

Implementation of Peer Correction Techniques in Learning Writing Scientific Articles of Research Results

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Abstract. In general, so far the learning of scientific writing is still centered on lecturers. Included in terms of correcting the results of student writing. Very minimal participation of students involved in these activities. The ability of students to write scientific articles is still far from expectations. Therefore, innovation in learning scientific writing is needed amidst the lack of students' ability to write scientific articles on research results. The application of peer correction techniques is expected to be able to make a significant contribution in improving the ability of students to write scientific articles on research results. This is because in the application of this technique it involves the participation of students in carrying out reviews and corrections of writings that have been produced both by themselves and their colleagues. The purpose of this paper is to describe how the application of peer correction techniques in learning scientific writing results of research. The method used in this paper is descriptive qualitative. Data collection using library study techniques. The application of peer correction techniques in learning to write scientific research results can be realized in the following ways: 1) displaying the results of writing using projection media then making corrections together, 2) discussing the results of writing in groups, 3) exchanging writings between friends then corrected, and 4) writing and correcting in groups. Thus, gradually, it is expected that students' abilities in writing scientific articles on research results will increase.

Keywords: peer correction techniques, writing scientific articles

1. Introduction

Writing learning as one of language skills aims to improve the ability of students to use elements and language rules properly and correctly in written form. This needs to be done so that students are able to express ideas or ideas, to others. Thus, what is meant can be easily understood by others. For this reason, knowledge is needed about good and correct elements and rules of language.

However, until now, students' writing ability is still ranked lowest when compared to other forms of language skills, namely listening, reading, and speaking (Barnas in <http://barnas.wordpress.com/>). In general, students will experience difficulties when they are given the task to write. Ranging from difficulties in spelling and punctuation, vocabulary selection, composing sentences, to developing the main ideas. These difficulties make students unable to convey ideas properly so they cannot be understood easily by readers.

In addition, the low ability to write students, among others: first, the lack of interest and motivation of students in learning to write. They feel bored if they have to do tasks related to writing. Second, the lack of training done by students. Third, the number of tasks that must be completed by the lecturer thus making lecturers less optimal in evaluating students' writing abilities. Fourth, the correction made to the results of student writing so far is still done by the lecturer. So, it does not involve students actively in correcting the results of writing.

Writing skills are one of the most difficult skills to learn when compared to the other three language skills. According to Nurgiyantoro (2016: 296) writing skills are more difficult to master even by native speakers of language. The difficulty is caused by the writing skill requires mastery of various linguistic elements and elements outside the language. The language element and the content element must be intertwined well so as to produce a coherent and coherent essay. In fact, according to Tarigan (2015: 8), writing skills require experience, time, opportunity, practice, special skills, and direct teaching to become a writer. In addition, it also requires ideas that are arranged logically, expressed clearly, and arranged in an interesting way.

Based on the description, it is necessary to improve efforts in the learning process of writing to improve the ability of students to write research articles. One way that can be done is that lecturers must be able to apply writing learning techniques that are appropriate, creative, innovative and able to activate students. This is consistent with Tarigan's opinion (in <http://barnas.wordpress.com/>) which reveals that the characteristics of good learning techniques are: (1) able to attract, stimulate, and challenge students; (2) giving broad opportunities and activating students physically and mentally; (3) it is not too difficult for lecturers in their preparation, implementation and evaluation; (4) directing learning activities towards learning objectives; (5) does not require complicated equipment; (6) developing student creativity; (7) developing student skills; (8) developing levels of active learning in learning; and (9) developing students' understanding of subject matter.

In this regard, peer correction techniques are feasible to be applied in learning to write scientific articles on research results. This is based on the fact that so far is still happening, namely students are still less interested and actively involved in the learning process and techniques for correcting student writings are still carried out by lecturers without involving students in correcting the writings, both students' own writings and those of their friends. So, there is no active involvement of students in correcting the results of writing. As a result, students are less able to understand and experience more deeply how to write well and how to correct mistakes made.

2. Method

The method used in this paper is descriptive qualitative. The focus of the discussion is on how to apply peer correction techniques in learning to write scientific articles on research results. Data collection uses literature study techniques from various relevant sources. Presentation of data using informal techniques.

