

**GRAMMAR PEER CORRECTION IN IMPROVING  
STUDENTS' WRITING ABILITY  
OF NARRATIVE TEXT**

**THESIS**

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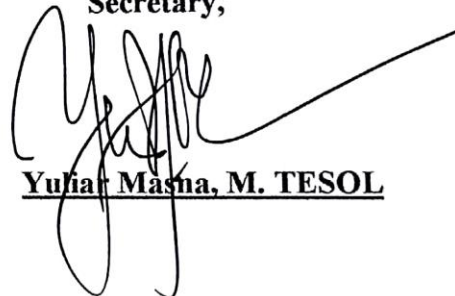
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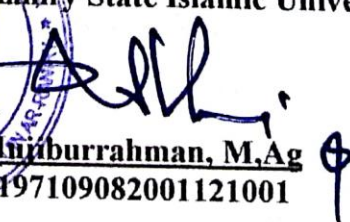
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Banda Aceh, January 30<sup>th</sup> 2018

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## CONTENTS

<b>ACKNOWLEDGEMENT .....</b>	<b>i</b>
<b>CONTENTS.....</b>	<b>ii</b>
<b>LIST OF TABLES .....</b>	<b>iii</b>
<b>LIST OF FIGURE .....</b>	<b>iv</b>
<b>LIST OF APPENDICES .....</b>	<b>v</b>
<b>DECLARATION LETTER .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>CHAPTER I: INTRODUCTION</b>	
A. Background of study .....	1
B. Previous study .....	5
C. Research questions .....	6
D. Purpose of the study .....	6
E. Significance of the study.....	6
F. Terminology .....	7
<b>CHAPTER II: LITERATURE REVIEW</b>	
A. Error correction	
1. Definition error correction .....	10
2. Techniques of correcting error .....	15
B. Peer correction	
1. Definition of peer correction.....	18
2. Advantages and Disadvantages of Peer Correction ..	27
C. Grammar peer improves students' writing ability of narrative text	
1. The theory of grammar peer improves students' writing ability of narrative text .....	29
<b>CHAPTER III: RESEARCH METHODOLOGY</b>	
A. Research Design.....	32
B. Population and Sample.....	34
C. Role of The Researcher in CAR .....	34
D. The Classroom Action Research Procedures .....	35
E. Technique of Collecting Data .....	38
F. Technique of Analyzing Data .....	39
<b>CHAPTER IV: RESEARCH FINDINGS</b>	
A. The Result of Pre Implementation of the Action	
1. The Result of Preliminary Study.....	42
2. The Result of Questionnaire.....	43
B. Findings of The First Cycle	
a. Planning .....	45
b. Acting.....	45
c. Observing .....	48

d. Reflecting .....	49
C. Findings of The Second Cycle	
a. Planning .....	50
b. Acting.....	50
c. Observing .....	53
d. Reflecting.....	54
D. Findings of The Third Cycle	
a. Planning .....	55
b. Acting.....	55
c. Observing .....	56
d. Reflecting.....	57
E. The Result of Post Implementation of the Action	
1. The Result of Questionnaire.....	58
2. The Result of Post Test .....	61
<b>CHAPTER V: CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	64
B. Suggestion .....	65
<b>REFERENCES .....</b>	<b>66</b>
<b>APPENDICES .....</b>	
<b>AUTOBIOGRAPHY .....</b>	

## LIST OF TABLES

<b>Table 3.1</b>	The schedule of the classroom action research.....	37
<b>Table 3.2</b>	Analytical scoring rubric.....	39
<b>Table 4.1</b>	The result of pre questionnaire .....	43
<b>Table 4.2</b>	The result of pre – test.....	47
<b>Table 4.3</b>	The percentage of pre – test.....	47
<b>Table 4.4</b>	The result of test (cycle 2).....	52
<b>Table 4.5</b>	The percentage of a test (cycle 2 .....	53
<b>Table 4.6</b>	The result of post – questionnaire.....	47
<b>Table 4.7</b>	The result of post test.....	62
<b>Table 4.8</b>	The result of pre – test.....	62



## LIST OF FIGURE

<b>Figure 3.1</b> Kurt lewin' action research design.....	32
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## **LIST OF APPENDICES**

- i. Questionnaire for students (before CAR)
- ii. Questionnaire for students (after CAR)
- iii. Lesson plan
- iv. *Surat bukti selesai pengumpulan data*

## SURAT PERNYATAAN

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **“Grammar Peer Correction In Improving Students’ Writing Ability Of Narrative Text”** adalah benar – benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 30 Januari 2018  
Saya yang membuat pernyataan,



Ivaqni Maulidya

## ABSTRACT

Based on the preliminary study, the students of SMKN 5 Telkom Banda Aceh have difficulties in learning English especially writing such as grammar, generating ideas, and organizing ideas into paragraph. The students' attention to learn English was decreasing and the teacher has difficulty in classroom technique. This study used Classroom Action Research, which is aimed to solve students' problem and increase students' activities or involvements. This study also used Grammar Peer Correction to improve students' writing ability by using Narrative Text as the material. This research was carried out at SMKN 5 Telkom Banda Aceh especially in class X – 1 that consists of 30 students. In collecting the required data, the researcher did field notes, questionnaires, and test. There were three cycles in this classroom action research. Each cycle are divided to four procedures namely; planning, acting, observing and reflecting and consists of two meetings. The results of pre-test and posttest were used to know the improvement of the students' writing skill. The students' mean score of first cycle (pre – test) was 3.20 or seventeen students (56,66%) who passed the Minimum Mastery Criterion. The students' mean score of second cycle was 3.33 or twenty five students (83.33%) who passed the criteria. The students' mean score in the third cycle (post – test) was 3.51 or thirty students (100%) who passed the Minimum Mastery Criterion. The students' score was getting better in each cycle. It indicated that the students' writing ability was improved. The improvement from the students' score of pre – test to post – test was 96.49%. Meanwhile, the students' activity or involvement improved as stated in field notes. The students' did not pay attention when the teacher was explaining the material, but when they were involved in an activity for example, answering a test with their peers (peer correction) they were enthusiastically and seriously. In conclusion, it is better for the students to learn English especially writing through correct with their peers or involve in the activity (Grammar Peer Correction).

*Key words: writing ability, peer correction.*

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Writing is one of the important skills in learning English, despite speaking, listening, and reading. Meyers (2005) says that writing is a way to produce language, which you do naturally when you speak. Writing is communication with others in a verbal way. Writing is also an action a process of discovering and organizing your ideas, putting them on paper, reshaping and revising them.

As stated by Leki (2001), the importance of English writing is becoming increasingly dominant in both educational programs and professional writing in non-English dominant countries. In many countries like Pakistan and Indonesia, English is taught as a second language or a foreign language. In teaching language, there are many methods that have been used.

The early methods of language teaching, the teacher was considered to be the sole source of knowledge. It made a great challenge for a teacher as a centre of the classroom. This happens because the teacher, obviously, a person of superior linguistic skills is expected to give as much knowledge as possible within a limited number of hours. In other words, it was only his/her authority to give knowledge as well as to correct students' knowledge. In the other case, in teaching

writing by using the teacher as a corrector for students' written grammatical errors also created positive and negative arguments between learners and teachers.

There has been a constant argument between learners and teachers through the history of teaching writing to second language (L2) learners regarding to the role of error feedback in helping students learn how to write (Fathman and Whalley, 1990; Ferris, 1999; Lalande, 1982; Semke, 1984; Truscott, 1996). The opinion of the first group is corrective feedback is no use in writing courses. However, the second group believes that feedback is an integral element of writing courses and does improve the students' writing ability. The result of the argument made teachers are often confused about how to help their students' writing.

Norrish (1983) found that the biggest issue is that writing is confused, which tests a person's capacity to utilize a language and to express thoughts and composing requires a person to compose certainly as well as efficiently. Homstad and Thorson (1996) said that writing in a foreign language is a frustrating and hard exercise for learners. In conclusion, the confused things in writing make English learners can not write effectively.

Silva (1993) and Olsen (1999) said English learners cannot create an effective written work due to the inadequacy of syntactic and lexical competence. Weigle (2002) also stated that in view of the requirements of bounded second-language knowledge, the students considered English written as hampered in behalf of the need to concentrate on the language instead of text. She claimed it is impossible

for English students to write in a second language properly without linguistic knowledge regarding grammar and vocabulary.

In writing problem of linguistic knowledge has also been found by the researcher at SMKN 5 Telkom Banda Aceh of first grade students. The students have difficulties in writing especially produced a text. It could be seen from students' writing tasks of narrative text, it mostly caused by the lack of grammar.

Leech, Deuchar, and Hoogenraad (1982) said that grammar is a reference to the system based on which language works when it uses to speak with other individuals. Grammar is a mechanism for putting words together, but he said little about the sound of meaning. The meaning, grammar is a reference mechanism when used according to the function of language in communication with others. So, grammatical error in writing narrative text lead students' errors.

Bartlett (1982) stipulated that it has been observed that students are often slow in recognizing the errors of their own writing, but are more able to recognize errors in sentences written by others. When a student reads his own writing, he does not read it with the eyes and mind of a reader who does not as yet know what the writer's aim to imply. In its place, he reads with the advantage of the background information which he, as a writer, has and which enables him to provide the missing link that has not been openly articulated. So, students' errors should be corrected.

Correcting learners' errors are perhaps the most responsive part of a teacher's job and it is barely amazing that it makes so much consideration and deliberations.

Correcting learners' errors is one of the main tasks of a teacher. For language teachers error correction of students' written work is a time consuming duty. As suggested by Allwright (1995, as cited in Erfanian, 2002) that learners' errors should be corrected, if learners can not correct themselves, teachers need approach or classroom strategies in order to avoid confusion in their learners (p. 56).

