

**INCREASING STUDENTS' ACCURACY IN WRITING DESCRIPTIVE  
TEXT THROUGH PEER CORRECTION AT THE SECOND YEAR OF  
SMP NEGERI 22 BANDAR LAMPUNG**

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**Abstract:** The objective of this research is to find out whether peer correction can increase students' accuracy in writing descriptive text. The population and sample of this research were the second year students of SMPN 22 Bandar Lampung that is class VIII.H which consists of 30 students. This research was a quantitative research. The data were collected by using two writing tests: pre-test and post-test. The hypothesis was tested using Paired Sample T-Test.

The result of the test shows that there is a significant increase from the pre test to post test after being taught by using a peer correction. The application of the technique also increases three aspects in their accuracy in writing: grammar 43.67 up to 67.33, vocabulary 47.33 up to 64.67, and spelling 47.33 up to 66.67.

Based on the finding above, it can be concluded that peer correction can increase students' accuracy in writing descriptive text. Peer correction is effective to increase the students' accuracy. Therefore, it is suggested that the teacher apply in the class to increase the students' accuracy in terms of grammar, vocabulary, and spelling.

**Keywords:** Writing, Descriptive text, Peer Correction

**MENINGKATKAN AKURASI SISWA DALAM MENULIS TEKS  
DESKRIPTIF MELALUI PEER CORRECTION PADA KELAS II SMP  
NEGERI 22 BANDAR LAMPUNG**

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**Abstrak:** Tujuan dari penelitian ini adalah untuk mengetahui apakah *Peer Correction* dapat meningkatkan akurasi siswa dalam menulis teks deskriptif. Populasi dan sampel penelitian ini adalah siswa tahun kedua SMPN 22 Bandar Lampung yaitu kelas VIII.H yang terdiri dari 30 siswa. Penelitian ini merupakan penelitian kuantitatif. Data dikumpulkan dengan menggunakan dua tes tertulis: pre-test dan post-test. Hipotesis ini di uji dengan menggunakan Paired Sample T-Test.

Hasil tes menunjukkan bahwa ada peningkatan yang signifikan dari pre test ke post test setelah diajarkan dengan menggunakan *Peer Correction*. Penerapan teknik ini juga meningkatkan tiga aspek dalam akurasi menulis mereka: tata bahasa 43.67 naik sampai dengan 67.33, kosakata 47.33 naik sampai dengan 64.67, dan ejaan 47.33 naik sampai dengan 66.67.

Berdasarkan temuan di atas, dapat disimpulkan bahwa *Peer Correction* dapat meningkatkan akurasi siswa dalam menulis teks deskriptif. *Peer Correction* efektif untuk meningkatkan akurasi siswa. Oleh karena itu, disarankan agar guru menerapkan di kelas untuk meningkatkan akurasi siswa dalam hal tata bahasa, kosakata, dan ejaan.

**Kata kunci:** Menulis, Teks Deskriptif, Peer Correction

## **INTRODUCTION**

According to English curriculum for SMP in teaching English, there are four skills that the students should master, e.g. listening, speaking, reading, and writing. One of the language skills that students have to learn is writing skill. Writing skill is very useful for the students because it facilitates the students to express their opinion and feeling in written form. Writing is one of the important skills taught to students especially eight grade of junior high school students.

Writing language is getting more and more essential today. It should be mastered in order to be literate. But, Indonesian students of junior high school commonly have only low enthusiasm for their writing tasks. Every time they have writing tasks, they feel it is difficult to do. But, they should have strong foundation for their writing skill before entering a higher level of education. So, it is crucial for them to master this skill. In order to communicate well in English, students should be provided with one of the factors which can determine the success of English language students, it is accuracy.

Most of the students find difficulties, especially in applying accuracy in writing and therefore they make mistakes and errors. It shows that students' ability in English is still poor and they need to be taught more effectively. The students sometimes do not realize that they make mistake because of the ignorance of the grammar, vocabulary, and spelling. Only three aspects of writing; grammar vocabulary, and spelling used to increase their accuracy because it connected with linguistics. Accuracy in writing is accuracy in terms of sentence structure and correct use of spelling with standard written English. Accuracy is talking about language which is helpful in understanding language and, in turn,

can improve the use of language. In an accuracy activity, teachers and learners typically focus on using and producing language correctly.

However, in this research, the writer used descriptive text. Descriptive text relates to the description of something in order to make the reader sees, feels, or hears. When one writes a descriptive writing, he expresses anything in his mind about certain object or event into words and sentences.

