



**IMPROVING STUDENTS' WRITING ABILITY  
BY USING PEER CORRECTION TECHNIQUE  
AT GRADE X SMAN 1 BATANG ANGKOLA**

**A THESIS**

*Submitted to State Institute for Islamic Studies Padangsidimpuan  
as Partial Fulfillment of Requirement for the Graduate  
Degree of Education (S. Pd) in English*

Written By :

**RAUDAH DAULAY**  
Reg. NO. .13 340 0105

**ENGLISH EDUCATION PROGRAM**

**TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE INSTITUTE FOR ISLAMIC STUDIES**

**PADANGSIDIMPUAN**

**2019**



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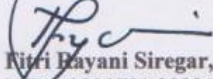
**RAUDAH DAULAY**  
Reg. No. 13 340 0105



**Advisor I**

  
**Rayendriani Fahmei Lubis, M.Ag.**  
NIP. 19710510 200003 2 001

**Advisor II**

  
**Fitri Bayani Siregar, M.Hum.**  
NIP. 19820731 200912 2 004

**ENGLISH EDUCATION PROGRAM**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2019**

## LETTER OF AGREEMENT

Term : Munaqosyah  
a.n. Raudah Daulay  
Item : 7 (seven) exemplars

Padangsidimpuan, June 2019  
To:  
Dean Tarbiyah and  
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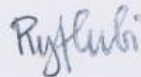
Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Raudah Daulay**, entitled "*Improving Students' Writing Ability By Using Peer Correction Technique At Grade X SMAN 1 Batang Angkola*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb.

Advisor I



Rayendriani Fahmei Lubis M.Ag.  
NIP. 19710510 200003 2 001

Advisor II



Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004

**DECLARATION OF SELF THESIS COMPLETION**

The name who signed here:

Name : Raudah Daulay

Registration Number : 13 340 0105

Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3

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**Reg. No. 13 340 0105**

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Reg. No. 13 340 0105

**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

Name : RAUDAH DAULAY  
Reg. No : 13 340 0105  
Faculty/Department : Tarbiyah and Teacher Training Faculty/English Education  
Department  
Thesis : **IMPROVING STUDENTS' WRITING ABILITY BY  
USING PEER CORRECTION TECHNIQUE AT GRADE  
X SMAN 1 BATANG ANGKOLA**

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Secretary,

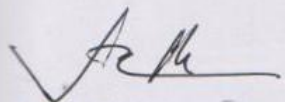
  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004

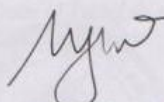
  
Rayendriani Fahmei Lubis, M.Ag.  
NIP. 19710510 200003 2 001

Members,

  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004

  
Rayendriani Fahmei Lubis, M.Ag.  
NIP. 19710510 200003 2 001

  
Dr. H. Fitriadi Lubis, M.Pd.  
NIP. 19620917 199203 1 002

  
Yusni Sinaga, S.Pd., M.Hum  
NIP. 19700715 200501 1 003

Proposed :

Place : Padangsidempuan  
Date : July, 05<sup>th</sup> 2019  
Time : 08.00 WIB until finish  
Result/Mark : 71,62 (B)  
IPK : 3.52  
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**RELIGION MINISTRY  
THE STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
TARBIYAH AND TEACHER TRAINING FACULTY**

Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733 Padangsidimpuan

**LEGALIZATION**

**Thesis : IMPROVING STUDENTS' WRITING ABILITY BY  
USING PEER CORRECTION TECHNIQUE AT  
GRADE X SMAN 1 BATANG ANGKOLA**

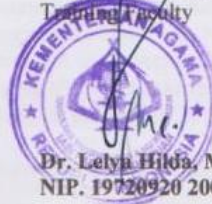
**Written By : RAUDAH DAULAY**

**Reg. No : 13 340 0105**

**Faculty/Department : TARBIYAH AND TEACHER TRAINING FACULTY /  
TBI-3**

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of  
graduate of Education (S.Pd.) in English

Padangsidimpuan, 29 July 2016  
Dean of Tarbiyah and Teacher  
Training Faculty



**Dr. Letya Hilda, M.Si.**  
**NIP. 19720920 200003 2 002**

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan,      June 2019  
Researcher

**RAUDAH DAULAY**  
**Reg. No. 13 340 0105**

**Name** : **Raudah Daulay**  
**Register Number** : **13 340 0105**  
**Faculty** : **Tarbiyah and Teacher Training Faculty**  
**Department** : **English Education (TBI-3)**  
**The Title of the Thesis** : **Improving Students' Writing Ability By Using Peer Correction Technique At Grade X SMA N 1 Batang Angkola**

### **ABSTRACT**

This research discussed about Improving Students' Writing Ability By Using Peer Correction Technique At Grade X SMA N 1 Batang Angkola. The problems of this research were students were limited vocabulary, students still found difficulties using of stuctures, sentences, or pattern of tenseness. This research purposed to describe the students' achievement in Writing Ability and students activities in learning process by using Peer Correction Technique At Grade X SMAN 1 Batang Angkola.

The methodology used in this research was classroom action research, by implementing the Kemmis design which consisted four steps. They were planning, acting, observing, and reflecting. In this research, the researcher used two cycles and each cycle consisted of two meetings. To find out the improvement of students' writing ability the researcher used t-test to know the significance of hypothesis. In addition, the participants of this research were the class of X MIA-3 consisted of 34 students and also there was collaboration with an English Teacher. Meanwhile, the data were derived among from writing tests, observation notes, and also interview.

Based on the research result showed the improvement mean score of the students in first test in the first cycle was 56.91 (26.48%) and second test in the second cycle was 73.09 (52.94%). In addition, it can be seen from test of significance of students' improvement showed  $t_o$  is bigger than  $t_{table}$ :  $6.52 > 1.692$ . It can be concluded that the mean score in the second cycle was higher than the first cycle. Then the result of t-test calculation is bigger than t-table with  $N = 33$  is 1.692. Based on observation notes stated that the students got improvement and the students were more active and interested in learning writing ability. It asserted that Peer Correction Techniqecan improve students' writing ability at grade XSMA N 1 Batang Angkola.

***Keywords: Peer Correction Techniqe, Students' Writing Ability***

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# CHAPTER I

## INTRODUCTION

### **A. Background of Problem**

The fundamental function of language is an instrument of communication. Especially an English language, it is an international language that is used by million peoples all over the world to communicate with another people who come from the other nation or country. So, there are many peoples want to be able to master English language well by mastering all the skills, in order to be able communicate orally or by written text.

English in Indonesia is consider as a foreign language that has been taught to elementary school up to university. In educational aspects the students hopefully to be able to use an English language is include as the students needs in this era.

There are four skills that must be mastered in English, they are: listening, speaking, reading, and writing. Listening, speaking, reading, and writing are four major language skills. First, listening is the ability to identify and understand what others are saying. Second, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Third, reading is the process of cognition, interpretation, or perception of a text. Fourth, writing is written works of a person hand writing.

Writing is one of the skills in language. Writing takes the important role in language. Writing skill is a productive skill. It is called productive skill because a writer must produce his/her own ideas. Generally, writing is an activity in producing and transferring an idea from thought into a paper. Then, an idea should be developed into sentences and paragraphs. The purpose of writing are to share knowledge and give information, produces stories or essays, to argue a particular point of view in a convincing way.

Writing is an integrated part of language production. Writing is an activity where the students or writers express their thoughts or feeling into language by writer down on paper or by type writer. Writing also is a transforming process of thoughts into language, it means that writer should think the content of writing first then arrange the ideas using appropriate language (grammar or vocabulary) into their writing.

Based on the illustration above, writing is necessary for students and everyone in variety of purpose and needs. However, in teaching writing skill is still have many problems in teaching learning process when the teacher giving writing materials to students, aspecially to write a text.

Based on syllabus of curriculum 2013, the competence of writing in English refers to arrange narrative text about legend by attending to social function, text structure, and grammar, correctly and contextually. In K13 for

X class senior high school level stated that.<sup>1</sup> The students must be able to arrange narrative.

The first problem comes from students. The students comes from different schools before and only apart them that have learn about English language properly when they were at the Junior school, when the enroll into SMAN 1 Batang Angkola some of them have understood such as grammar and word a stucture but another still don't have a background knowledge about English. They don't know what they want to write down.

The second problem is the techique in teaching writing that use by teacher. In teaching writing the teacher use traditional convensional technique to teach writing. Convensional technique usually make the students boring because the technique is monotonous. The teacher also used writing materials and activities mostly form textbook which is not effective to encourage and support students' learning.

Third, based on interview with Mr. Hardi said that some problems in students' writing ability at SMAN Batang Angkola are students' limited vocabulary, then they also can not develop their ideas, then they do not understand English grammar and they also lack practice, moreover their

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<sup>1</sup> Kurikulum Pendidikan Nasional Indonesia Tahun 2013 (K13), Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

mother tongue, less facility, and do not use right technique in teaching writing.<sup>2</sup>

Fourth, as Hamid Abdullah, the students in classroom X SMAN 1 Batang Angkola said, he is not confident to show up his writing because still have many mistake in using stuctures, sentences, or pattern of tenseness.<sup>3</sup>

According to the problems above, the researcher expects that it needs to be solved. There are so many teaching techniques that teachers use in teaching writing skill to improve their ability, namely, Clustering technique where the students classify the ideas first before begin to write a text, and the aim of this technique is to collect the ideas for writing. Brainstroming also is a technique where the students generating the ideas first as a basic idea for writing leter, another is called Peer Correction Technique is a fun and good way to interest students to improve their writing products through giving feedback each peer toward their writing product.

Considering the issue above, the researcher is motivated to conduct classroom action research in whichwill use Peer Correction Techniquein the writing correction stage to improve the students' motivation in learning writing through cooperate with their peer in giving feedback each other for

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<sup>2</sup> *Private Interview*, Mr. Hardi, teacher of SMAN 1Batang Angola (Pintupadang, july17<sup>th</sup> 2017, at: 11.00wib).

<sup>3</sup>*Private Interview*, Hamid Abdullah, one of students in classroom SMAN 1 Batang Angkola (Pintupadang, july 20<sup>th</sup> 2017, at: 12.00wib).

their writing. The study is attempted to “**Improving Students Writing Ability By Using Peer Correction At Grade X SMAN 1 Batang Angkola**”.

### **B. Identification of the Problem**

Based on all the problems have mentioned before, the problem of this reseach can be formulated as: the first students come from different schools before with different intelligences and ability in learning English especially in writing. The second monotonous technique in teaching writing that teacher use in learning process, the third problem, still most of students are limited vocabulary, then they also can not develop their ideas, then they do not understand English grammar and they also lack of practice, moreover their mother tongue, less facility, and do not use right technique in teaching writing. Fourth the students not confident to show up his writing because still have many mistakes in using stuctures of sentences, or pattern of tenseness..

### **C. Limitation of the Problem**

Based on the identification above, the researcher focused on monotonous technique in teaching writing that teacher use in learning process. Then, the approach was focused by using Peer correction technique on writing ability in narrative text. This research was conducted by using classroom action research at grade X, especially X SMAN 1 Batang Angkola on academic 2018/2019.

#### **D. Definition of the Key Terms**

There are some terms that used in this research, they are:

##### 1. Writing

Writing is activity or process refers to the act of gathering ideas then expressing and organizing the ideas into a written form. Where, the result of writing is presented in a manner comprehensible to readers.

##### 2. Peer correction

Peer correction is a technique in teaching writing through pairing the students base on the level of writing competence. This technique allows students to work on their own without receiving help from the teacher.

##### 3. Narrative text

Narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

#### **E. Formulation of the Problem**

The formulation of the problem in this research was “To what extent did Peer Correction Technique improve students’ writing ability at grade X SMAN 1 Batang Angkola”.

## **F. Purpose of the Research**

The purpose of research was “To know the extend of Peer Correction Technique in improving students writing ability at grade X SMAN 1 Batang Angkola”.

## **G. Significances of the Research**

The significances of the research are:

1. As an information for the headmaster, to develop support the teachers to do best way in teaching through this research.
2. As an information for English teachers, to give additional contribution to English teachers to develop language teaching strategy and the teachers are also able to improve the quality of teaching learning process.
3. For the Researchers, to get information and reference to do related research.

## **H. Indicators of Action**

Action research involves learning in and through action and reflection, and it is conducted in a variety of contexts, including the social and caring sciences, education, organization and administration studies, and management. Because action research is always to do with learning, and learning is to do with education and growth, many people regard it as a form of educational research.



In this research, the researcher made lesson plan and material that will use Peer correction. Moreover, the researcher collaborated with English teacher to make a team work who works together for solving the students' problem in improving writing ability at Grade X SMAN 1 Batang Angkola. The indicators of action are identifying content, organization, vocabulary, language use, and mechanics. In addition, the researcher also will give test, observation notes, and interview to support this research.

## **I. Thesis Outline**

Thesis outline of this research can be divided into five chapters. Moreover, every chapter consists of sub chapters with detail as follow:

Chapter I introduction that consists of background of the problem, identification of the problem, focus of the problem, definition of the key terms, formulation of the problem, purposes and significances of the research, band the last is indicator of action.

Chapter II consists of theoretical descriptions which explain about Definitions of Writing, Peer correction Technique, Using Peer Correction Technique in Teaching Writing, The General of Narrative Text, Review of the Related Findings, conceptual framework and also hypotheses of action.

Chapter III is Research Methodology, and it Consists of Location and schedule of the research, research design, Subjects of Research, and instruments of collecting data are: test, observation, and interview use to

collect the data and procedures of classroom action research, and technique of analyzing data, Build interpretations, Reporting the outcomes, Thesis Outline.

Chapter IV consists of the result of the research. The result of the research consisted of the description of the data, comparing the action result, and last analyzing the research result.

Finally, Chapter V is consisted of conclusion and suggestion.

## CHAPTER II

### RIVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. Writing Narrative Text

###### a. Defenition of Writing Narrative Text

Writing is one of the important skills in learning English besides listening, speaking, and reading. Most of students think writing is more difficult than listening or reading. It involves the application of grammatical knowledge which includes sentences patterns and diction.

Writing is an ability to express the idea into a written form. A writer needs a preparation of physical and mental in writing. It is relevant with David Nunan's statement. He stated that writing is both a physical and mental act. Writing is the mental work of inventing ideas, thinking about how to express and organize the ideas into statements and paragraphs that will be clear to a reader.<sup>1</sup> A writer needs a preparation of physical and mental in writing because he/she must develop an idea into a written form. Besides, a writer needs patience because writing activity has some process.

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<sup>1</sup> David Nunan, *Practical English Language Teaching* (New York: Mc. Grown Hill Companies Inc, 2003), p. 88.

According to Harmer writing is one of the four skills in English. Writing is considered as the productive skill since it allows the language user to produce texts. Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.<sup>2</sup> Writing is one of the skills which must be acquired in language learning. Experience, events, stories and ideas can be expressed through writing. Writing is very important by the reason that it helps us to communicate with others. Moreover, writing as a process of communication. In the process of writing, people give full shape to their thoughts, their feelings and even their values. Writing is also a process of self-discovering of what we are and what you are thinking.

Writing is the process or result of recording language in the form of conventionalised visible marks or graphic signs on a surface.<sup>3</sup> “Writing is functional communication, making learners possible to create imagined worlds of their own design.” It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose.

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<sup>2</sup> Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2007), p. 31.

<sup>3</sup> Richard Kern, *Literacy and Language Teaching* (New York: Oxford University Press, 2000), p. 172.

According to Sanggam Siahaan and Kisno Shinoda, narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different way.<sup>4</sup> Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. A narrative is a text that tells a story and, in doing so, entertains the audience. Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order.

Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). Anderson and Kathy describe many different types of narrative; namely humor, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure.<sup>5</sup> Narrative text includes the narration text that talking about experiences. According to John Langan, in narration,

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<sup>4</sup> Sanggam Siahaan and Kisno Shinoda, *General Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 73.

<sup>5</sup> Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Mcmillan,2003), p. 18.

writer tells the story of something that happened.<sup>6</sup> It means that narration is done by somebody in the past time.

The main characteristic of narrative text includes a problem and coda. The problem will be solved in the last story. The content of narrative text is consist of imagination or the factual idea but entered an imagination or engineering.<sup>7</sup> Narrative text usually gives the learning to the reader.

Based on the explanation above, researcher concluded that narrative text is the text tells about the last time. It tells about the real action or the unreal action. Next, some story on the novel, tales, fable, legend and so on used narrative text.

