

THE USE OF SELF-CORRECTION IN TEACHING RECOUNT TEXT WRITING

By

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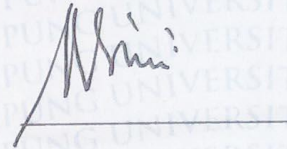
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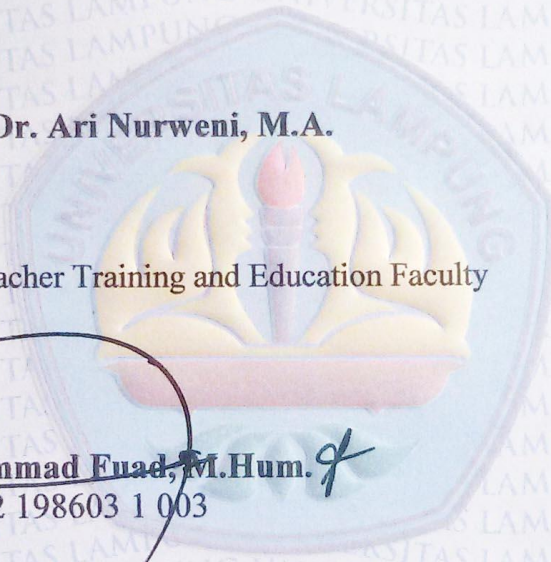
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CURRICULUM VITAE

The writer's name is Yosua Permata Adi, the second son of Trisno Arso Pinuji and Sri Suhartini. He was born on April 16, 1994 in Metro, Lampung.

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DEDICATION

This undergraduate thesis is dedicated to:

Jesus Christ, the Savior of the world.

My awesome parents, Trisno Arso Pinuji and Sri Suhartini.

My outstanding brothers, Yahya Firstaria Ardhani and Yehezkiel Pandu Prasetya.

My beloved brothers-in-arms, Bang Ivandi, Bang Daniel, Dear, Ober, Lomo, and Aceng.

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MOTTO

“To everything there is a season, and a time to every purpose under the heaven”
Ecclesiastes 3:1

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I. INTRODUCTION

This chapter would mainly discuss about the introduction of this research. The explanations about the background, problems, objectives, uses, scope, and definition of terms are discussed here in order to provide explanation of this research.

1.1. Background

Teaching writing literally means to make the students write something. Then, it tends to give sense that writing cannot be separated from text since writing is a production of a text. Moreover, to make a good piece of work, sometime a writer need to look back and make correction. Based on that, this research will try to conduct a research on the implementation of self-correction in teaching writing.

Writing 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 : 76). Writing nowadays has become the most favorable task given by the teachers. It may be caused by the guidelines given by the government about the learning process. 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, it may sound right if teachers give feedbacks to their students works to measure their achievement in writing. There are teacher-feedback, peer-feedback, and even self-feedback. Yet in this research, the researcher will focus on self-feedback which is self-correction. 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.

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).

Besides, the writer also found out a research related to the topic. The first is Rana and Perveen (2013), the second is Baradaran and Alavi (2015), and the last is Cahyono and Amrina (2016); all of the three previous studies dealt with self-correction.

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, the use self-correction also could help motivating the students to identify specific problems in their writing and improve their writing competence.

The other researchers who conducted a research on this topic are Baradaran and Alavi (2015). They 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.

Then, 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. Even suggest that self-correction conducted in teaching writing is likely to improve the students' ability in writing essays.

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? And it became the background of this research. As stated before, besides the background above, the reason why this research will be done in senior high school is because of the writer experience while he was in senior high school. At that moment, most of the teachers did not

give any feedback when it came to writing task. The students were just asked to write a text, submitted the text, and got the score in the end of the semester. So, this research focuses to see the students' writing achievement improvement after being taught using self-correction, and analyze which aspect of writing that is affected the most by self-correction.

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.

1.2. Research Questions

Based on the background above, the problems arose are:

1. Is there any improvement in students' writing achievement after being taught with self-correction?
2. In which aspect of writing does self-correction affect their writing achievement the most?

1.3. Objectives

Related to the problems above, the objectives of this research were:

1. To find out whether there is improvement in students' writing achievement after being taught with self-correction.
2. To find out which aspect of writing in students' writing achievement affected the most by self-assessment.

1.4. Uses

In relation to the problems and objectives, the uses of this research were theoretically to provide reference related to the use of self-correction on EFL writing, and practically to provide contribution to English language learning, especially in teaching writing. Besides, hopefully this research also gives teachers an alternate way to teach writing in senior high school.

1.5. Scope

This research has been conducted to students of Lintas Minat 5 class of Senior High School 1 Metro, Lampung. The focus was to trigger rubric-referenced self-correction by the students, and analyzed the improvement of students' recount text writing achievement after being taught using self-correction. Other things that were analyzed were the development of the students, and which aspect of students' writing ability that was affected the most by self-correction.

1.6. Definition of Terms

Above have been discussed about the main material of this research. In understanding the focus of this research, here is provided the definition of important terms in this research:

Writing:

Writing 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). It means that the students should be able to impart their thought to written form.

Self-correction:

Self-correction is a part of self-assessment 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).

