



SELF AND PEER-CORRECTION TECHNIQUES IN TEACHING WRITING

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ABSTRACT

This quantitative study aimed at finding out the effectiveness of self and peer-correction techniques in teaching writing at the twelfth graders of MAS Muallimin NW Boro Tumbuh in the academic year 2022/2023. The samples of this study were taken through random sampling technique consisting of 25 students. The data were collected from pre-test and post-test. The gained data were analyzed using descriptive statistics and paired sample t-test. This test was administrated to know answer the hypothesis. The result of the study indicated that self and peer-correction technique was significantly effective in teaching writing for the twelfth graders of MAS Muallimin NW Boro Tumbuh in the academic year 2022/2023. This can be seen from the result of the students' mean score in the pre-test and post-test. In the pre-test, the mean score was 8.07 with the standard deviation 1.809. In the post-test, whereas, the mean score was 9.77 and the standard deviation was 2.221. The result proved that the pre-test was lower than the post-test. In addition, the hypothesis testing showed that the alternative hypothesis was accepted. In a nutshell, the self and peer—correction technique is an advisable technique to apply by the English teacher in their writing class.

ABSTRAK

Penelitian quantitative ini bertujuan untuk mengetahui keefektifan tekni self and peer-correction dalam pembelajaran menulis siswa kelas dua belas di MAS Muallimin NW Boro Tumbuh tahun ajaran 2022/2023. Sampel penelitian ini diambil menggunakan teknik sampel acak terdiri dari 25 siswa. Data dikumpulkan melalui pre-test dan post-test. Data yang diperoleh dianalisis menggunakan descriptive statistics dan paired sample t-test. Tes ini dilakukan untuk mencari tahu hypothesisnya. Hasil penelitian menunjukkan

bahwa teknik self and peer-correction efektif dalam pembelajaran menulis siswa kelas dua belas di MAS Muallimin NW Boro Tumbuh tahun ajaran 2022/2023. Hal ini diketahui dari hasil nilai rata-rata siswa pada pre-test dan post-test. Pada pre-test, nilai rata-ratanya adalah 8.07 dengan standar deviasi 1.809. Sedangkan pada post-test, nilai rata-ratanya adalah 9.77 dan standar deviasi 2.221. Hasil ini membuktikan bahwa pre-test lebih rendah daripada post-test. Selain itu, pengujian hipotesis menunjukkan bahwa hipotesis alternatif diterima. Singkatnya, teknik self and peer-correction disarankan untuk diterapkan oleh guru Bahasa Inggris di kelas menulis.

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INTRODUCTION

With the development of electronic—social media communication, written skill becomes more popular in society. Moreover, writing skill is also needed by academic learners to meet their needs including the need to enhance their ideas, share information, gain more vocabulary, etc. In addition, writing skills can be useful for learners to overcome their problems related to academic writing and are known as a requirement for students' success at schools and or educational instancy (Wati and Paris, 2016). Accordingly, writing skill is one of the important skills in English that have to be taught to the students at school.

According to Brown (2001), writing is a process of thinking which acquired someone to plan and is given unlimited revisions. Furthermore, he says that writing is a skill that needed a two—steps process including the process of meaning figuration and the process of translating the meaning into language. Teaching and learning writing skill, on the other hand, is not always straightforward. Students often have trouble practicing their writing directly after they learn it in class (Yulandari and Hendra, 2022). So, it should be entertaining and simple to learn. Moses and Mohamad (2019) state that learning writing must be as attractive as possible. Those activities may help students to enhance their confidence and help them love writing activities as well as tackle their difficulties in writing.

The difficulty is not only faced by junior high school students but also by senior high school students. As in MAS Muallimin NW Boro Tumbuh, the pupils mostly said that the writing activity is the most uninteresting and tiring activity. They tend to easily get bored when the teacher conducted writing activities. At times, students get stuck and lost ideas to write and finish their tasks. Mostly these happened because of the monotonous learning activities they have experienced during teaching and learning activities. As the consequence, students become less motivated and more difficult to acquire English writing skills.

