' writing ability, the teacher should make a decision what kind of aspect or indicator that will be used to measure and evaluate students' writing ability. In this case the researcher prefers to use Tribble scale assessment by following the scale in the Table 2:

Table 2
The Assessment Scale for Writing Work

a. Content

20-17	Excellent to very good: Excellent to very good treatment of the subject , considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail
11-8	Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
7-5	Very poor: Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
4-0	Inadequate: Fails to address the task with any effectiveness.

b. Organization

20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some conectives used (cohesion).
11-8	Fair to poor: Very uneven expression, ideas difficult follow;

	paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
7-5	Very poor: Lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequenced (coherence); connectives not used (cohesion).
4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.

c. Vocabulary

20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
16-12	Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
4-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

d. Language

30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, preposition; meaning never obscured.
23-18	Good to average: Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, perpositions; meaning sometimes obscured.
17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense,

	number, word order, articles, pronouns, perpositions; meaning sometimes obscured.
9-6	Very poor: Major problems with structures even simple ones; frequent errors of agreement, tense, number, word order, articles, pronouns, perpositions; meaning often obscured.
5-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

e. Mechanics

10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout.
7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, and layout.
4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
1-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

Source: Tribble. 1996. *Writing*. Oxford: Oxford University Press.

F. Concept of Text

1. Definition of Text

A text is a meaningful linguistic unit in a context, it is both a spoken text and a written text.¹⁹ Like Anderson and Anderson who state that a spoken text is any meaning spoken text (it can be a word or a phrase or a sentence or a discourse), and written text is any meaningful written text.²⁰ It means branch of meaningful linguistics which studies to any meaningful spoken or written as called as text.

¹⁹ Sanggam Siahaan and Krisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graham Ilmu, 2008), p.1

²⁰ Mark Anderson and Kathy Anderson, *Text Type in English*, (Australia: Mackmillan, 1997), p.1.

According to Hayland, “Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.”²¹ Furthermore, based on Knap and Watgins statement, “Text is organized as a cohesive units that is used in the system of communication.”²² It can be explained that text is used as the language communication system that is organized by the structure of the text, such as grammatical words, clauses and sentences.

Text structure is about how to produce, interpret a unified and coherent text, also how to select and use the correct grammatical aspects a certain unified and coherent text.²³ In describing how a text forms, Halliday and Hasan in the Egging were introduce the concept of texture. Texture involves the interaction of two components:

a. Coherence

Coherence refers as the relationship between grammatical and lexical (the way text make sense to the readers)

²¹ Ken Hayland, *Teaching and Researching Writing*(2nd Ed), (Edinburgh Gate: Pearson, 2009), p.8

²² Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*,(Sydney: University of New South Wales Press Ltd,2005), p.29

²³ Sanggam Siahaan and Kisno Shinoda, *Op. Cit*, p.3

b. Cohesion

Cohesion is a technical with various linguistic to connect ideas across phrases and sentences.²⁴

Based on those explanation, it can be concluded that a text is meaningful linguistics unit in spoken or written form that use correct grammatical and generic structure, so the meaning of text can be understood by the reader.

2. Types of Text

A piece of text is created when these words are put together to communicate a meaning. Pardiyono said that there are 9 kinds of text that must be taught by students:

a. Descriptive text

Descriptive is the type of text that describes an object.

b. Recount text

Recount text is the type of text about information in the past event.

c. Narrative text

Narrative text is the type of text about problematic story that has a climax and denouement as a solution in the end of the story. The story can be a fiction such as legend, fairytale, myth, and fabel.

d. Procedure text

²⁴ Jeremy Harmer, *The Practice of English Language Teaching (3rd Ed)*, Op. Cit, p.246

Procedure text is the type of text to describe how something is accomplished through a sequence of actions or steps.

e. Explanation text

Explanation text is the type of text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

f. Report text

Report text is the type of text to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

g. Exposition text

Exposition text is the type of text about argument or opinion of someone to perceive the problem.

h. Discussion text

Discussion text is the type of text to present (at least) two points of view about an issue.

i. News item

News item is the type of text about events of the day which are considered newsworthy or important.²⁵

It can be concluded that in teaching learning writing provides nine types of text that must be taught to the students especially in senior high school. As

²⁵ Pardiyono, *Aku Pasti Bisa: the Art of Teaching*, (Yogyakarta: Andi Publisher, 2010), pp.27-38

the subject in the second semester of the tenth grade, the researcher will explain about descriptive text.

G. Concept of Descriptive Text

1. Definition of Descriptive Text

In daily life, we might often describe about something around us. In general definition, description is a strategy for presenting imagination on how something looks, sounds, and taste. As we make a description, descriptive text also describes a characteristics about something. As Pardiyono states, “Descriptive is the type of text that describes an object.”²⁶ It means that descriptive text shows the reader what an object is like.

In describing an object, it is better to give the details description in a form of concrete and specific. Rothwell et.al say, “Descriptive text focuses on factual phenomena (person, objects, relation) in the spatial context, according to the speaker/writer’s perception in space.”²⁷ Moreover, in writing descriptive text, it is often important for the readers to be able to see in their mind the object being described.

As Bencomo explained that a descriptive text can represent about people, animals, places, or things.²⁸ It means that to describe something the writer

²⁶ *Ibid*

²⁷ Angela Downing Rothwell et. al, *Patterns in Discourse and Text, Ensayos De Analisis Del Discurso En Lengua Inglesa*, (Cuenca: Ediciones de la Universidad, 1998), p.27

²⁸ Gisela Bencomo, *CliffsAp Spanish Language*, (New York: Wiley Publishing, 2003), p.49

should make a decision about what kind of object that want to be describe, it can be people, animals, places or things.

Based on the explanation, the researcher make a conclusion about descriptive text which is explained as a written English text that describe the characteristics of something, it can be people, animals, places, or things.

2. Generic Structures of Descriptive Text

Like another genre, through descriptive text the students learn about social function, generic structures and lexicogrammatical features. Generic structure is general form of genre. Each of genres has its own generic structure. Paltridge explained that generic structure describes a structure of text based on pattern of rhetorical organization.²⁹ Hence, the generic structure is used to construct a text based on the purpose of text itself.

Gerot and Wignell say that the generic structures of descriptive text are identification and description:

a. Identification

The aim of identification is to identify the phenomena that to be described. It identifies who or what to be described. The identification

²⁹ Brian Paltridge, *Genre, text type, and the language learning classroom*, (Journal of English Language Teaching, Volume 50 (3), 1996), p.241 available on teleduc4.lettras.ufmg.br (Accessed on January 20th, 2017)

usually stated in the first paragraph to introduce reader what to be describe in the next paragraph. It also can be in form of definition.

b. Description

The function of description is to describe part, qualities, and characteristics. In this part, the writers explain about the subject in detail. It uses to support the identification.³⁰

Based on the explanation, the researcher concludes that generic structures of descriptive text is used to describe a structure of text which is constructed by identification and description.

3. Lexicogrammatical Features of Descriptive Text

The last aspect of descriptive text is lexicogrammatical features. Mendiknas states, “lexicogrammatical is things, grammar, vocabulary and connectors that is used.”³¹ In addition Mendiknas argues that the lexicogrammatical features of descriptive text are focus on specific participant, use attributive and identifying process, frequent use of ephitet and classifiers in nominal group and the use of simple present tense.

a. Focus on specific participant

³⁰ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stobler, 1994), p.208

³¹ Departemen Pendidikan Nasional, *Kurikulum 2004: Standar Kompetensi*, (Jakarta: Balitbang Depdiknas, 2003), p.81

As described before, descriptive text should focus on specific participant. It can be a description about person such as my idol, animal such as my favorite pet, and place such as my favorite place.

b. Using attributive and identifying process

Attributive is used to assign a quality of something. Hence, Attributive is modifies (expresses an attribute of) a noun. In Identifying process there is identifier and identified, because it is used to identify something.

c. Frequent use of epithets and classifier in nominal group

Epithet is style for explaining a description by using profuse comparison. In epithet there is an adjective or adjective phrase to show characteristic of the subject.

d. Using simple present tense

Simple present is tense that usually used in writing a descriptive text.³²

Based on the explanation, it can be concluded that lexicogrammatical features as an aspect in descriptive text which is the students should focus on specific participants, attributive and identifying process, epithet and classifier in nominal group, also the tenses that commonly used in descriptive text.