Unreported errors:

Unreported errors deal with the unawareness of the students to their errors. It is a term used when a student does not know whether he/she made an error, and he/she does not do anything to, at least, try to revise or correct (Ibarrola, 2013).

Unsuccessful revisions:

Unsuccessful revisions is a term used when a student actually know that he/she made an error, yet in the process, he/she has not been succeed in revising their error. In other word, the revision he/she had made is still not correct (Ibarrola, 2013).

Successful revisions:

Successful revisions is a term used when a student know that he/she made an error, and he/she is succeed in revising his/her error. This is what self-correction wants to achieve, which is the students are aware of their error, and also able to correct their work (Ibarrola, 2013).

This chapter has explained the background of this research. Problems, objectives, scope, uses, and definition of terms are also introduced to give a look of this research.

II. LITERATURE REVIEW

This chapter provides literature review related to the research problem. Writing, recount text, self-correction, procedures, theoretical assumption and hypotheses will be discussed in this chapter. Therefore, relevant topics are reviewed here.

2.1. Writing

Writing 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). When someone is writing, he/she creates a frozen dialogue with the reader so that the reader will get what the writer's means. In writing there are aspects that should be considered:

1. Content:

Content is the main part of writing; the experience of the main idea, i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph does the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization:

Organization is the logical arrangement of contents. It is an attempt to place together all condition of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary:

Vocabulary is the selection of words which are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her objective. Choosing words that express his/her meaning is important to express their thoughts.

4. Language Use:

The use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

5. Mechanic:

The use of graphic conventional of the language, i.e., the steps of arranging letters, words, paragraphs by using knowledge of structure and some other related to one another. (Jacobs et al, 1981)

Then in order to create a good piece of writing, somehow a writer tends to re-read his/her writing. By re-reading the writing, a writer possibly may know what lacks s/he got on the writing. Obviously, it needs time for the students to

look back to their writing in order to have a clear mind to self-correct their work (Baleghizadeh & Hajizadeh, 2014). That is when self-correction gets in the way and possibly provides correction on the writing. In this research, self-correction used is focused on revising recount text writing.

2.2. Recount Text

Before moving on to the self-correction, recount text as the main focus on writing in this research should also be discussed. As Knapp (2005) says that recount text is a kind of text whose functions to tell the reader about an experience in form of series of past events; it is written to inform and/or to entertain the readers. By the definition, it could be inferred that writing recount text needs a total conscious by the writer since recount text tells the experience of the writer. It meets with the concept of self-correction, which will be discussed on the later part of this chapter. In brief, self-correction is used to correct their errors by themselves; it needs full awareness of what the students are writing about. So, if the writer knows exactly what he/she writes about, then it could be much easier for him/her to revise the writing.

2.2.1. Construction of Recount Text

In writing recount text, there are also things that need to be kept in mind in order to create a good piece of work. Boardman (2008) states that the steps for constructing of written recount text are:

- a. The first paragraph that give background information about who, what, where and when. It is called an orientation.

- b. A record of events usually recounted in chronological order, or named; event 1, event 2, event 3.
- c. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
- d. A reorientation which “rounds off” the sequences of events or retell about what happened in the end.

Boardman (2008) states that the language features usually found in a recount text:

- a. Use of nouns and pronouns to identify people, animals or things involved.
- b. Use of past action verbs to refer the events.
- c. Use of past tense to located events in relation to speaker`s or researcher`s time.
- d. Use conjunctions and time connectives to sequence the event.
- e. Use of adverb and adverbial phrases to indicate place and time.
- f. Use of adjectives to describe nouns.

According Boardman (2008) in making of functional grammar, the significant common grammatical patterns of recount include:

- a. Focus on specific participant.
- b. Use of material process or action verb.
- c. Circumstance of time and place.
- d. Use of past tense and focus on temporal sequences.

Those are all aspects that needs to be kept in mind in writing recount text. By paying attention to the aspects above, hopefully a writer could create a good recount text. Besides, senior high school in Indonesia has to learn about recount text, since it has been included in the curriculum. And also in Lintas Minat 5

Class in Senior High School 1 Metro, the learning process is determined by the teacher, so the students could study any material, including recount text.

2.3. 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). Before moving on, it is needed to be cleared out that in this research, self-correction is used on drafts of the students' work to help them revise and improve their work. Self-correction is not used to determine the students' own grades. It differs from self-evaluation in which self-evaluation is involved in grading their work (Andrade and Valtcheva, 2009). Then, it could be said that self-correction promotes students' awareness to their own work, since the students need to revise their work according to the self-correction guidance sheet. Andrade and Valtcheva (2009) believes that in the student-centered approach, many researches shows that students could be the source of feedback itself by using self-correction. Spiller (2012) utters the reason why self-correction should be used. She addressed self-correction as self-correction, yet it has the same notion of meaning. She states that self-correction could promote students' independence and responsibility.

Firstly, self-correction builds on a natural tendency to check out the progress of one's own learning, or occasionally said as independence. It means that self-correction builds students' 'instinct' to check on their own work. Of course, it doesn't come by itself and all of a sudden. It needs a process. And the

process could be obtained by having self-correction. It is because self-correction is more like a students' reflection on one's own learning, and further learning is only possible after the recognition of what needs to be learned (Spiller, 2012). If a student can identify his/her learning progress, this may motivate further learning and also increase their capability.

