GROUP CORRECTION OF STUDENTS' WRITTEN ASSIGNMENTS TO IMPROVE STUDENTS' ACADEMIC WRITING ABILITY (AN ACTION RESEARCH FOR THE FIFTH SEMESTER STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT OF IKIP PGRI SEMARANG IN THE ACADEMIC YEAR 2010-2011)

A THESIS

Submitted in partial fulfillment of the requirements

for Master's Degree in Linguistics

SITI MUSAROKAH

A4C009016

POSTGRADUATE PROGRAM

DIPONEGORO UNIVERSITY

SEMARANG

2011

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ii

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iii

CERTIFICATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any longer degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang,   December 2011

Siti Musarokah
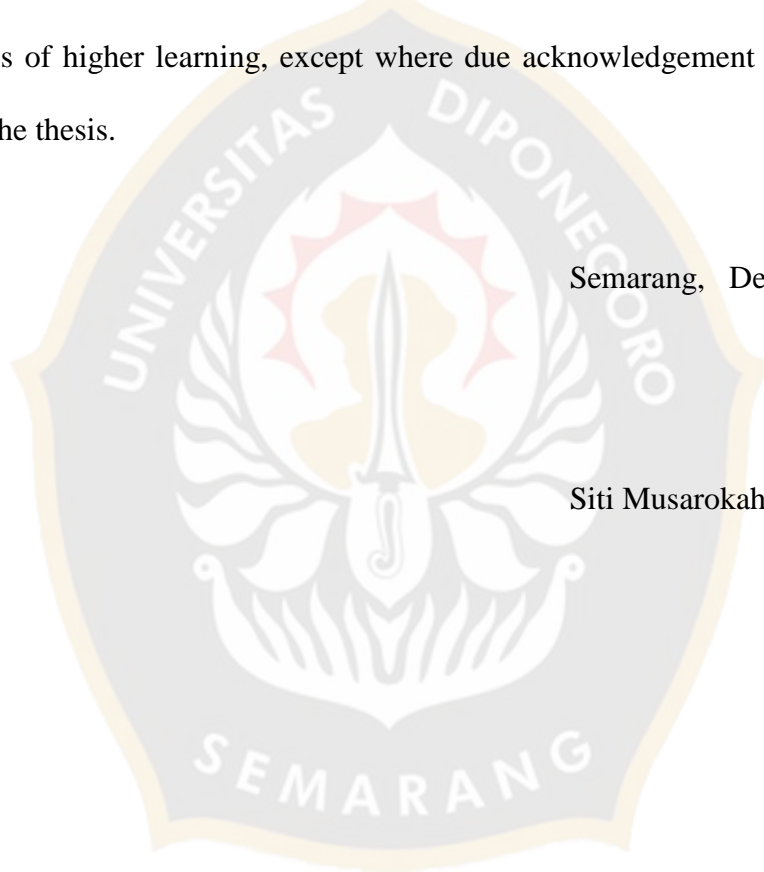
ACKNOWLEDGEMENT

Praise be to Allah SWT, who has given strength and true spirit so this thesis entitled "Group Correction of Students' Written Assignments to Improve Students' Academic Writing Ability (An Action Research for the Fifth Semester Students of the English Education Department of IKIP PGRI Semarang in the Academic Year 2010-2011)" came to a completion. On this occasion, the writer would like to thank all the people who have contributed to the completion of this research report.

The deepest gratitude and appreciation are extended to Dra. Kusrahayuwati, M.A., the writer's advisor who has given her continuous guidance, helpful corrections, moral supports, advices and suggestions, without which it is doubtful that this thesis came into completion.

The writer's deepest thank also goes to the following:

1. Prof. Dr. Sudaryono, S.U., Head of Master's Program in Linguistics, Diponegoro University Semarang,

2. Dr. Suwandi, M.Pd., and Dr. Dwi Anggani Linggar Bharati, M.Pd., who were willing to supervise the tests made by the writer,

3. All lecturers of Master's Program in Linguistics, Diponegoro University Semarang who have enriched her knowledge for several years,

4. Muhdi, S.H., M.Hum., Rector of IKIP PGRI Semarang,

5. Drs. A. Wiyaka, M.Pd., Head of the English Education Department, IKIP PGRI Semarang,

6. Entika Fani Prastikawati, S.Pd., M.Pd., the lecturer of Writing 4 of the English Education Department, IKIP PGRI Semarang, who collaborated in this study,

7. The Fifth Semester Students of the English Education Department, IKIP PGRI Semarang in the Academic Year 2010-2011,

8. Her beloved husband and daughter, Malihul Huda, S.HI. and Siera Sefira Assalafi,

9. Her beloved parents, Bedjo Bahrum and Katmah,

10. Her beloved parents-in-law, H. Muchson and Hj. Masriah, and

11. Her friends in Master's Program in Linguistics, Diponegoro University Semarang.

The writer realizes that this thesis is still far from being perfect. She, therefore, will be glad to receive any constructive criticism and recommendation to make this thesis better.

Finally, the writer expects that this thesis will be useful to the reader who wishes to learn something about Group Correction of Students' Written Assignments technique and to understand a little bit more about developing the technique.

Semarang,   December 2011

The writer

vi

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF APPENDICES

ABSTRACT

The study attempts generally to improve the fifth semester students' academic writing ability of the English Education Department of IKIP PGRI Semarang in the academic year 2010-2011 through Group Correction of Students' Written Assignments technique.

The subject of this study was class D of the fifth semester students of the English Education Department of IKIP PGRI Semarang in the academic year 2010-2011 who were taking Writing 4 subject.

This study was carried out under an action research method. There were two cycles in this study. Four board phases: (1) planning, (2) action, (3) observation, and (4) reflection were used on each cycle.

The data were collected by using qualitative and quantitative method. The qualitative data used in this study were observation, field notes, photographs, and interview, and the quantitative data used in this study was document collection that is students' writing result. The qualitative data were analyzed by reading transcript of interview, pre research observation report, and field notes and reviewing the photographs of teaching learning process. An analytic scale was used in analyzing the quantitative data focusing on the organization, content, grammar, mechanics, and style and quality of expression.

From the analysis, the writer found that through Group Correction of Students' Written Assignments technique, the students' ability to write an academic writing improved significantly. The improvement of this can be seen from the test result of pre-cycle, first cycle, and second cycle. In the pre-cycle the mean of the students' ability was 63.16%. In the first cycle, the mean of the students' ability was 71.62%, and in the second cycle, the mean of the students' ability reached 75.26%. Besides, this technique can also enhance the students' motivation and make the students more aware of the errors in their writing.

This technique was also developed by equipping the students with a list of components to assess writing and a list of the symbols used in correcting composition as guidance to correct their peers' work. After the technique had been applied, students' correction had been "appropriate" as the lecturer suggested.

To apply this technique in teaching writing, it is suggested to equip the students with a list of components to assess writing and a list of the symbols used in correcting composition; moreover, it will be more effective by redistributing the assignment one at a time. Otherwise, the teacher or lecturer will find some weaknesses of the technique.

INTISARI

Penelitian ini secara umum bertujuan untuk meningkatkan kemampuan menulis ilmiah mahasiswa semester lima Jurusan Pendidikan Bahasa Inggris IKIP PGRI Semarang tahun akademik 2010-2011 melalui teknik *Group Correction of Students' Written assignments*.

Subjek penelitian ini adalah mahasiswa kelas 5D Jurusan Pendidikan Bahasa Inggris IKIP PGRI Semarang tahun akademik 2010-2011 yang mengambil mata kuliah Writing 4.

Penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam 2 siklus. Masing-masing siklus terdiri dari empat tahapan, yakni (1) perencanaan, (2) pelaksanaan, (3) pengamatan, dan (4) refleksi.

Data dikumpulkan menggunakan dua metode, yakni kualitatif dan kuantitatif. Data kualitatif yang digunakan dalam penelitian ini adalah observasi, catatan lapangan, foto, dan wawancara. Sedangkan data kuantitatif yang digunakan dalam penelitian ini adalah dokumen yakni hasil tulisan siswa. Kemudian kualitatif data dianalisis dengan membaca transkrip wawancara, laporan observasi, dan catatan lapangan yang didapatkan dan meninjau ulang photo-photo proses belajar mengajar. Sedangkan kuantitatif data dianalisis menggunakan skala analitis yakni difokuskan pada organisasi tulisan, isi, struktur kalimat, mekanik (tanda baca, ejaan, penggunaan huruf besar) dan diksi.

Dari hasil analisis, penulis menemukan beberapa penemuan, yakni melalui teknik *Group Correction of Students' Written Assignments*, kemampuan menulis ilmiah mahasiswa meningkat secara signifikan. Peningkatan ini bisa dilihat dari hasil tes pada pra-siklus, siklus pertama, dan siklus ketiga. Pada pra-siklus nilai rata-rata tulisan mahasiswa 63.16%. Pada siklus pertama nilai rata-rata tulisan mahasiswa 71.62%, dan pada siklus kedua nilai rata-rata tulisan mahasiswa mencapai 75.26%. Disamping itu, melalui tehnik ini motivasi mahasiswa meningkat. Mereka juga lebih hati-hati terhadap kesalahan-kesalahan dalam tulisan mereka.

Dosen juga mengembangkan tehnik ini, yakni dengan membekali mahasiswa dengan sebuah daftar komponen untuk menilai tulisan dan daftar simbol yang digunakan untuk mengoreksi tulisan. Setelah tehnik ini diterapkan, bentuk koreksian mahasiswa sudah "sesuai" seperti yang dosen sarankan.

Untuk menerapkan teknik ini dalam pengajaran writing, sebaiknya dosen atau guru membekali mahasiswa atau siswa dengan daftar-daftar yang sudah disebutkan sebelumnya. Dalam penerapan teknik ini juga akan lebih efektif apabila dalam pendistribusian tugas diberikan satu demi satu melalui ketua kelompok. Sebaliknya, dosen atau guru akan menemukan beberapa kelemahan dari teknik ini.

CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, the problem statements, the aims of the study, the scope of the study, the benefits of the study, and the organization of writing.

A. Background of the Study

Writing, the writer focuses on, is one of the English language skills students should acquire besides speaking, reading, and listening. This skill is very important to achieve in colleges or universities because by acquiring writing skills, students can express their ideas in written form easily. As we know most assignments in colleges or universities, especially English department are required in written form. If students are accustomed to writing, of course, they can do the assignments easily. Even they will get good score because of their good writing performance.

Most students assume that writing is difficult. This assumption is not necessarily true because actually writing can be learnt if students are willing to do it. However, writing is not an easy thing because it needs studying and practice to develop this skill. Actually some strategies can be learnt to improve their writing ability. Of course, students need to practice these strategies in order to be able to write effectively. As stated by Oshima and Hogue "You can learn to write effectively if you are willing to learn some strategies and practice them" (1999: xi).

Contrary to our expectation, the result of learning writing has not been satisfying although writing subject has been taught in the English Education Department since the first semester. The unsatisfying result is especially faced by the fifth semester students class 5D of the English Education Department who are taking Writing 4 subject. At IKIP PGRI curriculum writing is one of the language skills the students should acquire. In fact, they seem to face difficulties when they have to express their ideas in an academic writing form. The difficulties include organization of writing, logical development of ideas (content), grammar, mechanics, and style and quality of expression (vocabulary usage). As a result, they got low score in those aspects. This can be seen from the result of the pre-test given to them (see appendix 1) and from examples of their writing (see appendix 27).

From the difficulty above, the problems can be described. The first problem, which causes the students not to be able to express the ideas easily, is that they may lack understanding the tone used in academic writing. As we know, academic writing requires formal tone. The investigation on the students' work done by the writer shows that many of them used informal writing in their work (see appendix 27). For example, when they used coordinating conjunctions, *for, and, nor, but, or, yet*, *so* (FANBOYS), they put them after period. In other words, they used coordinating conjunctions to connect sentences. Coordinating conjunctions are used to connect two independent clauses to form compound sentences. Hence, it is not appropriate to use coordinating conjunctions in connecting sentences.