Here is an example of descriptive text:

Natural Bridge National Park

Identification:

Natural Bridge National Park is a luscious tropical rainforest.

³²*Ibid*

Description:

It is located 110 kilometres south of Brisbane and is Reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadways lies in the shadowof the Lamington National Park. The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades is a short 1 kilometre walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms.

Source: Departemen Pendidikan Nasional. 2003. Kurikulum 2004: Standar Kompetensi. Jakarta: Balitbang Depdiknas.

H. Concept of Descriptive Text Writing Ability

Descriptive text is a text that is used to describe a characteristic of something. As mentioned in previous point by Bencomowho stated that a descriptive text can represent about people, animals, places, or things.³³ In descriptive text, the students must be creative to make a good description about people, animals, places, or things. They also have to understand about points that includes in the text.

In writing descriptive text, the students expresses the idea or topic of the text by focuss on the generic structures of descriptive text that explained before. Thus, in the end of process to produce good written work about descriptive text, the students have to keep attention about five aspects of writing (content, organization, vocabulary, language, and mechanic) because they are will be the assessment of writing.

³³ Gisela Bencomo, *Op. Cit*, p.49

It can be concluded that descriptive text writing ability means an ability to produce a text, which describes briefly a certain kind of objects such as people, animals, places, or things which fulfills good mastery of aspects of writing including content, organization, vocabulary, language, and mechanics.

I. Concept of Correcting Students' Writing Technique

Harmer stated that the ways of correcting students' writing work are: selective correction, using marking scales, using correction symbols, reformulation, referring students to a dictionary or a grammar book, ask me, remedial teaching, and peer review.³⁴

1. Selective correction

In selective correction activities, the teacher does not have to correct everything in the text. The teacher might only correct one aspect of writing, such as tenses, punctuation, word order or paragraph organization. In the other side, if the teacher are going to employ a selective correction, students need to know the aspect that will be corrected.

2. Using marking scales

In order to focus on the particular areas that the students may fall down, the teacher give marks out of 10 for each aspect of writing, so the students perhaps do well on the part that need to revise.

³⁴ Jeremy Harmer, *How to Teach Writing, Op. Cit*, p.112

3. Using correction symbols

In order to avoid overabundance of red ink the teacher might use correction symbols in the students' writing work. By utilizing correction symbols, students have to think about what mistake is, and they correct it themselves.

The following symbols are frequently used:

Table 3
Correction Symbols

Symbol	Meaning	Example Error
S	A spelling error	The <u>answer</u> is <u>obvius</u> .
WO	A mistake in word order	I <u>like very much</u> it.
G	A grammar mistake	I am going to buy some <u>furnitures</u> .
T	Wrong verb tense	I <u>have seen</u> him yesterday.
C	Concord mistake (e.g. Subject and verb agreement)	People <u>isangry</u>
WW	Wrong word	I am interested <u>on</u> jazz music.
{ }	Something is not necessary	He was not {too} strong enough
P	A Punctuation mistake	Do you like London <u>.</u>

4. Reformulation

Reformulation is a way of showing students about how they could write something more correctly. In the reformulation activities, the students will compare both correct and incorrect versions.

5. Referring students to a dictionary or a grammar book

The other ways correcting students' work, teacher suggests that the students look up a dictionary or grammar book to indicate the mistake on their text.

6. Ask me

Sometimes it is difficult to explain a mistake on paper, or it is impossible to understand exactly what it was the student wanted to write. In such cases teachers can ask students to talk to them so that they can sort out the problem face-to-face.

7. Remedial teaching

Remedial teaching is used by teacher when almost students make a mistake on their written work. Besides that, correction can be effected by showing wrong sentence then asking the students to help each other.

8. Peer review

In peer review activities, the students work collaboratively in a group or pairs. Peer review itself is a valuable element in writing process. By using peer review the students can encourage their ability, because the students have to look up at each other's work and give a feedback about how it could be improved.

Based on those types of technique correcting students' writing, the researcher only focused on peer review, and concludes that peer review has an important element in writing activities so that students can encourage their writing by giving some advice for editing process.

J. Concept of Peer Review Technique

1. General Concept of Peer Review

Peer review technique is a technique for language learning refers in which students can share their creative works with peers for constructive feedback. As pearce et. al state that almost teacher use peer review technique in the cycle learning writing to provide students with a feedback.³⁵ Further, Jahin states, “The teacher should integrate peer reviewing into the writing classroom with confidence that this feedback can be effective and can be used by manystudents in their revisions.”³⁶ It means that peer review technique is implemented in writing classroom by providing the feedback that will be useful by the students.

By peer review technique, the students will learn how to use the feedback from their peers. According to Carless et.al, “There should be opportunity for action by the student based on what he or she has learnt from the feedback. So that in the next assignment needs to follow reasonably promptly.”³⁷ It means that the students will be aware to use the feedback, so

³⁵ Jon Pearce et. al, *Involving Students in Peer Review*, (Melbourne: The university of Melbourne, 2009), p.13

³⁶ Jamal Hamed Jahin, *The Effect of Peer Reviewing on Writing Apprehension and Essay Writing Ability of Prospective EFL Teachers*, (Australian Journal of Teacher Education, Volume 37 (11), 2012), p.66 available on ro.ecu.edu.au (Accessed on May 12th, 2016)

³⁷David Carless et.al, *How Assessment Supports Learning*, (Hong Kong: Hong Kong University Press, 2006), p.12

they might not face the same difficulties because the students will know what should they do in the next assignment.

The implementation of peer review technique is in the process between drafting and revising stage of writing process. Like Javelli and Ellis who state, "Peer review is a useful technique for encouraging revision in writing."³⁸ In the same way, Harmer stated that peer review technique involved four elements of writing process, such as planning, drafting, editing and final version.³⁹ Therefore, peer review as an essential part in the writing process that is used to encourage students' work between drafting and revising stage of writing.

In addition, peer review help the students to know what are the strengths and weaknesses or what are missing from their writing. In the peer review process, students will exchange their work to the others. As Trim in the Jobbit state that students act as readers or reviewers to offer a feedback through conversation and exchange their idea.⁴⁰ It means that in peer review process the students as a reader or reviewer will exchange their work to the

³⁸ Louise J. Ravelli and Robert A. Ellis, *Analysing Academic Writing*, (New York: Continuum, 2005), p.32

³⁹ Jeremy Harmer, *How to Teach Writing*, *Op.Cit*, p.115

⁴⁰ Todd Jobbit, *Secret Paper: A Practical Peer Review Technique*, (International Journal of Teaching, Education and Language Learning, Volume 2 (4), 2015), p.2 available on www.sapientpress.com (Accessed on December 25th, 2016)

peer and give a feedback each other.

Based on some explanations the researcher concludes that peer review is one of good technique in revision stage of writing process that the students will exchange their work, and as reader or reviewer they help each other by giving a feedback to encourage their writing ability.

