ELEMENTARY SCHOOL STUDENTS' SELF-EFFICACY AND THEIR ABILITY IN SELF-CORRECTION AND PEER-CORRECTION

(A Thesis)

By
Yosua Permata Adi

MASTER IN ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2021

ABSTRACT

ELEMENTARY SCHOOL STUDENTS' SELF-EFFICACY AND THEIR ABILITY IN SELF-CORRECTION AND PEER-CORRECTION

Yosua Permata Adi

This present study aimed to find out 1) the correlation between students' self-efficacy level and their identifying error ability 2) the type of students that perform better in revising errors 3) the better technique between self- and peer-correction for supporting the students to identify errors. The subjects of the research were twenty four fifth-grade elementary school students at School of Victory, Bandarlampung. The instruments used were writing test, self and peer correction guidance sheets and self-efficacy questionnaires. The design of the study was treatment and test, then the students' self-efficacy and their identifying error ability were correlated. In addition, the two different types of students as well as the techniques were compared. The data were analyzed using SPSS 16.0. The results showed that there was not strong correlation between self-efficacy and self-correction, however there is a strong correlation between self-efficacy and peer-correction. Then, the students with high self-efficacy performed better in identifying their friends' errors, while low self-efficacy students showed less effort in correcting their peer's work. The further discussion inferred that high self-efficacy students tend to be overconfidence that they believe their work was already good and they do not have to revise, while low self-efficacy students tend to feel ill-equipped to correct other's work. In addition, there is no better technique to support students' identifying errors ability. In other words, it can be said that self-correction may not be applicable to students who have a high level of self-efficacy. Peer-correction is beneficial for students with high self-efficacy, but it is less effective for students with low self-efficacy. Besides, while there is no better technique to support their ability in detecting errors, it is suggested that measuring students' self-efficacy should be done in order to strengthen the use of self and peer-correction.

ELEMENTARY SCHOOL STUDENTS' SELF-EFFICACY AND THEIR ABILITY IN SELF-CORRECTION AND PEER-CORRECTION

By:
Yosua Permata Adi

A Thesis

Submitted in a partial fulfillment of
The requirements for S-2 Degree

MASTER IN ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2021

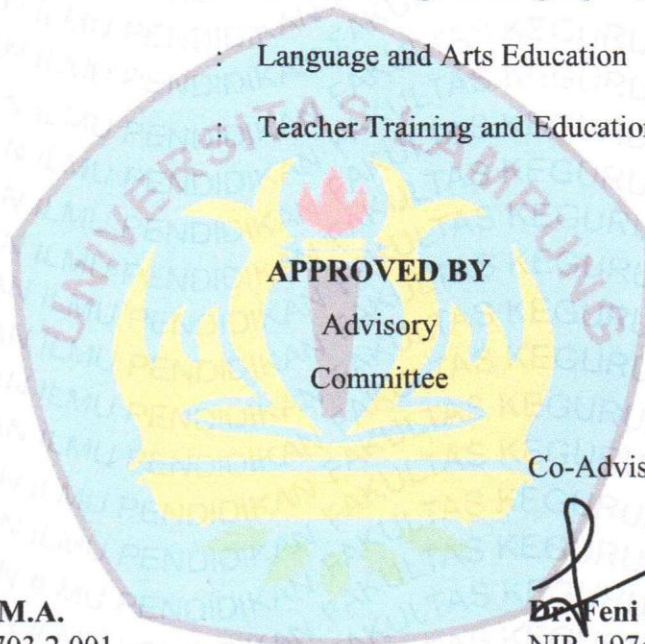| Research Title	:	**ELEMENTARY SCHOOL STUDENTS' SELF-EFFICACY AND THEIR ABILITY IN SELF-CORRECTION AND PEER - CORRECTION**
Student's Name	:	**Yosua Permata Adi**
Student's Number	:	1723042020
Study Program	:	Master in English Language Teaching
Department	:	Language and Arts Education
Faculty	:	Teacher Training and Education

APPROVED BY

Advisory

Committee

Advisor,

Dr. Ari Nurweni, M.A.
NIP19630302 198703 2 001

Co-Advisor

Dr. Feni Munifatullah, M. Hum.
NIP 19740607 200003 2 001

The Chairperson of Department
of Language and Arts Education

Dr. Nurlaksana Eko R., M.Pd.
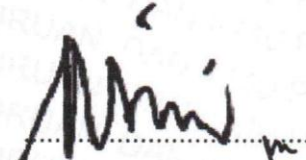NIP. 19640106 198803 1 001

The Chairperson of Master
in English Language Teaching

Dr. Flora, M.Pd.
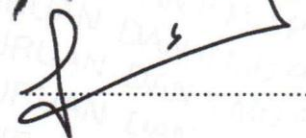NIP. 19600713 198603 2 001

ADMITTED BY

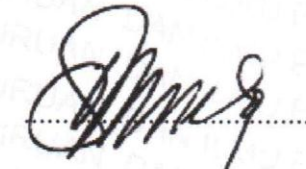1. Examination Committee

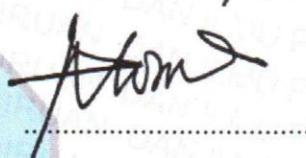   Chairperson : **Dr. Ari Nurweni, M.A.**

   Secretary : **Dr. Feni Munifatullah, M.Hum.**

   Examiners : **I. Prof. Ag. Bambang Setiyadi, M.A., Ph.D.**

   II. Dr. Flora, M.Pd

2. The Dean of Teacher Training and Education Faculty

   Prof. Dr. Patuan Raja, M.Pd.
   NIP 19620804 198905 1 001

3. Graduated on: **July 30ᵗʰ, 2021**

LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenamya bahwa:

1. Tesis dengan judul " Elementary School Students' Self-Efficacy and Their Ability in Self-Correction and Peer-Correction " adalah basil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiarisme.

2. Hal intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung.

Atas peryataan ini, apabila di kemudian hari ternyata ditemukan adanya ketidak benaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar Lampung, Juli 2021
Yang membuat pernyataan.

Yosua Permata Adi
1723042020

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.

He enrolled TK PGRI Marga Tiga in 1999. Then, he continued his study to SDN 2 Hargomulyo, Lampung Timur, from 2000 to 2006. After that, he went to SMPN 1 Metro, as well as SMAN 1 Metro, and graduated in 2012. He then pursued his study to Lampung University.

He was accepted in English Education Program of Teacher Training and Education Faculty of University of Lampung. He was chosen as the chief of 2012 students. He finished his bachelor's degree in 2017, then he continues the study to Master in English Education Study Program, University of Lampung. He is married to a beautiful woman, Yoesis Ika Pratiwi, and blessed with a daughter, Jessada Dhiranasti Permata. Now, he is currently teaching at Trinitas School, Bandar Lampung.

DEDICATION

A debt of gratitude to:

Jesus Christ, my LORD.

Yoe and Jejos, my cutie little family, I am grateful for the sleepless nights.

My awesome parents, Trisno Arso Pinuji and Sri Suhartini, I am thankful for the
tremendous supports; and brothers, Yahya Firstaria Ardhani and Yehezkiel Pandu
Prasetya, I am grateful for the prayer and supports.

For the community of believers, pastors and youth group, I am thankful for the
time spent together,

and

My almamater, Master in English Study Program, Lampung University.

- Without them, this works would not have been accomplished -

MOTTO

"To everything there is a season, and a time to every purpose under the heaven"

Ecclesiastes 3:1

ACKNWLEDGEMENTS

Praise is merely to God Almighty, the Lord of lords, for the unlimited grace and tremendous blessings that enables the writer to accomplish the thesis. It is important to be known that the script would never have come into existence without any supports, encouragements and assistance by several inspiring people.

1. Dr. Ari Nurweni, M.A., as the first advisor, for her willingness to give assistance, ideas, invaluable evaluations, comments, suggestions and encouragement within the time of the writing of the thesis.
2. Dr. Feni Munifatullah, M.Hum., as the second advisor, for her kindness, guidance, invaluable guidance and evaluation, which are very beneficial for the improvement of the thesis.
3. Prof. Dr. Ag. Bambang Setiyadi, M.A. Ph.D., as the first examiner, who generously contributes his precise suggestion and criticism for the goodness of this thesis.
4. Dr. Flora, M.Pd., as the second examiner, and also Head of Master in English Education Study Program, for her push and support during the process of finishing the thesis.
5. Dr. Drs. Hery Yufrizal, M.A., as the academic advisor, for his guidance and support along the process of learning.
6. All lecturers of Master in English Education Study Program in University of Lampung who guided and delivered knowledge.
7. School of Victory, and the principal: Mrs. Lida Suhardi, B.Sc., M.Pd., for believing the writer to conduct a research at the school; thank you Mrs Lidia and all teachers for the supports.
8. Trisno Arso Pinuji and Sri Suhartini, my beloved parents, who always give immeasurable love, endless prayers, material and immaterial supports, patience to wait for his graduation as well as supports given to keep my spirit ablaze, and encouragements for my achievement.
9. Yahya Firstaria Ardhani and Yehezkiel Pandu Prasetya, my beloved siblings, for the supportive scolding and relaxing moments, also, my big family for the loves, prayers, and supports.
10. Agung Putra M., M.Pd., for being my third advisors; thank you for the support and help throughout the data analysis and elaborating the discussion. You are an awesome mentor, and a friend!