The students' carelessness in writing becomes the next problem. In this case, they seem less careful to write. Consequently, there were many errors which they made in all aspect of assessment (organization, content, grammar, mechanics, and vocabulary usage). This can be seen from their writing performance (see appendix 27).

The third problem may be the students' low motivation to write. Because of this, their writing production was limited. It also seems that they rarely practice to write. The interview done by the writer showed that they did not practice to write if there was no assignment from the lecturer. Even many of them did not submit the assignment in the allocated time. Therefore, giving more assignments to the students may be needed to increase the students' writing production.

Another problem may be due to the method used by the lecturer in teaching learning process. The method used by the lecturer may not be suitable with the learning situation, or the lecturer in using the methods in teaching writing lacks variation. In other words, the teaching of writing is still highly teacher-oriented. In this case, the teacher explained the material by herself, and the students' role was as listeners. Consequently, the students in the back rows did the activities which they should not do when teaching learning process was running. Class 5D was categorized into the large class, that is, there were 34 students. If it was not managed well, the negative effects would affect on both lecturer and students.

From the description above, the writer assumes that there should be an appropriate technique to overcome problems of academic writing teaching. The technique can be used as one of the alternatives to improve students' academic writing ability.

In dealing with such problems, the writer tries to overcome the problem in composing an academic writing by conducting an action research that attempts to improve students' academic writing ability through Group Correction of Students' Written Assignments technique. The writer believes that it can be a good technique in managing classroom activity because by using this technique the students are assumed to be involved in teaching learning process. This technique is also assumed to be able to train the students' awareness of the errors in their writing. This is also stated by D'Rourke (1991: 36) saying that "group correction of students' written assignment is an effective, straightforward method for improving writing skills as well as encouraging oral discussion of grammar and the development of a critical ability in the student". D'Rourke's statement in *Guidelines: A Periodical for Classroom Language Teachers* journal is the first previous study that becomes the primary reference in this study.

B. Problem Statements

Based on the illustration above, the problems of the research can be stated as follows:

1. How is the teaching procedure of Group Correction of Students' Written Assignments applied by the lecturer?

2. What is the students' correction like?

3. What are the advantages and the disadvantages of the use of Group Correction of Students' Written Assignments as a technique in teaching academic writing for the fifth semester students of English Department of IKIP PGRI Semarang?

4. To what extent can Group Correction of Students' Written Assignments improve the academic writing ability of the fifth semester students of the English Department of IKIP PGRI Semarang in the academic year 2010-2011?

C. Aims of the Study

The study is generally aimed at improving the academic writing ability of the fifth semester students of the English Education Department of IKIP PGRI Semarang in the academic year 2010-2011 through Group Correction of Students' Written Assignments technique.

In specific way, the study is aimed at finding out the information about:

1. the teaching procedure of Group Correction of Students' Written Assignments applied by the lecturer;

2. the students' correction ways;

3. the advantages and the disadvantages of the use of Group Correction of Students' Written Assignments as a technique in teaching academic writing; and

4. whether or not Group Correction of Students' Written Assignments can improve the academic writing ability of the fifth semester students of the English Department of IKIP PGRI Semarang in the academic year 2010-2011.

D. Scope of the Study

This study is to describe the implementation of Group Correction of Students' Written Assignments in the classroom practice applied by the lecturer. This study is designed in a classroom action research study since group correction would bring positive influences to students' achievement in writing.

This study focuses on teaching academic writing, especially essays to the students. According to the writer's department curriculum, there are five writing classes: basic writing, writing 1, 2, 3 and 4 which are carried out in semester 1 until semester 5. Basic Writing requires students to be able to imitate sentences. Writing 1 requires students to be able to write four main kinds of sentence: simple sentences, compound sentences, complex sentences,

and compound-complex sentences. Writing 2 requires students to be able to write paragraphs. Three types of paragraph are taught in this class: narrative, descriptive, and expository. Writing 3 is about genre-based writing, and Writing 4 is about academic writing. As the subject of this research is the fifth semester students joining writing 4 class; academic writing of the students, prior to essay writing, is used as the main subject matter observed in this study. The kinds of essay which were taught are Cause/Effect essay, Comparison/Contrast essay, and Argumentative essay.

E. Significances of the Study

The result of the study will hopefully be useful and give some contribution:

1. Theoretically

This study is expected to be able to develop and strengthen the theory because this study has implemented the theory into the real implementation.

2. Practically

This study can be guidance to the other lecturers, especially the academic writing lecturers in developing and guiding the students' writing skill effectively so that they are more creative and innovative in teaching learning process.

3. Pedagogically

This study will give some benefits for:

a. The students

After students have known the result, it is assumed that they know their problems and the way to increase their competence in writing in English effectively especially in composing academic writing.

b. The readers

By reading this thesis, the readers are expected to find out the description of the good composition in academic writing.

c. The writer

This study can develop the writer's knowledge and experience in teaching academic writing. It will also answer her questions of the problems, which are basic in conducting this study.

F. The Organization of Writing

This thesis consists of five chapters, in which each paragraph has different elements.

In the first chapter, the writer starts the study by presenting introduction, which consists of background of the study, statements of the problem, aims of the study, significances of the study, and the organization of writing.

In the second chapter, the writer describes related literature, which consists of previous studies, theoretical description and action hypothesis.

In the third chapter, the writer provides methodology of the research. It consists of research setting, research subject, research design, procedures of action research, techniques of data collection, and techniques of data analysis.

In the fourth chapter, the writer presents research findings and discussion. It discusses the data analysis and interpretation so that the result of the research will be found out.

In the last chapter, the writer draws the conclusion of the study and gives some suggestions.
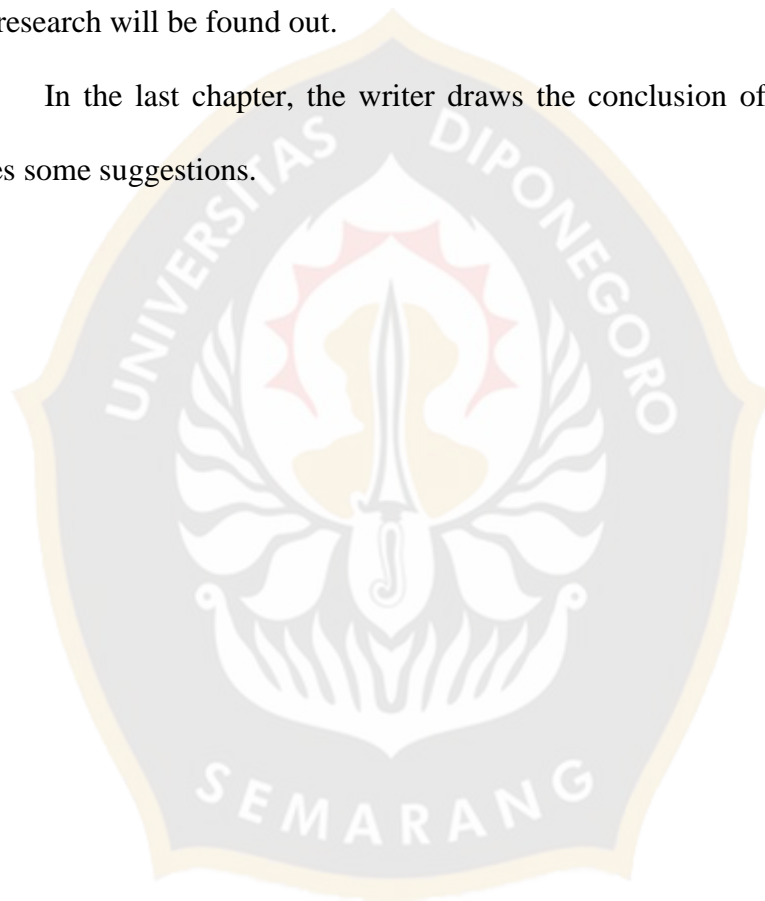
CHAPTER II

REVIEW OF RELATED LITERATURE

Some subchapters that are discussed in this chapter are: previous studies, theoretical description which consists of the nature of language teaching, academic writing, cooperative learning, group correction of students' written assignments, action research, and action hypothesis.

A. Previous Studies

The first previous study as the primary reference in this study is an article written by Valerie D'Rourke entitled *Group Correction of Students' Written Assignments*. It was published in *Guidelines: A Periodical for Classroom Language Teachers* journal. In her article, she explained that Group Correction of Students' Written Assignment is as an effective, straightforward method for improving writing skills.

The other previous study used in the study is a thesis written by Yuni Hariyanti, entitled *Improving Students` Writing Ability through Small Group Discussion (A Classroom Action Research at the First Grade Students of SMA 5 Surakarta in the Academic Year of 2010/2011)*. This action research was done in one cycle and the subject of the research was X3 students of SMAN 5 Surakarta who faced some problems relating to writing ability. The results of the study showed that the students' writing ability, motivation, interest, and self-confidence improved through small group discussion. Hariyanti's study had some similarities with this study. First, both were carried out under an

action research method which aimed at improving students' writing ability. Second, both used the same technique that was peer correction. Besides those similarities, there are also some differences with this study. The first difference is the subject used. While Hariyanti's subject was high school students, the subject of the study was university students. The second difference is that Hariyanti's study was conducted in one cycle, while this study was conducted in two cycles. Another difference is the focus of the correction. The focus of the correction of Hariyanti's was only on grammar and mechanics, whereas the focus of the correction of this study is not only on grammar and mechanics but also on all aspects in assessing writing, namely organization of writing, logical development of ideas (content), grammar, mechanics, and style and quality of expression (vocabulary usage).

The last previous study is an article written by Claudio de Paiva PRANCO (2008), entitled *Using Wikis-Based Peer-correction to Develop Writing Skills of Brazilian EFL Learners*. It was published in Novitas-ROYAL journal. In his study, he used peer-correction through Wikis to develop writing skills of Brazilian EFL Learners. The result of the study showed that peer-correction through Wikis developed writing skills and increased interest in belonging to an online community, heightened motivation, and developed social skills. PRANCO's study had some similarities with this study. First, both used cooperative approach. Second, the ability which would be improved was writing skill. There are also some differences with this study. The first difference is the subject used. While

PRANCO's subject was students from private language school in Brazil, whose ages range from thirteen to seventeen, the subject of the study was university students, whose ages range from nineteen to twenty one. Another difference is the focus of the correction. The focus of the correction of PRANCO's was only on spelling, punctuation, and word order, whereas the focus of the correction of this study is not only on spelling, punctuation, and word order but also on all elements in assessing writing, namely organization of writing, logical development of ideas (content), grammar, mechanics, and style and quality of expression (vocabulary usage). The last difference is the tool which was used to correct the assignments. While PRANCO used Wikis, digital tool, to correct the assignment, the correction of this study was done on the papers of the assignments.

B. Theoretical Description

Presented in this subchapter are the theories underlying the implemention of Group Correction of Students' Written Assignments practices and some related theories which become the basis of the study.

1. The Nature of Language Teaching

Language teaching and learning are two different processes, and both cannot be separated each other. In other words, they relate each other. They will be explained in the following.

a. Language Learning

A search in contemporary dictionaries done by Brown (2000: 7) reveals that learning is "acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction." Further, Kimble and Garmezy in Brown (2000: 7) define "learning as a relatively permanent change in a behavioral tendency and is the result of reinforced practice". Furthermore, Brown breaks down the components of the definition of learning into:

1) Learning is acquisition or "getting".
2) Learning is retention of information or skill.
3) Retention implies storage system, memory, cognitive organization.
4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5) Learning is relatively permanent but subject to forgetting.
6) Learning involves some form of practice, perhaps reinforced practice.
7) Learning is a change in behavior.

On the whole, learning is the acquiring or getting knowledge of a subject or skill, in this case: language, by study, experience, or instruction which changes learners' behavior constantly.

b. Language Teaching

According to Richards and Lockhart (1996: 29), teaching is a complex process which can be conceptualized in a number of different ways. They add that traditionally, language teaching has been described in terms of what teachers do: that is, in terms of the actions

and behaviors which teachers carry out in the classroom and the effects of these on learners.

In a quite different view, Widdowson (1990: 2) defines teaching as a research activity in which experimental techniques of instruction are designed to correspond with hypothetical principles of pedagogy, with provision made for mutual adjustment so as to bring validity of principle into as close an alignment as possible with the utility of technique.