2. Component of Peer Review Form

In peer review process, the students will answer some questions in peer review form. Zemach and Islam mentions some components in peer review form such as the writer's name, reviewer's name, title, and date.⁴¹In addition, they also state that the students will focus on doing something while the students read the other written work:

- a. The students find the topic sentences, supporting sentences and concluding sentences
- b. The students notice special vocabulary and grammar
- c. The students see different ways to do the same assignment
- d. The students as a reviewer will help the writer by mention the best idea in the text
- e. The students give a comment on ideas and organization also ask question to do help the writer think of more ideas

⁴¹ Dorothy E. Zemach and Carlos Islam, *Paragraph Writing*, (New York: Macmillan, 2005), pp. 93-107

- f. The students ask a question of part that need to explain more.⁴²

Meanwhile, Hunzer stated that there are two main points what should students do in peer review process:

- a. Before the students hand in their essays, the teacher ask them to re-read the first page of their essays, looking closely for any grammatical mistakes. If they find any, they should correct them.
- b. After that the students write a brief paragraph explaining what they believe to be their essays's greatest strength and greatest weakness.⁴³

In addition, Breuch also describes more about general questions that is mentioned in peer review form:⁴⁴

Sample Questions for the reviewer	
Content	What is the technical or scientific content in this paper?
Context	What sections do you still need to work on or include?
Audience	What language, visuals, or information do you need to include to target this audience?
Purpose	What purpose are you trying to convey most strongly in this paper (to inform, persuade, instruct)?
Organization	What was your plan for organizing this paper? How do the sections, headings, and subheadings work together?

⁴²*Ibid*, p.40

⁴³Kathleen M. Hunzer, *Collaborative Learning and Writing*, (Jefferson: McFarland Company, Inc., Publisher, 2012), p.14

⁴⁴Lee-Ann Kastman Breuch, *Virtual Peer Review: Teaching and Learning about Writing in Online Environments*, (New York: State of University of New York Press, 2004), p.152

Support	What kinds of support that is included in this paper in terms of sources, illustrations, or examples?
Design	What figures, charts, or visual illustrations that is included in this paper?
Expression	Are there any trouble with grammar, punctuation, or spelling? Are there any specific terms you have not included?

In summary, the questions in peer review form generally cover five aspects of writing, such as grammatical (language), punctuation and spelling (mechanics), the relation between topic and topic sentence (content), how do the topic and topic sentence work together (organization), and idiom choice(vocabulary). But in case of peer review form of writing descriptive text, the researcher sets some questions that will be describe inFigure 1:

Figure 1
Example of Peer Review Form

<i>Peer Review Form</i>	
Writer's name	:
Reviewer's name	:
Title	:
Date	:
<ol style="list-style-type: none"> 1. What is the topic of the text? What is the writer's opinion about that topic? 2. Read the text again. How the topic and topicsentence work together? (Circle the topic and underline main idea)! 3. What is the purpose of this text? 4. Does it follow generic structure of descriptive text? Write each part that shows each generic structure. 5. Is there any figures, chart or visual illustration that is included? 6. Is there any mistake and error with idiom choice, grammar, punctuation, or spelling? Explained it. 7. What information do you need to include in the text? 8. Give your questions or comments to the writer. 	

3. Implementing Peer Review Technique in Writing Class

In this research, the researcher wants to make the students improve their writing ability especially in descriptive text through the feedback that given by their peers, so that it is better to implement this technique carefully.

Ferris stated that there are some steps of using peer review technique:

a. Utilise Frequently

Teacher must commit to use this technique regularly in the writing class.

b. Explain the benefits to students

Students sometimes worry that their peers are not competent to give them useful feedback. Here, the teacher should assure them with this technique. Besides that, the teacher can give the students freedom to say how this technique can match their interests, and then they will get more enthusiastic toward the technique.

c. Preparing students carefully for peer response

In this step, the students are not only expected to be able to look for the feedback but also to give useful feedback to their peers.

d. Forming pairs or group thoughtfully

In forming pairs or group, the teacher can be strict to the stable pairs or groups. But it would be better if the students are given freedom to

choose their partners as the chemistry of them can help the learning process as well.

- e. Providing structure for peer review sessions

In this stage is designing the peer review form.

- f. Monitoring peer review sessions

In monitoring the peer review sessions, the teacher should be also involved but not too intrusive in the part of peer revieweing process.

- g. Holding students responsible for taking the opportunities seriously.⁴⁵

4. Procedure of Using Peer Review Technique in Writing Descriptive Text

Peer review technique is one of tecniques that is used in revision stage of writing. Students as a reviewer read the paper andgive afeedback to the writer so the writer could get ideas from the reviewer to improve their writing.

In order for peer review to be successful, students need guidance from the teacher so that they know what to look at when reading their peers' written work. Harmer says, "When we asked our students to work on a new writing task, we may starts by getting them to read an example in the same genre, or we may start encouraging them to generate ideas and plans."⁴⁶It means that

⁴⁵ Dana R. Ferris, *Response to Student Writing: Implications for Second Language Students*, (New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2003), p.165

⁴⁶ Jeremy Harmer, *How to Teach Writing, Op. Cit*, p.116

before the teachers have their students do some tasks, they must give an example to encourage students.

In the process of peer reviewing, Breuch stated that:

Each student exchanges her paper with her partner. The two students can then read each others' papers and discuss places where the papers could be improved. The role of the person or persons reading the paper is that of the reviewer. The reviewer should feel free to point out areas that need improvement as well as areas that are done particularly well. The reviewer's role is to constructively provide feedback from a readers' point of view.⁴⁷

From the theory, it can be described that the procedure of teaching descriptive writing by using peer review are:

- a. Students exchange their work with the peers.
- b. Students read their peers' written work.
- c. Students identify mistakes in peers' written work.
- d. Students fill the peer review form or by answering some questions about the peers' written work they review.

5. The Advantages of Using Peer Review Technique in Writing Descriptive Text

Ferris mentions some of advantages of peer review technique, they are:

⁴⁷ Lee- Ann Kastman Breuch, *Op, Cit*, p.150

- a. Students gain confidence, perspective, and critical thinking skills from being able to read texts by their peers writing on similar tasks;
- b. Students get more feedback on their writing than they could from the teacher alone;
- c. Students get feedback from a more diverse audience bringing multiple perspectives;
- d. Students receive feedback from non-expert readers on ways in which their texts are unclear as to ideas and language;
- e. Peer Review activities build a sense of classroom community.⁴⁸

Other advantages of peer review are proposed by Liu and Hansen in the Kustati and Yuhardi, who state that the benefits of peer review include those listed below:

- a. Benefits of peer review for the student authors:
 - 1) Refines their ideas as a result of the feedback they receive
 - 2) Focus on writing as a process that emphasizes editing and revisions
 - 3) Develops a better sense of audience
 - 4) Improves their work before it is submitted for grading
 - 5) Are motivated to produce higher-quality work, since they know their peers will be critiquing it.

- b. Benefits of peer review for the students reviewers:

⁴⁸ Dana R. Ferris, *Op. Cit*, p.70

- 1) Gain insights for their own work from reading the assignments of others
- 2) See other approaches to an assignment or other perspectives to an issue
- 3) Become familiar with important aspects of the assignment as they use the rubric or criteria to perform their review
- 4) Improve their ability to read a paper critically
- 5) Strengthen their communication skills, especially in respect to critiquing and providing feedback
- 6) Gain knowledge of a wider variety of course topics.⁴⁹

Based on some advantages of peer review on writing descriptive text, the researcher concludes that by peer review technique, students can get many opportunities as an authors or a reviewers to work in community.

6. The Disadvantages of Using Peer Review Technique in Writing Descriptive Text

Rollinson describes the disadvantages of using peer review on writing descriptive text, they are:

- a. Time Constraints: Usually not enough time is allocated for peer review in writing class

⁴⁹ Martin Kustati and Yuhardi, *Op. Cit*, p.74

- b. Students Characteristics: The students may not easily accept the idea that their peers are qualified to act as substitutes for the teacher, and critique their writing
- c. Teacher Roles: The teacher might find difficulties to hand over a significant degree of responsibility to the students, since he or she will not be able to oversee each group simultaneously.⁵⁰

It can be said that peer review as consuming time technique in the class, and most students may not easy to accept the feedback or comments that is given by their peers, also the teacher might be difficulties to hold the whole of peer reviewing process in the class.

K. Concept of Self-Correction Technique

1. Definition Self-Correction Technique

Self-correction is when learners correct their own mistakes.⁵¹ Dan and Feng say that self-correction is when learners evaluate their mistake.