So, writing Narrative text is Based on the experts' statement above, it can be concluded that writing is the activity or process refers to the act of gathering ideas then expressing and organizing the ideas into a written form. Where, the result of writing is presented in a manner comprehensible to readers.

From the explanation above writing narrative text is the activity to the act of gathering ideas then expressing and organizing the ideas into a written form to entertain people.

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<sup>6</sup> John Langan, *Collage Writing Skills with Readings*, (New York: McGraw-Hill Book Company), p. 111.

<sup>7</sup> Otong Setiawan Djuharie, *Tekhnik dan Panduan Menulis Melalui Eksplorasi Model dan Latihan Book 3 Essay Writing*, (Bandung: YramaWidya, 2009), p. 168.

**b. Purposes of Writing Narrative Text**

Writing is an instrument of both communication and self-expression. It means that in doing writing there are few initial principles to note. Firstly, writing should be as close as possible to genuine functional uses of language. Secondly, since ways of communicating information are very varied there is a single way of writing correct English, it is therefore important for students to read as widely as possible in order to be familiar with different variations of written English. Thirdly, good writing depends on a set of specific skills; writing does not follow automatically good grammar and adequate vocabulary. As students in English, however, they have to understand about writing, not only writing but also the component about writing.

As a skill, writing serves four crucial, enduring purposes for the learner. According to Hughey, *et al.* state that there are four the functions and benefits of writing:

- 1) Writing is an essential form of communication
- 2) Writing is for critical thinking and problem solving
- 3) Writing is for self-actualization
- 4) Writing help us control our personal environment.<sup>8</sup>

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<sup>8</sup> Jane B. Hughey. *et al.*, *Teaching ESL Composition: Principles and Techniques* (London: Rowley Newbury House Publishers, 1983), p. 33.

According to O'Malley and Pierce, there are three purposes of writing based on the types of writing in English language learning, those are:

1) Informative

It is represented by "informative writing," that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

2) Expressive of Narrative

It is represented by "expressive writing" or "narrative writing is" that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.

3) Persuasive

It is represented by "persuasive writing" that is purposed to persuade the readers to do something. It effort to influences others and initiate action or change. This type of writing



includes evaluation of book, movie, consumer product, or controversial issues.<sup>9</sup>

There are three purposes of writing based on the types of writing, they are: informative, expressive or narrative, and persuasive. In this research focused on expressive or narrative, that is purposed to share a personal or imaginative expression.

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. Further more, narratives can also be written to teach or inform, to change attitudes/social opinions. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing. The stories set up one or more problems, which must eventually find a way to be resolved.<sup>10</sup> So, it means that narrative text has the social function to entertain the reader and also gives the learning.

Text function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narration deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.<sup>11</sup>

Reader can take the social function on the narrative text such as

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<sup>9</sup> J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (London: Longman, 1996), p. 137-138.

<sup>10</sup> Rachmat Wahidi, "Genre of the Text" (<http://rachmatwahidi.wordpress.com>, accessed on October 12<sup>th</sup>, 2017 retrieved at 04.00 a.m.)

<sup>11</sup> Sanggam Siahaan and Kisno Shinoda, *General Text Structure...*, p. 73.

attitude and opinion. It usually entertains the reader. Some narrative texts will create the way to solve the problem.

**c. Process of Writing Narrative Text**

Writing is an activity in expressing self or developing an idea. It is a process that is done for a purpose which the result is in a product. To get the writing result needs a process. It is a process of thought and emotion to gain the product and accomplish the purpose. Writing process is a strategy, procedures and decision making employed by writers as they write.<sup>12</sup> It means writing is to develop an idea to express self.

Writing process divided into five steps there are: Prewrite, Write, Revise, Edit, Publish.<sup>13</sup> The writing process is:

Prewrite means, young learners are given an opportunity to prepare to write and to collect their thoughts and ideas. If done properly, it can ease them into writing without any hesitation or worry. For every piece of writing there is always prewrite activity.

Write means, Young learners write down all of their ideas. They don't worry about form of correctness or even the order. The objective is to get the ideas on paper as quickly as possible. For

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<sup>12</sup> Jack C. Richard and Richard Schmidt, *Longman: Dictionary of Language Teaching and Applied Linguistic 3<sup>rd</sup> Edition*, (UK: Pearson Education, Inc., 2002), p. 592.

<sup>13</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners* (NY: McGraw Hill, 2006), p. 102-109.

instance, if young learners are going to be writing a manual on how to use her favorite toy, they could write down the steps they do when they play with it.

Revise means, the initial piece of writing is examined and reworked so that the ideas are logical and flow together. Revise is activities to perfect a standard according to needs.

Edit means, Correcting students' errors and helping students to find and correct their own errors presents a real dilemma for teachers. On one hand, you do not want to dampen their enthusiasm for writing.

Publish means, a writing piece that present in presentable form. So it can be displayed or shared to make it can be written by another reader.

These explanations above are 5 steps in writing process that should be done if someone wants to write easily. Before we write we have to prepare our mind to write properly. Then they have to check, is it the ideas logical?. After that the writer has to check all by reading repeatedly to find these errors. Finally, the writing is ready to publish. So that, the text is better produced.

#### **d. Material of Writing Narrative Text**

In this research, to know the students' writing ability, the researcher uses legend the topics of writing narrative text ability. The

researcher used writing test to know the students' writing ability. The topics of evaluation is legend.<sup>14</sup>

## 2. Peer correction Technique

### a. Definition of peer correction

According to some experts, there are some definitions of peer correction. According to Michelle Maxom defined that Peer correction is asking students in the class to correct each other's errors.<sup>15</sup> Each pair will check the draft and correct the mistakes based on what they have known. It gives opinions and suggestions so that the students are able to get feedbacks from their partner. It means help students to become independent of the teacher and more aware of their own learning need.

According to Jacobs peer-correction is a part of a large category of educational activity in which students work together in a group. This is positive that this addition of roles increases learners' insight into the writing process. Thus peer work prepares them to write without a teacher there to correct their errors.<sup>16</sup> It is make student more comfortable to share their opinions.

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<sup>14</sup> Utami Widiati, *Buku Bahasa Inggris* (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2016). P.148

<sup>15</sup> Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (England: A John Wiley and Sons), p. 107.

<sup>16</sup> G Jacobs, "Mis correction in Peer Feedback in Writing Class", *RELC Journal*, p. 68.

Richards defined that peer correction is an activity in the revising stage of writing in which students receive feedback about their writing from their friends or their peers.<sup>17</sup> Typically, students work in pairs or in small groups, read each other's compositions and ask questions or give comments or suggestions so student can be better at learning writing.

Mellanie Williams also stated Peer correction is asking students in the class to correct each other's errors.<sup>18</sup> make the students aware of their own mistakes. Involving them in an activity to correct the error in their peers essays can assist them in thinking critically.

Furthermore, as stated by Mangelsdorfin that Peer Correction is an activity that the student's diverse perception about their topics as well as foster the ideas and make them more clearly in the EFL (English as a Foreign Language) writings.<sup>19</sup> Means makes students more understand about their topic that given by teacher.

As a correction technique, peer correction has been backed by a lot of theories of language teaching. Therefore, the writer

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<sup>17</sup> Jack C Richard, *The Context of Language* (New York: Cambrige University Press, 1999), p. 268.

<sup>18</sup> Mellanie Williams, *Teaching Knowledge Test (TKT)*, (New York: Cambrige University Press, 2005), p. 153.

<sup>19</sup> K Mangelsdorfin, "Peer Review in the ESL Composition Classroom: what do the students think?", *ELT Jurnal*, Vol. 46 Issue 3, July 1992, p. 92.

concludes that Peer Correction is a technique which used to learning process where the learners correct each other.

**b. Procedures of Peer Correction**

In implementing Peer Correction in order to students' writing decrease, the writer developed the procedur by Michael C, Witbeck as follow :

- 1) The students asked to write a paragraph using the topic. This was done at the class in order to make sure that each students makes the paragraph by her/himself. The students got approximetely 20 minutes to write the paragraph.
- 2) After 20 minutes, all students asked to stop writing.
- 3) The next minutes, the students commanded to hand their work the their peers. This was done when the teacher starts to count number: 1 to 2. In each count, the students should hand the piece of work to another students who sit far away from the writer's seat. So tht the writer could no try to manipulate the correction done by his/her peer toward the piece of work.
- 4) The students are ordered to look at their peers work. Then they should read the piece and do correction carefully by holding on the guidelines given by the teacher. The guidelines are enclosed. The teacher gives specific guidelines to case and lead the students in doing correction on certain errorswhich have been the focus of the research. Besides that it can avoid problems which may appear due to the students' lsock of laguage ability. For this step, they are given approximately 30 minutes.
- 5) After 30 minutes, the pupils are asked to hand the pieces back to its writer.
- 6) Then, the students are permitted to see their own piece of work, check the correction done by the peers'correction. It is done in a purpose of making sure that all students realize or know what errors the have made and then making their achieve the right correction of the errors.

- 7) Next. The teacher asked the other students to answer and explain the questions from their peer. However if there is no single students can answer or explain it, the teacher gave her answer /explanation /correction. This steps aimed at making the students more autonomous and responsible to their own learning. The step no. 6 and 7 took approximately 20 minutes.
- 8) After those steps. The students asked to edit and rewrite their paragraph they have 10 minutes to do it.
- 9) Finally the rewritten paragraphs collected by the teacher together with the original one.<sup>20</sup>

Based on the explanation above, the writer did the procedure of peer correction in order to improve students' writing ability especially in Descriptive Text. By using those steps, it could drive the students to correct their work and other, it made students feel have responsibility of their work and confident to write another text.

### **c. The Advantages and the Disadvantages of Peer Correction**

#### **Advantages**

According to Julian Edge there are advantages peer correction as follow:

- 1) When two students work together on correcting each other work, the discussion help each one to learn from his or her own errors. Two heads are better then one.

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<sup>20</sup> Witbeck C. Michael, Peer Correction Procedures for Intermediate and Advanced ESL Composition Lessons, *Journal*, Vol. 10, September 1976, p. 45.

- 2) We all have difficulty in seeing our mistake. Even if a teacher has given us a signal as to what sort of a mistake it is cooperation helps develop an ability to see our own mistake.<sup>21</sup>

Disadvantages:

- 1) Peer correction is energy consuming and time consuming.
- 2) The students may disregard some of their peer's correction or suggestion because they lack confidence in their peer's ability.
- 3) Due to the students' lack of language ability, the students may make a mistake in correcting their peer's work and it can cause another problem solve.<sup>22</sup>

The researcher concluded that advantages and disadvantages peer correction the teacher not only has more quality time to work with students but also gives chance the students to provide correction on their friends' writings. This kind of correction is considered to be useful for its social, cognitive, affective and methodological benefits . In addition, peer correction technique makes the students are able to learn each other. The students seem to be more

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<sup>21</sup>Julian Edge, *Mistake And Correction*, (London-New York: longman,1989), p.53

<sup>22</sup> Witbeck C. Michael, *Peer Correction Procedures for Intermediate and Advanced ESL Composition Lessons*,(Journal, Vol.101), P.20



confident and motivation-stimulated in their writing when they correct their peer's papers.

**d. Using Peer Correction Technique in Teaching Writing**

Peer correction is a technique of teaching writing which deals with the process of correcting another student's work in order to produce the best writing. This technique is implemented through pairing up the students based on the level of writing competence.<sup>23</sup> In implementing this technique, the students can work collaboratively. Besides, this technique involves the teacher as the correction provider.

The procedures of peer correction in teaching writing:

- 1) The students asked to write a paragraph using the topic. This was done at the class in order to make sure that each students makes the paragraph by her/himself. The students got approximately 20 minutes to write the paragraph.
- 2) After 20 minutes, all students asked to stop writing.
- 3) The next minutes, the students commanded to hand their work the their peers. This was done when the teacher starts to count number: 1 to 2. In each count, the students should hand the piece of work to another students who sit far away from the writer's seat. So tht the writer could no try

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<sup>23</sup> Michael C Witbeck, Peer Correction Procedures for . . . , p. 323.

to manipulate the correction done by his/her peer toward the piece of work.

- 4) The students are ordered to look at their peers work. Then they should read the piece and do correction carefully by holding on the guidelines given by the teacher. The guidelines are enclosed. The teacher gives specific guidelines to case and lead the students in doing correction on certain errors which have been the focus of the research. Besides that it can avoid problems which may appear due to the students' lack of language ability. For this step, they are given approximately 30 minutes.
- 5) After 30 minutes, the pupils are asked to hand the pieces back to its writer.
- 6) Then, the students are permitted to see their own piece of work, check the correction done by the peers' correction. It is done in a purpose of making sure that all students realize or know what errors they have made and then making them achieve the right correction of the errors.
- 7) Next. The teacher asked the other students to answer and explain the questions from their peer. However if there is no single student can answer or explain it, the teacher gave her answer /explanation /correction. This step aimed

at making the students more autonomous and responsible to their own learning. The step no. 6 and 7 took approximately 20 minutes.

- 8) After those steps. The students asked to revise and rewrite their paragraph they have 10 minutes to do it.

Finally the rewritten paragraphs collected by the teacher together with the original one. Then, teacher asked the students to check for giving correction for another student. That is called peer correction technique.

## **B. Review of the Related Findings**

Actually, there are some researches related to this research. Many researchers have done research about students' writing ability. The first Reski Novita sari's thesis. In her reseach in peer correction most students tended to respon positively toword the correction by their peer and they considered it helpful for them to write better.<sup>24</sup> In the conclonion peer correction has been able to improve students' ability in writing recount text and studens understanding of element whit in writing aspecially in organization aspect.

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<sup>24</sup> Reski Novita sari, "Improving Students' Ability In Writing Recount Text Using Peer Correction An Action Research at the Tenth Grade Of SMAN 2 Wonogiri In The Academic Year 2014/2015", *Thesis*, (Script: Sebelas Maret University, 2015). (<https://digilib.uns.ac.id/dokumen/detail/47041/Improving-Students-Ability-in-Writing-Recount-Text-Using-Peer-Correction-An-Action-Research-at-the-Tenth-Grade-of-SMA-N-2-Wonogiri-in-the-Academic-Year-of-20142015>, accessed on 28 July 2018, retrivied at 10 p.m.).

The Second Eny Wanti and friends' research. Base on reseach has done the result of this research is that, there was 25.92% of improvement from the first cycle until second cycle in learning process.<sup>25</sup> It can be concluded that the peer correction has done can improve the students abilityin writing ability of narrative text by using peer correction technique's hypthosisis is confirmed.

The last scripts to help the reseacher easy in finishing this thesis, is an Shinta Ari Herdiana's research. It was interpreted that alternative hypothesis (ha) stating that teacher written feedback gave effect on the students' score of writing paragraph was accepted and null hypothesis (ho) was rejected. The result of third hypothesis, it was found that the value of (Fvalue) (22.781) was higher than Ftable at the level of  $df = 0.1$  was 4.54.<sup>26</sup> It meant that both of peer correction and teacher written feedback techniques gave effect on the students' paragraph writing ability at the third semester students of English study program of STAIN Palangka Raya.

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<sup>25</sup> Eny Wanti, Cucu Sutarsyah, Huzairin, "Improving Students' Writing Ability Of Narrative Text By Using Peer Correction Technique At The First Grade Of SMAN 1 Gadingrejo, Pringsewu", *Thesis* (Universitas Lampung, 2015), (<https://media.neliti.com/media/publications/213464-none.pdf>, accessed on 28 July 2018, retrivied at 10 p.m.).

<sup>26</sup> Shinta Ari Herdiana, "Improving Students' Writing Ability Of Narrative Text By Using Peer Correction Technique At The First Grade Of SMAN 1 Gadingrejo, Pringsewu", *Thesis* (script: Stain Palangka Raya, 2014), (<https://digilib.uns.ac.id>, accessed on 28 July 2018, retrivied at 10 p.m.).

