THE EFFECT OF USING SELF-CORRECTION TECHNIQUE ON THE ELEVENTH GRADE STUDENTS’ WRITING ABILITY OF SMA MUHAMMADIYAH 3 JEMBER IN THE 2016/2017 ACADEMIC YEAR

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Abstract

This research is aimed to find out the effect of using self-correction technique on students’ writing ability. It tries to investigate whether students who taught by using self-correction technique have better result in writing report text than students who taught by teacher written feedback or not.

This research is classified as a quasi-experimental research. The subjects of this research were 53 students of eleventh grade at SMA Muhammadiyah 3 Jember where 28 students of XI IPA 2 and 25 students of XI IPA 1. Class XI IPA 2 was chosen as the Experimental Group which was taught by using Self-correction technique as the treatment while Class XI IPA 1 was chosen as the Control Group which was taught by using teacher written feedback.

Both of Experimental and Control Groups were given a writing test to measure their writing ability. The data collection technique of this research is by giving pre-test and post-test focus on writing a information report text. After the data were tested and found to be homogeneous variance and the distribution of the data is normal, the hypothesis was tested by using t-test.

The result of this research showed that the calculated $t$ (1.110) and the critical $t$ value from $t$ distribution table (1.675). Thus, the conclusion of this research is Self-correction technique has no significant effect on students’ writing ability.

Key Words: Self-correction, Writing Ability.

INTRODUCTION

As productive skill, writing is different with speaking nor other receptive skills. Writing is the most difficult skill for not only it needs a lot of vocabularies in composing paragraph, but also grammatically correct in order to be comprehensible besides other writing’s rules. Therefore, composing paragraph in
writing activity takes a lot of time. As Harmer (2007:25) states that writing is
governed by a number of rules, styles, and contrains to express the meaning of
text.

It can be assumed that writing not only needs time to generate and
organize the ideas but also has to translate the ideas into understandable writing
by using grammatical rules correctly, and it takes a process which needs a lot of
practices to be a good writing. But, it is contrary with Truscott statement in his
article (1996), “The case against grammar correction in L2 writing classes,” after
that, debate about whether and how to give L2 students feedback on their written
grammatical errors has been of considerable interest to researchers and teachers.
However, it is not clear yet who should give the feedback.

Grammatical errors are the common problem which must be some ways
and solutions to solve this problem, in this case the researcher used self-correction
technique to find out whether there is significant difference between students who
ught by using self-correction technique and those who taught by using teacher
written feedback or not.

Self correction is the technique in which students are engaged to correct
their own errors, not by the teacher. They need to correct their errors because
according to Raimes (1983:23) the principal job of teachers is not to search for
errors, after all, is what the students should be doing before they hand in their
papers.

In addition, Raimes also said that the teachers should give chance for the
students to expect errors that occur regularly at certain stages, for example in
prewriting. As in a general discussion of error production and correction in second
language acquisition, Brown (2000) in Ferris (2005:279) pointed out:

Learners pass through successive stages in developing an ability to
recognize and correct their own errors, ranging from the "random
error stage," in which learners have no systematic idea about a
given structure, to the "stabilization stage," in which learners make
relatively few errors and can self-correct.

Some researchers believe that self-correction is more effective than others
feedback. As Mansoor Ganji (2009) said that the students’ self-correction can
have a long-lasting effect on their memory, because they are involved in the
process directly and actively, and this can activate the operations necessary for
long-term retention. In addition, the results of the Scheffe Test from Mansoor
Ganji (2009) showed that there was a significant difference between self-
correction and teacher-correction groups writing performance on his post test
caued by the way of giving feedback. The students in self-correction group were
better than the traditional teacher-correction group.

According to Abdul Majid (2009) Vol. 2 (2) 194 “Self correction is
believed to instill in the learner feelings of self-sufficiency and success and
provide them with the opportunity to take more active roles in their own
learning.” In addition, self correction helps weak students away from dependency
on the teacher for correction.

Therefore, this research is conducted to identify the effect of using self-
correction in writing report text which focus on tenses, subject-verb agreement,
and spelling.
RESEARCH METHOD

This research is classified as a quasi-experimental research. The subjects of this research were 53 students of eleventh grade at SMA Muhammadiyah 3 Jember where 28 students of XI IPA 2 and 25 students of XI IPA 1. Class XI IPA 2 was chosen as the Experimental Group which was taught by using Self-correction technique as the treatment while Class XI IPA 1 was chosen as the Control Group which was taught by using teacher written feedback.

