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

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Abstract

This paper discusses the use of Peer Correction Technique in teaching writing on analytical exposition text at Senior High School. This technique is applied to help the students in organizing their ideas. In addition, it allows the students to share and exchange their ideas or information to be corrected by their peers in a pair group discussion. Thus by correcting each others' work, students can gain their critically and analytically thinking. Students also may gain their confidence and interested since their writing is corrected by their peers. Besides, the students can also take part actively. By applying the Peer Correction Technique in writing analytical exposition text, the teacher can reach the goal of teaching analytical exposition text to senior high school students. In other words, this technique can help teacher in teaching writing analytical exposition text to the students.

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

INTRODUCTION

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

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genres mentioned in the syllabus of Curriculum 2013 (KURTILAS) on the second semester of SMA at XI grade is analytical exposition text.

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. 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. 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.

REVIEW OF RELATED LITERATURE
A. Teaching Writing

Teaching writing is the activity to teach students how to communicate their ideas in the form of written text. In teaching writing, the teacher should be able to control the class activities in order to make the students able to master the material. In teaching writing, teachers should direct students' attention to how of text construction rather than what text is about. In Indonesia, the purpose of the teaching of writing is to enable EFL students to master functional and monologue texts in the form of genres such as descriptive, narrative, recount, procedure, and report (Depdiknas,2006).Widiati (2003) in Supiani (2017), reveales that the teaching of writing in the Indonesian context has not been able to respond to the students' needs for different literacy ability. Many students feel difficult to develop the ideas and pour down the ideas into paragraphs and even more complicated in grammar and diction. It is very hard and complex to teach writing, many teachers ignore it due to it needs deep knowledge and enough time to practice. Compared to the other three skills, is regarded as the most difficult language skill to achieve by the students and to teach by the teachers (Alwasilah, 2004).

Thus, there are some stages of writing that teacher should concentrate in, as stated by Harmer (2004: 4) as follow: 1) Planning Before starting to write or type, the writers brainstorm ideas to help them decide what they are going to write. 2) Drafting This first 'go' at a text is often done on the assumption that it will be amended later. 3) Editing (reflecting and revising) Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. They may move paragraphs around or write a new introduction. This editing is often helped by other readers (or editor) who comment and make suggestions. 4) Producing the final version. Once writers have edited their drafted, making the changes they consider to be necessary, they produce their final version. Then, the writers are now ready to send the written text to the intended audiences.

B. Approach of Teaching Writing

There are many ways to teach writing in the language class. It depends on the writing approach. In English Language Teaching Journal (2012:107), the writer says that historically, there are three major types of EFL writing approaches. First, product based writing. In this approach, students are asked to produce perfect writing whether in term of grammar, generic structure, or syntactic rules.This approach is focused on the student final writing product. Then, process based writing. In this approach, students more focus on the process of writing. They start to make brainstorming, making the outline, developing, organizing and revising their writing. The last is genre based writing. In this

approach, writing as linguistic product is related to the social function. Students compose writing based on the function of the text. By comprehending the teaching writing approaches, the teacher will develop their teaching writing easily. The genre approach succeeds in showing students how different discourses require different structures. In addition, introducing authentic texts increases student participation and brings relevance to the writing process.

C. Writing Process

A writing process is done through some stages. On each stage, students are engaged in a certain activity to construct their writing. Richard and Renandya (2002: 303) state that there are 4 stages of writing process they are; planning, drafting, revising and editing. On the first stage, teacher encourages students to write. The second stage is drafting this activity focusing on the fluency of writing and is not preoccupiedbwith grammatical accuracy or the neatness of the draft. Next, the revising stage, the students re-write their text on the basis of feedback given in a responding stage. The students, on the editing stage, are asked to revise their texts as they prepare the final draft for submitted to the teachers.

In addition, Hyland (2004:10) states that illustrator stages of writing to give students clear understanding that writing process is significant to produce good writing. There are stages in process of writing. First, the students and teachers select the topics. They can participate in selecting the topic in writing. Second, it is pre-writing. In this stage, the students are involved in some activities such as, brainstorming, collecting data, note taking, and outlining. The third stage is composing (drafting). In this stage, the students start to write down their ideas in a piece of paper. The next stage is responding to the revision. It is done by the teachers or pairs. It is about developing ideas, organizing the texts. Then, it is about evaluation. The teachers evaluate the students' works. It means that teachers assess the progress that they achieve within the process. After that, students can perform or show their writing in front of the class. The last stage is follow-up task. It conducted to conclude the weaknesses of writing.