Hence, teachers should have extra commitments. They cannot only act as a researcher and use his/her students as experimental subjects but should also be responsible for all of the activities in the classroom. Therefore, they should improve their quality in teaching learning process using different ways.

Different from Richards and Lockhart and Widdowson, Brown (2000: 7) defines teaching as an activity that cannot be defined apart from learning. According to him, teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.

2. **Academic Writing**

   a. **Definition of Academic Writing**

   Before the writer explains what an academic writing is, it is better to know what writing itself is. Principly, *to write* means to try to

produce written messages. Before we write, we need to determine what to write, we should have something meaningful to convey. To deliver our messages successfully, we apply a number of writing strategies as stated by Bram:

> To put forward our messages successfully, we, the writers, apply a number of writing strategies. These strategies are not talent-oriented. Every (would be) writer can learn and apply them in her or his writing. Every learner is then encouraged to keep on practicing. It is true that we improve our writing mainly through writing itself. (1995: 7)

Meanwhile, Byrne (1993: 1) states when we write, we use *graphic symbols:* that is, letters or combinations of letters which relate to the sounds we make when we speak. On one level, then, writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind. However, writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds.

Moreover, Byrne explains that the symbols have to be arranged, based on certain conventions, to form words, and words have to be arranged to form sentences. Thus, writing can be defined as an activity in arranging the letters to form words, and arranging the words to form sentences.

An academic writing has different characteristics than the other kinds of writing. The following will be explained what academic writing is and how it differs to the others.

Oshima and Hogue (1999: 2) define academic writing as the kind of writing required to do in colleges or universities. This kind of writing differs from other kinds of writing, namely personal, literary, journalistic, or business writing. They are different in its special audience, tone, and purpose. Whenever we write, considering our specific audience, that is, the people who will read our writing, will help us to communicate clearly and effectively because in academic writing our audience is primarily our professors or instructors. The second consideration is the tone of our writing. The tone used in academic writing is formal and serious. The next important consideration is the purpose. The purpose of our writing will determine the organizational form and style. Thus, by considering among of them, we will convey our message to the reader successfully.

In using the tone in academic writing, Limanno (2009) has the same idea as Oshima and Hogue. She states that academic writing involves a formal tone, and it requires organizational skills. If it is written in informal tone, our writing will seem less professional. She adds that to compose a good academic writing needs a good plan as well.

Different from Oshima and Hogue, an article entitled *What Kinds of Writing Assignments* (1997) states that "Almost all writing done in schools falls into the category of academic writing, which is writing that asks students to assume the role of themselves as students writing

to   the   instructor   as   the   examiner"
(http://www.engl.niu.edu/wac/assknd.html).

Moreover, the article says that the direction of information flow is reversed from typical communication situations in which the writer is instructing the reader. As a result, writers of academic prose are displaying their knowledge; they are being scrutinized by someone who knows more.

On the whole, academic writing can be defined as a kind of writing which uses formal tone and is required to do in colleges or universities.

b. **Kinds of Academic Writing**

"Typically, academic writing will be a response to an essay exam question, a critical essay, a lab report, or a research (term) paper. Students try to display their mastery of subject matter and of the conventions of writing within a discipline" ("What kinds," 1997).

Brown (2004: 219) states that writing for academic affairs for example: paper, review, summary, analysis, academically focused journal, technical report, article, thesis proposal, thesis, and dissertation.

Some kinds of academic writing used in the study were cause/effect essay, comparison/contrast essay, and argumentative essay. They will be explained as follows:

1) Cause/Effect Essay

According to Oshima and Hogue (2006: 95), cause/effect essay is an essay that discusses the causes (reasons) for something, the effects (results), or both causes and effects. It can be organized in two ways, block organization and chain organization. In block organization, all the causes are first discussed as a block, and they can be one or more paragraphs, depending on the number of the causes. Then all effects are discussed together as a block. We can discuss either causes or effect first. We can also discuss only causes or only effects. One major section is separated from another major section by a short paragraph called a transition paragraph which its purpose is to conclude one section and introduce another section. Some examples of patterns of a block-style cause and effect essay are shown in the following.

Figure 1 Block Organization of Cause/Effect essay

A	B
Introduction	Introduction
1st cause	1st cause
2nd cause	Transition paragraph
3rd cause	2nd cause
Transition paragraph	3rd cause
Ist effect	Effects
2nd effect	Conclusion
Conclusion	

C	D
Introduction	Introduction
Effects	1st effect
Transition paragraph	2nd effect
1st cause	3rd effect
2nd cause	4th effect
3rd cause	Conclusion
Conclusion	
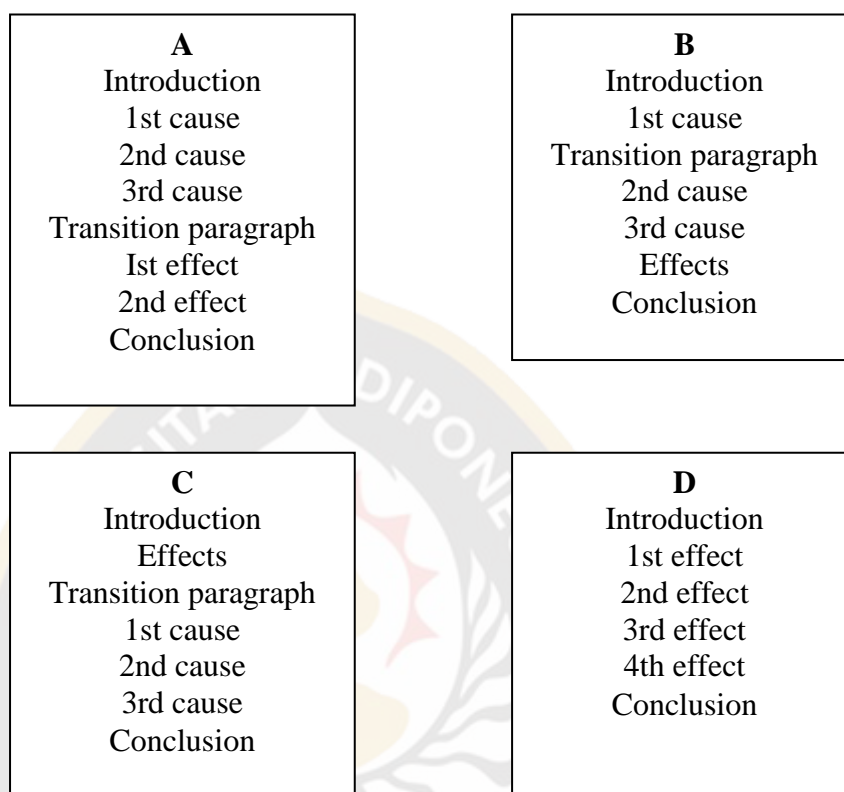
(Oshima & Hogue, 2006: 95)

On the other hand, in chain organization, causes and effects link each other in a chain. One event causes a second event, which in turn causes a third event, which in turn causes a fourth event, and so on. Each new cause and its effect are links in a chain. The following is the example of patterns of a chain organization of cause and effect essay.

Figure 2 Chain Organization of Cause/Effect Essay

Introduction
Cause ↓ Effect ↓ Cause ↓ Effect ↓ Cause ↓ Effect ↓ Cause ↓ Effect
Conclusion
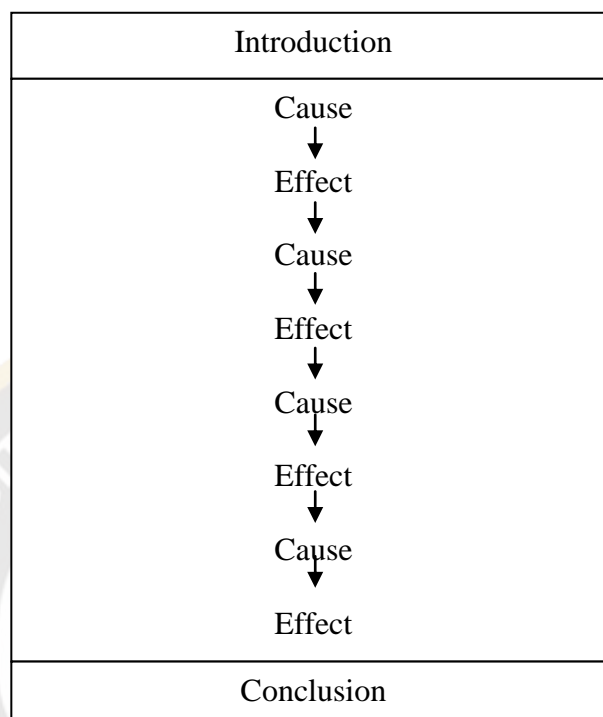
(Oshima & Hogue, 2006: 99)

This essay has a special characteristic in using signal words and phrases which shows the relationships of cause/effect. Some signal words and phrases used in this essay are, for example, *for, because, since, as, the effect of, as a result of*, etc.

2) Comparison/Contrast Essay

Comparison/contrast essay is "an essay that explains the similarities and the differences between two items," (Oshima and Hogue, 2006: 111). There are two kinds of organization of comparison/contrast essay. They are point-by-point organization and block organization. In point-by-point organization, each point

of comparison becomes the topic of a paragraph, and the paragraphs can be put in any order we wish. It means that we figure out the similarities and differences of each point. For example, we want to compare two jobs. First, we make a list of factors that are important to us: salary, benefits, opportunities for advancement, workplace atmosphere, and so on. Each point of comparison, then, becomes the topic of each paragraph in the body. The point-by-point organization is shown as follows:

Figure 3 Point-by-point Organization of Comparison/Contrast

Essay

I.   Introduction

     Thesis Statement

II. Body

     A. Salary

     B. Benefits

     C. Opportunities for advancement

     D. Workplace atmosphere

III. Conclusion
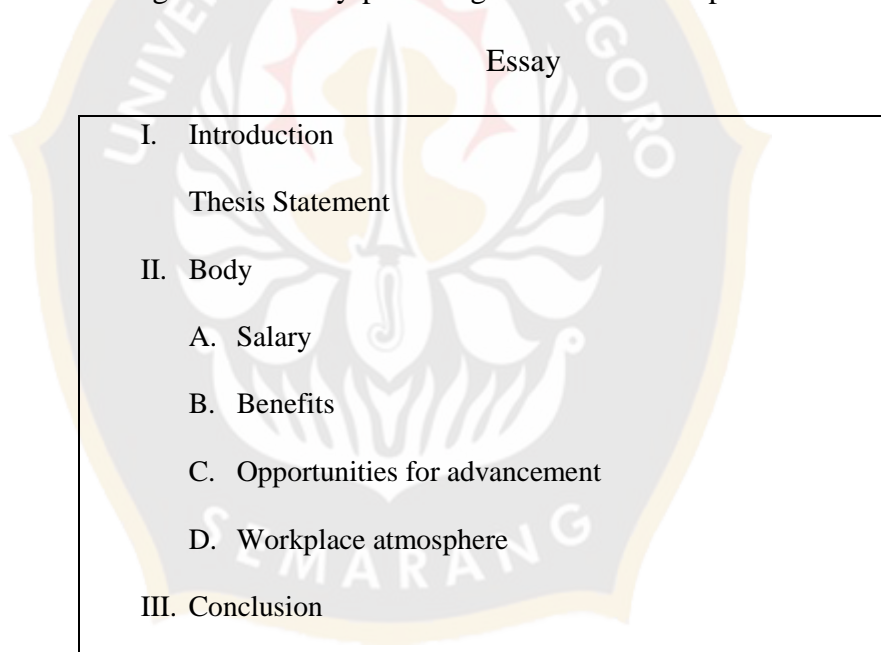
(Oshima & Hogue, 2006: 114)

In contrast, in block organization, all the similarities are arranged together in a block, and all the differences are also arranged together in a block. We can discuss either the similarities first or

the differences first. A transition paragraph or transition sentence can be often inserted between the two blocks.