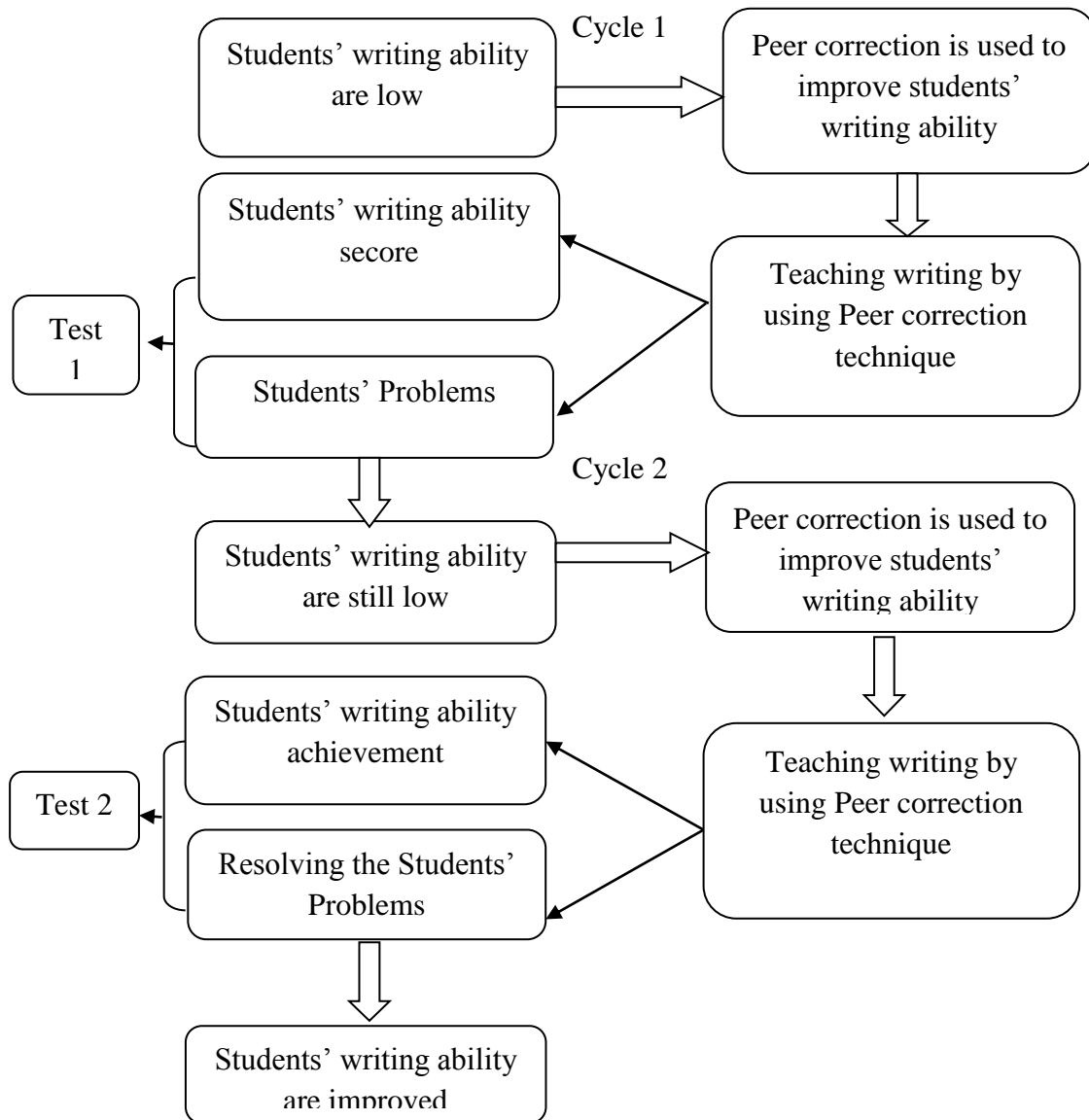
### **C. Conceptual Framework**

Based on the theoretical review and review of related findings, the research arrived at conceptual framework of this research. In teaching and learning process, especially in English, many problems and activities faced by the students and also the teachers. Therefore, mostly the success of the students in learning the English should be determined by themselves. Beside the students study the English at the school, they should study hard at home, that is by repeating again what they are getting at the school from the teacher to recognize or memorize the materials.

Writing is an activity of using the language to express the writer's thought or ideas in the written form. The writers are able to discovered ideas as well as way of expressing such as to express of feeling, arguments and thoughts in the form of words and sentences. Writing is one of the important skills in learning English because the ability to write in foreign language is more complicated then the ability to speak, read or listen.

Hence, in teaching writing many problems that occur on students in writing skill at grade X SMAN 1 Batang Angkola, In this research students' writing ability still low so the researcher used peer correction technique to improve the students' writing ability. Then researcher made a planning, then the researcher teaching writing by using peer correcion technique. The researcher got students' writing ability score and students' problems from the first cycle. From the result of the first cycle, the researcher made reflecting to

made another planning for second cycle. The result of the second cycle is used to know the students' writing ability improvement. The researcher describes the conceptual framework as follow:



**Figure 1. Conceptual Framework**

Based on the figure above, the students' problems are; students' Students' writing ability are low,. Thus, the researcher tried to improve students' writing ability by using Peer Correction Technique.

#### **D. Hypothesis of the Action**

The hypothesis is needed to show the reseacher's thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that: peer correction technique can improve students' writing ability at grade X SMAN 1 Batang Angkola.

## **CHAPTER III**

### **RESEACH METHODOLOGY**

#### **A. Location and Schedule of the Research**

The location of the research is at SMAN 1 Batang Angkola. It is located at Jl.Mandailing Natal Km. 18 Pintupadang . The research started from 2016 up to June 2019.

#### **B. Research Design**

Classroom action research is different from more conventional types of research. It focuses on individual or small group professional practice and it is not concern with making general statement.

Additionally, classroom action research included the social research purposely to improve the quality of something. The aim of classroom action research is to improve teaching practice or to enhance the functioning of school. Then, the research design of this research is follow action research because this form is one of the best models as it summaries very succinctly the essential steps of the classroom action research process. Cyclical action research concerns to four steps namely are planning, acting, observing, and reflecting.

First, planning is identify a problem or issue and develops a plan of action in order to bring about improvements in a specific area of the



research context. Second, action means the plan is carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. Third, observation is the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection where you use 'open-eyed' and 'open-minded' tools to collect information about what is happening. Last, reflection is reflect on, evaluate, and describe the effect of the action in order to make sense of what has happened and to understand the issue you have explored more clearly.<sup>1</sup> So, this research is done by four steps namely were planning, acting, observing, and reflecting.

### **C. Subjects of Research**

Academic years 2018/2019 SMAN 1 Batang Angkola, there are eight classes of grade X in SMAN 1 Batang Angkola . X 1-8. The researcher chooses X MIA-3 as the subjects of this research because there are some problems of writing in this class. There are 34 students.

### **D. Instrument and Technique of Data Collection**

The researcher uses three instruments to collect data, test, observation sheet, and interview. It is explained as follow, they are:

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<sup>1</sup> Anne Burns, *Doing Action Research in English Language Teaching* (New York: 2010) p. 8.

a. Test

The test in this research is writing test. The test is used by resecher to measure the students ability in writing and also find out any problems, weakness regarding the students' writing for each cycle. The reasult of the test can useful for the reseacher to pland out what will be done for the next step or cycle.

Based on the indicator, students decide the right item and they are given the value such as table below:

**Table I**  
**Evaluation task**

Aspect	Indicator	Score
Language use	Few if any noticeable error of grammar or word order	20
	Some errors of grammar or word which do not however interfere with comprehension	15
	Error of grammar of word order frequent; efforts of interpretation sometime required an readers part	10
	Error of grammar or word order frequent; efforts of interpretation sometime required on readers part	5
Vocabulary	Use of vocabulary and idiom rally (it at all) distinguishable from that educated nature writer	20
	Occasional uses in appropriate terms or relies in circulation expression or ideas hardly	15
	Using writing or inappropriate word fairly frequently expression of ideas may be limited became of in adequate vocabulary	10
	Limited vocabulary and frequent error clearly hinder expression of ideas	5
Mechanic	Few any causable lapses in punctuation or spelling	20
	Occasionally lapses in punctuation or spelling which do not however interfere with comprehension	15

	Error of punctuation or spelling frailty frequent occasional re-reading necessary for full comprehension	10
	Frequent error in spelling or punctuation sometime obscurity	5
Content	Choice of structure and vocabulary consistently appropriate like that of educated to the writer	20
	Occasional like of consistently in choice of structure and vocabulary which does not	15
	Patchy with some structure or vocabulary term noticeable in appropriate to generate style	10
	Structure of vocabulary items sometime has only appropriate but also little sense communication	5
From (Organization)	Highly organized clear progression could well: like educated naïve speaker	20
	Material well organized could occasionally be clearly but communication not impaired	15
	Some lack organization re-reading required in clarification of ideas	10
	Little or no attempt as connectivity through reader can reduce some organization <sup>2</sup>	5

#### b. Observation

The observation method is the most commonly use method specially in studies relating to behavioral sciences. Observation is use to get information about phenomenon that occurs, by doing observation and recording toward visible phenomenon systematically. It is also used write something that happen in the classroom. The researcher observes the learning-teaching activities in the classroom. There are some kinds of observation; they are behavior checklist,

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<sup>2</sup> Arthur Hughes, *Testing for Language Teachers* (New York: University Press, 1990), p. 91-93.

observation notes, reflective observation, analytical observation, and narrative observation. In this case, the researcher uses observation notes because it is a simple form and the data are not counted but using note to describe what happen in the classroom.<sup>3</sup> The researcher observe students' activities and teacher's activity during the teaching-learning process and the factors which influence the teaching learning process.

Some students' activities in teaching learning process which observe are as follow:

- 1) Students who are not ready to study.
- 2) Students who do not have motivation to writing.
- 3) Students who do not have confidence to writing.
- 4) Students who can not produce words directly.
- 5) Students are passive in the class.
- 6) Students are walking around the class.

In addition, teacher's activities (researcher) is observed by collaborator in teaching learning process, as follow:

- 1) Teacher's physic appearance and written.
- 2) Teacher's explaining learning procedures and steps of research.
- 3) Teacher's explaining the material.

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<sup>3</sup>Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), p. 67.

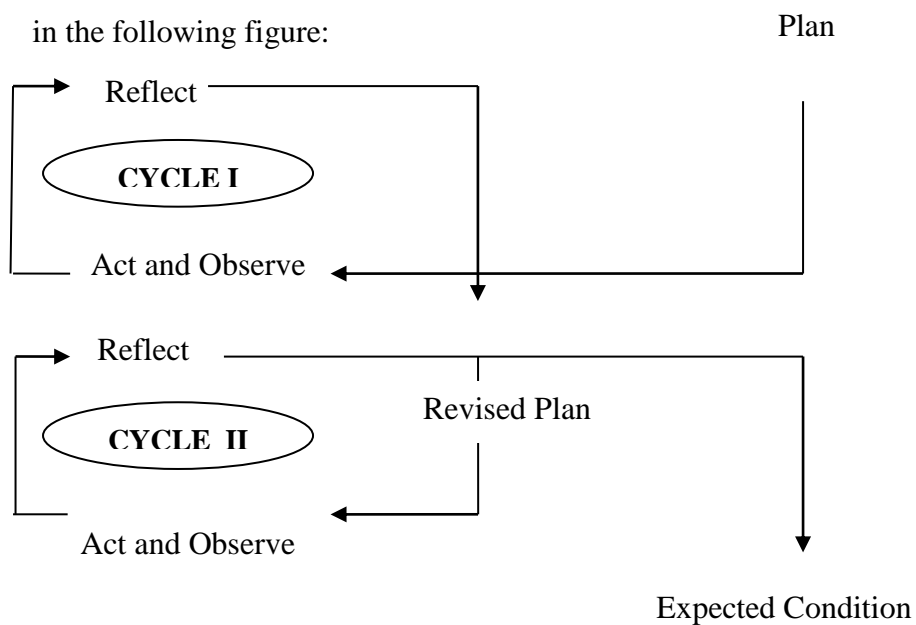
- 4) Teacher's reinforcement and interaction with students.
- 5) Teacher's sound and classroom management.

c. Interview

The researcher uses personal interview to know more information about students' problems in writing class. The data of interview is taken from teachers.

### E. Procedures of the Classroom Action Research

This action research follows the model of Kemmis and Robin. It is a famous representation of the action research "spiral" that contains four stages: Planning, acting, observing and reflecting. The model is described in the following figure:



**Figure 2.- Action Research Spiral by Kemmis<sup>4</sup>**

<sup>4</sup> Anne Burns, *Doing Action Research...*, p. 67.

In this research the researcher applies two cycles. Every cycle consists of two meetings, and the time allocation is 2x45 minutes. And then, every meeting consists of four steps of classroom action research (CAR) they are planning, action, observation and reflection. The researcher will explain the activities in teaching students' writing ability by using peer correction at Grade X SMAN 1 Batang Angkola.

**a. First Cycle**(Consists of two meetings) the procedures are as follow:

1) Planning:

- a) Arranging the lesson plan
- b) Determining the lesson planning about writing, which is about narrative of legend.
- c) Designing a procedure of teaching writing by using peer correction
- d) Preparing the test for the first meeting.
- e) Preparing instruments to be used by students.
- f) Preparing instruments for teacher and observers' observation.

2) Action:

- a) Arranging seat formation.
- b) Telling the purposes of learning.
- c) Giving the topic for the students.
- d) Introducing the procedures of peer correction.

- e) Tasking students to execute the activity to test the students' writing ability.
  - f) Giving the students the steps how to be peer correction.
  - g) Encouraging and concluding learning
  - h) Observing the classroom.
- 3) Observation
- a) Observing the execution of peer correction.
  - b) Observing the students' writing ability.
  - c) Evaluating students by taking the score of students' writing ability based on peer correction .
- 4) Reflection
- a) Discussing with co-teacher about the action
  - b) Reflecting the teacher's learning activity
  - c) Reflecting the students' learning activity
  - d) Analyzing the data
  - e) Making any decision for the next meeting

**b. Second Cycle** (consists of two meetings) the procedures are as follow:

- 1) Planning: researcher will arrange the lesson plan based on the reflection in the cycle 1. Those are :
- a) Arranging lesson plan.
  - b) Determining the lesson material about narrative of legend.
  - c) Designing procedures of teaching.

- d) Preparing the instrument for students, teacher and observer.
- 2) Action: researcher will apply Peer Correction.
- a) Eliminating the problems in cycle 1 by motivating, encouraging, controlling and managing the class.
  - b) Rearranging the classroom arrangement.
  - c) Changing the new scenario.
  - d) Explaining that the students' writing ability must be better than cycle 1.
  - e) Celebrating the achievement together.
  - f) Helping students to keep their speaking skill.
- 3) Observation: both teacher and researcher will observe students' writing ability and activity of the learning by using peer correction.
- a) Observing the procedure that has been arranged.
  - b) Observing the students' writing ability that is better than before or not.
  - c) Observing students' writing ability by using the instrument.
- 4) Reflection
- a) Discussing with co-teacher about the action
  - b) Making any decision for the next meeting
  - c) Analyzing the data
  - d) Clarifying the problems in the activity whether in the case of students or teacher.



## F. Technique of Analyzing Data.

In technique of analyzing the data, the researcher uses quantitative and qualitative data. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of writing test.

To know the means score of students' for each cycle, the researcher applied the following formula:

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

Explanation:

$\bar{x}$  : The mean of the students

$\sum \bar{x}$ : The total score

N: the number of the students<sup>5</sup>

The percentage of students' improvement in writing ability was analyzed by the following formula:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : the percentage of students who get the score 78

R : the number of students who get the score up 78

T : total numbers of students do test<sup>6</sup>

After calculating and scoring students' answer sheets then, their score are classified on the table below:

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<sup>5</sup> Hartono, *Statistik: Untuk Penelitian* (Yogyakarta: Pustaka Pelajar Offset, 2004), p. 30.

<sup>6</sup> Zainal Aqib, et. al., *PTK untuk Guru SMP, SMA, SMK* (Bandung: CV. Yrama Widya, 2008), p. 205.

**Table II**  
**The Classification Quality of Students Score**

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good <sup>7</sup>

After the researcher found the mean scores of all students, it is consulted to the criteria as follows:

- a. If the value of mean score 81 – 100%, it can be categorized into very high.
- b. If the value of mean score 61 – 80%, it can be categorized into high.
- c. If the value of mean score 41 - 60%, it can be categorized into enough.
- d. If the value of mean score 21 - 40%, it can be categorized into low.
- e. If the value of mean score 0 - 20%, it can be categorized into very low.<sup>8</sup>

To test the significances of data, the researcher used t-test for both of small samples less than 30 students. The formulation of t-test as follow:

$$t_o = \frac{M_D}{SE_{MD}}$$

$M_D$  = Mean of difference

$$M_D = \frac{\sum D}{N}$$

<sup>7</sup> Zainal Aqib, et. al., *PTK untuk Guru SMP, SMA, SMK...*, p. 205.

<sup>8</sup> Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula* (Bandung: Alfabeta, 2005), p. 89.

