# The Influence of Peer-Correction Techniques on the Ability to Write Explanatory Texts in Students of Taruna Maritim Vocational School

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## Abstract

*Writing skills, especially writing explanatory texts, are an important aspect in mastering Indonesian at the vocational high school level. However, students often have difficulty in developing ideas and following complex language rules. This study aims to examine the influence of writing techniques peer-correction in improving the ability to write explanatory texts of class XI students of SMK Taruna Maritim Dirgantara Medan. Based on the results of observations, it was found that conventional and teacher-centered learning methods caused students to have a poor understanding of the mistakes in their writing. Peer-correction allows students to be more active in the learning process by giving each other feedback on their friends' writing. By applying this technique, it is expected that there will be a significant increase in writing skills, as well as a growing sense of responsibility and student activeness in learning.*

**Keywords:** Writing, Explanatory Text, Peer-Correction, Indonesian Language Learning, Vocational High School

## INTRODUCTION

Writing skills are one of the main components in language mastery that function as a means of written communication, both in academic contexts and in everyday life. In the world of education, writing skills are a very important competency, because they are an indicator of the extent to which students are able to process and convey ideas, concepts, and information systematically, logically, and communicatively. However, of the four language skills (listening, speaking, reading, and writing), writing skills are often considered the most complex and challenging. This is due to the involvement of high cognitive aspects, such as critical thinking skills, organizing ideas, mastery of grammar, and the ability to construct effective sentences.

In the context of learning Indonesian at the Vocational High School (SMK) level, one of the types of texts taught is explanatory text. This text aims to explain the process of a natural or social phenomenon based on causal relationships and time sequences.

Writing explanatory texts requires students to understand the structure of the text, the use of scientific terms, and appropriate language rules. This is where various problems arise. Many vocational high school students, such as those at SMK Taruna Maritim

Dirgantara Medan, have difficulty writing explanatory texts because they do not fully understand the structure of the text and are not used to using scientific terms correctly. In addition, students often feel confused when they have to correct their own mistakes in writing without active and participatory guidance.

One of the causes of less than optimal learning outcomes in writing explanatory texts is that the learning methods used by teachers are still conventional and teacher-centered. Corrections to students' writing are mostly done directly by teachers without involving students in the reflection or evaluation process. This results in low student participation in understanding their own mistakes, as well as minimal learning experience from these mistakes.

As a solution, it is necessary to implement a learning strategy that is able to encourage active involvement of students in the writing process, while also giving them the opportunity to learn from their own writing and that of their friends. One strategy that is considered effective is the peer-correction technique. This technique involves students to provide feedback to each other on the writing of their peers in a collaborative and guided

atmosphere. Through this approach, students not only act as writers but also as critical readers who are able to identify, analyze, and correct errors in other people's writing, while reflecting on them in their own writing.

Previous studies have shown that peer-correction techniques have a positive impact on improving students' writing skills. Sumarwati, Warjito, and Maria Ulfah each proved that this approach can improve students' mastery of language rules and writing quality in various contexts. However, there have not been many studies that specifically examine the application of this technique in teaching writing explanatory texts at the vocational high school level, especially in vocational school environments with unique student characteristics, such as at SMK Taruna Maritim Dirgantara Medan.

Therefore, this study aims to see the effectiveness of peer-correction techniques in improving the ability to write explanatory texts of grade XI students at SMK Taruna Maritim Dirgantara Medan. Through this study, it is expected to find alternative learning that can overcome student learning obstacles and encourage the creation of a more active, interesting, and meaningful learning process.

## LITERATURE REVIEW

According to Nurgiyantoro (2001), writing is an activity of expressing ideas through language media systematically and structured. Explanatory text, as one type of text in the Merdeka curriculum, requires students to explain natural or social phenomena with certain linguistic structures and rules. Students often have difficulty in writing this text because of the complexity of the form and content of the text that must be met (Barus, 2014). Previous research shows that the technique peer-correction can improve students' writing skills because it provides an opportunity for students to conduct peer evaluation. Several studies such as those conducted by Sumarwati, Warjito, and Maria Ulfah show that the application of this technique can improve understanding and writing skills in various types of texts. This technique encourages students to be active in the process of correction and reflection, which can ultimately improve the quality of their writing as a whole.

