

INCREASING STUDENTS' ABILITY IN WRITING OF RECOUNT TEXT THROUGH PEER CORRECTION

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Abstract: The objective of this research is to find out whether there is significant increase of students' ability in writing recount text after they are taught using Peer Correction. This quantitative research was conducted at SMA Negeri 5 Bandar Lampung in academic year 2012/2013. The research took place in class X 6 which consisted of 30 students. The instruments used to gather the data were writing test (pre test and post test). The researcher conducted pre test before treatments and post test after the treatments. The students' mean scores in the pre-test was 57.33 and post-test was 80.5, in which the students' mean scores gain increased about 23.17. The result of the research shows that t-value (16.223) was higher than t-table (2.045). It means that there is significant increase of students' ability in writing of recount text after being taught through peer correction. Based on the finding above, it can be concluded that peer correction can give positive increase in students' ability in writing recount text.

Key words: ability in writing, peer correction, recount text

MENINGKATKAN KEMAMPUAN SISWA DALAM MENULIS TEKS RECOUNT MELALUI KOREKSI KAWAN SEBAYA

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Abstract: Tujuan penelitian ini untuk menemukan apakah ada peningkatan secara signifikan kemampuan siswa dalam menulis teks recount setelah mereka diajar menggunakan peer correction. Penelitian kuantitatif ini di ambil di SMA Negeri Bandar Lampung tahun pendidikan 2012/2013. Penelitian ini diambil di kelas X 6 yang terdiri dari 30 siswa. Instrumen yang digunakan untuk mendapatkan data adalah tes menulis (pre test dan post test). Peneliti mengambil pre test sebelum perlakuan dan mengambil post test setelah perlakuan. Rata-rata nilai siswa di pre test adalah 57.33 dan 80.5 di post test, dimana rata-rata nilai siswa bertambah 23.17. hasil dari penelitian menunjukkan bahwa t-value 16.233 lebih tinggi dari pada t-table (2.045). Itu berarti ada peningkatan secara signifikan kemampuan siswa dalam menulis teks recount setelah diajar menggunakan peer correction. Berdasarkan penemuan di atas dapat disimpulkan bahwa peer correction dapat memberikan peningkatan positif kemampuan siswa dalam menulis teks recount.

Kata kunci: kemampuan menulis, teks recount, teman sebaya

INTRODUCTION

In Indonesia, English as compulsory subject is learnt from elementary school up to university. According to School-Based curriculum (Depdiknas, 2006: 308), it is stated that the objective of teaching learning English at Senior HighSchool is that the students are expected to be able to develop communicative competence both in written and in spoken form to achieve informational literacy level. They are also expected to be able to communicate in written form to solve problems in their daily lives.

This goes without saying that writing skill is complex to learn because this requires the students to treat several aspects. First, grammar which concerns with word order. Second, vocabulary which concerns with terms or relies on circumlocutions. Third, mechanic which concerns with punctuation and spelling. Finally, form which concerns with clarification and connectivity of ideas (Hughes, 1989:91). Harmer (1993:53) said that writing is expected to be correct and effective. He also suggests that it may be important for the teacher to consider about organizing sentences into paragraph, joining paragraphs together, and organizing general ideas into a coherent piece of discourse (Harmer 1993:53-54).

Raimes (1983:76) stated that writing is a skill in which we express ideas, and thought which are arranged in words, sentences, and paragraph using eyes, brain and hands. In addition, Linderman (1983:11) said that writing is a process of communication using conventional graphic system to convey a message to the reader. Writing is a complex skill which requires the writer to express his or her idea. In order to communicate, people use English not only in spoken form but

also in written form. Writers gain creativity when they can write based on their own ideas, not copying what has already been written. In writing the writer is required to treat several aspects such as grammar, vocabulary, and mechanics.

Meanwhile, in the curriculum of SMA, the English material is taught based on the text. There are some types of text, i.e. descriptive, procedure, recount, and others. One of the English writing texts that students have to study is recount text. Recount text is a text to describe a sequence of events that happened in the past, it focuses on time-order and subject of the story. The students have to be able to understand and to produce a recount text based on social function and generic structure of the text. By using recount text, students are expected to be able to describe the sequence of events that happened in the past well in written form.

Gunawan (2010:2) found that the first year students of senior high school get confused about expressing their ideas in written form, particularly, in recount text writing. When the teacher asked the students to write a recount text they got difficulties in linking several sentences into one coherent idea to create a text.

In addition, based on researcher's pre-observation in SMA Negeri 5 Bandar Lampung, the researcher found the students had difficulty to express their idea smoothly. They still could not understand or create a recount text, although the teacher had explained it. And the students were not able to make a recount text into a good paragraph, because some of them just make a list of events. It can be seen from their daily score in writing. The average score of their writing is below 70 as the minimal Standard of Mastery Learning (KKM).