Regarding to those difficulties, teachers have to use a proper teaching technique to overcome both students' difficulties and deficiencies in learning writing. Therefore, a suitable teaching technique is needed to enhance both students' and teachers' performance and competency (Muliadi, 2022). Correction technique is one of the techniques that can be used to develop both students' and teachers' abilities in writing. In English Language Teaching (ELT), correction activity is very useful for the learners and teachers, so that they can actively involve in the learning activity by assisting one another. Harmer (2004) says that correction activity is an interesting learning process that allows teachers and students to do interaction in the classroom.

Self-correction allows students to reflect on, moreover, evaluate the quality of their writing. By doing so, they can identify their deficiency and strength in writing and revise their work accordingly. According to Ramirez and Gullen (2018), self—correction and pair—correction is a beneficial technique for students' writing ability. Further, they claimed that this technique can develop students' self-awareness which is resulted from critical self-assessment and the development of their responsibility for their work. Self-correction allows students to evaluate their work independently and reflect on it to enhance their knowledge for achieving the learning goals. Andrade and Du (2007) explain that correction technique is a

technique where students are required to do a certain evaluation and reflection to assist them in achieving the goals based on the self-correction technique guidance sheet. By providing this activity, teachers and students are able to do communication intensively, so that their relationship can be developed during the activity.

In addition, self—correction gives long-term effects on students' abilities and memories as they are actively involved in their own learning activities. Maftoon and Shirazi (2010) state that the self-correction technique is indirect guidance and feedback that the teacher provides with various options so that they can choose the best form of their own. During the writing process, students can make a plan by revising their writing and evaluating them, raising their writing awareness of errors as well as correcting the errors by themselves. In line with this opinion, McMillan and Hearn (2008) state that self-correction technique allows learners to identify, evaluate, and find the quality of their thought and behavior during the learning activity to enhance their comprehension and abilities.

According to Spiller (2012), self—correction provides some advantages to the students which are developing their independence and responsibility, reflection and contribution, improving their decision-making, and being actively involved in the learning writing process. During the learning process, teachers allow students to learn and make decisions about their work and also be responsible for what they have done (Dewi, 2020). By recognizing the advantages of self-correction, therefore, teachers should not only give students selective correction but also a helpful attitude to the students. In addition, teachers should recognize their students' level of proficiency and errors in the foreign language.

Peer—correction is a group-work activity which is allowed students to do certain work with their peers. According to Jacobs (1968), peer—correction technique is a technique that is carried out in a group. The assistance of peers will give advantages to other students to enhance their ability in writing. Peer-correction technique requires students to learn independently without teachers as it is known as student-centered learning. It can help students to overcome problems and difficulties in the writing process by being actively involved to work together, ask and answer questions, and being responsible for their work (Harmer 1991). During the collaboration, students can learn from their own mistakes and their peers correcting their work so that they can give and gain feedback from their peers. This technique can be carried out to improve students' interaction and cooperation with others.

Research on the importance of self and peer—correction in writing have been carried out by some researchers; Wahyuni (2018), Dewi (2020), and Yanti, et al (2022). Wahyuni, in her study, concluded that self and peer—correction could affect students' writing ability. She also explained that students' writing ability was affected by students' language proficiency. Higher language proficiency provided higher and more positive vibes in understanding the error and deficiencies in writing.

In addition, Dewi and Yanti, et al, in their comparative study concluded that self and peer—correction techniques provided different results. First, peer—correction has more significant results than self—correction. Second, students' writing abilities have different results on the students' writing descriptive text. Additionally, the peer—correction techniques have significant effect on the students' writing recount text.

