



Peer Correction Technique in Student Descriptive Text Writing

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Abstract

The study aims to determine the implementation of the peer correction technique in students writing descriptive text and how the student's responses to using peer correction technique in students' descriptive text in the tenth grade of SMAN 1 Malingping. The researcher employed a qualitative with a case study. The participants of this research were 33 students of X IPA D in SMAN 1 Malingping. The data were collected from observation, questionnaires, interviews, and documentation. The findings of this research show that the English teacher teaches writing by implementing the peer correction technique. The implementation peer correction technique can stimulate students to be active in-class writing and makes students aware when they make writing mistakes, and peer correction helps them express their ideas without fear of being judged. The peer correction technique gets a positive response from students. Students strongly agreed that the peer correction technique made them critical in their writing

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INTRODUCTION

Writing is an English skill that students must explore because writing activities can improve their thinking skills and support them to develop other language skills. In addition, Writing is the most challenging in learning English as a Second Language or English Foreign Language (Listiyani, 2020). Because

the students lacked knowledge on making a good composition of their writing, it could make them less confident to write and express the idea in the written form. Therefore, paying attention more and properly enhancing writing skills can overcome the problem adequately to have good writing skills. However, English

Foreign Language students have difficulties with writing.

Based on the interview with the English teacher, there were problems with students when they were writing. The first problem is the students lack the motivation to learn writing, and the second problem is students think that writing is complex. The third is the teacher still uses traditional techniques before implementing peer correction techniques, like they correct the students writing drafts by themselves. The fourth is the students lack knowledge of how to make a good composition of their writing. The last problem is that students ignored the writing elements, such as grammar, punctuation, content, vocabulary, and mechanics. The problem might be because the difference between Indonesian and English is the main thing making students struggle writing. After all, they have to translate ideas into readable text. Because of that, the English Foreign Language is considered readable when written very accurately, using complex grammar, meticulous vocabulary, and sentence structure that is structured in a way that allows for style, tone, and information to suit the reader (Hedge 2005). Therefore, peer correction techniques can be implemented help

address the writing issues that students are having, particularly with descriptive writing.

There have been numerous studies on the peer correction technique (Fawziah, 2018; Rizki, 2020; and Zuhra, 2017), those are reports (Fawziah, 2018), and the peer correction technique can improve students writing exposition text at Universitas Sultan Ageng Tirtayasa. The students also respond positively towards implementing the method, and students' effort in improving their writing skills outside the classroom is required. However, Rizki (2020) found that the peer correction technique enhanced students' ability to write the explanatory text in class XI in SMAN 1 Babalan academic year 2019/2020. Lastly, Zuhra (2017) stated the students who were taught peer correction had better achievement in writing skills than those who did not. Since the previous study focused on explanatory text and exposition text, this study focused on descriptive text since the text has been learned by the students in the tenth grade at SMAN 1 Malingping. The researcher aims to determine to investigate the implementation of peer correction technique in students descriptive and to describe the students' response in

using peer correction technique. To achieve the objectives above, the following research questions were formulated: (1) how is the implementation of peer correction technique in students' descriptive text writing? (2) what is the student's response in using peer correction technique in students' descriptive text writing?

METHOD

This research was conducted through case study with a qualitative approach. Qualitative research is a type of research that seeks to understand the meaning in a number of people or groups of people related to social problems. This research was conducted at SMAN 1 Malingping. This school was chosen because of the phenomenon of the implementation of peer correction technique by the teacher to teach writing descriptive text. This research used four techniques of data collection. The data was collected through observations, questionnaires, interviews, and documentation. The observation technique aimed to directly observe the teacher when implementing the peer correction technique in students writing descriptive text in the tenth grade of SMAN 1 Malingping. The

researcher wants to know the students' perception of implementing the peer correction technique through the questionnaire and interview. These questionnaire statements are in the form of closed-ended questions.