Nowadays, the teacher uses approaches and methods to emphasize a lot on learners' cognition and their autonomy. Teacher uses student-oriented techniques of error correction, for example is peer correction. According to Jacobs (1989), that peer correction is a part of a larger category of educational activities in which students work together in groups (p. 68). Scharle and Anita Szabó (2000) have strongly suggested peer feedback to be applied for checking, especially, students' written work. They have provided an outline of how it can be applied in classroom; once students finish writing, the teacher gives one essay (or any written work) to each student and students will be asked to evaluate each others work. They correct the errors and send notes to the students' writing about what they have corrected. Peer correction is implemented in classrooms to enhance learner autonomy, cooperation, interaction and involvement.

In this case, the researcher intended to solve the students' problem by using classroom action research. It aimed to solve students' problem and increase students' involvement. The researcher also used grammar peer correccion to improve students' writing ability. In collecting data, the researcher used field notes, questionnaires, and test. The population was first grade students of Senior High School. The sample consisted of 33 students. The researcher explained how



grammar peer correction can improve students' writing ability of narrative text, through discussion in this paper entitled: "GRAMMAR PEER CORRECTION IN IMPROVING STUDENTS' WRITING ABILITY OF NARRATIVE TEXT".

### **B. Previous Study**

To prove the originality of this study, the writer presents some previous researches that deal especially with peer correction. The first research is conducted by Behin and Hamidi (2011) who studies peer correction entitled "Peer Correction: The Key to Improve the Iranian English as a Foreign Language Learners' Productive Writing Skill". In their study, they describe peer correction as a foreign language in university students. Their conclusion is peer correction is useful in improving learners' writing skill. It seems that education method of peer correction can be an appropriate solution to help students gain awareness of their positives and negatives in a way that the peers can express those points left unnoticed to language learners in a safe atmosphere. It is also proved by the statistical analyses of pre-test and post-test as data collection.

Another research is done by Moussaoui (2012) entitled "An Investigation of the Effects of Peer Evaluation in Enhancing Algerian Students' Writing Autonomy and Positive Affect". Her conclusion is peer evaluation can be an effective technique of revision for students to improve their writing and critical thinking skills, hence, develop their writing autonomy. Moreover, involving students in the process of peer evaluation enable them to interact with each other as writers and readers and helps them write more confidently and with lower

levels of anxiety. The methods are pre- and post-training surveys, class observations, and peer evaluation rubrics.

Considering the previous researches above, the writer wants to conduct the similar research, but with different subject and object. Both previous researches were conducted on university but the writer tries to conduct a research with different subject: senior high school. The writer also uses different object of analysis: narrative text, since the object of two previous researches are writing test and writing autonomy.

### **C. Research Questions**

Based on the background of the study, the writer formulates the research question as follows: “How can grammar peer correction improve the students’ writing ability of narrative text and students’ activities during the learning process?”

### **D. Purpose of The Study**

The purpose of the study is to find out the grammar peer correction can improve students’ writing ability and students’ activities during teaching – learning process.

### **E. Significance of The Study**

The result of the study is hoped to give benefits for teachers, the researcher, and the other researchers:

### **1. For Teachers**

Through this research, the teacher will be able to reduce students' errors in writing narrative text and improve students' writing ability of narrative text by using grammar peer correction.

### **2. For researchers**

Through this study, the writer will be able to improve his knowledge in writing a good paper, and to improve his knowledge in correcting students' errors in writing narrative text by using grammar peer correction.

### **3. For other researchers**

The outcome of the study is beneficial to the neither present researchers or the future researchers. It can become a reference for other researchers who conduct the research with the same topic.

## **F. Terminology**

There are several terms in this study that should be explained to recognize more about the research problem and to avoid misunderstanding.

### **1. Grammar Peer Correction**

Making errors, though not wanted, is a necessary part of the language learning process. As second-language errors began to be perceived as a necessary and natural process of language learning, learners' errors and feedback to errors

have been of great interest to language teachers and researchers. A definitive objective of generation practices is to enable learners to make error-free target language structures (Ellis, 2008).

In narrative text, errors happen frequently and most of them caused by lack of grammar. Grammar is the structure of a language or rules in speaking a language included syntax and morphology. The errors should be corrected by using classroom strategies like corrections.

The concept of peer correction in foreign language teaching and learning has been an important consideration in the past decades. This practice is supported by both pedagogic and other findings, because this activity indicates active engagement in the learning process by student – generated repairs and editing. This active engagement happens when there is a negotiation of form, or when the students have to think and correct themselves.

## **2. Writing Ability**

There are two macro skills of language: they are receptive and productive skills. Writing skills are one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language.

According to Rivers (1981), writing is transmitting information or expression of original ideas in a consecutive way in the new language (p. 294). Urquhart and McIver (2005) state that writing is a recursive process, which means

students revise throughout the process, frequently moving back and forth among the stages.

Based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Error Correction**

##### **1. Definition Error Correction**

Writing is a crucial part in learning English. The students are expected to be able to express their ideas in the written form based on the indicators at School Based Curriculum (KTSP/K13). While writing a narrative text, many students made errors. It is important to understand what types and classifications of errors are usually made by students and how often they are made errors in order to provide the teaching instruction for them. Ellis (1985) stated that considering whether sentences are “overtly idiosyncratic” or “covertly idiosyncratic” is important. Other errors than articles such as over generalization, ignorance of rule restrictions, incomplete application of rules and the use of false hypotheses were noted in Ryoo’s (1992) study.

In a case study, Darus and Ching (2009) aimed at investigating most common errors in essay written in English from 70 Chinese students. The study collected 70 essays to analyze for 18 types of error. The four most errors that the students frequently committed to were mechanics, tenses, prepositions, and subject-verb agreement. The study also found that L1 had great impact on students’ L2 writing. Similarly, Watcharapunyawong and Usaha (2013) analyzed

Thai students' writing errors caused by the interference of Thai language. 40 2nd year English major students composed 120 paragraphs of narrative writing, descriptive writing, and comparison & contrast writing during the writing course. The study revealed that the students frequently committed to tenses, word choice, sentence, structure, article, and preposition.

Teachers often think that errors are the evidence that students do not learn the language. According to the writers, errors are common to all learners of a language irrespective of their first language, or a foreign language. Children, teenagers, adults, everybody makes errors when learning second language. Errors cannot be separated from language learning. Errors cannot be divided from language-learning because they are really necessary. In order to reduce the errors, teachers need error correction to eliminate it completely.

As we know, in the early methods of language teaching, the teacher was accepted to be the centre of knowledge. Therefore, it was only his/her privilege to give information as well as to correct learners' knowledge. Teachers often do not think about correction they just correct their students according to their feelings which sometimes can be right but they can also use a completely wrong technique. Teachers should be careful about error correction because some students are very sensitive when they are being corrected. There are so many options how teachers can correct their students without telling them the right form immediately.

In terms of error correction, researchers have been arguing for the effectiveness of error correction due to the phenomenon that students keep making the same mistakes even after being corrected many times (Semke, 1984). According to Ferris (1999), errors corrections have great impacts on students writing revision. From an analysis of the previous studies by Semke (1984) and Zamel (1985), they concluded that there was no convincing research evidence that error correction ever helped student writers improve the accuracy of their writing. For two major reasons, he explained that this finding should not be surprising. On the one hand, he argued that error correction overlooked SLA insights about the gradual and complex process of acquiring the forms and structures of a second language. On the other hand, he outlined a range of practical problems related to the ability and willingness of teachers to give, and of students to receive error correction. Not surprisingly, these claims have since generated a considerable amount of vigorous debate at international conferences, and in published articles. Krashen (1978) stated that error correction did not improve the students' production (p. 45).

On the contrary, some scholars believe that giving feedback is an integral part of writing courses. Championing against the Truscott's firmly held position, Ferris (1999) claimed that Truscott's arguments were premature and overly strong, given the rapidly growing research evidence pointing to ways in which effective error correction could help at least some student writers, providing it was selective, prioritized and clear. As Chandler (2003) pointed out, Truscott did not always take into account the fact that reported differences needed



to be supported with statistically significant evidence. In addition, Ferris (1999) maintained that there were equally strong reasons for teachers to continue giving feedback, not the least of which was the belief that students had regarding its value.

However, she did accept that it was necessary to consider ways of improving the practical issues highlighted by Truscott. Despite his call for the abandonment of error correction, Truscott (1999), in his response to Ferris, acknowledged that many interesting questions remained open, and that it would be premature to claim that research had proven error correction could never be beneficial under any circumstances. Agreeing with the future research focus proposed by Ferris (1999), he suggested that attention be given to investigating which methods, techniques, or approaches to error correction lead to short-term or long-term improvement, and whether students make better progress in monitoring for certain types of errors than others. Even Truscott changed his mind, and came to recognize the positive role of feedback in improving the students' writing ability. However, it is not clear yet who should give the feedback.

Feedback refers to the response that learners receive regarding the language they produce (VanPatten & Benati, 2010). Feedback is a natural part of language that we use to clarify the meaning of what we say, and to help ourselves and others understand what we mean, by asking questions (Lange, 2009). Leki and Schachter (1991) claim that ESL learners have less of their self worth invested in L2 writing than L1 writers in their native language. As such, they are

not discouraged when mistakes are pointed out to them. In fact, these learners constantly request feedback on their performance.

The importance of feedback emerged with the development of learner centered approaches to writing instruction in North American L1 composition classes during the 1970s. The “process approach” gave greater attention to support writers through multiple drafts by providing feedback and suggesting revisions during the process of writing itself, rather than at the end of it.

The latest study investigating the effects of feedback on revision is Nakanishi (2007). She compared the effect of four different types of feedback on the essay writing of 40 Japanese intermediate EFL learners. A total of 40 Japanese female second-year college students majoring in music participated in the study. They were divided into four groups: self-feedback, peer-feedback, teacher-feedback, and teacher-and-peer feedback. Group D who was required to revise after peer and teacher feedback gained higher scores than any other group. On the other hand, Group A who was required to revise after self-feedback gained lower scores than any other group. However, there was no significant difference between the four different methods. Ninety percent of Group D students considered that peer-and-teacher feedback was useful. On the other hand, only 25% of Group A students considered self-feedback was useful.