Besides promoting learners' independence, self-correction also promotes learners' responsibility to their own work. In other words, self-correction tasks encourage student ownership of the learning. It encourages the students focus on their work on the process of writing. Then if they are focused on what they write, it creates responsibility in revising their own work. Self-correction with its emphasis on student responsibility and making judgments is "a necessary skill for lifelong learning" (Boud, 1995). Additionally, as cited by Spiller (2012), Brew (1995) says that the self-correction process can help "to prepare students not just to solve the problems we already know the answer to, but to solve problems we cannot at the moment even conceive." Then, engaging students in the formulation of criteria for self-correction tasks helps them to deepen their understanding of what constitutes quality outcomes in a specified area. If this is done in time to time, there could be an increasing of students' independence and responsibility.

Based on those reasons, it can be said that self-correction provides support both to the teachers and the students. On the students' view, the researcher believes that self-correction can promote students' independence on their work. So, the students are able to rely on and try to be honest to themselves. On the teachers' view, self-correction reinforces the process of improving the students' achievement. It can create a new dimension of giving students feedback. Then by

doing self-correction, the teachers can be highly helped in improving students' skill in working on their own writing.

Another important part due to self-correction is how to implement self-correction in teaching. Intensive conversations with students need to occur before introducing any self-correction practices. It is particularly important to explore the assumptions and principles that underlie the self-correction innovation. Spiller (2012) urges to introduce the concept and begin providing practice opportunities very early in a guidance sheet that is going to be used. Coach students in self-correction using examples and models. Boud (1995) argues that the way in which self-correction is implemented is critical to its acceptance by students. According to Boud (1995) in Spiller (2012), the implementation process needs to include:

- *A clear rationale: what are the purposes of this particular activity?*
- *Explicit procedures—students need to know what is expected of them.*
- *Reassurance of a safe environment in which they can be honest about their own performance without the fear that they will expose information which can be used against them.*
- *Confidence that other students will do likewise, and that cheating or collusion will be detected and discouraged (Boud, 1995, p.182).*

Students should be involved in establishing the criteria for judgment as well as in evaluating their own work (Boud, 1995, in Spiller, 2012). Regardless of the ways in which the criteria are set up, students need to be absolutely clear about the standards of work to which they are aspiring, and if possible, have practice in thinking about sample work in relation to these criteria. Self-correction needs to be designed to be appropriate for particular discipline contexts. Self-correction can be integrated into most learning activities by regularly providing opportunities for students to identify or reflect on their progress in relation to particular learning outcomes. Students can be invited to monitor their progress in the attainment of

practical skills according to agreed on and well understood criteria, and in this research, criteria-referenced self-correction using rubric scoring is used (Andrade & Du, 2005). Students need coaching, practice and support in the development of self-correction abilities. Much of the self-correction literature argues that self-correction can enhance learning most effectively when it does not involve grading. So, in this research, self-correction is used not to grade the student, but more like helping the students to gain independency in identifying and revising their own writing; as Andrade and Valtcheva (2009) says that the emphasis here is “self-correction is done on drafts of works in progress in order to inform revision and improvement: It is not a matter of having students determining their own grades.”

Those are the reasons why self-correction can also be implemented in teaching. Besides, self-correction has its disadvantages and advantages that will be discussed in the next sub-chapter below.

2.4. Advantages and Disadvantages

Self-correction, which is focused on identifying students’ errors and revising their work, offers advantages. The advantages cover students’ inner ability to be responsible and independent in doing their writing, and some more profitable traits. Yet besides its advantages, self-correction also has disadvantages. Details are as follows.

2.4.1. Advantages

The advantages of self-correction are:

1. Encourages student involvement and increase independence and responsibility.

2. Encourages students to reflect on their role and contribution to the process of writing.
3. Focuses on the development of student's judgment skills.
4. Students are involved in the process and are encouraged to take part ownership of this process. (Spiller, 2012)

The advantages above are found in the previous research studies regarding self-correction. Self-correction, which is used in teaching writing to the learners, proved to give positive effects to the learners/students. Self-correction gives encouragement to the students to be responsible and independent in their own work since self-correction triggers them to understand their writing better. It also encourages the students to take part in the teaching learning process, and train their judgement skill. In short, self-correction provides advantageous traits to the students so that their writing achievement could also be increased.

2.4.2. Disadvantages

Besides its advantages, there are also the lacks of self-correction:

1. Additional briefing time can increase a teacher's workload.
2. The validity and reliability are low.
3. Students feel ill equipped to undertake the self-correction.
4. Students may be reluctant to make judgements regarding their own work.

(Andrade & Du, 2005)

There are two sides of a coin; self-correction has also its disadvantages. Self-correction, which is mainly to trigger the students to self-correct their work, has low validity and reliability since self-correction is done by the students themselves. It means that there could be a gap between 'low' students and 'high'

students in self-correcting their work, so that the validity and reliability of this technique are low. There are maybe also students who do not feel capable in correcting their own work, and feel reluctant to make judgement regarding their own work. Besides, briefing time can also increase teacher's workload. And those are the disadvantages of self-correction, so besides its advantages, there are also disadvantages of self-correction.