⁵⁰ Paul Rollinson, *Using Peer Feedback in the ESL Writing Class*, (Journal of English Language Teaching, Volume 59 (1), 2005), p.25 available on elt.oxfordjournals.org (Accessed on January 12th, 2017)

⁵¹ Marry Sprat., Alan Pulverness., Melanie Williams, *The TKT Teaching Knowledge Course*, (New York: Cambridge University Press, 2005), p.153

⁵² Xiao Dan and Qiu Feng, *Effectiveness of the Error Correction Strategies in Improving Senior High Students' English writing in China*, (US-China Foreign Language, Volume 13 (3), 2015), p.192 available on www.davidpublisher.com (Accessed on January 13rd, 2017)

⁵³ *Ibid*

Self-correction technique requires students to be autonomous one, because they have to find their own mistakes and then correct it by themselves. In the self-correction activities, the students will use some correction symbols to sign each mistakes. Like Ho stated that error codes included some symbols and alphabet letters will be used to represent the error types in the students' writing.⁵⁴ The error types and responding symbols describe as follows.⁵⁵

Table 4
Correction Codes

Code	Use	Example
WW	Wrong Word	As our plane flew <u>on</u> the mountains we saw snow
WT	Wrong time	As our plane flew over the mountains we <u>see</u> snow
WF	Wrong Form	As our plane flew over the mountains we <u>was seeing</u> snow
WO	Wrong Order	As our plane over the mountains <u>flew</u> we saw snow
SP	Spelling	As our plane <u>flue</u> over the mountains we saw snow
P	Punctuation	As our plane flew over the mountains; we saw snow
X	Extra Word	As our plane flew over to the mountains we saw snow
M	Missing word	As our plane flew over the mountains - saw snow
R	Register	As our plane flew over the mountains we <u>observed</u> snow
?	Not clear	As our plane flew over the mountains we <u>see</u> snow.
!	Silly Mistake	As our plane flew over the mountains we <u>seed</u> snow
RW	Try re-writing	<u>O ur vehicles flies, we snow find, over mountains you saw it.</u>

⁵⁴ Belinda Ho, *Using Error Codes to Help Error Correction*, (Perspectives: Working Papers in English and Communication, Volume 6 (1), 2004), p.38 available on www.city.edu.hk (Accessed on January 13rd, 2017)

⁵⁵ Dr. Abdollah Baradaran and Mohammad Reza Alwi, *The Effect of Self-Correction on Extroverted and Introverted Intermediate EFL Learners' Writing Improvements*, (International Journal of Language Learning and Applied Linguistic World, Volume 9 (2), 2015), p.29 available on www.ijllaw.org (Accessed on January 13rd, 2017)

Based on Table 4, the researcher concludes that some codes is used to correct students' writing, it make easier to correct students' writing because every mistakes have own codes to use.

Based on several definitions, it can be concluded that self-correction is one of correcting technique that the students have to evaluate and correct their mistakes in their own written work by using some correction symbols.

2. Procedure of Self-Correction Technique in Writing Descriptive Text

Iseni said that there are some procedures of teaching descriptive writing through self-correction as follows;

- a. The teacher mentions correction symbol to help students in correcting their mistakes.
- b. The teacher explains about correction symbol to the students, till become natural to their work.
- c. Students use list of symbol to work individually.
- d. The students may identify themselves some mistakes.
- e. The students may need to ask the teacher.⁵⁶

It can be concluded that in teaching writing descriptive text through self-correction technique, the teacher only mentions and explains some

⁵⁶ Arburim Iseni, *Assessment, Testing, and Correcting Students' Errors and Mistakes*, (Journal of the Association for Anglo-American Studies, Volume 1 (3), 2011), p.66 available on www.researchgate.net (Accessed on January 13rd, 2017)

correction symbols and how to use it on their own work by identify some mistakes individually.

3. The Advantages of Self-Correction Technique

According to Rana and Perveen, “Self-correction is believed to instill in the learner feelings of self-sufficiency and provide them with the opportunity to take a more active role in their own learning and also helps weak students away from dependency on the teacher for correction.”⁵⁷ They also stated that the students will enjoy and work seriously in correcting their own written work.⁵⁸ So that self-correction technique build the students to be individual learners and comfortable to use it in the part of their writing class.

Based on the explanation, self-correction have some advantages in teaching writing. By using self-correction, the students will be autonomous students to find their own mistakes so they will be enjoy and serious to do it.

4. The Disadvantages of Self-Correction Technique

According to Iseni, disadvantages of self-correction are:

- a. It is difficult to be applied.
- b. Teachers do not accept the procedure of self-correction.⁵⁹

⁵⁷ Abdul Majid Khan Rana and Uzma Perveen, *Motivating Students Through Self Correction*, (Journal of Educational Research Internaational, Volume 2 (2), 2013), p.194 available on www.erint.savap.org.pk (Accessed on February 14th, 2017)

⁵⁸ *Ibid*, p.67

⁵⁹ *Ibid*

Among the disadvantages of self-correction, the following may be mentioned:

- a. Students may not be able to self-correct and consequently become demotivated;
- b. Students may feel under pressure or embarrassed;
- c. Students may correct what was already correct and do more harm than good;
- d. It is potentially more time consuming.

L. Frame of Thinking

English is the most commonly spoken language in the world that must be mastered. By using language we can interact with other people, and communicate each other. In learning English, the students are going to learn about the four skills. They are listening, speaking, reading, and writing. Many senior high school students who are not able to write well. In fact, students' writing ability is still low. Even though, the students only make a text such as descriptive text, there are still many students who are not able to make it. Most students say writing becomes the difficult skill because it contains some components of the language that should be mastered by them such as spelling, grammar, punctuation, and others.

In this case, the researcher is going to use peer review technique in teaching writing descriptive text. Peer review technique is a technique that is used to encourage students' ability in the revision stage of writing by providing a

feedback. The researcher assumes that feedback in the peer review technique can give influence to the students' descriptive text writing ability. Because by utilizing the feedback, the students can remember the reason about why their peers give a feedback, and know what should they do in the next writing if they get same difficulties. Sothe students can encourage their writing ability, and try to produce better writing.

Even the peer review technique is good to be implemented in teaching learning process especially for helping the students in revising stage, the teacher must also be careful in teaching especially mentoring students in giving and receiving feedback from others.

M. Hypothesis

The hypothesis of the research as follows:

Ha : There is a significant influence of using peer review technique toward students' descriptive text writing ability.

Ho : There is no significant influence of using peer review technique toward students' descriptive text writing ability

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this reaserch, the researcher used experimental design. Ary says “An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study’s internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.”¹It means that experimental design is a research design that is used to find the influence of one variable to another.

The researcher applied quasi-experimental design to know whether there was a significant influence of using peer review technique toward students’ writing ability in descriptive text. The researcher dealt with two classes, they were an experimental class and control class. The experimental class employed by using peer review technique and the control class by using self-correction technique. Each class received the same pre-test and post-test.

¹ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*(8th Ed), (Belmont: WadsworthCengage Learning, 2002), p.301

The researcher selected two classes, first class as an experimental class and second class as a control class. In this research, the researcher used pre-test and post-test group design.²It can be illustrated as follows:

G1	=	T1	X	T2
G2	=	T1	O	T2

Notes :

G1 = Group one (Experimental Class)

G2 = Group two (Control Class)

T1 = Pre-test

T2 = Post-test

X = Treatments using peer review technique

O = Treatments using self-correction technique

In this research, the students were given pre-test and post-test to know their ability in writing descriptive text before and after gave the treatment. The researcher used guided writing technique both experimental and control class, but in the revision stage of writing the researcher used peer review technique in experimental class and self-correction technique in control class. The pre-test and post-test were conducted for control and experimental class.

²*Ibid*

B. Variables of the Research

In this research there were two variables. They were :

1. The independent variable is peer review technique (X)

An independent variable is presumed to effect (at least partly cause) or somehow influence at least one other variable.