The second group of studies compared the effect of one of these methods of giving feedback, or studied other types of feedback. Mendonca and Johnson (1994) described the negotiations which occurred during ESL students’

peer-reviews, and the ways in which these negotiations shaped students' subsequent revision activities. In 53% of all the instances, students incorporated peer comments in the final draft, but in 37% of the instances, students revised the text in the ways that were not discussed in the peer reviews. And the remaining 10% of the instances, they did not revise the text, even though they were discussed in the sessions.

Feed back and correction have mainly been investigated in the writing classes. For example, according to Hyland (2006) providing feedback to students has come to be recognized as one of the ESL writing teacher's most important tasks. It can be in the form of "written commentary, error correction, teacher-student conferencing, or peer discussion". It offers the kind of individualized attention that is otherwise rarely possible under normal classroom conditions. Feedback as viewed by Magno and Amarles (2011) necessitates the existence of gaps between what has been learned and the target competence of the learners, and the efforts undertaken to bridge these gaps. The role of feedback and correction; however, has not been properly touched in the area of speech production and pronunciation improvement of foreign language learners.

## **2. Techniques of Correcting Error**

### **a. Teacher Correction**

In some classes, the teacher provides the correct form for the students. Most of the students prefer to be corrected by their teachers, because the

teacher is seen as the authority and the source of knowledge in the classroom. Regardless of pedagogical approach (traditional product-based, process-oriented, or genre-based), the response of teachers to student performance has been examined in a variety of ways. Depending on the types of the correction, teacher correction has been found sometimes to help, to hinder, and occasionally to have no effect on students' learning and revising (Silva & Brice, 2004).

Hedgcock (2005) suggested that the effects of teacher correction depend on several factors such as learners' proficiency levels, their educational needs and expectations, curriculars and institutional constraints, the nature of tasks, the focus of teacher commentary, and learner training. Surveys of students' feedback preferences generally indicate that ESL students greatly value teacher correction and consistently rate it more highly than alternative forms such as peer and oral correction (Ferris, 1995; Hyland, 2006). Teacher correction will be quicker, more effective and accurate. Despite students' preferences of teacher corrective feedback, its contribution to students' language improvement is still controversial. It leads to advantages and disadvantages of using teacher correction.

There are some advantages and disadvantages of teacher correction. The advantages of teacher correction are correction should be quicker, more efficient, and accurate, boosts student confidence, teacher can make sure that correction is done sensitively and fairly, teacher can use proper and varied techniques of correction.

The disadvantages of teacher correction include: it fails to encourage learner-independence, it may be intimidating for students to have ‘the teacher’ correcting their mistakes, students may feel embarrassed, however sensitive the teacher may be; too much teacher correction may be demoralising for students, other students might feel ‘left out’ of the lesson while a mistake is being corrected. As stated by Caulk quoted Rollinson (2005), teachers’ feedback is general while students’ is more specific” (p. 26). So, some researches propose other types of error correction like self correction.

#### b. Self Correction

Self correction is valued in the teaching process. Buchanan (2004) acknowledges that self correction can be a force that pushes students to engage more actively in their own learning process. Shunk (2000) also stated that developing self evaluation strategies helped students gain control over their learning, and allowed them to focus more effort in studying those areas where they need more time (p. 379). In most educational systems today, one of the basic pedagogical principles is that good conditions for learning are best achieved if learners are actively involved in all phases of the educational process, which is maintained by proponents of cognitive and constructive theories of learning (Cobb, 1994; Glasersfed, 1995, cited in Birjandi & Hadid, 2011).

Involving the students in correcting of their own errors give them confidence and helps them to be the judges of their own performances. The

students' Self-correction can have a long-lasting effect on their memory, because they are involved in the process directly and actively, and this can activate the operations necessary for long-term retention. Krashen and Pan (1975) found that advanced learners could correct 95% of their errors (p. 56). Kavaliauskiene (2003) stated that learners must have the opportunity for the self-correction of their work individually; however, their work should be previewed by the teachers and their errors should be indicated. Wood (2004) at the University of Kansas found that students enjoyed looking back at their composition and compare their first performance with the second.

Self correction has some important advantages, such as: students are involved in the process – this renews confidence if they can correct themselves, self-corrected mistakes are more memorable and less likely to occur, it encourages learner independence, it gives the teacher feedback on the student's knowledge, ability and awareness. Among the disadvantages of self-correction, the following may be mentioned: students may not be able to self-correct and consequently become demotivated, students may feel under pressure or embarrassed, students may correct what was already correct and do more harm than good, it is potentially more time consuming. So, some researches propose another types of correction which is peer correction.

## **B. Peer Correction**

### **1. Definition of Peer Correction**

The recent literature on language learning from the constructivist perspective has indicated that knowledge is not attained, but constructed by learners, which implied that different learners construct their own meanings (Glaserfeld, 1989). As explained by Jonassen in Wang (2008), the basic belief of constructivism is that knowledge is actively constructed by learners rather than transmitted by the teacher; learners are active knowledge constructors rather than passive information receivers (p. 5). Teachers need to have responsive teaching to meet students' needs and interests. Students can actively pursue learning and construct knowledge through interaction. As teachers are facilitators in a constructivist learning environment, the pedagogical design must enable teachers to scaffold students during a learning process (p. 5). Guided peer editing fits this type of environment because the instructor has a strong role in scaffolding with the activity. Students are given an opportunity to construct their own opinions of corrections needed through peer interaction as responders of writing. In addition, they give suggestions for improving their own writing through editing.

Hagege (1996) suggested that editing is even more efficient when it is done with the help of peers. Hyland (2000) describes suggestion of a study that teachers should encourage students to take more responsibility for their own writing and make their own decisions about their use and source of correction. Hyland provided the following research question, "If the peer correction was over-controlled by the teacher, how much autonomy were students granted in making decisions about the use of correction generally?" The data was collected from an English proficiency program (EPP) course for fourteen weeks at a

university in New Zealand. The students were Japanese, Korean, Taiwanese, Thai, and Chinese. Their ages were from 19 to 27 in undergraduate and graduate level. This was a qualitative study with interviews, observations, and a questionnaire that were given to show the students' perceptions of the purpose and value of correction. The results concluded that students valued the informal responses by their peers and felt that it helped with the control of their own writing (p. 52).

Another theory about the value of peer correcting by teaching theorist and practitioners, Cross (2000) and Gardner (1999), unanimously believe that we should look at the learning side more seriously, and involve our students in the process of learning. A conceptual shift which has occurred in recent times in higher education has been from a perspective which focused on the teacher, to a perspective in which student involvement is more central (Boud, 1995). Therefore, the focus was directed towards students-centred approaches rather than teachers-centred approaches.

The current approaches and methods have focused on students-centred, students' awareness and their autonomy. Students are expected not to be passive participants. They are supposed to be active participants in the whole process and they have their own responsibilities and duties to be accomplished on time. Teachers need to initiate activities and then they should urge their students to expand the activities through working in groups, pairs, projects etc. Having students engaged in activities they enjoy, leads to a higher level of motivation from the students side. There is a technique of correction that make it possible for the students to learn by themselves from their own mistakes from their draft of



written work. With such a change, student-oriented techniques of error correction like peer correction has come up.

Peer correction is a technique where the students learn from their mistakes and provide feedback to their classmates. From the 1970s, this technique has been widely applied by writing teachers in first language, such as Bruffee (1984), Elbow (1973), Gere (1987), Nystrand (1986) and Spear (1988) and also in the second language classrooms such as Bell (1991), Feldt (1986) and Hafernic (1983). Based on the above studies, the peer correction in first language and second language were both encouraged and applied four decades ago. This correction is a way to involve students in the teaching and learning process. This technique is currently recognized by the practitioners that learners' involvement in the classroom should be improved to better learning, and involvement indeed improves when learners offer feedback to each others works (Gower & Philliphs, 1995).

Correcting mistakes by peers does not only enable students to be more aware of their peers' mistakes, but it also promotes their level in academic writing in general. Witbeck (1976) concluded that peer correction helps students discover most of the errors that may lead to better writing. The students can develop the skill of revising and checking their own process of learning. All the process is controlled by them.

Peer correction is seen as a way of giving more control to students since it allows them to make active decisions about whether or not to use their peers' comments as opposed to a passive reliance on teachers' feedback (

Mendonca & Johnson, 1994; Mittan, 1989). As mentioned by Rief (1990), peer correction can encourage the improvement of capabilities expected to control their own learning and it puts more obligation regarding learning on the learners. Freedman and Sperling (1985) and Mittan (1989) consider that peer response can be more authentic and honest than teacher feedback. It encourages the atmosphere of cooperation and makes the other students stay involved in the lesson. So, this technique also called as educational activities. Here, an example of peer correction in the language classroom is presented below:

**Monica:** Trains are safer planes.

**Teacher:** Safer planes? (*with surprised questioning intonation*)

**Monica:** Oh... Trains are safer than planes.

**Teacher:** Good, Monica. Now, 'comfortable' ...Simon?

**Simon:** Trains are more comfortable. Planes are.

**Teacher:** Hmm. Can you help Simon, Bruno?

**Bruno:** Er... Trains are more comfortable than planes.

**Teacher:** Thank you. Simon?

**Simon:** Trains are more comfortable than planes.

[Jeremy Harmer, *How to Teach English*, page 63.]

The moment the teacher has nominated Bruno to 'help' Simon, s/he has applied peer correction. The teacher could have given the correct answer himself/herself; but in this way, s/he has ensured that:

1. More students get the chance to use language in the class.
2. Students learn to help each other.

3. S/he lets the authority go to students' share to some extent.

4. Simon as well as Bruno as individual students has learnt the language item.

Peer correction is implemented in classrooms to enhance learner autonomy, collaboration, communication and involvement. According to Freeman (2000), cooperative or collaborative learning essentially involves students learning from each other in groups (p. 164). However, it is not the group configuration that makes cooperative learning distinctive; it is the *way* that students and teachers work together that makes it a challenging and unique learning experience. Vygotsky's (1978) work has shown us that collaborative interaction allowed students to progress (p. 57). As Johnson (1994) suggests, collaborative learning can be described as a process with the following qualities: collaboration is working together to accomplish shared goals (p. 4). Within collaborative situations, individuals seek outcomes beneficial to themselves and all other group members (Holubec, D. Johnson & Johnson, 1994; Freeman, 2000). Collaborative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning.