Above have been discussed about the advantages and disadvantages of self-correction. In order to diminish the disadvantages and magnify the advantages, this study will use guidance sheet as the tools to undergo the research. The use-to-be guidance sheet is derived from previous research finding and curriculum which will be discussed in the next sub-chapter.

2.5. Self-correction in Teaching Writing

Based on the previous discussion, it can be seen that there are advantages of the use of self-correction in teaching writing. Besides, there are several researches conducting the same topic: self-correction and the use of it in writing activity.

First is Rana and Perveen (2013); they had done a study regarding to the use of self-correction as a motivational tool to increase students' writing achievement. On their article, they said that in many developing countries like Pakistan – and Indonesia – where English is taught as second or foreign language, there has been a shift of how the classroom run. It shifts from teacher-centered classroom into student-centered classroom. Based on this, they decided to do a study regarding the use of self-correction. The focus of the study was to “investigate whether there any significant different between traditional feedback

and self-feedback – self-correction – to students written work” (Rana and Parveen, 2013). And this also covered focus on how learners reflect on from traditional feedback to self-correction so that they could identify their mistake in their writing, “and rewrite until they produce work which satisfied both the teacher and themselves” (Rana and Parveen, 2013). The study was done to a group of EFL learners of College of Information of Technology in Punjab University. The group consisted of 25 learners. The learners had been studying 4 month in studying English. The procedure of the research was that the learners were asked to write a text, then by cueing – indicating the mistakes, not correcting –, the teacher gave them feedback, and then the learners correct their work by themselves. The study showed a result that there are improvement of students writing achievement. But there were some notes regarding to the study: the learners need guidance in correcting their work. This study also revealed that correcting and rewriting helped the weak students away from dependency on the teacher for correction. Individualized comments, correction and rewriting also enabled them to know what are their weakness and strength. In other word, self-correction was used as a tool to improve students’ writing achievements. What are needed to do later on are making the guidance to help the students correcting their works.

Other researchers who conducted a research on this topic are Baradaran and Alavi (2015). They studied about the effect of self-correction on learners’ writing performance. They also added extrovert and introvert personality types into their study, yet it turned out that introvert and extrovert did not show significant effects on the writing improvements. This study was done to 128 learners ranging between 14 to 20 years old and considered as intermediate English learners. The participants were selected from an English language institute which located in Iran. The personality test was first done in this study to

measure the students' personality. After that, the learners were divided into four different groups, and were given seven topics to write in a seven weeks period. The groups were two extrovert and two introvert. Two groups which were consisted of one introvert and one extrovert were given the self-correction, while the others were corrected directly by the teacher. The result showed that the self-correction method proved to be significantly effective in increasing the learners' writing performance. It was because by doing self-correction, the learners were being aware of their errors so that they could rewrite those errors using problem-solving technique; and it was significantly beneficial for developing writing skills. More on this matter, from this research, it is suggested that teachers should pay attention to what the learners are capable of. In other words, it could be inferred that the teacher should add more detail on teaching. As while doing more research, it is suggested that detailed analysis on what self-correction could cover should also be paid attention to.

Last but not least, Cahyono and Amrina (2016) have also studied about peer feedback, self-correction, and writing proficiency of Indonesian EFL students. In the article, it was stated that the aim of the research was to compare which technique among peer feedback, self-correction, and conventional way of editing essay offered the best writing improvement. This study involved 71 sophomore students who took Essay Writing course in English Department of Universitas Negeri Malang. The students were divided into three intact classes. The first class was Class A (25 students), the second was Class B (25 students) and the third was Class C (21 students). Those three classes were given the same essay material, but different treatments. Class A got to use peer feedback in their writing revision, Class B got to use self-correction, and Class C got to use conventional way of editing. The peer feedback and self-correction classes were equipped with a guideline sheet in doing the revision; the guideline sheet

contained aspects of writing and checklist to help the students to revise their work. The result showed that peer feedback gave the highest improvement, followed by self-correction, and then old ways of editing. It was also mentioned that by using the guideline sheet, students got clear points to self-correct their work, whether it was in the area of content, organization, vocabulary, language use, or mechanic. However, the use of guideline sheet has not been much reported in the literature, so in future research, it is suggested that the guideline sheet should be developed by considering components of writing especially based on the goals of the learning process.

An important thing that needs to be discussed is the implementation of self-correction in writing activity in this research is the self-correction guidance sheet. In the previous discussion, self-correction based on the learning goals is used in this research. In other word, it is based on some kind of criteria, or criteria-referenced. Criteria-referenced means that the self-correction is derived from what is expected from the students by doing the assignment (Andrade & Valtcheva, 2009). This research is used in teaching recount text writing, and what is expected from the students might be found in the curriculum and also the scoring rubrics. So, scoring rubrics are used to be adapted into the self-correction sheet – checklist. A good rubric describes the criteria of a good writing, and a not so good writing (Andrade & Du, 2005). In the rubric, there will be checklist of score grades for a good writing, and the bad ones. Then, since the self-correction used is adapted from the rubrics, it is assumed that the students would compare their writing with the rubric-referenced self-correction. By doing this, it is hoped that the students could focus on how to revise their work, and make improvement where needed.