11. All fantastic friends in MPBI 2017, thank you for the big support, especially Isnaini Maulyana for giving the writer much information toward the process of finishing thesis in pandemic era.

12. Youth GKKD Bandar Lampung, and big family of GKKD Bandar Lampung; pastors, leaders, and fellow friends as the impactful community and family, for the endless prayers, supports, and also great moments of togetherness.

13. Prajurit Kenamaan: Senior Ivandi Hartha Simarmata, Bang Berry Simanjuntak, Mas Daniel Sulistiawan, Dear Mapala Simarmata, Ober Difan Siregar, Lomo Mulyadi Purba, Surya Aji Utomo, Sintong Sitinjak, Benyamin Tupang, and Galuh Firmantoro, for the togetherness during the hardship, late night talks, and support. You guys are awesome!

14. The very last, my beautiful wife, Yoesis Ika Pratiwi, and my little daughter, Jessada Dhiranasti Permata, thank you for the push, my love, and also the moments we shared during the process of finishing my study. And Jegi, thank you for giving me a reason to push through, dear Boba. The thesis is a birthday gift for you both.

Hopefully, this thesis will give a positive contribution to the educational development and also for those who want to carry out further research.

Bandar Lampung, July, 2021
Writer

Yosua Permata Adi

TABLE OF CONTENT

TABLES

GRAPHS

APPENDICES

I. INTRODUCTION

This chapter provides the background and justification of the research. The background, research question(s), objectives, uses, scope, as well as the definition of terms, will be discussed in this chapter to provide a slight explanation of this research.

1.1. Background

Many studies found out that assessment in learning is vital (Brookheart, 2008, Jabbarifar, 2009). Assessment is the focus of paramount importance that pays an important role in whole instruction (Baleghizadeh & Masoun, 2013). Started with Bandura (1989), the study said that behaviorist's belief is flawed and provoked self-referent belief; individuals are proactive and self-regulated rather than reactive and stimulated by environmental conditions. That started a rippled effect so many researchers put attention on it (Oscarson, 1997, Ross, 2006, Bannister & Baker, 2010, Graham, 2011). Until then Dochy, Segers, and Sluijsmans (1999) reviewed a new era of assessment: self-, and peer-assessment.

In the learning process, students need to look back on their work and make revisions (Andrade and Du, 2007, Spiller, 2012). Self-assessment, as an alternative assessment (Brown, 2004, Brookheart, 2008), has attracted significant attention in foreign language education. Self-assessment is an alternative assessment (Brown, 2004) during which students mirror and value their work, detect goofs in their work, and revise suitably (Andrade and Du, 2007). Oscarson (1997) advocates learner-

centered ways of determining learning. In line with this argument, he observes that self-assessment is based on the idea that effective learning is best achieved if students are actively engaged in the process of learning. Thus, all other forms of assessment are subordinate to it. One of the alternatives is self-correction or self-feedback. Self-correction has also been an interesting topic for the education program.

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). Based on Spiller (2012), making judgments about the progress of one's 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). Rana and Perveen (2013) researched the use of self-correction in EFL classes as a tool to enhance the students' writing competence. They used self-correction to encourage the students to identify specific problems, or errors, found in their writings and motivate them 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 of self-correction also could help motivate the students to identify specific problems in their writing and improve their writing competence. The other researchers are Baleghizadeh and Masoun (2013). They researched 57 Iranian EFL learners in an English-language institute. They investigated the continuous influence of self-assessment on EFL (English as a foreign language) learners' self-

efficacy. They used questionnaires to measure the students' self-efficacy level, then asked them to do self-assessment to see whether their self-efficacy was improved or not. Then, the findings showed that the students' self-efficacy improved significantly in the experimental group. Adi (2017) studied self-correction for senior high school students. He used a self-correction guidance sheet suggested by Oshima and Hogue (1997) as cited by Honsa (2013). He found out that self-correction helped students in improving higher achievement. However, in the field, he noticed that some of the students were doing peer-correction instead of self-correction. They were doing so because they were feeling ill-equipped to do corrections themselves. Meanwhile, some researchers have also conducted studies on peer-correction.

Peer-correction, also known as peer feedback or peer review, has proved to be an effective means of aiding writing development since it actively involves learners in the learning and teaching process. Some authors (Kamimura, 2006; Zeng, 2006) have shown that peer feedback offers many ways to improve learners' writing. This method consists of learners giving and receiving feedback about their writing from their peers, other learners. It may be implemented in the classroom to "enhance learner autonomy, cooperation, interaction and involvement" (Sultana, 2009). Ramírez and Guillén (2018) stated that peer-correction raises critical thinking and evaluative skill of the students, while self-correction raises the students' awareness about their errors, allowing them to correct the errors themselves and in that process become responsible for their learning and therefore, more independent of the teacher. Lee (2012) conducted self-correction and peer-correction respectively for 1st year of college students. He believed that peer-

correction strengthened students' awareness of errors in self-correction. Thus, he suggested that peer-correction reduced teachers' demand to give feedback to the students.

Then, Cahyono and Amrina (2016) have also studied peer-correction and self-correction in teaching writing to Indonesian EFL students. It was found out that self-correction outperformed the conventional way of revising since the students were guided by a guidance sheet. The result showed that self-correction could be used to improve students' writing achievement. They even suggest that self-correction conducted in teaching writing is likely to improve the students' ability in writing essays. The finding was supported by some researchers (Aghjani, 2018; Ramírez Balderas & Guillén Cuamatzi, 2018). Salma (2016) had also done similar research. She compared self and peer correction to two groups of senior high school students. She found out that both techniques significantly improved writing achievement. However, the students felt embarrassed while doing peer correction; they would rather do self-correction than peer-correction. Ganji (2009) also studied the same topic, then the result was in contrast with the work of Salma (2016). Ganji said that peer-feedback method turned out to be even more effective than self-correction method. This finding corresponded with Mendonca and Johnson's (1994), as cited by Ganji (2009), study in which they concluded that peer feedback was more effective than self-feedback.

The previous studies used a guidance sheet to help the students, so it is a must to include guidance. In some research, some students felt uneasy or embarrassed in doing self or peer-correction; and that is where self-efficacy contributes to the process of doing self and peer-correction.

According to Bandura (1986) self-efficacy refers to one's belief to accomplish certain goals. Many studies have pointed out that writing and self-efficacy are linked (Rankin, Bruning, and Timme, 1994; Pajares and Valiante, 2001; Hashemnejad, 2014). Rankin, Bruning, and Timme (1994) searched to explore the relationship between self-efficacy, result expectancy, ascriptions for good spelling, previous accomplishments, and spelling performance as measured by a 30-item grade level spelling test. This study included 687 public school students in grades 4, 7, and 10, and discovered that self-efficacy at all grade levels was the strongest predictor of performance. Pajares and Valiante (2001) investigated 218 fifth-grade students. They wanted to know the influence of writing self-efficacy, writing ability, perceived usefulness of writing, and writing apprehension on essay-writing performance. They found that self-efficacy beliefs made an independent constituent to the expectation of performance despite the expected strong outcome of writing ability. Hashemnejad (2014) had done a study that examined the relationship between the learners' self-efficacy and their writing performance across genders. 120 learners, between ages 20-29, were chosen. Results revealed that there was no significant relationship between male and female EFL students' self-efficacy and writing performance. It was also found that there was a significant positive relationship in self-efficacy between female and male EFL students. Eggleston (2017) examined the role of writing self-efficacy concerning elementary-aged students' writing fluency outcomes when they are receiving a performance feedback intervention. Results indicated that students' writing self-efficacy was not a statistically significant predictor of writing fluency

when students' pre-intervention spelling and compositional skills were controlled for.

Those are the previous researches about self-efficacy theory, and the use of self and peer correction in the writing process. However, the previous studies focused on the relationship of self-efficacy and the students' overall performance or the outcome, and there is no discussion of how self-efficacy play its role in the self and peer-correction techniques. Research by Zander et al. (2014) indicated that students who are considered effective learn more from their errors. Student detection of their errors is a task that should be considered when proposing strategies for classroom work that will enable students not only to improve their performance, but also to strengthen self-regulated learning (Briceno, 2009, Zamora, Súarez, & Ardura, 2017). And self-regulated learning is important to this era especially for children as they are shaping their character (Rochmah & Abdulmajid, 2018). Moreover, children must react differently with adults when it comes to error correction. That is why children are the sample of this research: to see how their self-efficacy influences their error detection ability. In addition, error detection is an important part in self and peer-correction methods. Thus, this research focuses on developing procedures of error correction for self-correction and peer-correction for elementary students.

1.2. Research Questions

Based on the background above, the problems arose are:

1. After the treatment, is there any correlation between students' self-efficacy level and students' ability in identifying errors?

