# THE IMPLEMENTATION OF PEER CORRECTION TECHNIQUE TO IMPROVE STUDENTS' WRITING ABILITY

**Zuhra, M.Pd**
**STKIP An-Nur Nanggroe Aceh Darussalam**
zuhraazhar@gmail.com

## *Abstract*

*The objective of this study was to find out whether students who were taught by using peer correction in their writing class would have better performance in composing a text than those who were not. The subject of this study was 50 students of MTsN Rukoh Banda Aceh from both experimental and control groups. The data were collected through quantitative method which obtained from the students' pretest and posttest. The result of the data analysis can be seen from the result of posttest from each group in which the mean of the posttest score of the experimental group is 82,85, while the mean of the posttest score of the control group is 63,45. By comparing the t- test and t-table scores, it shows that the result of t-test is 8,457 while the result of t-table at the level of significance with = 0,05 is 1.686. It means that t-test score is higher than t-table score. Based on that result, it proved that the students can improve their writing ability, especially in using word order, word choice and mechanics. In other words, it could be concluded that the students who were taught by using peer correction have a better achievement in writing skill than those who did not.*

**Key words:** *Peer correction, writing achievement, and High School EFL Learners*

## INTRODUCTION

It is a nature of language learning that the students should listen to be able to speak, and read to know how to write. Writing is not merely the activity of transferring the idea from the author's mind into a piece of written mark, but also it is a reflection of one's ability in language acquisition. The composition of a piece of writing shows some characteristic of the writer's such as indicating the way he sends the message toward the readers through the passage and somehow his ability in English can be measured by means of analyzing it (Raimes 1983: 4).

Based on the researcher experience while having internship program in MTsN Rukoh in Banda Aceh, the students learn English as the instruction on the curriculum and syllabus. The problem was the student's learning outcome, especially in writing was not satisfactory enough. It was proved when the researcher gave them a test to write a descriptive text. While assessing the students' writing, it was revealed that the students still committed some errors, especially in spelling, word order, mechanics, conjunction and also grammar. This kind of errors, unfortunately, impacted the students score decreased drastically. In case of that reason, the writer suggests a technique in

teaching writing which focusing in students' writing process which is called peer correction technique.

Bartels (2003: 34) states that peer correction is a technique where the students read each other paper and provide feedback to the writer. By receiving the feedback, the students will aware of mistakes that they made while composing the writing. As what has been mention by Chen (2005: 98) that feedback from peer is an essential part in writing, train them to focus on different stages of training, raise their awareness of their ability to think about what they are doing and identify their action to improve their writing.

Many studies were conducted in relation to peer correction. The first study was carried out by Wong under the title "The Effectiveness of Peer Correction in Reducing Mistakes in English Compositions by S.5 students (1999)." In this research, peer correction was carried out and discovered by quantitative and qualitative data. The quantitative data is to find the process of EFL writing in some factors; Grammar, rules and concepts, meaning and emotional elements. The result showed that peer correction helps students improve awareness of writing skill. Qualitative finding of this study introduce 97% students admit that they want to apply peer correction in the future. The second study was carried out by Asifa Sultana under the title "Peer Correction in ESL Classroom (2009)." This study found out the qualitative data which focused on the learners preferences whether peer correction technique is acceptable or not. This study is focused on both young and adult learners' classroom in Bangladesh. The result showed that 14 of the 20 children (70%) said that they liked it. But for adults, the responses revealed additional information. 13 adult learners (56.52%) said that they liked peer correction in speaking, and 14 (60.87%) expressed acceptance for peer correction in writing. But in case of writing, 4 students mention that they liked peer correction on condition that the essays were rechecked by the teacher. However, they said that they liked peer correction most because the insult would make them remember the correct answer and better learning would take place. Another study was carried out by Rosdiana under the title "The Implementation of Peer Feedback technique in Teaching Writing to The Second Year Students of English Department (2013)." The study focused on the case of the second year students at English Department of IAIN Banda Aceh. It focused on the quantitative and qualitative data of the effectiveness of peer feedback technique that occurred through peer correction activity. The result showed that the students who received the treatment have a better performance in writing proficiency than those who did not. Also, the students enjoyed receiving the feedback from their peer, since they can develop their ability to compose their writing well and learn their own mistakes during the correction process and avoid doing the same mistakes again.

