

THE USE OF SELF-CORRECTION IN TEACHING RECOUNT TEXT WRITING

Yosua Permata Adi*, Cucu Sutarsyah, Ari Nurweni

*Corresponding author, +6281273085351, email: adi.yosua9@gmail.com

Abstract: *The Use of Self-Correction in Teaching Recount Text Writing.* The aims of this study were to investigate the students' achievement on writing of recount text after the students were taught through self-correction and to see the aspect of writing which improved significantly. This study was a quantitative study. The self-correction guidance sheet was used as the instrument to elicit the data. The subjects of this research were the second grade students of senior high school. The results showed that there was statistically significant improvement of students' writing ($0.00 < 0.05$) with the significant level 0.05. This suggests that self-correction provides the students a different way to revise their writing.

Key words: *writing, recount text, self-correction*

Abstrak: **Penggunaan *Self-Correction* dalam Kegiatan Pembelajaran Penulisan Teks *Recount*.** Tujuan dari penelitian ini adalah untuk menyelidiki prestasi siswa pada penulisan teks *recount* setelah siswa diajarkan melalui *self-correction* dan aspek dalam menulis yang meningkat secara signifikan. Penelitian ini adalah penelitian kuantitatif. *Self-correction guidance sheet* digunakan sebagai instrumen untuk memperoleh data. Subyek penelitian ini adalah siswa kelas dua SMA. Hasil penelitian menunjukkan bahwa ditemukan adanya peningkatan dalam ketrampilan menulis siswa ($0,00 < 0,05$) dengan tingkat signifikan 0,05. Hal ini menunjukkan bahwa *self-correction* memberikan siswa cara yang berbeda untuk memperbaiki tulisan mereka.

Kata kunci: *menulis, teks recount, self-correction*

INTRODUCTION

Teaching writing literally means to make the students write something. Writing itself is described to be the skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraph using eyes, brain, and hand (Raimes, 1983). Writing nowadays has become the most favorable task given by the teachers. Teachers are also more likely giving their students writing task. As the writer's experience when he was on his senior high school, the teacher

just gave a task to write a text, then we submitted the task, and did not receive any feedback. There are often no discussions about the text the students had. Then, finally at the end of the semester, the students just received the score; no feedback. Another fact is that writing is a productive skill.

Considering this, to make a good piece of work, sometime a writer need to look back and make correction. There are teacher-feedback, peer-feedback, and even self-feedback as ways to improve

writing. Yet in this research, the researcher will focus on self-feedback which is self-correction. Self-correction is a process in which the students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly (Andrade and Du, 2007). Then the focus of this study is in self-correction. Based on Spiller (2012), making judgments about the progress of one's own learning is integral to the learning process. Self-correction itself has advantages as follows: it provides involvement of students in correcting their work, and it promotes students' critical thinking and independence (Bannister and Baker, 2000). Self-correction here will be used as a way to improve students' writing ability, and to see in which aspect of students' writing skill affect the most.

Besides, the writer also found out a research related to the topic. First: Rana and Perveen (2013) held a research on the use of self-correction in EFL class as a tool to enhance the students' writing competence. They used self-correction to encourage the students to identify specific problems found in their writings, and to motivate the students to write more so that their competence in writing could be increased. The result showed that the students were able to identify their problems in their writings using self-correction and it helped the students to identify specific problems in their writing and improve their writing competence. Second: Baradaran and Alavi (2015) conducted a study about self-correction and the improvement of extrovert and introvert students'

writing achievement in EFL context. The study showed that extrovert and introvert have no significant effect on students' improvement; it means that all of the students whether they are extrovert or introvert could improve equally with the use of self-correction. What matters is that the study also found out that self-correction showed a great effect on students writing performance. Third: Cahyono and Amrina (2016) have also studied about peer-correction and self-correction in teaching writing to Indonesian EFL students. They used guidance sheet in conducting the treatment for the students. After analyzing the students work, it was found out that self-correction outperformed the conventional way of revising. It showed that self-correction could be used to improve students writing achievement.