2. Which type of students performs better in revising errors?

3. Which technique aids students in identifying errors the best?

1.3. Objectives

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

1. To find out the correlation between self-efficacy and students' ability in identifying errors.

2. To find out the type of students that perform better in revising errors.

3. To find out the better technique between self- and peer-correction for supporting the students to identify errors.

1.4. Uses

Related to the problems and objectives, the uses of this research were theoretically to provide reference related to the use of self-correction and peer-correction on EFL writing concerning the students' self-efficacy level. Furthermore, practically to contribute to English language learning, especially in teaching writing. Besides teaching, hopefully, this research also gives teachers an alternate way to teach writing in elementary school as well as provide better techniques regarding the level of the students' self-efficacy.

1.5. Scope

This research will be conducted on students of an elementary private school in Bandar Lampung, Lampung. The focus is to use self-correction and peer-correction in the writing process, then analyze the impact of self-efficacy on the result. In finding the answer to the questions, the students' revisions were analyzed

into three: successful revision, unsuccessful revision, and unreported errors (Ibarrola, 2013).

1.6. Definition of Terms

Above has been discussed about the main material of this research. In understanding the focus of this research, here is defined 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 paragraphs using eyes, brain, and hand (Raimes, 1983). It means that the students should be able to impart their thoughts 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).

Peer-correction:

Also known as peer feedback or peer review, peer-correction is engaging students to give and receive feedback from their peers, that is, other learners.

Self-efficacy:

Self-efficacy is the beliefs and the confidence that one has in performing a domain-specific task at a designated level.

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

II. LITERATURE REVIEW

This chapter provides literature review related to the research problem. Writing, opinion text, self-correction, procedures, theoretical assumptions 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 paragraphs 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 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 a unit in developing a subject. Content paragraph does the work of conveying ideas rather than fulfilling a special function of transition, restatement, and emphasis.

2. Organization:

Organization is the logical arrangement of contents. It is an attempt to place together all conditions 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 relationships in paragraph writing.

5. Mechanic:

The use of graphic convention 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. Then, peer-correction is also done to provide feedback from peers in another text writing. However, in this research, self-correction and peer-correction are focused on revising opinion text writing.

2.2. Opinion Text

Opinion text is a formal piece of essay writing which presents the author's point of view on a particular subject supported by reasons and examples. The opposing viewpoint is also suggested, it goes with arguments that show that it is unconvincing. A successful opinion essay consists of: An introduction where the topic and the author's opinion are stated clearly, a main body where viewpoints supported by reasons, this section has also the opposing viewpoint which is proved to be unconvincing, and a conclusion where the main points of the essay are summarized and the author's opinion is restated in other words. (Kampa & Vilina, 2014)

2.2.1. Construction of Opinion Text

In constructing opinion text, these details need to be paid attention to: a) opinion in form of topic sentence, b) reasons, c) different view, d) solution, and e) ending idea (Kampa & Vilina, 2014).

The topic sentence states the opinion toward the topic, followed by the reason why the author states the opinion. There might be more than two reasons to strengthen the idea. After that, the different view is stated yet follows the ending idea which is back to the topic sentence. Different views are used to state the contrast, as well as stating the strong opinion.

Those are all aspects that need to be kept in mind in writing an opinion text. By paying attention to the aspects above, hopefully a writer could create a good text. Besides, the students as the target samples have already learnt to make opinion text. It hopefully eases the process of getting the data.

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 needs 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, and the emphasis is in students' error detection toward their writing. 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 of their own work, since the students need to revise their work according to the self-correction guidance sheet. Andrade and Valtcheva (2009) believe that in the student-centered approach, many research 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 addresses self-correction as a part of self-assessment, 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 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 to 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 from time to time, there could be an increase 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 in their work. So, the students are able to rely on and try to be honest to themselves. In 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).*

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 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 guidance 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 independence 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."

Based on the previous discussion, it can be seen that there are advantages of the use of self-correction in teaching. 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 the use of self-correction as a motivational tool to increase students' writing achievement. In their article, they said that in many developing countries like Pakistan – and Indonesia – where English is taught as a second or foreign language, there has been a shift of how the classroom runs. It shifts from a teacher-centered classroom into a 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 is any significant difference 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 mistakes in their writing, "and rewrite

until they produce work which satisfies 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 English for 4 months 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 is improvement in students ' writing achievement. But there were some notes regarding 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 their weaknesses and strengths are. In other words, self-correction was used as a tool to improve students' writing achievements. What is needed to do later on is making the guidance to help the students correct their works.

Other researchers who conducted research on this topic are Baradaran and Alavi (2015). They studied 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 is 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 extroverts and two introverts. Two groups which 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 techniques; 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. Adi (2017) had done an investigation toward the use of self-correction for senior high school students in EFL context. He found out that self-correction helped them improve their writing score. The most improved aspect of writing was also observed, and it turned out that language use was improved the most by self-correction technique. However, he found out that some students were feeling ill-equipped in doing self-correction so they did peer-correction instead of self-correction.

Last but not least, Cahyono and Amrina (2016) have also studied 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. 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 mechanics. However, the use of guideline sheets 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 as well as peer-correction in writing activity in this research is the guidance sheet. In other words, it is based on criteria, or criteria-referenced. Criteria-referenced means that it is derived from what is expected from the students by doing the assignment (Andrade & Valtcheva, 2009). This research is used in teaching opinion 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 guidance sheet. 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 a checklist of score grades for 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 guidance sheet. By doing this, it is hoped that the students could focus on how to revise their/their friend's work, and make improvement where needed.

Those are the reasons why self-correction can also be implemented in teaching and is interesting to be discussed further. Another technique that was used in this research is peer-correction. The discussion is as follows.

2.4. Peer-Correction

Peer-correction, also known as peer feedback or peer review, has proved to be an effective means of aiding writing development since it actively involves learners in the learning and teaching process. There are many variants of peer assessment, but essentially it involves students providing feedback to other students on the quality of their work. Then, there are some suggestions of why peer-correction is beneficial. Peer feedback can encourage collaborative learning through interchange of evaluation, and raises the students evaluative skill (Itmeizeh, 2016, Ramirez and Guillen, 2018). Peer-correction also creates a great atmosphere in the class in which the students are excited to evaluate their friends' work (Itmeizeh, 2016). Thus, peer-correction is interesting to be discussed more.

Peer correction is a classroom technique where learners correct each other, rather than the teacher doing this. In the early methods of language teaching, teachers were considered to be the sole source of knowledge. However, the recent technique will highlight the autonomy of learning in which we have active students who are really involved in the process of learning (Rollinson, 2004). With such a change, peer error correction was adopted in this study to stimulate students to correct their peers' mistakes. As a correction technique, peer correction has been backed by some studies of language teaching.

Itmeizeh (2016) has done a study aimed at investigating the effectiveness of peer correction on students' progress in their written essays at a university called PAUC. It also aims to investigate learners' attitudes towards peer correction techniques. Twenty sophomore English major students aged 19-21 years, who are taking Writing II courses with the researcher, were selected to be the participants of this study. To achieve the aims of the study, the researcher used three tools: a questionnaire, a pretest-posttest and students' portfolios. The students had to correct and evaluate the essays, and respond to them during the lectures that each lasted for about 90 minutes. Results of the study showed that students have positive attitudes towards peer-correction and that most of the students were either interested or enjoyed this technique. Scores of the students in pretest-posttest showed significant progress in students' abilities in writing essays as they found more mistakes by the end of the semester. Comparison between essay number one and essay number eight showed a plummeting percentage of mistakes. It is recommended that peer correction should be applied in a modest and proper way, with the teacher's careful monitoring. By doing so, peer-correction supports the students' writing improvement.

Some authors (Kamimura, 2006; Zeng, 2006) have shown that peer feedback offers many ways to improve learners' writing. This method consists of learners giving and receiving feedback about their writing from their peers, that is, other learners. It may be implemented in the classroom to "enhance learner autonomy, cooperation, interaction and involvement" (Sultana, 2009). Ramírez and Guillén (2018) stated that peer-correction raises critical thinking and evaluative skill of the students, while self-correction raises the students' awareness about their

errors, allowing them to correct the errors themselves and in that process become responsible for their learning and therefore, more independent of the teacher. Lee (2012) conducted self-correction and peer-correction respectively for 1st year of college students. He believed that peer-correction strengthened students' awareness of errors in self-correction. Thus, he suggested that peer-correction reduced teachers' demand to give feedback to the students.

Then, Cahyono and Amrina (2016) have also studied peer-correction and self-correction in teaching writing to Indonesian EFL students. They used a 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 since the students were guided by a guidance sheet; it is likely to be guided writing. The result showed that self-correction could be used to improve students' writing achievement. They even suggest that self-correction conducted in teaching writing is likely to improve the students' ability in writing essays. Salma (2016) had also done similar research. She compared self and peer correction to two groups of senior high school students. She found out that both techniques significantly improved writing achievement. However, the students felt embarrassed while doing peer correction; they would rather do self-correction than peer-correction. Witbeck (1987) studied peer-correction and also the procedures. The famous one is the students in pair exchanging their work and then correct each other's work.

All those previous researches were done in EFL context, and in college students. So, the researcher tried to conduct this research to elementary school

context as the level of the students are different. However, the samples are considered proficient in English as they are familiar with using English as their communication tool at school; bilingual school. Then, from those three previous researches and theory, this research uses self-correction and peer-correction in the process of learning; in this case is learning writing. Thus, the advantages and disadvantages of the techniques are summed up in the next sub-chapter(s).