$\sum D$  = Number of difference Score Between Second Cycle and First Cycle, D

$$= X - Y$$

N = Number of Students

$$SE_{MD} = \frac{SD_D}{\sqrt{N - 1}}$$

$SE_{MD}$  = Standard Error from Mean of Difference

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$SD_D$  = Standard Deviation from the difference score between First Test and Second test.<sup>9</sup>

For analyzing and interpreting qualitative data, Miles and Huberman suggest a model which should guide you in your efforts to both make sense of the data and to share your interpretations with an audience. They define that there are three steps of summarizing qualitative data as in the following:

- a) Data reduction: Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data.
- b) Data display: Data displays can include different types of graphs, charts and networks.
- c) Conclusion drawing and verification: From the start, the researcher tries to decide what things mean and to note regularities, patterns and explanations.<sup>10</sup>

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<sup>9</sup>Anas Sudijono, *Pengantar statistic Pendidikan* (Jakarta: PT. Raja grafindo Persada, 2008), p. 305-306.

<sup>10</sup>Valsa Khosy, *Action Research for Improving Practice* (New Delhi: Paul Chapman Publishing, 2005), p. 113-114.

So there are three steps of summarizing qualitative data, they are: data reduction, data display, conclusion drawing and verification. In this research, the researcher makes abstracting and transforming the data, uses charts, and makes patterns and explanations. All interpreting qualitative data is used to make conclusion of the research.

## **CHAPTER IV**

### **RESEARCH RESULT**

This chapter presents the research result. The research data are presented the process of improvement students' writing ability and the result of students' writing ability by using Peer Correction Technique at grade X SMAN 1 Batang Angkola in academic year 2018/2019. The descriptions are as follow:

#### **A. The Data Description**

##### **1. First Cycle**

The first cycle was conducted for two meetings. It carried out from April 29<sup>th</sup> up to 30<sup>th</sup> 2019. Every meeting was done for 2 x 45 minutes or 90 minutes. So, two meetings were done for 4 x 45 minutes or 180 minutes. Here, the researcher made the activities and gave the process of improvement students' writing ability in the first cycle as follow:

##### **a. Improvement Students' writing ability in the First Meeting**

In the beginning of students' learning process, the researcher and the English teacher came to the class. The English teacher took a seat and gave the researcher a chance to handle the class. Firstly, the researcher greeted the students and ordered the students to pray together and it was led by the chief of the class. After that, The researcher gave students' observation note sheet and indicator lists of teacher to the collaborator.

Secondly, the researcher read the students' attendance list. Then, the researcher started introducing the teaching learning process by making a small talk with all students for activating students' motivation in learning.

For the first step, the researcher gave a small talk to the students such as asking the students' feeling, asking the students' hobbies, asking the students' problems in English and so on. Some students could answer the questions. But, most of students could not answer the questions and they felt shame when they were speaking even though it was talking about themselves. So, the researcher motivated the students to say anything in English without worrying about grammar mistakes.

Furthermore, the researcher wanted to know students' writing ability. So, the researcher gave simple questions by asking students' names, addresses, school, ages, family members, hobbies, favorite artists, favorite books, and so on.

### **1) Students' Learning Process in the First Meeting**

In the first meeting, the researcher found some problems of students' learning process. Some students were not ready to study and they did not have motivation to write English. Furthermore, the learning process consisted of four steps for doing research, such as planning, action, observation, and reflection. It would be explain as follow:

a) Planning

In this step, the researcher prepared the material, Determined the topic about narrative text, Prepared the instruments, such as instrument for observation note sheet to the collaborator, indicator of writing scores, and students' evaluation.

b) Action

In this step, the researcher applied peer correction technique to improve students' writing ability. It focused on students' problem in writing. The researcher ordered the students to mention and to tell everything that they had known about the material. And the researcher also motivated the students to write.

Next, the researcher tried to explain about the purposes of teaching learning process by using peer correction technique. The researcher gave some materials that would be given to the students. The material was about "narrative text".

After the next step, the researcher reminded by asking the students about the definition, generic structure, and language features of narrative text firstly to the students before giving them task to be done. There were

some of the students responded that they still remembered the material about narrative text, but a half of them still responded daubtly. The researcher also stimulated the students to give their ideas while the researcher ordered them to make the examples of the narrative text about Prambanan tample together with the students.

After creating the example of narrative text togetherwith students, researcher asked students what was their confusing in writing narrative text, some of the students replied their diffuculties was in complication and resolution in the narrative text. So researcher invited the students to look into whiteboard that had been write and explain again. Then, the researcher asked students to write a narratie text.

After the students have finished to wirre the text, the researcher asked the students to share their task to their peer or seatmate. Then, researcher ordered the students to look their peers work. Then they should read the piece and do correction carefully by holding on the guidelines given by the reseacher. The guidelines are enclosed. The reseacher gave specific guidelines to case and lead the students in doing correction on certain errorswhich have



been the focus of the research. Besides that it can avoid problems which may appear due to the students' lack of language ability.

The next step, the students checked the correction done by the peers' correction. It is done in a purpose of making sure that all students realize or know what errors they have made and then making them achieve the right correction of the errors.

Next, the researcher asked the other students to answer and explain the questions from their peer. However if there was no single student could answer or explain it, the researcher gave her answer, explanation, or correction. This step aimed at making the students more autonomous and responsible to their own learning.

c) Observation

In this step, when the students were learning by using peer correction technique, the researcher monitored the steps of students' activities. It started from the learning materials, time allocation of introduction, explanation, and evaluation. Even though it had been arranged, but there were some students who were not ready to study.

Based on the observation note sheet, the students' activities in teaching learning process was described as follow: There were seven students who were not ready to study, they were AH (02), AH (03), BRH (04), EK (07), NHT (15), RS (22), and UHD (30). There were seven students who did not have motivation to write, they were AH (02), AH (03), BRH (04), EK (07), NHT (15), RS (22), and UHD (30).

There were seven students who did not have confidence to writing, they were AH (02), AH (03), BRH (04), EK (07), NHT (15), RS (22), and UHD (30). There were eight students who could not produce words directly, they were DT(05), EK (07), ES (08), IZA (10), RP (20), RN (21), YWGH (34), and YH (35).

There were eleven students who were passive in the class, they were AH (02), AH (03), BRH (04), DT(05), EK (07), ES (08), IZA (10), RP (20), RN (21), YWGH (34), and YH (35). There were three students who walked around the class, they were AH (02), AH (03), and IZA (10).

The condition of class was influenced by some factors, such as the students who made disturbance, walked in the class, made noise, and did not have full attention to

learn. The factors were because their English words mastery were low, they were lazy to learn English, the students who made disturbance influenced the other students. That was the learning process in the first meeting of first cycle.

Moreover, it did not depend on the students themselves, based on the indicator list of teacher in teaching learning process, the teacher had not been clear in: Standing and writing face to students, writing nicely and readable, writing is read from all room side, having certain sequence system, explaining the steps teaching writing by using peer correction,

Monitoring time allocation, Making a note in every activities, analyzing the weakness, sharing some experience about how to write well, doing celebration, rhythm, neatness control, classnoise control, and class formation arrangement. It was because the first meeting and the researcher still felt nervous to teach the students.

d) Reflection

In this step, the researcher and the collaborator discussed about the implementation of action, analyzed the

finding of observation, reflecting the students' learning activity to determine the followed up of activity.

## 2) **Students' Learning Process in the Second Meeting**

In the second meeting, the researcher also found some problems of students' learning process but the researcher had a solution to motivate students' writing ability. So, the researcher applied four steps for doing the research. It could be describe as follow:

### a) Planning

In this step, the researcher gave a new material about narrative text. It was not too different from the first meeting. The researcher also prepared students' observation note sheet to the collaborator, and prepared students' evaluation.

### b) Action

In this step, the researcher gave the topic to students. The researcher explained about the material, gave some example narrative text,

After that, the students were ordered to write a new topic. After that correction their peer task. In this action, the students had a little bit motivation because they had studied the material before and had understood about the material.

c) Observation

In this step, the students were still not ready to write. Based on the observation of students' problem in learning process, there were eight students were not ready to study. It found from monitoring students' condition in the beginning of learning process.

Based on the observation note sheet, the students' activities in teaching learning process was described as follow: There were eight students who were not ready to study, they were A (1), AH (02), AH (03), BRH (04), IBH(10), NHT (15), RA (19), and UHD (30). There were six students who did not have motivation to writing, they were AH (02), AH (03), BRH (04), NHT (15), and UHD (30).

There were seven students who did not have confidence to writing, they were AH (02), AH (03), BRH (04), EK (07), NHT (15), RS (22), and UHD (30). There were eleven students who were passive in the class, they were AH (02), AH (03), BRH (04), DT(05), EK (07), ES (08), IZA (10), RP (20), RN (21), YWGH (34), and YH (35). There were Four students who walked around the class, they were AH (02), AH (03), IZA (10) and RH (20). There

were four students who disturbed other, they were AH (02), AH (03), IZA (10) and RH (20). There were two students who felt sleepy, they were AA (02) and AS (11). There were eight students who made noise, they were A (1), AH (02), AH (03), BRH (04), IBH (10), NHT (15), RA (19), and UHD (30).

The condition of class was influenced by some factors, such as the students who made disturbance, walked in the class, made noise, and did not have full attention to learn. The factors were because their English words mastery were low, they were lazy to learn English Subject, the students who made disturbance influenced the other students. and it was added by two students who got permission. And there was a student who felt sleepy. That was the different condition in the second meeting of first cycle.

It did not depend on the students themselves, based on the indicator list of teacher in teaching learning process, the teacher had not been clear in: Standing and writing face to students, writing is read from the all room side, having certain sequence system, explaining the steps teaching writing by using peer correction technique, monitoring time allocation, analyzing the weakness, sharing some experience

about how to write well, rhythm, neatness control, class noise control.

It was because the researcher wrote face to the white board and sometimes face to the students. Then, the researcher felt difficult to monitor the timing because the class were far from office room. It made the bell did not hear to the class.

There were some problems occurred in learning process in the first cycle, Such as: Students were not ready to study because the previous subject was sport and it made the students felt sleepy and lazy to study. There were some solutions that must be given to the students for solving problems, such as: Teacher motivated the students to be active in the class. because it was very important to improve students' achievement especially in writing.

Students did not have motivation to write a text in English because their English words mastery were low, the solution is Teacher gave some vocabularies to add their English words mastery. Students did not have confidence to write because they felt ashamed, So teacher stimulated the students to be confidence in the class by practicing the example firstly.

Students could not produce words directly because they did not know how to say it. So teacher ordered the students to writing everything that they want to write without thinking about their mistakes in grammar. The most important are they are able to write fluently.

Students were passive in the class because they did not know how to write a text in English. So, teacher invited the students to practice English wherever and whenever.

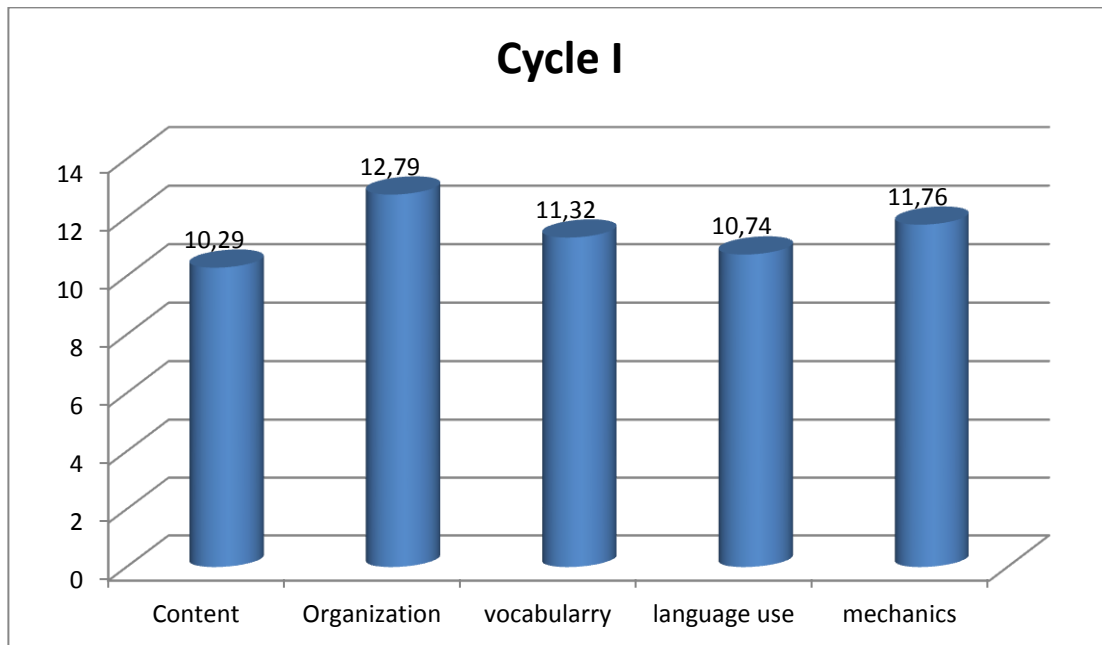
### 3) Student's writing ability Scores in the First Cycle

After doing the test, the researcher had analyzed students' achievement based on their performance in front of the class. The researcher had found the students' writing ability scores as the following table below:

**Table III**  
**Students' writing ability Scores in the First Cycle**

<b>Criteria of Writing</b>	<b>Total Score</b>	<b>Mean Score</b>	<b>Percentage</b>
Content	350	10.29	26.48%
Organization	435	12.79	
Vocabulary	385	11.32	
Language use	365	10.74	
Mechanics	400	11.76	
Total	1.935	56.91	





**Figure 3. The Mean Score First Cycle**

The researcher could explain that the mean score of students were 56.91 as the ideal mean score. There were three students who got 30 score, ten students got 40 score, one student got 45 score, three students got 50 score, one student got 55 score, two students got 60 score, three students got 65 score, two students got 70 score, one student got 75 score, six students got 80 score, one student got 90 score and one student got 95 score. (It can be seen in appendix V).

From the scores of students, it could be concluded that 9 were only who passed the KKM, 2 students were categorized into very high category, 12 students were categorized into high

category, 7 students were categorized into enough category, and 13 students were categorized into low category. The classification of students' scores would describe as the following table.

**Table IV**  
**The Classification of Students' writing ability Scores in the First Cycle**

<b>No</b>	<b>Classification</b>	<b>Predicate</b>	<b>Total of Student</b>	<b>Percentage</b>
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	13 Students	38,24%
3	41% - 60%	Enough	7 Students	20,59%
4	61% - 80%	High	12 Students	35,29%
5	81% - 100%	Very High	2Students	5,88%
<b>Total</b>				<b>100%</b>

After getting students' writing scores in the first cycle, the researcher found the students' achievement were categorized into enough category. It means that, the students had some problems in writing. There were five categories in writing that focused of research. Such as, content, organization, vocabulary, language use, and mechanics.

In this case, each student had distinctive problems. So, the solutions of the problems should be different. After asking the students about their difficulties in writing, the researcher found the problems and the reasons, as the following explanation:

a) Students' problems in content

Content of students' writing ability were low. The students mean score was 10.29. Because, the students had so little ideas and did not know anymore about what should be written in the text. So, students were still low in content. In order to make content of students improved, the teacher had to give more practice to the students to make it better.

b) Students' problems in language use

Language use of students' writing ability score were low. The students mean score was 10.76. Because, many students who still felt confused to arrange the words into a good sentence when they were write a text. Even though they had learned about language use. It was because they felt difficult to build up the words. So, students were still low in language use. In order to make language use of students improved, the teacher had to give some examples to build up the words into a good sentence.

c) Students' problem in vocabulary

Vocabularies of students' writing ability score were low. The students mean score was 11.32. Because, when the researcher gave questions about how often they learn vocabularies at their home, nobody answered the

questions. It means that, they just learned vocabularies at school and they would forget it after they went home. So, students were still low in vocabulary. In order to make vocabularies of students improved, the researcher had to give some vocabularies which are related to the topic.

d) Students' problem in organization

Organization of students' writing ability were low. The students mean score was 12,32. Because, the students were difficult to differentiate between the part of generic structure of narrative text . So, students were still low in organization. In order to make the students could writing organization.

e) Students' problem in mechanics

Mechanics of students' writing ability score were low. The students mean score was 11,76. Because the students still made mistakes in using such punctuation and using of capital letter in the write the text. they had few confusion in spelling because the writing system in indonesia language was so different with english spelling.