2. The dependent variable is students' writing descriptive text ability (Y)

The dependent variable "depends on" what the independent variable does to it, how it affect it.³

C. Operational Definition of Variable

The operational definition of variable of this research see follows:

1. Peer review technique is one of good technique in revision stage of writing process that the students will exchange their work, and as reader or reviewer they help each other by giving a feedback to encourage their writing ability.
2. Students' descriptivewriting ability is the students' ability to produce a text, which describes briefly a certain kind of objects such as people, animals, places, or things which fulfills good mastery of aspects of writing including content, organization, vocabulary, language, and mechanics.

³ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education (7th Ed)*, (New York: McGraw-Hill, 2009), p.42

D. Population, Sample and Sampling Technique

1. Population

Creswell said that a population as a group of individuals who have same characteristic.⁴It means that, the population of the research should have same characteristic. In this research, the population was the students at the second semester of the tenth grade at MA Al-Ma'mur Banjarsari Tanggamus in the academic year of 2016/2017. It consisted of 61 students including two classes. Table 5 showed the number of the students detail:

Table 5
The Total Number of Students at the Tenth Grade
of MA Al-Ma'mur Banjarsari Tanggamus
in the Academic Year of 2016/2017

No	Class	Gender		Total
		Male	Female	
1	X ₁	11	20	31
2	X ₂	15	15	30
The total number of students				61

Source : MA AL-Ma'mur Banjarsari in the Academic Year of 2016/2017

2. Sample

The sample of the research would be two classes, one class as the experimental class and another as the control class. Because there were two classes in the tenth grade at MA Al-Ma'mur Banjarsari Tanggamus, the researcher took both classes.

3. Sampling Technique

⁴ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2002), p.142

In getting the sample from population, the researcher used cluster random sampling. Fraenkel and Wallen state that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.⁵ The experimental and control class were chosen randomly by using a small piece of paper. The name of each class was written in a small piece of paper and then the papers were rolled and shaken. The first paper was an experimental class and the second paper was a control class. In this chance X_2 as the control class and X_1 as the experimental class.

E. Data Collecting Technique

In this research used test in order to collect the data. The test that was used were pre-test and post-test:

1. Pre-test

Pre-test was used to know students' writing ability before the treatments, the test was done by asking the students to write descriptive text consist of 100 words or less by choosing one of topics that were provided as long as 90 minutes. In the pre-test instrument the researcher showed the picture each of topic that was used to help students make a descriptive text.

2. Post-test

⁵Jack R. Fraenkel and Norman E. Wallen, *Op. Cit*, p.95

Post-test was used to know the students' descriptive text writing ability after the students got the treatments by using peer review technique in the experimental class and self-correction technique in the control class. In the pos-test the students also were asked to write descriptive text consist of 100 words or less by choosing one of topics that were provided as long as 90 minutes. In the post-test instrument the researcher showed the picture each of topic that was used to help students make a descriptive text.

F. Research Instrument

The research instrument of this research was writing test. The researcher made two instruments, they were pre-test and post-test. In the instrument of pre-test and post-test, the students were asked to write descriptive text consists of 100 words or less by choosing one of topics that were provided as long as 90 minutes. In the pre-test and post-test instrument the researcher showed the picture each of topic that was used to help students make a descriptive text. The instruction for pre-test and post-test were attached (See Appendices 6 and 7 on Pages 96-99)

1. Pre-test Instrument

The table of spesification of pre-test

No	The Topics of Descriptive Text
1	Ir. Soekarno
2	Bedroom
3	Cat

2. Post-test Instrument

The table of specification of the test for post-test

No	The Topics of Descriptive Text
1	Bacharuddin Jusuf Habibie
2	Favorite Beach
3	Butterfly

G. Research Procedure

In conducting this research, the researcher applied some procedures as follows;

1. Finding the subject of research

The researcher chose the students of tenth grade of MA Al-Ma'mur as a subject of the research. There were two classes as the subjects of the research. One class was experimental class and another was control class.

2. Designing the instruments of the research

The instrument of this research was writing test. The students got the same instrument for both classes in several topics that already consulted.

3. Administering the pre-test

The pre-test was used to find out the students' initial ability. Here, students were assigned to write descriptive text consists of 100 words or less by choosing one of topics that were provided as long as 90 minutes. In the pre-test the researcher showed the picture each of topic that was used to help students make a descriptive text.

The topics were:

- a. Ir. Soekarno
- b. Bedroom
- c. Cat

4. Conducting treatment

In this research, the researcher as a teacher taught the students about descriptive text by using guided writing technique, but in the revision stage the researcher taught the students by using peer review technique in the experimental class and self-correction technique in the control class.

The research was conducted in five meetings for each class. One meeting for pre-test, three meetings for treatment, and one meeting for post-test. Each of treatments was conducted twice a week. In the first treatment, the researcher as the teacher taught the students about how to describe an animal. At the second treatment, the students got the explanation about how to describe someone, in this case the researcher gave an example the description of gita gutawa. The third, the researcher taught the students about how to describe a place. Here, the researcher gave the explanation about the description of lembah pelangi waterfall.

5. Administering the post-test

Post-test was administered to measure whether there was an improvement of students' descriptive text writing ability. The students were assigned to make a descriptive text consists of 100 words or less by choosing one of topic that were provided as long as 90 minutes. In the post-test researcher showed the picture each of topic that was used to help students make a descriptive text.

The topics were:

- a. Bacharuddin Jusuf Habibie
- b. Favorite Beach
- c. Butterfly

6. Analyzing the result (pre-test and post-test)

To analyze the result, the researcher compared the result of pre-test and post-test between experimental class and control class to see whether the score of post-test in the experimental class was higher than the control class.

7. Analyzing the Data

After collecting the data, the researcher analyzed the data by quantitatively.

H. Validity, Reliability, and Readability of the Test

1. Validity of Test

A good test was the test that has validity. Creswell stated that validity means the score of interpreted with the concept or construct that the test is

assumed to measure.⁶In this case, the researcher should examined whether the scores from instruments test were valid.To know whether the test werevalid or not, the researcher analyzed the test from content validity and construct validity.

a. Content Validity

Content validity was concerned whether the test was sufficiently representative and comprehensive for the test. In this research, the material that were givenwas aproprate with the standard of content school based on curriculum KTSP. Based on the standard competence and basic competence in the syllabus, descriptive text was taught at the second semester of Tenth Grade. (See Appendix 12 on Page 113)

b. Construct Validity

Construct validity focused on kind of the test that would be used to measure the ability. Bachman and Palmer in the Weigle state, “Construct validity refers to the process determining whether a test is actually measuring what it is intended to measure.”⁷ It means that the reseracher need to understand what ability in the test that was attempted to be measure. In this research, the researcher administered writing test. Technique that was used to measure students’ writing was Tribble assessment scale. Thus there were five aspects that would be measured

⁶ John W. Creswell, *Op. Cit*, p.159

⁷ Sara Crushing Weigle, *Assesing Writing*, (New York:Cambridge University Press, 2002), p.49

in students' writing descriptive text, they were: content, organization, vocabulary, language and mechanic.

In this case, to know whether the instruments have fulfilled the criteria of content and construct validity the researcher consulted the instrument test to the Mrs. Nurul Puspita, M.Pd as an expert validator instrument of writing test. The researcher revised the instrument three times to validator. First revision on Thursday, 19th January, 2017. In this revision, the researcher must include time allocation in the instrument so that the students used time effectively.

Second revision on Tuesday, 24th January, 2017, the researcher revised the direction on the instrument. Third revision was revised on Wednesday, 25th January, 2017. In this revision, the instrument was valid. (See Appendix 11 on Page 108)

2. Reliability of Test

A reliability was a consistency of measurement of test. A reliable test should be consistent and dependable.⁸ At the same page, Brown stated that if you gave the same test to the same student or matched on two different occasions, the test should yield similar result.⁹ It means that reliability was

⁸ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2003), p.20

⁹*Ibid*

used to make sure that the scores of students' work in the different situation of prompts and raters same. To ensure the reliability of the scores and to avoid the subjectivity of the writer, the researcher used inter-rater reliability.