2.5. 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.

2.5.1. Advantages of Self-Correction

The advantages of self-correction are:

1. Encourages student involvement and increases 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.

2.5.2. Disadvantages of Self-Correction

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 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 also students who do not feel capable of correcting their own work, and feel reluctant to make judgement regarding their own work. Besides, briefing time can also increase a teacher's workload. And those are the

disadvantages of self-correction, so besides its advantages, there are also disadvantages of self-correction.

2.5.3. Advantages of Peer-correction

The advantages of peer-correction are:

1. Encourages student involvement and responsibility.

2. Encourages students to reflect on their role and contribution to the process of the group work.

3. Focuses on the development of students' judgment skills.

4. Students are involved in the process and are encouraged to take part ownership of this process.

5. Provides more relevant feedback to students as it is generated by their peers.

As one of collaborative learning techniques, peer-correction provides students involvement and responsibility as well as contribution to the learning process. Students are also encouraged to take part in learning by giving feedback to their friends. In other words, peer-correction also promotes students' critical thinking.

2.5.4. Disadvantages of Peer-correction

The disadvantages of peer-correction are:

1. Additional briefing time can increase a lecturer's workload.

2. Students will have a tendency to award everyone the same mark.

3. Students feel ill equipped to undertake the assessment.

4. Students may be reluctant to make judgements regarding their peers.

Besides its advantages, peer-correction also has disadvantages. The briefing time is the first, then followed by the students' tendency in doing the peer-correction. Students tend to be feeling ill equipped and reluctant to make judgement. This has a connection to self-efficacy and the use of a guidance sheet that will be discussed later on in the next chapter.

Above have been discussed about the advantages and disadvantages of self-correction and peer-correction. In order to diminish the disadvantages and magnify the advantages, this study used a guidance sheet as the tools to undergo the research. Furthermore, the previous research stated that in doing self and peer-correction, sometimes the students feel shy or ill equipped, and that is where self-efficacy plays its role. So, the aims of this research are to find out the contribution of self-efficacy to the students' error detection skill while doing self-and peer correction.

2.6. Self-Efficacy

According to Bandura (1986) self-efficacy is learners' beliefs in their capability to succeed and acquire new information or complete a task or activity to an appointed level of performance. Bandura (2006) believed that there is a difference between students with high self-efficacy and those with low self-efficacy. The learners with high self-efficacy feel confident about finding the solution to a problem because the learners have created an idea to problem solving that has been accomplished in the past. They believe that their own competency will improve when they work more, the learners assign their success according to their own attempts and schemes and acknowledge that errors are a process of acquisition. However, low self-efficacious learners believe that they have innate

low ability, choose less requesting tasks on which they will make few errors, and do not try hard because they believe that any attempt will reveal their own lack of ability.

By the theory suggested by Bandura, this research tried to analyze the contribution of self-efficacy in teaching writing; moreover on the students' error detection ability while using self and peer-correction methods. Therefore, some researchers had studied the topic. The discussion is as follows.

According to Bandura (1989) the people who have self-efficacy beliefs decide how they think, feel and act. So, if individuals believe that they can actually form the wanted outcome, they will have the motivation and encouragement to develop a definite action. When people select to take part in activities, these self-efficacy beliefs influence them, these beliefs also affect the attempt that they extend and how they bear when encountered with troubles (Bandura, 1986; Pajares, 1997). In the past research, among all the motivational constructs, perceived self-efficacy was usually discovered to have the strongest predicting power, over individuals' writing performance; such discovery supports the claim made by Bandura based on social cognitive theory that self-efficacy has a main function in predicting writing performance. Pajares (2003) also stated that research findings have consistently shown that writing self-efficacy beliefs and writing performances are related. Therefore, some researchers had studied a certain topic.

Rankin, Bruning and Timme (1994), searched to explore the relationship between self-efficacy, result expectancy, ascriptions for good spelling, previous accomplishments, and spelling performance as measured by a 30-item grade level

spelling test. This study included 687 public school students and discovered that self-efficacy at all grade levels was the strongest predictor of performance. Pajares and Valiante (2001) investigated 218 fifth grade students. They wanted to know the influence of writing self-efficacy, writing ability, perceived usefulness of writing, and writing apprehension on the essay-writing performance. They found that self-efficacy beliefs made an independent constituent to the expectation of performance despite the expected strong outcome of writing ability. Hashemnejad (2014) examined the relationship between the learners' self-efficacy and their writing performance across genders. Specifically, this study investigated the self-efficacy and writing performance of Makoo and Marand EFL students majoring in Teaching English as a Foreign Language (TEFL). One hundred twenty learners, between ages 20-29, were chosen. Two instruments were used to collect data. At three different points in time, the participants were given writing assessments and also responded to the questionnaires on self-efficacy. The data were analyzed using Pearson's correlation statistic and independent-samples t-test. Results revealed that there was no significant relationship between male and female EFL students' self-efficacy and writing performance. It was also found that there was a significant positive relationship in self-efficacy between female and male EFL students. This study is expected to contribute to the related literature by shedding light on the relation of student self-efficacy and writing performance.

Then, Eggleston (2017) examined the role of writing self-efficacy in relation to elementary-aged students' writing fluency outcomes when they are receiving a performance feedback intervention. The study used secondary data collected from two larger studies, resulting in a final sample of 138 third-grade

students from two cohorts. A hierarchical multiple regression analysis was conducted to examine whether students' writing self-efficacy would predict their writing fluency outcomes in response to a performance feedback intervention. Results indicated that students' writing self-efficacy was not a statistically significant predictor of writing fluency when students' pre-intervention spelling and compositional skills were controlled for. On the other hand, according to research by Zander et al. (2014), students' self-efficacy and error detection appear to play a significant effect in their performance. This was strengthened based on the researcher's findings that error detection has an impact on performance, and self-efficacy has an impact on error detection. They also believe that students who are rated effective learn more from their mistakes. These findings support Lorenzet, Salas, and Tannenbaum's (2005) findings, which highlighted the link between errors and self-efficacy, demonstrating that students who do not engage in error detection are unable to gauge their performance and overestimate their self-efficacy. Furthermore, students who are exposed to teaching methods based on error detection report higher levels of self-efficacy than those who are exposed to teaching methods based on error prevention.

The previous researches shared different views between self-efficacy and writing performance, as well as the error detection. However, the previous researches haven't discussed the analysis of the contribution of self-efficacy toward the students' identifying error ability in self and peer-correction method on elementary school students. That is when this research comes by. This research provides a newly-introduced procedure to be used. Then, the procedures of the research will be discussed as follows.

2.7. Procedures

In every action, there is no doubt that a 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 about self and peer-correction methods, here is proposed new developed procedures. And the procedures would be: 1) prewriting, 2) writing, and 3) revision. In writing phase, self-correction is as the pretest, and peer-correction is as the posttest.

In Rana & Perveen (2013) research, there were two phases, which are writing and revising. However, before the writing phase, this research provides prewriting in which there was a questionnaire that the students needed to do: Self-efficacy Scale Questionnaire. It was administered to measure the students' self-efficacy level. Then we came to the first thing first, which was writing draft one. In writing draft one, the students were triggered to utter what they have known about opinion text. Yet, they were not told about self-correction yet. They were asked questions regarding the opinion text. By having this, hopefully their background knowledge of opinion text could be refreshed. After that, the writing phase occurs. In the first meeting, the students were asked to write the most useful invention. They had not been told about self-correction yet when they were writing their text. The self-correction, and the guidance, were discussed later on at 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 were given and the teacher emphasized that the students do correction by themselves; they do not need to cheat or else. Then, there were questions regarding

the self-correction guidance sheet, so the self-correction was explained as detailed as possible. The teacher also told the students that if there is a 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 occurs. In the revising phase, the students were asked to revise their writing. After finishing the revision, then their writings were analyzed to see students' revision. After that, the use of peer-correction was done after the self-correction is finished. After doing the prewriting and self-correction, the students self-efficacy level was measured. The measurement of the students' self-efficacy level is considered when doing peer-correction.

In doing the peer-correction, the researcher paired the students in such a way to see the students' ability in detecting errors. The pairs were: high self-efficacy with high self-efficacy, then low self-efficacy with low self-efficacy, then high self-efficacy with low self-efficacy. Then after pairing the students, the technique was implemented. After that, the result of the students' work is analyzed to see their ability in identifying errors. Then, after analysis, there would be suggested a new way of how to do peer-correction with the consideration of the students' self-efficacy level. The discussion would be presented in the later part of this research.

The subchapter above has discussed the procedures of doing the research. This research has three phases of procedures: 1) prewriting, which was administering self-efficacy questionnaire; 2) writing draft one, and 3) revising to

write draft two. The next subchapter will present the theoretical assumption of the use of self-correction and the improvement of students' writing achievement.

2.8. Theoretical Assumption

Writing is one of the productive skills that could be improved time by time by doing corrections. To answer the research questions, the research focuses on the contribution of self-efficacy toward the judgmental skill of the students in doing self and peer-correction by looking at the revision made by the students.

