



PENGARUH PEER CORRECTION TERHADAP KEMAMPUAN MENULIS TEKS EKSPOSISI ANALITIK SISWA KELAS XI SMA PERTIWI 1 PADANG

THE EFFECT OF PEER CORRECTION ON THE ELEVENTH GRADE STUDENTS 'WRITING ABILITY OF ANALYTICAL EXPOSITION TEXT AT SMA PERTIWI 1 PADANG

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ABSTRAK

Penelitian ini bertujuan untuk menguji pengaruh teknik koreksi teman sebaya terhadap kemampuan menulis teks eksposisi analitis siswa. Rancangan penelitian ini adalah 80,2 sedangkan kelompok kontrol mendapat 71,08. Hasil penelitian ini menemukan bahwa siswa yang diajar dengan menggunakan koreksi teman menghasilkan penulisan teks eksposisi analitis yang lebih baik daripada siswa yang diajar dengan menggunakan teknik umpan balik guru. Dapat disimpulkan bahwa pengajaran menulis teks eksposisi analitis dengan menggunakan peer correction memberikan hasil yang lebih baik pada tulisan siswa daripada penelitian guru dengan desain eksperimen semu. Populasinya adalah siswa kelas satu SMA Pertiwi 1 Padang. Dua kelas dipilih secara acak sebagai sampel penelitian. Selama perlakuan, siswa dalam kelompok eksperimen menggunakan teknik koreksi teman sebaya, sedangkan siswa dalam kelompok kontrol menggunakan teknik umpan balik guru. Analisis hasil tes menunjukkan bahwa nilai siswa kelompok eksperimen lebih tinggi daripada kelompok kontrol. Dalam post test, skor rata-rata umpan balik kelompok eksperimen.

Kata Kunci: Peer Correction, Kemampuan Menulis, Analytical Exposition Text

ABSTRACT

This research was aimed to test the effect of peer correction technique toward students' writing ability of analytical exposition text. The research design of this was 80,2 while the control group got 71,08. The result of this research found that the students who were taught by using peer correction produced better writing of analytical exposition text than those who were taught by using teacher's feedback technique. It can be concluded that teaching writing analytical exposition text by using peer correction gives better result in students' writing than teacher's study was a quasi experimental design. The population was the first grade students of SMA Pertiwi 1 Padang. Two classes were randomly selected as the sample of the study. During the treatment, students in experimental group used peer correction technique, while students in control group used teacher's feedback technique.



The analysis of the test result showed that the students' score of experimental group was higher than control group. In the post test, the mean score of the experimental group feedback

Keywords: Peer Correction, Writing Ability, Analytical Exposition Text

PENDAHULUAN

Writing is a way to express thought, feeling and exchange information to other people in the written form. Nowadays society expects young generation to take part in a communicative way oral or written. Graham and Dolores Perin (2007:3) say that writing is a necessity for young people. It is a predictor of academic success and basic requirement to live in the global era. Writing is one of the subject being tested in schools, requirements to get a scholarship or award and at work writing is a necessity because workers would create reports, letters and other things. Thus, no one can reject the importance of being able to write in their native and global language today.

In writing skill, students must be able to understand and write various kinds of dialogue, short functional and monolog text. To produce a good writing, students should consider organization, word choice, ideas, grammar and others criteria. Thus, writing is not a simple activity. Besides, complexity of writing also appears in getting started to write. Rao (2012:100) states that students find composing in English is difficult because writing process demands many cognitive and linguistic strategies which they are uncertain. Many students complain that they lack of ideas and cannot think of anything interesting to write and lack of grammar awareness.

To produce a good piece of writing, a writer must accomplish four basic writing steps; planning, drafting (writing), revising (redrafting) and

editing. However, in some writing practices, some writers do not follow those four steps. They only go through two or three of basic steps of writing, such as planning and editing or planning, drafting and editing. Meanwhile, some experts (Burk and Pieterick, 2010; Hyland and Hyland, 2006) Ferris, 2003)

explain that in the writing process, there must be revision. It is a step where a process of making changes throughout the writing of a draft occurs, the change can make the draft congruent with the writer's intention. At this stage, students as writers need feedback from teachers or lecturers, and their peer/s. There are many techniques in teaching writing to develop students' ability. An appropriate technique is able to influence learning process. One of the techniques that could be used by teacher in teaching writing is Peer Correction.