Figure 4 Block organization of Comparison/Contrast Essay

I. Introduction

   Thesis Statement

II. Body

   A. Similarities

   B. Differences

III. Conclusion
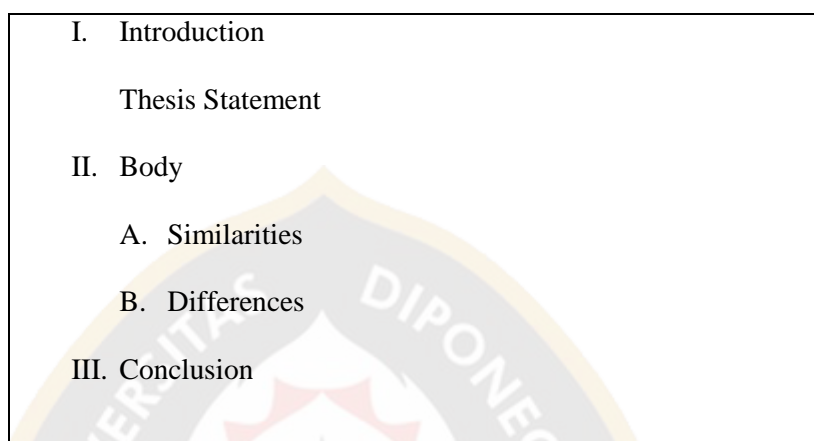
(Oshima & Hogue, 2006: 115)

To write the essay successfully, it is suggested to use appropriate comparison/contrast signal words. These words are used to introduce points of comparison and points of contrast. They are, for example, *similarly, likewise, also, the same as*, etc. to show similarities; and *but, yet, however, while, on the contrary, different from,* etc. to introduce points of contrast.

3) Argumentative Essay

Oshima and Hogue (2006: 142) add that an argumentative essay is an essay in which we agree or disagree with an issue, using reasons to support our opinion. The goal is to convince the reader that our opinion is right. Similar to comparison/contrast essay, an argumentative essay also has two patterns, point-by-point

organization and block pattern. Both of the patterns are shown in the following:

Figure 5 Point-by-point pattern of Argumentative Essay

I. Introduction Explanation of the issue, including a summary of the other side's arguments Thesis Statement

II. Body
 	
  A. Statement of the other side's first argument and rebuttal with our own counterargument
 	
  B. Statement of the other side's second argument and rebuttal with our own counterargument
 	
  C. Statement of the other side's third argument and rebuttal with our own counterargument

III. Conclusion—may include a summary of our point of view

Figure 6 Block pattern of Argumentative Essay

I. Introduction Explanation of the issue Thesis Statement

II. Body
 	
Block 1
 	
  A. Summary of other side's argument
 	
  B. Rebuttal to the first argument

<table>
<tr><td>

C. Rebuttal to the second argument

D. Rebuttal to the third argument

Block 2

A. Our first argument

B. Our second argument

C. Our third argument
</td></tr>
<tr><td>III. Conclusion</td></tr>
</table>

(Oshima & Hogue, 2006: 143)

c. Academic Writing Process

It has been explained that writing is the combination of the physical and psychological aspects. A writer who wants to produce a piece of writing must think how to make those aspects work together in writing process because of the central action of writing in it. On the other hand, it can be said that no writing without a process. Oshima and Hogue (1999: 3-14) states that there are three stages of writing for academic purposes. They are prewriting, planning (outlining), and writing and revising drafts. In line with Oshima and Hogue's view, Blanchard & Root (2003: 41-44) states that the processes of writing are: prewriting, writing, and revising. In a quite different view, Meyers (2005: 3-12) offers six steps to write well. They are exploring ideas, prewriting, organizing, writing a first draft, revising the draft, and producing the final copy. They will be explained as follows:

1) Exploring ideas

In exploring ideas, we discover our ideas before we sit down to write or let our mind explore freely. There are three questions that we should ask in exploring ideas. They are the subject or the material we want to write about, the purpose (whether it is to inform, to persuade, or to entertain), and the audience.

2) Prewriting

Meyers (2005: 6) states that prewriting is writing our thoughts on paper or on the computer without worrying about grammar, exact word choice, spelling, or punctuation. He offers three techniques that can be used in prewriting, and these can be used one or more. They are brainstorming, clustering, and freewriting.

Blanchard & Root (2003) defines prewriting as the thinking, talking, reading, and writing about a topic before writing a first draft. They add that it is a way of warming up the brain before writing, just as warming up the body before exercising. There are two techniques that they offer in prewriting. They are brainstorming and clustering. The following is the explanation of writing process according to Meyers and Blanchard & Root:

a) Brainstorming

Between Meyers and Blanchard & Root define brainstorming quite similar. Meyers defines brainstorming as a technique in prewriting done by listing thoughts as they come to us, and

Blanchard & Root define it as a quick way to generate a lot of ideas on a subject. They add that the purpose is to make a list of thoughts as many as possible without worrying about how to use them. The list can include words, phrases, sentences, or even questions.

b) Clustering

Clustering is another prewriting technique. Both Meyers and Blanchard and Root see clustering as a visual way of showing how the ideas are connected using circles and lines. In clustering, the subject is written in the middle of the page and then we circle it. Then we write related ideas around the circle as they occur to us. The ideas are also circled and connected to the subject. These related ideas are like branches. We can then add more branches to the subject circle or to the related ideas as they occur to us.

c) Freewriting

In freewriting, we write about the subject as if we speak so that we can get our ideas down fast. It means that we write without worrying about sentence structure, spelling, logic, and grammar.

3) Organizing

In this step, some processes we can do are by selecting, subtracting, and adding ideas, and then outlining them. In

selecting, subtracting, and adding ideas, we think again our purpose and audience, and then we return to our prewriting. After that, we underline or highlight the best ideas in our brainstorming list. Then we rewrite the list, putting related ideas together. We add to the list as more ideas come to us, and we remove or ignore the parts that are not related to our choices. These ways are also done in clustering and freewriting part. After that we can make an outline.

4) Writing a first draft

After having spent some time thinking about the subject or the topic and done the necessary prewriting, it is then ready for the next step in the writing process, which is writing a first draft. In drafting, we expand the best ideas we have been selected into paragraphs. In addition, we write fast, as if we are speaking to our readers. Blanchard and Root (2003) offer some steps in writing a first draft. They are as follows: a) first, we begin with a topic sentence that states the main idea; b) then several sentences can be added to support the main idea. The supporting sentences should stick to the topic—do not include information that does not directly support the main idea; c) the sentences are then arranged so that the order of ideas makes sense; d) we should also use signal words to help the reader understand how the ideas in are paragraph are connected.

5) Revising the first draft

"Revising is among the most important steps of writing (Meyers, (2005)." In revising part, we complete our first draft and put it away for awhile. In addition, we change and correct our work immediately, and we will probably find things to omit and think of some things to add. The changing and adding can be a few words or some new ideas. In this part, we can also cross out the sentences that do not support the topic. The revising checklist proposed by Blanchard & Root (2003: 44) below can be used as an alternative to revise the first draft.

Figure 7 Revising Checklist

REVISING CHECKLIST

❑ Make sure you have a topic sentence.

❑ Cross out sentence that do not relate to the main idea.

❑ Check to see if the sentences are in the right order.

❑ Add new ideas if they support the topic sentence.

❑ Make sure you have included signal words to help guide the reader.

❑ Check the punctuation, spelling, and grammar.

6) Producing the final copy

There are two steps we can do in producing the final copy. They are editing and proofreading. When we edit our work, we check it

carefully. We focus on grammar, word choice, verb forms, punctuation, and spelling. The use of dictionary and any other reference materials is also needed. In proofreading, we examine the final copy again carefully. We read through the paper slowly whether there are new errors we made when we edit it or not. The placing a ruler under each line to focus our eyes is also needed in proofreading. This is the stage during which we will produce the final and best draft.

From the processes of writing explanation above, Meyers' idea may become one of the best ways in processing writing because it is the most complete among the others. Therefore, the writer usually uses Meyer's idea as an alternative which can be used by the students in processing writing so that they result a good writing composition.

3. Cooperative Learning

a. Definition of Cooperative Learning

According to Oxford Learner's Pocket Dictionary (2003: 93), "Cooperate is work or act together to achieve something", and learning itself means "an activity to gain knowledge or skill in a subject". Then Christy Slavik defines

> Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through

the assignment until all group members successfully understand and complete it.

Furthermore, she states that cooperative efforts result in participants striving for mutual benefit so that all group members:

- gain from each other's efforts. (Your success benefits me and my success benefits you.)
- recognize that all group members share a common fate. (We all sink or swim together here.)
- know that one's performance is mutually caused by oneself and one's team members. (We cannot do it without you.)
- feel proud and jointly celebrate when a group member is recognized for achievement. (We all congratulate you on your accomplishment!).

Further, Richards and Rogers (2001: 192) define cooperative learning as an approach to teaching that uses cooperative activities maximally involving pairs and small groups of learners in the classroom.

From the perspective of second language teaching, then McGroarty in Richards and Rodgers (2001: 195) offers six learning advantages for ESL students in CLL classroom:

1) increased frequency and variety of second language practice through different types of interaction
2) possibility for development or use of language in ways that support cognitive development and increased language skills
3) opportunities to integrate language with content-based instruction
4) opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning
5) freedom for teachers to master new professional skills, particularly hose emphasizing communication
6) opportunities for students to act as resources for each other, thus assuming a more active role in their learning

b. Five Elements of Cooperative Learning

There are five elements of cooperative learning according to Johnson & Johnson, and Sharan (2008). They are as follows:

1) Positive Interdependence

In this element, each group member has a contribution to make to the joint effort because of the role and task responsibilities. They feel that they make relationship to each other in the situation that someone cannot do the work except with cooperation. Here, teacher has to plan the group's purposes and tasks so that it can help members of group to get understanding. Teacher should also define group's role and responsibility clearly.

2) Face to face Interaction

Students need to do real cooperation not just in the class. In this case, teacher gives example how group should function like orally explaining how to solve the problems, teaching one's knowledge to the other, checking for understanding, and connecting present with past learning.

3) Individual and Group accountability

- Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be.

- Giving an individual test to each student.

- Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.

- Observing each group and recording the frequency with which each member-contributes to the group's work.

- Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.

- Having students teach what they learned to someone else.

4) Interpersonal and small group skills

Social skills must be taught namely leadership, decision-making, trust-building, communication, and conflict-management skills.

5) Group processing

- Group members discuss how well they are achieving their goals and maintaining effective working relationships

- Describe what member actions are helpful and not helpful

- Make decisions about what behaviors to continue or change

4. **Group Correction of Students' Written Assignment**

a. **Definition of Group Correction of Students' Written Assignment**

Cotter (par.10) defines group correction as groups of students work together to help one another pointing out mistakes. With regard to Cotter's definition, group correction of students' written

assignments can be defined as an activity done by groups of students to correct or to point out mistakes of the written assignments of their peers from the other groups.

D'Rourke (1991: 36) then states that "Group correction of students' written assignments is an effective, straightforward method for improving writing skills but which also encourages oral discussion of grammar and the development of a critical ability in the student". Moreover, she adds that it is a method which draws on the principles of process writing and of group activity within the classroom.

From the definition above, group correction of students' written assignments is one of the techniques of *cooperative learning* because this technique has the same principle with cooperative learning that is to build the concept of peer collaboration.

b. Procedures of Group Correction

The procedures used in group correction as stated by D'Rourke (1991: 36-42) are as follows:

1) Writing assignment

The first step is the teacher assigns a piece of writing for the students to do. In this step, kind of writing assignment set is important. D'Rourke suggests making it short, approximately 100 words.

2) Organization of group

In this step the teacher organizes the class into a number of groups which will then work together in the correction of the assignment written by students of different groups. Each group should consist of three or four members in it. It is better to photocopy the script if for some reasons the groups have to be large (more than four members).

3) Distribution of texts

After the teacher has collected the assignments, they have to be redistributed among the group. If the writing has been done in class it is good to carry out the correction stage during the next lesson. If it has been done at home, the correcting can be done either during the period in which it is submitted, that is during the writing class. The teacher redistributes the assignments one at a time. Each assignment must go to a group not containing the author of the assignment.

4) Detection and correction of error

After the assignments have been distributed among the class, the groups are given a specific time to go through each script for errors. The correction of errors is placed on a separate sheet.