Tost (2013) gave an example of collaborative learning. He evaluated the feasibility and impact of partner reading out aloud to improve English pronunciation, fluency and expression. Her findings indicated that peer-corrected repeated oral reading interventions done by students' collaboration was effective in improving their levels of reading pronunciation and fluency. Yurick and colleagues (2006), also conducted three experimental studies to investigate the

impact of peer-corrected oral RRS on students' fluency and pronunciation. Their findings showed improvement in the fluency and pronunciation of the students due to peer correction. But peer correction also created other impacts to some students.

Since the nature of correction is different, the issues and the impacts of the peer correction are also different and those are explained below:

- In speaking, when one student corrects his/her friend's errors, the issue becomes one of embarrassment. Whenever, students express their discomfort with this technique, the main problem they mention is that they do not want to be 'insulted' in front of the whole class. Also, through peer correction students automatically get compared with their friends, where they are proven inferior to their peers.
- As Sima Sengupta's (1998) research suggests, the issue of embarrassment exists, when peer correction is applied in writing. But, there is one added issue at play in writing. The purpose of applying the technique for teaching writing is students would get to know their problems from a less anxiety-provoking party, which would make learning easier. But, sometimes students have been found to not consider their peers' corrections and advice for revision. Because, in such situations, correction lacks reliability. Students do not view their peers as authorities who could correct

their errors. As a result, the whole purpose of applying this technique fails.

So it is evident that peer correcting as a technique is not an absolute 'good thing' to do in class. Problems might occur when it does not suit the students or it is not practiced well. Therefore, it has to be done carefully, only when there is an absolute cooperative atmosphere in the classroom. Nelson and Murphy stated that a success of students' correction depends on cooperative or defensive. It is based on students' comments, they make the comments based on how they feel. Numbers in the data displayed that most students implemented changes in their papers (p. 140). Further results indicated that teachers should provide adequate scaffolding with the use of observation, according to the needs and abilities of the students within this process before going fully into this type of activity. Peer interaction should be constructive and meaningful (p. 141). As described, cooperation is key to progress and success. Soares (1998) adds to this notion by explaining the concept that discussion can take place among L2 learners that involves cultural awareness training, so they can understand and appreciate the differences in the comments that were provided by their partners (p. 1). However, there is still a need for further investigation of the effectiveness of the peer correction.

A lot of studies had been managed to investigate the effectiveness of peer correction. Eksi (2012) provided strong evidence for the effectiveness of peer correction by investigating the impact of peer correction compared to that of teacher correction on students' writing performance in an EFL academic writing

contest. There were a total of five research questions given on the effectiveness of peer correction for teachers and students. The participants in the study were 46 English majors that were freshman at the state university in Ankara, Turkey. Their ages were 18 to 20 with 10 males and 36 females. Data was collected from peer responses to first drafts, revisions, comments from the instructor on the last drafts, and student reflections in journals (p. 33). The results were positive and showed that peer correction eases the workload of the instructor and it is a worthwhile option for students' writing (Diimmel, 2005; Eksi, 2012). In the study, it concluded that both responder and the writer both had equal benefits in the peer correcting process. In some cases, the responder benefited more than the receiver of correction. The comments from their reflective journals provided strong evidence for its effectiveness and support for students' understanding of the writing process (p. 45).

Another effectiveness of peer correction stated by Rollinson (2005), peer correction trains students to be critical readers of their own writing. Most of them revealed that peer readers can provide useful correction (Caulk, 1994; Mendonça & Johnson, 1994; Rollinson, 1998). Also, the comments could be accepted either completely or partially (Rollinson, 1998). Hence, it was predicted by the researchers of this study, that the participants in this advanced writing course might also hold a positive attitude toward learning through peer's cooperations and interactions. Even though this technique is an effective process, it needs the teacher's feedback in order to know about the focus and the way they checked a classmates' work.

## 2. Advantages and Disadvantages of Peer Correction

### a. Advantages of Peer Correction

Naumoska (2009) explains the advantages of peer correction, which include: critical thinking, encouraging students to voice opinions, and the importance of constructive review. When students do any kind of writing, they always need a follow up of correction and peer correction to meet those requirements. Naumoska explained, by introducing peer review in the correction stage, several birds are killed with one stone, because receiving correction from one's peers does not carry with it the same pressure and stress that receiving correction from one's teachers might, furthermore, this type of correction gives students the opportunity to read each other's work and in that way to compare themselves with their fellow students, to critically examine each other's writing, and at the same time to escape from the constant scrutiny of the teacher (p. 1).

Some students might find it easier being corrected by a peer. This peer-correcting technique also makes the students gain confidence on the knowledge they are sharing and practising among them. It encourages other students to stay involved in the lesson. It also encourages an atmosphere of cooperation. In conclusion, peer error correction is continuing to be popular globally and is being used in numerous types of English and ESL composition classrooms increasingly.

#### b. Disadvantages of Peer Correction

In spite of the fact that peer correction is mostly accepted for its cognitive, social and affective value, many of the teachers as well as learners still uncertainty the advantages of it. Naumoska (2009) concluded some disadvantages of peer correction. First, students may not take the activity seriously. For example, the inexperienced students may find it hard to judge the validity of their peers' comments. They might have difficulty identifying problem areas in their peers' performance and offer them misleading advice, so they did not give attention to the activity (Leki, as cited in Hyland & Hyland, 2006).

Secondly, they may not want to hurt students' feelings so only provide positive correction without critical thinking skills being used. The Chinese understudies in Nelson's study (1996) have been found to have a restrained decisive note to respect 'group harmony' or not guarantee a level of rights. Harmer (2004) found that the learners subsequent to get corrected by a companion, may feel that she/he is inferior to his/her companions.

The last disadvantage includes learners' mentality. They may feel hesitant about giving their work to their companions for correcting because they do not need their colleagues to notice about their errors. To such learners', peer correction tells them to their group and along these lines, it influences their confidence. It is particularly happening to Asian students. In the ESL classroom, students may not want to show off or lose face by giving the wrong answer.



## **C. Grammar Peer Improves Students' Writing Ability of Narrative Text**

### **1. The Theory of Grammar Peer Improves Students' Writing of Narrative Text**

Peer correction can improve students' writing ability of narrative text, especially grammar. When focusing on grammar for a peer-correction activity, it is significantly helpful to have an awareness of the difference between errors and mistakes in writers' papers. Mistakes are simply mishaps in writing that the writer understands, but just did not pay close enough attention to. They can be self-corrected by the writer and are performance based. On the other hand, errors are considered as systemic misunderstandings in the writing that the writer does not understand and cannot self-correct. The writer needs teacher and peer correction to fix the errors, and this is competency based. Chaudron (1984) has found the influence of peer correction is very important in the improvement of grammatical errors. Another researcher also agreed with his statement like Harmer (2005) establishes that peer correction is a valuable element in the writing process. As a result, peer correcting is increasingly being used in composition classrooms as a way of improving the grammar and content of the writing of native and non-native speakers of English. Particularly in whole language classrooms, learners work together to read and write for and with each other and evaluate products together (p.180). Lyster and Ranta (1997) in an inspection conclude that student-generated repairs and editing are important factors in language learning because

they indicate active engagement in the learning process. William (1957) stipulated that this active engagement happened when there is a negotiation of form. As mentioned by Brathwaite (2009), suggestions made with peer correction turned into positive changes when the suggestions were negotiated. Students' results were positive in some respects and even with students that were new to the activity and process (p. 1). As a result of negotiating form, it allowed students to make negotiation of their strength and weakness where the students can make negotiation of ideas, comments, corrections, and suggestions (Jiao, 2007; Kamimura, 2006; Zeng, 2006;), provide opportunities for the students to be better in writing, and because they have to think and correct themselves.

Peer correction can help multilingual writers recognize their level of ability as well as their demands for improvement with their writing. Eksi (2012) explains the instruction of multilingual writers: "When teaching learners how to write in L2, the language teacher acts as a facilitator, guide, feedback provider, and evaluator when students move along these steps" (p. 33). By using this process, students will reduce the number of errors in their writing. They can effectively reduce the amount of grammatical errors as opposed to content with this process. To help students follow the process approach for writing to revise drafts, peer review can be incorporated in the classroom for students to act as the audience and collaborators (Berbache, 2007, p.3). It can allow students to see the teacher as not the sole expert on their writing and offer writers a variety of approaches to improving their drafts.

Another example of teaching and using peer correcting by Zeng (2007), which can be highly beneficial for multilingual students, is focused on finding out the extent that students can correct their language errors in collaboration with peers, and what the role of the instructor in the error correction is. The students in the study are Chinese freshman college students that attended Zhejiang university of Science and Technology. In a competence, students were expected to write an essay for homework and had follow up interviews (p. 26). The results of the activity were that students had an easier time identifying and correcting local errors rather than global errors. Some examples were: verb agreement, spelling, and plural forms of nouns. These are known more as performance mistakes out of carelessness rather than errors. Overall, students were able to correct errors quite well with the peer correcting activity, and the instructor's role should be to correct the more global errors that are outside the ability of language learners' proficiency level (p. 28). With this activity, students are learning with an alternative activity and it is a more comfortable, interesting, and stress-free experience.