Related to the theories above, it can be concluded there are several processes of writing should be followed by the teachers in teaching writing. The teachers need to guide the students about those processes in order to make students' writing understandable to the readers. By following those processes systematically, it is expected to help students to improve their writing. It means important since they have to guide and make sure the students pass all main activity in teaching writing.

D. The Concept of Analytical exposition text
1. Definition of Analytical Exposition Text

Analytical exposition text is one of some genres of texts that are learned in Senior High School in Indonesia especially in second grade. According to Gerrot and Wignel (1998), Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case. In addition, Cahyono (2009), says analytical exposition is a type of spoken or written text intended to persuade the listeners or readers that something is the case. To proof the case that

something is important, the writer gives some arguments or some facts as the fundamental reasons why something is the case.

2. Generic Structure of Analytical Exposition

According to Anderson and Anderson (1997) in Septiana (2016), The generic structure of analytical exposition consists of three parts: thesis, arguments and reiteration. The first part is called as thesis. The thesis is consists of introducing topic and indicates the writer's point of view. Besides, thesis is also used as the outline of the main idea, to be presented. The second part is argument. The argument is used for restating the main argument outlined in preview. It consists of the elaboration, development, and reinforcement to each point of argument. The last one is reiteration or conclusion. This part is used to restate the writer's position and to conclude the whole argument.

In addition, according to Pardiyono (2007) as cited in Yessi (2018) he said "Analytical Exposition is a text containing three components. First, an analytical exposition text begins with a thesis which introducing the topic and indicating the writer's point of view. Second, arguments, it consists about point an elaboration. The main argument, elaboration, development and supporting idea for each point of argument. The last part, is reiteration (restatement), restate speaker or writer's position.

3. Language Features of Analytical Exposition

Besides having social function and generic structure, analytical exposition text also has language features that support the form of an analytical exposition text. According to Pardiyono (2007) as cited in Yessi (2018) They are: focusing on generic human and nonhuman participants. e.g.: car, pollution, leaded petrol. It also uses mental processes. It is useful to state what the writer or speaker thinks or feels about something. For example realize, feel, etc. It uses emotive and evaluative word. Besides that, it usually uses simple present tenses. Next, using enumeration. Sometimes, that is not enough to make a good instruction just using imperative form of basic structure. However, to make it better and easy to follow like, after that, then, next, finally, lastly, etc. the last one, is using causal conjunction, such as in addition, furthermore, however, therefore.

E. Concept of Peer Correction Technique

1. Definition of Peer Correction Technique

Liu and Hansen (2005) in Utami (2018), state that peer correction is an activity which involves students to exchange information or ideas. In addition, the students have roles and responsibilities as commentators and advisors to each others' writing in both written and oral formats in the process of writing. It means that peer review is an activity to increase students' interaction to exchanging information, commenting on and critiquing each others' writing in the process of writing.

Sultana (2009: 12) states that peer correction is implemented in classrooms to enhance learner autonomy, cooperative, interaction and involvement. It gives the opportunity to students to cooperate with their classmate and makes all of them participated in the lesson. Peer correction is an important part in the process

approach to teaching writing because it helps learners to increase of writing ability.

Based on the experts' definition above, the writer can conclude that peer correction is a collaborative learning type which each student is not only get their feedback in the form of correction, but also comment on their peers' work, share information or idea and discuss what the mistake they have made to make their writing better.

2. The Advantages of Peer Correction Technique

According to Ferris (2003:70) another perspective about the advantages of peer reviewing in teaching writing process are as follow:(1) Students gain confidence, perspective, and critical thinking skills from being able to read texts by peers writing on similar tasks; (2) Students get more feedback on their writing that they could from the teacher alone; (3) Students get the multiple perspectives feedback from various audience(4) Students receive feedback from non-expert readers on ways in which their texts are unclear as to ideas and language; (5) Peer review activities build a sense of classroom community.