The explanation and the result of the previous studies showed that self and peer—correction technique is one of cooperative techniques which could improve students' writing ability and self-awareness through collaboration activities. Students can evaluate their own deficiencies in writing with the assistance of their peers, working together by asking and answering questions as well as being responsible for their own work. In a nutshell, this self and peer—correction technique is needed to invite students to learn actively in order to assist their ability in writing.

METHODS

This quantitative research used pre-experimental research design with one investigated variable; it was self and peer—correction technique in teaching narrative text. According to Creswell (2014), pre-experimental design is a research design in which a subject or a group is observed after treatment has been applied. This activity is aimed at knowing the influence of the treatment. The population in this study was the twelfth graders of MAS Muallimin

NW Boro Tumbuh in the academic year 2022-2023. It consisted of two classes, namely: XII IPS and XII Bahasa. However, this study took XII Bahasa as the experimental group that consisted of 25 students. The samples were taken using random sampling technique.

In the treatment, this study applied self and peer—correction technique to teach writing. The material deals with narrative text by referring to gathering and ordering information, planning, and editing. After going through the learning process in self and peer—correction, the students were guided to write narrative text. The students' work then is the source of the data which is used to know the effectiveness of

self and peer—correction technique. In assessing the students' work, therefore, some elements were evaluated, such as content, vocabulary, organization, and grammar. All of the elements were assessed through analytical scoring rubric by Cohen (1994) as it is shown in Table 1:

Table 1. *Analytical Scheme of Students' Writing Skill*

Element	Score	Criteria
Content	5 (excellent)	Clearly expressed main points with factual information, very clear indication of opinion.
	4 (good)	Opinion and main idea are stated relatively clearly and accurately.
	3 (average)	Opinion and main idea are somewhat stated unclear or inaccurate.
	2 (poor)	Main idea and opinion are not stated accurately and clearly.
	1 (very poor)	Opinion and main idea are not clear at all and very weak statements.
Organization	5 (excellent)	Well-structured and perfectly coherent.
	4 (good)	Fairly well-organized and generally coherent
	3 (average)	Loosely organized but main ideas clear, logical but incomplete sequencing
	2 (poor)	Ideas disconnect, lacks logical sequencing
	1 (very poor)	No organization, incoherent
Vocabulary	5 (excellent)	Very effective choice of words and use of idioms and words forms.
	4 (good)	Effective choice of words and use of idioms and words forms.
	3 (average)	Adequate choice of words but some misuse of vocabulary, idioms, and words forms.
	2 (poor)	Limited range, confused use of words, idioms, and word form.
	1 (very poor)	Limited range, very poor knowledge of words, idioms, and word forms.
Grammar	5 (excellent)	No errors, full control of complex structure
	4 (good)	Almost no errors, good control of structure
	3 (average)	Some errors, fair control of structure
	2 (poor)	Many errors, poor control of structure
	1 (very poor)	Dominated by errors, no control of structure

Data Collection

This pre-experimental research design collected the data through a pre-test and post-test utilizing written test in form of narrative text. The pre-test was aimed at knowing the subjects' ability before applying self and peer—correction technique in teaching narrative text. The post-test could not be done if the treatment did not conduct yet. The treatment was given to facilitate the students' learning activity by using self and peer—correction technique.

After conducting both the pre-test and treatment, the post-test was given to know students' achievement in learning writing narrative text using the technique. Descriptive statistics and Paired Sample t-test, therefore, were administrated to analyze the data and to test the hypothesis.

Data Analysis

The collected data were then analyzed by using descriptive statistics and inferential analysis. The descriptive statistic was administrated to know the students' mean, median, mode, and standard deviation scores in writing test. The inferential analysis was applied to see the normality and homogeneity before applying t-test. To know whether the sample was in normal distribution, this study conducted test called the normality test. Meanwhile, the homogeneity test was applied to know whether the data are homogenous or not. Therefore, this study performed SPSS 17 Statistics 17 for Windows.