## CHAPTER III

### RESEARCH METHODOLOGY

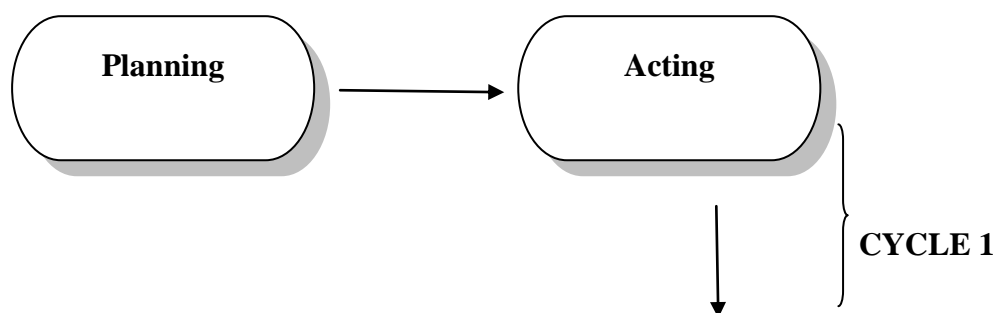
#### A. Research Design

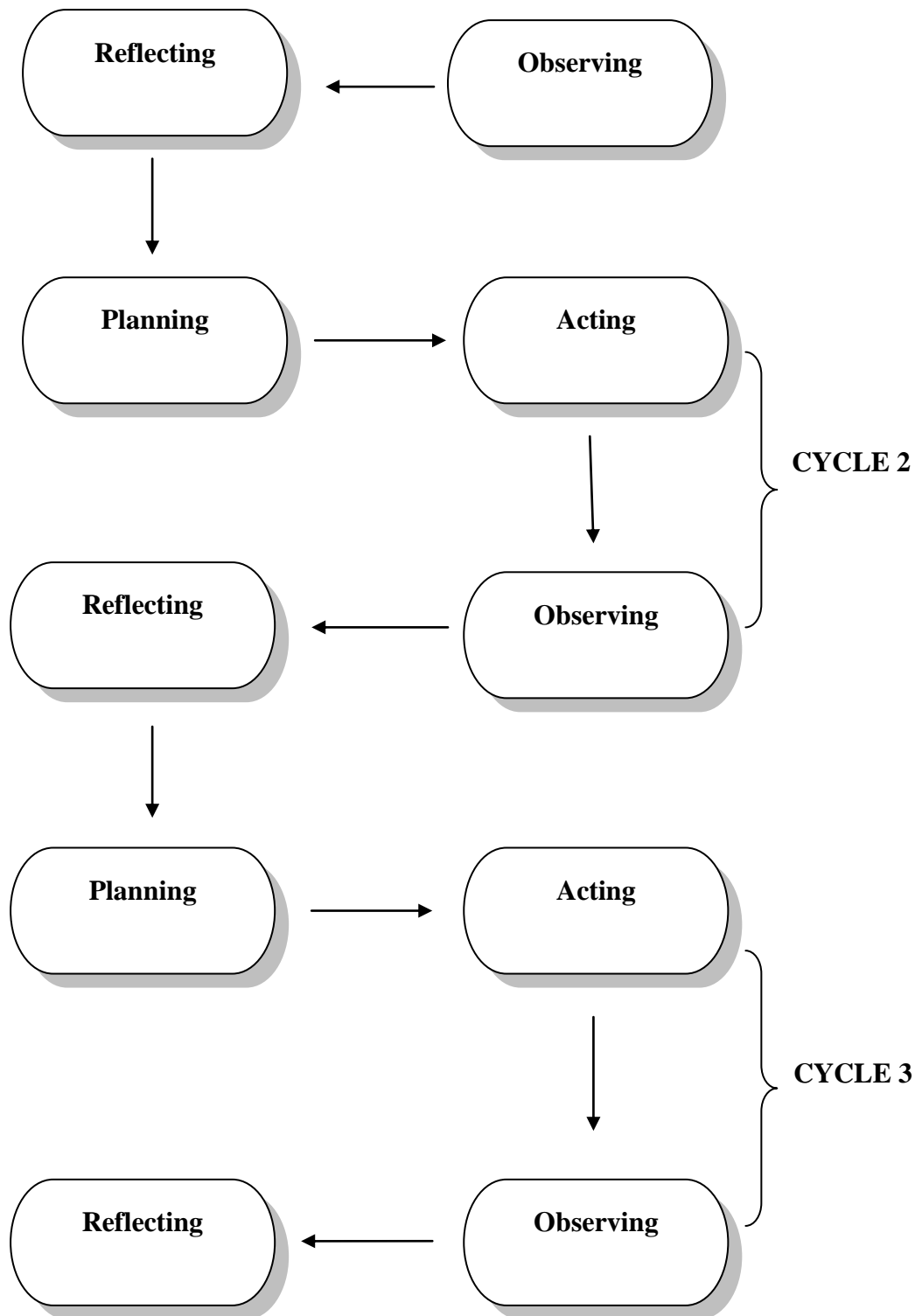
The design used in this study is Classroom Action Research (CAR). According to Kurt Lewin (1946), CAR is a comparative research on the conditions and effects of various forms of social action and research leading to social action that uses a spiral of steps, each of which is composed of a circle of planning, action, and fact-finding about the result of the action. From those statements, Classroom Action Research is a problem-based research which its aims are to solve the problems that arise in the class and to make an improvement in teaching learning activity.

The writer used the classroom action research procedure based on Kurt Lewin's design. It consisted of two cycle in which each cycle contains four phases; planning, acting, observing, and reflecting.

**Figure 3.1**

#### **Kurt Lewin's Action Research Design**





(Tita Nurul Fajriyani, *Improving Students' Writing Ability Through Clustering Technique*, p.19)

Based on the Kurt Lewin's action research design above, the writer would like to describe further concerning the implementation of CAR in the cycle one and cycle two in the classroom action research procedures.

### **B. Population and Sample**

Population is all the individuals or units of interest. While sample is a subset of the individuals in a population; there is typically data available for individuals in samples. This study is conducted at SMKN 5 Telkom Banda Aceh. The school is located at Jl. Stadion H.Dimurthala, No. 5 Kota Baru, Banda Aceh. The writer took X grade students as the population. The population of X grade is 131 students. The writer selected XI-A grade students, which consists of 30 students in the 2017-2018 Academic Year as the sample of the study.

### **C. Role of The Researcher in CAR**

The role of the researcher in Classroom Action Research (CAR) is as the English Teacher at ten grade of SMKN 5 Telkom Banda Aceh and she also made lesson plan, pre-test, post-test, field notes and questionnaire. Then she analyzed the data, and reported the results of research. In conducting CAR, the researcher is collaborated with the real English teacher of SMKN 5 Telkom Banda Aceh (Ibu Nurul Hayati, S.Pdi).

#### **D. The Classroom Action Research Procedures**

The Classroom Action Research using Kurt Lewin's design consists of four phases; planning, acting, observing, and reflecting within one cycle. If the first cycle finished but still found any problem, it is necessary to continue to the second cycle with the same concept of the first cycle. Those are planning, acting, observing, and reflecting. In addition, before entering the cycle of classroom action research, the writer conducts the preliminary study. According to Mills (2003), preliminary information gathering is taking time to reflect on your own beliefs and to understand the nature and context of your general idea. It is aimed to gain data about problems faced by teacher and students in teaching-learning activities and needed to be solved. The researcher observed the class; it was conducted on November 20-26, 2017 to the students in XI-A class. To make clear what happens in every phase, here are the explanations:

##### **1. Planning**

In this phase, the researcher and the collaborator made some planning based on the finding of preliminary study. The following activities in this action planning were designing lesson plan, preparing grammar peer correcting technique, preparing the materials, and determining criteria of success.

First step, the organized planning will be formed into lesson planning based on narrative text. Lesson plan provide the teacher with the guideline of teaching and learning activities. Second step, the researcher prepared grammar peer correcting technique; the researcher used the questionnaire and pretest. It was an activity to analyze students's linguistic weakness, especially in the lack of

grammar. The activity is conducted by students based on the questions and topic which included narrative text. The students answered the questionnaire and pretest the topic in a piece of paper.

Third step is preparation of the materials. The researcher used Narrative Text as material. The materials were took from English text books for Senior High School Grade XI, *English for Senior High School* written by Masmedia Buana Pustaka Team, published in 2014 by Masmedia Buana Pustaka

The last step is the writer and the teacher discussed to determine the criteria of the action success. The criteria of success are emphasized on the process and the product of teaching-learning activities. This study is called successful if (1) 75% of students achieve the score equal or greater than 75 as the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* or above. If the study hasn't meets the criteria, it's called not successful and need improvement to meet the targets.

## 2. Acting

In this phase, the researcher carried out acting phase based on lesson plan prepared in planning phase. The researcher acted as the English teacher who taught writing trough grammar peer correcting technique in Narrative text, and the collaborator acted as the observer. The implementation of the action involved two meetings in each cycle. The time table of the implementation of the action can be seen in the following table:



**Table 3.1:**

**The Schedule of the Classroom Action Research**

	<b>Meetings</b>	<b>Date</b>
Preliminary Study		October, 17 <sup>th</sup> 2017
Cycle 1	1	October, 19 <sup>th</sup> 2017
	2	October, 26 <sup>th</sup> 2017
Cycle 2	1	November, 02 <sup>nd</sup> 2017
	2	November, 09 <sup>th</sup> 2017
Cycle 3	1	November, 16 <sup>th</sup> 2017
	2	November, 23 <sup>th</sup> 2017

3. Observing

In this phase, the researcher observed all the activities that happened in the class. The aspects in observation were sources of data, the instrument used in collecting the data, and the technique for data collection. So, this phase discussed about the process of recording and gathering all relevant data occurred during the implementation of the action. The researcher used field note as a guideline while observing.

4. Reflecting

Reflecting phase is aimed to reflect the data that have been collected to determine whether the action is successful or not. It is necessary for evaluation to hold next cycle needs to be accomplished. This phase carried out collaboratively with the teacher to discuss some problems in the classroom that occurred during action phase.

### **E. Technique of Collecting Data**

Technique of collecting data in this study is both qualitative and quantitative data. The writer used qualitative data consist of field notes, and questionnaire sheet. While quantitative data consists of students' final writing as a pre-test and post-test. The completely explanation as follows:

#### **1. Field Notes**

The researcher and observer used field notes to record activities during the teaching and learning process of writing through grammar peer correcting technique of narrative text in the classroom. It included description of classroom situation, students' response, and teacher's performance in presenting the material.