All those previous researches were done in EFL context, yet in college students. So, the researcher will try to conduct this research in senior high school

context as the level of the students are different. Then, from those three previous researches and theory, this research would try to use self-correction in the process of learning in senior high school; in this case is learning writing. Furthermore, the aims of this research are to find out whether there is improvement in students writing achievement after being taught using self-correction, and to see which writing aspect that is affected the most by self-correction.

2.6. Procedures

“For by wise counsel you shall wage your war, and in a multitude of counselors there is safety” (Bible, Proverbs 24:6). In every action, it is no doubt that plan is needed; it is also applied in this research. In doing this research about self-correction, procedures are needed. By understanding previous research studies, there found a similarity in doing the research. And the procedures would be: prewriting, writing, and revision.

In this research, there will be two phases, which are writing and revising. (Rana & Perveen, 2013). Yet first thing first is prewriting. In prewriting, the students will be triggered to utter what they have known about recount text. Yet, they will not be told about self-correction yet. They will be asked questions regarding to recount text. By having this, hopefully their background knowledge of recount text could be refreshed. Then, the structure of recount text and the main organization will also be discussed. After that, the writing phase occurs. In the first meeting, the students will be asked to write their most embarrassing moment. They have not been told about self-correction yet when they are writing their text. The self-correction, and the guidance, will be discussed later on the next meeting.

After they had finished writing the text, the students would be introduced to self-correction. In introducing the self-correction, self-correction guidance sheets will be given and the teacher will emphasize that the students will do correction by themselves; they do not need to cheat or else. Then, it is assumed that there will be questions regarding to the self-correction guidance sheet, so the self-correction will be explained as detail as possible. The teacher also will tell the students that if there is question when they are revising their writing, they could always ask the teacher; and that is the teacher's role in this teaching technique. After introducing and explaining the self-correction, the revising phase occur. In the revising phase, the students will be asked to revise their writing. After finishing the revision, then their writings will be analyzed to see whether there is improvement or not in students' writing achievement, and if that so, to see in which aspect of writing self-correction affects the most.

There have been discussed about the procedures of doing the research. This research has three phases of procedures: prewriting, writing, and revising. The next subchapter will present about the theoretical assumption of the use of self-correction and the improvement of students' writing achievement.

2.7. Theoretical Assumption

Writing is one of the productive skills that is affected by many elements. There are the content, organization, vocabulary, language use, and even mechanic. These one's writing skill could be improved time by time. The improvement could also be catalyzed by having certain way. In this research, the catalyst is self-correction.

Self-correction could be used to help the students to look back and to revise their writings. And also by looking at the previous research, self-correction promotes students' independency and responsibility. It could be said that it triggers students be responsible – independent – with their own work. Since self-correction makes the students' responsible for their own work, it also triggers the development of students' strategy in writing their composition (Andrade and Du, 2007). Besides, self-correction could help the students to learn a strategy in writing, which is revising their own work. In this research, self-correction, with the help of guidance sheet of self-correcting, could also help the improvement of students' writing skill while they are revising their writings. In the guidance sheet provided, there are provided what they need to learn and understand about the recount text writing, and it is based on the curriculum.

As stated above, it is assumed that there will be improvement in students' writing achievement. The improvements here may probably cover some areas, whether it is on the content, organization, vocabulary, language use, or even mechanic (Cahyono & Amrina, 2016). As the previous research states that there were improvements in students writing skill by using self-correction in the learning process, this research also looks for in what aspect of writing that is affected by self-correction the most. This research uses rubric-referenced self-correction, and it has been made specifically on what senior high school students should learn. Hopefully, by conducting this research, there will be a contribution of knowledge to the use of self-correction as an alternate way in teaching writing to senior high school students.

Those are the theoretical assumptions of this research. The researcher believes that there will be improvement in students' writing achievement. Still, the improvement made will also be analyzed to see which aspect of writing that is affected by self-correction the most.

2.8. Hypotheses

The researcher proposed the following hypotheses:

1. There is an improvement in the students' writing achievement of recount text after being taught using self-correction.
2. The writing aspect that is affected the most by self-correction is language use.

This chapter has explained about writing, self-correction, the use of it in writing class, and also the theoretical assumptions and hypotheses. By having this literature review, it is hoped that this chapter would bring understanding toward later development of this research.

III. METHOD

This chapter presents the research method which consists of design, data, data sources, instruments, data collecting strategies and data analysis.

3.1. Design

This research aimed on how to use self-correction in a senior high school class. The design of this research was *One Group Pretest-Posttest Design* (Setiyadi, 2006). The data were in form of written text and the revision using self-correction guidance sheet. The posttest was collecting the data from the students without knowing anything such self-correction; in form of draft of the text. After that, at the pretest, the samples were given an introduction of self-correction – in form of self-correction guidelines – then again collected the data in form of revision of the first draft of the text. The design would be:

T₁ X T₂

T1 : Draft 1

T2 : Draft 2

X : Treatment (teaching writing recount text using self-correction)
(Setiyadi, 2006:143)

The procedure would likely be: a. the students are asked to write an essay on certain topics in the first meeting, b. after the works have been done, and it should be waited for a week, the students are introduced with self-correction, the guidelines, and how to use it. Then, they were asked to revise their work. By giving the students time – have them write first, and then revise after some sort of time – the researcher hope that the students could revise objectively and see their works as someone else’s work (Baleghizadeh & Hajizadeh, 2014). Besides, this research also uses inter-rater reliability method. Hopefully by this design, the research is able to give answer to the problems.

