

# THE IMPLEMENTATION OF PEER CORRECTION IN WRITING INSTRUCTION AS AN EFFORT TO SUPPORT DEEP LEARNING POLICY

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Article history: received 06 Mei 2026; revised 20 Mei 2026; accepted 06 June 2026

DOI : <https://doi.org/10.33751/jmp.v14i02.254>

**Abstrak.** This study aims to improve writing skills through the implementation of peer correction techniques as an effort to support deep learning policy. The form of this study is Classroom Action Research (CAR). The subjects of the study were students of Class VIIC at SMP Negeri 2 Pengasih. The implementation of the study began with an initial survey in the form of score results and observations of writing instruction during Semester 1, followed by Cycle I and Cycle II, each consisting of four stages, namely planning, implementation, observation, as well as analysis and reflection. The data collection technique was conducted by examining the results of students' writing abilities through students' summative assessment results using a writing assessment rubric. The findings of this study indicate that the peer correction technique can improve the writing skills of Class VIIC students at SMP Negeri 2 Pengasih. The improvement in students' writing skills can be observed from the results of students' writing practice assessments. This is indicated by the average score of students' text-writing skill assessments, which increased in each cycle. The average student score in Cycle I reached 69.97, while in Cycle II it reached 76.50. In addition, the number of students who achieved a good category in Cycle I was 20 students (62.5%), and in Cycle II increased to 27 students (84.38%). Furthermore, in Cycle II, there were 2 students (6.25%) who achieved a very good category..

**Kata Kunci:** peer correction, writing, deep learning

## I. INTRODUCTION

### Background of the Study

Writing is a means of communication through the expression of thoughts, ideas, feelings, and intentions to others in written form. Writing skills, as one of the four language skills, play an important role in human life. Through writing, a person can express thoughts and ideas to achieve the intended purposes and objectives. The result of writing activities is a written text or composition.

Writing can be defined as a process of conveying information in written form as a product of the writer's creativity. Writers attempt to carry out writing activities by employing creative thinking processes that are not monotonous and are not merely focused on a single issue (Helaluddin dan Awalludi, 2020).

The teaching of writing skills requires serious practice. Writing activities are generally considered the most difficult compared to other language skills. Writing skills are the final stage in the language learning process after listening, speaking, and reading skills. Among the four language skills, writing is the most difficult to master and cannot be acquired instantly within a relatively short period. Therefore, writing skills need to be continuously practiced and habituated. Teachers can help develop students' skills through the learning process conducted in the classroom.

One of the obstacles currently faced at SMP Negeri 2 Pengasih is the low writing ability of students. A particularly noticeable issue occurs in Class VIIC. Based on data from the odd semester of the 2024/2025 academic year, the writing ability of Class VIIC students at SMP Negeri 2 Pengasih was still low. The learning achievement in writing material (news text) was far below expectations. Students were still confused about diction selection and sentence construction. They also sometimes failed to pay attention to the completeness of the text structure. In addition, aspects related to spelling, punctuation, and other language conventions were still far from the expected achievement. During writing instruction, there was a tendency for students to complete and submit their writing

assignments carelessly without a strong desire to truly master writing skills. Writing skills are not only required in language subjects but also in other subjects. This is in line with the statement of Audini dan Ahmad Fadly (2024), who stated that writing skills are very important in the academic world. Students need to write essays, research papers, laboratory reports, and other assignments as part of their academic assessment. Good writing skills help them succeed in their studies. Writing skills are important not only in language subjects but also in various other subjects.

Therefore, the teacher, who also acted as the researcher, took the initiative to seek solutions to the problems encountered by conducting classroom action research. In relation to this matter, the researcher chose to implement the peer correction technique in letter-writing instruction to improve students' writing abilities. This was based on the reality that students had shown little interest and active involvement in the learning process, while the correction of students' writing results had still been carried out solely by the teacher. There had been no active student involvement in correcting their own writing results. As a consequence, students lacked deeper understanding and experience regarding how to write effectively and how to correct mistakes in their writing. In relation to this issue, Lee & Schallert (dalam Sumarwati, Mulyono S., dan Wuryanti S., 2010:4) stated that such practices actually hinder students from learning actively and creatively because students do not have the opportunity to use teacher feedback to correct language errors.

Peers are groups of children of the same age or level of maturity. Peers play an important role in a child's development. Peers function as a medium through which children obtain feedback regarding their abilities and as a source of information (M. Alfatih Timur dalam Melvi Ana, 2022).

Az-Zarnuji dalam Suyanto (2025) highlighted the importance of systematic learning strategies, such as understanding meaning before memorizing, as well as reviewing and discussing lessons. In the context of deep learning, these strategies reflect an inquiry-based and collaborative approach in which students do not merely receive information passively but actively construct understanding through exploration, discussion, and deep reflection. By implementing peer correction techniques in writing instruction, students actively express ideas in written form and subsequently correct their peers' work. This activity trains students to be active, critical, directly involved, and collaborative with peers in producing their best work.