This technique means the feedback is obtained from others such as fellow students or friends. Usually, students will put as a pair and then are asked to read each other's work and react to the strengths and weaknesses of each other's papers. The purpose of peer correction on student's writing is to generate and receive different points of view and raise students' awareness in composing process. With guidance and practice, students can learn to be more specific and helpful in their responses to a peer's piece of writing.

According to Harmer (2004: 279) peer corrective feedback is a valuable element in the writing process. It has the advantage of encouraging students to work collaboratively, something which, in a group, we want to foster. It also gets



round the problem of students reacting too passively to teacher responses. It can be said peer corrective feedback is a part of collaborative writing which encourages students to conduct drafting. In peer correction, students have the opportunity to make revisions prior to the assignment submission to the instructor. The students are also expected to have opportunities to work collaboratively with peers and to develop their writing abilities individually.

According to the research conducted by Ashok Sapkota (2012) it can be seen that the development of writing skill through peer and teacher correction can help in teaching learning process reflection and revision with each other. The research was done Bitchener in 2005 shows positive effect of corrective feedback on student's writing. The result of this study shows that use corrective feedback has improved the accuracy of their writing when producing a new text. Therefore, It can be seen that the success of using peer corrective feedback toward students' writing skill. There are some positive effect that can be identified from some studies above, such as increasing the student's writing skill on learning process, help the students more confidence.

It proves that peer corrective feedback is appropriate in teaching writing. In Senior High school especially, the students are expected to be able to write texts. Based on curriculum 2013 in the syllabus of the eleventh Grade of Senior High school, each text has a different purpose and social function. They are narrative, descriptive, report spoof, hortatory and analytical exposition. This research focuses on Exposition

text. Exposition text is one of the monolog texts that is required in senior high school level, especially in Second grade (Regulation of the Minister of Education and Culture of the Republic

Indonesia No. 70 page 90). This exposition text divided into two types. They are analytical exposition text and hortatory exposition text. Analytical exposition text is a text that persuades the reader or listener that something is the case (Gerot and Wignell, 1994:197). Since analytical is one of compulsory texts to be learned at Senior High School, the researcher focuses on this text.

Based on this, the researcher is interested in conducting a research **“THE EFFECT OF PEER CORRECTION ON THE ELEVENTH GRADE STUDENTS’ WRITING ABILITY OF DESCRIPTIVE TEXT AT SMA PERTIWI 1 PADANG”**. This study is aimed at explaining how peer corrective feedback can give a significant effect on students' writing ability

BAHAN DAN METODE

The design of this research was a quasi-experimental **research**. According to Gay et.al (2011:259), a quasi-experimental research occurs when it is not possible for the researcher to randomly assign subject group. In this research, there were two classes involved: experimental and control classes. In the process of teaching, the differences between experimental class and control class were only about the technique used. The experimental class taught by using Peer correction while the control class taught by using teacher's feedback.

The population of this study was three classes of tenth grade science students of SMA Pertiwi 1 Padang enrolled on 2022/2023 academic year and the total of population was 78 students. The researcher applied cluster random sampling. The researcher used cluster random sampling technique because the sample had been group into their classes. They were selected by



writing the name of each class on class separated small pieces of paper, placing them on hands and shaking them. The first small piece of small paper was assigned for experimental group. The second one was assigned for control group. The others were not be assigned in this research. As a result, class XI IPA 2 was decided as experimental group and class XI IPA 3 was decided as control group.

The design of this research was a quasi- experimental research. Therefore, the researcher investigated the effect of Peer Correction as independent variable toward dependent variable namely students' writing ability. Clearly, there were two techniques of teaching writing (Peer correction and teacher 'feedback). In this research, test of writing ability was the instrument. In collecting the data, the researcher used post-test only. The test was designed by researcher based on indicators of writing test. The data of this research were students' writing test scores. It was analyzed by using Liliefors test to see the normality. Then, to see homogeneity, the data was analyzed by using Barlett test. While, the hypotheses was analyzed by using t-test in excel program.

Instrument is the tool that is used by the researcher in collecting the data. Instrument is the In this research, the researcher used writing test. It was given to measure the students' writing ability. The test itself is in the form of written test. The test was based on the indicators of descriptive text. The treatments were done in ten meetings. The following procedures are as follows: writing test were validated using content validity by an expert.