3.2. Data

In this research, it is assumed that self-correction could be done by the students using guidelines (Cahyono & Amrina, 2016). Then, the data would be written text, students’ written text revision, and self-correction guidelines sheet.

1. Written text

There are students writing tasks consisting of draft 1 and draft 2 of the written work. Draft 1 is students’ original work, and draft 2 is students’ revision of their own work.

2. Students’ written text revision

After introducing the self-correction, then the students were given the self-correction sheet. In the sheet, there are guidelines of how to self-correct their work, and comments column for them to express what they feel toward the use of this self-correction.

3. Students' self-correction guidance sheet

The answered self-correction sheet would also be the data. Since it provided some of the revision made by the students.

3.3. Data Sources

This research was conducted to the students of Lintas Minat 5 class of Senior High School 1 Metro, Lampung. There were 25 students in the class. The reason why senior high school students are chosen is that they are considered more mature in the way of correcting their own work compared to junior high school students; so that the intended data could be taken. Besides, since this research focuses on writing, senior high school students are considered to have study more about English, especially recount text. In other words, senior high school students or intermediate class is chosen in order to elicit the intended data, and diminish the basic error found in the lower level students. Moreover, in Lintas Minat class, the material taught to the students are out of the syllabus, yet still in the same curriculum. It means that Lintas Minat is like an extra class for the students. They study English out of the syllabus, so the teacher could choose what material he/she wants to be taught to the students. Besides, the teacher also suggested the researcher to use this class so that the learning activity would not be disturbed. So, the researcher used one class of the Lintas Minat class in Senior High School 1 Metro to teach recount text writing using self-correction. It could also be possible that the samples taken to complete the data are purposive; it means that there will be just some samples taken to be analyzed in detail (Miles & Huberman, 1992).

3.4. Research Strategies

This chapter provides the research procedures, and also the data collecting procedures.

3.4.1. Research Procedures

In doing the research, the researcher has prepared things needed to be done on order to maintain good flow of the research. The procedures started from planning, action, and analysis. The research procedures:

a) Determining the material and the topic

In doing a research, selecting the material becomes the essential part. In this research, the researcher observes and decides which material best suit for self-correction in senior high school. Then, recount text became the focus of this research. Besides, recount text also stated in the syllabus and the curriculum of CBC (KTSP) which is used in Senior High School 1 Metro, Lampung. Moreover, eventhough recount text is not stated in the syllabus, this research could still be done because the researcher used Lintas Minat Class in doing the research (Lintas Minat class has been discussed on the previous part).

b) Creating the instrument

After determining the material, the instruments used were also created. In determining the instrument, which is called self-correction guidance sheet, the researcher used previous research studies, and also scoring rubric suggested by Jacobs (1981). The researcher also used the standard learning goals in the curriculum to determine which aspect which should be put in the guidance sheet.

c) Conducting the writing activity

After the instrument has been determined, it still be kept before being introduced to the students. The students were first asked to write down a story (recount text) with a certain topic: most embarrassing moment. The students were asked to write in the first meeting. After they have finished writing the text, the texts are copied for the researcher to give score and also for the second rater of this research.

d) Introducing the instrument – Treatment

After finishing the writing, the researcher introduced the self-correction guidance sheet to the students. It was needed to be kept in mind that the explanation should be clear so that the students know what they were expected to do. It was also assumed that there were questions regarding to the explanation, and that was not a problem as long as the questions bring more understanding to the self-correction sheet. Then there was also a practice for the students, so the students would write another text, and revise the text using the guideline sheet. This was done as practice for the students to use the guidelines sheet.

e) Conducting the revision using the instrument

The next part was the revising step. After the students have been introduced with the guidance sheet, the students were asked to revise their writing, and rewrite their story which has been revised. And they were given time (a week) before the revision occur. It was done in order to make the students feels as if it is someone else's work (Baleghizadeh & Hajizadeh, 2014). It was also assumed that there were questions from the students regarding to how to revise their work. It

was the teachers' role of this research, yet the teacher 'only' facilitate the students to revise their work.

f) Analyzing the data and interpreting the result

After the steps above have been done, then the data was analyzed using the appropriately chosen method. The writings were scored using the rubric scoring which has been discussed in the later part of this chapter. Both writings before being revised and after revised were scored using the scoring rubric. After that, the mean score of each text (pretest and posttest) were analyzed to see whether there is improvement or not. Then, the students' writings were analyzed in detail for each student to see which aspect of writing which was affected the most by self-correction. There was also a statistical description of which aspect of writing which was affected the most by self-correction (Ibarrola, 2013).

g) Concluding the research

Finishing drawing the result, the next step needed to be done was concluding the research. In making the conclusion, there were also considerations which come from previous theories in previous research findings. The theories were being related into this research to see whether this research supports the theories or defy the theories. Besides, the conclusion was drawn based on what the researcher found after doing the research. It could come from the researcher's observation and the students' responses while they were doing the self-correction.