Those three researches had focused on the use of self-assessment and the improvement made. One of the previous studies also used guidance sheet. Yet, all researches above were done to EFL learners in college, so how if self-correction is used in senior high school students? By having the background above, the writer will try to conduct a research on the use of self-correction in writing activity, and the focus is in recount text writing. Students' development and also writing aspect which is affected the most by self-correction will also be analyzed.

METHOD

This study was quantitative research which used one group pretest-posttest design. The population of this research was the second grade of Lintas Minat 5 Class

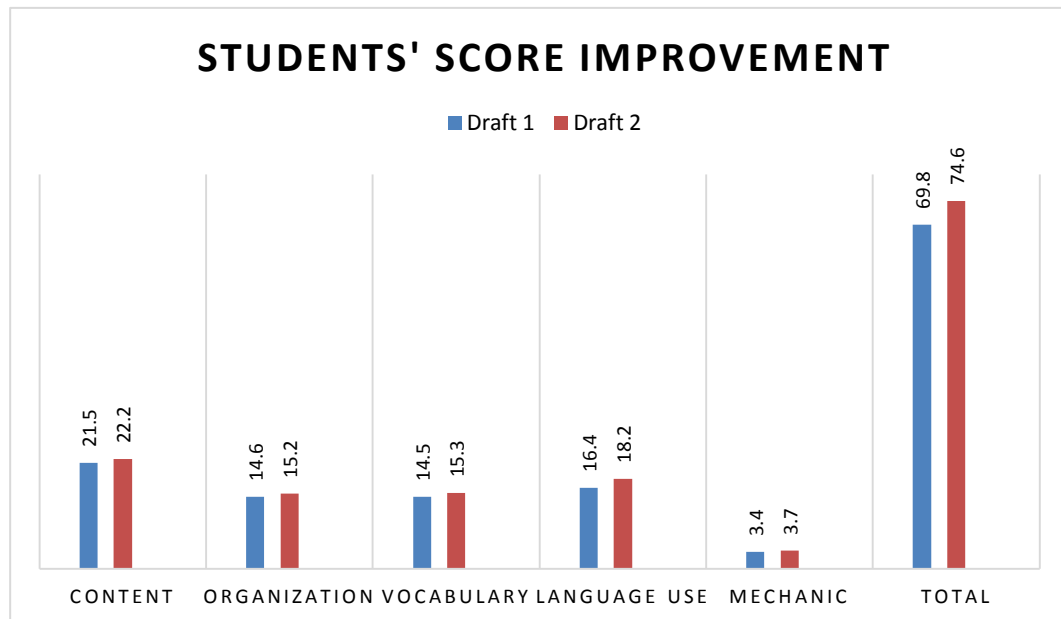


Chart 1. Students' Scores Improvement

students of SMA N 1 Metro, Lampung in even semester academic year of 2016/2017. There were 22 students in the class. The instrument of this research was writing test and self-correction guidance sheet. The test was considered as valid in content validity since the test of writing consisted a representative sample of the language skill and structure. Also, the material used were chosen based on the curriculum for senior high school. Then, the guidance sheet is taken from the article which has been uploaded in international journal. The researcher took the article from *Voices in Asia Journal 2013, Volume 1, Issue 1*, which was Oshima and Hogue (1997) as cited by Honsa (2013). So, as it was already published in international journal, the article has been cross-checked by expert. In other words, the instrument used in this research has already been validated. After the instrument had been ready to be used, the research was then implemented. The procedures: a) the students were

asked to write a recount text on the first meeting, b) the students were introduced to the self-correction guidance sheet on the second meeting, and c) the students were asked to revise their first writing using self-correction guidance sheet. It needs to be pay attention to that the students were given times (a week) before they revise their work. It is because they need some time so that they could revise objectively; as if it is other people's work (Baleghizadeh and Hajizadeh, 2014). In maintaining the reliability of the research, the writings of the students were scored by two raters, in which inter-rater method was used. The result of inter-rater reliability tend to be very high reliability which was 0.90 in draft one and 0.947 in draft two.

