

**USING PEER CORRECTION TECHNIQUE TOWARDS STUDENTS
WRITING ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT
AT SENIOR HIGH SCHOOL**

PAPER

*Submitted as Partial Fulfillment of the Requirements to Obtain
Bachelor of Education (B.Ed) in English Language Education Program*



By:

**JONGGORIA NAJOGI
14018031**

Advisor:

**Dra. Aryuliva Adnan, M.Pd.
NIP.19630701.198803.2.001**

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG
2019**

HALAMAN PERSETUJUAN MAKALAH

Judul : Using Peer Correction Technique Towards Students
Writing Ability in Writing Analytical Exposition Text at
Senior High School

Nama : Jonggoria Najogi

Nim/ BP : 14018031/2014

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, Februari 2019

Disetujui oleh:

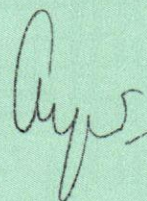
Ketua Jurusan

Dosen Pembimbing



Dr. Refnaldi, S.Pd., M.Litt.

NIP. 19680301.199403.1.003



Dra. Aryuliva Adnan, M.Pd.

NIP. 19630701198803 2001

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah

Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni

Universitas Negeri Padang

Using Peer Correction Technique towards Students Writing Ability in Writing
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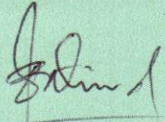
Nama : Jonggoria Najogi
NIM/TM : 14018031/2014
Program Study : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Februari 2019

Tim Penguji

Tanda Tangan

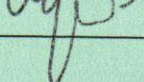
1. Ketua : Sitti Fatimah, S.S., M.Ed., Ph.D.

()

2. Sekretaris : Dr. Muhammad Al Hafizh, S.S., M.A.

()

3. Anggota : Dra. Aryuliva Adnan, M.Pd.

()



SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Jonggoria Najogi
NIM/TM : 14018031/2014
Prodi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

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Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris

Dr. Refnaldi, S.Pd., M.Litt.
NIP. 19680301.199403.1.003

Saya yang menyatakan,



Jonggoria Najogi
NIM. 14018031

ABSTRAK

Najogi, Jonggoria. 2019. Using Peer Correction Technique Towards Students Writing Ability In Writing Analytical Exposition Text At Senior High School

Makalah ini di latarbelakangi oleh pemilihan strategi mengajar oleh guru yang tidak tepat. Sebagai contoh guru biasanya langsung memberikan umpan balik bagi siswa dalam bentuk nilai tanpa memberikan umpan balik secara tertulis sehingga siswa mengalami kesulitan dalam memahami umpan balik tersebut dan siswa tidak tahu kesahan-kesalahan dalam tulisan mereka.

Oleh karena itu makalah ini bertujuan untuk memperkenalkan sebuah teknik pengajaran yaitu Peer Correction yang dapat digunakan untuk mengajar menulis teks ekposisi analitis. Adapun tujuan dari penulisan makalah ini adalah menjelaskan bagaimana langkah-langkah yang digunakan dalam menerapkan teknik Peer Correction ini dalam mengajar siswa SMA kelas XI.

Peer Correction teknik dapat digunakan untuk meningkatkan keaktifan siswa dalam belajar. Peer Correction adalah teknik tentang bagaimana proses siswa di dalam kelompok berfikir secara kritis dan analitis tentang topik yang sedang di bahas dan saling berbagi informasi, ide, dan juga memberikan komentar atau saran perbaikan pada tulisan teman atau pasangan, yang akan disimpulkan dalam bentuk tulisan. Strategy ini akan meningkatkan kemampuan siswa untuk bekerja sama dalam kelompok dan bersifat aktif.

Kata Kunci : *Writing, Analytical Exposition Text, Peer Correction Technique*

ABSTRACT

Najogi, Jonggoria. 2019. Using Peer Correction Technique Towards Students Writing Ability In Writing Analytical Exposition Text At Senior High School

This paper is based on the difficulties faced by students when writing analytical exposition text because of the teaching strategies that have chosen by teachers which are not appropriate. For example, teacher directly provides feedback for students in the form of scores without providing written feedback, so students have difficulty in understanding the feedback and students do not know the errors that they made in their writing. Therefore this paper aims to introduce a teaching technique namely Peer Correction that can be used to teach writing analytical exposition text. The purpose of writing this paper is to explain how the steps used in applying this Peer Correction technique in teaching high school students of class XI. Peer Correction techniques can be used to increase student activity in learning. Peer Correction is a technique about how students process in groups think critical and analytical about topics that are being discussed, share information, ideas, and also provide comments or suggestions for improvement on the writing of their peers which will be concluded in written form. This strategy will increase the ability of students to work collaboratively in groups and be active.