Moreover, it would be describe the criteria of the students' problems in writing ability as the following table:

**Table V**  
**The Criteria of Students' Problems in writing in the First Cycle**

Aspect	Indicator
Language use	There One Student (RPR) Few if any noticeable error of grammar or word order
	There eleven students (A, EEH, EK, IS, NS, NW, RP, SA,SR, WSH, YH) Some errors of grammar or word which do not however interfere with comprehension
	There Are Fourteen students (ESS, FT, ISA, MP, PA,RA, R, SPRH, TAS, TRS, UHD, WA, WL, YWGH) error of grammar of word order frequent; efforts of interpretation sometime required an readers part
	There Are Eight Students (AH, AH, BRH, DAL, IZA, NHT, RP, SMA) error of grammar or word order frequent; efforts of interpretation sometime required on readers part
Vocabulary	There are three students (PRP, SPRH, UHD) Use of vocabulary and idiom rally (it at all) distinguishable from that educated nature writer
	There are eight students (NS, NW, RA, RP, RN, SA, SMA, TAS) Occasional uses in appropriate terms or relies in circulation expression or ideas hardly
	There are fourteen students (ESS,FT, LSA, MP, PA, R, SPRH, TAS, TRS, HD, WA, WL, YWGH)Using writing or inappropriate word fairly frequently expression of ideas may be limited became of in adequate vocabulary
	There are eight students (AH, AH, BRH, DAL, IZA, NHT, RP, SMA)Limited vocabulary and frequent error clearly hinder expression of ideas
Mechanic	There are eight students ( EEH, FT, NW, TRS, UHD, WA, WSH, WL) Few any causable lapses in punctuation or spelling
	There are seven students (AH, ESS, IS, NS, PA, RPR, R) Occasionally lapses in punctuation or spelling which do not however interfere with comprehension
	There are six students (LSA, MP, RA, RP, TAS, YWGH) Error of punctuation or spelling frailly frequent occasional re-reading necessary for full comprehension
	There are thirteenth students (A, AH, BRH, DAL, EK, IZA, NHT, RN, SH, SPRH, SR, SMA, YH)Frequent error in spelling or punctuation sometime obscurity

Content	There eight students (FT, NW, PRP, SPRH, TRS, WA, WSH, WL) Choice of structure and vocabulary consistently appropriate like that of educated to the writer
	There one student (NS) Occasional like of consistently in choice of structure and vocabulary which does not
	There ten students (EEH, IS, PA, RA, RP, SA, SMA, TAS, UHD, YH) Patchy with some structure or vocabulary term noticeable in appropriate to generate style
	There fifteen students (A, AH, BRH, DAL, EK, ESS, IZA, LSA, MP, NHT, RN, R, SR, YWGH) Structure of vocabulary items sometime has only appropriate but also little sense communication
From (Organization)	There are seven students (FT, NW, PRP, SPRH, TRS, UHD, WL) Highly organized clear progression could well: like educated naïve speaker
	There are twelve students (BRH, DAL, EEH, IS, ISA, MP, NS, RA, RP, TAS, WSH, YWGH) Material well organized could occasionally be clearly but communication not impaired
	There are seven students (AH, IZA, PA, RN, SA, SR, WA) Some lack organization re-reading required in clarification of ideas
	There eight students (A, AH, EK, ESS, NHT, R, SMA, YH) Little or no attempt as connectivity through reader can reduce some organization

## 2. Second Cycle

The second cycle was conducted for two meetings. It carried out from April 1<sup>st</sup> up to 2<sup>nd</sup> 2019. Every meeting was done for 2 x 45 minutes or 90 minutes. So, two meetings were done for 4 x 45 minutes or 180 minutes. Here, the researcher made the activities and gave the students' improvement in first learning process as follow:

### **a. Improvement Students' Writing Ability In The Third Meeting**

In the third meeting, the research entered to the second cycle. It means that the researcher had made a new challenge to make the learning process improved and better than the first cycle. The teacher opened the class as the same as usual, praying together, greeting all the students, reading students' attendance list, organizing the seat formation, motivating the students to write without worrying about their mistakes and explaining the purpose of learning, like how to make students are able to differentiate the situation and to whom they are writing.

As the main purpose of this research, it focused on students' conten, organization, vocabularry, language use, and machanics. The researcher gave a chance for them to explore their knowledge through language.

#### **1) Students Learning Process in the Third Meeting**

Based on the reflection in the previous cycle, there were some problems that occurred when peer correction techniquere were applied in learning process. In this case, the researcher had rearranged the lesson plan and had made a new material that was interesting to be discussed. In this meeting, the researcher made the steps of the action, as follow:

a) Planning

In this step, the writer planned and designed learning activities and prepared the topic that was about “legend”. Then, the researcher prepared observation note sheet to the collaborator, the researcher just reviewed the previous material to engage students’ knowledge. Researcher opened the class by ordering student to pray before learning process. Then, researcher greeted and asked students’ condition in order they will be motivated to study especially to the narrative text by using peer correction technique.

b) Action

In this step, the researcher gave the topic to students. The researcher explained about the material, gave some example about legend. explained more clearly all about narrative text including definition, social function, generic structure, grammatical features or language features and example of narrative text. In this occasion, the teacher asked the students before continuing to the next steps. Next, the researcher asked to the student to write the narrative text again the title is “The legend of lake toba”. Teacher explain the material clearly and give the way how to make narrative text.



After discussed the topic with thw students, researcher asked the students any more about what was their difficulties in the lagend topic.Next, in implementation, researcher explained again about the purpose of peer correction technique purpose technique to write narrative text. Researcher asked students to tell about their enjoying and background knowledge in narrative text and the same time by showing the book. Researcher did not tire to give solution as a motivation. Researcher said that establishing purpose strategy would be useful for them. It caused they could create something in their background knowledge. So, they just need to recall and refresh anymore. It could make writing was not boring. Then, researcher explained again about how to apply and practice peer correction technique and found the indicators like previous meeting.

c) Observation

In this step, there was an improvement of students in learning process. Some students who are not ready to study in the first cycle, they had been ready to start the study.

Based on the observation note sheet, the students' activities in teaching learning process was described. There were four students who were not ready to study, they were A

(01), AH (02), AH (03), BRH (04). There were two students who do not have motivation to write, they were FT (09) and R (22). There were two students who did not have confidence to write, they were FT (09) and R(22). There was a student who was passive in the class, he was R (22).

There were three students who walked around the class, they were BRH (04), NHT (15), and RP (20). There were two students who disturbed other, they were BRH (04) and NHT (15). There was not sleepy. There were two students who had not full attention when learning writing by using Peer Correction Technique they were FT (09) and R (22). There were two students who made noise, they were BRH (04) and NHT (15).

There was not student who went permission and all students attended. It can be seen that there were two students who not ready to study. In this case, the teacher had explained the material well, even though some indicator lists of teacher in teaching learning process had not been clear in explaining the steps teaching learning by using Peer Correction Technique, giving the motivation to the students in order to practice their writing ability, neatness control, and class noise control.

It was because the researcher had taught for four meetings and the researcher did explain more about the steps of teaching learning and did not motivate. The researcher also had problems in neatness control because some students sometimes could not be forbidden throwing papers and some students also made noise.

d) Reflection

Based on the observation sheet, the teacher could explain the material better than the previous cycle even though there were some indicators had not been applied well. But, there was still a problem in students' writing like vocabularies. The students had been able to write the topic. But, they did not have many vocabularies to express their mind.

Thus, to make the students more active in writing the narrative the researcher gave the other examples of text about the topic. Then, the researcher evaluated the students and monitored all the learning activities.

**2) Students' Learning Process in the fourth Meeting**

In the fourth meeting, the researcher reviewed the first and the second material for a while. It had a purpose to

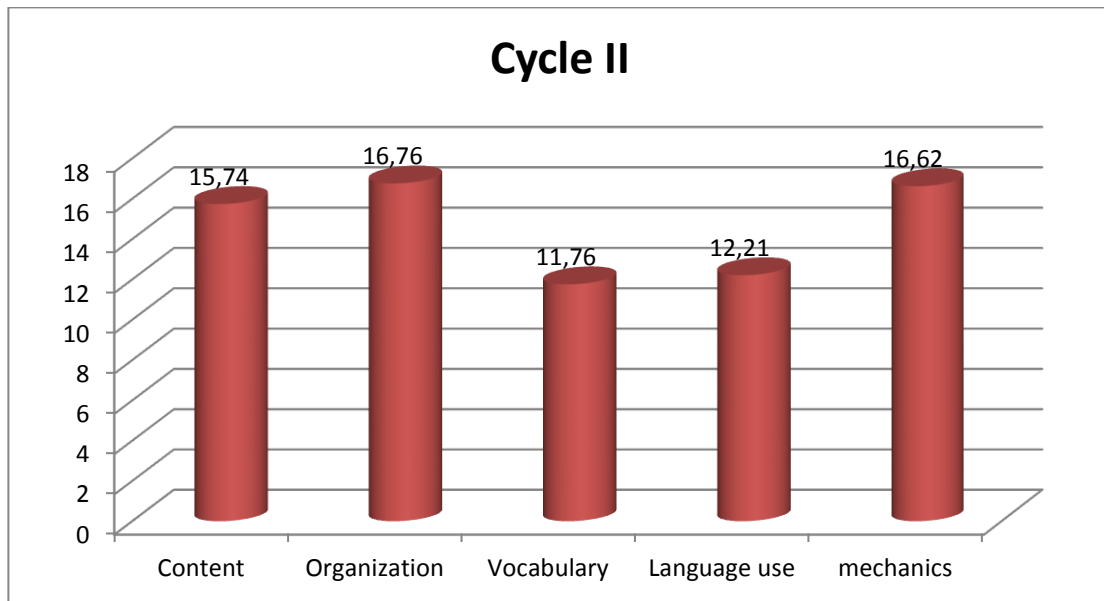
remind the students about the material. Then, to measure students' achievement, the researcher had done the second test. For starting the test, the researcher ask the students to write a narrative text. The test about *legend*.

### 3) Student's writing ability Scores in the Second Cycle

After doing the test, the researcher had analyzed students' achievement based on their writing. The researcher had found the students' scores as the following table below:

**Table VI**  
**Students' Writing Ability Scores in the Second Cycle**

Criteria of Writing	Total Score	Mean Score	Percentage
Content	535	15.74	52.94%
Organization	570	16.76	
Vocabulary	400	11.76	
Language use	415	12.21	
Mechanics	565	16.62	
Total	2.485	73.09	



**Figure 4. The Mean Score First Cycle**

The researcher could explain that the mean score of students were 73.09 as the ideal mean score. There were two students who got 40 score, two students got 50 score, two students got 60 score, three students got 65 score, seven students got 70 score, ten students got 80 score, six students got 85 score, and two students got 95 score. (It can be seen in appendix V)

From the scores of students, it could be concluded that there were sixteen students who did not pass the KKM. There were eighteen students who passed the KKM. And they were categorized into very high category. The classification of students' scores would describe as the following table.

**Table VII**  
**The Classification of Students' writing ability Scores in the Second Cycle**

No	Classification	Predicate	Total of Student	Percentage
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	2 Students	5.9%
3	41% - 60%	Enough	4 Students	11.76%
4	61% - 80%	High	20 Students	58.82%
5	81% - 100%	Very High	8 students	23.53%
<b>Total</b>				<b>100%</b>

After getting students' writing scores in the second cycle, the researcher found the students' achievement were categorized into good category. It means that, the students who had some problems in writing in the first cycle were improved and could solve the problems in the second cycle.

Based on test and observation note sheet, the students' achievement in writing ability could be describe as follow: first, vocabularies of students' writing ability score were good. The students mean score was 11.76. Because, the researcher had motivated the students to learn vocabularies at their home. It means that, they had an improvement of studying not only at school but also at home. Moreover, the researcher had given them some vocabularies to learn. language use of students' writing ability were good.

Second, language use of students' writing ability score were also good. The students mean score was 11.76. Because, the students understand in arranging the sentence which one the first between adjective, noun or possessive pronoun also in placing the subject in the

sentence. Third, content of students' writing ability score were good. The students mean score was 15.74. Because, many students who still felt confused what should they written in the text in the first cycle, they could to write a good text in second cycle.

Fourth, mechanics of students' writing ability were very good. The students mean score was 16.62. In the second cycle, the students could write and they did not feel difficult to write because they had familiar with English language. Fifth, organization of writing ability score were also very good. The students mean score was 16.76. The students had known how to start the write because they had understood about the topic.

From the description of students' achievement, it could be concluded that the students' problem in learning process had been resolved and it had improved.

## **B. The Comparative Result of the Action**

Based on the first and the second observations of students writing ability, it can be concluded that students' writing ability had improved by using Peer Correction Technique. To compare the test result of the action between first and second cycle, the researcher used some steps. Those steps are calculating the students mean score of the test, calculating the percentage students' improvement score from first and second cycle.

In the first cycle, the students have some problems such as, Students were not ready to study because the previous subject was sport and it made the students felt sleepy and lazy to study. They did not have motivation to write English because their English words mastery were low. They could not produce words directly because they did not know how to say it. And they were passive in the class because they did not know how to write English. It means that they were low in writing.

The result of the test are three students got 30 score, ten students got 40 score, one student got 45 score, three students got 50 score, one student got 55 score, two students got 60 score, three students got 65 score, two students got 70 score, one student got 75 score, six students got 80 score, one student got 90 score and one student got 95 score. (It can be seen in appendix V)

It can be concluded that from 34 students at grade X Mia-3, there were only nine students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, there were 25 students did not pass the Minimum Mastery Criterion (KKM) 75 score. In analyzing the data of first test, the first step was to get the mean score of the class. It was calculated as following:

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

$$\bar{x} = \frac{1934}{34} \times 100\%$$

$$\bar{x} = 56.91$$



Based on the calculation, the mean score of the class in first test was 56.91. It showed that the students' writing ability were categorized into enough category. The second step is to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) 75 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{9}{34} \times 100\%$$

$$P = 26.48\%$$

After that, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. In second test, most of the students were able to write a text. They had motivation to write English because their English words mastery had been increased.. They could produce words directly because they had known what will they write after the teacher ordered to write narrative text in first cycle. And they were more active in the class. It means that students' writing ability were improved and better than the previous cycle.

There was two students got 40 score, two students got 50 score, two students got 60 score, three students got 65 score, seven students got 70 score, ten students got 80 score, six students got 85 score, and two students got 95 score.

It can be concluded that from 34 students in grade X Mia-3, there were 16 students did not pass the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, there were 18 students passed the Minimum Mastery Criterion (KKM) 75 score. In analyzing the data of second test, the first step was to get the mean score of the class. It was calculated as following:

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

$$\bar{x} = \frac{2485}{34} \times 100\%$$

$$\bar{x} = 73,09$$

Based on the calculation, the mean score of the class in second test was 73, 09. It showed that the students' writing ability were categorized into high category. The second step is to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) 75 score. It was calculated as following:

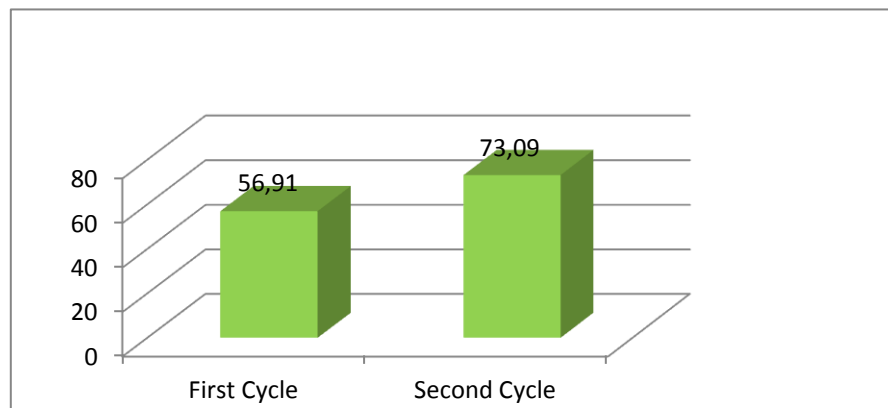
$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{18}{34} \times 100\%$$

$$P = 52.94\%$$

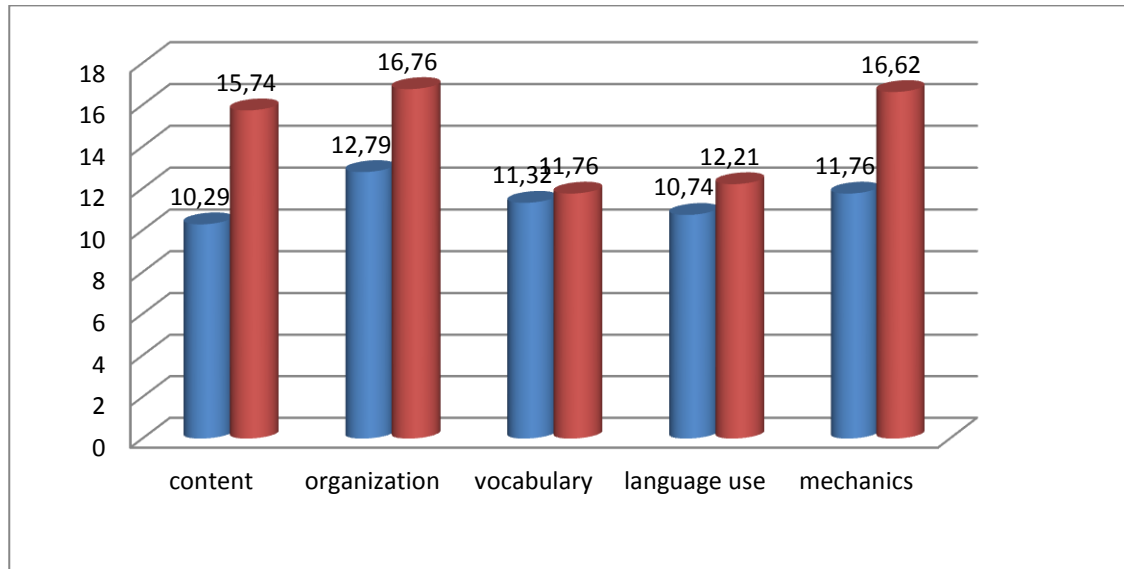
Based on explanation above, it can be concluded that the mean score and the percentage of the second test the improvement from the first test; in the first test the mean score was 56.91 (26.48%), it was included enough

category. The improvement of mean score in second test was 73.09 (52.94%), it was included into high category. The differences showed that there was an improvement of students' writing ability. It can be looked from the chart below!