5) Discussion of errors by group and its monitoring

In this phase the students discuss the errors made by the other students. The teacher's role during this activity is not passive.

He/she monitors group discussion carefully and checks that significant errors are identified and properly corrected by the students. This will probably require him/her to offer guidance to the students in detecting errors and choosing a suitable way for rectifying them.

6) Post group-correction

The assignments which have been corrected are returned to the students and they can correct their work by: (i) studying the error sheet and not rewriting, (ii) writing out the correct form of his/her passage, (iii) correcting it without access to the correction sheet.

7) Reinforcement quiz technique

Two or three weeks after holding the group correction, the teacher holds a quiz as a follow-up of group correction. First the teacher locates or composes a similar piece of writing which has ten of the error types most commonly happening in the students' work. In the quiz stage, the class is divided into two teams. The passage is then read by the teacher and students are not allowed to interrupt him/her. He or she then reads it a second time and when a student believes there is an error he/she must raise his/her hand. The teacher asks him to identify the error. If he/she is correct, one point is gained, and the team is given the chance to provide the correct form. If the team cannot provide the correct form, the question is put to the opposing side. If the answer is incorrect, one point is

deducted from his/her team. If all the errors are not spotted in this second reading, the text may be read out once or twice more. If they get stuck, the teacher must provide the remaining answers.

The procedures offered by D'Rourke above were used as a technique to teach essay. However, not all of the stages were applied similarly in the writer's study. For example, in the fifth stage the detection of error was focused on the content/ideas, organization, grammar, word choice/word form, and mechanics. In the sixth stage, the steps were not totally applied that is the third step was not done.

c. Advantages of the Technique

Group correction of students' written assignments has many advantages as stated by D'Rourke (1991: 42-43). This one becomes the consideration why the writer chose it as a method to teach writing. The advantages of the method are as follows:

1) Class size: When classes are very large, adequate communicative contact between every student and teacher is limited. With the above technique each student has a role and will have some close contact with his/her fellow students and the teacher when he/she comes to monitor the groups' progress.

2) Motivation: Students motivation is heightened because the students know that their work will be the subject to general scrutiny, and

later, at the correcting stage, they enthusiastically try to correct classmates' work.

3) Multi-skilled procedure: the students write, then they are obliged to read, analyze and discuss, and, perhaps, then write again. This involves practice in reading and speaking even in this context of teaching writing.

4) Active learning: this technique eliminates the situation in which the teacher remains "instructor" for the duration of the entire lesson.

5) Change of roles and perceptions: the students are no longer being asked to look at the text as an author but as an editor or corrector. The experience in spotting errors in another's work may make them more aware of the errors occurring in their own work.

6) Fewer scripts to correct: this process means that the teacher no longer has to either (a) go through a large number of similar scripts making corrections to errors that are repeated in many of the scripts, or (b) find means of making this task less tedious for him/herself while still providing the required corrective instruction for the student.

7) Continuity: The student composes a piece of writing of his/her own work, corrects a related piece (that is, sometimes has the same topic composed by a peer), and then corrects his/her own original.

5. Action Research

a. Definition of Action Research

According to Glanz, "Action research is a kind of research that has reemerged as a popular way of involving practitioners, both teachers and supervisors, so that they better understand their work" (1998: 20). He, further, explains that action research has recently gained favor among administrators, supervisors, other educational leaders, and school-based managed teams including parents, community members, or even students, as a way of improving schools although it is primarily developed for the professional development of teachers.

In similar point, Calhoun (1993) states that action-research serves to improve the conditions of a school. Action research helps the teachers to teach problem-solving skills to the children, detect problems and gauge their teaching methods. People involved in action research should take into account the purpose of the research, the type of data used, the research subjects and the monitory constraints.

Action research is "learning by doing"—a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again (O'Brien, 1998).

Burns (2010), then, states that one of the main aims of action research is to identify a "problematic" situation or issue that the participants including teachers, students, managers, administrators, or

even parents consider worth looking into more deeply and systematically. The term problematic here does not mean that the teacher is incompetent, but we often see gaps between what is actually happening in our teaching situation and what we would ideally like to see happening.

Then, Hermida defines Classroom Action Research as a method of finding out what works best in our own classroom so that we can improve student learning.

b. Steps in Action Research

According to Kemmis and McTaggart (qtd. in Burns, 2010), Action Research typically involves four broad phases in a cycle of research; (1) planning, (2) action, (3) observation, and (4) reflection. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop. The description of each phase will be explained as follows:

1) Planning

In this phase we identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where we consider: i) what kind of investigation is possible within the

realities and constraints of the teaching situation; and ii) what potential improvements we think are possible.

2) Action

The plan is a carefully considered one which involves some deliberate interventions into the teaching situation that we put into action over and agreed period of time. The interventions are 'critically informed' as we question our assumptions about the current situation and plans new and alternative ways of doing things.

3) Observation

This phase involves the researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where we use 'open-eyed' and 'open minded' tools to collect information about what is happening.

4) Reflection

At this point, the researcher reflects on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue we have explored more clearly. We may decide to do further cycles of Action Research to improve the situation even more, or to share the 'story' of our research with others as part of our ongoing professional development.

The cyclical of Action research offered by Kemmis and Mc Taggart above was used by the writer as the basis to do the research on each cycle which was started with planning the action until revising the plan.

c. Benefits of Action Research

Teachers conducting research in their classrooms can apply theory and research to applied practice, produce information to individual teachers' curriculum and classroom methodologies, utilize valuable data from the source, create a platform to disseminate knowledge to teachers locally, regionally, and nationally, and encourage teachers to apply problem-solving skills to real situations (Keating, 1998).

In a quite different statement, Glanz (1998: 21) mentions seven benefits of action research. He states that action research:

1. creates a systemwide mindset for school improvement—a professional problem solving ethos.
2. enhances decision making—greater feelings of competence in solving problems and making instructional decisions. In other words, action research provides for an intelligent way of making decisions.
3. promotes reflection and self-assessment.
4. instills a commitment to continuous improvement.
5. creates a more positive school climate in which teaching and learning are foremost concerns.
6. impacts directly on practice.
7. empowers those who participate in the process. Educational leaders who undertake action research may no longer, for instance, uncritically accept theories, innovations, and programs at face value.

C. Action Hypothesis

Group Correction of Students' Written Assignment technique can improve the fifth semester students' academic writing ability of the English Education Department of IKIP PGRI Semarang in the Academic year 2010-2011.

CHAPTER III

RESEARCH METHOD

This chapter discusses research setting, research subject, research design, procedures of action research, techniques of data collection, and techniques of data analysis.

A. Research Setting

IKIP PGRI Semarang was the institution where this study was conducted. It is located on Lontar Street No. 1, not far from the center of the town. It was established on July 23rd, 1981 by Teachers Association of the Republic of Indonesia (PGRI) Central Java Province and under the management of Foundation of PGRI Semarang. There are many facilities available to support teaching learning process, such as language laboratory, computer laboratory, LCD in every room, free internet in every floor, etc.

B. Research Subject

The subject of the research was class 5D of the fifth semester students of English Department of IKIP PGRI Semarang who were taking Writing 4 subject. It consists of 34 students. The writer chose class 5D because of their unsatisfying writing result when they were in the fourth semester. Hence, a treatment for them was needed to improve their writing ability.

In the study the writer collaborated with the lecturer of writing 4 both in making lesson plan and in applying Group Correction of Students' Written

Assignments technique in teaching learning process. This means that the writer's position was not only as a researcher but also as a lecturer.

C. Research Design

This study was carried out under an action research method which aimed at improving students' academic writing ability. It is done by systematically collecting data and analyzing it in order to come to some decisions about what the future practice should be. It was also conducted to improve the teaching and learning process which are carried out due to several problems occured such as students' low achievement about the subject, students' low motivation, less conducive class or inactive students, students' carelessness in writing, and students' lack understanding of academic writing. Therefore, when such a research was conducted, it would hopefully bring postive changes or improvement to learning outcome.

This is in line with Hermida who defines Classroom Action Research as a method of finding out what works best in our own classroom so that we can improve student learning.

Generally, this kind of research is categorized into qualitative research. However, the research combines both qualitative and quantitative research. This is in compliance with Glanz who states that "Although action research is generally identified with qualitative approaches, action research incorporates both qualitative and quantitative approaches" (1998: 20).

The writer conducted classroom activities under an action research method which covers observation, analysis, and adjustment where she involved herself in action to come into the goal of understanding teaching and learning process in the classroom, and to bring about a better change or improvement in classroom practice.

The writer firstly conducted a pre-research to know what problem the students face, and then she conducted meetings with the students to solve students' problem. Then, she observed and investigated occurrences and changes happen during the classroom activities to know what should be maintained and what should be revised to adjust students' necessity in improving their writing ability.

D. Procedure of Action Research

The cyclical of action research offered by Kemmis and Mc Taggart was used by the writer as the basis to do the research in which each cycle was started with planning the action until revising the plan.

This model of Action Research is illustrated through the following diagram.

Figure 8 Cyclical of Action Research model based on Kemmis and Mc

Taggart (qtd. in Burns, 2010: 9)
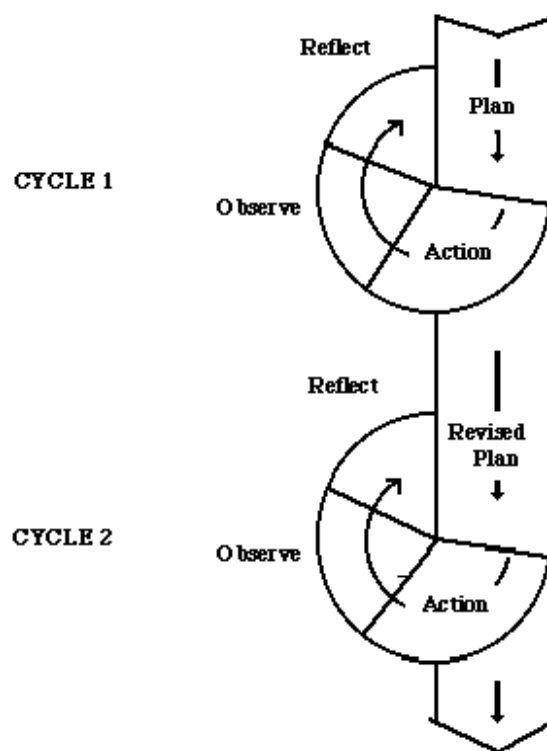
The procedures in this study consisted of more than one cycle. They were conducted as follows:

1. Identifying the problems

The problems which were identified included the factors causing the lack of academic writing competence of the students. The problems were identified by using three techniques, namely:

a. Observation

The observation was done to know students' behavior during teaching and learning process before group correction of students' written assignment was applied.

b. Using test

The pre-test was given to know the students' basic ability in academic writing. A cause effect essay was tested to the students as the pre-test in the pre-cycle.

c. Interview

The interview was conducted for some students (for samples). The interview with the students was aimed at knowing difficulties faced by them in academic writing they had learnt.

2. Planning the action

After knowing the causes of the problems from the previous stage, the writer then prepared the action plan. The plan was done by the writer, and it was consulted to the lecturer. The action plan was made before implementing the action. Here are the preparations:

a. Deciding the topic or the material.

b. Making the lesson plan and designing the steps in doing the action based on the treatment carried out.

c. Learning how to convey all of the material which had been made to the students.

d. Preparing camera (to take pictures of the teaching and learning process) to describe how group correction of students' written assignment was applied.

e. Preparing sheets for classroom observation during the teaching and learning process (to know the situation of the class, what happened to the students and the process of teaching and learning when group correction of students' written assignment was applied).

f. Preparing post-test (to know the improvement of students' writing competence).

3. Implementing the action

The writer implemented the action. Here, the lecturer used group correction of students' written assignment as a technique to give feedback of the assignments given.

4. Observing/monitoring the action

While the action was applied, the writer observed and recorded the whole activity during the teaching and learning process in both written (observation field note) and visual form (pictures). After the action finished, she interviewed some students to know the difficulties in writing the essay.