Keywords : *Writing, Analytical Exposition Text, Peer Correction Technique*

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Padang, February 14th, 2019

Jonggoria Najogi

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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is one of the most important skills for foreign language learners in learning English. As Harmer (2004: 33) says“ Writing is frequently useful as preparation for some other activity. It is a process of finding and organizing ideas, write them down on papers, and revising them”. Besides that, this subject can be found and needed in every field of study. Writing skill must be learned and practiced through experience. Therefore, this skill must be improved by practicing a lot. Considering the importance of writing, the Indonesia government and curriculum designer put this skill as one skill that must be learned by the Senior High School students.

As one of the skills that should be learned by senior high school students, in a writing process students have responsibilities to express their ideas clearly and make readers understand about what they have written. According to Raimes (1983) in Sani (2017), Writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence, and paragraph”. Besides that, writing also expresses the ideas in written form in kinds of genre. Thus, one of the genres mentioned in the syllabus of Curriculum 2013 (KURTI LAS) on the second semester of SMA at XI grade is analytical exposition text.

The purpose of analytical exposition text in writing is to convince the reader to accept a particular point of view or to take a specific action. It has a

huge explanation where the writer develops and thinks hard to convince the readers about the correctness of the thesis by providing supporting evidence and by defeating alternative arguments that readers might have believed Heasley and Lyons (2006: 104) in Yudianto (2017). Simply, the writer should provide reasons, facts, statistical data, and any other supporting details.

However, writing is assumed as a difficult skill to be mastered. Richards (2002: 30), states that “ The most difficult skill that has to be mastered is writing skill. The difficulty is not only in translating the ideas into written texts but also in producing and organizing ideas.” It requires complex thinking such as thinking skill and creative skill which has contributions in a writing process. Students also had lack understanding of the writing elements such as grammar, spelling, and organization. Thus, they get difficulty in identify their mistakes of their writing.

Moreover, Tangpermpoon (2008) mentions that writing is known as the most complicated skill to be mastered for language learner because they need to have several background knowledge of L2 about the rhetorical organizations, proper language use or specific lexicon with which the want deliver to their readers.

Based on the writer’s experience in teaching English at SMAN 4 Bukittinggi in 2017, it was found that there are some problems faced by students in writing. *The first* problem is the students had lacks of motivation either it came from the teachers or students themselves. *Second*, the students had lacks of knowledge on how to make a good composition of their writing.

It could make the students not confident to write, and express the idea in the written form. *Third*, in fact, students thought that writing was difficult and complicated. They also did not pay attention to the writing elements, for example, grammar, punctuation, content, vocabulary, and mechanic.

The last problem is the teacher still teaches in a monotonous way in teaching writing text and the teacher did not create the teaching process, interested, actively and fun. So the students would be easily get bored in writing class and thought that writing is a boring activity to learn. *For example*, the teacher usually teaches the material directly without gives brainstorming at the beginning of the lesson. Also, the teacher uses the monologue text only, without makes any creation of the text such as the teacher could coloring the text or teacher could give the example of videos related to the material. So that the students feel motivated to follow the learning process.

Besides that, the teacher usually corrected the students' writing directly on scores rather than giving written feedback. If students are given the written feedback they will get opportunities to play a role as a corrector that makes them confident in expressing their ideas, gain their critical thinking, increase their cooperation in learning which can develop their writing ability. Most of the students did not understand of feedback given by the teacher, and the students felt confused because they did not know their mistakes. Therefore, students were not able to think critically about their writing and they just submitted their writing draft with many errors to the teacher. They also cannot identify their mistakes in their writing.

Regarding the problem that teachers did not use the appropriate technique in teaching writing, so the writer suggests to find a strategy and make the students interested to write analytical exposition text. To get students participated, and more confident in the learning process, one of the strategies that the writer suggests dealing with such problems is the *peer correction technique*. The basic idea of this technique is that students not only compose their own text but also the readers and commentators read the texts written by other students and work together in the elaboration of better texts. Liu and Hansen (2005), state that peer correction is an interaction which involves students to exchange information. In addition, the students have roles and responsibilities in commenting on and critiquing each others' writing in both written and oral formats in the process of writing. It means that peer correction is an activity to increase students' interaction to exchanging information, commenting on and critiquing each others' writing in the process of writing.