**Figure 5. The Comparison Mean Score between First Test and Second Test (First Cycle and Second Cycle)**

Based on the histogram above, we can see that the mean score of the first cycle is 56.91, and the mean score of second cycle is 73.09. So, the difference between the mean score of the first and second cycle is 16.18. the calculation of the mean score of the first and second cycle can be seen in appendix



**Figure 6. The Comparative of Indicator Score Between Cycle 1 and Cycle 2**

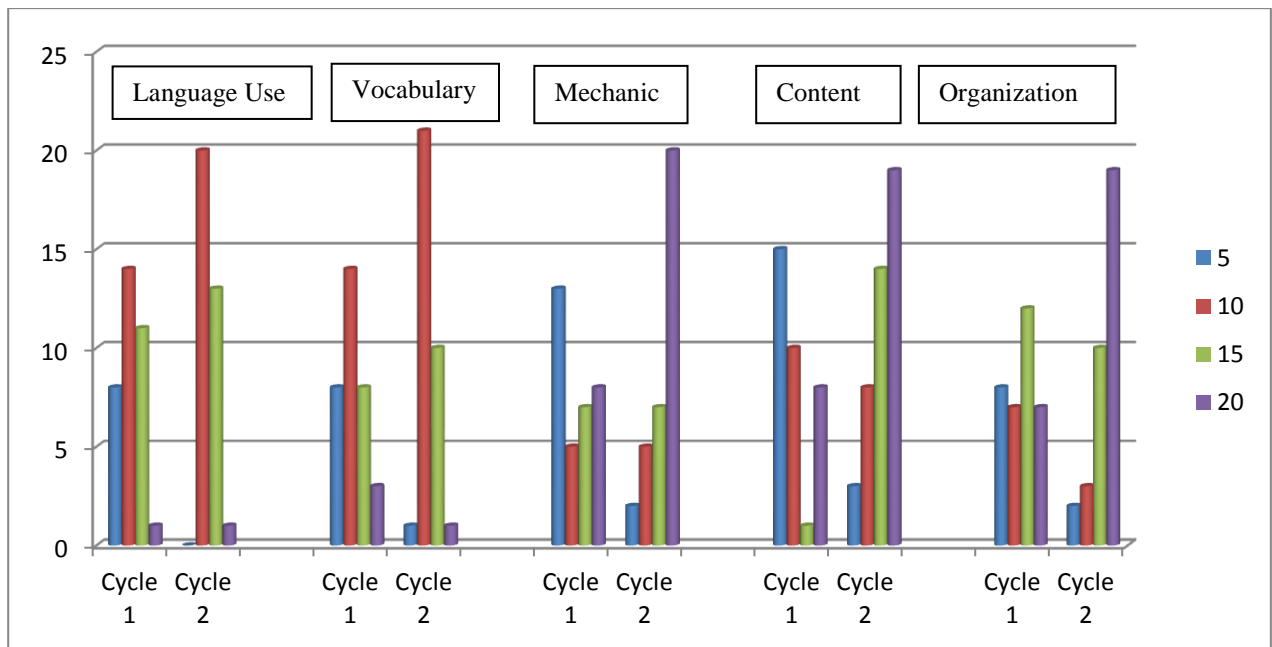
Based on the above chart, it can be concluded that the researcher's hypothesis that peer correction technique could improve students' writing ability at grade X SMAN1 Batang Angkola was accepted. Here is the calculation of the cycle result can be looked from the table X (It can be seen in appendix V).

From the figure above we can describe the criteria of students' problems in writing in the first cycle and the second cycle:

**Table VIII**  
**The Criteria Of Students' Problems In Writing In The First Cycle And The Second Cycle**

Aspects	Score	First cycle	Second cycle
Language use	20	1 student	1 student
	15	11 students	13 students
	10	14 students	20 students
	5	8 students	0 student
Vocabulary	20	3 students	1 student
	15	8 students	11 students

	10	14 students	21 students
	5	8 students	1 student
Mechanic	20	8 students	20 students
	15	7 students	7 students
	10	5 students	5 students
	5	13 students	2 students
Content	20	8 students	19 students
	15	1 student	4 students
	10	10 students	8 students
	5	15 students	3 students
Form( organization)	20	7 students	19 students
	15	12 students	10 students
	10	7 students	3 students
	5	8 students	2 students



**Figure 7. The Comparative of The Criteria of Students' Problems in Writing in The First Cycle and The Second Cycle**

To prove the significances, the researcher used t-test for samples more than 30 students. The procedures of interpreting the data (It can be seen in appendix V)

The calculation result of  $t_o = 6.52$ ,  $t_{table}$  with  $df = 33$ , level of signification in t table 5% is 1,692. It can be known that the result of  $t_o$  is bigger than  $t_t$ , it is  $6.52 > 1.692$ . Based on the result, it means that there is a significant improvement between students' writing ability process result in the first cycle and second cycle.

From analysis above, the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where mean of second cycle (73.09) is greater than first cycle (56.91). It shows that "Peer Correction Technique" influenced to improve the students' writing ability at grade X SMA N 1Batang Angkola.

### **C. Discussion**

Classroom action research in using peer correaction technique increase the students' writing ability to use target language for meaningful purposes. It is related to the theories of Mellanie Williams also stated Peer correction is asking students in the class to correct each other's errors.<sup>1</sup> Moreover, Richards defined that peer correction is an activity in the revising stage of writing in which students receive feedback about their writing from their

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<sup>1</sup>Mellanie Williams, *Teaching Knowledge Test (TKT)*, Camridge p.153

friends or their peers.<sup>2</sup> The students also can write a narrative text and makes students more understand about their topic that given by teacher. The aim of this research is to improve students' learning process in writing ability by using Peer Correction Technique at Grade X SMAN1 Batang Angkola.

In addition, Reski Novitasari's research, she used analytical scoring ability in writing a recount text had significant improvement related with five writing aspect. The students mean score in content improve from 21.06 (pre-test) to 23.55 (post test) . Then, the students' mean score in the organization aspect enhanced from 16.04 (pre test) to 16.44 (post test). Related with the vocabulary aspect, the students' average score also improved from 14.13 (pre test) to 16.20 (post test). Next, the students' mean score of grammar aspect improved significantly from 15.68 (pre test) to 21 (post test). Lastly, the students' mean score in the mechanic aspect also enhanced from 4.15 (pre test) to 4.70 (post test).<sup>3</sup>

The second, EnyWanti and friends' research, the result of this research is that, there was 25.92% of improvement from the first cycle until second

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<sup>2</sup> Jack C Richard, *The Context of Language*. (New York: Cambridge University Press, 1999), P.268

<sup>3</sup>ReskiNovitasari, "Improving Students' Ability In Writing Recount Text Using Peer Correction An Action Research at the Tenth Grade Of SMAN 2 Wonogiri In The Academic Year 2014/2015", *Thesis*, (Script: SebelasMaret University, 2015).  
(<https://digilib.uns.ac.id/dokumen/detail/47041/Improving-Students-Ability-in-Writing-Recount-Text-Using-Peer-Correction-An-Action-Research-at-the-Tenth-Grade-of-SMA-N-2-Wonogiri-in-the-Academic-Year-of-20142015>, accessed on 28 July 2018, retrivied at 10 p.m.).

cycle in learning process. So, it can be proved there was significant improvement.<sup>4</sup>

Shinta Ari Herdiana's research. She found that the value of (Fvalue) (22.781) was higher than Ftable at the level of  $df = 0.1$  was 4.54. It meant that both of peer correction and teacher written feedback techniques gave effect on the students' paragraph writing ability at the third semester students of English study program of STAIN Palangka Raya.<sup>5</sup>

Here, the researcher found the improvement of students' mean scores in writing ability by using Peer Correction Technique based on first cycle and second cycle. It was 56.91 in first cycle, and it was 73.09 in second cycle. The improvement of mean scores between first cycle and second cycle was 16,18. Therefore, it could be concluded that peer correction technique could improve students' achievement in writing ability at grade X SMAN 1 Batang Angkola.

From all researches above, the researcher found that peer correction technique improve students' writing ability. The improvement result of this research is lower than Riski Novitasari' research result. It is also lower than EnyWanti and friends' research. It can be concluded that Riski Novitasari'

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<sup>4</sup>EnyWanti, CucuSutarsyah, Huzairin, "Improving Students' Writing Ability Of Narrative Text By Using Peer Correction Technique At The First Grade Of SMAN 1 Gadingrejo, Pringsewu", *Thesis*(Universitas Lampung,2015), (<https://media.neliti.com/media/publications/213464-none.pdf>, accessed on 28 July 2018, retrivied at 10 p.m.).

<sup>5</sup>Shinta Ari Herdiana, *Improving Students' Writing Ability Of Narrative Text By Using Peer Correction Technique At The First Grade Of Sman 1 Gadingrejo, Pringsewu*, (script: Stain Palangka Raya,2014),(<https://digilib.uns.ac.id> accessed on 28 July 2018, retrivied on 10 p.m)



research result is the highest score of the improvement. Then, this research result is the lowest score.

After explaining the result of each research, the researcher continued the explanation about the problems in each research. The first, this research problems were: students were not ready to study because the previous subject was sport and it made the students felt sleepy and lazy to study, students did not have motivation to write English because their English words mastery were low, students could not produce words directly because they did not know how to write it and students were passive in the class because they did not know how to write narrative text. In the second cycle, the students had progress in learning process. The students who were not ready to study and did not have motivation to write English could improve their writing ability after studying by using peer correction technique. Next, Amiril Hidayah had the problems in the students' lack of vocabularies, less of confidence, difficult to express the idea, and lack of motivation for write text. In the other hand, Antoni Harahap had the problems that the students could not write English well and they had not self confidence to share ideas in English. It means that the students are poor in English. When the teacher asks them to write about legend, almost of them cannot write well.

Moreover, Ibrahim Zav Aritonang had problems that the students did not have communicative competences, they used to be silent, they did not give feedback to the teacher because they cannot communicate or utter their

intentions. In addition, some students involved in the discussion and some preferred to use Indonesian or Javanese language to communicate even, for the simple word like asking friend for help, asking question to the teacher and so on. Then, Peri Ansahhad problems that learning English was difficult for the students especially in writing ability, the students were taught the writing ability and did not have ideas, there were learning difficulties in word and grammar, lack of interest and motivation. The last, Raihana Pulunganhad problems that students felt boring in studyingwriting subject by making narrative text especially in legend text.

From the above explanation, there were the similarity and the differences of each research based on problems that found by the researcher, although all of researches described about students' achievement in writing ability and students' problems in writing. It was caused by the research had been done in the different place and the grades of the research was also different. Moreover, the kind of text was also different.

Therefore, all of researchers found some similar and different problems in each research. And the resolution of problems had been done by researchers through many strategies. It can be concluded that the researcher had been success in doing the research.

#### **D. Threats of the Research**

In doing the research, the researcher found some threats in this research. The researcher found the students' problems in the classroom

teaching learning process. The students still did not have motivation and could not active yet in learning process by using peer correction technique. Therefore, it would make them passive and silent. The students noise uncontrolled and made the class noisy.

Eventhough, Peer Correction Techniquegave chance to the students to use target language for meaningful purposes. Peer Correction TechniqueApproach could develop students' writingability and could make the learning process closer to real life. It also improved their concentration in writing a text so that they could be more active and interested in writing. Additionally, by using Peer Correction Technique the students it could drive the students to correct their work and other, it made students feel have responsibility of their work and confident to write another text. Therefore, the researcher hoped Peer Correction Techniquecan be applied in teaching the students at SMAN 1 Batang Angkola.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. The Conclusion

Based on the result of the classroom action research, it could be concluded that Peer Correction Technique improved students' writing ability at grade VIII SMAN 1 Batang Angkola. It based on the students' writing score, the mean score in the first cycle was 56.91 (26.48%), and in the second cycle was 73.09 (52.94%). The improvement from the cycle I to the cycle II is 16.18.

#### B. The Suggestion

After finishing this research, the researcher got many information in English teaching and learning process. Therefore, the writer has suggestion to:

1. For the headmaster, to develop support the teachers, especially English teachers, to do best way in teaching, especially in teaching writing.
2. For English teachers, are hoped to use appropriate strategy to teach writing in English subject for improving the quality of teaching learning process. Then, from the result of the research, showing Peer Correction Technique can improve English achievement. So that, the writer suggests Peer Correction Technique can be applied on the English teaching classroom especially for writing .

3. Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of these strategies deeply because it gives the contribution.

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## **CURRICULUM VITAE**

### **A. Identity**

Name : Raudah Daulay  
Reg. No. : 13 340 0105  
Place and Birth : Pintupadang, December, 18<sup>th</sup> 1994  
Sex : Female  
Religion : Islam  
Address : Pintupadang II, Kecamatan Batang Angkola.

### **B. Parents**

Father's Name : Raja Gele Daulay  
Mother's Name : Nur Aini Nasution

### **C. Educational Background**

1. Elementary School : SD Negeri 100010 Pintupadang (2007)
2. Junior High School : MTsN Batang Angkola (2010)
3. Senior High School : MAN Rantauprapat (2013)
4. Institute : IAIN Padangsidempuan (2019)

## Appendix 1

### RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Cycle I

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<b>Satuan Pendidikan</b>	: SMAN 1 Batang Angkola
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Pelajaran</b>	: X MIA-3
<b>Materi Pokok</b>	: Teks naratif berbentuk legenda sederhana.
<b>Alokasi Waktu</b>	: 2x 45 menit (pertemuan 1)

#### A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

**B. Kompetensi Dasar dan Indikato Pencapaian Kompetensi**

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.8 Membedakan fungsi sosial,structure teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulisan dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaanya.	<ol style="list-style-type: none"> <li>1. Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian yang d tanyakan</li> <li>2. Mengidentifikasi persamaan dan perbedaan fungsi sosial, structure teks dan unsur kebahasaan text naratif.</li> <li>3. Memahami structure teks naratif dalam memberi dan meminta informasi terkait legenda rakyat.</li> </ol>

**C. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan.
2. Mengidentifikasi persamaan dan perbedaan fungsi sosial, structure teks dan unsur kebahasaan text naratif.
3. Memahami structure teks naratif dalam memberi dan meminta informasi terkait legenda rakyat.

#### **D. Materi Pembelajaran**

1. fungsi sosial

Mendapat hiburan, menghibur, mengerjakan nilai-nilai luhur, mengambil teladan.