5. Reflecting the result of observation

From the observation result, interview, and the scoring result of students' writing, she noticed and analyzed what went wrong during the action and what must be revised in order to have a better action. The weaknesses which had been found become the basis or a foundation to revise the action plan for the next cycle.

E. Techniques of Data Collection

There are two kinds of data that the writer collects. The first one is quantitative data, and the second one is the qualitative data. According to Wallace (1998:38), *quantitative* is broadly used to describe what can be counted or measured and can therefore be considered 'objective'. Quantitative data in the study referred to students' writing scores which she took both in pre test and in post tests. She collected quantitative data by using document collection that is students' writing result.

Wallace adds that *qualitative* is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore 'subjective. The writer collected qualitative data by using observation, field notes, photographs, and interview.

F. Techniques of Data Analysis

If the data have been collected, they have to be analyzed. Data analysis in action research involves moving away from the 'action' components of the

cycle, where the main focus is on planning and acting, to the 'research' aspects, where the focus changes to more systematic observing and reflecting.

Qualitative data used in the study were transcript of the interview result, pre-research observation report, field notes, and photograph of teaching learning process. The writer analyzed the qualitative data by reading transcript of interview, pre research observation report, and field notes and reviewing the photographs of teaching learning process.

To analyze the quantitative data, some steps were taken. Before the obtained data were analyzed, the writer made the rule how the data were scored. In scoring the data, she used analytic scoring. According to Brown (2004: 243), "Classroom evaluation of learning is best served through analytic scoring, in which as many as six major elements of writing are scored, thus enabling learners to home in on weaknesses and to capitalize on strengths". The writer determined the aspects by using analytical scoring profile suggested by Brown and Bailey, in which five slightly different categories were given the point values. They were: organization, logical development of ideas (content), grammar, punctuation, spelling, and mechanics, and style and quality of expression of the students' academic writing. The criteria cited from Brown & Bailey (in Brown, 2004: 244-245) became a foundation for scoring the students' academic writing. The following is the criteria:

Figure 9 Analytic scale for rating composition tasks

	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 Not college-level work
Organization: Introduction, Body, and Conclusion	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization of interfere	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Logical development of ideas: Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully
Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence

	sentences				structure
Punctuation, spelling, and mechanics	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems
Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

After the individual scores were obtained, the writer found out the mean of all scores using the following formula:

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

In which:

$\overline{X}$ = the mean of score

$\sum X$ = the total scores

N = the total sample

(Glanz, 1998: 155)

After finding out the mean of all the scores, the result was classified according to the following criteria:

Level of Mastery	Predicate
80-100	Excellent
66-79	Good
56-65	Fair
40-55	Poor
30-39	Fail

(Arikunto, 2002: 245)

According to the criteria, the result was decided whether the ability to compose an academic writing of the sixth semester students of the English Department of IKIP PGRI Semarang in the academic year 2010-2011 was excellent, good, fair, poor or fail. From the criteria had got, it could be seen whether or not the ability of students in composing an academic writing improved. This scoring occurred from pre-test up to post test.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter deals with the research findings and discussion. The research findings were analyzed based on students' academic writing result, observation sheet, and transcript of interview. The discussion was derived from the analysis of the findings.

A. Research Findings

Presented in this subchapter are (1) the result in identifying the problems faced by the students in pre-cycle, (2) plan, action, observation, and reflection in the first cycle, and (3) plan, action, observation, and reflection in the second cycle.

1. The Identified Problems on Pre-cycle

The following will be explained the problems faced by the students in pre-cycle both in the teaching learning process and their result of pretest given before Group Correction of Students' Written Assignments technique was applied.

a. The result of pre-observation and interview

Pre-observation was done before the writer gave pretest. This was done to know students' behavior in teaching learning process using large class before the technique was applied. In this observation, the lecturer used "classical method" to teach cause/effect essay. In other words, the lecturer explained the material to the students directly, and

the students' rule was as listeners. Field note was used to write down the activities done by the students. It was known that there were some students who seemed not to pay attention to the lecturer, especially in the back rows. Some of them did some activities out of the learning process. For example, they talked each other, played the mobile phone "sending or replying SMS", and did the assignment from the other lecturer. In conclusion, in pre-observation stage, the class was less conducive, and the students seemed to be inactive students.

Interview was also done to know the difficulties faced by the students in writing the essay. This was done after the writer conducted the pretest. Not all of the students were interviewed. The writer interviewed some of them as a sample. Most of them said that they faced difficulties in expressing the ideas, and lack of vocabularies sometimes made them stop writing.

b. **The Result of Pretest**

Pretest was given before the technique, group correction of students' written assignments, applied. The test was given after the lecturer explained the material a week before. This was done to know the students' ability before the technique applied in teaching learning process. Cause/effect essay was tested to the students as pretest, and the duration of the time was 2 x 45 minutes or 90 minutes.

After the data had been obtained, then the writer analyzed it. In analyzing the data, first, she scored the students' essay by using analytic scoring based on the organization, content, grammar, mechanics, and style and quality of expression based on Brown and Bailey's proposal. The students' ability to write an academic writing in the pre-cycle showed that the total score reached 2148 (see appendix 1). Then the writer calculated the total score of the students' writing into the mean. The mean of all the scores in writing a cause/effect essay is 63.16 (see appendix 1). The following is the students' ability in writing a cause/effect essay shown in a chart:

Figure 10 Mean of all score in pre-cycle test
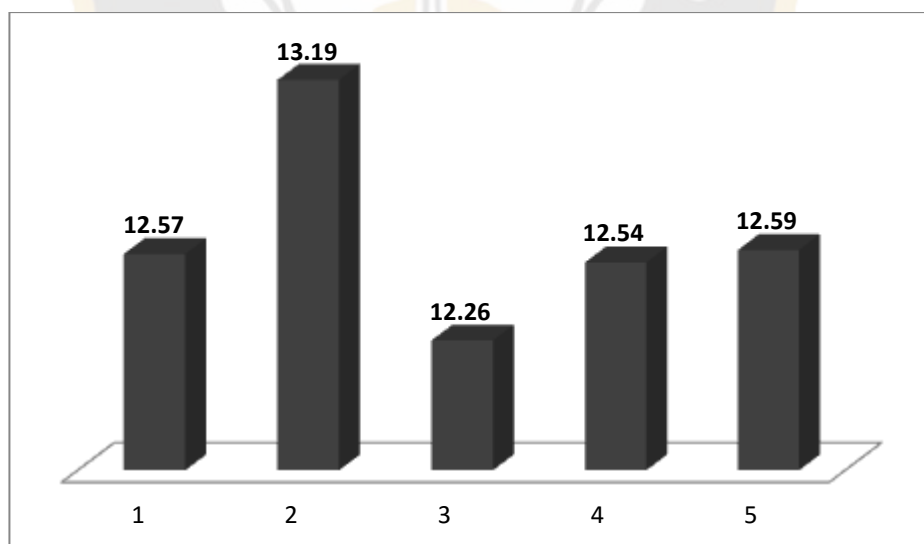
Note:

1. : Organization average score

2. : Content average score

3. : Grammar average score

4. : Mechanics average score

5. : Style and quality of expression average score

The chart shows that the highest average score is in content. It reaches 13.19, which is on the range of 14-12. Thus, the students' ability in content is categorized as Adequate to Fair. This implies that the development of ideas of the essay is not complete, or the essay is somewhat off the topic; and the paragraphs are not divided exactly right.

The chart also shows the lowest average score is in grammar. The average score of grammar is 12.26 and on the range of 14-12. Therefore, the students' ability in grammar is categorized as Adequate to Fair. This indicates that the ideas are getting through the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments are presented in some of students' writing.

In the other element, organization, the average score is 12.57 and on the range of 14-12. Hence, the students' ability in organization is classified as Adequate to Fair. This implies that the students presented mediocre or scant introduction or conclusion, the order of ideas in body was in problem, the generalizations may not be fully supported by the evidence given; and problems of organization interfere the reader.

The average score for mechanics is 12.53. The range is also the same as the other elements. In this part, the students used general writing conventions but had errors; spelling problems distract the reader; and punctuation errors interfere with ideas.

The last element of the assessment is style and quality of expression or vocabularies usage. The average score for style and quality of expression is 12.5, and it is on the range of 14-12. In this part, some vocabularies were misused; some of them lack awareness of register; and the sentences they used were too wordy.

The result of pre-test in pre-cycle showed that the classical mean was 63.16, and there were only ten students or 29% of the students who gained scores more than 7.0, and there were 24 students or 70.59% of the students gained scores under 7.0. It is widely believed that students still faced difficulties in composing an academic writing in the area of organization, content, grammar, mechanics, and quality of expression or vocabularies.

After finding out the mean of all scores, the result was compared to the level of mastery criteria. The figure of 63.16 is on the range of 55 – 65 which is categorized into fair. In conclusion, the ability of the fifth semester students of the English Education Department of IKIP PGRI Semarang in the academic year 2010-2011 in composing an academic writing in pretest on the pre-cycle is fair.

From the observation, interview, and pretest result in pre-cycle, it can be concluded that before Group Correction of Students' Written Assignments technique was applied, the teaching learning process was still highly teacher oriented. As a result, the class was less conducive, and the students tended to be inactive learners. This resulted their test result was unsatisfying.

To overcome the problems found, the writer, then, collaborated with the lecturer of Writing 4 decided to use Group Correction of Students' Written assignments as a technique to teach academic writing. We assumed that Group Correction of Students' Written Assignments technique could improve the students' academic writing ability and the students' activeness in classroom activities. Then, the writer made an action plan for the first cycle and consulted to the lecturer. The preparation included deciding the material would be used in the first cycle that is Comparison/Contrast essay, making the lesson plan, preparing observation sheet to write the activities done by the lecturer and the students when Group Correction of Students' Written Assignment technique was applied, preparing a camera to describe how Group Correction of Students' Written Assignment technique was applied, and preparing post-test to know the improvement of students' writing competence.

2. First Cycle

In the first cycle, the lecturer applied the lesson plan had been made to teach academic writing by using Group Correction of Students' Written Assignments technique. This cycle was conducted in four meetings. In the first meeting, before the technique was applied, the lecturer taught Comparison/Contrast essay material. The second meeting was the application of the technique. In this phase, the students in groups corrected their peers' assignment from the other group. The third meeting was given reinforcement quiz as a follow-up of group correction. In this phase, the class was divided into two teams. The teams were asked to identify the errors in a composition, which had ten errors, read by the lecturer. This cycle ended with the test given to the students to know the improvement of the students' competence after the technique was implemented.

The following subchapters will describe the teaching procedures of group correction applied by the lecturer, the students' correction ways, the result of the first cycle test, the weaknesses in the first cycle and the revision of the action plan.

a. The Teaching Procedures of Group Correction Applied by the Lecturer in the First Cycle

Observation sheet was used to gather the data in this part. In analyzing the data, the writer read the observation sheet report. The followings are the teaching procedures applied by the lecturer in the first cycle:

Opening

1. Lecturer greeted the students, asked the students' condition, and checked the attendance.

2. Lecturer reminded the students about the last material (comparison/contrast essay).

3. Lecturer asked the students whether or not they brought the assignment given last meeting.

4. She told the students that they were going to correct the assignment in groups as she said the last meeting.

Main Activities

1. Lecturer grouped the students into 6 groups each of which consisted of five up to six people.

2. Lecturer asked each group to submit the assignments collectively.

3. Lecturer redistributed the assignments among the groups after the assignments had been collected.

4. Lecturer explained the rules of group correction.

5. Lecturer told the students to correct all of errors occurred in the assignment which they corrected.

6. She monitored the groups several times, or when the groups called her.

7. Lecturer asked the students to submit the assignments.

8. Lecturer returned the scripts to the students.

Closing

1. Lecturer together with the students made conclusion for that day's meeting.

2. Lecturer asked the students to revise the assignment at home.

3. Lecturer then closed the lesson.

b. The Students' Correction Ways in the First Cycle

After the data had been obtained, then the writer investigated the students' corrections of their peers' assignment. In investigating their corrections she analyzed them by identifying the ways which the students used in correcting the other students' assignments and their focus of the corrections. The followings are the ways which students used to correct their peers' assignments and their focus of the corrections:

1. The students identified the errors by underlining or circling the words, phrases, or sentences, and they corrected them with the "appropriate" ones above the errors (see appendix 32).