#### **2. Questionnaire**

Questionnaire is a form containing a set of questions. It used to get information from students before and after classroom action research. The researcher applied 5 questions in order to get data about students' writing ability and technique used by the teacher in teaching writing.

#### **3. Test**

As stated by Hughes (2003), a test is a tool to measure language proficiency of students. In other words, a test is a method of measuring a person's ability knowledge, or performance. The test used in this study were pre-test and

post-test. Pre-test is done before implementing grammar peer correcting technique. Meanwhile, post-test is implemented after using grammar peer correctin technique. The test is used to measure students' writing ability and to know the effectiveness of peer correcting to improve students' writing ability.

### **F. Technique of Analyzing Data**

According to Weigle (2002), there are five components presented in the analytical scoring rubric for writing. They are content, organization, vocabulary, language use, and mechanics. The writer used analytical scoring rubric to analyze the data related to the students' paragraph writing test of writing ability. The analytical scoring rubric using as follows:

**Table 3.2:**  
**Analytical Scoring Rubric**

<b>Components of Writing</b>	<b>Scores</b>	<b>Indicators</b>
Content	4	Relevant to the topic and easy to understand
	3	Rather relevant to the topic and easy to understand
	2	Relevant to the topic but is not quite easy to understand
	1	Quite relevant to the topic but is not quite easy to understand

Organization	4	Most of the sentences are related to the main idea
	3	Some sentences are related to the main idea
	2	Few sentences related to the main idea
	1	The sentences are unrelated to each other
Vocabulary & Mechanic	4	A few errors in choice of words, spelling and punctuation
	3	Some errors in choice of words, spelling and punctuation
	2	Occasional errors in choice of words, spelling and punctuation
	1	Frequent errors in choice of words, spelling and Punctuation
Grammar	4	A few grammatical inaccuracies
	3	Some grammatical inaccuracies
	2	Numerous grammatical inaccuracies
	1	Frequent grammatical inaccuracies

To get the mean of students' writing score used the formula:

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

M<sub>x</sub> : Mean

X : Individual score

N : Number of students

To get the class percentage which passes the minimum mastery criteria-*Kriteria Ketuntasan Minimal (KKM)* 75 (seventy five), the writer used the formula:

$$P = \frac{F}{N} \times 100\%$$

P : The class percentage

F : Total percentage score

N : Number of students

In analyzing students' scores of writing from post test 1 up to post test 2 score in cycle 1 and cycle 2, the writer used formula:

$$P = \frac{y1 - y}{Y} \times 100\%$$

P : Percentage of Students' Improvement

y : Pre test Result

y1 : Post test Result

The data gathering through field notes is analyzed by presenting the description of the result of field notes. Questionnaire is analyzed in the form of percentage and presented by the description of the result of questionnaire.

## CHAPTER IV

### RESEARCH FINDINGS

#### A. The Result of Pre Implementation of The Action

##### 1. The Result of The Preliminary Study

The preliminary study was held on Tuesday, October 17 2017 started at 9.30 A.M. and finished at 10.15 A.M. The researcher asked to the teacher some questions which divided into two categories. They are the general condition in English class especially in writing class, and the difficulty faced by students in writing ability.

The first category discussed about the general condition in English class especially in writing class. The teacher said that every student has a different attitude when learning English. Most of students gained low competence in English, and faced obstacle in following the English lesson. Moreover, the teacher stated that most of them were hardly to pass the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)*.

Second category discussed about the students' difficulties in writing ability. The teacher told that writing skill was one of the most difficult faced by students in learning English. The teacher mentioned the difficulties for some students X-1 class in writing skill because students are confused on generating ideas, organizing into paragraph, and lack of grammar. Consequently, they are

lazy to do the task of writing and lack of their score in passing the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*.

The conclusion of the preliminary study in term of the students' difficulties in writing was the students' of X - RPL1 class still have difficulties in writing in term of generating ideas, and organizing ideas into paragraph.

## 2. The Result of Questionnaire

The pre questionnaire was held on the same day as the preliminary study. The questionnaire was conducted to know about the students' response about English lesson especially writing skill. The questionnaire was given to the students in the first year of X – RPL1 class on Tuesday, October 17<sup>th</sup> 2017. The description of the pre questionnaire as follow:

The researcher got the class percentage by using the formula:

$$P = \frac{F}{N} \times 100\%$$

P : The class percentage

F : Total percentage score

N : Number of students

No	Questions	Score		Percentage	
		Yes	No	Yes	No
1	I like to learn English Language.	28	2	93.33	6.66

2	I know and well-understood about Narrative Text.	12	18	40	60
3	In writing English language, I don't understand yet in grammar, for example in tenses (simple present, simple past, etc).	18	12	60	40
4	In correcting assignment, I prefer teacher to correct.	26	4	86.66	13.33
5	In correcting assignment, I prefer peer to correct.	12	18	40	60

### *1. I like to learn English Language*

The result showed that 93.33% of the students like English lesson, and 6.66% of the students did not like English lesson. It can be concluded that most of the students of X – RPL1 class like English lesson.

### *2. I know and well-understood about Narrative Text*

It showed that 40% of the students understood about narrative text, and 60% of the students still did not understand about narrative text. It was indicated that most of the students of X – RPL1 class should be given some materials related to narrative text in order to make them understand the material.

### *3. In writing English language, I don't understand yet in grammar, for example in tenses (simple present, simple past, etc)*

60% of the students assumed that they did not understand yet in grammar such as simple present, past, and etc. Meanwhile, 40% of the students



felt they have no problem in writing especially grammar. It meant that most of the students of X – RPL1 class still got difficulties in writing skill especially grammar.

*4. In correcting assignment, I prefer teacher to correct*

The result showed that 86.66% of the students chose teacher to correct their task. Meanwhile, 13.33% of the students did not feel the same way as other students, they did not like teacher to correct their task.

*5. In correcting assignment, I prefer peer to correct*

The result was 40% of the students chose their peers to correct their task, and 60% of the students did not like to correct their task with their peers.

## **B. Findings of The First Cycle**

### **a. Planning**

In this phase, the researcher and the teacher made a planning for the action based upon the problems faced by students toward writing ability. In this case, the researcher determined the selected material and exercises into a lesson plan using Peer Correcting Technique. The researcher also prepared field notes to observe the students' activities in teaching learning process. The researcher also prepared a pre - test to collect the data.

### **b. Acting**

Action of the first cycle was done on October 19<sup>th</sup>, and October 26<sup>th</sup> 2017. The researcher implemented the teaching learning process based on the lesson plan had been made. Before implementing the classroom action research (CAR), in the first meeting, the writer gave the students a pre – test. It aimed to know students’ writing ability. It was conducted on Thursday, October 19<sup>th</sup> 2017. The students assigned to identify some tenses in a text and underline it. The analysis of the students’ score as follow: :

No	Name	Score				Total Score	Mean	Percentage
		C	O	V & M	G			
1	S1	4	4	4	4	16	4	100
2	S2	4	4	1	1	10	2.5	62.5
3	S3	4	4	3	3	14	3.5	87.5
4	S4	4	4	1	1	10	2.5	62.5
5	S5	4	4	2	1	11	2.75	68.75
6	S6	4	4	3	2	13	3.25	81.25
7	S7	4	4	1	1	10	2.5	62.5
8	S8	4	4	4	4	16	4	100
9	S9	4	4	3	2	13	3.25	81.25
10	S10	4	4	3	3	14	3.5	87.5
11	S11	4	4	3	3	14	3.5	87.5
12	S12	4	4	3	3	14	3.5	87.5
13	S13	4	4	3	3	14	3.5	87.5
14	S14	4	4	2	1	11	2.75	68.75
15	S15	4	4	3	3	14	3.5	87.5
16	S16	4	4	4	4	16	4	100
17	S17	4	4	2	1	11	2.75	68.75
18	S18	4	4	2	1	11	2.75	68.75
19	S19	4	4	4	4	16	4	100
20	S20	4	4	4	4	16	4	100
21	S21	4	4	3	3	14	3.5	87.5
22	S22	4	4	1	1	10	2.5	62.5
23	S23	4	4	4	4	16	4	100

24	S24	4	4	1	1	10	2.5	62.5
25	S25	4	4	1	1	10	2.5	62.5
26	S26	4	4	4	4	16	4	100
27	S27	4	4	1	1	10	2.5	62.5
28	S28	4	4	2	1	11	2.75	68.75
29	S29	4	4	2	1	11	2.75	68.75
30	S30	4	4	3	2	13	3.25	81.25
<b>Total</b>		120	120	77	68	385	96.25	2406.25

No	Level	Number of Students	Percentage
1	$75 \geq 100$	17	56.66
2	$74 \leq 100$	13	43.33
<b>Total</b>		30	100

To get the result of pre – test, the researcher calculated the students’

mean score:

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{96,25}{30}$$

$$Mx = 3.20$$

After that, got the class percentages which pass Minimum Mastery Criterion criteria - *Kriteria Ketuntasan Minimal (KKM)* 75, the researcher used the formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{17}{30} \times 100\%$$

$$P = 56.66\%$$

Based on the result of the pre test, the data showed that the mean score of pretest was 3.20. There were only seventeen students who derived the score

above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* meanwhile the other 13 students were below that criterion. From that analyzing, it could be seen that half of the X – RPL1 students' writing ability was still very low.

Before the second meeting, the researcher checked the students' score of pre – test. The result was many of students were lacking in writing ability especially grammar. So, in the second meeting which was conducted on Thursday 19<sup>th</sup> 2017, the researcher chose to explained about tenses generally. She began class presentation. The researcher taught the tenses by asking the students to write some verb on the white board. Then, the researcher asked the other students to make a sentence from the verb based on a condition for example is time ( present/past/continuous/future ). Next, the researcher gave the students a test and asked them to answered it individually on the white board. Last, the researcher called students randomly to correct their friend' task on the white board (grammar peer correction).

### c. Observing

In this phase, the researcher observed the teaching learning process through field notes, they are:

#### *1. Class situation*

Generally, the class situation in the first cycle was better than the second cycle. It could be seen from the students' enthusiasm who were able to focus and to pay attention on the teacher explanation. Although some of students

chatted with their friends during teacher' explanation, they enjoyed doing the task on white board.