3. Discussion

In a language learning process there are three terms arranged hierarchically, namely approaches, methods, and techniques. Edward Anthony, an American applied linguist, explained that the approach was axiomatic, the approach describing the nature of the main problems to be taught. The method is an overall plan for regular presentation of language material, there are no conflicting parts and the whole is based on a particular approach. If the approach is axiomatic, then the method is procedural, and in an approach there may be many methods. What is meant by technique is the implementation of things that actually appear in the classroom. Techniques are tricks or special inventions used to achieve goals. The technique must be consistent with the method and the method must be in harmony with the approach (Nugraheni, 2004: 3).

Peer-correction technique refers to the student's activity or activity in reading his friend's writing and then making a response (in the form of correction) in his position as a reader. With the use of this technique, it is possible to realize an increase in students' writing abilities and also the development of student sensitivity. Thus, students are expected to become critical readers and be able to communicate through written media properly and correctly.

Bambang Kaswanti Purwo (Slamet, 1998: 33) revealed that with the activities of students looking for and finding faults in a class group, students will have the opportunity to actively take part to try, find, and correct the mistakes of their friends so as to enable students who are better able to take portions the greater one. In this activity students who are less able can learn from students who are more capable. What is conveyed by peers is easier to digest than what is conveyed by lecturers.

This opinion is in line with what was conveyed by Stevick (Walz, 1982: 17) which revealed that giving corrections or feedback made by student peers is a more informative error correction method because it is given by people who have comparable abilities. According to Li (Sumarwati, 2006: 12), students generally enjoy sharing writing and comments with friends of a group they trust in the learning process. Therefore, the application of peer correction techniques is expected to be able to foster students' critical attitudes so that they will be more careful in writing by avoiding the mistakes made by these friends.

In addition, the application of peer correction techniques will obtain several benefits including: (1) will be able to strengthen student motivation in the language learning process, (2) will be able to involve students more actively in the teaching and learning process, (3) corrections provided will be more easily understood by other students, and (4) students will have more roles to be more active in learning (Walz, 1982: 17).

Explaining what Walz had stated, Barnas (<http://barnas.wordpress.com/>) revealed the advantages of implementing peer correction techniques, namely: (1) this technique is centered on student activities as students; (2) can motivate students to actively think; (3) students are directly involved in evaluating written results; (4) can eliminate stiffness during the learning process because students exchange ideas with their own friends; (5) giving direct experience to students in improving essays; (6) eliminate boredom during the learning process in class; (7) lecturers more easily monitor the development of students' writing skills because every stage of the writing activity will be seen.

Walz (Pudjobroto, 2004: 11) explained that peer correction techniques can be done in the form of groups, both in small groups (consisting of two people) and in large groups (more than five people). The form of the implementation can be realized in the following ways:

a. using projection media

The process can be done by displaying one student writing (for example through the LCD projector). Then, other students in a group under the guidance of the lecturer find the locations of the error, find the cause of the error, and correct the error. In this case, the lecturer should select the writing to be displayed in accordance with the needs or aspects to be discussed in learning.

b. discuss in groups

Its application can be done by discussing a piece of writing together by a small group of students (can be two people). Then, the group carries out corrections to writing based on predetermined types of errors.

c. exchanging writings between friends

The process is in the form of text exchange, for example with my classmates, to be corrected. So, between one student and another student corrects each other the writing that has been made by his friend. This process must still be under the guidance of the lecturer. Lecturers must provide understanding and affirmation to students that they must be truly and truly correcting. Corrections are based on predetermined types of errors.

d. write in groups

This method can be applied to classes with a large number of students. Students are divided into groups to compile a writing. Then, the writing is corrected together so that the final writing will be produced which will be collected to the lecturer. Thus, the results of the writing are the result of group collaboration. Assessment should not only be based on aspects of writing, but also based on aspects of teamwork and group cohesiveness.

4. Conclusion

The ability to write scientific articles from students' research results is still far from expectations. One contributing factor, namely learning to write science is still centered on lecturers. Included in terms of correcting the results of student writing. The involvement of students in correcting written results is still minimal and does not even exist. Therefore, innovation in learning scientific writing is very necessary. The application of peer correction techniques is expected to be able to make a significant contribution to improving the ability of students to write scientific articles on research results. This is because in the application of this technique it involves the participation of students in carrying out reviews and corrections to the writings that have been produced, both by themselves and their colleagues.

The application of peer correction techniques in learning scientific research results can be realized in the following ways: 1) displaying the results of writing using projection media then making corrections together, 2) discussing the results of writing in groups, 3) exchanging writings between friends then corrected, and 4) writing and correcting in groups. Thus, gradually, it is expected that students' abilities in writing scientific articles on research results will increase.

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