

ABSTRACT

AWARENESS OF MISTAKES IN WRITING DESCRIPTIVE TEXT MADE BY THE NINTH GRADE STUDENTS AT SMP XAVERIUS 2 BANDAR LAMPUNG

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As the demand of 4.0 eras, students must have a good communication skill which helps them participating well in a literate society. Writing is an aspect which influences the quality of the communication. Writing can help students to take an important role in it. However, students often get obstacle in writing. It becomes a complex skill to be mastered. Besides, awareness affects the students' writing skill. This view leads the researcher to find the kind of mistakes produced and how the students' awareness of mistake made is through heterogeneous peer-correction. This qualitative descriptive research invited 12 the ninth grade students of Xaverius 2 Junior High School. They were paired into 6 peers based on their English proficiency level. The data were collected through writing task, PC guidance sheet and interview. The semi-structured interview was done with open-ended questions. The finding revealed that learners or students produced the mistake in 3 aspects of writing namely mechanic 88 items (47%), grammar 84 items (44%) and vocabulary 17 items (9%). Furthermore, the learners or students' awareness in responding the mistake was average. It could be seen that only 89 incorrect sentences (47%) corrected by students. It was categorized into a willingness to correct 66 items (35%) and unwillingness to correct 23 items (12%). Another 100 (53%) incorrect sentences were not corrected by the peer. from the unawareness, there were 46 items became an input. Most students were not aware or did not pay attention onto the mistake during peer-correction because of some reasons namely students were not serious in doing what was instructed to them, students did the peer-correction activity in a hurry and took it as granted and the students' prior knowledge and comprehension of the target language.

Key words: Writing, Awareness, Heterogeneous Peer-correction, Mistake.