Both of Experimental and Control Groups were given a writing test to measure their writing ability. The data collection technique of this research is by giving pre-test and post-test focus on writing a information report text. After the data were tested and found to be homogeneous variance and the distribution of the data is normal, the hypothesis was tested by using t-test.

RESULT AND DISCUSSION

In writing process, there were four steps by Hogue (2008:28) that have to be done by the writers, 1) prewrite; 2) writing the first draft; 3) edit; and 4) write the final copy. The researcher focused on editing phase because it was related to the technique that used in this research, self-correction technique. By editing phase, students were able to correct their spelling, subject-verb agreement, and grammatical errors. In addition, Daniel and Violet (2010:62) also regard “Self-editing as extremely important in the era of electronic communication because clicking “send” or “print” before attending to possible errors in form, content, and organization can be a source of embarrassment for writers or annoyance for their reader.”

When monitoring the editing activities in the experimental group, the researcher found that the girl students followed the researcher explanation and was noting the teacher suggestion while the boy students were just noisy and did not care about their writing. It influenced by the researcher attitudes and behaviours when teaching process. Because the researcher was only giving intense explanation to the girl students, so it made the boy students were irresponsible with their writing. As Frymier's (1993) study in Ulug (2011) Vol.30 p.739 concerning the effect of positive teacher behavior on the student’s motivation level, the author has concentrated on certain behaviors for teachers such as giving feedback for student works, complimenting, wanting to listen to students and being interested. The researcher has to be fair in teaching and learning process because teacher’s positive attitudes also important for the students.

Unlike the experimental group, for the control group in this research taught by using teacher written feedback. When the researcher used teacher written feedback, it was so different from technique that used in experimental group. It seemed different when the students had already writing a draft. If in experimental group, the students had to correct their writing by themselves, while in control group the students did not correct their writing, they just needed to submit their draft to the researcher. Some of the students just saw the correction by the researcher, then they did not checked the correct one from dictionary or textbook. Some of them were also careless about the researcher’s comments.

Furthermore, the result of both groups showed that they are improved because they got better result in post-test. It showed by comparing the means
score in pre-test and post-test. For the experimental group gained 66.3 in pre-test and 70.4 in post-test. While for the control group gained 63.8 in pre-test and 66.1 in post-test. Furthermore, the researcher could not directly conclude that self-correction technique is better than teacher written feedback. The researcher is allowed to conclude, if the improvement of both groups are significantly different by analysing the significance level of $t$ value.

After the researcher compared the calculated $t$ to the critical $t$ value from the $t$ distribution table with degrees of freedom, the result is the improvement of both groups are not significantly different. It seemed by gain score of comparing the calculated $t$ (1.110) and the critical $t$ value from t distribution table (1.675). It showed that calculated $t$ lower than critical $t$ value from $t$ distribution table, means that the alternative hypothesis is rejected.

**CONCLUSION AND SUGGESTION**

**CONCLUSION**

Based on the result of this research showed that the calculated $t$ (1.110) and the critical $t$ value from $t$ distribution table (1.675). Thus, the conclusion of this research is Self-correction technique has no significant effect on students’ writing ability.

**SUGGESTION**

Regarding to the weaknesses and limitation of this research, some suggestion are proposed. First, this research used quasi experimental design then there is no randomized of the subjects. It was used because the limited of time and the recommendation from the school to use the provided class, therefore it was impossible to randomize the subjects. Expected to the future, researcher will use true experimental design with randomized the subjects because the use of self-correction needs long time.

Second, this research only focused to the students’ corrections on spelling, subject-verb agreement, and tenses. It was still difficult for intermediate level because self-correction technique is suitable for advance students. Expected to the other researcher will consider about the students’ competence level before conducted the use of technique, method, or strategy in teaching English.

Third, this research used traditional assessment which still categorized as old paradigm of writing assessment. Expected to the other researcher will select a new paradigm of writing assessment, like alternative assessment and authentic assessment. Traditional assessment is considered irrelevant with the nature of writing process while authentic assessment attracting many practitioners in current practices.

In addition, hopefully it will be useful for the English teacher as guidance to select, provide, and use appropriate technique, method, or strategy on learning English in EFL classroom. The teacher should be selective in choosing a good method or technique before teach their students.
REFERENCES