2. Struktur teks
3. Dapat mencakup:
  - a. Orientasi
  - b. Komplikasi
  - c. Resolusi
  - d. Orientasi ulang
4. unsur kebahasaan
  1. kalimat-kalimat dalam simple past tense, past continuous, dan lain-lainnya yang relevan.
  2. Kosa kata: terkait karakter, waktu, dan setting dalam legenda.
  3. Adverbia penghubung dan petunjuk waktu.
  4. Ucapan dan tekanan kata, intonasi, jeda, tanda baca, dan tulisan tangan.
  5. Topik

Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI.

#### **E. Metode pembelajaran**

1. Pendekatan : Saintefik.
2. Model pembelajaran : Discover learning, problem based learning (PBL).
3. Metode : Peer correction technique.

#### **F. Media pembelajaran**

1. Media
  - a. Worksheet atau lembar kerja(siswa).
  - b. Lembar penelitian.
2. Alat/ bahan
  - a. Penggaris, spidol, dan papan tulis.

- b. Leptop dan infokus.

**G. Sumber belajar**

1. Buku penunjang kurikulum 2013 Mata Pelajaran Bahasa Inggris kelas X, Kemendikbud, revisi tahun 2016.
2. Kamus bahasa inggris.

**H. Langkah-langkah Kegiatan Pembelajaran**

<b>Pertemuan ke-1</b>	
<b>Kegiatan pendahuluan (10 menit)</b>	
<p><b>Guru:</b></p> <ol style="list-style-type: none"> <li>1. Greeting</li> <li>2. Praying</li> <li>3. Teacher checks students' attendance</li> <li>4. Teacher explains the aim of teaching and learning Motivate the students</li> </ol>	
<b>Kegitan inti 70 menit</b>	
<p><b>Teacher :</b></p> <ol style="list-style-type: none"> <li>1. The students asked to write a paragraph using the topic. This was done at the class in order to make sure that each students makes the paragraph by her/himself. The students got approximetely 20 minutes to write the paragraph.</li> <li>2. After 20 minutes, all students asked to stop writing</li> <li>3. The next minutes, the students commanded to hand their work the their peers. This was done when the</li> </ol>	<p><b>Students :</b></p> <ol style="list-style-type: none"> <li>1. Write a paragraph using the topic</li> <li>2. Stop write</li> <li>3. Thestudentshand their work the their peers</li> </ol>

<p>teacher starts to count number: 1 to 2. In each count, the students should hand the piece of work to another students who sit far away from the writer's seat. So that the writer could no try to manipulate the correction done by his/her peer toward the piece of work.</p> <p>4. The students are ordered to look at their peers work. Then they should read the piece and do correction carefully by holding on the guidelines given by the teacher. The guidelines are enclosed. The teacher gives specific guidelines to case and lead the students in doing correction on certain errorswhich have been the focus of the research. Besides that it can avoid problems which may appear due to the students' lack of language ability. For this step, they are given approximately 30 minutes.</p> <p>5. After 30 minutes, the pupils are asked to hand the pieces back to its writer.</p> <p>6. Ask students to check the correction by their peers', check the correction</p>	<p>4. Thestudentslook at their peers work, read the piece and do correction carefully by holding on the guidelines given by the teacher</p> <p>5. The students hand the pieces back to its writer.</p> <p>6. The students answer and explain the questions from their peer.</p>
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<p>done by the peers' correction. It is done in a purpose of making sure that all students realize or know what errors the have made and then making their achieve the right correction of the errors.</p> <p>7. Next. The teacher asked the other students to answer and explain the questions from their peer. However if there is no single students can answer or explain it, the teacher gave her answer /explanation /correction. This steps aimed at making the students more autonomous and responsible to their own learning. The step no. 6 and 7 took approximately 20 minutes.</p> <p>8. After those steps. The students asked to revise and rewrite their paragraph they have 10 minutes to do it.</p> <p>9. Finally the rewritten paragraphs collected by the teacher together</p> <p>10. Finally the rewritten paragraphs collected by the teacher together with the original one.</p>	<p>7. Then, the students are permitted to see their own piece of work.</p> <p>8. Revise and write their paragraph.</p>
<p><b>Kegiatan penutup (10 menit)</b></p>	
<p>1. Teacher gives feedback to the teaching process</p>	

2. Teacher and students conclude what they learned
3. Teacher informs the next material

## I. Penilaian

### 1. Affective

#### a. Attitude assessment

- 1) Assessment techniques : Observations
- 2) Form of assessment : The observation

### 2. Cognitive

Aspect	Indicator	Score
Language use	Few if any noticeable error of grammar or word order	20
	Some errors of grammar or word which do not however interfere with comprehension	15
	Error of grammar of word order frequent; efforts of interpretation sometime required an readers part	10
	Error of grammar or word order frequent; efforts of interpretation sometime required on readers part	5
Vocabulary	Use of vocabulary and idiom rally (it at all) distinguishable from that educated nature writer	20
	Occasional uses in appropriate terms or relies in circulation expression or ideas hardly	15
	Using writing or inappropriate word fairly frequently expression of ideas may be limited became of in adequate vocabulary	10
	Limited vocabulary and frequent error clearly hinder expression of ideas	5
Mechanic	Few any causable lapses in punctuation or spelling	20



	Occasionally lapses in punctuation or spelling which do not however interfere with comprehension	15
	Error of punctuation or spelling fraily frequent occasional re-reading necessary for full comprehension	10
	Frequent error in spelling or punctuation sometime obscurity	5
Content	Choice of structure and vocabulary consistently appropriate like that of educated to the writer	20
	Occasional like of consistently in choice of structure and vocabulary which does not	15
	Patchy with some structure or vocabulary term noticeable in appropriate to generate style	10
	Structure of vocabulary items sometime has only appropriate but also little sense communication	5
From (Organization)	Highly organized clear progression could well: like educated naïve speaker	20
	Material well organized could occasionally be clearly but communication not impaired	15
	Some lack organization re-reading required in clarification of ideas	10
	Little or no attempt as connectivity through reader can reduce some organization	5

**Padangsidimpuan, 2019**

**English Teacher**

**Researcher**

**Hardi S.Pd**  
**Nip. 19760525 200801 1 002**

**Raudah Daulay**  
**13 340 0105**

## Appendix 3

### RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Cycle II

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<b>Satuan Pendidikan</b>	: SMAN 1 Batang Angkola
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Pelajaran</b>	: X MIA-3
<b>Materi Pokok</b>	: Teks naratif berbentuk legenda sederhana.
<b>Alokasi Waktu</b>	: 2x45 menit (pertemuan ke 3)

#### A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	4.8 mengungkapkan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	1. Membacakan legenda dengan intonasi dan tekanan kata yang benar, dan saling mengoreksi.

## C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan.
2. Mengidentifikasi persamaan dan perbedaan fungsi sosial, structure teks dan unsur kebahasaan text naratif.
3. Memahami structure teks naratif dalam memberi dan meminta informasi terkait legenda rakyat..

## D. Materi Pembelajaran

- a. fungsi sosial

Mendapat hiburan, menghibur, mengerjakan nilai-nilai luhur, mengambil teladan.

- b. Struktur teks
- c. Dapat mencakup:
  1. Orientasi
  2. Komplikasi
  3. Resolusi
  4. Orientasi ulang
- d. unsur kebahasaan

1. kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan.
2. Kosakata: terkait karakter, waktu, dan setting dalam legenda.
3. Adverbia penghubung dan petunjuk waktu.
4. Ucapan dan tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
5. Topik

Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI.

#### **E. Metode pembelajaran**

- a. Pendekatan : Saintefik.
- b. Model pembelajaran : Discover learning, problem based learning (PBL).
- c. Metode : Peer correction technique.

#### **F. Media pembelajaran**

- a. Media
  - c. Worksheet atau lembar kerja (siswa).
  - d. Lembar penelitian.
- b. Alat/ bahan
  - c. Penggaris, spidol, dan papan tulis.
  - d. Laptop dan infokus.

#### **G. Sumber belajar**

- a. Buku penunjang kurikulum 2013 Mata Pelajaran Bahasa Inggris kelas X, Kemendikbud, revisi tahun 2016.
- b. Kamus bahasa Inggris.

#### **H. Langkah-langkah Kegiatan Pembelajaran**

<b>Pertemuan ke-1</b>
<b>Kegiatan pendahuluan (10 menit)</b>
<b>Guru:</b>

1. Greeting
2. Praying
3. Teacher checks students' attendance
4. Teacher explains the aim of teaching and learning  
Motivate the students

**Kegiatan inti 70 menit**

<b>Teacher :</b>	<b>Students :</b>
<ol style="list-style-type: none"> <li>1. The students asked to write a paragraph using the topic. This was done at the class in order to make sure that each students makes the paragraph by her/himself. The students got approximetely 20 minutes to write the paragraph.</li> <li>2. After 20 minutes, all students asked to stop writing</li> <li>3. The next minutes, the students commanded to hand their work the their peers. This was done when the teacher starts to count number: 1 to 2. In each count, the students should hand the piece of work to another students who sit far away from the writer's seat. So that the writer could no try to manipulate the correction done by his/her peer toward the piece of work.</li> <li>4. The students are ordered to look at</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a paragraph using the topic</li> <li>2. Stop write</li> <li>3. Thestudentshand their work the their peers</li> <li>4. Thestudentslook at their peers</li> </ol>

<p>their peers work. Then they should read the piece and do correction carefully by holding on the guidelines given by the teacher. The guidelines are enclosed. The teacher gives specific guidelines to case and lead the students in doing correction on certain errors which have been the focus of the research. Besides that it can avoid problems which may appear due to the students' lack of language ability. For this step, they are given approximately 30 minutes.</p> <ol style="list-style-type: none"> <li>5. After 30 minutes, the pupils are asked to hand the pieces back to its writer.</li> <li>6. Ask students to check the correction by their peers', check the correction done by the peers' correction. It is done in a purpose of making sure that all students realize or know what errors the have made and then making their achieve the right correction of the errors.</li> <li>7. Next. The teacher asked the other students to answer and explain the questions from their peer. However</li> </ol>	<p>work, read the piece and do correction carefully by holding on the guidelines given by the teacher</p> <ol style="list-style-type: none"> <li>5. The students hand the pieces back to its writer.</li> <li>6. The students answer and explain the questions from their peer.</li> <li>7. Then, the students are permitted to see their own piece of work.</li> </ol>
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<p>if there is no single students can answer or explain it, the teacher gave her answer /explanation /correction. This steps aimed at making the students more autonomous and responsible to their own learning. The step no. 6 and 7 took approximately 20 minutes.</p> <p>8. After those steps. The students asked to revise and rewrite their paragraph they have 10 minutes to do it.</p> <p>9. Finally the rewritten paragraphs collected by the teacher together</p> <p>10. Finally the rewritten paragraphs collected by the teacher together with the original one.</p>	<p>8. Revise and write their paragraph.</p>
<p><b>Kegiatan penutup (10 menit)</b></p>	
<p>4. Teacher gives feedback to the teaching process</p> <p>5. Teacher and students conclude what they learned</p> <p>6. Teacher informs the next material</p>	

## H. Penilaian

### 3. Affective

#### a. Attitude assessment

- 3) Assessment techniques : Observations
- 4) Form of assessment : The observation



#### 4. Cognitive

Aspect	Indicator	Score
Language use	Few if any noticeable error of grammar or word order	20
	Some errors of grammar or word which do not however interfere with comprehension	15
	Error of grammar of word order frequent; efforts of interpretation sometime required an readers part	10
	Error of grammar or word order frequent; efforts of interpretation sometime required on readers part	5
Vocabulary	Use of vocabulary and idiom rally (it at all) distinguishable from that educated nature writer	20
	Occasional uses in appropriate terms or relies in circulation expression or ideas hardly	15
	Using writing or inappropriate word fairly frequently expression of ideas may be limited became of in adequate vocabulary	10
	Limited vocabulary and frequent error clearly hinder expression of ideas	5
Mechanic	Few any causable lapses in punctuation or spelling	20
	Occasionally lapses in punctuation or spelling which do not however interfere with comprehension	15
	Error of punctuation or spelling frailly frequent occasional re-reading necessary for full comprehension	10
	Frequent error in spelling or punctuation sometime obscurity	5
Content	Choice of structure and vocabulary consistently	20

	appropriate like that of educated to the writer	
	Occasional like of consistently in choice of structure and vocabulary which does not	15
	Patchy with some structure or vocabulary term noticeable in appropriate to generate style	10
	Structure of vocabulary items sometime has only appropriate but also little sense communication	5
From (Organization)	Highly organized clear progression could well: like educated naïve speaker	20
	Material well organized could occasionally be clearly but communication not impaired	15
	Some lack organization re-reading required in clarification of ideas	10
	Little or no attempt as connectivity through reader can reduce some organization	5

**Padangsidimpuan, 2019**

**EnglishTeacher**

**Researcher**

**Hardi S.Pd**  
Nip. 19760525 200801 1 002

**Raudah Daulay**  
13 340 0105

**Appendix 2**

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

**Cycle I**

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<b>Satuan Pendidikan</b>	: SMAN 1 Batang Angkola
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Pelajaran</b>	: X MIA-3
<b>Materi Pokok</b>	: Teks naratif berbentuk legenda sederhana.
<b>Alokasi Waktu</b>	: 2x45 menit (pertemuan 2)

**A. Kompetensi Inti**

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

**B. Kompetensi Dasar dan Indikato Pencapaian Kompetensi**

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.8 Membedakan fungsi sosial,structure teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulisan dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaanya.	<ol style="list-style-type: none"> <li>1. Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian yang d tanyakan</li> <li>2. Mengidentifikasi persamaan dan perbedaan fungsi sosial, structure teks dan unsur kebahasaan text naratif.</li> <li>3. Memahami structure teks naratif dalam memberi dan meminta informasi terkait legenda rakyat.</li> </ol>

**C. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan.
2. Mengidentifikasi persamaan dan perbedaan fungsi sosial, structure teks dan unsur kebahasaan text naratif.
3. Memahami structure teks naratif dalam memberi dan meminta informasi terkait legenda rakyat.

#### **D. Materi Pembelajaran**

1. fungsi sosial

Mendapat hiburan, menghibur, mengerjakan nilai-nilai luhur, mengambil teladan.

2. Struktur teks
3. Dapat mencakup:
  - a. Orientasi
  - b. Komplikasi
  - c. Resolusi
  - d. Orientasi ulang
4. unsur kebahasaan
  - a. kalimat-kalimat dalam simple past tense, past continuous, dan lain-lainnya yang relevan.
  - b. Kosakata: terkait karakter, waktu, dan setting dalam legenda.
  - c. Adverbia penghubung dan petunjuk waktu.
  - d. Ucapan dan tekanan kata, intonasi, jeda, tanda baca, dan tulisan tangan.
  - e. Topik

Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI.

#### **E. Metode pembelajaran**

1. Pendekatan : Saintefik.
2. Model pembelajaran : Discover learning, problem based learning (PBL).
3. Metode : Peer correction technique.

#### **F. Media pembelajaran**

1. Media
  - e. Worksheet atau lembar kerja(siswa).
  - f. Lembar penelitian.
2. Alat/ bahan
  - e. Penggaris, spidol, dan papan tulis.
  - f. Leptop dan infokus.

### G. Sumber belajar

1. Buku penunjang kurikulum 2013 Mata Pelajaran Bahasa Inggris kelas X, Kemendikbud, revisi tahun 2016.
2. Kamus bahasa inggris.