RESULT

The result from the calculation by using *Repeated Measure T-Test* (SPSS 16.0) shows the mean score of pretest result is 69.8 while in the posttest is 74.6 in which the

difference is 4.8 points. From the test, the significant level is 0.00 and it is lower than alpha level ($0.00 < 0.05$). It means that H_1 is accepted (Setiyadi, 2006). By doing the t-test, it can be seen that there is difference of the mean scores on the draft one and draft two. Then, the gain can also be seen in the graph below (Chart 1). The table above shows the improvement of students score on each aspect of writing, and all the scores are increased. In other words, there is improvement of students' recount text writing ability after being taught using self-correction.

writing, and aspect of language improves the most after being taught through self-correction (7.27%). This result answers the research question number two.

DISCUSSION

The result of this research shows an improvement in students' writing score in the draft two. The improvement can be seen by comparing the mean score between the draft one (69.8) and the draft two (74.6). It means that the first hypothesis is accepted. It is also assumed that self-correction helps the students to improve their writing

| Aspect of Writing | Draft One Scores (D ₁ S) | Draft Two Scores (D ₂ S) | Maximum Score (Ms) | Aspects Improvement (D ₂ S - D ₁ S) | Improvement (%)* |
|-------------------|-------------------------------------|-------------------------------------|--------------------|---|------------------|
| Content | 17.59 | 22.34 | 30 | 4.75 | 2.27 |
| Organization | 13.42 | 16.38 | 20 | 2.96 | 3.07 |
| Vocabulary | 13.43 | 16.21 | 20 | 2.78 | 4.20 |
| Language Use | 14.82 | 18.35 | 25 | 3.53 | 7.27 |
| Mechanic | 2.38 | 4.17 | 5 | 1.79 | 6.82 |
| Total | 70.27 | 74.57 | 100 | 4.30 | 23.64 |

$$*(D_2S - D_1S)/Ms \times 100\%$$

Table 1. The summary of the students' result in each aspect

In answering the second question which is in which aspect self-correction affect the most, the writer analyzed the students work and there found the errors and revisions made by the students. Then, if the students made successful revision in one aspect, the score was increased in that specific aspect. And here is the detailed scores and increasing percentage of each aspect of writing (Table 1).

From the table, it shows that the students' score improves 23.6%. The improvement covers all aspect of

achievement.

The finding confirms the result of the researches that were conducted by Rana and Perveen (2013), Baradaran and Alavi (2015), and Cahyono and Amrina (2016). All of them proved that self-correction helps the students to revise their work and increase their score. Moreover, the research conducted by Cahyono and Amrina also proved that the use of guidance sheet helps the students a lot in revising their writing.

The result of this research also show that the use of self-correction improves the students' skill in writing. In detail, content aspect improves 2.2%, organization 3.0%, vocabulary 4.2% and language use improve 7.2%, and 6.8% in mechanic aspect. It means that language use improves the most. This answered the first hypothesis which is there is improvement in students' writing achievement. Also, the second hypothesis which is stated that language use is the aspect of writing improved the most is also accepted.

From the result of the score distribution, and also the analysis of the scores, it was proved that there was improvement of the students' score. This could not be separated with the use of guidance sheet. Because if there was no guidance in revising their own work, the students might not be able to self-correct their work. This finding supports the finding by Cahyono and Amrina (2016) who stated that the guidance sheet would be a crucial factor in doing self-correction. The guidance sheet was also made as how it was. It was done considering that the guidance sheet should covered what the students were going to achieve. The goal of the use of recount text in senior high school were to be able to tell past event using a simple grammatical language. Since it was said so, so the guidance sheet was made to focus on the use of past tense, pronoun, time connectives, and also subject-verb agreement. The aspects like content and organization were just explained briefly as recount text consists of orientation, series of events, and re-orientation. Those were considered as the content and organization of recount text, and by

providing them the guideline, it was assumed that the students knew of what they needed to do. But sometimes, what happen in the field is not as we planned.