Based on the discussion above, this study would be proposed related to Peer Correction in order to know its influence in writing class of junior high school students to figure out the improvement of students writing proficiency by peer correction activity. So the research question was formulated for this study: Do the students who were taught by using peer correction achieve a better performance in writing skill rather than those who did not?

This study is, therefore, intended to find out whether the students who were taught by using peer correction in their writing class would have better performance rather than those who did not.

## LITERATURE REVIEW
### Writing Skill

According to Trimmer (2004: 2), writing is an opportunity because it allows people to express, explore, explain and assess what they have produced. The writer can gain positive effects and rewards when writing is done by formulating and organizing ideas, and choose the correct words that can represent his ideas. In other words, writing is a way of communication for students by producing their ideas,explanation, and others by writing them on papers and organizing them orderly.

Writing has purposes according to Brookes and Grundy (1990: 14), there are informing, persuading and clarifying. In informing, the writer has to inform whole of information gap that may be eccentric, also makes readers feel suspiciousand they feel like want to know something. The writer should capture readers'attention in reading his writing by not giving important points or ideas quickly and directly (Maniak, 1990: 23).

To be a productive writer, here are the stages and steps in doing writing proposed to enter and complete the writing process. According to Hairston and Ruszkiewics (1996: 6), they are prewriting, planning, drafting, and revising.

### Peer correction in Writing

Peer correction is a classroom activity in which the students monitor each other in order to help them to become better as self monitoring. This activity carried out the act of providing feedback to the students' written work which occurs in the writing process. It requires the students to become the main character of the activity to distinguish it with the way of teacher-centre approach and makes peer correction becomes more popular (Sultana, 2009: 11). Lin and Chien (2009: 80) further supported that students-centered and self-determining concepts in the modern and democratic pedagogy bring about peer correction as a technique which gives the students freedom and independent. Its activity also brings the students to gain occasions to read different formats of thinking and arguing to activate their self-evaluation through reading their peer articles. Applying peer correction and giving feedback enable the students to experience their weakness and similar problem in their own writing. It makes the students feel less intimidated by correcting each other's work (British Council, 2011). As the main factors in learning and teaching process (Brown, 1994: 95; Gipps, 1994: 124) feedback from peer also motivates the learners to write for an audience, trains them to assess their own writing and creates it with better quality and higher accuracy (Polio, 2001, cited in Tsai and Lin, 2012: 206). It also provides the

sense of confidence for the learners by the high level potential of responds and interactions among classmates by way of a collaborative and friendly dialogue in which set the two-way feedback up and negotiate the thinking between two-sides (Rollinson, 2005: 25). In this case, after the students finish their first writing phase, the teacher asks the students to exchange their work. After that, the students are given time to read and check each other's work and give comments for it. The comments consist of feedback in the form of corrections, responses, suggestions, opinions, or ideas of each others. Harmer (2007: 147) said that feedback mostly occurs when the students explore the writing process on the stage of editing. He further said that the feedback is different in type of the way to deliver it. In this case, he proposed that the feedback could be done in two ways; by giving responses and correction.

## METHODOLOGY

The research method used in this research was experimental quantitative method. The design of experimental was true experimental design, that is, Pretest – Posttest Control Group design. According to Emzir (2010:23), true experimental accomplish a control group and the way how to measure the change that occur in both experimental and control groups. It means, all interrupted variables are controlled while decided whether the actual treatment change or not. The source of data was from the students. The data of this research were obtained by distributing test that was from pre-test and post-test of students' writing. Pre-test was given to see students' competence before the treatment done. It would be done in both classes; experimental and control class. Meanwhile, the post-test was given to measure how well students understand and master the material given after peer correction was applied in the class.

The data collection would be held in 5 days, 2 days for giving pretest and posttest, while 3 days for the treatment on the experimental group. In this case, the pre-test and posttest was given for both groups at the same day; at the first and the last day. At that time, the students were required to write a paragraph in length of 100-150 words with the topic given. The class of control group was taught by only receiving teacher feedback while the treatment class was taught by applying peer correction technique where the students received feedback from their peer through correction activity. The students discussed each other their first composing writing in a pair-work and provided feedback for each other writing paper. The data of this research were analyzed by using some formulas as suggested by Sudjana (2002). Firstly, determining means score, determining standard deviation, and lastly examining t-test.