Self and peer-correction could be used to help the students to look back and to revise their writings. By looking at the previous research, self-correction promotes students' responsibility. It could be said that it triggers students to be responsible 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. Meanwhile, peer-correction provides collaborative study, and more fair feedback. Besides, peer-correction also promotes their confidence since they are given a chance to work on and give suggestions to their peers' writing. In other words, there are similar theories about the positive effect of self and peer-correction and the theory of self-efficacy. Then, in this research, the students' self-efficacy was considered when implementing self and peer-correction.

One important thing is that the research also analyzed the revision made by the students. The researcher looked closely on the revision made by the students: whether it is unreported errors, unsuccessful revision, and successful revision

(Ibarrola, 2013). It was done to see the contribution of self-efficacy to the students' identifying errors in self-correction and peer-correction techniques.

Those are the theoretical assumptions of this research. Hopefully, by conducting this research, there will be a contribution of knowledge to the use of self-correction and peer-correction as an alternate way in teaching writing to elementary school students.

2.9. Hypotheses

The researcher proposed the following hypotheses:

1. There is a significant correlation between students' self-efficacy level and students' identifying errors ability.

This chapter has explained about writing, self-correction and peer-correction and the use of those techniques in writing class, self-efficacy theories, 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. METHODOLOGY

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 to see the contribution of self-efficacy in students identifying errors ability in self-correction and peer-correction techniques to a group of students of an elementary school in Bandar Lampung. The design of this research is T1 and T2 using a group of students, the group represents specific traits (Setiyadi, 2006). The data were in the form of written text and the revision using self-correction and peer-correction guidance sheet. The first is collecting the data from the students without knowing anything such as self-correction; in the form of a draft of the text. After that, the samples were given an introduction of self-correction – in the form of self-correction guidelines – then again collected the data in the form of revision of the first draft of the text (Setiyadi, 2006). What needs to be paid attention to is that the groups were divided into two: students with high self-efficacy and low self-efficacy. However, the students were still in the same class, the division is merely for the researcher's concern. Afterward, the research was continued with the peer-correction: the step will likely be the same. The important part of peer-correction method in this research lies on pairing of the students in which the different level of students' self-efficacy is considered. In addition, the reason why self-correction comes first is to introduce and familiarize the guidelines

for the students. Therefore, when they were doing peer-correction, the students had already known what to do: saving time.

The procedures were: firstly, the students were divided into groups by giving them questionnaires (the division is just the researcher's concern), then a. the students were asked to write an essay, opinion essay, on certain topic, b. after the work had been done, the students were introduced with self-correction, the guidelines, and how to use it. Then, c. they were asked to revise their work. By giving the students time – had them write first, and then revise after some sort of time – the researcher hoped that the students could revise objectively and see their works as someone else's work (Baleghizadeh & Hajizadeh, 2014). Then, the implementation of peer-correction was done. The procedure: a. the students were asked to write an opinion text, b. The students then paired in such a way with the consideration of their self-efficacy level, and also the guidance sheet was distributed, ad c. the students peer-correct the students work. Additionally, this research also uses inter-rater reliability methods to strengthen the reliability. Hopefully, by this design, the research can give answers to the problems.

3.2. Population and Sample

This research was conducted on the students of Grade 5 of an elementary school in Lampung. The reason why elementary school is chosen is to find out how children react to the use of self-correction and peer-correction as well as the contribution of self-efficacy toward the use of the techniques. Besides, since this research focuses on writing, the students in the target school were considered to have familiarity in English, even communicate in English, since the school is a

bilingual school. Moreover, the researcher had already discussed with the homeroom teacher at school to choose the class that had averagely the same score in writing. This was done to make sure that the students had the same level of writing skills. In other words, the students were chosen to elicit the intended data and diminish the basic error found in the lower-level students. It could also be considered that the samples taken to complete the data were purposive; it means that there were just some samples taken to be analyzed to find the research answer (Miles & Huberman, 1992).

3.3. Research Implementation

This sub-chapter provides the research instruments, research data, and implementation, including the implementation of self and peer-correction.

3.3.1. Instruments

To collect the data, the instruments used in this research were a set of tasks, and a self and peer-correction guidance sheet.

1. Tasks

The task is in the form of an essay assignment. The students needed to write a text with a certain topic, and after that, they were asked to revise after being introduced with self and peer-correction. The students had written a text with a certain topic.

2. Self-Efficacy Scale

The self-efficacy scale is used to find out the level of the students in self-efficacy. It can measure whether they belong to the students with low levels of self-efficacy or high levels of self-efficacy.

3. Self-correction and peer-correction guidance sheet

A self-correction guidance sheet is a sheet of paper consisting of guidelines in the form of questions for the students to look back at their work, find out the lacks, and revise accordingly.

Those were the instruments used to gain the data from this research. The instruments consist of a task, questionnaire, self-correction, and peer-correction guidance sheet. Then, the data of this research would be discussed in the next sub-chapter.

3.3.2. Data

In this research, it is suggested that self-correction and peer-correction could be done by the students using guidelines (Cahyono & Amrina, 2016). Then, the data were written text, students' written text revision, and questionnaire.

1. Students' written text

There were 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 work. Draft 1 and draft 2 were used to compare and analyze the revision made by the students: successful revision, unsuccessful revision, and unreported errors (Ibarrola, 2013).

2. Students' written text revision

After introducing self-correction and peer-correction, the researcher gave the students the guidance sheet. In the sheet, there were guidelines on how

to self and peer-correct their works. Students' written text revisions were draft two.

3. Questionnaire

The questionnaire of the students is used to measure whether they belong to low or high levels of self-efficacy.

Those were the data that were analyzed in this research. After discussing the data, the research implementation was presented below.

3.3.3. Self-Correction Implementation

This research was done on the students of Grade 5 of School of Victory which consists of 22 students. The research was done during October 2019 in 6 meetings. The research consists of two phases of collecting the data, or self-correction and peer-correction phase. There were also two drafts of the students' writing. Draft one is the original writing and draft two is for the revision session after being introduced with self-correction and peer-correction guidance sheet. Then, this chapter presents the implementation of the two phases. Besides, the research also presented the statistical description of the error and revision made by the students to see the tendency of error making of the students. The analysis of the self-correction and peer-correction consists of successfully reported error revision, unsuccessfully error revision, and unreported error revision (Ibarrola, 2013). The term "successful revision" refers to errors that have been recognized and corrected. The term "unsuccessful revision" refers to errors that have been detected but are unable to be corrected. Unreported errors are those that students failed to notice. The introduced procedure of this research are: prewriting, writing, and revision.

The first thing to do is to measure the students' self-efficacy level in prewriting step, then to do the pretest. So, in the first meeting, the teacher – who is also the researcher – administered a questionnaire of the Self-Efficacy Scale to determine their level of efficacy. The meeting began with the introduction of the questionnaire, and how to fill in the questionnaire. There were some questions from the students about the questionnaire; the teacher asked the students to answer as to what they are, not what they hoped for. The students' questionnaire was then analyzed. The result showed that 11 students have high self-efficacy levels and 13 students have low self-efficacy levels. The complete result of the questionnaire can be seen in the appendix.

In the second meeting, the researcher tried to refresh the students' knowledge about opinion text. The theme for this self-correction writing is the most useful invention. The researcher asked about their opinion toward what the most useful invention is. There were many inventions mentioned by the students, then the researcher asked the students to choose which invention they wanted to write the most. This was done to make the students fully aware of what they would write (Baleghizadeh & Hajizadeh, 2014). After that, the students were asked to write an opinion text with a topic of the most useful invention. The writing of the texts was administered for forty minutes at the first meeting since a meeting consists of 2 x 35 minutes. As mentioned before, the revision – the use of a self-correction guidance sheet by the students – was administered after a week of the writing process. It was done to make the students 'forget' about their writing so they could revise as if it was someone else's work (Baleghizadeh & Hajizadeh, 2014).

After finishing writing the text, then on the third meeting, the students were introduced to self-correction and the self-correction guidance sheet. The guidance sheet is divided into three sections: organization, grammar and mechanics, and vocabulary and content (see *Appendix*). Then, the introduction of the guidance sheet occurs. At first, the students were confused about what to do. However, after the researcher explained what they needed to do, they began to ask questions as a sign of understanding.

Firstly, the researcher gave time for the students to read the whole guidance sheet. Then let them ask whether they had understood what they needed to do. The first section of the guidance sheet is discussing the structure of the opinion text as what they have learned: stating an opinion, topic sentence, reasons, and ending statement. This section covers the whole idea of opinion text writing. Here, the question stated whether the writer had written the main part of the opinion text or not.

Then, the second section is grammar and mechanics. Here, the researcher tried to explain what they need to do by giving an example about subject-verb agreement. Again, the students questioned these matters. So, the researcher explained a little bit more about how to look back at their writing and try to detect their errors. Then after that, the researcher gave time for the students to read the rest of the questions. Then, they asked what mechanics are. Then, the researcher told them about mechanics and gave examples about the mechanics, such as full-stop, comma, and capital letters – the students actually knew this already.