### *2. Students' response*

Related to students' response, While answering the test, most of students answered it seriously and asked the teacher about the word which they did not understand, and some of them were cheating with their friends. While making a sentence, most of them were enthusiastic to find some verb and wrote it on the white board. The students did not give up when they did not know the vocabulary and put the words structurally because they could look up in their dictionary.

### *3. Teacher' performance in presenting the material*

Related to the teacher's performance, she taught the material according to the lesson plan had been made. She led the students to answer the pre – test. She helped the students while making the sentence on white board. It could be seen from students' task that the students could understand easily because the teacher's explanation was clearly.

#### *d. Reflecting*

In this phase, the researcher and the teacher discussed about the conclusion of implementing the action. From the result of field notes showed that the teaching learning activities has not done well although there were some improvement in students' knowledge of tenses.

From the result of pretest, it showed that only 56.66% students who had passed the target score of the minimal mastery level criterion (KKM). From the reflecting phase, there must be more efforts to improve students' writing ability through grammar peer correcting technique. It needed to be improved again in the next cycle.

### **C. Findings of The Second Cycle**

#### **a. Planning**

The cycle 2 was carried out to solve the problems that had been found in cycle 1, which were students still low in putting the words structurally. In this phase, the researcher used narrative text as appropriate material. There were not significant differences with the previous cycle, the material still related to improve students' writing ability but the topic focused on narrative text. However, there were some modifications in the second cycle; that was the researcher needed to give interesting explanation by using a text related to the topic to the students in class presentation and asked the students to bring dictionary. Beside of that, the researcher still also prepared field notes to note the classroom activities, and also prepared a test and grammar peer correcting technique to collect the data.

#### **b. Acting**

The action of the second cycle was done on November 02<sup>nd</sup>, and 09<sup>th</sup> 2017. In the first meeting, which was conducted on thursday 02<sup>nd</sup> 2017, the researcher started to explain about narrative text. First, she explained about types

of text. Next, she explained about narrative text which included the definition, the types of narrative text (fictional or nonfictional narrative text), generic structures (orientation, complication, resolution), language features (tenses, conjunction, etc), social function and moral value. Then, she gave each students a text of “A Story of Jonah”, and discussed it together to identify the generic structures, underline the language features, and types of narrative text.

At the end of the lesson, the researcher gave the students a text in Bahasa “Dull Monkey Who Wanted To Be A King”. She asked the students to translate the text from Bahasa to English, she also asked them to write it grammatically and anonymously. It was their homework and would be discussed in the next meeting.

In the second meeting, which was conducted on thursday 09<sup>th</sup> 2017, the researcher asked the students to collect their homework. After collecting their homework, the researcher gave it back to the students randomly. She gave the students 10 minutes to correct their friends’ homework. After that, she called 3 students to read loudly their correction. If she found the students’ mistake while reading their correction, she called other students to continue the correction.

At the end of lesson, the researcher wrote the text on the whiteboard. Then, she explained the text which was included the generic structures and the types of narrative text. She also explained the language features such as simple past, adverb of time, time conjunction, etc.

Here, the analysis of students’ score of the exercise in the second cycle of second meeting while implementing classroom action research:

No	Name	Score				Total Score	Mean	Percentage
		C	O	V & M	G			
1	S1	4	4	4	4	16	4	100
2	S2	3	2	2	2	9	2.25	56.25
3	S3	4	4	3	3	14	3.5	87.5
4	S4	3	3	2	2	10	2.5	62.5
5	S5	4	3	3	3	13	3.25	81.25
6	S6	4	3	3	3	13	3.25	81.25
7	S7	4	3	3	3	13	3.25	81.25
8	S8	4	4	4	4	16	4	100
9	S9	4	4	3	2	13	3.25	81.25
10	S10	4	4	3	3	14	3.5	87.5
11	S11	4	4	3	3	14	3.5	87.5
12	S12	4	4	3	3	14	3.5	87.5
13	S13	4	4	3	3	14	3.5	87.5
14	S14	4	3	3	3	13	3.25	81.25
15	S15	4	4	3	3	14	3.5	87.5
16	S16	4	4	4	4	16	4	100
17	S17	4	3	3	3	13	3.25	81.25
18	S18	4	3	3	3	13	3.25	81.25
19	S19	4	4	4	4	16	4	100
20	S20	4	4	4	4	16	4	100
21	S21	4	4	3	3	14	3.5	87.5
22	S22	3	2	2	2	9	2.25	56.25
23	S23	4	4	4	4	16	4	100
24	S24	4	3	3	3	13	3.25	81.25
25	S25	3	2	2	1	8	2	50
26	S26	4	4	4	4	16	4	100
27	S27	3	2	2	2	9	2.25	56.25
28	S28	4	4	3	3	14	3.5	87.5
29	S29	4	4	3	3	14	3.5	87.5
30	S30	4	3	3	3	13	3.25	81.25
<b>Total</b>		115	103	92	90	400	100	2500

No	Level	Number of Students	Percentage
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1	$75 \geq 100$	25	83.33
2	$74 \leq 100$	5	16.66
<b>Total</b>		30	100

To get the result of the test, the researcher calculated the students' mean score:

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

$$Mx = \frac{100}{30}$$

$$Mx = 3.33$$

After that, got the class percentages which pass Minimum Mastery Criterion criteria - *Kriteria Ketuntasan Minimal (KKM)* 75, the researcher used the formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{25}{30} \times 100\%$$

$$P = 83.33\%$$

### c. Obseving

In this phase, the researcher observed the teaching learning process through field notes, they are:

#### 1. *Class situation*

In the first meeting of cycle 2, the class situation was uncontrolled. When the researcher explained the material, most of students were talking with their friend. While the other students did not pay attention because they were

playing mobile games. In the second meeting, most of students did pay attention. It could be seen while they were enthusiastic to answer the task.

## *2. Students' response*

In the first meeting of cycle 2 the students did not pay attention, some of them gave up and lazy if they did not understand the meaning of some words. But, when they were given a task they analyzed it enthusiastically and seriously. It happened in the second meeting. The students seemed more focus and so motivated to analyze their peer task. While took a note of their peer corrections, only half of the students who did it and the other only listened it in silence.

## *3. Researcher's performance in presenting the material*

In the first meeting of the second cycle, the researcher was lacking in class management caused some students did not pay attention to the explanation. But, she improved it by giving the students a text as a task. In the second meeting of second cycle, she managed well in class management and she also taught the lesson according to the lesson plan.

### *d. Reflecting*

The reflection of Classroom Action Research (CAR) was carried out after getting the result of field notes and a test. The researcher and the teacher felt satisfied caused their efforts to improve students' writing ability had been improved. The result of the the test showed that 83.33% or twenty five students

got the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*. Therefore, the researcher and the teacher decided to continue the Classroom Action Research (CAR) to improve students' writing ability of narrative text.

#### **D. Findings of The Third Cycle**

##### **a. Planning**

The cycle 3 was carried out to improve more students' writing ability of narrative text by using grammar peer correction. In this phase, the researcher still used narrative text as appropriate material. There were not significant differences with the previous cycle, the material still related to improve students' writing ability. Beside of that, the researcher still also prepared field notes to note the classroom activities, and also prepared the posttest to collect the data.

##### **b. Acting**

The action of the third cycle was done on November 16<sup>th</sup>, and 23<sup>th</sup> 2017. In the first meeting, the researcher wrote a text about "A fox and a cat" in Bahasa on the white board. Then, she asked the students to write it in English grammatically. She also asked the students to identify the generic structures, the types of narrative text and the language features.

After that, the researcher called each students and gave them a number. The number were given to the students based on students' result of the test in the second cycle. Then, she asked the students to write the number which

was given to them as substitute of their names. It could be used to reduce students' shyness when their peers were checking their test. Then, they collected their tasks to the teacher. At the end of the lesson, the researcher gave the students questionnaire sheets. It aimed to know students' interest while learning narrative text by using grammar peer correction.

In the second meeting of third cycle, which was conducted on thursday 23<sup>th</sup> 2017, the researcher called each students to take their task according to their numbers. She divided the test based on students' score on the test in the second cycle, which the higher score correct the lowest score. Then, she gave the students 15 minutes to correct their peer task individually. Next, she called 4 students' number which was one from the lowest and one from the highest score to read loudly their correction. If they found some words which they did not understand, the teacher asked other students to correct it. They analyzed the word especially in grammar which is written correctly or incorrectly, they also checked the generic structures and types of narrative text. While the other students took a note about the correction.

c. Obseving

In this phase, the researcher observed the teaching learning process through field notes, they are:

*1. Class situation*

The class situation in the third cycle was controlled although there were two students who were playing their phones. When they were included in

activity they started to focus. It could be seen when they were correcting their peer task.

### 2. *Students' response*

The students' response in the third cycle was good as the first cycle. Although some of them did not pay attention, but they started to look focused when they were answering the task.

### 3. *Researcher's performance in presenting the material*

In the third cycle, the researcher mastered well the technique she used. She explained it clearly and understandable. She managed the class, and controlled it.

### d. Reflecting

The reflection of Classroom Action Research (CAR) in the third cycle was carried out after getting the result of field notes and post test. The researcher and the teacher felt satisfied caused their efforts to improve students' writing ability had been achieved. The result of the post test showed that 100% of the students got the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*. Therefore, the researcher and the teacher decided to stop the Classroom Action Research (CAR) because it had already succeeded.

According to the result of the evaluation between the researcher and the teacher, it could be assumed that the implementing of Classroom Action Research in improving students' writing ability through Grammar Peer Correcting Technique was appropriate with the planning that had been discussed by the

researcher and the teacher previously. In this case, every action was planned as good as possible so that the writing activities could be accomplished well.

### **E. The Result of Post Implementation of The Action**

The findings after implementing the action consisted of two parts. Those were the result of post questionnaire and post - test. For further descriptions as following:

#### **1. The Result of Questionnaire**

This questionnaire had six questions, and this questionnaire used the same formula as the pre – questionnaire. The following was the description of the result of post questionnaire.