Additionally, for interviews, researchers often copy and type data into computer files for analysis. Discussions are useful for learning the stories behind participant experiences and gathering in-depth information about a subject. To exchange ideas and information, the study used unstructured interviews, or meetings between two people. The 6 students were divided into three sections, namely: two advanced level students, two intermediate students and two lower level students in class X IPA D who would be interviewed to assess their perceptions regarding the implementation of peer correction technique to students who write descriptive texts. Meanwhile, for documentation, the researcher took three samples of descriptive texts that had been made by students using the peer correction technique.

This study used technique of data reduction, data display and conclusion. Data reduction is the process of simplifying, categorizing, and eliminating irrelevant information

to create useful information and make conclusions easier. Reducing data involves summarizing, selecting the most essential features, focusing on the most relevant details, and searching for themes and patterns. As a result, the reduced data provides a clear description, making it easier for researchers to collect further data and locate it when needed (Sugiyono, 2013). After data reduction, researchers used a data screen. Data visualization is an activity where a set of data is arranged logically and easily understood, so that conclusions can be drawn from it.

RESULT

The result of this research will be presented according to the research question as follows:

The Implementation of Peer Correction in Descriptive Text Writing

The implementation of the peer correction technique in students' descriptive text writing in the tenth grade of SMAN 1 Malingping has been conducted based on the observation that peer correction techniques can motivate students to take writing classes. Data collection is done by observation and documentation. Researcher did this by observing

English teacher write descriptive texts using peer correction techniques three times in X IPA D.

From the first observation, the researcher found that the teacher implements peer correction techniques in-class writing. The teacher makes a lesson plan by explaining that students will learn descriptive text using peer correction implementation. Furthermore, students were divided into seven groups to compose descriptive text, with the first step being to make a first draft. Then, the results of the first draft were corrected by the other groups to produce a final draft of descriptive text according to the elements of writing. The teacher distributes descriptive text worksheets about Lamington National Park and instructs students to read, analyze, identify, and correct text errors. The teacher collects the worksheets that have been done and distributes them back to those who do not own the worksheets. Thus, the teacher instructs students to correct the worksheet in the first, second, and final drafts. After producing the final draft of the worksheet is collected back to the teacher, and the teacher evaluates the corrections that students make.

In the second observation, the researcher found that the teacher re-explains the descriptive text material and the teacher instructs all groups to make descriptive texts by their own language according to the generic structure and language features. All students work together in groups to make descriptive texts. However, the lesson time was over, and the making of the descriptive text continued to be done at home. The teacher instructs that the homework is finished and will be discussed at the next meeting. The lesson was closed with greetings and prayers.

In the third observation, the researcher noticed that this was the case after the student made descriptive texts last week, the teacher recapitulated all the descriptive text assignments that the students had made. All groups are given time to read their peer's text, probably indicated by some errors. The teacher instructs students to correct mistakes in their peers' writing. In the appendix 7 there is a descriptive text was produced by the students by implementing the peer correction technique. Researcher analyze that "The second group of students' first draft of the descriptive text was entitled "My younger sister". In that text,

there is only one paragraph which does not fulfil the requirement in the generic structure of the descriptive text. The author ignored punctuation. That is, it did not use capitalization, the writer does not include a photo to describe the object in descriptive text. In the first sentence, the writer made a grammatical error by writing the word "brother", which should have been written as "sister". The writer is missing the verb "is named" after that. The writer doesn't capitalize "he" and adds a comma after the word "child". And also, the writer should write "a regulated". The writer appears to be in compound sentences, commas disappear before the coordinating conjunction of the word "but". Consider adding a comma. Correct spelling "succumbent" to "succumbed". What the writer means with the sentence "the people" because of that the writer must be clarified the mean of "the people". The results of the second draft "The writer did not provide a picture to describe. The students have done their writing into three paragraphs according to the generic structure of the descriptive text. In the first paragraph, it seems that add "a" in the word "regulated" and correct punctuation, add comma after the word "but" also add space in

the word "good child". It seems the writer must write "a very" in the last sentences of the first paragraph. The writer has two independent clauses improperly. Considering correcting the comma splice and correctness of the word "very" in the unnecessary sentences, consider removing it and adding a comma in the word "but". Therefore, correctness grammar, it seems that the conjunction is incorrect and must be added "and" and adding a comma to correct the punctuation. In the last paragraph, the correction given by his peers was that the grammar error should have been written "they are", and the writing error "a round" should have been justified as "around". In the final draft, the results of the students' descriptive text writing were significantly changed. Students write descriptive text according to the generic structure rules: identification and description. Students add photos to describe writing to readers. By using peer correction, students learn the mistakes made by their friends by not repeating them in their writing. There are many differences between the writing of the first draft and the final draft. One of the differences is that students can write with correct grammar, appropriate punctuation

and use of vocabulary based on the correct writing mechanics.