For testing the hypothesis, the present researcher performed normal distribution test and homogeneity tests which are analyzed statistically using SPSS Statistics 17 for Windows. The normality test was administrated to know whether the data was in normal distribution or not. Therefore, the present researcher carried out One-Sample K-S. Then, the last test was homogeneity test was performed by administrating One-Way ANOVA which is aimed at knowing whether the sample was homogenous or not.

RESULTS AND DISCUSSION

Results

After conducting and analyzing the data, it can be seen that the students' highest score in the pre-test was 15; and the lowest score was 6 with 8.07 mean score. The standard deviation was 1.809 with the variance 3.655. Meanwhile, 16 was the students' highest score in the post-test with 7 as the lowest score. The mean score was 9.77; the standard deviation was 2.221, and the students' variance score was 4.886. Referring to the result of the collected data above, there was an improvement in the students' writing ability after the treatment using self and peer-correction technique. It can be seen from the improvement of students' post-test that the post-test score was higher than the pre-test. The result also proved that self-and peer-correction was effective in teaching writing.

Further, after conducting the normality test by administrating One-Sample K-S test, both the pre-test and post-test scores were higher than the value of the significance (p)= 0.05. In the pre-test, the value was 0.945, and 0.921 in the post-test. The values of the Asymp. Sig. (2-tailed) of the pre-test was 0.359 and 0.389 in the post-test. Those values proved that the data were in normal distribution. It can be seen from the result of the analyzed data that the values were higher than the 2-tailed (0.05).

After finding that the data were in normal distribution, the present researcher conducted the homogeneity test by using One-Way ANOVA test. This test was administrated to see whether data were homogenous or not. The result showed that the values of Levene's Statistics was 1.975 at $p=0.152$. It showed that the value was higher than 0.05. Thus, it can be indicated that the data were homogenous.

Since the data were normal and homogenous, the present researcher performed Paired Sample t-test. The test was performed to know whether the alternative hypothesis (H_a) was accepted or rejected. After performing Paired Sample t-test, the result showed that the value of t ($df= 25$) was -15.806 at the significance level of (2-tailed) $p= 0.000$. The results indicated that the value of the significance (2-tailed) $p= 0.000$ was lower than 0.05, while the result of the t-test was higher than 0.05. Thus, it can be concluded that the alternative hypothesis (H_a) was accepted.

Discussion

With the importance of writing skill, an appropriate teaching technique should be promoted by the teacher. The technique promoted should be non-monotonous and can be used to enhance both students' and teachers' abilities. Based on the result of the research, self and peer-correction technique was confirmed to be a suitable technique in teaching writing. It is clear that students can actively interact with their peers in the teaching and learning process. Self and peer-correction technique allows students to reflect on, moreover, evaluating the quality of their work. This activity leads students to be more aware of their deficiencies and strength.

Further, the result of this study showed that self and peer-correction technique was significantly effective in teaching writing. This can be seen from the result of the mean score between the pre-test and post-test. In the pre-test, the mean score was 8.07 with the standard deviation 1.809. In the post-test, whereas, the mean score was 9.77 and the standard deviation was 2.221. The result proved that the pre-test was lower than the post-test. The finding of the data analysis was in line with Ramirez and Gullen (2018) that self and peer-correction technique is a beneficial technique to improving students' writing ability.

In addition, this technique allows students to actively interact with their friends, so that they can assist each other and do certain evaluations of their work. With the assistance of their peer, the students can take some advantages and apply them to enhance their ability in writing. In a nutshell, the self and peer—correction technique is an advisable technique to apply by the English teacher in their writing class.

CONCLUSION

Referring to the results of the study, some conclusions are stated. First, self and peer-correction technique was effective in improving students' writing ability. Besides, the technique also builds students' awareness and collaboration with their peers in the teaching and learning process. In addition, the students are able to do self-evaluation with the assistance of their peers which made them more responsible for their own work. Thus, the present researcher promotes that English teachers should apply this technique to help them in the teaching and learning process, especially in writing.

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