Inter-rater reliability was used when scores on the test were independently estimated by two or more raters. In this case, the researcher as the first rater and the English teacher as the second rater. To investigate inter-rater reliability used Spearman rank order correlation. To compute the Spearman rank order correlation, this rather simple formula was used:¹⁰

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Notes :

- $\sum D^2$ = The sum of difference between ranks (D= R 1- R 2)
- 6 & 1 = Constant number
- N = Number of students

Reliability of a test was indicated by the reliability coefficient. Reliability coefficients quantify the consistency among the multiple measurements on a scale from 0 to 1. The description of reliability coefficient as follows:¹¹

¹⁰ John W. Best and James V. Kahn, *Research in Education*(8thEd), (Boston: Allyn & Bacon, 1998), p.371

¹¹*Ibid*, p.372

Table 6
General Guidelines for interpreting Reliability Coefficients

Coefficient (<i>r</i>)	Relationship
.00to.20	Negligible
.20 to .40	LOW
.40 to .60	Moderate
.60 to .80	Substansial
.80 to 1.00	High to very high

From Table 6, range 0 means no reliable, and range 1.00 means perfect reliability. It can be said that the larger the reliability coefficient, the more reliable the test score.

After calculating the reliability from two raters, the researcher found that the reliability of pre-test was 0.947118 and the reliability of post-test was 0.947118. Thus, the degree of the level of reliability of the students' writing between post-test and pre-test was very high and it can be seen that students' writing was reliable. (See Appendices 23 and 24 on Pages 180-181)

3. Readability of Test

Readability tests as indicators that were used to measure how easy a document to read and understand. To know readability of the descriptive text writing ability test instrument, the researcher followed Kouame's research. In this case, the participants were asked to evaluate the instructions and the

understandability of each item on a scale of 1 to 10, where, 1 described an item that was easy to read and 10 described an item that was difficult to read.

Because there were only two classes in MA AL-Ma'mur Banjarsari Tanggamus that already taken as experimental and control class, the researcher used the tenth grade of MA Bahrul Ulum Semaka as the participants to evaluate the instruments. The researcher took the tenth grade of MA Bahrul Ulum because homogeneous with MA AL-Ma'mur Banjarsari Tanggamus. It can be proved by looking at accreditation both schools and their writing score. Also because of the English teacher was same, the teacher knew their writing ability, so that it was easy to know both classes were homogeneous. As much as 32 students as the participants to gave a scale of 1 to 10 each of items in the readability text form.

After the researcher calculated the readability from participants, the researcher found that the mean of all items (instrument) of writing test was 2.82. based on Kouame's research finding, "If the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers."¹²It can be concluded that $2.82 < 4.6$, so the instrument of this reasearch was readable and understandable by the readers or test takers. (See Appendix 16 on Page 172)

¹²Julien B. Kouamé, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, (Journal of Multi Disciplinary Evaluation, Volume 6 (14), 2010), p.133 available on journals.sfu.ca (Accessed on January 13rd, 2017)

I. Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t_{test} . To produce accurate result in the hypothetical test, the researcher used parametric statistical significance test. In the parametric significance test involved the result of normality test and homogeneity test.

1. Pre-requisite Test

Before the data tested in the hypothetical test, parametric statistical significance test was used to produce accurate result by the assumptions of data analyzing were normally distributed, and the homogeneity scale of population variance.¹³ Furthermore, the result normality and homogeneity test must be satisfied.

a. Normality Test

To analyze the data, the researcher used normality test to know whether the data was normally distributed or not, so the researcher decided what type of test that would be used to test the hypothesis of the research later. Liliefors in the Salkind defined a criterion in the test of normality such as: (1) when the alternative hypothesis was accepted, it means the sample did not come from a normal distribution, (2) when the null hypothesis

¹³ M. Erceg-Hurn, *Modern Robust Statistical Method.*, (Crawley: American Psychological Association, 2008) p. 591

was accepted, it means the sample came from normal distribution.¹⁴ It means that the the criteria were as follows:

H_0 was accepted if $L_{observed} < L_{critical}$ it means that the distribution of the data was normal.

H_a was accepted if $L_{observed} > L_{critical}$ it means that the distribution of the data was not normal.

To find the normality score, the researcher used some procedures as follows:

- 1) Determine mean of the sample by formula:

$$M_x = \frac{1}{N} \sum_{i=1}^N X_i$$

Notes:

M_x = Mean
 N = Number of sample
 X_i = Single datum

- 2) Determine the standar deviation by formula:

$$S_x = \sqrt{\frac{\sum_{i=1}^N (X_i - M)^2}{N-1}}$$

Notes:

S_x = Standar deviation
 M_x = Mean
 X_i = Single datum
 N = Number of sample
 1 = Constanta number

¹⁴ Nell J. Salkind, *Encyclopedia of Measurement and Statistic*, (London: SAGE Publications, Inc., 2007), 540

- 3) Determine score of each Z_i by formula:

$$Z_i = \frac{X - Mx}{S}$$

Notes:

Z_i = Each of score Z
 Mx = Mean
 X_i = Single datum
 Sx = Standar deviation

- 4) Determine probability of $Z_i(F_z)$ by looking at table score (See Appendix 32 on Page 190)

If $Z > 0$, then $F_z = 0.5 + \text{table score}$

If $Z < 0$, then $F_z = 0.5 - \text{table score}$

- 5) Count the cumulative frequency of Z_i .

$$F_{\text{kum}} = \frac{Z_1, Z_2, \dots, Z < Z}{n}$$

- 6) Determine S_z by formula:

$$S_z = \frac{F}{N}$$

Note:

N = Number of sample

- 7) Determine the L_c by formula:

$$L_o = F_z - S_z$$

- 8) Determine the score of L_c in the L-table (See Appendix 35 on Page 194)

- 9) Compared between L_o and L_c by using the criteria as follows:

H_0 was accepted if $L_{observed} < L_{critical}$ it means that the distribution of the data was normal.

H_a was accepted if $L_{observed} > L_{critical}$ it means that the distribution of the data was not normal.

b. Homogeneity Test

Before calculated the t_{test} , the researcher used test to find out whether the significant variances were different. Based on Acock statement, F_{test} was used to test a significant difference in the variance. The F_{test} itself was the ratio of the variances of the two groups.¹⁵ It means that homogeneity test was used to calculate significant differences between two groups. The formula of F_{test} used as follows:¹⁶

$$F_{test} = \frac{S_m^2}{S_m^2}$$

Notes :

F_{test} = the homogeneous
 S_m^2 = the biggest variance
 S_m^2 = the smallest variance

Hypothesis for homogeneity test as follows:

H_o : the variance of the data was homogeneous.

H_a : the variance of the data was not homogeneous.

The criteria for homogeneity test as follows:

¹⁵ Alan C. Acock, *A Gentle Introduction to Stata (2nd Ed)*, (College Station: StataCorp LP, 2008), p.150

¹⁶*Ibid*, p.199

H_0 was accepted if $F_{observed} < F_{critical}$ it means that the variance of the data was homogeneous.

H_a was accepted if $F_{observed} > F_{critical}$ it means that the variance of the data was not homogeneous.

2. Hypothetical test

After giving the test and finding the result of two rates the formula, this reaserch used t_{test} as follows:¹⁷

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{n_1} + \sum x_2^2 - \frac{(\sum x_2)^2}{n_2}}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Notes:

- \bar{X}_1 = Mean of experimental class
- \bar{X}_2 = Mean of control class
- $\sum x_1^2$ = Average deviation in experimental class
- $\sum x_2^2$ = Average deviation in control class
- $\sum x_1$ = Sum of gain in experimental class
- $\sum x_2$ = Sum of gain in control class
- n_1 = Number of sample in experimental
- n_2 = Number of sample in control class

The hypotheses were:

¹⁷Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Op. Cit*, p.171

H_a : There was a significant influence of using peer review technique toward students' descriptive text writing ability.