Furthermore, Juwitasari (2005:2) adds that nowadays, many English teachers still concern on teaching writing theoretically. The students are not encouraged to apply the theories given by the teacher on the paper. They almost never get writing exercises. It makes the students always confused when they are asked to write. Many English teachers still teach writing in conventional way and seldom use media and technique in teaching writing text (Noprianto, 2007: 59). Consequently, the students would be easily get bored in writing class and thought that writing is boring and difficult activity to learn. The fact proves that writing is still difficult for the students. Based on the explanation above, the teacher needs compatible technique in order to make students competent language learners in learning and their achievement. Concerning this case, an English teacher should be able to implement and improve a good technique for teaching the students well, in order to make the students are able to writing a text.

According to Jacobs (1989:68), Peer Correction is a part of larger category of educational activity in which students work together in a group. In addition Scharle and Szabo (2000) have strongly suggested peer feedback to be applied for checking, especially, students' written work.

The objective of the research is to find out whether there is significant increase of students' ability in writing recount text after they are taught using Peer Correction.

The research was conducted to the first grade students of SMA N 5 Bandar Lampung in academic year 2012/2013. The researcher took one class as the sample. The class is X 6 consisting of 30 students. The scope of writing skills

consists of content, organization, vocabulary, grammar, and mechanics (Jacobs et al 1981:90).

METHODS

The research used the one-group pretest posttest as research design. This was used to compare the students' ability in pre-test and post-test after the treatment was given. 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 in

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

T2 : Posttest.

The researcher used writing test as the instrument in this research. In this research, tests were given to the students twice i.e. pre-test and post-test. Pre-test were given before doing the treatment. The purpose was to know capability of students' writing skill before doing the treatment. The post-test were given after the treatment.

The researcher used repeated measured T-test to know the level of significance of the treatment effect.

The formulation was:

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

and

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

t = test

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 DISCUSSION

The research was conducted in five meetings. At the first meeting, the researcher conducted pre test to find out the students' ability in recount text before the treatments. The researcher administered the pre test for 90 minutes. The material of test was recount text of personal experience. The researcher was scored the students writing based on the writing aspects and they criteria. They were content, organization, vocabulary, grammar, and mechanic.

After getting the pre test, the researcher conducted the treatments in second, third, and fourth meeting. The last meeting the researcher conducted post test. The students wrote another recount text. After getting the post test, the researcher

analyze the result between the pre test and the post test to see the significant increase in teaching recount text by using peer correction.

The figure above showed the students ability of the students in each aspect after the treatments were given. We could see that there was increase in each aspect of writing. There is an increasing in each aspect.

Table 4.15. The increase of Students' Ability in Writing Recount Text

Aspect of Writing	Pretest Score	Posttest Score	The increase
Content	13.16	18	4.84
Organization	12.83	15.50	2.67
Vocabulary	12.83	15.83	3
Grammar	11.50	15	3.5
Mechanics	7.33	16.16	8.83

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

a. Content

The mean score of this aspects in pretest was 13.16 and the mean score of Content in post test was 18. The increase of this aspect was 4.84. it means that there is an increase of students' writing recount text writing.

b. Organization

For the Organization aspects, the mean score of pretest was 12.83 and 15.50 in post test. The increase of this aspect was 2.67. it means that Peer Correction has given the increasing in students' recount text in Organization aspect.

c. Vocabulary

The mean score of pretest was 12.83 and 15.83 in post test. And the increase of this aspects was 3. It means that there is an increase in students' recount 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 11.50 and the mean score in post test was 15. It means that Peer correction has given the increasing in students' recount text writing because the increase of this aspects was 3.5.

e. Mechanic

Mechanic is the last aspect in writing. The mean score of this aspect in pre test was 7.33 and the mean score in post test was 16.16. The increase of this aspect was 8.83. It means that there is an increase in students' recount text writing by using Peer Correction.

From the explanation above, it could be concluded that Peer Correction has given positive increasing in students' recount 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 of pre – test to the post – test, from 1720 up to 2415. The mean was from 57.33 up to 80.5.

CONCLUSIONS AND SUGGESTIONS

Based on the research, it was concluded that:

1. There is significant increase of students' ability in writing recount text after being taught through peer correction. It can be seen t-value was 16.223 was higher than t-table (2.045).
2. Based on the treatments correction, there is increase students' ability in writing of recount text from the first draft until the last draft that the researcher made correction.

Suggestions

In reference to the conclusions above, the researcher gave some suggestions as follows:

1. The English teachers are suggested to use peer correction for increasing the students' ability in writing recount text. Since through peer correction, the students become more active and autonomous in the learning process. Moreover, the application of peer correction in learning writing also broadens the students' insight toward the learning process.
2. In this research, the researcher conducted peer correction to help students In Senior High School, especially in recount text. Further researchers can conduct this technique on different level of students.
3. Further research can try to investigate whether peer correction strategy can be applicable with another kind of text.

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