In reality, most of the students were not able to understand what they needed to do, and because of that, they were not doing the self-correction wholeheartedly. It could be seen as the researcher observed the students while they were doing the self-correction. The researcher also voice-recorded in private what they were saying while they were correcting their own work. Some students were seen to be seriously revised their work, and it could be seen that their responsibility and independence toward their task were increasing. It supports the theories; as stated in previous chapter of this research that self-correction builds the tendency of the students to be independence and responsible of their own work (Spiller, 2012). On the other hand, the researcher found out that some students were not doing self-correction; they were doing peer-correction instead. When the researcher asked them why they were doing that, they simply answer that they did not know what their errors are if they were reading their own text. This finding suggested that the students, even though they had been given time to reflect as if their text was not theirs, still felt ill equipped to do the self-correction (Spiller, 2012). Even though they felt ill equipped with themselves, the scores shoed that they made improvements too. The improvements also covered in all aspects of writing. This finding gave answer to the research question number one which is whether there is improvement of the students after

being introduced to self-correction: and the answer is yes.

Self-correction with the help of guidance sheet helped the students to improve their writing achievement in positive way. This finding was in line with the previous studies (Baradaran & Alavi, 2015) which states that self-correction gave positive impact on students writing skill. The highest percentage of improvement was found on language aspect. It might happen because the guidance sheet was made the way it was to focus on the language features of recount text, which are the use of past tense, time connectives and also action verbs; since the school curriculum told the students to. Besides, in the treatment, the researcher also found out that most of the students were focused on grammar rather than on the content and organization. It was less than ten students who asked the researcher about the content and organization. This finding answered the second research question about which aspect is mostly affected by self-correction. And after the revisions made by the students being analyzed, it was found out that language aspect is mostly affected by self-correction. It was indicated by the number of revisions made by the students were mostly about the language. On the other hand, the finding of this research showed that the improvement was not significant, it can be seen by the percentage of improvement in the aspect of writing which are mostly less than ten percent. Also, the number of unreported errors was higher than the number of successful revisions. Besides, the researcher found out too that some students do peer-correction.

Then, this finding supports all the three previous studies. Yet, it is assumed that the level of learner, which was senior high school students in EFL context, has not been overall ready to self-correct their work. If it does too, they need more time to use self-correction in their learning process. In other words, they need more than just one shot treatments; they need to rehearse; they need to do more practice on writing and revising their own work.

SUGGESTIONS

In reference of the discussion of the research findings, the implementation of self-correction can improve the students' recount text writing ability. It can be seen from the gain of the students' writing mean score in the pretest and the posttest (69.8 to 73.6). Then, the aspect of language use is the most increased aspect. It is assumed that that is because of the self-correction guidance sheet and also the goal of the learning focus on language use aspect. Above that, it is found out that for EFL learner in senior high school level, it needs a detailed guidance sheet in order to help them revise their work effectively.

From the conclusions above, the researcher would like to give some suggestions as follows:

Suggestions for English Teachers

1. The self-correction guidance sheet should be more detailed. And teachers should be detailed in explaining what the students need to do in self-correction. Moreover, teacher should always assist the students in doing the self-correction. It is true that self-correction builds independence, but it does not mean that they do not need teacher. It is because in senior

- high school EFL learner, they have not yet had the required skill to totally self-correct their writings.
2. Self-correction could help the students to revise their work. With the help of the guidance sheet, the students are trained to be aware of their errors and revise accordingly.
 3. In scoring the students' works, the teacher should follow the scoring rubric of writing which consists of five aspects of writing namely content, organization, vocabulary, language use, and mechanic to give fair scoring.

Suggestions for Further Researchers

1. It needs more research toward the use of self-correction. For further research, it is better to pay more attention to the guidance sheet. The guidance sheet should be more detail on specific aspect, takes for example guidance sheet for language use of recount text.
2. Self-correction can also be used in other monologue text. Further research concerning the implementation of self-correction in other monologue text sounds nice to be done.

In brief, those are the conclusion of the research and suggestions for English teachers who are interested in implementing self-correction in recount text writing and for researchers who want to do further investigation toward this matter. Hopefully, this research could be a blessing for other.

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