From the observation results above, the researcher concluded that the teacher successfully implemented the peer correction technique. This shows that peer correction techniques can motivate students to actively write in class. In addition, the peer correction technique makes students aware when they make mistakes in writing because they can express their ideas without fear of being judged with the correction of their friends. The peer correction technique helps students to write a text. Because with the peer correction technique, students can get suggestions, comments, and suggestions from their peers so that when writing, students can express their ideas creatively.

Students' Responses on Peer Correction

Based on the formulation of research number two, the researcher used 17 statements to determine students' responses to the implementation of peer correction technique. The researcher interviewed six students based on three categories: advanced, intermediate, and lower. Students 1-2 are categorized as advanced students, 3-4 as

intermediate students, and 5-6 as lower students. There are positive and negative statements to knowing students' responses. Statements 1-12 are positive statements about students' interest in writing, statements 13-17 are negative statements about applying peer correction techniques and number statements and students' mastery of descriptive texts applied by the teacher in class. In addition, students were given a questionnaire at the end of the lesson to determine student responses during the teaching and learning process.

The researcher calculated students' responses and divided the percentage result into 2 categories. There is the number of percent for positive statements and the number of percent's for negative statements. Based on the student response questionnaire results for positive statements, as much as 8% the percentage answered strongly agreed (SA), and 87% answered agreed (A). In comparison, responses that disagreed (D) were 11%, and responses strongly disagreed (SD) as much as 2%. For the response questionnaire, data obtained a total percentage of negative statements as much as 7%, the percentage that answered firmly strongly disagreed (SD), and 79% of

students who answered disagreed (D). In comparison, responses that agreed (A) were 9%, and those who answered firmly strongly disagreed (SA) as much as 5%. Referring to the results of the student questionnaire percentage above, students were given positive responses to teaching writing skills using the peer correction technique in learning to write descriptive text, which the teacher applied to students in X IPA D at SMAN 1 Malingping. Based on the results on the questionnaire regarding students' responses in the implementation of the peer correction technique the students get positive responses from students and can be called Very High using the Likert Scale criteria.

DISCUSSION

Implementing the peer correction technique the teacher applies to students who write descriptive texts can help students write a text. The implementation was carried out successfully because using the peer correction technique makes students aware when they make mistakes in writing. With the correction of their friends, they can express their ideas without fear of being judged. In addition, advanced, middle, and lower students can work together in

groups to correct the descriptive texts of other groups.

The peer correction technique can help students learn and better understand their friends' corrections than the teacher's, especially in writing. The statement above is supported by student 3: *"Peer correction, comments, and suggestions given by my friends help me in the writing process because, with these corrections, I can find writing errors and be more creative in composing the text."* Furthermore, based on the interview result, the researcher found the data. Based on student 1 states that: *"Peer correction improves my writing skills. Before I used peer correction, my writing got a score below average. However, my writing improved after peer correction, and I got a statistical factory grade"*. Then, student 2 said: *"I feel that the writing text I produce is getting better."* It was also supported by Student 3: *"My English writing grades have improved after using peer correction technique."*

Based on the student's statement above. Researcher concluded that peer correction techniques are essential to help students improve their writing skills. Peer correction techniques can help students learn

and understand better rather than teacher correction, especially in teaching writing because they are free to share their ideas without fear of thinking that their ideas are not good. Suggestions and comments given by their peers can help them in writing, and with the help of these friends, they realize when they make mistakes in writing. Furthermore, peer correction can make their writing better. This is evident from the teacher's writing scores after using the peer correction technique. It can be concluded the peer correction technique gets a positive response from students.