H_o : There was no significant influence of using peer review technique toward students' descriptive text writing ability.

The criteria of the test were :

H_a was accepted if $t_{observed}$ was higher than $t_{critical}$, or ($t_{observed} > t_{critical}$)

H_o was accepted if $t_{observed}$ was lower than $t_{critical}$, or ($t_{observed} < t_{critical}$).

CHAPTER IV RESULT AND DISCUSSION

A. Data Description

The researcher conducted this research in five meetings. In MA AL-Ma'mur Banjarsari Tanggamus itself, English subject was taught twice a week. On Thursday, April 27th, 2017 the researcher gave the pre-test in experimental class and control class. Experimental class consists of 31 students and control class consists of 30 students.

In the second meeting, on Friday, April 28th, 2017 the researcher began the treatment. As long as three meetings, the researcher gave the treatment. The last treatment was done on Thursday, May 18th, 2017. The researcher gave different topic each of treatment. For the last meeting, the students in experimental class and control class were given the post-test on Friday, May 19th, 2017. All the students in experimental and control class followed the post-test.

1. Description of the First Treatment

In experimental class the researcher as the teacher taught the students about descriptive text by using guided writing technique, but in the revision stage the researcher taught the students by using peer review technique. The first meeting was conducted on Friday, April 28th, 2017 at 07.30 a.m. In this meeting the teacher explained about how to describe an animal.

Before the teacher explained the material, she opened the activity of teaching process by asking the students about previous study related to descriptive text. It was to know the students' mastery in writing descriptive text. In whilst-activity the researcher as the teacher taught the material to the students. In this case the material, included the description, generic structures and language features of descriptive text. While the teacher mentioned the language features of descriptive text, she explained the tenses that was used in the descriptive text by giving the simple explanation and example that generally happened in their daily lives.

The teacher also gave an example about sea eagle. To make sure that the students understand about the material, the teacher gave another example about elephant. But, In this occasion the teacher only showed the picture of elephant and asked the students to identify the characteristics of elephant one by one on the whiteboard. After that the students make the descriptive text based on the characteristics on the whiteboard.

After the students got the explanation, the teacher asked them to make a descriptive text about rabbit. In the beginning of writing process the students were asked to spread their ideas by taking a notes on a topic. Before the students in the end of writing process, they have to exchange their written work with the peers (classmate), then each of them read their peers' written work to identify the mistakes. Finally, they were asked to answer some questions in peer review form, then they gave a feedback to the peers.

2. Description of the Second Treatment

The second treatment was conducted on Friday, May 12th, 2017 at 07.30 a.m. In this treatment the students got explanation about how to describe someone. In pre-activity the students were asked to write some informations about the material in the white board and the teacher explained it based on the information that was written.

As same as first treatment, in whilst-teaching process the teacher explained the material. Then some of students were asked to describe someone as their idol in front of class. It was used to know their vocabulary mastery to describe the characteristic of someone. After that, the teacher asked them to make a descriptive text about Afgan.

In the beginning of writing process the students were asked to spread their ideas by taking a notes on a topic. Before the students in the end of writing process, they have to exchange their written work with the peers (classmate), then each of them read their peers' written work to identify the mistakes. Finally, they were asked to answer some questions in peer review form, then they gave a feedback to the peers.

3. Description of the third Treatment

The third treatment was conducted on Thursday, May 18th, 2017 at 07.15 a.m. Describing a place was given in the last treatment. In pre-activity, the students reviewed the material that was explained in the first and second treatment. In whilst-activity, the teacher asked the students to mention tourism place around them. In this case the teacher gave a picture of lembah pelangi waterfall and asked them to describe it one by one. Also the teacher asked them to identify the generic structures of text and answer some questions related to the text.

After that the students were asked to make a descriptive text about sawmil beach. In the beginning of writing process the students were asked to spread their ideas by taking a notes on a topic. Before the students in the end of writing process, they have to exchange their written work with the peers (classmate), then each of them read their peers' written work to identify the

mistakes. Finally, they were asked to answer some questions in peer review form, then they gave a feedback to the peers.

B. Data Analysis

There were two classes at the tenth grade of MA AL-MA'mur Banjarsari, they were X_1 and X_2 . In this case, class X_1 as experimental class and X_2 as control class. After the researcher gave the pre-test and post-test between experimental and control class, the researcher got the score that would be compared to know whether there was a significant influence for the students' descriptive text writing ability after they were given the treatment by using peer review technique on their revision stage.

1. Result of the Pre-test

The researcher conducted the pre-test in order to know the students' descriptive text writing ability before the treatment. The pre-test was administered on April, 27th Thursday, 2017 at 07.15 a.m for class X_1 as experimental class and at 10.30 a.m for class X_2 as control class.

Based on score that was gotten from pre-test, the researcher analyzed the data. The analysis showed that the mean of students' score in the experimental class was 60.29. The highest score was 71 and the lowest score was 44.5. The median score was 60 and mode score was 59.5. In control class the mean was 63.03. The highest score was 76 and the lowest score was

49.5. The median score was 62.5 and mode score was 68. (See Appendices 18 on Page 175)

2. Result of Post-test

After experimental and control class got the treatment in three meetings, the researcher gave post-test to the students. The researcher conducted the post-test in order to know whether the students' descriptive text writing ability after the treatment increased. The post-test was administered on May, 19th Friday, 2017 at 07.30 a.m for class X_1 as experimental class and at 08.30 a.m for class X_2 as control class.

Based on score that was gotten from post-test, the researcher analyzed the data. The analysis showed that the mean of the students' score in the experimental class was 73.56. The highest score was 85 and the lowest score was 63. The median score was 72.5 and mode score was 72.5. In control class the mean was 70.33. The highest score was 76 and the lowest score was 60. The median score was 70.75 and mode score was 68. (See Appendices 18 on Page 175)

3. Result of Normality Test

The normality test was used to know whether the data in experimental class and control class were normally distributed.

Hypothesis for normally test as follows:

H_o = the data have normal distribution

H_a = the data do not have normal distribution.

The criteria for normally test as follows:

H_o was accepted if $L_{observed} < L_{critical}$ it means that the distribution of the data was normal.

H_a was accepted if $L_{observed} > L_{critical}$ it means that the distribution of the data was not normal.

Table 7
Normality of Experimental Class and Control Class

Class	Pre-test		Post-test		Calculation
	$L_{observed}$	$L_{critical}$	$L_{observed}$	$L_{critical}$	
Experimental	0.08988	0.15913	0.11992	0.15913	Normal Distribution
Control	0.07343	0.161	0.1056	0.161	

Based on the Table 7, it can be seen that the result of test in experimental class and control class showed $L_{observed} < L_{critical}$. Thus, it can be concluded that the data was normally distributed.(See Appendices 25-28 on Pages 182-185)

4. Result of Homogeneity Test

Homogeneity test was used to determine whether the data was homogeneous or not.

Hypothesis for homogeneity test as follows:

H_0 = the variance of the data was homogeneous.

H_a = the variance of the data was not homogeneous.

The criteria for homogeneity test as follows:

H_0 was accepted if $F_{observed} < F_{critical}$ it means that the variance of the data was homogeneous.

H_a was accepted if $F_{observed} > F_{critical}$ it means that the variance of the data was not homogeneous.

Table 8
Homogeneity of Experimental Class and Control Class

Class	The biggest Variance	The smallest Variance	$F_{observed}$	$F_{critical}$	Calculation
Pre-test	47.61	40.57	1.17	1.84	Homogenous
Post-test	33.64	20.52	1.64	1.84	

Based on the Table 8, it can be seen that the result of test in experimental class and control class showed $F_{observed} < F_{critical}$. Where the $F_{observed}$ of pre-test was 1.17 and 1.64 for post-test. Thus, H_0 was accepted because H_0 accepted if $F_{observed} < F_{critical}$ and it means that the variance of the data was homogeneous. (See Appendix 29 on Page 186)

5. Result of Hypothetical Test

Based on previous explanation, the data would be analyzed after the researcher calculated normality and homogeneity test. The calculation of

normality and homogeneity test showed that both data were satisfied. Thus, the researcher calculated hypothetical test by using independent sample t_{test} .