2. The students corrected their peers' assignments only focused on grammar, vocabulary, and mechanics (spelling, capital letter, and punctuation). Only one group had done as the lecturer asked, that is the correction is not only focused on grammar, vocabulary, and mechanics but also organization and content. As a result, there

were some students corrected their friends' writing incorrectly (see appendix 32).

c. The Result of the First Cycle Test

The First Cycle test was given after the technique, group correction of students' written assignment, was applied. This was done to know the students' ability after the technique was applied in teaching learning process. A comparison/contrast essay was tested to the students as the first cycle test, and the duration of the time was 2 x 45 minutes or 90 minutes.

After the data had been obtained, then the writer analyzed it. In analyzing the data, first, she scored the students' essay by using analytic scoring based on the organization, content, grammar, mechanics, and style and quality of expression.

The students' ability to write an academic writing in the first cycle test showed that the total score is 2435 (see appendix 2). Then the writer calculated the total score of the students' writing into the mean. In calculating the mean, she used the same formula as the pre-cycle. The mean of all the scores in composing academic writing is 71.62. The following is the students' ability in writing a comparison/contrast essay shown in a chart:

Figure 11 Mean of all score on the first cycle test
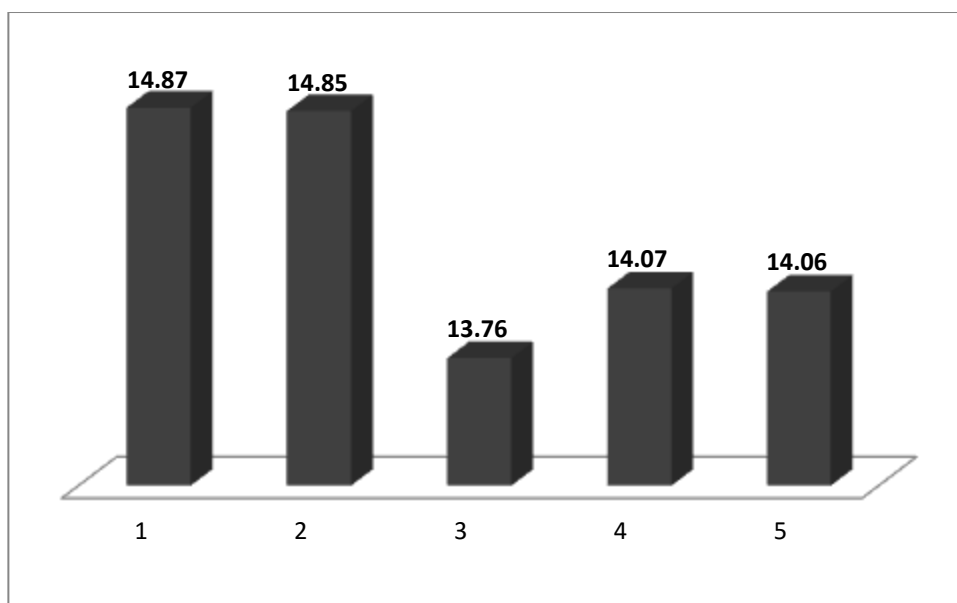
Note:

1   : Organization average score

2   : Content average score

3   : Grammar average score

4   : Mechanics average score

5   : Style and Quality of expression average score

The chart shows that the highest average score is in organization. The average score reaches 14.87, which is on the range of 17-15. Thus, the students' ability in organization is categorized as Good to adequate. This can be said that the title, introduction, and conclusion the students made were adequate enough; bodies of essay were acceptable, but some evidence may be lacking, some ideas were still

not fully developed; sequences were logical but transitional expressions were absent or misused.

The chart also shows that the lowest average score is in grammar. The average score of grammar is 13.76, which is on the range of 14-12. In this part, the students' ability in grammar is categorized as Adequate to Fair. This indicates that the ideas are getting through the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments are still presented in some of students' writing.

In the other element, content, the average score is 14.85 and on the range of 14-12. It is categorized as Adequate to Fair and near to Good to Adequate. This implies that the development of ideas of the essay is not complete, or the essay is somewhat off the topic; and the paragraphs aren't divided exactly right.

Then, the average score for mechanics is 14.07. The range is also the same as the other elements. Hence, the students' ability in this case is categorized as Adequate to Fair as well. In this part, the students used general writing conventions but had errors; spelling problems distract readers; and punctuation errors interfere with ideas.

The last element of the assessment is style and quality of expression or vocabularies usage. The average score for style and quality of expression is 14.06 and on the range of 14-12. In this part,

some vocabularies are misused, lack awareness of register, and may be too wordy.

The result of the first cycle test showed that the classical mean was 71.62 and there were 24 students or 79.4% of the students who gained scores more than 7.0, and there were 10 students or 29.4% of the students gained scores under 7.0. This indicates that many students still faced difficulties in composing an academic writing in the area of organization, content, grammar, mechanics, and quality of expression or vocabularies.

After finding out the mean of all the scores, the result was compared to the level of mastery criteria. The figure of 71.62 is on the range of 66-79 which is categorized into Good. Therefore, it can be concluded that the ability of the sixth semester students of the English Education Department of IKIP PGRI Semarang in the academic year 2010-20011 in composing an academic writing on first cycle test is good.

d. The weaknesses in the First Cycle and the Revision of the Action Plan for the Second Cycle

After analyzing the data in the first cycle and obtaining the result, the writer reflected by analyzing what went wrong during the action and what must be revised in order to have a better action. In reflecting the first action, the writer found some weaknesses, namely:

1. In correcting their peers' assignments, the students only focused on some elements of writing assessment that is on grammar, mechanics, and vocabulary.

2. In correcting their peers' assignments, the students did not use the symbols usually use in correcting writing, such as *cap* for mistake in use of capital letter(s), # for mistake in number (singular/plural), *frag* for sentence fragment, etc.

3. Although most students seemed to be active learners, they tended to correct the other peers' assignments individually. In other words, in the first cycle, the cooperation of each group was still low. Only one group which corrected each assignment together. However, some students in this group faced difficulties to look at the assignment which they were correcting because one assignment was read by the members of the group.

4. Based on interview done by the writer, there were some students felt disappointed with the result of the correction. They said that the correction done by their friends was sometimes invalid.

5. Although the students' academic writing ability was categorized into Good, but many students still faced difficulties in composing an academic writing in the area of organization, content, grammar, mechanics, and style and quality of expression or vocabularies.

   Considering this, the writer revised the action plan for the second cycle by doing the following things:

1. The lecturer equipped the students with a list of components to assess writing (see appendix 4) and explained each component.

2. The lecturer equipped the students with a list of the symbols used in correcting composition (see appendix 5) and explained the use of them.

3. Before the technique was applied, the lecturer asked the students to copy the assignment which they were going to correct as many as the members of the group so that they could look at each assignment clearly. The lecturer redistributed the assignment which had been collected among the group one at a time through the leader of the groups.

4. Group monitoring was done as often as possible so that the correction mistakes could be minimized.

5. To overcome the students' difficulties in composing an academic writing in the area of organization, content, grammar, mechanics, and style and quality of expression or vocabularies, the lecturer showed some of the students' writing results by using LCD and explained the mistakes. This was done in order that the students focused on and paid full attention to the mistakes showed by the lecturer. In addition, to avoid the students' embarrassment when his/her work was showed, the lecturer closed the student' name. As we know that no one will be happy if his/her mistakes are exposed.

3. Second Cycle

The revision of the action plan which had been made, then, was used to overcome the weaknesses in the first cycle. Second cycle was done in four meetings. They were explaining the material (Argumentative essay), doing group correction, giving reinforcement quiz, and giving test. In the second cycle, the lecturer applied Group Correction of Students' Written Assignments technique in the classroom practice by developing it. The technique was developed by equipping the students with a list of components to assess writing and a list of the symbols used in correcting composition.

The following subchapters will describe the teaching procedures of group correction applied by the lecturer, the students' correction ways, and the result of the second cycle test.

a. The Teaching Procedures of Group Correction of Students' Written Assignments Applied by the Lecturer in the Second Cycle

Observation sheet was used to gather the data in this part. In analyzing the data, the writer read the observation sheet. The followings are the teaching procedures applied by the writer in the second cycle. In this case, the writer was asked by the lecturer of Writing 4 to replace her in applying the technique:

Opening

1. Lecturer greeted the students, asked the students' condition, and checked the attendance.

2. Lecturer reminded the students about the last material (argumentative essay).

3. Lecturer asked the students whether or not they brought the assignment given last meeting.

4. Lecturer told the students that that day's activity was correcting the assignment which they had done.

Main Activities

1. Lecturer grouped the students into six groups each of which consists of five up to six people.

2. Lecturer asked each group to submit the assignment collectively.

3. Lecturer redistributed the assignment had been collected among the group one at a time through the leader of the groups.

4. Lecturer explained the rules of group correction.

5. Lecturer reminded the students to correct the assignments focusing on not only the grammar and mechanics but also the organization, the content, and vocabulary usage.

6. Lecturer shared a list of components to asses writing among the groups and explained each component.

7. Lecturer shared a list of symbols used to correct the composition among the students and explained the use of them.

8. Lecturer monitored the groups several times when group correction was run.

9. Lecturer told that the time of group correction had finished, and she returned the assignment to the students.

Closing

1. Lecturer asked the students to revise the assignment at home and reminded them to submit the assignment one day before the next meeting.

2. Lecturer closed the lesson.

From the teaching procedures of Group Correction of Students' Written Assignment technique applied by the writer in the second cycle above, there were several things which could be underlined. First, the writer had developed the technique by equipping the students with a list of components to assess writing and a list of the symbols used in correcting composition. Second, group monitoring was done more often than in the first cycle. This was done to help students when they faced difficulties in correcting their peers' work so that the correction mistakes could be minimized.

b. The Students' Correction Ways in the Second Cycle

After the data had been obtained, then the writer investigated the students' corrections to their peers' assignment. In investigating their corrections in the second cycle she analyzed them by identifying the symbols which the students used in correcting the other students' assignments and their focus of the corrections. The followings are the

ways the students used to correct their peers' assignments and their focus of the corrections:

1. The symbols the students used in correcting the others' assignment on the second cycle had been "appropriate" as the lecturer equipped (see appendix 33).

2. In correcting the others' assignments, the students focused on not only grammar, vocabulary, and mechanics (spelling, capital letter, and punctuation) but also organization of the essay and the content that is by giving some notes under the students' writing (see appendix 33).

c. The Result of the Second Cycle Test

The Second Cycle test was given after the technique applied by changing some steps. This was done to know the students' ability after the technique which had been developed applied in teaching learning process. An argumentative essay was tested to the students as the second cycle test, and the duration of the time was 2 x 45 minutes or 90 minutes.

After the data had been obtained, then the writer analyzed it. In analyzing the data, she did the same thing as the first cycle. First, she scored the students' essay. The total score of students' argumentative essay on the second cycle was 2559 (see appendix 3). Then she calculated the total score of the students' writing into the mean. The

mean of all the scores in composing academic writing in the second cycle is 75.26 (see appendix 3). The following is the students' ability in writing an argumentative essay shown in a chart:

Figure 12 Mean of all score on the second cycle test
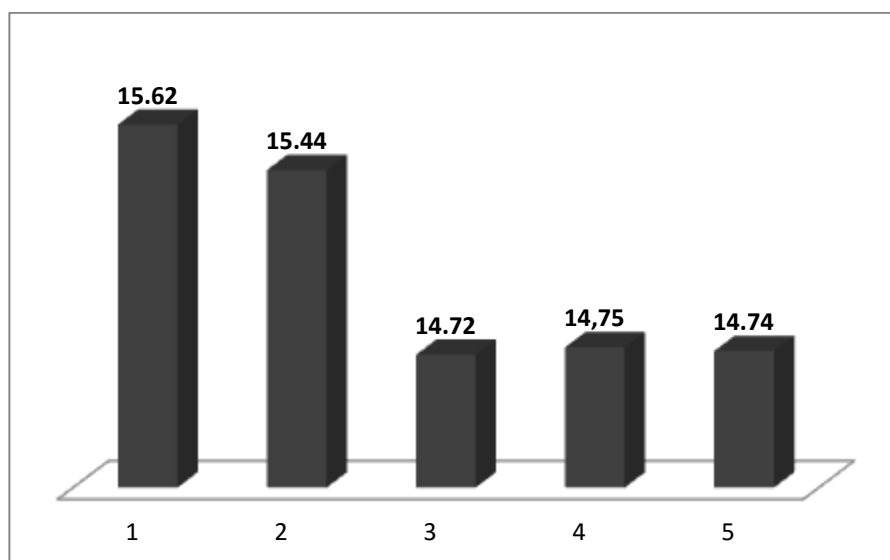
Note:

1   : Organization average score

2   : Content average score

3   : Grammar average score

4   : Mechanics average score

5   : Style and Quality of expression average score

The chart shows that on the second cycle test the highest average score is in organization. The mean of the organization is 15.62, which is on the range of 17-15. Thus, the students' ability in this part is categorized as Good to Adequate. This indicates that the title,

introduction, and conclusion they made were adequate enough; bodies of essay were acceptable, but some evidence were lacking, some ideas were not fully developed; sequences were logical but transitional expressions were absent or misused.