Based on the problems mentioned above, the researcher focused on teachers' technique in correcting students' writing. It is hopefully that peer correction can increase the accuracy of students in writing descriptive text. Peer correction which will be applied is peer correction with the teacher's guidance. The writer took peer correction because it an excellent way for the students to improve their written production. Moreover, peer correction also gives advantages. The students read one another's compositions to make suggestions for revision before the teacher grades them (Dixon, 1986: 4). Doing peer correction will be beneficial for both teacher and students. For the teacher, it of course will help her in doing the grading of the students' works, while for the students it will help them increase their knowledge through editing their friends' works.

In reference to the statements described above, the writer in this research would like to find out whether peer correction can increase students' accuracy in writing descriptive text or not.

The research was conducted to the second grade students of SMPN 22 Bandar Lampung. The researcher took one class as the subject. The class is VIII.H consisting of 30 students. Hence, the research was focused on increasing the students' accuracy in writing descriptive text by using peer correction. In this

research, the students were asked to make a descriptive text of person. The students' achievement of descriptive text writing was evaluated based on the grammar which relates to the sentence structure, vocabulary which refers to the word choice, and spelling which use correct graphic conventional of the language. In teaching writing, the researcher used peer correction as the technique in helping students' writing better. Implementation of peer correction group in teaching writing descriptive text hoped change instruction views writing in progress. Students can improve their accuracy in writing by drafting and revision process.

## **METHODS**

The researcher used one group pretest-posttest design. The researcher used one of seven classes at SMPN 22 Bandar Lampung as the sample of the research. The students had a pretest, 2 treatments and a posttest. According to Hatch and Farhady (1982: 22), the research design is presented as follows:

T1 X T2

|    |                |
|----|----------------|
| T1 | The pretest    |
| T2 | The post test  |
| X  | The treatments |

The population of this research was the students of the second year of SMP Negeri 22 Bandar Lampung in the academic year of 2012/2013. There were eight classes of second year students. The researcher used one class as the sample of this research that is class VIII.H which consists of 30 students.

The researcher collected the data by giving a test to the students. She asked them to make a descriptive text (pre-test). Then, the researcher conducted the

treatment by using peer correction. In the final, the writer asked the students to make a descriptive text (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. In this test, the teacher provided some topics to be chosen by the students to write. The topic in this test was describing person. After treatments done, post-test was used to measure the increase of the students' accuracy in writing descriptive text. In the post-test, the students had to choose the same topic as the topic they had chosen in the pre-test but in different case. The procedure of this research as follows:

1. Determining the subject of the research.
2. Preparing the pretest materials.

The researcher chooses the material from the student's handbook and based on the teaching and learning syllabus. The topic was describing person.

3. Administering the pre-test and getting the result.

Pre-test was needed to find out the students' basic ability in writing a descriptive text. The researcher gave some topics that had been prepared in the previous stage and students can choose one of topics to be written in their text writing.

4. Conducting treatments.

Firstly, the writer explained about the descriptive text, she asked the students to make a descriptive text about describing someone. Next, she asked the students to check their friends' work and correct if there are some mistake.

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. The researcher gave the same topics again to the students. Then, they were asked to choose the same topics as they chose in pre test but with different case.

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. It was used to find out the means of pre-test and post-test and how significant the improvement was.

After collecting the data, the writer recorded and analyzed them in order to find out whether there is an increasing students' accuracy in writing descriptive text or not after the treatment. The writer used Paired Sample T-test to know the level of significance of increasing.

The formulation is:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

with

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Md = mean from the differences pre test and post test (post test-pre test)

xd = deviation of each subject (d – Md)

$\sum x^2 d$  = total of quadratic deviation

N = subjects on sample

(Arikunto, 2010: 349-350)

## RESULTS AND DISCUSSIONS

In order to figure out whether the objectives of the research can be achieved or not, the result of pre-tests and post-tests were analyzed in this study. The researcher held four meetings to get data. The first meeting was to get the result of pre-test; the second and third meetings were to conduct the treatments; and the last was to get the result of post-test. The post-test was preceded by two treatments using peer correction. In this research, the researcher did as the teacher in the class.

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 increasing students' accuracy in teaching descriptive text by using peer correction.