Peer correction technique has changed the assumption that teachers are the only source of feedback in a learning process. It can guide learners to be more active in the learning process. As Leki and Carson (1994) said to improve a student's writing ability, much attention has to be needed by a teacher as approaches to teaching writing by providing guide and feedback". The teacher must help and encourage his/her students to master writing. It needs varied activities to implement in the classroom so that the students can develop their ideas into better. It is supported by Liu and Hansen (2002) state that the use of learners as sources of information for each other is such a way

that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing.

Harmer (2004) also had a similar perspective that peer correction is a valuable element in the writing process. It encourages students to work collaboratively, something which, in a group, we want to foster. It also gets around the problems of students reacting too passively to teacher responses. In addition, Sultana (2009: 12) states that peer correction is implemented in classrooms to develop learner autonomy, cooperative, interaction, and involvement.

B. Identification of the Problem

Based on the background of the problems that the writer got from SMA N 4 Bukittinggi, the identification of the problem includes of: The teacher still teaches writing in a monotonous way in teaching writing text because the teacher did not use the appropriate technique in teaching writing. The teacher usually responded to the students' writing directly on scores rather than giving written feedback.

C. Limitation of the Problem

Based on the discussion in the background and identification of the problems above, it is impossible for the writer to investigate all factors dealing with the student's writing. So that, the problem is limited to the use of the Peer Correction Technique in teaching writing analytical exposition text at senior

high school student in order to help the teachers in making the learning process actively, interesting and fun by applying this technique.

D. Formulation of the Problem

The formulation of the problem is “ How is The Peer Correction Technique used in teaching writing an analytical exposition text to senior high school students?”

E. Purpose of the Paper

The purpose of writing this paper is to explain how to use peer correction technique in teaching writing analytical exposition text to senior high school students. Furthermore, the writer hopes this paper could help the teacher in teaching writing analytical exposition text and help the students to be more active in learning and give ideas on writing analytical exposition text in the senior high school by using peer correction technique.

CHAPTER IV CONCLUSION AND SUGGESTION

A. Conclusion

Based on the previous discussion, it can be concluded that Peer Correction Technique can be implemented as one of the techniques in improving students' writing ability. This is an effective technique to develop students' self-confidence to be able to write a short analytical exposition text. It can be implemented since it could solve the students' problems in writing analytical exposition text.

Teaching writing by using Peer Correction Technique is done through three stages: Pre-teaching activity, Whilst-teaching activity, and Post teaching activity. Pre-teaching activity is done at the beginning of the class. The main point of pre-teaching activity is to give students' background knowledge about the text and build their confidence.

The second stage is Whilst-teaching activity. *First*, the teacher starts by showing a monologue text they are going to learn in order to introduce them to the text. *Second*, the text is read and discussed together with the teacher related to the generic structures and the language features of the text. *Third*, teacher encourages the students to ask questions about important point of the text such as the generic structures and the language features. *Fourth*, teacher sets the students for writing activity. Teacher asks the students to write an outline of a short analytical exposition text in groups. *Then*, students are

asked to write a short analytical exposition text individually based on the outline that they have made in group before.

After the writing activity, it is time to applying the Peer Correction Technique. Teacher asks students to share their work to their peers. Teacher provides peer correction form and the correction symbols to students as a guideline in reviewing their peer's work. After students finish their correction, teacher asks the students to rewrite their work with following their peer's correction as a guidance. Students correct their peer's work by concerning to the generic structures and the language features.

The last activity is Post-Teaching. In this phase, the students are given the feedbacks towards the teaching and learning process.

B. Suggestion

In order to be successful in teaching writing an analytical exposition text using Peer Correction Technique at the senior high school, the writer suggests the following points: *first*, it is suggested to the teachers to use the Peer Correction Technique in teaching writing in class. The teacher is suggested to apply this technique optimally. *Second*, it is suggested for English teacher should to create an interesting and enjoyable activity to explain how to correct before asking students to do correction, so that the students have spirit to correct their peer's writing. *Third*, the teacher is suggested to make sure that all students are involved and participate in the performance. *Fourth*, it is suggested to the teacher to use media (laptop and in focus) when introducing the topic to the students because by media we can

show variety of pictures or videos in order to catch their attention and interest. *The last* suggestion is the teacher can apply this technique in other kinds of text.

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