No	Questions	Score		Percentage	
		Yes	No	Yes	No
1	I know and well-understood about Narrative Text such as generic structures, social function, types of narrative text and moral value.	27	3	90	10
2	I know and well-understood about language features in the narrative text such as past tense, conjunction, etc.	25	5	83.33	16.66
3	In correcting a test, I prefer peer to correct (grammar peer correcting).	28	2	93.33	6.66

4	By using grammar peer correcting technique, I felt shy when peers was correcting my assignment.	10	20	33.33	66.66
5	By using grammar peer correcting technique, it improved my writing ability especially grammar.	26	4	86.66	13.33
6	By using grammar peer correcting technique, I felt confident and expanded my knowledge.	21	9	70	30

*1. I know and well-understood about Narrative Text such as generic structures, social function, types of narrative text and moral value.*

The result showed that 90% of the students understood about Narrative Text included generic structures, social function, types of narrative text, and moral value. 10% of the students still did not understand yet about Narrative text. It can be concluded that most of the students of X – RPL1 class understood about Narrative text.

*2. I know and well-understood about language features in the narrative text such as past tense, conjunction, etc.*

It showed that 83.33% of the students understood about language features in the narrative text for example past tense, conjunction, etc. 16.66% of the students still did not understand yet about the language features in Narrative text. It was indicated that most of the students of X – RPL1 class should be given

the more material about narrative text in order to understand the language features.

3. *In correcting a test, I prefer peer to correct (grammar peer correcting)*

93.33% of the students assumed that grammar peer correcting most liked by the students X – RPL1 class. 6.66% of the students did not like to use this technique.

4. *By using grammar peer correcting technique, I felt shy when peers was correcting my assignment*

The result showed that 33.33% of the students felt shy when other students was correcting their assignment. Meanwhile, 66.66% of the students did not feel shy while using grammar peer correcting.

5. *By using grammar peer correcting technique, it improved my writing ability especially grammar.*

The result was 86.66% of the students felt grammar peer correcting technique did improve their writing ability for example is simple past. 13.33% of the students did not feel the technique improving their writing ability.

6. *By using grammar peer correcting technique, I felt confident and expanded my knowledge.*



70% of the students felt grammar peer correcting technique made them more confident and expanded their knowledge. 30% of the students felt this technique did not work to them.

## 2. The Result of Post-Test

No	Name	Score				Total Score	Mean	Percentage
		C	O	V & M	G			
1	S1	4	4	4	4	16	4	100
2	S2	4	3	3	3	13	3.25	81.25
3	S3	4	4	3	3	14	3.5	87.5
4	S4	4	4	4	3	15	3.75	93.75
5	S5	4	3	3	3	13	3.25	81.25
6	S6	4	3	3	3	13	3.25	81.25
7	S7	4	3	3	3	13	3.25	81.25
8	S8	4	4	4	4	16	4	100
9	S9	4	4	3	2	13	3.25	81.25
10	S10	4	4	3	3	14	3.5	87.5
11	S11	4	4	3	3	14	3.5	87.5
12	S12	4	4	3	3	14	3.5	87.5
13	S13	4	4	3	3	14	3.5	87.5
14	S14	4	3	3	3	13	3.25	81.25
15	S15	4	4	3	3	14	3.5	87.5
16	S16	4	4	4	4	16	4	100
17	S17	4	3	3	3	13	3.25	81.25
18	S18	4	3	3	3	13	3.25	81.25
19	S19	4	4	4	4	16	4	100
20	S20	4	4	4	4	16	4	100
21	S21	4	4	3	3	14	3.5	87.5
22	S22	4	3	3	3	13	3.25	81.25
23	S23	4	4	4	4	16	4	100
24	S24	4	3	3	3	13	3.25	81.25
25	S25	4	3	3	3	13	3.25	81.25

26	S26	4	4	4	4	16	4	100
27	S27	4	3	3	3	13	3.25	81.25
28	S28	4	4	3	3	14	3.5	87.5
29	S29	4	4	3	3	14	3.5	87.5
30	S30	4	3	3	3	13	3.25	81.25
<b>Total</b>		120	108	98	96	422	105.5	2637.5

No	Level	Number of Students	Percentage
1	$75 \geq 100$	30	100
2	$74 \leq 100$	0	0
<b>Total</b>		30	100

The researcher needed to calculate the mean score firstly, to know the result of students' writing. The mean score derived from the following formula:

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

$$Mx = \frac{105,5}{30}$$

$$Mx = 3.51$$

To get the class percentages which pass Minimum Mastery Criterion criteria - *Kriteria Ketuntasan Minimal (KKM)* 75 (seventy five), the researcher used the formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{30}{30} \times 100\%$$

$$P = 100\%$$

The result of posttest showed that the mean score of the class derived 3.51 in which there were 30 or 100% students who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* 75 (seventy five).

The improvement percentage derived from the formula:

$$P = \frac{y_1 - y}{Y} \times 100\%$$

$$P = \frac{3.51 - 3.20}{3.20} \times 100\%$$

$$P = 96.49\%$$

Based on the result of the students' writing, there was better improvement of students' mean score from the students' writing in the pre test and post test. The mean score of the pre test was 3.20 and the mean score of post test was 3.51. It means that there was 96.49% of mean score improvement. The students who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* were 30 students or 100% into class percentage.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The implementation of Grammar Peer Correction in the first year of X – RPL1 class of SMKN 5 Telkom Banda Aceh year 2017/2018 can be concluded that grammar peer correcting technique can improve students' writing ability. It can be proved from the following fact. First, the improvement could be seen from the increase of students' mean writing score from 3.20 or 56.66% of the class percentages which pass the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* in pre – test, to 3.51 or 100% of the class percentages which pass the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* in the post – test. Second, from the result of field notes, it showed that the class condition during teaching learning process creates the positive atmosphere in the classroom, and also makes students creative in finding the ideas. Third, the result of questionnaire showed that students gave positive responses to the implementation of grammar peer correcting technique in the teaching learning process of writing. Moreover, Grammar Peer Correcting Technique would be alternative strategy in teaching writing.

## **B. Suggestion**

After the researcher carried out the research, the researcher concludes that grammar peer correcting technique could improve students' writing ability. Regarding to the subject of the CAR, the researcher suggests that the teacher should used various techniques in the classroom because it can motivate their students and they will not get boring easily especially implement the Grammar Peer Correction as an alternative strategy in teaching writing.

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Rosdakarya.

## **APPENDICES**



### Questionnaire for Students ( Before Implementing CAR )

Class :

Gender : Female / Male

Age :

Type : Questionnaire 1

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**Directions: Read the questions in the table clearly. Then choose the answer between Yes and No based on your opinion, and put a check mark ( ✓ ) as your answer.**

Questions	Answer	
	Yes	No
I like to learn English Language.		
I know and well-understood about Narrative Text.		
In writing English language, I don't understand yet in grammar, for example in tenses (simple present, simple past, etc).		
In correcting assignment, I prefer teacher to correct.		
In correcting assignment, I prefer peer to correct.		

### Questionnaire for Students ( After Implementing CAR )

Class :

Gender : Female / Male

Age :

Type : Questionnaire 1

---

**Directions: Read the questions in the table clearly. Then choose the answer between Yes and No based on your opinion, and put a check mark ( ✓ ) as your answer.**

Questions	Answer	
	Yes	No
I know and well-understood about Narrative Text such as generic structures, social function, types of narrative text and moral value.		
I know and well-understood about language features in the narrative text such as past tense, conjunction, etc.		
By using grammar peer correcting technique, I felt shy when peers was correcting my assignment		
By using grammar peer correcting technique, it improved my writing ability especially grammar.		
By using grammar peer correcting technique, I felt confident and expanded my knowledge.		

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8. Email : [ivaqnimaulidya@gmail.com](mailto:ivaqnimaulidya@gmail.com)
9. SID : 231324350
10. Parents
  - a. Father : Ivaqni Maulidya
  - b. Mother : Nurmala
11. Education Background
  - a. Elementary School : MIN 1 Banda Aceh
  - b. Junior High School : SMP YPUI Banda Aceh
  - c. Senior High School : SMA Inshafuddin Banda Aceh
  - d. University : UIN Ar-Raniry Banda Aceh

Banda Aceh, January 2018

The Researcher,

Ivaqni Maulidya



PEMERINTAH ACEH  
DINAS PENDIDIKAN  
SMK NEGERI 5 TELKOM BANDA ACEH

Jln. Stadion H. Dirmurthala No. 5 Lampineung Kel. Kota Baru Banda Aceh, Kode Pos 23125  
Telp/ Fax. (0651) 7552314, Email : [smkn5telkombandaaceh@gmail.com](mailto:smkn5telkombandaaceh@gmail.com) Website : [smkn5telkombandaaceh.sch.id](http://smkn5telkombandaaceh.sch.id)

Banda Aceh, 30 Januari 2018

Nomor : 420 /446/ 2018  
Sifat : Penting  
Lampiran : ---  
Hal : Telah Melakukan Pengumpulan Data

Kepada  
Yth. Pembantu Dekan 1  
Fak. Tarbiyah & Keguruan  
(FITK) IAIN AR - Raniry B. Aceh  
Di -  
Banda Aceh

Assalamualaikum. Wr. Wb

Sehubungan dengan surat Saudara Nomor : B-10689/Un.08/PU-FTK/TL.00/11/2017 Tahun 2017 perihal pada pokok surat, dengan ini kami sampaikan bahwa:

Nama : Ivaqni Maulidya  
NIM : 231 234 350  
Prodi : Pendidikan Bahasa Inggris

Telah Melakukan Penelitian/ Pengumpulan Data pada SMK Negeri 5 Telkom Banda Aceh pada tanggal 17 Oktober 2017 s.d 23 November 2017

Demikian kami sampaikan untuk dapat dipergunakan seperlunya.



Drs. Muhammad Husin  
Pembina Tk. I  
Nip. 19660625 199103 1 006