### H. Langkah-langkah Kegiatan Pembelajaran

<b>Pertemuan ke-2</b>	
<b>Kegiatan pendahuluan (10 menit)</b>	
<b>Guru:</b> <ol style="list-style-type: none"><li>1. Greeting</li><li>2. Praying</li><li>3. Teacher checks students' attendance</li><li>4. Teacher explains the aim of teaching and learning Motivate the students</li></ol>	
<b>Kegiatan inti 70 menit</b>	
<b>Teacher :</b> <ol style="list-style-type: none"><li>1. The students asked to write a paragraph using the topic. This was done at the class in order to make sure that each students makes the paragraph by her/himself. The students got approximetely 20 minutes to write the paragraph.</li><li>2. After 20 minutes, all students asked to stop writing</li><li>3. The next minutes, the students commanded to hand their work the their peers. This was done when the teacher starts to count number: 1 to</li></ol>	<b>Students :</b> <ol style="list-style-type: none"><li>1. Write a paragraph using the topic</li><li>2. Stop write</li><li>3. Thestudentshand their work the their peers</li></ol>

<p>2. In each count, the students should hand the piece of work to another students who sit far away from the writer's seat. So that the writer could no try to manipulate the correction done by his/her peer toward the piece of work.</p> <p>4. The students are ordered to look at their peers work. Then they should read the piece and do correction carefully by holding on the guidelines given by the teacher. The guidelines are enclosed. The teacher gives specific guidelines to case and lead the students in doing correction on certain errorswhich have been the focus of the research. Besides that it can avoid problems which may appear due to the students' lack of language ability. For this step, they are given approximately 30 minutes.</p> <p>5. After 30 minutes, the pupils are asked to hand the pieces back to its writer.</p> <p>6. Ask students to check the correction by their peers', check the correction done by the peers' correction. It is</p>	<p>4. Thestudentslook at their peers work, read the piece and do correction carefully by holding on the guidelines given by the teacher</p> <p>5. The students hand the pieces back to its writer.</p> <p>6. The students answer and explain the questions from their peer.</p>
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<p>done in a purpose of making sure that all students realize or know what errors the have made and then making their achieve the right correction of the errors.</p> <p>7. Next. The teacher asked the other students to answer and explain the questions from their peer. However if there is no single students can answer or explain it, the teacher gave her answer /explanation /correction. This steps aimed at making the students more autonomous and responsible to their own learning. The step no. 6 and 7 took approximately 20 minutes.</p> <p>8. After those steps. The students asked to revise and rewrite their paragraph they have 10 minutes to do it.</p> <p>9. Finally the rewritten paragraphs collected by the teacher together</p> <p>10. Finally the rewritten paragraphs collected by the teacher together with the original one.</p>	<p>7. Then, the students are permitted to see their own piece of work.</p> <p>8. Revise and write their paragraph.</p>
<p><b>Kegiatan penutup (10 menit)</b></p>	



7. Teacher gives feedback to the teaching process
8. Teacher and students conclude what they learned
9. Teacher informs the next material

## **I. Penilaian**

### **5. Affective**

#### a. Attitude assessment

5) Assessment techniques : Observations

6) Form of assessment : The observation

### **6. Cognitive**

Aspect	Indicator	Score
Language use	Few if any noticeable error of grammar or word order	20
	Some errors of grammar or word which do not however interfere with comprehension	15
	Error of grammar of word order frequent; efforts of interpretation sometime required an readers part	10
	Error of grammar or word order frequent; efforts of interpretation sometime required on readers part	5
Vocabulary	Use of vocabulary and idiom rally (it at all) distinguishable from that educated nature writer	20
	Occasional uses in appropriate terms or relies in circulation expression or ideas hardly	15
	Using writing or inappropriate word fairly frequently expression of ideas may be limited became of in adequate vocabulary	10
	Limited vocabulary and frequent error clearly hinder expression of ideas	5

Mechanic	Few any causable lapses in punctuation or spelling	20
	Occasionally lapses in punctuation or spelling which do not however interfere with comprehension	15
	Error of punctuation or spelling frailly frequent occasional re-reading necessary for full comprehension	10
	Frequent error in spelling or punctuation sometime obscurity	5
Content	Choice of structure and vocabulary consistently appropriate like that of educated to the writer	20
	Occasional like of consistently in choice of structure and vocabulary which does not	15
	Patchy with some structure or vocabulary term noticeable in appropriate to generate style	10
	Structure of vocabulary items sometime has only appropriate but also little sense communication	5
Form (Organization)	Highly organized clear progression could well: like educated naïve speaker	20
	Material well organized could occasionally be clearly but communication not impaired	15
	Some lack organization re-reading required in clarification of ideas	10
	Little or no attempt as connectivity through reader can reduce some organization	5

**Padangsidimpuan, 2019**

**EnglishTacher**

**Researcher**

**Hardi S.Pd**  
**Nip. 19760525 200801 1 002**

**Raudah Daulay**  
**13 340 0105**

## Appendix 4

### RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Cycle II

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<b>Satuan Pendidikan</b>	: SMAN 1 Batang Angkola
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Pelajaran</b>	: X MIA-3
<b>Materi Pokok</b>	: Teks naratif berbentuk legenda sederhana.
<b>Alokasi Waktu</b>	: 2x45 menit (pertemuan 4)

#### A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

**B. Kompetensi Dasar dan Indikato Pencapaian Kompetensi**

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	4.8 mengungkapkan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	1. Membacakan legenda dengan intonasi dan tekanan kata yang benar, dan saling mengoreksi.

**C. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan.
2. Mengidentifikasi persamaan dan perbedaan fungsi sosial, structure teks dan unsur kebahasaan text naratif.
3. Memahami structure teks naratif dalam memberi dan meminta informasi terkait legenda rakyat..

**D. Materi Pembelajaran**

1. fungsi sosial

Mendapat hiburan, menghibur, mengerjakan nilai-nilai luhur, mengambil teladan.

2. Struktur teks
3. Dapat mencakup:
  - a. Orientasi
  - b. Komplikasi

- c. Resolusi
- d. Orientasi ulang
- 4. unsur kebahasaan
  - a. kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan.
  - b. Kosakata: terkait karakter, waktu, dan setting dalam legenda.
  - c. Adverbia penghubung dan petunjuk waktu.
  - d. Ucapan dan tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
  - e. Topik

Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI.

#### **E. Metode pembelajaran**

- 1. Pendekatan : Saintefik.
- 2. Model pembelajaran : Discover learning, problem based learning (PBL).
- 3. Metode : Peer correction technique.

#### **F. Media pembelajaran**

- 1. Media
  - g. Worksheet atau lembar kerja (siswa).
  - h. Lembar penelitian.
- 2. Alat/ bahan
  - g. Penggaris, spidol, dan papan tulis.
  - h. Leptop dan infokus.

#### **G. Sumber belajar**

- 1. Buku penunjang kurikulum 2013 Mata Pelajaran Bahasa Inggris kelas X, Kemendikbud, revisi tahun 2016.
- 2. Kamus bahasa Inggris.

#### **H. Langkah-langkah Kegiatan Pembelajaran**

<b>Pertemuan ke-4</b>
-----------------------

**Kegiatan pendahuluan (10 menit)**

**Guru:**

1. Greeting
2. Praying
3. Teacher checks students' attendance
4. Teacher explains the aim of teaching and learning  
Motivate the students

**Kegiatan inti 70 menit**

**Teacher :**

1. The students asked to write a paragraph using the topic. This was done at the class in order to make sure that each students makes the paragraph by her/himself. The students got approximetely 20 minutes to write the paragraph.
2. After 20 minutes, all students asked to stop writing
3. The next minutes, the students commanded to hand their work the their peers. This was done when the teacher starts to count number: 1 to 2. In each count, the students should hand the piece of work to another students who sit far away from the writer's seat. So that the writer could no try to manipulate the correction done by his/her peer

**Students :**

1. Write a paragraph using the topic
2. Stop write
3. Thestudentshand their work the their peers

<p>toward the piece of work.</p> <p>4. The students are ordered to look at their peers work. Then they should read the piece and do correction carefully by holding on the guidelines given by the teacher. The guidelines are enclosed. The teacher gives specific guidelines to case and lead the students in doing correction on certain errors which have been the focus of the research. Besides that it can avoid problems which may appear due to the students' lack of language ability. For this step, they are given approximately 30 minutes.</p> <p>5. After 30 minutes, the pupils are asked to hand the pieces back to its writer.</p> <p>6. Ask students to check the correction by their peers', check the correction done by the peers' correction. It is done in a purpose of making sure that all students realize or know what errors the have made and then making their achieve the right correction of the errors.</p> <p>7. Next. The teacher asked the other</p>	<p>4. The students look at their peers work, read the piece and do correction carefully by holding on the guidelines given by the teacher</p> <p>5. The students hand the pieces back to its writer.</p> <p>6. The students answer and explain the questions from their peer.</p> <p>7. Then, the students are permitted</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>students to answer and explain the questions from their peer. However if there is no single students can answer or explain it, the teacher gave her answer /explanation /correction. This steps aimed at making the students more autonomous and responsible to their own learning. The step no. 6 and 7 took approximately 20 minutes.</p> <p>8. After those steps. The students asked to revise and rewrite their paragraph they have 10 minutes to do it.</p> <p>9. Finally the rewritten paragraphs collected by the teacher together</p> <p>10. Finally the rewritten paragraphs collected by the teacher together with the original one.</p>	<p>to see their own piece of work.</p> <p>8. Revise and write their paragraph.</p>
<p><b>Kegiatan penutup (10 menit)</b></p>	
<ol style="list-style-type: none"> <li>1. Teacher gives feedback to the teaching process</li> <li>2. Teacher and students conclude what they learned</li> <li>3. Teacher informs the next material</li> </ol>	

**I. Penilaian**



## 1. Affective

### a. Attitude assessment

- 1) Assessment techniques : Observations
- 2) Form of assessment : The observation

## 2. Cognitive

Aspect	Indicator	Score
Language use	Few if any noticeable error of grammar or word order	20
	Some errors of grammar or word which do not however interfere with comprehension	15
	Error of grammar of word order frequent; efforts of interpretation sometime required an readers part	10
	Error of grammar or word order frequent; efforts of interpretation sometime required on readers part	5
Vocabulary	Use of vocabulary and idiom rally (it at all) distinguishable from that educated nature writer	20
	Occasional uses in appropriate terms or relies in circulation expression or ideas hardly	15
	Using writing or inappropriate word fairly frequently expression of ideas may be limited became of in adequate vocabulary	10
	Limited vocabulary and frequent error clearly hinder expression of ideas	5
Mechanic	Few any causable lapses in punctuation or spelling	20
	Occasionally lapses in punctuation or spelling which do not however interfere with comprehension	15
	Error of punctuation or spelling frailly frequent	10

	occasional re-reading necessary for full comprehension	
	Frequent error in spelling or punctuation sometime obscurity	5
Content	Choice of structure and vocabulary consistently appropriate like that of educated to the writer	20
	Occasional like of consistently in choice of structure and vocabulary which does not	15
	Patchy with some structure or vocabulary term noticeable in appropriate to generate style	10
	Structure of vocabulary items sometime has only appropriate but also little sense communication	5
From (Organization)	Highly organized clear progression could well: like educated naïve speaker	20
	Material well organized could occasionally be clearly but communication not impaired	15
	Some lack organization re-reading required in clarification of ideas	10
	Little or no attempt as connectivity through reader can reduce some organization	5

**Padangsidimpuan, 2019**

**English Teacher**

**Researcher**

**Hardi S.Pd**  
Nip. 19760525 200801 1 002

**Raudah Daulay**  
13 340 0105

## Appendix 5

### Indicator list of teacher classroom procedures the First cycle\*

Physic appearance and written	Checklist	
	Yes	No
1. Dressing cleanly and neatly.		
2. Standing and writing face to students.		
3. Energetic and enthusiasm.		
4. Writing and explaining integratedly.		
5. Writing is nice and readable.		
6. Writing is read from the all room side.		
7. Having certain sequence system.		
Procedure	Checklist	
	Yes	No
1. Explaining learning objectives that targetted.		
2. Explaining language context that targetted, thatis Interview technique.		
3. Explaining about worksheet of Interview that will be produced orally.		
4. Giving the worksheet of Interview to students that will do Interview activity.		
5. Ordering the students to do Interview activity in the classroom.		
6. Ordering the students to Interview ther partner (s) and do evaluating directly.		
7. Ordering the students to retell or explain their Interview result.		
Material	Checklist	
	Yes	No
1. Explaining the learning objectives.		
2. Relating to students experience.		
3. Explaining the learning benefit.		
4. Relavant to objectives and procedure.		
5. Brief presentation.		
6. Detail and united explanation.		
Reinforcement and interaction with students	Checklist	
	Yes	No
1. Individual performance reward.		
2. Group performance reward.		
3. Celebration.		
4. Stimulating students' responses.		
5. Stimulating students' questions		
6. Responding students' questions.		
Sound and classroom management	Checklist	
	Yes	No
1. Audible sound.		
2. Talking intelligibly.		
3. Fluently: every word sounded clearly.		
4. Rhythm : it is clear in the important part.		
5. Neatness control.		
6. Class noise control.		
7. Class formation arrangement .		

8. Efficiency time and learning		
---------------------------------	--	--

\*Observed by: C0-teachers

## Appendix 6

### Indicator list of teacher classroom procedures the Second cycle\*

Physic appearance and written	Checklist	
	Yes	No
8. Dressing cleanly and neatly.		
9. Standing and writing face to students.		
10. Energic and enthusiasm.		
11. Writing and explaining integratedly.		
12. Writing is nice and readable.		
13. Writing is read from the all room side.		
14. Having certain sequence system.		
Procedure	Checklist	
	Yes	No
8. Explaining learning objectives that targetted.		
9. Explaining language context that targetted, thatis Interview technique.		
10. Explaining about worksheet of Interview that will be produced orally.		
11. Giving the worksheet of Interview to students that will do Interview activity.		
12. Ordering the students to do Interview activity in the classroom.		
13. Ordering the students to Interview ther partner (s) and do evaluating directly.		
14. Ordering the students to retell or explain their Interview result.		
Material	Checklist	
	Yes	No
7. Explaining the learning objectives.		
8. Relating to students experience.		
9. Explaining the learning benefit.		
10. Relavant to objectives and procedure.		
11. Brief presentation.		
12. Detail and united explanation.		
Reinforcement and interaction with students	Checklist	
	Yes	No
7. Individual performance reward.		
8. Group performance reward.		
9. Celebration.		
10. Stimulating students' responses.		
11. Stimulating students' questions		
12. Responding students' questions.		
Sound and classroom management	Checklist	
	Yes	No
9. Audible sound.		
10. Talking intelligibly.		

11. Fluently: every word sounded clearly.		
12. Rhythm : it is clear in the important part.		
13. Neatness control.		
14. Class noise control.		
15. Class formation arrangement .		
16. Efficiency time and learning		

\*Observed by: C0-teachers

## Appendix 7

### LIST OF INTERVIEW

#### A. Interview to the teacher

1. Bagaimana kemampuan menulis siswa-siswa Bapak/Ibu di dalam kelas?  
(how are the students' writing ability in the class?)
2. Tehnik apa yang sering Bapak/Ibu gunakan dalam mengajar menulis?  
(what technique which is often you used in teaching writing?)
3. Apa saja yang Bapak/Ibu lakukan agar siswa aktif di dalam kelas?  
(what do you do to make the students be active in the class?)
4. Apa saja kesulitan-kesulitan yang Bapak/Ibu alami ketika mengajar writing?  
(what are the difficulties when you teaching writing?)
5. Bagaimana cara Bapak/Ibu mengatasi kesulitan-kesulitan tersebut?  
(how do you solve those difficulties?)
6. Apakah Bapak/Ibu pernah mengajarkan peer correction technique di dalam kelas? Mengapa?  
(have you ever thought peer correction technique in the class? Why?)





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - **540** /In.14/E.1/TL.00/04/2019  
Hal : **Izin Penelitian**  
**Penyelesaian Skripsi.**

30 April 2019

Yth. Kepala SMA N 1 Batang Angkola  
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Raudah Daulay  
NIM : 13 340 0105  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Alamat : Pintupadang II

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Students' Writing Ability by Using Peer Correction Technique at Grade X SMA N 1 Batang Angkola".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan  
Wakil Dekan Bidang Akademik



Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.  
NIP. 19800413200604 1 002



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Email : [sman1.batangankola@gmail.com](mailto:sman1.batangankola@gmail.com) Akreditasi A NPSN : 10207067, NSS : 301071006001 KODE POS : 22773

**SURAT KETERANGAN**

Nomor : 800 /329/ SMA / 2019

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Batang Angkola Kabupaten Tapanuli Selatan menerangkan bahwa :

Nama : RAUDAH DAULAY  
NIM : 13 340 0105  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Alamat : Pintupadang II

Sesuai dengan surat Nomor : B-540/In.14/E.1/TL.00.04/2019 Tanggal 30 April 2019 dalam hal Pelaksanaan Penelitian dalam rangka penyelesaian Skripsi sebagai salah satu syarat menyelesaikan pendidikan Strata 1 (S-1) dengan judul :

**" IMPROVING STUDENTS' WRITING ABILITY BY USING PEER CORRECTION TECHNIQUE at GRADE X SMA N 1 BATANG ANGKOLA "**

Bahwa nama tersebut di atas telah melaksanakan penelitian pada tanggal 30 April s/d 06 Mei 2019

Demikian Surat Keterangan ini kami perbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Pintupadang, 15 Juni 2019  
Kepala SMA Negeri 1 Batang Angkola  
  
Drs. M. FAUFIK HIDAYAH  
NIP. 19660801 199412 1 001