## RESEARCH METHOD

This study uses a quantitative experimental method with the One Group Pretest Posttest Design approach. This method was chosen because it is able to directly measure the effect of a treatment on the same group of subjects. As stated by Arikunto (2013:203), the research method is a way used by researchers to collect data to answer research problems. This is in line with the opinion of Noor (2011:254), who emphasized that the research method is a basis for thinking and acting in carrying out research activities. The experimental design used in this study, namely the One Group Pretest Posttest Design, involved one sample group that was given treatment without a control group. Before the treatment was given, the research participants first took a pre-test to measure their initial ability to write explanatory texts. Then, they were given treatment in the form of learning with the Peer-Correction technique, and after that a post-test was carried out to see the improvement or change in writing ability. According to Noor (2011:112), experimental design is a systematic step taken before the experiment is carried out in order to obtain valid data that is relevant to the research problem. Arikunto (2006:12) also stated that in the One Group Pretest Posttest design, measurements are carried out twice, namely before and after treatment.

By using this design, researchers can observe changes or improvements in students' abilities in writing explanatory texts after the application of the Peer-Correction technique. Therefore, this method is very relevant to determine the effectiveness of the technique in the context of Indonesian language learning in class XI of SMK Taruna Maritim Dirgantara.

### Research result

This study uses an experimental design of One Group Pretest Posttest Design involving 23 students of class XI TKR 1 SMK Taruna Maritim Dirgantara as samples. Data collection was carried out through two stages of explanatory text writing tests, namely before and after the application of the technique.*peer-correction*. Pre-Test Results (Before Treatment) Before treatment, the average score of students' writing ability was 67.5, which is included in the category *Enough*. The highest score was 80, obtained by two students, and the lowest score was 50. The distribution of the score categories is as follows:

- Very Good: 8.70%
- Good: 30.43%
- Enough: 47.83%
- Less: 13.04%

The analysis shows that most students have difficulty in the interpretation aspect, even though they have been able to compose general statements and cause-effect sequences quite well. Post-Test Results (After Treatment). After the application of the technique peer-correction, there was a significant increase. The average value increased to 87.6. All students (100%) were in the category*Very good category*. The highest score was 100 (two students), and the lowest score was 80 (one student). This shows the high effectiveness of the application of the technique. Comparative Analysis of Pre-Test and Post-Test, The increase in the average score was 20.1 points. Test Shows the results: t-count = 32.24 t-table = 1.721 ($\alpha$ = 0.05, df = 21). Because t-count > t-table, it can be concluded that there is a significant influence of the application of the technique peer-correction on students' ability to write explanatory texts. Most students have difficulty in developing ideas, organizing text structures (general statements, cause and effect, interpretation), and using scientific language. This shows that students' initial ability in writing explanatory texts is not optimal, especially in the interpretive and logical reasoning aspects.

This difficulty is in line with the opinion of Tarigan (2013) and Nurgiyantoro (2010) who stated that writing is the highest skill in the language domain, which requires mastery of various linguistic and cognitive components simultaneously. According to Kosasih (2014), the explanatory text itself is an expository text that requires an understanding of causal relationships and systematic thinking, which is indeed a challenge for students. Ability to Write Explanatory Texts After Implementing the Peer-Correction Technique After implementing the peer-correction technique, the average score increased drastically to 87.6, and all students (100%) were in the very good category. This increase indicates an increase in students' understanding of the structure and linguistic rules of explanatory texts, as well as an increase in critical and reflective thinking skills. In implementing this technique, students not only write texts, but also review and provide feedback on their peers' writing. This process gives rise to meaningful interactions, forms metacognitive awareness, and broadens understanding of the concept of explanatory texts.