## RESULT AND DISCUSSION

The results of students' writing performance after being taught by using peer correction technique showed that the students having improvement. It can be seen on the results of this study at table 4.3 that $F_{table}$ = 2.12 while $F_{count}$ = 2.478. By means, $F_{count}$ is higher than $F_{table}$ (, $F_{count}$ > $F_{table}$). In addition, through independent t-test, it was obtained that students' pre-test score with level significance degree ($\alpha$) = 0.05 resulted in $t_{count}$ = 2.183 > $t_{table}$ ($t_{0.95(38)}$) =1.686. Similarly, the post-test scores showed that $t_{count}$ = 8.457 > $t_{table}$ ($t_{0.95(38)}$) = 1.686 with the same level significance degree. Statistical paired sample statistic of pretest and post-test result of experimental group is 16.19 while t-test of control group is 3.90. In other words, null hypothesis was rejected. Those statistical numbers indicate that there is a significance improvement between students' pre-test and post-test score in experimental group after being treated by peer correction technique. Also, peer correction has positive influence on students' writing performance as students' score showed development on their writing performance.

## SUGGESTION

The writer recommends that the other researchers should conduct an analysis study concerning on the students' writing while using peer feedback. Students' writings need to be check in order to ensure that the development covers all five aspects in writing. In other words, the paper of students should be taken into account for identifying and recognizing students' language development as well as important aspects on writing skill.

## REFERENCES

Bartels, N. (2003). *Written Peer Response in L2 Writing*. English Teaching Forum, 4: 34-38

British Council. (...). *Peer Correction*: Teaching English Database. London. SW1A 2BN UK. Retrieved from http://www.teachingenglish.org.uk/knowledge-database/peer-correction

Brookes, A., and Grunndy, P. (1990). *Writing for Study Purposes*. Cambridge: Cambridge University Press.

Brown, H Douglass. (1994). *Teaching by Principle; an Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regrents

Chen, X, (2005), *Self Monitoring Feedback in English Writing Teaching. Research in Theoretical Linguistics*. Journal Volume 3/2

Emzir. (2010), *Metodologi Penelitian Pendidikan Kuantitatif & Kualitatif*. Jakarta: Raja Wali Pers.

Gipps, C. (1994). *Beyond Testing: Towards a Theory of Educational Assessment*. London: The Falmer Press.

Hairston, M., & Ruszkiewicz, J., J., (1996), *Handbook for writers 4th edition*. U.S.A.: Harpercollins College Div.

Lin, G.H. C., & Chien, P.S. C. (2009). An Investigation into Effectiveness of Peer Feedback. *Journal of Applied Foreign Languages Fortune Institute of Technology. 3,* 79-85.

Maniak, A. J., (1990). *Report Writing*. United States of America: A Bankline Publication.

Raimes, Ann, (1983), *Technique in Teaching Writing*. Oxford: Oxford University Press.

Rollinson, P. (2005). Using Peer Feedback in The ESL Writing Class. *ELT Journal. 59*(1), 23-30.

Rosdiana. (2013). *The Implementation of Peer Feedback Technique in Teaching Writing to The Second Years Students of English Department; an Experimental Study at English Department of IAIN Ar-Raniry Banda Aceh*.Unpublished Master's Thesis. Banda Aceh: Syiah Kuala University.

Sudjana. (2002), *Metode Statistica,* Edisi 5, Bandung: Tarsito

Sultana, A, (2009), *Peer Correction in ESL Classroom*. BRAC University Journal Volume 6/1 11-19

Trimmer, J., F., (2004). *Writing with a purpose*. U.S.A.: Houghton Mifflin Company.

Tsai, Y. R., & Lin, C. F. (2012). Investigating the Effects of Applying Monitoring Strategy in EFL Writing Instruction. *International Journal of Business and Social Science*, *3*(12), 205-216.

Wong. (1990). *The Effectiveness of Peer Correction in Reducing Mistakes in English Compositions by S.5 students*. Master's Thesis. Hongkong: The University of Hongkong.