The implementation of teaching writing skills using the peer correction technique is the same as the findings of previous research conducted by Fawziah (2018). Researcher found that the use of peer correction techniques by English teacher in teaching writing skills appeared to improve students' writing quality. Students also have a positive responses towards the implementation of techniques and students' efforts to improve their own writing skills. Findings about how teachers teach writing by implementing peer correction techniques are similar to findings from previous research Rizki (2017) found that the peer correction technique is

very suitable for teaching writing. Their research concluded that students felt interested in and agreed with applying peer correction techniques. This technique can help students learn and understand the teacher and peer correction better, especially in writing. Based on the researcher's findings from this study, applying peer correction techniques in writing classes benefits students. The advantage is that the students gain more valuable perspective from their friends and the students more critical and independent. Peer correction can be a "place" students learn more from their peers because they "steal" valuable experiences they've never had before. When writing, it is important to know the opinions of other authors and choose views that are better than theirs. Finally, learning from friends' mistakes makes students become more critical and aware of their mistakes. The student said it was easier for him to recognize his mistakes. This may have happened because he was used to correcting the work of his friends. However, a teacher must remain involved in providing corrections as well. Peer correction aims to reduce student dependency on the teacher.

From the explanation above, the researcher concluded that implementing the peer correction technique was successful. The peer correction technique makes students aware when they make writing mistakes because, with their friends' correction, they can express their ideas without fear of being judged. In addition, this technique can direct students to learn actively and creatively because students can use feedback to correct errors in the language (As'ad, 2019). Implementing peer corrections and providing feedback allows students to identify their weaknesses and problems in their writing. This statement is supported by (Nur, 2021). The students have the opportunity to use feedback to correct errors in language. It makes students feel less intimidated by correcting each other's work. Furthermore, teachers who use peer correction techniques in the classroom will increase student interaction to exchange information and comment on and criticize their writing during the writing process.

CONCLUSION

The implementation of this peer correction technique based on the observation result shows that students

experience some changes. Implementing peer correction techniques can stimulate students to be active in the writing process. In general, the whole implementation was successful. Advanced, middle, and low-level students make students aware when they make mistakes in writing because they can express their ideas without fear of being judged with the correction of their friends. In addition, the student's responses in using the peer correction technique in students' descriptive text writing in the tenth grade of SMAN 1 Malingping based on the result of the questionnaire and interviews showed that the students in X IPA D have a positive response to the implementation of peer correction. Students strongly agreed that the peer-correction technique made them critical in their writing. Because with the corrections that friends give, they can get more perspective and learn from their friends' mistakes. Peer correction techniques can help students learn and understand better rather than teacher correction, especially in teaching writing because they can explain their ideas more without fear of being judged that their ideas are not good. Suggestions and comments given by their peers can

help them in writing, and with the help of these friends, they realize when they make mistakes in writing. Furthermore, peer correction can make their writing better. This is evident from the teacher's writing scores after using the peer correction technique. The peer correction technique can make students aware of writing mistakes. Comments and suggestions given by friends can help them in writing, and with the help of these friends, they realize when they make mistakes in writing, which can make them critical in their writing. Because with the corrections that friends give, they can get more perspective and learn from their friends' mistakes.

The researcher recommendations can be taken into consideration after the investigation is complete. This is advised for teachers to do combined with other techniques. Teachers can give feedback by observing and communicating directly with less superior students. In addition, there are other options for how to make peer corrections. For example, peer correction should be done not only in groups but also in pairs. In addition, if students are at a higher level and must write longer and more complex compositions, the peer correction procedure must be modified

accordingly. Using a checklist as a guide for students about what needs to be fixed is very necessary. In addition, the teacher can also give each student a blank sheet of paper so they can write criticisms about their friend's work.

Finally, advice for anyone who wants to conduct correction research on peer correction techniques. The main purpose of this study is to examine the application of peer correction techniques carried out by teachers in learning to write descriptive texts and students' perceptions of peer correction. Researchers hope further research will provide results for understanding the application of peer correction through quantitative or mixed methods.

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