This improvement is in line with Rollinson's (2005) opinion, which states that peer-correction allows students to build knowledge through a peer review process, which tends to be more easily accepted because it uses familiar and equal language. Ferris (2003) and Hyland & Hyland (2006) also emphasize that peer feedback can encourage faster and deeper improvements because it encourages students to become active subjects in the learning process. The application of peer-correction techniques also creates a collaborative learning environment that encourages social involvement. Within the framework of Vygotsky's Zone of Proximal Development (ZPD) theory, interactions between more experienced students provide scaffolding for other students, so that all participants can achieve optimal development. The Effect of Peer-Correction Techniques on

Writing Ability. Hypothesis testing using the t-test shows that: Average pretest score: 67.5, Average post-test score: 87.6 Average difference: 20.1 points Calculated t value: 32.24 Table t value ($\alpha = 0.05$, df = 21): 1.721. Because the calculated t value > t table, the null hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_1$) is accepted, which means that there is a significant effect of the application of peer-correction techniques on improving the ability to write explanatory texts.

The effectiveness of this technique is also proven through testing the normality and homogeneity of data that has met the assumptions of parametric statistics. The results of the normality test (Lilliefors) show that the pre-test and post-test data are normally distributed, and the results of the F test show that the data is homogeneous. This means that the increase that occurs is not caused by differences in characteristics between subjects, but purely due to the intervention of the peer-correction technique. This finding strengthens the results of previous studies such as by Pratiwi (2021), Astuti (2020), and Ginanjar (2019), which concluded that peer-correction is effective in learning to write various types of texts because it increases engagement, responsibility for learning, and awareness of writing quality.

## DISCUSSION

The results of the study showed that the technique of peer-correction effectively improved the ability to write explanatory texts of vocational high school students. Before the treatment, the majority of students were in the sufficient category, indicating that they had not mastered the structure and language of explanatory texts well. This is supported by the opinions of Tarigan (2013) and Nurgiyantoro (2010) that writing skills are the most complex language skills. After the technique was applied peer-correction, there is a spike in ability. This is in line with the theory of Rollinson (2005) and Ferris (2003) which states that peer correction increases language

awareness, understanding of text structure, and critical thinking skills. This technique also supports Vygotsky's theory of the Zone of Proximal Development (ZPD), where social interaction encourages deeper learning. This study is also in line with the results of research by Siahaan (2020), Mustafa (2018), and Pratiwi (2021), which concluded that peer-correction able to significantly improve students' writing skills. The application of this technique provides space for students to act as givers and receivers of feedback. This makes them more active in learning, improves metacognition, and strengthens writing competence, especially in the structure of explanatory texts that require logical sequences, scientific language, and coherence of ideas.

## CONCLUSION

Based on the results of research and data analysis on the application of techniques peer-correctionIn learning to write explanatory texts in class XI of SMK Taruna Maritim Dirgantara, the following conclusions were obtained: Students' initial ability in writing explanatory texts is categorized as*Enough*, with an average pretest score of 67.5. Most students still have difficulty in organizing ideas, applying the structure of explanatory texts, and understanding language rules, especially in the interpretation section. After the application of the technique peer-correction, there was a significant increase in writing ability. The average post-test score increased to 87.6, and all students (100%) achieved the category*Very good*. This shows that the technique peer-correction is not only effective in improving learning outcomes, but also in building active student involvement in the writing process. The results of statistical tests using the test shows that there is a significant difference between the pre-test and post-test values. The t-count value of 32.24 is greater than the t-table of 1.721 at a significance level of 0.05. This proves that the application of the technique peer-correction

has a positive and significant effect on improving students' ability to write explanatory texts. Overall, the technique peer-correction proven to be an effective approach in improving the quality of learning to write explanatory texts at the vocational high school level. This approach can be used as an alternative learning strategy that not only emphasizes the final results of writing, but also the process of critical thinking, collaboration, and reflection in writing activities.

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