Students' active, critical, creative, and contextual involvement in writing and correcting written work is in line with the deep learning approach. The deep learning approach emphasizes profound, contextual, and meaningful learning, thereby encouraging critical thinking skills, creativity, and problem-solving abilities. Deep Learning includes understanding and connecting conceptual and procedural knowledge and the ability to apply conceptual knowledge in new contexts (Hattie & Donoghue, 2016; Parker et al., 2011; Winch, 2017 dalam Suyanto, 2025).

The implementation of the Deep Learning concept in education in Indonesia has great potential to improve the quality of learning. This concept, which consists of three main elements, namely Mindful Learning, Meaningful Learning, and Joyful Learning, offers a more humane and relevant approach to students' needs in the modern era. Each of these elements can address various problems in the Indonesian education system, such as low learning motivation, limited relevance of learning materials to students' real lives, as well as stress and pressure experienced by students during the learning process (Suyanto, 2025)..

## **II. METHOD**

### **Type of Research**

The research design employed in this study was Classroom Action Research (CAR). Classroom Action Research is a form of research conducted to improve teachers' professionalism in their own classrooms based on their own reflections (Wardhani, 2019).

### **Research Location and Time**

This study was conducted at SMP Negeri 2 Pengasih, located at Jl. Yogya Wates Km 25 Kedungsari, Pengasih, Kulon Progo, Special Region of Yogyakarta. The study was conducted on Class VIIC students consisting of 32 students. This research was conducted from January 13, 2025, to January 24, 2025.

### **Research Subjects**

The subjects of this study were students of Class VIIC at SMP Negeri 2 Pengasih, consisting of 18 female students and 14 male students.

### **Procedure**

The Classroom Action Research procedure was carried out through several stages, including the planning stage, implementation stage, action stage, and reflection stage. In the planning stage, the teacher designed learning scenarios, teaching materials/media, observation instruments, and learning outcome tests (Ramadhani, 2007). This was followed by the implementation stage of learning using the peer correction technique, carrying out actions, and conducting reflections for improvement.

#### **Data, Instruments, and Data Collection Techniques**

The data used in this study consisted of learning implementation data and writing assessment result data. The instruments used to collect the data were observation sheets and summative tests/assessments. Meanwhile, the data collection technique regarding students' writing abilities was conducted by examining students' summative assessment results through a writing assessment rubric.

#### **Data Analysis Technique**

The data analysis used in this study was the descriptive qualitative method, namely describing the collected data in the form of words, images, and not numbers. Data obtained from manuscripts, interviews, field notes, documents, and other sources were then described by calculating components, averages, and comparisons between reality and the target to be achieved, thereby providing clarity regarding the actual conditions or realities.

### **III. RESULTS AND DISCUSSION**

This study was conducted in two cycles, namely Cycle I and Cycle II. Each cycle consisted of stages including action planning, action implementation, observation, and reflection. The implementation of Cycle I was as follows: (1) The teacher opened the meeting with greetings and motivation; (2) The teacher provided apperception by exploring students' prior knowledge related to writing materials from previous learning; (3) The teacher and students discussed aspects that should be considered in writing and the steps involved; (3) The teacher presented an incomplete text example and completed it together with the students; (4) The teacher invited students to reobserve the collaboratively completed text and identify existing errors; (5) The teacher conducted a question-and-answer session with students related to the correction process that had been carried out; (6) The teacher assigned students to complete an incomplete text; (7) The teacher instructed students to exchange their work and correct their peers' work; (8) The teacher provided opportunities for students to give feedback on their peers' work through paired discussions; (9) The teacher collected students' work, provided reinforcement, and closed the meeting.

The learning steps conducted by the teacher in Cycle II were as follows: (1) The teacher opened the meeting with greetings and motivation; (2) The teacher provided apperception by exploring students' knowledge related to the material from the previous meeting; (3) The teacher and students discussed the strengths and weaknesses of the previous learning activity regarding peer correction practice; (3) The teacher again assigned students to complete an incomplete letter; (4) The teacher instructed students to exchange their work and correct their peers' work; (5) The teacher provided opportunities for students to give feedback on their peers' work through paired discussions; (6) Students completed a summative assessment in the form of writing a personal letter text assigned by the teacher; (7) The teacher collected students' work, provided reinforcement, and closed the meeting.

At the final stage of each cycle, the teacher conducted reflection to identify the strengths and weaknesses of each cycle and as guidance for implementing the subsequent cycle. The students' learning outcomes can be seen as follows.