The last section is about vocabulary and content. For vocabulary, it is emphasized on the mistyped words and diction. Then for the content section, the questions provided in the guidance sheet were 'personal'; it means that the responses could vary from a student to another. Some students asked about what the questions meant, so the researcher told them what they needed to do in this section. Hopefully by giving them time to discuss what they needed to do would help them in undertaking the self-correction.

Having explained the guidance sheet, then the researcher gave them the earlier opinion text, and asked them to try to self-correct their work. During revising, there were some students asking questions about the subject-verb agreement and what form of verbs are used. The researcher was also asked by some of the students about the correct spelling of words, meaning of words, and even the correct subject-verb agreement. So, the researcher asked them to pay more attention to language use. Yet, as this was self-correction, the researcher used code in giving them the answer, by asking the question back to the students. Here the researcher found out that the use of self-correction in elementary school cannot be done without teachers, since the teachers are needed to 'facilitate' them in correcting their work. This is aligned with other previous studies (Ramírez & Guillén Cuamatzi, (2018). After correcting, the researcher collected the work of the students. And the class was over after they had finished revising their work.

In other words, the prewriting was conducted in a meeting, then followed by self-correction in two meetings: the writing of draft one, and the revising – including the introduction to the guidance sheet. Then, after self-correction, the students were asked to do peer-correction.

3.3.4. Peer-Correction Implementation

After the self-correction phase had been administered, the students were then asked to write down another opinion text with the topic of my invention. Here the students were asked to write down the invention they probably wanted to make. The students showed that they had been able to create such text with minimum involvement from the teacher. They just occasionally asked about some words to match the diction, or just telling what their inventions were and how they worked. So, it went to the first meeting for peer correction, which was the writing of draft one. After they finished writing the text, the researcher copied their works.

The next meeting was the revision time. In this phase, the students were paired according to their self-efficacy level. But, they did not know about the self-efficacy level; it is merely the researcher's concern. In addition, this procedure is something new in which other researchers have never done before. The students were paired in such ways: high – high, high – low, and low – low; the complete list of the pairing is in the *appendix*. However, at the end of the discussion, the suggestion for the pairing was presented. Then again, to do the peer-correction, the students were given the guidance sheet and their friends' works. At this time, the students already understood what they needed to do, so there were not many questions regarding the guidance list. So, it went on revision time.

In the process of peer-correction, some things needed to be taken into account. While doing the peer-correction, some students were talking to each other about who corrected whom. It was such a crowded situation; the teacher needed to put some effort into managing the class. Eventually, the students started to do the

peer-correction; they wrote down suggestions and notes to their friends' work according to the guidance sheet given. Then, some students still asked for confirmation about what they were doing. The questions were about the use of the subject-verb agreement, the content as well as the vocabulary. However, the teachers kept throwing the questions to the students so that they revised what they were capable of. Some students also asked each other about what was correct or not. The teacher kept reminding them to try to peer-correct by themselves, but then they kept asking each other for confirmation. Then, the researcher eventually helped the students to give the correct suggestions and corrections. This was also the role of the teachers which are the facilitator and as expert in the subject. for the learning process to occur smoothly. After some time, the students were finished doing the peer-correction. Then, the teacher copied their work for analysis. Then the guidance sheet and their works were given to the owner to write the revision. But, the time was over so it would be continued to the next meeting.

At the next meeting, the students were asked to revise their work. So, the students were pretty occupied with revising their work in this meeting. During the revision, the students were also asking some questions regarding the suggestions and notes from their friends. Some students thought that the suggestions from their friends were not correct, while others were thinking that their friends' notes were helpful. Some students did not follow their friends' suggestions and notes. However, this was not the focus of the research since the error detection phase is already done. The revision phase in peer-correction was done in order to complete the method, and the students got full benefit from it.

In short, the peer-correction phase was done in three meetings: the first was to write a text, the second was to do peer-correction, and the last was to revise their work. This sub-chapter has presented the research implementation, then the validity and reliability of the research are discussed in the next sub-chapter.

3.4. Validity and Reliability

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

3.4.1. Validity of the Test

Validity concerns how effective an instrument would 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 an indicator of competency stated in the curriculum and writing rubric. Hopefully, by doing this, the validity of the guidance sheet was maintained well.

Content validity concerns the comprehensive and representative of the instrument toward the material which is taught. In this type of validity, the material given should be suitable for the curriculum used (Setiyadi, 2006). In this research, the material given is suitable for the syllabus in the target school. Moreover, the class which is used to conduct the research is also a bilingual class in which the students were using English as a second language at school. So, it could be taken into account that the material given is suitable with the standard used in the school.

Construct validity is needed for the test instrument, which measures one aspect or constructs (Setiyadi, 2006). If the test instrument has some aspects and every aspect is measured by some indicators, the indicators must positively associate. Writing has five aspects; therefore, if the test has already measured the five aspects, the test has covered the aspects of construct validity. In measuring the construct validity of the test, the second-rater is involved in analyzing the students' work based on the indicators.

Besides, the self-correction and peer-correction guidance sheet is adapted from the article which had been uploaded in an international journal. The researcher adapted the guidance sheet from the work of Oshima and Hogue (1997) as cited by Honsa (2013) and is also derived from the work of Cahyono and Amrina (2016) with some alteration since this research is done to elementary school students. After seeing the work of those two predecessors, the researcher had adapted the guidance sheet specialized for opinion text for the elementary school. The instruments had also been checked by the supervisors of this research.

3.4.2. Reliability of the Test

Reliability concerns the consistency of the gained score from a test or instrument (Setiyadi, 2006). To achieve the reliability of the writing of the students, *interrater reliability* was used in this study. In this study, the first rater is the researcher himself; the second-rater was a friend of the researcher who is also the teacher in the school and she also concerns about students learning progress in time of the research. The first and second rater firstly agreed upon the notion of successful revision, unsuccessful revision and unreported error in analyzing the

students' works. To measure how reliable the scoring was, this study used *Rank –*

order Correlation with the formula:

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)

The data were obtained by using two raters: teacher and researcher. Rank-order

$$p = 1 - \frac{6.\sum d^2.}{N(N^2 - 1)}$$

(Hatch and Farhady, 1982)

p	: Coefficient of rank order
d	: Difference of rank correlation
N	: Number of students
1-6	: Constant number

correlation was applied in order to examine the raters' objectivity in analysing the

students' work. The reliability score showed that the instrument has high internal

consistency. The reliability score of each type of revision is described below:

Table 1. Reliability of the test

Analysis	SR	UR	UE
Reliability score	1.0625	0.9375	0.875

3.4.3. Validity of the Questionnaire

In assessing the questionnaire validity, two types of validity were applied in

order to enhance the validity of the questionnaire: content and construct validity.

Content validity deals with the equivalent among treatments that are given and the test. The test (questionnaire) represented the material which assessed the item. Furthermore, to enhance the content validity of the questionnaire, the items were adapted from a self-efficacy questionnaire in classroom situations which was created by Pintrich & De Groot (1990).

Construct validity concerns with the theory applied in the items. It means that the test measured certain aspects based on the indicator. The researcher examined it by referring to the theories of self-efficacy by Bandura et al., and the questionnaire used in this research is designed by Pintrich & De Groot (1990). It is a widely used self-efficacy scale, so, the validity is assumed to be achieved already.

In other words, since the self-efficacy scale is designed and validated by experts, it is assumed that the validity of the instrument is high. Moreover, to strengthen the claim, a reliability test was administered.

3.4.4. Reliability of the Questionnaire

In this subchapter, the reliability of the questionnaire is presented. The reliability for the questionnaire is calculated with the Cronbach's Alpha reliability test. The result of the test is presented below:

Table 2. Reliability of the Questionnaire

Cronbach's Alpha	N of Items
.792	10

Table 2.1. Reliability of the Questionnaire

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q1	38.54	203.911	.856	.773
q2	38.67	200.667	.846	.769
q3	38.50	200.870	.868	.769
q4	38.42	195.384	.865	.761
q5	38.42	199.384	.864	.767
q6	38.46	205.824	.747	.776
q7	38.50	196.522	.947	.762
q8	38.50	202.348	.855	.771
q9	38.38	203.201	.842	.772
total	20.38	56.245	1.000	.959

The result showed that the mean alpha value is 0.792; based on the criteria of reliability, the value of 0.792 is acceptable to be used in a research.

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

3.5. Data Analysis

Data analysis should be implemented after gathering the data. There were some steps in analyzing the data of the research: questionnaire, and students' work.

3.5.1. Data Analysis of the Questionnaire

After the questionnaire had been conducted, the data were analyzed by calculating the total score. The total score ranges between 10 and 40, with a higher score indicating more self-efficacy (*See appendix for the details*).

3.5.2. Data Analysis of the Students' Work

After the students had done their writings, their writings were analyzed by looking at their first draft and revision draft. There were three types of revision suggested by Ibarrola (2013): successful revision, unsuccessful revision, and unreported errors.

