

THE INFLUENCE OF PEER CORRECTION IN STUDENTS' DESCRIPTIVE TEXT WRITING AT SMKN 2 METRO

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Abstract

The objective of this research is to find out whether Peer Correction can give positive influence in students' descriptive text writing. This quantitative research was conducted at SMK Negeri 2 Metro. The research took place in class XAC-1 which consists of 26 students. The instruments used to gather the data were writing test (pre test and post test). The writer conducted pre test before treatments and post test after the treatment.

The result of the research shows that the average of the pre test was 57.50. The students have limited vocabulary, they were not able to make simple present tense perfectly, and several students were not able to make a sentence understandable. After the treatment, the average score of the post test was 83.26. By analyzing the average score of pre test and post test, it was found that the increase was 25.76.

Based on the finding above, it can be concluded that peer correction can give positive influence in students' descriptive writing. It can be seen from the average scores of pre-test 57.50 and post test 83.26.

Keywords: Writing, Descriptive text, Peer Correction

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Abstrak

Tujuan dari penelitian ini adalah untuk menemukan apakah Peer Correction dapat memberikan pengaruh positif terhadap penulisan text descriptive siswa. Penelitian kuantitatif ini dilaksanakan di SMK Negeri 2 Metro. Peneliti mengambil kelas X AC -1 yang terdiri dari 26 siswa. Instrumen yang digunakan untuk mengumpulkan data adalah tes menulis (pre test dan post test). Penulis melaksanakan pre test sebelum pelaksanaan Peer Correction dan post test setelah Peer Correction.

Hasil penelitian ini menunjukkan bahwa nilai rata-rata pre test adalah 57.50. Siswa memiliki keterbatasan vocabulary, mereka tidak dapat membuat kalimat yang dapat dimengerti. Setelah pelaksanaan Peer Correction, nilai rata-rata post test adalah 83.26. Dengan menganalisa nilai rata-rata pre test dan post test, dapat ditemukan bahwa nilai rata-rata naik 25.76.

Berdasarkan temuan di atas, dapat disimpulkan bahwa Peer Correction dapat memberikan pengaruh positif terhadap penulisan text descriptif siswa. Hal itu dapat dilihat dari nilai rata-rata pre test 57.50 dan post test 83.26.

Keywords: Writing, Descriptive text, Peer Correction

INTRODUCTION

There are four skills that should be taught in English for example listening, speaking, reading, and writing. In order to measure the ability of each language skill, the teacher requires the students to perform different ability. For example, to know about the students' achievement of their speaking skills, the teacher usually asks the

students to communicate by using English in the class. In the case of writing skills, the teacher usually asks the students to write a text to know how far the students' mastery of the components of writing. Writing skills are specific abilities which help writers put what they are thinking into words in a meaningful form and to mentally interact with the message.

Writing is a complex skill that requires the writer to express his or her idea. In order to communicate, people use English not only in oral form but also in written form. Writers gain creativity when they can write their own ideas, not copying what has already been written so that they can be read and understood.

However, the students do not know about this aim because they just write several words without being aware of the structures. The teacher sometimes get confused of how to help the students to develop this skill. It seems that the teacher pays little attention to the teaching of writing especially in the correction technique. As a result, many students are not able to write because sometimes teacher cannot teach well about writing lesson or do not know about how to correct the students' draft.

There are several types of text being taught in the school such as narrative text, hortatory, recount text, and so on. However, in this research, the writer used descriptive text. Descriptive text is the simple text of writing, it uses simple present tense which have been learned by the students when they are in elementary school. In descriptive text, students have to describe something or someone. Although it is a simple text the students still have difficulties in writing descriptive text. One of the factors is the technique in correcting students' writing draft. Most English teacher in

the school still uses the traditional technique. They correct the students' writing draft by themselves. By using this technique, the students do not know the mistakes and how to correct them.

Based on the problems mentioned above, the researcher focused on teachers' technique in correcting students' writing. The appropriate technique which was used by the writer is peer correction because peer correction makes the students are able to learn each other. Peer tend to give specific and deep comments on the work. Peer correction has also been found to be useful to those who provide critiques, helping students to develop analytical and critical thinking abilities and become better able to judge their own writing.

In reference to the statements described above, the writer in this research would like to know whether there is a positive influence of peer correction in descriptive writing achievement or not.