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

| Aspect of Writing | Pre test | Post test | The Increase |
|-------------------|----------|-----------|--------------|
| Grammar           | 43.67    | 67.33     | 23.67        |
| Vocabulary        | 47.33    | 64.67     | 17.33        |
| Spelling          | 47.33    | 66.67     | 19.33        |

From the data of the students' scores, it could be seen that the highest aspect of writing was grammar which increased the students' accuracy in writing. The ability about grammar could be increased because of in the process of teaching learning. The students had known about the characteristics and structures

of sentences before the students made a text based on the topic about descriptive text. Peer correction had given the contribution to the students in analyzing the generic structure (using present tense) of descriptive text. Besides, by revising, the students could know the mistakes that they had done especially in aspect of grammar.

From the explanation above, it was proved that peer correction can give significant increasing in students' accuracy of grammar, vocabulary, and spelling. As teachers, we should use a variety of techniques to help our students learn and acquire accuracy which is also an aspect that should be paid attention to in writing process (Harmer, 1991: 23). One of techniques that can be used is peer correction. Peer correction technique helps students overcome difficulties in their writing process. Collaborative work in terms of peer correction is a way for students to learn from their mistakes, correcting and being corrected by their friends, learning from their ideas and justifications because of mutual trust, sense of support, belonging and membership.

After conducting the research, the researcher found that the students respond positively toward peer correction in their writing class. It is because peer correction is a new way of teaching writing. As a matter of fact, not all teachers apply it yet in their classes. As a new 'thing' in the teaching-learning activities, it invites the students' curiosity about it. They want to know all about it, what it is, how to do it, and what they get by doing it. This is why they give a good response to it.

The teaching and learning process ran very smoothly in the classroom, but the researcher faced some problems during the treatments. Some students were a

little bit passive during the class. They tended to be unable to communicate with others. So, the solution was the teacher changed their position in the class. Besides that, some students looked a little bit confused doing peer correction. However, they could ask their other friends – not the one who wrote the task if they were not sure about the correction of the errors made by their peers those they found. The students were so encouraged to identify their peer's errors.

Besides, the result also shows that peer correction is very valuable in the process of learning writing. Most students agree that peer correction is advantageous for them. This is because they realize that by doing it; they get a lot of inputs and feedback from their peers and the teacher as well. It is also because peer correction helps them more critical in writing. Besides, it also makes them more aware of careless mistakes or errors and tries to avoid them in the following tasks or works.

Those it can be concluded that after being taught by using peer correction, the students' accuracy in writing was increased. It can be seen from the pre-test and post-test result. There was a significant increase towards the students' accuracy in writing descriptive text after they were given the practice of peer correction and before they wrote. It means that the teaching of descriptive text through peer correction could increase the students' accuracy in writing descriptive text in terms of grammar, vocabulary, and spelling.

## **CONCLUSIONS AND SUGGESTIONS**

In reference to the result and discussion of the research, the conclusion of the study is that peer correction could increase the students' accuracy in writing descriptive text. Peer correction can also increase the students' accuracy in writing

on each aspect, moreover on grammar and spelling. This also means that peer correction is effective in increasing students' descriptive text writing especially helped students reduce their errors.

Since the English teacher used a suitable technique especially in increasing students' accuracy in writing descriptive text, the students were interested in learning writing and encouraged to be more active during the class. The implementation of this technique can increase scores in three components of writing in accuracy, they are: grammar, vocabulary, and spelling.

In terms of writing aspects of accuracy, peer correction practice can increase:

- a. In grammar, the increase is 23.67 (from 43.67 to 67.33) because in the process of teaching learning, the students had known about the characteristic and the structure of sentences through peer correction. Grammar places the highest increase of all the three aspects measured in this study. It was because peer correction process had given the feedback to the students of the correct grammar. They were able to know their mistake and then tried to revise it.
- b. In vocabulary, the increase is 17.33 (from 47.33 to 64.67). It happened because in the process of teaching descriptive text by using peer correction, the students had mastered the use of words choice which is effective in writing a descriptive text. In this case, peer correction only gives a little contribution in this aspect since the increase is considered coming from the teacher's explanation about selecting appropriate word during the teaching learning process.

- c. In spelling, the increase is 19.33 (from 47.33 to 66.67) because the students had mastered the use of correct conventions. Spelling was the second aspect that got the highest increase. Peer correction gives the most contribution to the students' writing ability in term of spelling since in essence; it helps the students to know where their mistake was and write a better writing.

### **Suggestions**

1. The English teachers are suggested to use peer correction for increasing the students' accuracy in writing descriptive text. Since through peer correction, the students become more active and autonomous in the learning process.
2. The English teachers who want to apply peer correction should be aware of the students' failure in doing correction toward the accuracy that they find in their peer's work.
3. The English teachers who want to apply peer correction are suggested to focus on certain types of accuracy to increase. It is done in order to ease the students to do peer correction.

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