

CHAPTER I

INTRODUCTION

In this chapter, the introduction of the study consists of the background of the study, the research problem, the purpose of the study, hypothesis, the significance of the study, scope and limitation and the definition of the key terms.

A. Background of the Study

Writing is one of the skills in language learning, which has an important role in effective communication. Among the different types of writing, descriptive writing is essential because it requires students to convey images and experiences in detail through words. However, mastering this skill possibly challenging for learners because the accuracy of the expression of ideas must be supported by the accuracy of the language used, vocabulary and grammatical and the utilize of spelling. Writing is the process of pouring ideas and emotions into the form of written symbols (Mohammad Siddik, 2016). Writing skills involve expressing thoughts, ideas, opinions, or feelings in written form, whether in response to a statement or to express desires.

In the scope of education, various methods are utilized to teaching students in writing skills. Two of the methods are peer correction and self-correction. Peer correction involves students reviewing each other and providing feedback on each other's work, which facilitates a collaborative learning environment. According to Cahyono and Amrina (2016), feedback given by fellow students is called peer feedback, emphasizing

the reciprocal nature of student-to-student evaluation. Therefore, with the application of peer correction methods, it is hoped that it will be able to foster students' critical attitudes so that they will be more attentive in writing and avoid grammatical errors or sentence structure mistakes like their peers. In addition, peer correction has several weaknesses, including: students may lack the necessary expertise to provide effective feedback, leading to misunderstandings or incorrect corrections that can confuse their peers and peer correction can create discomfort or anxiety among students, especially if they fear criticism from their classmates.

On the other hand, self-correction encourages students to independently review and make their own writing better. This method is based on the idea that students should develop the ability to identify and correct their own mistakes, thus increasing independence and self-awareness in the learning process. Self-correction enables students to independently assess their work, reflect on it, and deepen their understanding to achieve learning objectives (Ramadhanti & Yanda, 2021). Self-correction also has several weaknesses, including: self-correction it really depends on students' understanding of grammar, punctuation, and writing conventions and self-correction may not provide the diverse perspectives and constructive criticism that come from peer or instructor feedback.

Based on the results of previous research, as shown by Insani Salma (2016) with the title "A Comparative Study Between Peer Correction and Self Correction in Improving Students' Writing Skill of Descriptive Text

at First Grade of SMA Negeri 6 Metro" using the method is quasi-experimental with pre-test and post-test design and has results that students who use peer correction experience a significant increase in aspects of cohesion and coherence of writing.

On the other hand, Kusmiatni (2017) also added that peer correction encourages students to be more responsible in their own learning process in the title "Using Peer Correction to Improve Students' Writing Skills at the Eighth Year of SMPN 2 Palopo" by using qualitative descriptive methods.

Furthermore, research conducted by Yanti, Hadi, & Settiawan (2022) reinforces this finding with the title "Using Self-Correction and Peer Correction Techniques to Improve Students' Writing Skills" by using a quantitative method with an experimental design, showing that although both methods significantly improve writing skills, peer correction has a stronger impact, especially in terms of cohesion and coherence.

In addition, Trisnadewi (2021), in a study entitled "The Use of Peer Correction to Improve Student Writing Skill at STMIK Stikom Indonesia", conducted with classroom action research involving third-semester EFL students. The study found that peer correction significantly enhanced students' writing skills, especially in improving content, organization, vocabulary, language use, and mechanics. Students were actively engaged in reviewing each other's work, and the technique helped reduce common sentence-level errors such as grammar mistakes and poor organization. Moreover, the findings revealed that students became more motivated and

confident in their writing, showing a positive attitude toward peer correction as a beneficial learning strategy.

Furthermore, a study by Adi, Sutarsyah, and Nurweni (2017) entitled “The Use of Self Correction in Teaching Recount Text Writing” employed a quantitative method with a pre-test and post-test design to examine the impact of self-correction on students’ writing ability. The findings showed that self-correction led to improvement in all aspects of writing particularly in language use suggesting that it helps students become more aware of their grammatical errors and more responsible for revising their own work. Although the study noted some students felt unprepared to correct their own texts, especially without teacher guidance, the overall results support the use of self-correction in secondary EFL classrooms.

These previous studies played an important role in shaping the basis of the theory and methodology of this research. These studies provide empirical and theoretical evidence that supports the comparison between self-correction and peer correction in improving students' writing skills, especially in cohesion and coherence in writing descriptive paragraphs. Peer correction and self-correction are related to the problem-based learning method utilized in the current curriculum.