The hypotheses were:

H_a : There was a significant influence of using peer review technique toward students' descriptive text writing ability.

H_0 : There was no significant influence of using peer review technique toward students' descriptive text writing ability.

The criteria of the test as follows:

H_a was accepted if $t_{observed}$ was higher than $t_{critical}$, or ($t_{observed} > t_{critical}$)

H_0 was accepted if $t_{observed}$ was lower than $t_{critical}$, or ($t_{observed} < t_{critical}$)

In this case, the researcher used the level of significant = 0.05

Based on the calculation was obtained, t_{test} was 4.3663 while the df (number of sample from both control and experimental class subtracted by 2) was 59. Thus, the result of level of significant 0.05 was 1.671. It can be seen that the result of t_{test} was $t_{observed} > t_{critical}$. So, H_a was accepted because $4.3663 > 1.671$. Then, it could be assumed that there was a significant influence of using peer

review technique toward students' descriptive text writing ability. (See Appendix 31 on Page 189)

C. Discussion

Based on the result of the research, it has shown that peer review technique influenced students' descriptive text writing ability. It can be seen that the result of students' pos-test was higher than pre-test. Besides that, peer review technique in the revision stage of teaching writing descriptive text could improve each aspect of students' writing ability including content, organization, vocabulary, language and mechanics.

At the first step, pre-test was conducted in order to know the students' descriptive text writing ability before the researcher gave treatment. The result showed that mean score of experimental was 60.29 and mean score of control class was 63.03. Although mean score of control class was higher than experimental class, the normality and homogeneity test showed that the data were normal and homogeneous. Therefore, it can be concluded that both two groups, experimental and control class had the same ability before they were given the treatment.

The second step, the researcher as the teacher taught about descriptive text writing ability by using guided writing technique, but in the revision stage of writing the researcher used peer review technique in experimental class, and self-correction technique in control class. The researcher as the teacher gave the treatment in three meetings by different topic. The first treatment discussed about how to describe an animal, the next day the students were taught about how to describe someone, the last treatment was about how to describe a place.

At the last step, the researcher gave post-test to the students in order to know the ability of their writing descriptive text after the treatment. Based on the analysis of the data and testing the hypothesis, the result of calculation was found that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. From the analysis, we knew that the students who got frequency of using peer review technique got better score than the students without using peer review technique in the revision stage of teaching writing descriptive text. It was proved by mean score in both classes.

The mean score in experimental class was 73.56 and the mean score in control class was 70.33. Thus, it can be concluded that by providing the feedback from the peers in peer review technique made this technique as one of good techniques in the revision stage of teaching writing descriptive text.

As Jahin stated that the almost teacher used peer review technique in the revision stage of writing process.¹ Because in this technique involved the feedback from the peers after they read the written work and filled some questions in the peer review form. It was explained by Brookhart, who said that the students can remember the reason about why their peers gave a feedback, and know what should they do in the next writing if they get same difficulties.² Further, Carless et.al, suggested, after the students learnt from the feedback that was given from a peers, they will be better in the next assignment.³ Thus, the students can encourage their writing ability by covering five aspect of writing such as content, organization, vocabulary, language, and mechanics because they knew the part that have to revise and in the next writing assignment they might not be frequently wrong.

However, the researcher found some problems by applying peer review technique in teaching writing. The researcher as the teacher got difficulties to control all students in peer reviewing process. It was supported by Rollinson, who said that the teacher might found difficulties to oversee each students and

¹ Jamal Hamed Jahin, *The Effectiveness of Peer Reviewing on Writing Apprehension and Essay Writing Ability of Prospective EFL Teachers*, (Australian Journal of Teacher Education, Volume 37 (11), 2012), p.66 available on ro.ecu.edu.au (Accessed on May 12th, 2016)

² Susan Brookhart, *How to Give Effective Feedback to Your Students*, 9 Alexandria: Association Supervision and Curriculum Development, 2008), p.2

³ David Carless et.al, *How Assessment Supports Learning*, (Hong Kong: Hong Kong University Press, 2006), p.12

over hand students' responsibility.⁴ Thus, in this research the students did not pay attention on the question of peer review form. As like as one of students did not give a circle and underline to identify topic and main idea in the text. But, the teacher who already applied and utilized it consistently assumed that peer review technique can help students to produce better writing.

Besides that, by using peer review technique, also the students can work together in community, because this technique process prefer to work with a pair.⁵ Moreover, peer review technique not only help students to encourage their writing ability but also in peer reviewing process the students act as a reader and reviewer to work together in community.

In conclusion, this research was successfully influenced students' writing ability especially in writing descriptive text by applying peer review technique in the revision stage of writing process. The result of this research was supported by the result of Nasution's research who conducted at the tenth grade of SMA Negeri 21 Medan in 2012, he concludes that teaching recount text through peer review technique helped students to improve their achievement in writing recount

⁴Paul Rollinson, *Using Peer Feedback in the ESL Writing Class*, (Journal of English Language Teaching, Volume 59 (1), 2005), p.25 available on elt.oxfordjournals.org (Accessed on January 12th, 2017)

⁵Martin Kustati and Yuhardi, *the Effect of the Peer-Review Technique on Students' Writing Ability*, (Journal of Studies in English Language and Education, Volume 1 (2), 2014), p.74 available on www.jurnal.unsyah.ac.id (Accessed on January 29th, 2017)

text.⁶In addition, arifiana applied peer review technique in students' writing recout text at eight graders of SMP 4 Batang Semarang and the result was sucessfully improved.⁷

⁶Nina Surya Rahman Nasution, *Improving Students' Writing Recount Achievement Through Peer Review Technique at Tenth Grade of SMA Negeri 21 Medan*, 2012

⁷Candra Arifiana, *Improving Studunts' Skill in Writing Recount Text By Using Peer Review Technique at Eight Graders of SMP 4 Batang*, 2015, Semarang State University

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in previous chapter, the result of research showed that in hypothetical test H_a was accepted and H_0 was rejected. In this research the researcher used the level of significant $= 0.05$ and found that $t_{critical}$ was 1.671. H_a was accepted because $t_{observed}$ was 4.3663 and $t_{critical}$ was 1.671, it means that $t_{observed}$ was higher than $t_{critical}$ or ($t_{observed} > t_{critical}$).

Furthermore, based on the result of research that was carried out in MA AL-Ma'mur Banjarsari Tanggamus, the researcher concluded that there was a significant influence of using Peer Review Technique toward students' writing ability in descriptive text at the tenth grade of MA AL-Ma'mur Banjarsari Tanggamus in the academic year of 2016/2017.

B. Suggestion

Based on the conclusion above, the researcher proposed suggestion as follows:

1. Suggestion to the students

The students should try hard and practice writing English in order to encourage their writing ability. They also need to be a critical reviewer in peer reviewing process, so that good feedback can be given to the peer.

2. Suggestion to the teacher

a. In this research the researcher found that peer review technique can help students to encourage their writing ability, thus the teacher can use this technique as a recommended technique in the revision stage of writing.

b. In peer reviewing process the teacher should use the time effectively and efficiently, so the students can get more reviewed and feedback from others. Also the teacher can over hand all students in peer reviewing process, so they can answer the questions in peer review form better.

3. Suggestion to other researchers

a. In this research the researcher only focused on the use of peer review technique and analyze its influence on the students' writing ability in descriptive text. Therefore, it was suggested for the next researcher to investigate the use of peer review technique in other English skills such as listening skill, reading skill or speaking skill.

- b. In this research the researcher used peer review technique to help students of Senior High School, especially in the first grade. Further other researcher should conduct this technique on different level of students.
- c. In this research the researcher applied peer review technique in pair, so that the next researcher can use this technique in group consist of 4 or more students.

APPENDICES

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