This research was conducted in SMK Negeri 2 Metro. The subjects of the research are the first year students of the school which consist of 26 students. In this case the writer used one class only. There were 5 aspects of writing that measured in this research, that were content, organization, vocabulary, grammar, and mechanics. In this research, the students were asked to make a descriptive text of person that is close to them. In teaching descriptive text, the researcher used peer correction as the correction technique in helping the students to have better writing. In teaching writing, the researcher used peer correction as the technique in helping students' writing better.

METHODS

The research was conducted based on the one-group pretest posttest design. In this research, the researcher had one class only. The students had a pretest, 2 treatments and a posttest. The one-group pretest posttest design referring to Evelyn Hatch and Hossein Farhady (1982: 20) is represented as follows:

T1 X T2

T1 : Pretest, students' first draft

X : Treatment, is the application of peer correction in class. The researcher conducted two treatments in this research.

T2 : Posttest, students' revision draft

The population of this research was the students of the second year of SMK Negeri 2 Metro. The sample is one class from ten class, that is AC-2 which consist of 26 students.

The researcher collected the data by giving a test to the students. She asked them to make a descriptive paragraph (pre-test). Then, the researcher conducted the treatment by using peer correction. In the final, the writer asked the students to make a descriptive paragraph (post-test).

Furthermore, the instrument in this research is pre-test and post test. It was needed to know the ability of students from the class in writing descriptive text. The researcher asked the students to write a descriptive text of someone from their characteristics or performance. After treatments done, post-test was used to measure the increasing of students' ability in writing descriptive text. In the post-test, the

researcher asked the students to write a descriptive text of someone from their characteristics or performances.

The procedure of this research as follows:

1. Determining the population and selecting the samples.
2. Selecting and arranging materials to be taught and tested as a pre-test.

The researcher chooses the material from the student's handbook, based on the syllabus. The topic was describing someone.

3. Administering the pre-test.

Pre-test was needed to find out the students' basic ability in writing a descriptive text. The researcher asked them to write a descriptive text of someone from their characteristics or performances.

4. Conducting the treatment.

Firstly, the writer explained about the descriptive text, she asked the students to make a descriptive text (describe someone) at home. Next meeting, the writer asked the students to exchange their draft with their chair mate. From their friend's correction, each student made a revision. The writer conducted two treatments with the same steps.

5. Administering the post-test.

The post-test was conducted after the treatment. This post-test was similar with the pre-test, students are asked to write descriptive text of someone from their characteristics or performance.

6. Analyzing the data (the result of pre-test and post-test)

Firstly, the researcher gave scores for the students' work in the pre-test and post-test. After that, she analyzed them by seeing the comparison of the two scores, after and before treatment.

The writer computed the students' score in order to find out the students' achievement in writing descriptive text by using peer correction:

1. Scoring the pretest and posttest and tabulate the result.
2. Finding the mean of pretest and post test, as follows:

$$m = \frac{\sum d}{N}$$

m : mean

$\sum d$: total score of students

N : number of students

3. Drawing conclusion from tabulated result of the tests given by comparing the means of pretest and post test.

RESULTS AND DISCUSSIONS

The writer held five meetings to get the data. The first meeting the researcher conducted the pre test in order to get the result of pre test and to know how far the students' ability in writing descriptive text. After getting the pre test, the researcher conducted the treatment of peer correction in third meeting. In this meeting, the

researcher asked the students to sit with the other student. They corrected their pairs draft and checked how the content was, then the organization, vocabulary, grammar, and the mechanic. After checked their pair's draft, the students got their own draft back and then they revised it based on their pair correction. In order to avoid the students who have the low capability sat with the other students who also have the low capability. The researcher tried to make the students who have the high capability and the low capability sat each other in order to the high capability students could give their knowledge to the low capability students. Then they were able to learn each other without worry about the teacher who would be angry because of their mistakes. In the fourth meeting, the writer conducted the second treatment with the same steps as the first treatment.

The last meeting the researcher conducted post test. The students wrote descriptive text of person once more. After getting the post test, the researcher analyze the result between the pre test and the post test to see the significant influence in teaching descriptive text by using peer correction.