3.4.2. Data Collecting Procedures

The data collection procedure was mainly on processing the tasks made by the samples. The procedures:

1. Interacting with the class, and asked the students to write a text in the first meeting. And the researcher made it into two copies – the other copy is for the second rater.
2. After that, introducing and giving the samples explanation of self-correction and how to self-assess their work using the provided sheet in the next meeting. There was also a practice time for the students to use the guidelines sheet.
3. Asking the students to revise their work based on the guideline provided on the self-correction sheet.

This sub-chapter has presented the research strategies and data collection procedures. Then, the instruments of this research would be discussed in the next sub-chapter.

3.5. Instruments

In order to collect the data, the instruments used in this research were set of tasks, and self-correction guidance sheet.

1. Tasks

The task was in the form of essay assignment. The students needed to write a text with certain topic, and after that they were asked to revise after being introduced with self-correction. The students have written a text with the topic: most embarrassing moment.

2. Self-correction guidance sheet

Self-correction guidance sheet is a sheet of paper consisting of guidelines in the form of question for the students to look back to their work, find out the lacks, and revise accordingly (*Appendix 1*).

Those were the instrument used to gain the data from this research. The instruments consist of task, and self-correction guidance sheet.

3.6. Students' Writing Ability Evaluation

After the students have done their writings, their writings were scored using criteria which already validated and used for time to time. The writings were scored based on the ESL Composition Profile by Jacob et al (1981). There were five aspects to be evaluated: content, organization, vocabulary, language use, and mechanics.

The criteria of scoring system were based on the rating sheet from Jacob et al (1981) which concerned to the five aspects of writing mentioned above. The researcher would score both the writing and the revision to see the whether there is improvement made by the students. After the scores have been obtained, the mean score was computed and the corrections made by the students were analyzed. The researcher used computation as follows:

1. Content gets 30% scored from the total sentences which support the main idea.
2. Organization gets 20% scored from the total sentences which are written orderly.

3. Language use gets 25% scored from sentences which use correct grammar, and in this case is focused on simple past tense.
4. Vocabulary was scored 20% scored from vocabularies which are used appropriately.
5. Mechanic gets 5% scored from the use of punctuation, spelling and capitalization correctly.

Here is the table of specification used in scoring the students works:

Table of specification

Aspects of writing	Score	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequence, cohesive
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development

Aspects of writing	Score	Criteria
	9-7	Very poor: does not communicate, no organization or not enough to evaluate
	20-18	Excellent to very good: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
Vocabulary	17-14	Good to average: adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range; frequent error of word or idiom form, choice, usage, meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form or not enough to evaluate
Language use	25-22	Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple construction; minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor: major problem in simple or complex constructions; frequent errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and/or fragments run-ons, deletions; meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction

Aspects of writing	Score	Criteria
		rules, dominated by errors, does not communicate or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate
Total score		

Besides, there was also a scoring sheet which was used to write down the students score. The scoring sheet was used by both the researcher and also the second rater of this research. This sheet was created to help the researcher and the second rater to score the students writings:

Table of Rating Sheet Score

Students	Cont. (1-30)	Org. (1-20)	Voc. (1-20)	Lang. (1-25)	Mech. (1-5)	Total (1-100)
1.						

2.						
3.						
4.						

3.7. Validity and Reliability

In doing a research, the validity and the reliability should be kept in mind so that the research could be trusted. In this research, the validity and the reliability were also considered.

3.7.1. Validity

Validity pays a big deal in a research. Validity concerns with how effective an instrument could measure what is intended to be measured (Setiyadi, 2006). Then, the validity of this research is measured by the test given and the validity of the guidance sheet. In maintaining the validity, the researcher uses indicator of competency which is stated in the curriculum of senior high school and also scoring rubric. Hopefully by doing this, the validity of the guidance sheet could be maintained.

Content validity concerns with the comprehensive and representative of the instrument toward the material which was taught. In this type of validity, the material given should be suitable with the curriculum used (Setiyadi, 2006). In this research, the material given is suitable with Competence Based Curriculum 2006 which is used in Senior High School 1 Metro. There states about recount text. Moreover, the class which was used to conduct the research was also a Lintas Minat class – which has been discussed earlier in this chapter. So, it could be

taken into account that the material given was suitable with the standard used in the school.

Construct Validity is needed for the test instrument which has some indicators in measuring one aspect or construct (Setiyadi, 2006). If the test instrument has some aspects and every aspect is measured by some indicators, the indicators must have positive association to one another. Writing has five aspects; therefore, if the test has already measured the five aspects, the test has been covered the aspects of construct validity. In measuring construct validity of the instrument (guidance sheet), the second rater was involved in scoring the students' work based on the indicators.

Besides, the self-correction 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.