Then, treatments were given to both experimental and control class. The experimental class was taught by using peer correction technique and control class was taught by using small teacher's

feedback. Before testing the hypothesis, the data have been analyzed prerequisite analysis which was test of normality and homogeneity. The normality testing was done to see whether the data collected from both experimental and control group are normally distributed or not. In other words, normality testing is used to know whether the data collected from both groups are normally distributed or not. It was analyzed by using Liliefors test.

The purpose of homogeneity test was to see whether the data taken from same population were homogenous or not. The homogeneity test was analyzed by Variance test (F-test). Hypothesis testing was carried out with technique analysis that was managed by using t-test. It was used to test the hypothesis in order to know the differentiation of students score between experiential and control class.

PEMBAHASAN

The findings are reported based on the analysis of data and are grouped based on the research questions. The findings are described as follows:

The Effect of Peer Correction on Students' writing ability in writing analytical exposition text

The data analysis of writing ability was taken from the result of the students writing test which was administered in experimental and control class after treatment. The sample classes were given different treatment. The experimental class was taught by using peer correction, while control class was taught by using teacher's feedback. The data of writing ability test was analyzed by using Ms Excel. After analyzing, the maximum score of students writing ability test in experimental class is 90 and the minimum score is 70. The mean score is 80,2. The standard deviation is 5,49



and the variance is 30,16 While, the maximum score of students writing ability test in control is 85 and the minimum score is 55. The mean score is 71,08, the standard deviation is 8,85 and the variance is 78,32.

a. Normality Testing

The normality testing is used to find out whether the data normally distributed or not in experimental and control class. Lilliefors formula was done in analyzing the normality of writing ability test in experimental and control class. After analyzing, The value of Observed in experimental class is 0,089.

b. Homogeneity Testing

The Homogeneity testing is used to find out whether the data in both experimental and control classes are homogeneity or not. Variance test (F-test) was used to find out the homogeneity. After analyzing, the value of Fobserved was 2,59 and Ftable was 4,04 with significance 0,05.

c. Hypothesis Testing

It is analyzed by using two ways analysis of variance T-test

H0: The students who are taught by using peer correction don't get better result than the students who are taught by using teacher feedback technique at Grade XI of SMA Pertiwi 1 Padang.

H1: The students who are taught by using peer correction get better result than the students who are taught by using teacher feedback technique at Grade XI of SMA Pertiwi 1 Padang.

The students who are taught by using peer correction feedback technique get better writing ability of the analytical exposition text than the students who are taught by using teacher feedback technique

The high score of students' writing ability test in the experimental

class was 90 and in the control class was 85. These data indicate the students' score of writing ability class are higher than in the control class. Therefore, the students who are taught by using peer correction get better writing ability of analytical exposition than the students who are taught by using teacher feedback. It is supported by Jensen and Jensen (2011) state that with more focus on "Engaging students in the peer feedback process improved peer feedback on text through the conceptualized of a Broad game" this study indicated that teaching and using peer correction as a method are more efficient and enjoyable for students when these activities are structured as a game rather than learned from text book.

Tuttle (2013:14) assumes that the students can help each other to improve in a formative assessment approach. The stages in peer review are including pre peer review –peer review-post peer review. It means, the students as the reviewer can give feedback and after their friends do their writing while doing their writing and at the end after their friend finish their writing. In contrast, students in control class who are given teacher's feedback are not able to build a good paragraph. By giving teacher's feedback as usual technique used by the English teacher there, the students are asked to revise, recheck and provide a good writing based on teacher's comments.

Teacher can give feedback on the process and at the end of their writing after students collect their writing. In the process, students cannot develop a good writing because sometimes they did not know the instruction or comments from the teacher. Moreover most of them afraid to show their process of writing to the teacher because of afraid of making mistake.



KESIMPULAN DAN SARAN

Kesimpulan

Peer correction produces students' ability in writing analytical exposition text than teacher's feedback at tenth grade students of SMA Pertiwi 1 Padang. It can be seen from the mean score of experimental and control class. The students' mean score experimental class who are taught by using peer corrective feedback was higher than the students' mean score of control class who were taught by using teacher's feedback.

Saran

Based on the findings and conclusions and implications above, there are some suggestions as follows: It is suggested to English teacher to use peer correction since it gives benefit to the students. Peer correction helps them discover the ideas from a variety of perspectives. The students can stimulate their way of thinking about the topic. It is hoped that the next researcher can develop this research on a larger population and sample in order to get knowledge and empirical data. This research is only limited on descriptive text. It is suggested to conduct a research about students' writing ability on other types of texts such as new item, procedure, report and narrative text.

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