Table 1. The Increase of Students' Ability in Writing Descriptive Text

Aspect of Writing	Pre test Score	Post test Score	The Increase
Content	14.23	18.07	3.84
Organization	13.65	17.30	3.65
Vocabulary	12.50	15.19	2.69
Grammar	10.76	15.38	4.62
Mechanics	6.34	17.50	11.16

The data above showed that there is an increasing in all aspects of writing.

a. Content

The mean score of this aspect in pretest was 14.23 and the mean score of Content in post test was 18.07. The increase of this aspect was 3.84. It means that there is an increase of students' writing in Content aspect. Peer Correction has given the influence in students' writing descriptive text writing.

b. Organization

For the Organization aspect, the mean score of pre test was 13.65 and 17.30 in post test. The increase of this aspect was 3.65. It means that Peer Correction has given the influence in students' descriptive text writing in Organization aspect.

c. Vocabulary

The mean score of this aspect was 12.50 and 15.19 in post test. And the increase of this aspect was 2.69. It means that there is an increase in students' descriptive text writing in this aspect. Peer Correction has given the influence in students' writing.

d. Grammar

In grammar aspect, the mean score in pre test was 10.76 and the mean score in post test was 15.38. It means that Peer Correction has given the influence in students' descriptive text writing because the increase of this aspect was 4.62.

e. Mechanic

Mechanic is the last aspect in writing. The mean score of this aspect in pre test was 6.43 and the mean score in post test was 17.50. The increase of this aspect was 11.16. It means that there is an influence in students' descriptive text writing by using Peer Correction.

From the explanation above, it could be concluded that Peer Correction has given positive influence in students' descriptive text writing in five aspects of writing. The highest increase is on the aspect of grammar and mechanic. The increase could be also seen from the total score of the pre – test to the post – test, from 1485 up to 2165. The mean was from 57.50 up to 83.26.

Table 17. The Increase of Students' Score

	The Score of Pre – test	The Score of Post – test	The Increase	Level Significance
Mean (m)	57.50	83.26	25.76	0.00

From the average score it was attained that there was significant increase of students' descriptive text writing scores at first year of students who were taught by using Peer Correction. It was proven by the result of Paired Sample T – test, which showed that the value of two tail significance was less than α ($0.00 < 0.05$).

The researcher added the learning process as the additional result in order to make sure that there was positive influence of students' descriptive text writing for students after being taught by using Peer Correction. And it was proven by analyzing the result of the students' tests and the treatments. Before the treatment, the researcher asked the students to make one descriptive text of person who is closed to them i.e. parents, brothers, best friend, etc. The first draft was submitted in the second meeting. The researcher gave the score before giving the students' draft back. Then the researcher asked the students to sit in pairs, based on their own level of English proficiency. Before applying the technique, the researcher gave the criteria about the

things that should be corrected by the students. After correcting, each pair gave their pair' draft back and then revised their own draft based on what they have already corrected. This was the first treatment. Then after revising their draft, in the next day, the students submitted their draft. The students sat in pair once more and corrected their each pair. This was the second treatment. Next, the students revised their draft then gave it back to the researcher.

After the treatments done, the researcher analyzed students' writing and saw the result of their work. And based on the result of students' score, it was found that there was a positive influence of students' descriptive text.

Peer correction is useful to help the students to check their draft in pair. In the correction process, the students are able to get a feedback from their each pair and they will not be shame because of their mistakes. Peer correction gives more chance for the students to talk and give the opinion about the writing. It is a technique that enable for them to be responsible in their own writing. the students also can be an expert to give the comments and suggestion for their each pair. Correction is worthless if students just put their corrected writing away and never look at it again. That is why peer-correction may be very efficient in writing. Correcting each other's works is much more challenging than simply copying out correct answers. When two or more students work together on correcting each other's work, the discussion helps each one to learn from his or her own mistakes. Many students have difficulty in seeing their own mistakes, even if a teacher has given them a signal as to what sort of a mistake it is. Cooperation helps students develop an ability to see their own mistakes.

And the researcher concluded that there were positive influences in students' descriptive text writing by using Peer Correction.

CONCLUSIONS AND SUGGESTIONS

The purpose of this research was to find out whether peer correction gives positive effect in the students' descriptive text achievement or not. Based on the research, it was concluded that:

1. At the first time the students made the mistakes in arranging descriptive text. It was proved by the result of the students who get score below the standard score.
2. After having the treatment and post test, there was significant influence in students' descriptive text achievement. It can be seen from the total score of the pre test and the post test, from 1485 up to 2165. And the mean was from 57.50 up to 83.26.
3. Peer correction was effective in improving students' descriptive text writing.
4. The role of teacher in peer correction which was applied by the writer was not dominant as long as the students could solve their problem one to another.

Suggestions

1. More time is needed because peer correction related to the time consumption.
2. If the treatment is not enough for one meeting, the teacher is suggested to have more treatment, so that the result can be gained optimally.

3. For the English teacher, the writer suggest to apply peer correction since it is give positive influence in students writing.

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