In analyzing the students' work, there were some steps undertaken. The step would likely be: First, the total number of errors found in the participants' original compositions was initially coded, including grammar, vocabulary, spelling, mechanics, organization: topic sentence, reasons, and also content. These aspects were specialized to form the opinion text, which was already included in the guidance. Then, errors were classified into three groups: successful revision, unsuccessful revision, and unreported errors. Successful revision refers to those which students achieve to revise, from an error to a correct form. Unsuccessful revision is the term used to indicate those that students can detect but fail to correct. Furthermore, unreported errors refer to those that students did not explain in the reformulation and self-correction sessions. Next, unsuccessful revisions were traced to the final compositions. There are two possibilities: (i) the reported error is not modified; (ii) the reported error is transformed into a new error (Ibarrola, 2013).

These were the way the researcher will analyze the data. After analyzing, the data would be treated to see the result.

3.6. Hypothesis Testing

The hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not. The hypotheses were tested by analyzing the

revisions made by the students, and relate them with the students' efficacy traits. The students' revisions were calculated to see the tendencies of the students' performance in doing self and peer-correction. Then, there would be a trend in the data to draw the conclusion. Here is the formula of the first research question's hypothesis testing:

Ho   : There is no strong correlation between self-efficacy and the students' identifying error ability.

Hi   : There is a strong correlation between self-efficacy and the students' identifying error ability.

In addition, the hypothesis testing was applied in both self-correction and peer-correction method. The criteria for accepting the hypothesis based on correlation test are explained as follows:

Ho is accepted if the R-value is lower than the R-table (R-value<0.404) and the output Sig 2-tailed value is higher than the significant value of 0.05. Then Hi is accepted if the R-value is higher than the R-table (R-value>0.0404) and output Sig 2-tailed value is lower than the significant value of 0.05.

In brief, this chapter discussed 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 regarding self-efficacy, the use of self-correction and peer-correction in teaching writing, and researchers who want to do further research about this strategy.

5.1. Conclusions

After analyzing the result, the researcher provided the conclusions of the research. Based on the research, it can be concluded that:

1. There is no strong correlation between self-efficacy and self-correction. Students with high self-efficacy are more likely to believe that their work is already excellent and will not need to go back and revise. So, it can be said that self-correction may not be applicable to students who have a high level of self-efficacy. On the other hand, there is a strong correlation between self-efficacy and peer-correction. Peer-correction is beneficial for students with high self-efficacy, but it is less effective for students with low self-efficacy. The problem of low self-efficacy students lies in their viewpoint on the peer-correction method. In peer-correction, they are likely to hold interaction with their peers, as well as their work. It results in their less effort in correcting their peer's work. Since it is not their work, the students tend to feel ill-equipped; so, they do not give their best effort in giving corrections to their peers.

2. Students with high levels of self-efficacy performed better in detecting errors, especially in peer-correction. It means that they can detect other students' errors in writing.

3. Between self-correction and peer-correction, there is no better technique to support students to identify errors.

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. Self-efficacy questionnaire needs to be done in order to strengthen the use of self and peer-correction. By knowing their efficacy level, the teacher can support the students better.

2. In self-correction, it is better to make sure that high self-efficacy students thoroughly check on their works. It is done to diminish the probability of overconfidence.

3. In peer-correction with the new procedure, it is suggested that the teacher encourages the low self-efficacy students. Hopefully, by only receiving correction, they can still maintain good effort in learning.

4. To overcome the problems of the use of self and peer-correction, guidance sheets are highly recommended to be used. The example of the problems are the students do not know how to start correcting their or their friends work, the students were not confident enough, or the students feel ill-equipped in correcting their friends work.

5.2.2. Suggestions for Further Researchers

1. For future research, it needs more samples to be analyzed. The more the sample is, the more robust the result will be.

2. Ideally, there should be a comparison of correlation before and after the test. Then, a pretest should be administered before test, and the correlation should be compared between the pretest and posttest.

3. The research should focus on peer-correction with the students' self-efficacy level consideration as a whole technique. It means to analyze the students' revision in regard to their self-efficacy level; not only the students' identifying error ability (as this research had done)

In summary, these are the findings of the study and recommendations for English teachers interested in implementing self-correction and peer-correction to improve students' self-efficacy and researchers interested in further research on the topic. This study, hopefully, would be beneficial to others.

REFERENCES

Adi, Y.P., et al. (2017). The use of self-correction in teaching recount text writing. *UNILA Journal of English Teaching, Vol. 6, no. 1, 2017.*

Aghajani, M. (2018). The comparative effect of online self-correction, peer-correction, and teacher correction in descriptive writing tasks on intermediate efl learners' grammar knowledge the prospect of mobile assisted language learning (mall). *International Journal of Applied Linguistics & English Literature 7(3):14.* http://dx.doi.org/10.7575/aiac.ijalel.v.7n.3p.14. [Retrieved online: June 20, 2020]

Ahmad, A. & Safaria, T. (2013). Effects of self-efficacy on students' academic performance. *Journal of Educational, Health and Community Psychology Vol. 2 No. 1.* https://media.neliti.com/media/publications/135816-EN-effects-of-self-efficacy-on-students-aca.pdf. [Retrieved online: June 20, 2020]

Andrade, H. & Du, Y. (2007). Student responses to criteria-referenced self-assessment. *Assessment and Evaluation in Higher Education.* http://www.tandfonline.com/doi/pdf/10.1080/02602930600801928. [Retrieved on March 25, 2015]

Baleghizadeh, S., & Masoun, A. (2013). The effect of self-assessment on efl learners' self-efficacy. *TESL Canada Journal/Revue TESL Du Canada, Volume 31, Issue 1.* http://files.eric.ed.gov/fulltext/EJ1033761.pdf [Retrieved online: January 29, 2016]

Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice Hall. [Retrieved online: April 13, 2018]

Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), *Annals of child development. Vol. 6. Six theories of child development* (pp. 1-60). Greenwich, CT: JAI Press.

https://www.uky.edu/~eushe2/Bandura/Bandura1989ACD.pdf.
[Retrieved online: February 1, 2019]

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational psychologist.* https://www.uky.edu/~eushe2/Bandura/Bandura1993EP.pdf. [Retrieved online: June, 2020]

Bandura, A. (2006). *Self-efficacy belief of adolescents (p. 330-337).* US: Information Age Publishing. https://www.uky.edu/~eushe2/Bandura/BanduraGuide2006.pdf. [Retrieved online: January 18, 2019]

Bannister, P., & Baker, I. (2000). *Self-assessment.* Newcastle. University of Northumbria. http://www.english.heacademy.ac.uk/archive/publications/casestudies/self.pdf. [Retrieved online: March 25, 2015]

Baradaran, A., & Alavi, M.R. (2015). The effect of self-correction on extroverted and introverted intermediate efl learners' writing improvement. *International Journal of Language Learning and Applied Linguistics World Vol. 9(2) June 2015; 22-34.* http://www.ijllalw.org/finalversion922.pdf. [Retrieved on July 23, 2016]

Boud, D. (1995). *Enhancing learning through self-assessment*. New York: Routledge Falmer.

Briceno, M. T. (2009). El uso del error en los ambientes de aprendizaje: una visi!on transdisciplinaria [The use of error in learning environments: a cross-disciplinary view]. *Revista de Teoria y Didactica de las Ciencias Sociales, 14, 9–28.* http://www.saber.ula.ve/bitstream/handle/123456789/29665/articulo1.pdf. [Retrieved online: July, 2021]

Brookheart, S.M. (2008). *How to give to your students effective feedback*. USA: ASCD. http://perino.pbworks.com/f/Effective+Feedback.pdf. [Retrieved online: January, 2019]

Brown, H.D. (2004). *Language assessment: principles and classroom practices*. New York: Pearson Education. http://pbi.mercubuana-yogya.ac.id/wp-content/uploads/2014/09/Ebook-Brown-LanguageAssessment.pdf. [Retrieved online: January, 2019]

Bruning, R., & Horn, C. (2000). *Developing Motivation to Write. Educational Psychologist, 35(1), 25–37.* doi:10.1207/s15326985ep3501_4

Cahyono, B.Y., & Amrina, R. 2016. Peer feedback, self-correction, and writing proficiency of indonesian efl students. *Arab World English Journal Vol. 7 No. 1 March 2016.* http://www.awej.org/images/AllIssues/Volume7/Volume7Number1March/12.pdf. [Retrieved online: July 23, 2016]

Dochy, F., Segers, M., & Sluijsmans, D. (1999). The use of self-, peer and co-assessment in higher education: A review. *Studies in Higher Education, 24*(3), 331–350. https://www.tandfonline.com/doi/abs/10.1080/03075079912331379935. [Retrieved online: April 13, 2018]

Eggleston, B. (2017). Relationship between writing self-efficacy and writing fluency in a performance feedback intervention. *Theses - ALL*. 131. http://surface.syr.edu/thesis/131. [Retrieved online: February 1, 2019]

Ehrlinger, J., Mitchum, A. L., & Dweck, C. S. (2016). Understanding overconfidence: Theories of intelligence, preferential attention, and distorted self-assessment. *Journal of Experimental Social Psychology.* doi:10.1016/j.jesp.2015.11.001. https://sci-hub.tw/10.1016/j.jesp.2015.11.001. [Retrieved online: December, 2019]

Gallego, J.C. & Torres, L.N. (2012). The development of student self-efficacy through modeling strategies for writing skills. Unpublished thesis.