**Table 1. Recapitulation of Students' Summative Writing Assessment Results Across Cycles**

| No | Score  | Category       | Cycle I Frequency | Cycle I Percentage | Cycle II Frequency | Cycle II Percentage |
|----|--------|----------------|-------------------|--------------------|--------------------|---------------------|
| 1  | 85–100 | Very Good (VG) | –                 | 0%                 | 2                  | 6.25%               |
| 2  | 70–84  | Good           | 20                | 62.50%             | 27                 | 84.38%              |
| 3  | 55–69  | Fair           | 10                | 31.25%             | 3                  | 9.37%               |
| 4  | 46–54  | Poor           | 2                 | 6.25%              | –                  | 0%                  |
| 5  | 0–45   | Very Poor      | –                 | 0%                 | –                  | 0%                  |
|    | Total  |                | 32                | 100%               | 32                 | 100%                |

Based on the table above, it can be seen that the writing skills of Class VIIC students in Cycle I and Cycle II improved. A total of 20 students (62.50%) achieved good scores, 10 students (31.25%) achieved fair scores, and 2

students (6.25%) achieved poor scores in Cycle I. In Cycle II, improvement occurred. Students who achieved very good scores totaled 2 students (6.25%). The improvement in students' summative assessment results can be seen more clearly in the following diagram.

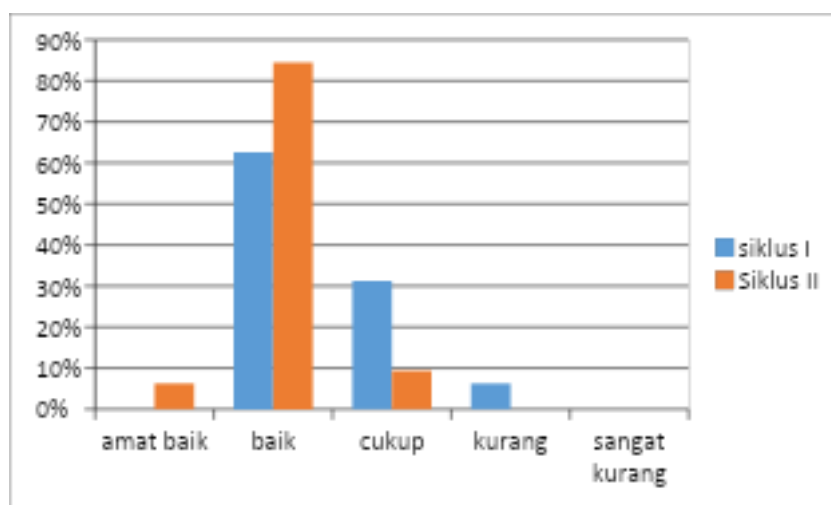


Figure 1. Diagram of Students' Summative Writing Assessment Achievement Across Cycles

In addition to the increase in the percentage of achievement in summative writing assessments, the average score for each assessment aspect also improved. Teachers require guidelines regarding assessment elements, such as how to create fair assessments that inform evaluation, students' writing skills, and assessment rubrics and criteria. Incorrect assessment methods can significantly affect students (Popham, 2009; White, 2009 Rias Wita Suryani dan Mira Utami, 2024). The increase in average scores can be seen in the following graph.

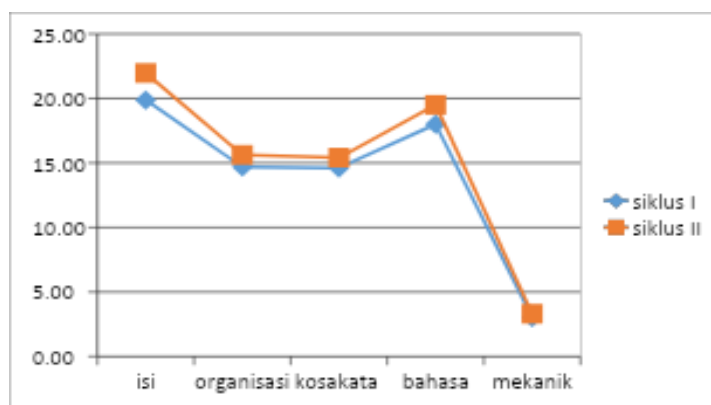


Figure 2. Diagram of the Improvement in the Average Score of Each Aspect of Students' Summative Writing Assessment Across Cycles

#### IV. CONCLUSION

The implementation of the peer correction technique can improve the writing skills of Class VIIC students at SMP Negeri 2 Pengasih in the 2024/2025 academic year. This is indicated by the increase in the average score of students' text-writing skill assessments in each cycle. The average student score in Cycle I reached 69.97, while in Cycle II it reached 76.50. In addition, the number of students who achieved a good category in Cycle I was 20 students (62.5%), and in Cycle II increased to 27 students (84.38%). Furthermore, in Cycle II, there were 2 students (6.25%) who achieved a very good category. The peer correction technique in writing instruction guides students to actively express ideas in written form and subsequently correct their peers' work. This activity trains students to be active,

critical, directly involved, and collaborative with peers in producing their best work. This is in accordance with the concept of Deep Learning, in which the Deep Learning approach emphasizes profound, contextual, and meaningful learning, thereby encouraging critical thinking skills, creativity, and problem-solving abilities.

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