3.7.1. Reliability

Reliability concerns with the consistency of the gained score from a test or instrument (Setiyadi, 2006). In order to achieve the reliability of the writing of the students, *interrater reliability* was used in this study. It is a term in a research in which it needed two or more researchers as a team, and the researchers should determine the criteria of the data to be analyzed (Setiyadi, 2006:19). In this study, the first rater is the researcher himself; the second rater is a friend of the

researcher which is also a student in English Education Study Program and she also concerns on writing research at the time of this study. The first and the second rater should at first discuss how to rate the data, and analyzed them. The researcher also used statistical formula in order to achieve the reliability. The formula used in this study:

$$R = 1 - \left(\frac{6(\sum d^2)}{N(N^2 - 1)} \right)$$

R = Reliability

N = Number of students

d = the different of rank correlation

1-6 = Constant number

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability below:

- | | |
|----------------------------|----------------------------|
| a) A very low reliability | (range from 0.00 to 0.19) |
| b) A low reliability | (range from 0.20 to 0.39) |
| c) An average reliability | (range from 0.40 to 0.59) |
| d) A high reliability | (range from 0.60 to 0.79) |
| e) A very high reliability | (range from 0.80 to 0.100) |

After conducting the formula, it was found out that the coefficient of reliability for the pretest is 0.90 and for the posttest is 0.947 (See *Appendix*). That means that the interrater reliability showed a very high reliability.

This sub-chapter has discussed about the validity and the reliability of the test. After the validity and the reliability have been obtained, the next thing to do was to analyze the data. And that is the main part of the next sub-chapter.

3.8. Data Analysis

Having finished gathering the data, data analysis should be implemented. In this research, the data would be analyzed by measuring the mean score from each session of writing activity, and statistical description of the improvement made by the students.

In gathering the mean scores, the formula used:

$$M = \frac{X}{N}$$

M= mean

X= students' score

N= numbers of students

(Walpole, 2005)

After that, the mean of pre-test was compared to the mean of post-test to see whether self-correction strategy had positive impact toward students' writing ability. To find out whether the students get an improvement, the researcher used the following formula.

$$I = M2 - M1$$

Notes:

- I = the improvement of students' writing achievement.
- M2 = the average score of post-test
- M1 = the average score of pre-test

Besides, there also be a statistical description of the revisions made by the students. There were successfully reported error revision, unsuccessfully reported error revision, and unreported error (Ibarrola, 2013). Also, the improvement made by the students on each writing aspect was also analyzed.

These are the way how the researcher analyzed the data. After analyzing, the data would be treated in order to see the result clearly.

3.9. Data Treatment

After completing the analysis, the data was treated using the formula which have been widely accepted. In this research, the researcher uses *one group pretest posttest design*. So, the data were analyzed using the statistical computation: Repeated T-Test of SPSS version 16.00.

According to Setiyadi (2006:169-170), using repeated measure T-Test for hypothesis testing has 3 basic assumptions, namely:

1. The data is interval or ratio
2. The data is taken from random sample in population (not absolute)
3. The data is distributed normally

3.10. Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis proposed in this research was accepted or not.

1. The hypothesis was analyzed by using repeated measure T-test of Statistical Package for Social Sciences (SPSS) windows version 16.0. The researcher uses the level of significance 0,05 in which the hypothesis is approved if $\alpha < 0,05$. It means that the probability of error in the hypothesis is only 5%. The hypothesis testing stated as follow:

Ho : There is no improvement of students' procedure text writing ability after being taught using self-correction. The criteria Ho is accepted if alpha level is higher than 0.05 ($\alpha > 0.05$).

H1 : There is improvement of students' procedure text writing ability after being taught using self-correction. The criteria H1 is accepted if alpha level is lower than 0.05 ($\alpha < 0.05$).

2. The researcher presents the improvement in a form of table. It means that the improvement of students' score in each aspect (content, organization, vocabulary, language, and mechanic) would be presented in different columns. The improvement on each aspect of writing could easily be seen by comparing the gain of the mean scores in each aspect. The assumption is that language use is the most improved aspect after being taught through self-correction since the learning process and the guidance sheet is focused on the language use.

In brief, this chapter has discussed about the method of the research which consists of design, data, data sources, instruments, data collecting strategies, data analysis, data treatment, and also hypothesis testing. The next chapter presents the discussion of the result of the research.

V. CONCLUSION

This final chapter presents the conclusion of the research and suggestions for English teachers who want to try to implement self-correction in teaching writing and for researchers who want to do further research about this strategy.

5.1. Conclusions

Having analyzed and discussed the findings of the research, it has come to draw the conclusions. Based on the research, it can be concluded that:

1. The implementation of self-correction using guidelines sheet could improve the students' recount text writing ability. It could be seen from the gain of the students' writing mean score in the pretest and the posttest, which are 69.8 to 74.6. Self-correction also helped the students in improving their skill in each aspect of writing, namely: content, organization, vocabulary, language use, and mechanic.
2. Self-correction mostly affected language use of the students. It can be seen by looking at the number of successful revisions made by the students. It was caused by the use of the self-correction guidance sheet which was focused on the language use aspect.
3. The problem of the research was that the number of unreported errors was higher than successful revisions, and some students do peer-correction instead

of self-correction. It means that it needs more detailed guidance sheet in implementing self-correction. Besides, the students need to practice more in order to make self-correction strategy efficient.

5.2. Suggestions

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

5.2.1. 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.

5.2.2. 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 detailed 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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