In addition, the research that has been conducted by Ashok Sapkota (2012), which is entitled "*Develop Students'Writing through Peer and Teacher Correction: an Action Research.* In peer correction, students have the opportunity to make revision before submitting the assignment to the instructor. The students are also expected to have opportunities to work collaboratively with peers and to develop their writing abilities individually. The present study concerns with developments with writing skills through peer and teacher correction technique. He was found that peer correction and teacher correction technique was productive in teaching writing.

3. Previous Study In Teaching Writing By Using Peer Correction Technique

The Peer correction technique has been used by some researchers. First, Rollinson (1998) states that Peer readers can present useful feedback. He found high levels of valid feedback among his college-level students:80% of comments were considered valid, and only 7% were potentially damaging. Rollinson (1998) found even higher levels of understanding of reader feedback, and 65% of comments were accepted either completely or partially by readers.

Second, Behin & Hamidi (2011), subject of study was peer correction: the key to improve the Iranian English as a foreign language learners' productive writing skill. They found that the learner can produce better writing through peer correction technique. *Third*, Buhan (2015), the title was the effect of peer correction technique and self esteem towards students' writing ability in writing analytical exposition text at SMAN 1 Kubung. He found that peer correction technique give significant effect to improve students' writing ability and increase their confidence to make their writing better in analytical exposition text at SMAN 1 Kubung.

In addition, Lin et al, (2001) in Bijami (2013) conducted research how peer feedback greatly facilitate students in improving their writing skills. In their quasi-experimental study comparing three methods for teaching student writing,

peers feedback plays important role in helping students become proficient writers. So, peer feedback has been proved as an effective approach to improve writing skill. Moreover, the study was done by Putri Rahma Dani (2017), also shows the result that the peer correction tehnique effectively improved the students' comprehension in writing skill of narrative text.

F. The Procedure of Applying Peer Correction Technique

Ferris in Utami(2018), states some procedures in using peer corrections in the writing classroom. (1) Create a comfortable classroom environment; (2) Explain the role of peer response in the writing class; (3) Discuss how professional writers use peer response; (4) Share how you (the teacher) utilize peer response in your own writing/ teaching; (5) Model peer response with the whole class using a sample test; (6) Discuss in (appropriate) vocabulary and expressions for peer feedback; (7) Introduce the peer response forms; (8) Practice the process by having groups of students write a paragraph collaboratively and then having another group critique it for revision; (9) Facilitate conversations among readers, writers, and the teachers about the feedback process; (10) Discuss strategies for implementing peers' feedback in revision; (11) View and discuss video clips of a successful and unsuccessful peer response session.

In responding to peer's work students are given the peer corrections form list by the teacher. Peer correction list some points to be considered by the reviewers in reviewing the student writer's paper. It aims at helping the reviewers to assess the criteria involved in make a good analytical exposition text. In this paper, the writer limits the criteria of the correction. The criteria are the organization- the introductory paragraph, the body, the conclusion and the language features- simple present tense, feeling or emotive words and idea, internal and causal conjunction. In reviewing those aspects, the reviewers identify both the strength and the weaknesses. It is expected that reviewer saying the values or strong points first before the weak ones create the possitive relationship between the reviewer and the writer.

Therefore, in this paper, the writer uses peer correction form based on the ideas from Chisolm (2006). The peer correction will be on identifiying generic structures and the language features, asking some questions and suggesting some points to revise about students writer's analytical exposition. Briefly, the peer correction form that consists of the identification of generic structure and language feature, the questions about text, and the suggestions for some points to revise to help the reviewers in reviewing the student's analytical exposition text. in addition, in oder to controlling students in responding to their peer's work, the writer also provide the correction symbols based on the ideas from Harmer (2004).

DISCUSSION
A. Teaching Preparation

The first way that teachers should do before teaching is choosing a material related to the process of teaching and learning before coming into the classroom. Teachers need to choose the appropriate teaching material and media

to support the teaching and learning process. The teacher also needs to consider time allocation to make the teaching and learning process runs effectively and efficiently. Thus, they need to make a lesson plan and prepare everything that will be used to support the teaching and learning process in the classroom. The material should be appropriate for the students' ability level to make them more understand about material that they will learn. Also, it should be motivate or interesting to learn and suitable to the curriculum. In this case, the writer will use copies of Peer Correction Worksheet and Peer Correction Symbols, a projector, speaker, example of pictures and a video as the learning materials.