This research was conducted at SMPN 1 Mojo Kediri which is one of the state junior high schools under the auspices of the Kediri Regency Education Office. With a strategic geographical location in a semi-urban area, SMPN 1 Mojo Kediri has relatively good access to educational resources, including qualified teaching staff. In learning practice, teachers

at SMPN 1 Mojo Kediri generally apply a teacher-centered approach, especially in learning English. This includes the provision of correction of students' writing, where the teacher correction method is more dominant. Teachers directly provide feedback and improvements to students' writing results as part of the writing ability development strategy.

The learning model that places the teacher as the center of correction reflects the characteristics of schools that still prioritize the authority of teachers in assessment, as well as showing caution in implementing new learning approaches such as peer correction or self-correction. With these characteristics, SMPN 1 Mojo Kediri is a relevant setting to research the effectiveness of various correction methods in learning to write, especially in the comparison between peer correction and self-correction.

In this approach, two methods that can be applied are peer correction and self-correction. These two methods aim to improve students' writing skills in different ways, where peer correction involves students in providing feedback to classmates, while self-correction encourages students to reflect and improve their own writing. While both methods have their own advantages and disadvantages, their impact on a student's writing ability possibly varies depending on various factors, such as the student's level of language proficiency, learning style, and the specific aspect of the targeted writing.

In previous research, it was found that the peer correction method had more influence on students' writing ability at the senior high school level. However, based on observations in the field, several problems are still

commonly encountered. Many students at the junior high school level still struggle to write descriptive paragraph effectively. They often face difficulties in organizing their ideas, using appropriate vocabulary, and applying correct grammar and punctuation. Moreover, teaching writing tends to rely heavily on correction from teachers, while students' active involvement in revising their own writing or that of peers is still limited. Schools rarely consistently implement peer correction or self-correction as part of writing instruction, especially at the junior high school level, so the effectiveness of these methods has not been fully explored.

Therefore, it is important to conduct a study that investigates the impact of peer correction and self-correction in the teaching of descriptive paragraph writing among junior high school students. By examining the strengths and limitations of each approach, this study aims to provide insight into which methods are more beneficial in teaching students' descriptive writing skills as well as students' views on the approach, which can ultimately contribute to more effective teaching strategies in the classroom.

B. Research Problem

To find out which correction method is more effective in improving students' writing skills, this study compares peer correction and self-correction. This research has a research problem as follows:

Is there any significant difference between students using peer correction and those using self-correction in writing skill at SMPN 1 Mojo Kediri?

C. The Purpose of the Study

This study aims to examine the significant difference between students using peer correction and those using self-correction in writing descriptive paragraph. By exploring both correction techniques, the research aims to determine whether there is a significant difference between peer correction and self-correction in terms of their impact on the quality of students' writing.

D. Hypothesis

1. H_0 : There is no significant difference in writing skills between students using peer correction and those using self-correction in writing descriptive paragraph.
2. H_a : There is a significant difference in writing skills between students using peer correction and those using self-correction in writing descriptive paragraph.

E. Significance of the Study

1. For students

This research helped students in understanding which method of peer correction or self-correction is more effective in students' writing skills. It guided students in using the correction process more strategically, helping them refine their descriptive paragraph writing skills with better structure.

2. For Teachers

This research provided insight to teachers about the effectiveness of peer correction and self-correction in teaching descriptive writing.

This can assist teachers in choosing the best method to teaching descriptive writing.

3. For Further Researchers

This research served as a reference for further research on writing, teaching, and correction techniques. Researchers can then build on these findings to investigate or explore the application of these two methods in different educational contexts and writing genres.

F. Scope and Limitations

This study focused on exploring the influence of peer correction and self-correction on students' ability to write descriptive paragraph at SMPN 1 Mojo Kediri. The research specifically targeted 7th grade students. The descriptive paragraph was limited to the material commonly taught at the junior high school level, ensuring relevance to the students' curriculum and language proficiency. The material is describing the rooms and things in a house.

G. Definition of Key Terms

1. Peer correction

Peer correction is a feedback process in which students review and provide constructive comments on their peer work. This method involves mutual criticism, where peers identify mistakes, suggest improvements, and give each other suggestions to improve the quality of each other's writing.

2. Self-correction

Self-correction is a process in which students review and revise their own written work. This method requires learners to identify and correct their own mistakes, make corrections, and refine their writing based on the prescribed assessment.

3. Writing skills

Writing is a skills and techniques used in the process of preparing written texts, which include grammar, punctuation, structure, coherence, and effectiveness in conveying ideas. In this study, writing skills specifically refer to the ability to produce well-organized and descriptive paragraph.

4. Descriptive paragraph

Descriptive paragraph is a form of writing that focuses on giving a vivid and detailed depiction of a person, place, object, or event. Its main goal is to paint a clear and appealing image in the reader's mind by using sensory information and rich descriptive language.