https://intellectum.unisabana.edu.co/bitstream/handle/10818/9053/Ann%
20Lilibeth%20Novoa%20Torres%28TESIS%29.pdf?sequence=1&isAll
owed=y. [Retrieved online: April 13, 2018]

Ganji, M. (2009). Teacher-correction, Peer-correction and Self-correction: Their
Impacts on Iranian Students‟ ILTS Essay Writing Performance. *The
Journal of Asia TEFL*, *6*(1), *117-139.*
https://www.academia.edu/8910226. [Retrieved online: July, 2019]

Graham, S. (2011). Self-efficacy and academic listening. *Journal of English for
Academic Purposes,10*(2), 113–117.
http://centaur.reading.ac.uk/20903/1/20903Graham%2520final%5B1%5
D.pdf. [Retrieved online: April 13, 2018]

Halm, D.S. (2018). Writing success and self-efficacy: the student perspective.
Journal of Education and Social Development, 2(1), 5–15. doi:
10.5281/zenodo.1284625. [Retrieved online: May, 2020]

Hashemnejad, F., Zoghi, M., & Amini, D. (2014). The relationship between self-
efficacy and writing performance across genders. *Theory and Practice in
Language Studies, Vol. 4, No. 5*.
http://www.academypublication.com/issues/past/tpls/vol04/05/24.pdf.
[Retrieved online: April 28, 2020]

Hatch, E., & Farhady, H. (1982). *Research Design and Statistics for Applied
Linguistics.* Rowley, Massachussets: Newbury House Publishers.

Honsa, S. Jr. (2013). Self-assessment in efl writing: A study of intermediate efl
students at a thai university. *Voices in Asia Journal 2013, Vol. 1 Issue 1*.
http://www.viajournal.org/admin/file_upload_name/pp._34-57.pdf.
[Retrieved online: January 29, 2016]

Itmeizeh, M.J. (2016). Impact of peer correction on reducing english language
students' mistakes in their written essays in pauc and learners' attitudes
towards this technique. *Theory and Practice in Language Studies, Vol. 6,
No. 11*. http://dx.doi.org/10.17507/tpls.0611.02. [Retrieved online:
February 28, 2019]

Ibarrola, A.L. (2013). Reformulation and self-correction: Insights into correction strategies for efl writing in school context. *Vigo International Journal of Applied Linguistics 2013, Vol. 10.* http://vialjournal.webs.uvigo.es/pdf/Vial-2013-Article2.pdf. [Retrieved online: June 1, 2016]

J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). Windsor, UK: NFER-NELSON. https://www.researchgate.net/profile/Ralf_Schwarzer/publication/28467 2098_Measures_in_Health_Psychology_A_User's_Portfolio_Causal_an d_Control_Beliefs/links/58592bc208ae64cb3d49338e/Measures-in-Health-Psychology-A-Users-Portfolio-Causal-and-Control-Beliefs.pdf [Retrieved online: January 18, 2019]

Jabbarifar, T. (2009). The importance of classroom assessment and Evaluation in educational system. Proceedings of the 2nd International Conference of Teaching and Learning (ICTL) INTI University College, Malaysia. https://my.laureate.net/Faculty/docs/FacultyDocuments/INTIConference s/ParallelSessions204/4C/4C-03-P14(Iran).pdf. [Retrieved online: January 2, 2019]

Kamimura, T. (2006). Effects of peer feedback on efl student writers at different levels of English proficiency: A Japanese context. *tesl Canada Journal*, *23*(2), 12-39. https://doi. org/10.18806/tesl.v23i2.53. [Retrieved online: February 2, 2019]

Kampa, K., & Vilina, C. (2014). Oxford discovery: students book 5. New York: Oxford University Press.

Khosravi, M., Ghoorchae, B. & Mofrad, A. (2017). The relationship between writing strategies, self-efficacy and writing ability: A case of iranian efl students. *International Journal of English Language & Translation Studies. 5(3). 96-102.*

http://www.eltsjournal.org/archive/value5%20issue3/12-5-3-17.pdf. [Retrieved online: March 1, 2019]

Lorenzet, S. J., Salas, E., & Tannenbaum, S. I. (2005). Benefiting from mistakes: The impact of guided errors on learning, performance, and self-efficacy. *Human Resource Development Quarterly, 16(3), 301–322.* doi:10.1002/hrdq.1141. [Retrieved online: July, 2021]

Moore, D. A., & Healy, P. J. (2008). The trouble with overconfidence. *Psychological Review, 115(2), 502–517.* doi:10.1037/0033-295x.115.2.502. [Retrieved online: December, 2019]

Oscarson, M. (1997). Self-assessment of foreign and second language proficiency. In C. Clapham & D. Corson (Eds.), *Encyclopedia of language and education*: *Language testing and assessment* (Vol. 7, pp. 175–187). Dordrecht, Netherlands: Kluwer Academic Publishers. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.455.4548&rep=rep1&type=pdf. [Retrieved online: April 13, 2018]

Pajares, F. (2003). Self-efficacy beliefs, motivation, and achievement in writing: A review of the literature. *Reading & Writing Quarterly, 19: 1397158.* https://www.uky.edu/~eushe2/Pajares/Pajares2003RWQ.pdf. [Retrieved online: April 13, 2018]

Pajares, F., Hartley J., & Valiente, G. (2001). Response format in self-efficacy: Greater discrimination increases prediction. *Counseling and Development, 33*(4). doi:10.1080/07481756.2001.12069012. [Retrieved online: April 13, 2018]

Pajares, F., & Johnson, M. J. (1998). Self-efficacy beliefs and the writing performance of entering high school students. *Psychology in the Schools, 33(2), 163–175.* doi:10.1002/(sici)1520-6807(199604)33:2<163::aid-pits10>3.0.co;2-c. [Retrieved online: April 13, 2018]

Pintrich, P. R., & de Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of*

Educational Psychology, 82(1), 33–40. doi:10.1037/0022-0663.82.1.33
sci-hub.tw/10.1037/0022-0663.82.1.33. [Retrieved online: May, 2019]

Ramírez Balderas, I., & Guillén Cuamatzi, P. M. (2018). Self and peer correction
to improve college students' writing skills. *Profile: Issues in Teachers'
Professional Development, 20*(2), 179-194.
https://doi.org/10.15446/profile.v20n2.67095. [Retrieved online:
February 2, 2019]

Rankin, J., Bruning, R., & Timme, V. (1994). The development of beliefs about
spelling and their relationship to spelling performance. [Electronic
version]. *Applied Cognitive Psychology.*
http://www.academypublication.com/issues/past/tpls/vol04/05/24.pdf.
[Retrieved online: February 28, 2019]

Rochmah, E., & Abdulmajid, N.W. (2018). Self regulated learning strategy in
elementary school. *Indonesian Journal of Education and Learning Vol.
2/No. 1/Oktober 2018.* doi: 10.31002/ijel.v2i1.938. [Retrieved online:
July, 2019]

Rollinson, P. (2004). Thinking about Peer Review. Oxford: Oxford University
Press.

Ross, J.A. (2006). The reliability, validity, and utility of self-assessment.
*Practical Assessment, Research & Evaluation. Volume 11 Number 10,
November.* http://pareonline.net/pdf/v11n10.pdf. [Retrieved online:
February 2, 2016]

Salma, I. (2016). A Comparative Study Between Peer-Correction and Self-
correction in Improving Students' Writing Skill of Descriptive Text at
First Grade of SMA Negeri 6 Metro. Unpublished thesis.

Setiyadi, Ag. B. (2006). *Metode Penelitian Untuk Pengajaran Bahasa Asing:
Pendekatan Kuantitatif dan Kualitatif.* Yogyakarta: Graha Ilmu.

Spiller, D. (2012). *Self-Assessment: Self-Assessment and Peer-Assessment.* New
Zealand. Teaching Development Unit | Wāhanga Whakapakari Ako.

http://www.waikato.ac.nz/tdu/pdf/booklets/9_SelfPeerAssessment.pdf. [Retrieved online: March 25, 2015]

Sultana, A. (2009). Peer correction in esl classroom. *BRAC University Journal, 6*(1), 11-19. [Retrieved online: February, 2019]

Witbeck, M.C. (1976). Peer correction procedures for intermediate and advanced esl composition lessons. *TESOL Quarterly, Vol. 10, No. 3 (Sep., 1976), pp. 321-326*. http://www.jstor.org/stable/3585709. [Retrieved online: June, 2021]

Zamora, Á., Súarez, J. M., & Ardura, D. (2017). A model of the role of error detection and self-regulation in academic performance. *The Journal of Educational Research, 111(5), 595–602*. doi:10.1080/00220671.2017.1349072. [Retrieved online: July, 2021]

Zander, L., Kreutzmann, M., & Wolter, I. (2014). Constructive handling of mistakes in the classroom: The conjoint power of collaborative networks and self-efficacy beliefs. *Zeitschrift Für Erziehungswissenschaft, 17(S5), 205–223*. doi:10.1007/s11618-014-0558-6. [Retrieved online: July, 2021]

Zeng, Y. (2006). Peer feedback in college slw classroom. *Sino-us English Teaching, 3*(3), 23-35. [Retrieved online: February, 2019]