B. Teaching Procedures in the Classroom

1. Pre- teaching activity

In this stage, activities are done at the beginning of the class. The teacher plays role to prepare the students for the learning process. The activity can be brainstorming where the teacher invites the students to refresh their brain and talk many things and say the knowledge that has relationship with the topic. Before going to the main point of the lesson, the teacher needs to do these following activities: Teacher greets the students, teacher checks the students' attendance list and students' readiness, teacher motivates the students to be good and active learners, teacher states what students will learn and the purpose of the lesson, teacher gives a certain topic to the students. Next, the teacher recalls the student's knowledge about the previous lesson, in order to make sure they are understood about the previous lesson and link it to the new lesson.

1. Whilst – teaching activity

Whilst-teaching activity is the main activity of the teaching procedure. Based on the curriculum 2013, whilst-teaching is divided into five stages; Observing, Questioning, Exploring, Associating, and Communicating.

a. Observing

The teacher shows an example of analytical exposition text the title is "The Disadvantages of Fast Food". The words are already colorized or some of them italic, and bold. The teacher and the students together analyze the text silently.

b. Questioning

The learning activity in this phase is the students ask questions about that text that has been given. The teacher encourages the students to ask questions about the important point of analytical exposition text such as generic structure, social function or language features.

c. Exploring

1. Set students sit in pairs

Teacher makes the students with high capability and the low capability sit in pair in order to the high capability students can give their knowledge to the low capability and they are able to learn each other. Teacher explains how to write an analytical exposition text based on the topic that will be given.

2. Planning The Writing Activities

In this activity, teacher decides a topic of analytical exposition text. The topic is "Cars Should Be Banned in City". After that, teacher shows a picture of "

cars shoud be banned in city" and another picture clues to make easier for students in finding their ideas about the topic. Next, teacher guides the students in brainstorming their ideas for topics, organizing an outline, and developing a plan.

3. Ask Students To Make An Outline In Groups

Students discuss in groups about the contents of the topic. Here, they make an outline based on the generic structures of the analytical exposition text. In this activity, students discuss the results of a collection of ideas that they make individually in the note about what they know about the pictures. How they can proof that their opinion about the topic is true from the sequence of evidence. Some picture has been given by the teacher as an illustration for students in making them into sentences. Thus, students have to find other arguments about the cars should be banned in city. Each student in group makes a small note individually. For example, a student writes an argument , "cars contribute to most of the pollution in the world".

4. Ask Students To Write A Short Analytical Exposition Text

After students discuss their ideas in their groups, the students conclude the results of their ideas into a short text of analytical exposition individually. In this writing process, students referring to the outline that they have made in groups before.

d. Associating
5. Prepare Students Carefully for Peer Correction

Teacher introduces the concept of peer correction, and teacher model the peer correction with the whole class using a sample test by providing explanation of weaknesses and suggestions for improvement. Then, followed by the students. By showing and giving chance the students to correct, they could understand the rules easier. After that, teacher asks students to share their work to their peers. Also teacher shares blue marker to students in order to make different colors of the correction on their peer's writing. Teacher provides peer correction form to students. Teacher plays an important role to give students clear information about the form of peer correction itself. It will help students to enjoy while they doing peer correction and having guidance on how peer correction should be done. Teacher explains to students that during first revision they should focus on generic structure,and the language features by referring to dictionnary and guidelines form. Then teacher introduces the correction symbols. Teacher lets the students to comprehend the guidelines and the correction symbols. After that, teacher answers any questions for clarifications.

e. Communicating
6. Monitor the peer correction process

Under the teacher's guidance students start to evaluate their peer's writing by using questions in the guidelines. In this phase, besides the dictionary and guidelines, teacher also acts as a controller of peer correction activity since Senior High School students still need the teacher help, when they do not understand from the peer correction in their group, they can ask the teacher. Teacher goes around the class to answer any clarification of students. 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 of the text based on the guidance worksheet by Chisolm, and the correction symbols by Harmer.To evaluate the students work. The students present the result of their discussion about analytical exposition text that they made in group in front of the class to get feedback from their friends and teacher.

2. Post-Teaching Activity

The teacher together with students conclude the lesson and ask students to submit their task. After giving homework, the teacher closes the class. Then the teacher may give feedback and asks students to choose another topic of analytical exposition text to create it as homework to see the students' understanding of the text

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.

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 appliying 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 applies this technique in other kinds of text.

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