The second highest average score is content. The mean of content is 15.44. It is on the range of 17-15 and categorized as Good to Adequate. This implies that essays addressed the issues but missed some points; ideas could be more fully developed; some extraneous materials were presented.

The mechanics and the style and quality of expression or vocabularies usage become the next highest average score. The average score for mechanics is 14.75 and for style and quality of expression is 14.74. It is near the range of 17-15.

On the second cycle, grammar still becomes the lowest average score. However, there is an improvement than the first cycle. The average score of grammar is 14.72. The students' ability in grammar is categorized as Adequate to Fair. This indicates that the ideas are getting through the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments were presented in some of students' writing.

The result of second cycle test shows that the classical mean is 75.26. There were 29 students or 85.3% of the students who gained scores more than 7.0, and there were 5 students or 14.7% of the

students gained scores under 7.0. This is generally accepted that most students had been able to compose an academic writing well. Surprisingly, after showing the students' mistakes in writing by using LCD, the mistakes concerning organization, content, grammar, mechanics, and quality of expression or vocabularies gradually decreased (see appendix 31).

After finding out the mean of all the scores, the result was compared to the level of the mastery criteria. The figure of 75.26 is on the range of 66-75 which is categorized into good. On the whole, the ability of the sixth semester students of the English Department of IKIP PGRI Semarang in the academic year 2010-20011 in composing an academic writing on the second cycle test is good.

From the result above, it can be concluded that in the second cycle there were some significant improvements achieved by the students. The improvements included their writing ability, their correction ways, their activeness in classroom activities, and even their cooperation in groups. Therefore, the writer decided to stop the research until the second cycle.

4. **The Advantages and Disadvantages of Group Correction**

   a. **The Advantages of Group Correction**

Having passed the second cycle, the writer found some advantages through Group Correction of Students' Written Assignments. They are as follows:

1. The students' motivation enhanced because they knew that their work would become the subject to be scrutinized at the correcting stage, so they wrote their assignments hard. The enhancement of the students' motivation can also be seen through the exact time in submitting the assignment. In the pre-cycle, the students' motivation was very low. Many of them submitted the assignments out of the allocated time. In the first cycle, most students submitted the assignment on time. There were 30 students who submitted the assignment in the allotted time, and there were 4 students were still finishing the assignment when the lecturer came to the classroom. This indicates that in the first cycle the students' motivation enhanced. However, some students still had low motivation to write. The interview done for those who were late to complete the assignment showed that they did the assignment the night before the allocated time given. Even one of them said that he did the assignment in the morning before the class started. Consequently, they submitted the assignment after the class started. On the other hand, those who submitted the assignment on time said that they did the assignment two or three days after the assignment was given. In the second cycle, the students' motivation was higher

than the first cycle. In this case, all of the students submitted the assignment on time, or it was appropriate with the time allocation given. Most of them did the assignment two or three days after the assignment was given. Even some of them did the assignment a day after the assignment was given. Moreover, there was no student who did the assignment during teaching learning process. This indicates that the students' motivation in writing academic writing in the second cycle enhanced.

2. This technique could create an active learning. As the writer explained, before this technique was applied, the students looked less enthusiastic, and they tended to be inactive learners. As a result, they did the activities out of the teaching learning process should be. Nevertheless, after the technique was applied, they tended to be active learners and looked enthusiastic to correct their peers' assignment.

3. The experience in spotting errors in another's work made them more aware of errors occurred in their writing. In the pre-cycle, the writer found many errors almost in all aspects of assessment, such as error in spelling, capital letters, punctuation, etc. Even the errors also occurred in stating the thesis statement and in organizing the ideas. This resulted their writing performance became poor. In contrast, in the first cycle the students looked more aware of the errors they made. This can be shown through their writing

performance which showed the improvement of their writing result. This indicates that the students can reduce the errors in several aspects of assessment. In the second cycle, the students' awareness of errors enhanced more. In this case, the students looked more careful to write not only in spelling the words, in using punctuations and capital letters but also in stating the thesis statement and organizing the ideas. As a result, their writing performance was getting better and better.

4. This technique could enhance the students' understanding in using the tone of academic writing. This was improved through reinforcement quiz given.

5. By grouping the students, they had close contact with their fellow students and the teacher when she came to monitor the groups' progress.

6. The students' role changed. They were sometimes as authors and the other time as editors or correctors.

7. There was a continuity, that is, first, the students composed a piece of writing, helped to correct a related piece of writing composed by a peer which sometimes had the same topic, and then corrected their own composition.

8. By using this technique, it improved not only the students' writing skill but also their reading and speaking skills. These were trained in the correcting stage because when they corrected the peers'

assignments, they read the assignment and discussing the errors in groups.

9. This technique also made the lecturer easier find the errors in students' work which had been corrected by them although they still needed more attention from her.

b. The Disadvantages of group Correction

The writer found some disadvantages of the technique. They are as follows:

1. To apply this method in teaching learning process needed a long duration.

2. Some students corrected their friends' work incorrectly because of their limited knowledge about academic writing.

3. Without equipping the students with a list of components to assess writing, the students corrected their friends' assignment only focusing on some elements of writing assessment.

4. Without equipping the students with a list of correction symbols, they tended to correct the assignments using inappropriate symbols. In other words, they did not use the symbols usually use in correcting writing, such as *cap* for mistake in use of capital letter(s), # for mistake in number (singular/plural), *frag* for sentence fragment, etc.

5. The students tended to correct the other groups' assignment individually if the distribution of the assignment was done directly among the groups.

B. Discussion

From the previous results of data analysis, it can be stated that this study has drawn several findings. The first finding is that students' academic writing ability, especially essay writing through group correction of students' written assignments improved significantly from pre-cycle to the first and second cycle. In pre-cycle, the average percentage of students' ability on essay writing was 63.16%. After the treatment was conducted in the first cycle, it improved significantly up to 71.62%. It also improved in the second cycle up to 75.26%. This means that before this research conducted, the students faced difficulties in writing essay which resulted to gained low achievement in their essay writing. After they got treatments in both the first and second cycle, their difficulties in writing essay could be reduced so that it resulted to better achievement in their essay writing. The following is the significant improvement of the students' writing ability shown in a chart.

Figure 13 Improvement of students' writing ability from pre-cycle up to

second cycle
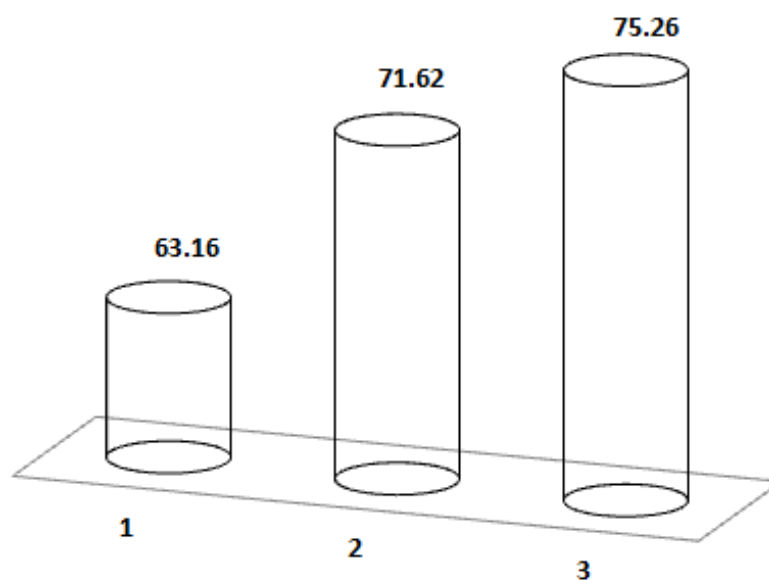
Note:

1   : the students' academic writing ability in the pre-cycle

2   : the students' academic writing ability in the first cycle

3   : the students' academic writing ability in the second cycle

The second finding is that by developing the technique, the lecturer
was able to apply the technique well as well as to provide the students with a
list of components to assess writing so that all elements of assessment could
be covered by the students to be corrected. This did not happen in the first
cycle that is in correcting their peers' assignments, the students only focused
on some elements of writing assessment that is on grammar, mechanics, and
vocabulary.

The third finding is that the ways which students used in correcting their peers' work changed. In correcting their peers' work in the first cycle, the students did not use the symbols usually used in correcting composition, such as *cap* for mistake in use of capital letter(s), # for mistake in number (singular/plural), *frag* for sentence fragment, etc. However, the symbols the students used in correcting the others' assignment on the second cycle had been "appropriate" as the lecturer equipped.

The other finding is that the students' motivation to write and the students' awareness of the errors occurred in their work enhanced. The enhancement of the students' motivation was shown through their punctuality in completing the assignment. Furthermore, the enhancement of the students' awareness of the errors was shown through the reduction of the errors in their writing performance. In other words, the errors which the students made lessened.

The other change of their behavior is that they were more enthusiastic than before. As the writer explained, before this technique was applied, the students looked less enthusiastic. They tended to do the activities out of the teaching learning process should be. Nevertheless, after the technique was applied, they tended to be active learners.

Thus, this study has proved the hypothesis that through Group Correction of Students' Written Assignments can improve the students' academic writing ability.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Discussed in this chapter are the conclusions and suggestions. The conclusions are drawn referring to the findings of this study presented in the previous chapter. The suggestions deal with several recommendations addressed to the academic writing learners and lecturers in particular and other researchers in general.

A. Conclusions

This study can be concluded as follows:

1. By applying Group Correction of Students' Written Assignments technique in teaching learning process, the students' ability to write an academic writing improved significantly. This can be seen from the test result of the pre-cycle, first cycle, up to second cycle which showed the improvement of it. The improvement occurred in all elements that are the organization of the essay, the development of ideas or content, the grammar, the mechanics, and the style and quality of expression or vocabulary.

2. The lecturer developed the teaching procedures of group correction of students' written assignment technique by equipping the students with a list of components to assess writing and a list of the symbols used in correcting composition.

3. After gaining the second cycle, the form of students' correction of the other students changed. They had used the symbols suggested, and the correction focused on all aspects of assessment.

4. Besides this technique had the advantages, such as enhancing the students' motivation, making the students more aware of the errors in their writing, creating an active learning, improving the students' understanding in using the tone in academic writing, etc., it had also the disadvantages. However, the advantages are more than the disadvantages.

B. Suggestions

Relating to the findings of the technique, the writer would like to offer some suggestions as follows:

1. To apply this technique in teaching writing, it is suggested to equip the students with a list of components to assess writing and a list of the symbols used in correcting composition; moreover, it will be more effective by redistributing the assignment one at a time. Otherwise, the teacher or lecturer will find some weaknesses of the technique.

2. Learning to write academic writing, especially essays through group correction of students written assignments is necessary, for the students enable to recognize their problems in writing and they become aware of the errors may occur in their work.

3. Group Correction of Students' Written Assignments technique can be applied in teaching other kinds of writing instead of academic writing.

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